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* ĐT.: (84-24) 66886972

* Email: tapchincnn@gmail.com / tapchincnn@vnu.edu.vn

* Website: <https://jfs.ulis.vnu.edu.vn/>

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CLAUSE COMPLEX RESOURCES REALISING LOGICAL MEANINGS IN A LITERARY TEXT: A SYSTEMIC FUNCTIONAL LINGUISTICS ANALYSIS

Hoang Van Van*

VNU University of Languages and International Studies, No.2 Pham Van Dong, Cau Giay, Hanoi, Vietnam

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Abstract. This descriptive qualitative-quantitative research attempts to explore in-depth clause complex resources and how they are employed in the construction of logical meanings in a literary text. The data for analysis is “Chapter 1” – “The Period” of “Book the First” of the three-book novel “A Tale of Two Cities” by the eminent British novelist Charles Dickens. The theoretical framework adopted for analysing the data is Systemic Functional Linguistics (SFL). The units of analysis are paratactic and hypotactic clause complexes. Findings of the study exhibit a number of clause combining features, of which four stand out: (1) the text is organised mainly around clause complexes; (2) in terms of TAXIS or degree of interdependency, clause simplexes are linked to one another to form clause complexes mostly by hypotactic relation; (3) in terms of LOGICO-SEMANTIC RELATION or type of interdependence, clause simplexes are linked to one another mostly by expansion mode; and (4) of the three modes of expansion: elaboration, extension, and enhancement, enhancement takes up the largest proportion, whereas elaboration does not feature in the text. The study closes with a summary of the salient clause combining features found in the text, a recommendation affirming the relevance of SFL as a theoretical framework for analysing and interpreting logical meanings of texts in general and of literary texts in particular for teaching, learning and research, and some suggestions for further study.

Keywords: clause complex resources, logical meaning, degree of interdependency, type of interdependence, “A Tale of Two Cities”

* Corresponding author.

Email address: vanhv.sdh@gmail.com

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CÁC NGUỒN TÀI NGUYÊN CÚ PHỨC HIỆN THỰC HÓA CÁC Ý NGHĨA LOGIC TRONG MỘT VĂN BẢN VĂN HỌC: NGHIÊN CỨU THEO LÝ THUYẾT CHỨC NĂNG HỆ THỐNG

Hoàng Văn Vân

Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội, Số 2 Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam

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Tóm tắt: Nghiên cứu theo hướng mô tả định tính - định lượng này cố gắng khám phá sâu về các nguồn tài nguyên cú phức và cách chúng được sử dụng như thế nào trong việc kiến tạo ý nghĩa logic trong một văn bản văn học. Dữ liệu để phân tích là “Chương 1” – “Thời ấy” của “Quyển thứ nhất” trong bộ tiểu thuyết ba tập “Một câu chuyện về hai thành phố” của tiểu thuyết gia người Anh nổi tiếng Charles Dickens. Khung lý thuyết được áp dụng để phân tích dữ liệu là ngôn ngữ học chức năng hệ thống. Đơn vị phân tích là cú phức đồng đẳng và cú phức phụ thuộc. Những phát hiện của nghiên cứu này cho thấy một số đặc điểm kết hợp cú điển hình trong văn bản, trong đó có bốn đặc điểm nổi bật: (1) văn bản được tổ chức chủ yếu xung quanh các cú phức; (2) về mặt THỰC BẬC hay mức độ phụ thuộc lẫn nhau, các cú đơn được liên kết với nhau để hình thành nên cú phức chủ yếu bằng mối quan hệ phụ thuộc; (3) về mặt QUAN HỆ LOGIC-NGỮ NGHĨA hay kiểu phụ thuộc lẫn nhau, các cú đơn được liên kết với nhau chủ yếu bằng phương thức bành trướng; (4) trong ba phương thức bành trướng: chi tiết, mở rộng và tăng cường, phương thức tăng cường chiếm tỉ lệ lớn nhất, trong khi phương thức chi tiết không xuất hiện trong văn bản. Nghiên cứu kết thúc bằng việc tóm tắt các đặc điểm kết hợp cú nổi bật tìm thấy trong văn bản, khuyến nghị khẳng định sự quan yếu của ngôn ngữ học chức năng hệ thống như một khung lý thuyết dùng để phân tích và diễn giải ý nghĩa logic của văn bản nói chung và của văn bản văn học nói riêng phục vụ cho giảng dạy, học tập và nghiên cứu, và một số gợi ý cho nghiên cứu tiếp theo.

Từ khóa: các nguồn tài nguyên cú phức, ý nghĩa logic, mức độ phụ thuộc lẫn nhau, kiểu phụ thuộc lẫn nhau, “Một câu chuyện về hai thành phố”

1. Introduction

In this study, an attempt is made to look in detail at clause complex resources and how they are employed to construct logical meanings in a literary text – a topic which has received very little attention in English literature teaching, learning and research, particularly at tertiary EFL (English as a foreign language) departments or faculties. The data for analysis is “Chapter 1” – “The Period” of “Book the First” of the famous three-book novel “A Tale of Two Cities” by the eminent British novelist Charles Dickens. There are four reasons for the choice of the data: (1) “A Tale of Two Cities” is one of Charles Dickens’ best, most exciting, and most successful literary works; (2) the novel has been adapted for film, television, radio, and the stage in Britain (https://en.wikipedia.org/wiki/A_Tale_of_Two_Cities); (3) it has been translated into several languages, including Vietnamese (see Dickens, 2018); and (4) although “The Period” is a short text – a part of a long text, to be more specific, it contains enough data to give significant clause complex resources characterising logical meanings of the text. The theoretical framework adopted for analysing the data of this study is Systemic Functional Linguistics (SFL) – a world-famous model of language developed by Halliday (1961, 1976, 1978, 1985, 1994, 2012, and elsewhere), Matthiessen (1995), Martin (1992), Halliday & Martin (2005); Halliday & Matthiessen (2014), and other systemic functional scholars. The paper is

organised around five main sections. Following Section one which states the rationale of the study. Section two provides an overview of SFL, examining, in particular, the features of the model that are relevant to the focus of this study. Section three is concerned with research design and methodology. Section four provides an in-depth presentation and discussion of the research findings. Section five offers a summary of the key findings from the study, highlights the applicability of SFL to the analysis of clause complex resources to uncover logical meanings of literary texts for teaching, learning and research purposes, and makes some suggestions for further research.

2. An Overview of Systemic Functional Linguistics

Over the past few decades, an interesting trend in the area of language education has been the development of educational linguistics, the application of linguistic theory to the analysis of texts for teaching, learning and research purposes. One linguistic approach that has proved to be extremely fruitful in this respect is SFL developed by Halliday (1961, 1973, 1976, 1978, 2017) and other systemic functional scholars (e.g. Hasan, 2011, Matthiessen, 1995, 2001; Martin, 1992 and elsewhere). Ever since its inception in the early 1960s, SFL has constantly evolved toward perfection. In its current formulation, SFL is a comprehensive, multidimensional model of language, consisting of six dimensions: stratification, rank, metafunction, delicacy, and axis (see Halliday, 1961, 1976, 2017; Matthiessen, 2001; Hoang, 2021). Within the metafunction dimension, SFL postulates that language is organised around four metafunctions: experiential, logical, interpersonal, and textual. And within the stratification dimension, SFL conceptualises language as consisting of four strata: context, semantics, lexicogrammar, and phonology/graphology. SFL claims that the relation between these strata is that of realisation, with the lower stratum realising the next higher one: phonology realises lexicogrammar which realises semantics which realises context (Hasan & Perret, 1994; Matthiessen, 1995; Halliday & Matthiessen, 2014; Hoang, 2012, 2020, 2021). It is not the intention of this paper to present a comprehensive review of the SFL model. In what follows, we will draw attention to only those features of the stratification and metafunction dimensions which appear directly relevant to our research purposes. Specifically, we will focus our review on two main headings: (1) context and (2) the logical metafunction and its realisation through the systems of TAXIS or degree of interdependency and LOGICO-SEMANTIC RELATION or type of interdependence.

2.1. Context

In SFL, context is the higher-order semiotic system above the linguistic system (Halliday, 1978; Hasan, 2011; Matthiessen, Teruya & Lam, 2010, p. 77). SFL postulates context as a theoretical construct consisting of three social situation categories referred to respectively as **field of discourse**, **tenor of discourse**, and **mode of discourse** (Halliday, McIntosh & Stevens, 1964; Halliday, 1978; Gregory & Carroll, 1978; Halliday & Hasan, 1989; Matthiessen, 1995; Hasan, 2011). Field of discourse refers to what is going on in the speech situation, to the nature of the social action that is taking place. Tenor of discourse refers to who is taking part, to the role relationships of those involved in the speech situation. Mode of discourse refers to what the language is playing in the speech situation, to the channel of communication (is it spoken or written or some combination of the two?). It is concerned with textual features such as point of departure of the clause, rhetoric patterns in the clause complex, and cohesive and coherent features of discourse – with how clauses “hang together” to make discourse a unified whole (Halliday, 1978; Halliday & Hasan, 1976, 1989; Martin & Rose,

2013). Field of discourse, tenor of discourse, and mode of discourse constitute what Halliday et al (1964), Halliday (1978), Gregory & Carroll (1978), and Halliday & Hasan (1989) refer to as “register”, defined by Halliday (1978, p. 195) as “a set of meanings that is appropriate to a particular function of language, together with the words and structures which express these meanings”.

Context has a very important role in discourse analysis. It provides clues for interpreting text meanings at the semantic stratum. SFL claims that given an adequate specification of the semiotic properties of the context in terms of field of discourse, tenor of discourse, and mode of discourse, one can predict not everything, but still a great deal about the language that will occur, with reasonable probability of being right (Halliday, 1974, 1978; Halliday & Hasan, 1989; Hoang, 2012, 2024).

2.2. The Logical Metafunction and Its Realisation Through the Systems of TAXIS and LOGICO-SEMANTIC RELATION

The multidimension of the SFL model suggests that, a full-scale analysis for the meanings of a text using SFL as theoretical framework involves quite a number of dimensions, extending from analysis of the context of situation or “categories of social situation”, to use Hasan & Perrett’s (1994, p. 189) terminology, in which the text is embedded, analysis of the various metafunctions or strands of meaning activated by the corresponding categories of social situation: experiential, interpersonal, and textual, realised in their respective lexicogrammatical structures: transitivity, mood, and theme. And if a text consists of several clause simplexes logically linked together, the analysis of the text should also involve examining various clause combining resources to unveil how clause simplexes hang together to make the text a unified whole (Halliday, 1985, 1994, 2012 and elsewhere; Halliday & Hasan, 1976, 1989; Halliday & Matthiessen, 2014). What are these links between the clause simplexes? SFL claims that they are linked to each other by two general systems or modes of logical relationships referred to respectively as TAXIS and LOGICO-SEMANTIC RELATION.

TAXIS, according to Halliday (1985, 1994 and elsewhere), Matthiessen (1995), Halliday & Matthiessen (2014), and Matthiessen, Teruya & Lam (2010), is concerned with degree of interdependence between clauses in the clause complex. It has two delicate systems each of which indicates a kind of logico-semantic relation between clauses: PARATACTIC (“coordinate”, in traditional grammar terminology) and HYPOTACTIC (“subordinate”, in traditional grammar terminology). When two clause simplexes in a clause complex are of equal status, they are said to be in paratactic relation as *The Stryver clerk had gone home* (initiating clause) and *and the Stryver principal opened the door* (continuing clause) in *The Stryver clerk had gone home, and the Stryver principal opened the door* or *Today is a holiday* and *but the children are in school* in *Today is a holiday, but the children are in school*. In contrast, when two clause simplexes in a clause complex are of unequal status, they are said to be in hypotactic relation as *He added the last words* (dominant clause) and *after there had been a vivid flash which had shown him lounging in the window* (dependent clause) in *He added the last words, after there had been a vivid flash which had shown him lounging in the window*.

LOGICO-SEMANTIC RELATION is concerned with type of interdependence. It comprises two fundamental systems: EXPANSION and PROJECTION. Expansion refers to a clause complex in which the secondary clause expands the primary clause by one of the three modes: (1) elaboration: “one clause elaborates on the meaning of another by specifying or describing it” (Halliday & Matthiessen, 2014, p. 461) as in *My watch stops; it’s broken down*, (2) extension: “one clause extends the meaning of another by adding something new to it” (Halliday &

Matthiessen, 2014, p. 471) as in *He had asked the prisoner, and the prisoner had engaged him*, and (3) enhancement: “one clause (or sub-complex) enhances the meaning of another by qualifying it in one of a number of possible ways: by reference to time, place, manner, cause or condition” (Halliday & Matthiessen, 2014, p. 476) as in *Stranger things than that will happen when it does come* (time), and *Now don't be angry at my asking all these questions; because I am a mere dull man of business* (cause).

Projection refers to a clause complex in which the secondary clause is projected through the primary clause which instates it as a locution or an idea (Halliday & Matthiessen, 2014, p. 443). Related to locution and ideas are two logico-semantic relations referred to respectively as “quoting” and “reporting”. Quoting refers to a clause complex in which one clause called “projecting clause” projects another clause called “projected clause”, and the projected clause represents that which is said as in *Mr Lorry said* (projecting clause): “*I know this messenger, guard.*” (projected clause). In quoting, the projecting clause and the projected clause are of equal status: They are of paratactic relation. Reporting, in contrast, is concerned with a clause complex in which one clause reports another clause, and the reported clause represents the idea of that which is said, thought, or commented as in *She said* (reporting clause) *that he was a kind-hearted man* (reported clause), *I thought* (reporting clause) *he was rather a handsome fellow* (reported clause) or *It was sad* (reporting clause) *that they didn't come to the meeting* (reported clause). In a reporting clause complex, the reporting clause and the reported clause are of unequal status: the reporting clause is the dominant or independent clause and the reported clause is the subordinate or dependent one. (For more detail about clause complex resources and their logico-semantic relations, see Halliday, 1985, 1994, 2012; Matthiessen, 1995; Halliday & Matthiessen, 2014; Matthiessen et al, 2010; Hasan, 1993; Hoang, 2012, 2018; see also Nguyen, 2013).

3. Research Methodology

This study employs a descriptive qualitative-quantitative research method reflected in the subsections that follow.

3.1. Aim of Study and Research Questions

The overarching aim of the study is to explore clause complex resources in “Chapter 1” – “The Period” of “Book the First” of the famous three-book novel “A Tale of Two Cities” and how they are deployed to realise logical meanings in the text, using SFL as the analytical framework. To achieve the aim, the study raises the following questions for exploration:

- What clause complex resources are utilised in the construction of the text?
- How are these clause complex resources utilised to realise logical meanings in the text?

3.2. Data Collection

The data for the study is taken from Chapter 1 entitled “The Period”. It is the first chapter of the first book – “Book the First” in the long famous historical three-book novel – “A Tale of Two Cities” by the eminent British novelist Charles Dickens. In this chapter, Charles Dickens introduces and depicts things, people and events characterising the chaos and social instabilities in two capital cities – London in England and Paris in France – in the final quarter of the eighteenth century. The version of the novel taken as data for analysis was published in 2003 by CRW Publishing Limited. For analytical purposes, the chapter under study is referred to as

text.

3.3. *Analytical Procedure and Aspects of Data Analysis*

The study is intended to analyse the full transcript of Chapter 1. After the full transcript of the chapter had been obtained from the novel, it was carefully read to ensure a comprehensive grasp of the content. During the reading process, special attention was paid to clause complex resources realising logical meanings in the text. To answer the above research questions, the analysis of the data follows three main steps: (1) analysis of the contextual configuration in which the text is embedded to lay ground for further analysis and discussion in the subsequent sections; (2) analysis for base-line information of the text (see Appendix); and (3) analysis of the clause complexes in terms of degree of interdependency (TAXIS) and type of interdependence (LOGICO-SEMANTIC RELATION) to uncover logico-semantic meanings of the text.

Instances of the analysed aspects are counted; frequency of each feature is obtained by number and, where possible, in proportion in its relevant total, (percentage rounded to the nearest figure). Findings are displayed in tables and figures, and discussion of the clause complex features realising logical meanings employed in each paragraph and in the entire text is provided.

3.4. *Notational Conventions*

The notational conventions used for analysis and discussion of the text are provided as follows:

- ||| indicate clause complex boundary
- || indicate clause simplex boundary
- (I), (II), (III) ... indicate numbers of clause complex
- (1), (2), (3) ... indicate numbers of clause simplex
- (1) ^ (2) ^ (3) ... indicate sequence of independent clauses in a paratactic clause complex
- α indicate dominant clause in a hypotactic clause complex
- $\beta, \gamma, \dots$ indicate dependent clause in a hypotactic clause complex
- = indicate expansion: elaborating relationship in a clause complex
- + indicate expansion: extending relationship in a clause complex
- x indicate expansion: enhancing relationship in a clause complex
- “ indicate quoting projection: locution
- ‘ indicate reporting projection: idea
- ^ indicate clause sequence

4. Findings and Discussion

4.1. *Contextual Configuration of the Text*

The analysis of the contextual configuration of the text has already been provided elsewhere (see Hoang, 2024). For purposes of this study, it is reproduced below with more focus on types of taxis and logico-semantic relations.

The text under examination is one of the fifteen chapters in “A Tale of Two Cities”, but judging from the contents presented in it we can see “how it springs from its environment [context of situation] and is determined by the specific features of that environment” (Halliday, 1978, p. 150). Thus, the contextual configuration of the text in terms of field of discourse, tenor of discourse, and mode of discourse can be stated as follows.

Field of discourse:

- A part of a long historical novel, introducing and depicting things, people and events happening in two capital cities – London in England and Paris in France – in the last quarter of the 18th century.
- Participant types: Carrier, Existent, Actor, Sayer, Senser
- Process types: relational, existential, material, verbal, mental
- Types of taxis relation: predominantly of hypotactic relation
- Types of logico-semantic relation: mostly of expansion mode

Tenor of discourse:

- Writer to readers; writer adopting the role as recounter
- Readers: general and unseen
- Mood types: entirely declarative
- Subject types: a combination of both human and non-human

Mode of discourse:

- Medium: written to be read
- Channel: verbal
- Self-sufficiency of text: highly self-sufficient, evident in a considerable number of endophoric (anaphoric as well as cataphoric) references within the text itself.
- Thematic types: marked, unmarked, simple, multiple, and clausal

4.2. Base-line Information

Analysis in the Appendix shows that the text has 1019 total running words, 6 paragraphs, 80 clause simplexes of which 62 are finite and 18 are non-finite. Analysis in the Appendix also shows that the text consists of 20 clause complexes which contains 72/80 clause simplexes, accounting for 90 per cent of all clause simplexes in the text. Findings of base-line information of the text can be summarised in Table 1. Further findings existing in the text which are not shown in the table will be brought out in the analysis of the relevant sections that follow.

Table 1*Base-line Information*

Number of total running words:	1019
Number of paragraphs:	6
Number of clause simplexes:	80
- Number of finite clause simplexes:	62
- Number of non-finite clause simplexes:	18
Number of clause complexes:	20
- Number of clause simplexes:	72

4.3. Findings of Clause Complex Resources

Based on the analysis of the contextual configuration of the text and on the base-line information in Table 1, we now embark on investigating how the clause simplexes in 20 clause complexes in the text are linked with one another by means of some kind of logico-semantic relation to form clause complexes representing what Matthiessen (1995) and Halliday & Matthiessen (2014) refer to as “sequences of figures” or “moves” (to use Swale’s 1990 terminology) that are presented as textually related messages. Our presentation and discussion

will revolve around two dimensions: TAXIS or degree of interdependency and LOGICO-SEMANTIC RELATION or type of interdependence. For presentation purposes, we will move from one clause complex to the next, and place each clause complex above the corresponding presentation and discussion of findings

(I) || (1) It was the best of times, || (2) it was the worst of times, || (3) it was the age of wisdom, || (4) it was the age of foolishness, || (5) it was the epoch of belief, || (6) it was the epoch of incredulity, || (7) it was the season of Light, || (8) it was the season of Darkness, || (9) it was the spring of hope, || (10) it was the winter of despair, || (11) we had everything before us, || (12) we had nothing before us, || (13) we were all going direct to Heaven, || (14) we were all going direct the other way ||

Clause complex **(I)** is structured around 14 clause simplexes. They form a single clause complex on three grounds. First, although they are presented separately without any explicit linkers or connectors between them, all their experiential contents are related to the topic of Chapter 1 – “The Period”. Second, they all construe what Halliday & Matthiessen (2014, p. 479) refer to as “an event line”, reflected in that the Subject/Theme “it” remains constant in the first ten clause simplexes, and the Subject/Theme “we” runs consistently through the last four clause simplexes. And third, the tense selections are typically a succession of simple past combined with past progressive (as in *was* [clauses (1) to (10)] – *had* [clauses (11) and (12)] – *were going* [clauses (13) and (14)]). In terms of degree of interdependency, they are of paratactic relation: they are all paratactic clause simplexes, have equal status, and are “independent of one another” (Halliday & Matthiessen, 2014, p. 438). And in terms of type of interdependence, they are of expansion: extension mode, extending from clause simplex (1) through to clause simplex (14).

The logical relation of clause complex **(I)** can be represented as follows:

$$(1) \wedge + (2) \wedge + (3) \wedge + \dots \wedge + (14)$$

(II) || (15) – in short, the period was so far like the present period, || (16) that some of its noisiest authorities insisted on its being received, for good or evil, in the superlative degree of comparison only. ||

Clause complex **(II)** is structured into two clause simplexes: (15) and (16). In terms of degree of interdependency, they are of hypotactic relation: (15) is the dominant (paratactic) clause simplex and (16) is the dependent (hypotactic) one. And in terms of type of interdependence, they are of expansion: extension mode, where (16) expands: extends the meaning of (15).

The logical relation of clause complex **(II)** can be represented as follows:

$$\alpha(15) \wedge + \beta(16)$$

(III) || (19) In both countries it was clearer than crystal to the lords of the State preserves of loaves and fishes, || (20) that things in general were settled for ever. ||

Clause complex **(III)** consists of two clause simplexes: (19) and (20). In terms of degree of interdependency, they are of hypotactic relation: (19) is the paratactic/dominant clause simplex and (20) is the hypotactic/dependent one. And in terms of type of interdependence, they are of projection mode, where (19) – the projecting clause, which is a relational clause – expresses the writer’s explicit, objective opinion or comment on the fact stated in (20), and (20) – the projected clause, which is a material clause – states the fact (see Halliday, 1985, pp. 332-334; Halliday & Matthiessen, 2014, pp. 678, 689, 698; see also Collins Cobuild, 2000, p. 339).

The logical relation of clause complex **(III)** can be represented as follows:

$$\alpha(19) \wedge \beta(20)$$

(IV) ||| (23) Mrs Southcott had recently attained her five- and-twentieth blessed birthday, || (24) of whom a prophetic private in the Life Guards had heralded the sublime appearance by announcing that arrangements were made for the swallowing up of London and Westminster. |||

Clause complex **(IV)** is organized around two clause simplexes: (23) and (24). In terms of degree of interdependency, they are of hypotactic relation: (23) is the dominant clause simplex and (24) is the dependent one. And in terms of type of interdependence, they are of expansion: extension mode, where (24) expands: extends the meaning of (23).

The logical relation of clause complex **(IV)** can be represented as follows:

$$\alpha(23) \wedge +\beta(24)$$

(V) ||| (25) Even the Cock Lane ghost had been laid only a round dozen of years, || (26) after rapping out its messages, || (27) as the spirits of this very year last past (supernaturally deficient in originality) rapped out theirs. |||

Clause complex **(V)** contains three clause simplexes: (25), (26), and (27). In terms of degree of interdependency, they are of hypotactic relation: (25) is the dominant clause simplex and (26) and (27) are the dependent ones. And in terms of type of interdependence, they are of expansion: enhancement mode, where (26) and (27) expand: enhance the meaning of (25) by reference to time.

The logical relation of clause complex **(V)** can be represented as follows:

$$\alpha(25) \wedge x\beta(26) \wedge x\gamma(27)$$

(VI) ||| (28) Mere messages in the earthly order of events had lately come to the English Crown and People, from a congress of British subjects in America: || (29) which, strange to relate, have proved more important to the human race than any communications yet received through any of the chickens of the Cock Lane brood. |||

Clause complex **(VI)** consists of two clause simplexes: (28) and (29). In terms of degree of interdependency, they are of hypotactic relation: (28) is the dominant clause simplex and (29) is the dependent one. And in terms of type of interdependence, they are of expansion: extension mode, where (29) expands: extends the meaning of (28).

The logical relation of clause complex **(VI)** can be represented as follows:

$$\alpha(28) \wedge +\beta(29)$$

(VII) ||| (30) France, less favoured on the whole as to matters spiritual than her sister of the shield and trident, rolled with exceeding smoothness down hill, || (31) making paper money || (32) and spending it. |||

Clause complex **(VII)** contains three clause simplexes: (30), (31), and (32). In terms of degree of interdependency, they are of hypotactic relation: (30) is the dominant clause simplex, and (31) and (32) are the dependent ones. And in terms of type of interdependence, they are of expansion: extension mode, where (31) and (32) expand: extend the meaning of (30).

The logical relation of clause complex **(VII)** can be represented as follows:

$$\alpha(30) \wedge +\beta_1(31) \wedge +\beta_2(32)$$

(VIII) ||| (33) Under the guidance of her Christian pastors, she entertained herself, besides, with such humane achievements as sentencing a youth to have his hands cut off, his tongue torn out with pincers, and his body burned alive, || (34) because he had not kneeled down in the rain || (35) to do honour to a dirty procession of monks which passed within his view, at a distance of some fifty or sixty yards. |||

Clause complex **(VIII)** contains three clause simplexes: (33), (34), and (35) with two layers of complexing. The first layer consists of clause simplex (33) and the subclause complex

of (34) and (35). In terms of degree of interdependency, they are of hypotactic relation: (33) is the dominant clause simplex, and the subclause complex of (34) and (35) is the dependent one. And in terms of type of interdependence, they are of expansion: enhancement mode, where the subclause complex of (34) and (35) expands: enhances the meaning of (33) by reference to cause. The logical relation of (33) and the subclause complex of (34) and (35) can be represented as $\alpha(33) \wedge x\beta((34) \wedge (35))$.

The second layer of complexing consists of (34) and (35). In terms of degree of interdependency, they are of hypotactic relation, where (34) is the dominant clause simplex and (35) is the dependent one. And in terms of type of interdependence, they are of expansion: enhancement mode, where (35) expands: enhances the meaning of (34) by reference to purpose, represented as $\alpha(34) \wedge x\beta(35)$.

The logical relation of clause complex **(VIII)** can be represented as follows:

$$\alpha(33) \wedge x(\beta\alpha(34) \wedge x\beta\beta(35))$$

(IX) || (36) It is likely enough || (37) that, rooted in the woods of France and Norway, there were growing trees, when that sufferer was put to death, already marked by the Woodman, fate, to come down and be sawn into boards, to make a certain movable framework with a sack and a knife in it, terrible in history. ||

Clause complex **(IX)** consists of two clause simplexes: (36) and (37). In terms of degree of interdependency, they are of hypotactic relation: (36) is the paratactic/dominant clause simplex and (37) is the hypotactic/dependent one. And in terms of type of interdependence, they are of projection mode, where (36) – the projecting clause, which is a relational clause – expresses the writer's explicit, objective opinion or comment on the fact stated in (37), and (37) – the projected clause, which is an existential clause – states the fact (see Halliday, 1985, pp. 332-334; Halliday & Matthiessen, 2014, pp. 678, 689, 698; see also Collins Cobuild, 2000, p. 339).

The logical relation of complex **(IX)** can be represented as follows:

$$\alpha(36) \wedge \beta(37)$$

(X) || (38) It is likely enough || (39) that in the rough outhouses of some tillers of the heavy lands adjacent to Paris, there were sheltered from the weather that very day, rude carts, bespattered with rustic mire, snuffed about by pigs, and roosted in by poultry, which the farmer, death, had already set apart to be his tumbrils of the Revolution. ||

The pattern of clause complex **(X)** is similar to that of clause complex **(IX)**. It consists of two clause simplexes: (38) and (39). In terms of degree of interdependency, they are of hypotactic relation: (38) is the paratactic/dominant clause simplex and (39) is the hypotactic/dependent one. And in terms of type of interdependence, they are of projection mode, where (38) – the projecting clause, which is a relational clause – expresses the writer's explicit, objective opinion or comment on the fact stated in (39), and (39) – the projected clause, which is an existential clause – states the fact (see Halliday, 1985, pp. 332-334; Halliday & Matthiessen, 2014, pp. 678, 689, 698; see also Collins Cobuild, 2000, p. 339).

The logical relation of clause complex **(X)** can be represented as follows:

$$\alpha(38) \wedge \beta(39)$$

(XI) || (40) But that woodman and that farmer, || (41) though they work unceasingly ||, work silently, || (42) and no one heard them || (43) as they went about with muffled tread: the rather, forasmuch as to entertain any suspicion that they were awake, was to be atheistical and traitorous. ||

Clause complex **(XI)** is organised around four clause simplexes: (40), (41), (42), and

(43). These clause simplexes fall within two subclause complexes. The first subclause complex consists of (40) and (41), and the second one consists of (42) and (43). In terms of degree of interdependency, they are of paratactic relation: the subclause complex of (40) and (41) and the subclause complex of (42) and (43) have equal status. And in terms of type of interdependence, they are of expansion: extension mode, where the subclause complex of (42) and (43) expands: extends the meaning of the subclause complex of (40) and (41). The logical relation of these subclause complexes can be represented as $1((40) \wedge (41)) \wedge +2((42) \wedge (43))$.

A closer analysis of the subclause complex of (40) and (41) shows that (41) is placed within (40). In terms of degree of interdependency, they are of hypotactic relation: (40) is the dominant clause simplex and (41) is the dependent one. And in terms of type of interdependence, they are of expansion: enhancement mode, where (41) expands: enhances the meaning of (40) by reference to concession, represented as $\alpha(40) \wedge x\beta(41)$. And a closer analysis of the second subclause complex of (42) and (43) indicates that in terms of degree of interdependency, they are of hypotactic relation, where (42) is the dominant clause simplex and (43) is the dependent one; and in terms of type of interdependence, they are of expansion: enhancement mode where (43) expands: enhances the meaning of (42) by reference to time, represented as $\alpha(42) \wedge x\beta(43)$.

Putting together, the logical relation of clause complex **(XI)** can be represented as follows:

$$1(\alpha(40) \wedge x\beta(41)) \wedge +2(\alpha(42) \wedge x\beta(43))$$

(XII) ||| (44) In England, there was scarcely an amount of order and protection || (45) to justify much national boasting. |||

Clause complex **(XII)** consists of two clause simplexes: (44) and (45). In terms of degree of interdependency, they are of hypotactic relation: (44) is the dominant clause simplex and (45) is the dependent one. And in terms of type of interdependence, they are of expansion: enhancement mode, where (45) expands: enhances the meaning of (44) by reference to purpose.

The logical relation of clause complex **(XII)** can be represented as follows:

$$\alpha(44) \wedge x\beta(45)$$

(XIII) ||| (47) families were publicly cautioned || (48) not to go out of town without removing their furniture to upholsterers' warehouses for security; |||

Clause complex **(XIII)** contains two clause simplexes: (47) and (48). In terms of degree of interdependency, they are of hypotactic relation: (47) is the dominant clause simplex and (48) is the dependent one. And in terms of type of interdependence, they are of expansion: enhancement mode, where (48) expands: enhances the meaning of (47) by reference to purpose.

The logical relation of clause complex **(XIII)** can be represented as follows:

$$\alpha(47) \wedge x\beta(48)$$

(XIV) ||| (49) the highwayman in the dark was a City tradesman in the light, || (50) and, being recognised || (51) and challenged by his fellow-tradesman whom he stopped in his character of 'the Captain', (52) gallantly shot him through the head || and (53) rode away; |||

Clause complex **(XIV)** is structured around five clause simplexes: (49), (50), (51), (52) and (53) with two layers of complexing. The first layer consists of clause simplex (49) and subclause complex of (50), (51), (52), and (53). In terms of degree of interdependency, they are of paratactic relation: (49) and the subclause complex of (50), (51), (52), and (53) have equal status. And in terms of type of interdependence, they are of expansion: extension mode, where the subclause complex of (50), (51), (52), and (53) expands: extends the meaning of (49),

represented as $1(49) \wedge +2((50) \wedge (51) \wedge (52) \wedge (53))$.

The second layer of complexing consists of the subclause complex of (50), (51), (52), and (53). In terms of degree of interdependency, they are of hypotactic relation: (50) and (51) are the dependent clause simplexes and (52) and (53) are the dominant ones. And in terms of type of interdependence, they are of expansion: enhancement mode, where (50) and (51) expand: enhance the meaning of (52) and (53) by reference to cause (*being recognized* can be interpreted as *because being recognized ...*), represented as $x\beta(1(50) + 2(51)) \wedge \alpha((52) \wedge (53))$, and (53) expands: enhances the meaning of (52) by reference to time (*and rode away* can be interpreted as *and then rode away*), represented as $x\beta(1(50) \wedge +2(51)) \wedge \alpha(1(52) \wedge x2(53))$.

The logical relations of clause complex **(XIV)** can be represented as follows:

$$1(49) \wedge +2(x\beta(1(50) \wedge +2(51)) \wedge \alpha(1(52) \wedge x2(53)))$$

(XV) ||| (54) the mail was waylaid by seven robbers, || (55) and the guard shot three dead, || (56) and then got shot dead himself by the other four, 'in consequence of the failure of his ammunition': |||

Clause complex **(XV)** consists of three clause simplexes: (54), (55), and (56). In terms of degree of interdependency, they are of paratactic relation: they are all paratactic clause simplexes and have equal status. And in terms of type of interdependence, they are of expansion: extension mode: (55) and (56) expands: extends the meaning of (54).

The logical relations of clause complex **(XV)** can be represented as follows:

$$1(54) \wedge +2(55) \wedge +3(56)$$

(XVI) ||| (57) after which the mail was robbed in peace; || (58) that magnificent potentate, the Lord Mayor of London, was made || (59) to stand and deliver on Turnham Green, by one highwayman, who despoiled the illustrious creature in sight of all his retinue; |||

Clause complex **(XVI)** consists of three clause simplexes: (57), (58) and (59). In terms of degree of interdependency, they are of hypotactic relation: (57) is the dominant clause simplex and (58) and (59) are the dependent ones. And in terms of type of interdependence, they are of expansion: enhancement mode, where (57) expands: enhances the meaning of (58) by reference to time, and (59) expands: enhances the meaning of (58) by reference to purpose.

The logical relations of clause complex **(XVI)** can be represented as follows:

$$x\beta(57) \wedge \alpha(58) \wedge x\gamma(59)$$

(XVII) ||| (60) prisoners in London gaols fought battles with their turnkeys, || (61) and the majesty of the law fired blunderbusses in among them, loaded with rounds of shot and ball; |||

Clause complex **(XVII)** consists of two clause simplexes: (60) and (61). In terms of degree of interdependency, they are of paratactic relation: both (60) and (61) are paratactic clause simplexes and have equal status. And in terms of type of interdependence, they are of expansion: extension mode, where (61) expands: extends the meaning of (60).

The logical relation of clause complex **(XVII)** can be represented as follows:

$$1(60) \wedge +2(61)$$

(XVIII) ||| (63) musketeers went into St Giles's, || (64) to search for contraband goods, || (65) and the mob fired on the musketeers, || (66) and the musketeers fired on the mob, || (67) and nobody thought any of these occurrences much out of the common way. |||

Clause complex **(XVIII)** consists of five clause simplexes: (63), (64), (65), (66), and (67) with two layers of complexing. The first layer consists of subclause complex of (63) and (64). In terms of degree of interdependency, (63) and (64) are of hypotactic relation: (63) is the dominant clause simplex and (64) is the dependent one. And in terms of type of

interdependence, they are of expansion: enhancement mode, where (64) expands: enhances the meaning of (63) by reference to purpose. The logical relation of (63) and (64) can be represented as $\alpha(63) \wedge x\beta(64)$.

The second layer of complexing consists of subclause complex of (63) and (64) and three clause simplexes (65), (66), and (67). In terms of degree of interdependency, they are of paratactic relation where the clause complex of (63) and (64) and the three clause simplexes: (65), (66), and 67 have equal status. And in terms of type of interdependence, they are of expansion: extension mode, where (65), (66) and (67) expand: extend the meaning of the clause complex of (63) and (64), represented as $1(63 \wedge 64) \wedge +2(65) \wedge +3(66) \wedge +4(67)$.

Putting the two layers of complexing together, the logical relation of clause complex **(XVIII)** can be represented as follows:

$$1(\alpha(63) \wedge x\beta(64)) \wedge +2(65) \wedge +3(66) \wedge +4(67)$$

(XIX) ||| (68) In the midst of them, the hangman, ever busy and ever worse than useless, was in constant requisition; || (69) now, stringing up long rows of miscellaneous criminals; || (70) now, hanging a housebreaker on Saturday who had been taken on Tuesday; || (71) now, burning people in the hand at Newgate by the dozen, || (72) and now burning pamphlets at the door of Westminster Hall; || (73) today, taking the life of an atrocious (murderer, || (74) and tomorrow of a wretched pilferer who had robbed a farmer's boy of sixpence. |||

Clause complex **(XIX)** contains seven clause simplexes: (68), (69), (70), (71), (72), (73), and (74). In terms of degree of interdependency, they are of hypotactic relation: (68) is the dominant clause simplex and (69) to (74) are the dependent ones. And in terms of type of interdependence, they are of expansion: enhancement mode, where (69) to (74) all expand: enhance the meaning of (68) by reference to time.

The logical relation of clause complex **(XIX)** can be represented as follows:

$$\alpha(68) \wedge x\beta_1(69) \wedge x\beta_2(70) \wedge x\beta_3(71) \wedge x\beta_4(72) \wedge x\beta_5(73) \wedge x\beta_6(74)$$

(XX) ||| (76) Environed by them, || (77) while the woodman and the farmer worked unheeded, || (78) those two of the large jaws, and those other two of the plain and the fair faces, trod with stir enough, || (79) and carried their divine rights with a high hand. |||

Clause complex **(XX)** contains four clause simplexes: (76), (77), (78), and (79) with two layers of complexing. The first layer consists of subclause complex of (76), (77) and (78) and clause simplex (79). In terms of degree of interdependency, the subclause complex of (76), (77) and (78) and clause simplex (79) are of paratactic relation: clause complex of (76), (77) and (78) and clause simplex (79) have equal status. And in terms of type of interdependence, they are of expansion: extension mode, where (79) expands: extends the meaning of clause complex of (76), (77) and (78), represented as $1(76 \wedge 77 \wedge 78) \wedge +2(79)$.

The second layer consists of subclause complex of (76), (77) and (78). In terms of degree of interdependency, they are of hypotactic relation: (78) is the dominant clause simplex, and (76) and (77) are the dependent ones. And in terms of type of interdependence, they are of expansion: enhancement mode, where (76) expands: enhances the meaning of (78) by reference to effect and (77) expands: extends the meaning of (78) by reference to time, represented as $x\gamma(76) \wedge x\beta(77) \wedge \alpha(1(78))$.

Putting the two layers of complexing together, the logical relation of clause complex **(XX)** can be represented as follows:

$$1(x\gamma(76) \wedge x\beta(77)) \wedge \alpha(1(78)) \wedge +2(79)$$

The main findings of clause complex resources realising logical meanings of the text in

terms of degrees of interdependency and type of interdependence can be summarised in the table below.

Table 2

Information of Clause Complexing Resources Realising Logical Meanings of the Text

Degrees of interdependency & type of interdependence	Number
Degree of interdependency:	26
- Number of paratactic relations:	7
- Number of hypotactic relations:	19
Type of interdependence:	26
- Number of expansion: elaboration relations:	0
- Number of expansion: extension relations:	11
- Number of expansion: enhancement relations:	12
- Number of projection: reporting relations:	3

5. Conclusion

5.1. Summary of Research Findings

In this study we have made an attempt to look in depth into clause complex resources realising logical meanings of Chapter 1 – “The Period” of Book 1 – “Book the First” of the three-book novel – “A Tale in Two Cities” by the famous British novelist Charles Dickens. The theoretical framework adopted for analysis is Systemic Functional Linguistics. The analysis of the text revolves around three main aspects: (1) analysis of the contextual configuration of the text in terms of field of discourse, tenor of discourse, and mode of discourse; (2) analysis for the base-line information of the text in terms of the number of total running words, the number of paragraphs, the number of clause simplexes (finite as well as non-finite), the number of clause complexes, and the number of clause simplexes within the clause complexes; and (3) analysis of the clause complex resources in terms of degree of interdependency and type of interdependence to uncover logico-semantic meanings of the text. We can now answer the research questions by summarising the main findings of our study as follows.

- The text mainly uses clause complex resources to construct logical meanings: of 80 clause simplexes in the text, 72 (accounting for 90 per cent) are structured within the 20 clause complexes.
- In terms of degree of interdependency, the clause simplexes in those clause complexes are linked to one another mostly by hypotactic relation: 19/26 (accounting for 73 per cent) v. 7/26 of paratactic relations (accounting for 27 per cent).
- In terms of type of interdependence, the clause simplexes in those clause complexes are linked to one another mostly by expansion mode: 23/26 (accounting for 88.5 per cent) v. 3/26 of projection mode (accounting for 11.5 per cent).
- Of the three modes of expansion: elaboration, extension and enhancement, enhancement mode takes up the highest number: 12/23 (accounting for 52.1 per cent), followed by extension mode: 11/26 (accounting for 47.8 per cent). Most striking of all is that elaboration mode does not feature in the text.
- And of the three projection clause complexes, all are of projection: reporting mode, with the conjunct *that* used to link the projected clauses with the projecting ones.

5.2. Recommendation and Suggestion for Further Research

In analysing and discussing the clause complex resources realising the logical meanings of the text, we have placed them within the compass of the SFL model. It is clear from our study that SFL is a highly relevant theory for this kind of research: it accommodates an extremely rich pool of tools to help us researchers, EFL teachers and students unpack the clause complex resources to uncover their logical meanings and to talk about them in a sensible way. The relevance of SFL to discourse analysis is obvious, but how far it is possible to use this model of language depends largely on how much the discourse analyst can exploit the power of this “applicable linguistics” (Halliday, 2017, p. 36). It is, therefore, recommended that discourse analysts, EFL language teachers and students explore the model carefully before starting their text-exploring journey (cf. Hoang, 1994, 2021, 2024).

In this study we have focused on exploring only clause complex resources realising logical meanings. To uncover all meanings of the text, other aspects of lexicogrammatical resources realising respective aspects of meanings of the text such as transitivity resources realising experiential meanings, mood (including modality) resources realising interpersonal meanings, theme resources realising textual meanings, and textual cohesion resources realising texture or textual cohesion meanings of the text should be explored. These are topics of future research.

As can be seen, the data for analysis of this study has been confined to only one of the forty-five chapters of the novel “A Tale of Two Cities”. To have a comprehensive picture of all aspects of lexicogrammatical resources Charles Dickens employs in the construction of meanings of his text, the entire novel should be taken as data for analysis. This can also be an interesting topic for further study.

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APPENDIX

CLAUSE SIMPLEX AND CLAUSE COMPLEX ANALYSIS

The Period

Paragraph 1

(I) || (1) It was the best of times, || (2) it was the worst of times, || (3) it was the age of wisdom, || (4) it was the age of foolishness, || (5) it was the epoch of belief, || (6) it was the epoch of incredulity, || (7) it was the season of Light, || (8) it was the season of Darkness, || (9) it was the spring of hope, || (10) it was the winter of despair, || (11) we had everything before us, || (12) we had nothing before us, || (13) we were all going direct to Heaven, || (14) we were all going direct the other way **(II)** || (15) - in short, the period was so far like the present period, || (16) that some of its noisiest authorities insisted on its being received, for good or evil, in the superlative degree of comparison only. ||

Paragraph 2

|| (17) There were a king with a large jaw and a queen with a plain face, on the throne of England; || (18) there were a king with a large jaw and a queen with a fair face, on the throne of France. **(III)** || (19) In both countries it was clearer than crystal to the lords of the State preserves of loaves and fishes, || (20) that things in general were settled for ever. ||

Paragraph 3

|| (21) It was the year of Our Lord one thousand seven hundred and seventy-five. || (22) Spiritual revelations were conceded to England at that favoured period, as at this. **(IV)** || (23) Mrs Southcott had recently attained her five- and-twentieth blessed birthday, || (24) of whom a prophetic private in the Life Guards had heralded the sublime appearance by announcing that arrangements were made for the swallowing up of London and Westminster. **(V)** || (25) Even the Cock Lane ghost had been laid only a round dozen of years, || (26) after rapping out its messages, || (27) as the spirits of this very year last past (supernaturally deficient in originality) rapped out theirs. **(VI)** || (28) Mere messages in the earthly order of events had lately come to the English Crown and People, from a congress of British subjects in America: || (29) which, strange to relate, have proved more important to the human race than any communications yet received through any of the chickens of the Cock Lane brood. ||

Paragraph 4

(VII) || (30) France, less favoured on the whole as to matters spiritual than her sister of the shield and trident, rolled with exceeding smoothness down hill, || (31) making paper money || (32) and spending it. **(VIII)** || (33) Under the guidance of her Christian pastors, she entertained herself, besides, with such humane achievements as sentencing a youth to have his hands cut off, his tongue torn out with pincers, and his body burned alive, || (34) because he had not kneeled down in the rain || (35) to do honour to a dirty procession of monks which passed within his view, at a distance of some fifty or sixty yards. **(IX)** || (36) It is likely enough || (37) that, rooted in the woods of France and Norway, there were growing trees, when that sufferer was put to death, already marked by the Woodman, fate, to come down and be sawn into boards, to make a certain movable framework with a sack and a knife in it, terrible in history. **(X)** || (38) It is likely enough || (39) that in the rough outhouses of some tillers of the heavy lands adjacent to Paris, there were sheltered from the weather that very day, rude carts, bespattered with rustic mire, snuffed about by pigs, and roosted in by poultry, which the farmer, death, had already set apart to be his tumbrils of the Revolution. **(XI)** || (40) But that woodman and that farmer, || (41) though they work unceasingly, work silently, || (42) and no one heard them || (43) as they went about with muffled tread: the rather, forasmuch as to entertain any suspicion that they were awake, was to be atheistical and traitorous. ||

Paragraph 5

(XII) || (44) In England, there was scarcely an amount of order and protection || (45) to justify much national boasting. || (46) Daring burglaries by armed men, and highway robberies, took place in the capital itself every night; **(XIII)** || (47) families were publicly cautioned || (48) not to go out of town without removing their furniture to upholsterers' warehouses for security; **(XIV)** || (49) the highwayman in the dark was a City tradesman in the light, || (50) and, being recognised || (51) and challenged by his fellow-tradesman whom he stopped in his character of 'the Captain', (52) gallantly shot him through the head || (53) and rode away; **(XV)** || (54) the mail was waylaid by seven robbers, || (55) and the guard shot three dead, || (56) and then got shot dead himself by the other four, 'in consequence of the failure of his ammunition': **(XVI)** || (57) after which the mail was robbed in peace; || (58) that magnificent potentate, the Lord Mayor of London, was made || (59) to stand and deliver on Turnham Green, by one highwayman, who despoiled the illustrious creature in sight of all his retinue; **(XVII)** || (60) prisoners in London gaols fought battles with their turnkeys, || (61) and the majesty of the law fired blunderbusses in among them, loaded with rounds of shot and ball; || (62) thieves snipped off diamond crosses from the necks of noble lords at court drawing-rooms; **(XVIII)** || (63) musketeers went into St Giles's, || (64) to search for contraband goods, || (65) and the mob fired on the musketeers, || (66) and the musketeers fired on the mob, || (67) and nobody thought any of these occurrences much out of the common way. **(XIX)** || (68) In the midst of them, the hangman, ever busy and ever worse than useless, was in constant requisition; || (69) now, stringing up long rows of miscellaneous criminals; || (70) now, hanging a housebreaker on Saturday who had been taken on Tuesday; || (71) now, burning people in the hand at Newgate by the dozen, || (72) and now burning pamphlets at the door of Westminster Hall; || (73) today, taking the life of an atrocious murderer, || (74) and tomorrow of a wretched pilferer who had robbed a farmer's boy of sixpence. ||

Paragraph 6

|| (75) All these things, and a thousand like them, came to pass in and close upon the dear old year one thousand seven hundred and seventy-five. **(XX)** || (76) Environed by them, || (77) while the woodman and the farmer worked unheeded, || (78) those two of the large jaws, and those other two of the plain and the fair faces, trod with stir enough, || (79) and carried their divine rights with a high hand. || (80) Thus did the year one thousand seven hundred and seventy-five conduct their greatnesses, and myriads of small creatures – the creatures of this chronicle among the rest – along the roads that lay before them. ||



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ENGLISH - VIETNAMESE AERONAUTICAL ENGINEERING TEXTBOOK COVER DESIGNS: A CONTRASTIVE STUDY FROM THE THEORY OF MULTIMODAL DISCOURSE ANALYSIS

Lam Quang Dong¹, Tran Hong Lam^{2,*}¹VNU University of Languages and International Studies, No.2 Pham Van Dong, Cau Giay, Hanoi, Vietnam²Air Defense - Air Force Academy, Kim Son, Son Tay, Hanoi, Vietnam

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Abstract: This mixed-method study compares and contrasts Vietnamese and English aeronautical engineering textbook covers using Multimodal Discourse Analysis (MDA) by Kress and van Leeuwen's (2006) visual grammar framework. By examining the cover designs through interactive meaning (social distance and perspective) and compositional meaning (information value, framing, and salience) across 25 covers per language, the study unveils similarities in the use of photographic distances for social relationships, predominance of subjective angle images, framing techniques, top-down layouts, and consistent title/author elements. However, differences arise in the book cover design choices based on the visual grammar framework. Vietnamese covers often depict impersonal distance via long shots, while English covers favour oblique angles, suggesting detachment. Vietnamese covers segregate images and text, whereas English covers integrate images as backgrounds. Vietnamese covers include more supplementary metadata like genre and audience. These differences highlight cultural, stylistic, and marketing influences across linguistic contexts, demonstrating that integrating multimodal and contrastive analyses deepens understanding of textbook covers as complex semiotic systems and informs the development of more effective, culturally relevant designs to enhance aeronautical engineering education.

Keywords: contrastive analysis, Multimodal Discourse Analysis (MDA), aeronautical engineering textbooks, visual grammar, cover design

* Corresponding author.

Email address: lamth.1985@gmail.com

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NGHIÊN CỨU ĐỐI CHIẾU THIẾT KẾ BÌA GIÁO TRÌNH KỸ THUẬT HÀNG KHÔNG TIẾNG ANH VÀ TIẾNG VIỆT THEO PHÂN TÍCH DIỄN NGÔN ĐA PHƯƠNG THỨC

Lâm Quang Đông¹, Trần Hồng Lam²

¹*Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội, số 2 Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam*

²*Học viện Phòng không - Không quân, Kim Sơn, Sơn Tây, Hà Nội, Việt Nam*

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Tóm tắt: Nghiên cứu này tiến hành đối chiếu thiết kế bìa giáo trình kỹ thuật hàng không tiếng Việt và tiếng Anh thông qua sử dụng cách tiếp cận phân tích diễn ngôn đa phương thức của Kress và van Leeuwen (2006). Qua việc khảo sát thiết kế bìa sách theo nghĩa tương tác (khoảng cách xã hội và thái độ) và nghĩa bố cục (giá trị thông tin, khung hình và tính nổi bật) trên 25 bìa ở mỗi ngôn ngữ, nghiên cứu này đã chỉ ra những điểm tương đồng trong việc sử dụng khoảng cách chụp ảnh để thể hiện mối quan hệ xã hội, sự chiếm ưu thế của hình ảnh chụp từ góc chủ quan, các kỹ thuật tạo khung hình, bố cục theo chiều từ trên xuống dưới và các yếu tố nhất quán về tiêu đề/tác giả. Tuy nhiên, cũng có những khác biệt về lựa chọn thiết kế bìa sách theo những tiêu chí về ngữ pháp hình ảnh. Bìa tiếng Việt thường miêu tả khoảng cách phi cá nhân thông qua các góc chụp toàn cảnh, trong khi bìa tiếng Anh ưu tiên các góc chụp nghiêng, thể hiện sự tách biệt. Bìa tiếng Việt còn có xu hướng tách biệt hình ảnh và văn bản, trong khi bìa tiếng Anh lại sử dụng hình ảnh làm nền. Không những vậy, bìa tiếng Việt bao gồm nhiều yếu tố siêu ngôn ngữ hơn như: thể loại và đối tượng sử dụng. Những khác biệt này nêu bật sự ảnh hưởng về văn hóa, phong cách và tiếp thị trong các bối cảnh ngôn ngữ khác nhau, chứng tỏ rằng việc kết hợp phân tích đa phương thức và đối chiếu cung cấp hiểu biết sâu sắc hơn về bìa giáo trình với tư cách là một hệ thống tín hiệu phức tạp, qua đó giúp thiết kế tài liệu giảng dạy kỹ thuật hàng không hiệu quả và phù hợp hơn về văn hóa.

Từ khóa: phân tích đối chiếu, phân tích diễn ngôn đa phương thức, giáo trình kỹ thuật hàng không, ngữ pháp hình ảnh, thiết kế bìa sách

1. Introduction

The design and layout of book covers, particularly those of textbooks, have long been a subject of academic interest and analysis. Researchers have employed various theoretical frameworks to understand the meaning-making process behind the visual and textual elements used in book cover designs. Existing research predominantly examines general or literary book covers, such as Wu and Wu's (2021) study of *Jane Eyre* book covers, Imansari and Harti's (2023) analysis of feminist fiction, and Muhassin et al.'s (2022) investigation of English language textbooks. Studies like Li et al. (2018) and Sunderland and McGlashan (2012) also focus on educational and social representations. However, there remains a notable gap in research specifically addressing specialized technical textbook covers, particularly in niche fields like aeronautical engineering.

This study addresses a research gap by conducting a contrastive analysis of English and Vietnamese aeronautical engineering textbook cover designs using the Multimodal Discourse Analysis (MDA) approach. It specifically employs Kress and van Leeuwen's (2006) visual grammar framework, rooted in Systemic Functional Linguistics (SFL), to investigate how interactive and compositional meanings are conveyed through the interplay of metadata and

imagery on these covers.

The choice of aeronautical engineering textbooks is significant for several reasons. Firstly, these textbooks represent a specialized domain with unique discourse and visual conventions, which may differ from those in more general or literary texts (Azkiyah et al., 2021). Secondly, comparing textbook covers in two languages, English and Vietnamese, allows us to explore the cultural and linguistic influences that shape the design and meaning-making process in different contexts (Guo & Feng, 2017).

This research aims to compare the interactive and compositional meanings in English and Vietnamese aeronautical engineering textbook covers and how metadata (e.g., title, author, genre, audience) shapes the communicative function. The specific objectives of the study are to analyze the role of visual elements, such as photographic techniques and layout, in conveying interactive and compositional meanings on textbook covers; to examine how metadata, such as title, author, genre, and audience, varies across aeronautical engineering contexts in English and Vietnamese covers; and to conduct a contrastive analysis, highlighting the similarities and differences in cover designs between the two languages.

The findings of this study will contribute to the existing literature on MDA, particularly in the realm of specialized textbook design. Moreover, the contrastive analysis of English and Vietnamese aeronautical engineering textbook covers will provide insights into the cultural and linguistic factors that shape the visual representation of technical knowledge in different educational contexts (Halliday, 2004; Royce, 2007). These insights may inform the design and development of more effective and culturally relevant textbooks, ultimately enhancing the learning experience for students in the field of aeronautical engineering.

2. Literature Review

2.1. Theoretical Background

This study employs MDA as the primary theoretical framework to analyze the visual elements of aeronautical engineering textbook covers. Additionally, it integrates metadata analysis theories to examine how textual and structural information on the covers contributes to meaning-making. Finally, the study adopts a contrastive analysis framework to compare and contrast the covers of English and Vietnamese textbooks. By synthesizing these approaches, the study creates a robust and multidimensional theoretical framework to explore how visual and metadata elements interact across cultural and linguistic contexts.

At the heart of this research lies MDA, developed by Kress and van Leeuwen (2006), which extends Halliday's Systemic Functional Linguistics (SFL) to analyzing semiotic modes beyond language. SFL views language as a system of choices that enable meaning-making across three metafunctions: ideational, interpersonal, and textual. These metafunctions explain how language constructs reality, enacts relationships, and organizes messages coherently (Halliday & Matthiessen, 2014). Though the focus of this study is not linguistic analysis, the SFL metafunctions are relevant because they have been adapted to multimodal contexts by Kress and van Leeuwen. For instance, visual designs, like language, can represent ideas (ideational), establish relationships (interpersonal), and organize information (textual). This conceptual shift from purely linguistic to multimodal semiotics forms the basis of MDA, allowing the analysis of images, colors, and spatial layouts as meaning-making tools (O'Halloran, 2008).

Kress and van Leeuwen (2006) introduced MDA as a framework for studying visual grammar, focusing on how images and semiotic resources convey meaning. Adapting Halliday's SFL, they defined three core aspects of visual grammar: representation, interaction, and composition. Representation addresses ideational meaning, analyzing how visual elements depict reality or communicate subject matter. Interaction corresponds to interpersonal meaning, exploring how visuals establish relationships between viewers, creators, and subjects through gaze, perspective, and social distance. Composition, tied to textual meaning, examines the spatial organization of elements guided by information value, salience, and framing principles. These principles determine how elements are positioned, emphasized, and connected to create a coherent design. Together, these aspects form a comprehensive framework for understanding how visuals communicate meaning and engage audiences (Kress & van Leeuwen, 2006).

While MDA focuses on visuals, it does not address metadata like titles, subtitles, authorship, and institutional logos. To address this, the study incorporates metadata analysis theories from publishing and information science (Matthews & Moody, 2007). Metadata serves functional and symbolic roles: it provides essential information about a book's content and conveys authority through design and placement, such as bold titles or institutional logos signaling credibility (Darling, 2019). This study analyzes metadata alongside visuals and explores how these elements interact to create cohesive, multimodal textbook covers.

To address the study's comparative nature, a contrastive analysis framework is employed to systematically compare the covers of English and Vietnamese textbooks. Contrastive analysis, rooted in linguistic and cultural studies, identifies similarities and differences between two systems to uncover underlying patterns and influences (Bui, 2008). In this context, it is used to explore how cultural and linguistic similarities and differences shape the design of textbook covers in the two contexts. The contrastive framework allows the study to investigate how visual and metadata elements differ in their treatment of professional identity, cultural norms, and educational priorities. This contrastive approach strengthens the research by situating the findings within broader cultural and professional frameworks, highlighting how textbook covers are not only visual products but also cultural artifacts shaped by their linguistic and societal environments.

Integrating MDA, metadata analysis, and contrastive analysis forms a robust framework for this study. MDA examines how visual elements like images, colors, and layouts convey meaning (Kress & van Leeuwen, 2006). Metadata analysis addresses textual and structural elements that organize and frame the design (Matthews & Moody, 2007; Darling, 2019). Contrastive analysis explores how cultural and linguistic differences shape design choices (Bui, 2008). This combination bridges visual and textual analysis while situating findings in cultural contexts, offering insights into how English and Vietnamese textbook covers meet audience expectations.

The framework captures the interplay between visuals and metadata while contextualizing findings culturally. MDA emphasizes visual grammar; metadata analysis highlights organizational roles; contrastive analysis provides cross-cultural depth. Together, they offer a comprehensive understanding of textbook covers as multimodal artifacts.

Practically, this framework informs the creation of effective, culturally sensitive designs. Academically, it advances MDA in technical and cross-cultural contexts, addressing gaps in existing research.

2.2. Review of Previous Studies

MDA has emerged as a powerful approach to understanding how visual and textual elements communicate meaning across various contexts. Rooted in theoretical frameworks by Kress and van Leeuwen, researchers have explored book covers as complex communication tools extending far beyond visual decoration.

Cultural representation has been a significant focus of scholarly investigation. Wu and Wu's (2021) study of *Jane Eyre* book covers in China demonstrated how visual elements reflect social changes over time. Complementing this research, Li et al.'s (2018) analysis of translated volume covers provided deeper insights into ideological influences by carefully examining book size, information value, salience, and framing. Their work highlighted the intricate ways visual grammar helps understand interactions between visuals and text in conveying complex cultural messages.

Imansari and Harti's (2023) research on translated feminist fiction covers further expanded this understanding, revealing how sociocultural contexts profoundly shape visual representations. These studies collectively illustrate that book covers are rich texts encoding nuanced cultural narratives and social meanings, serving as more than simple aesthetic objects.

Design strategies have attracted considerable research attention. Wantoro's (2020) and Dixon et al.'s (2015) investigation of book-series covers demonstrates how designers strategically use visual constants and variables to create cohesive yet distinctive presentations. This approach unveils the sophisticated methods of visual communication that maintain a consistent identity while communicating specific content.

The digital transformation of visual communication has introduced new research perspectives. Darling's (2019) work on digital book cover representation explored how cover components adapt in online environments, highlighting the evolving nature of visual design in the digital marketplace. Zhang et al.'s (2021) exploration of generative neural networks for book cover design further expanded the methodological boundaries of visual communication research.

Educational materials have emerged as a crucial area of MDA. Muhassin et al.'s (2022) study of English textbook covers and Sunderland and McGlashan's (2012) analysis of picturebook covers demonstrated the potential of examining how visual elements function in educational contexts.

The existing body of research, however, reveals significant limitations. Li et al.'s work notably pointed out the lack of reader reactions and interviews with decision-makers, potentially compromising the analysis's objectivity. Most studies have predominantly focused on literary texts, social science publications, and general educational materials, leaving a substantial gap in understanding visual communication in technical education.

Cross-linguistic comparisons of textbook cover designs, particularly between English and Vietnamese contexts, remain an underexplored research area. While previous studies have examined cultural representations in book covers, few have systematically investigated how technical knowledge is visually communicated across different linguistic and cultural environments.

The proposed research aims to bridge these critical gaps by conducting a comprehensive MDA of aeronautical engineering textbook covers in English and Vietnamese. By integrating insights from previous studies and addressing their methodological limitations, the research seeks to provide a nuanced understanding of how visual design, cultural context, and technical communication intersect in educational textbook covers. The study aspires to offer novel insights into the complex relationship

between visual representation and the communication of technical knowledge across different cultural and linguistic contexts.

3. Methodology

This study employs a mixed-method approach integrating MDA, metadata analysis, and contrastive methodology to investigate the design features of aeronautical engineering textbook covers in Vietnamese and English contexts. Combining these methods allows the study to explore visual and textual elements while identifying cross-cultural patterns and differences.

The research examines a total of 50 textbook covers, comprising 25 Vietnamese covers and 25 English covers. The sample follows Sandelowski's (1995) qualitative sampling guidelines, which recommend medium-sized datasets to ensure variability and detailed analysis. Vietnamese covers were sourced from institutions such as the Air Defence - Air Force Academy and Hanoi University of Science and Technology. English covers came from globally recognized publishers like McGraw-Hill and Springer. The sampling process involved accessing academic libraries, institutional archives, and faculty recommendations to ensure credibility and relevance.

The analysis integrates three methods. First, MDA is the primary tool for analyzing visual elements. This approach focuses on interactive meaning and compositional features (Kress & van Leeuwen, 2006), as technical textbook imagery often prioritizes informative over representational meaning. The interactive meaning examines social distance (e.g., perspective and shot type) and attitude (e.g., angle or viewpoint). At the same time, gaze is excluded due to its rarity in technical contexts (Dimopoulos et al., 2003). Compositional features explore how elements are spatially arranged through information value (e.g., top-bottom and left-right placement), salience (e.g., the use of color, size, and contrast), and framing (e.g., borders and spacing that connect or separate elements). Second, metadata analysis investigates textual components such as titles, subtitles, logos, and typographic choices to uncover their functional and symbolic roles in reinforcing a book's identity. The study categorizes cover information into primary (author, title, publisher/logo) and supplementary (book type, target audience, compilation purpose, ownership entity) based on metadata frameworks (Matthews & Moody, 2007). Volume and edition details are excluded as they fall outside the study's focus on metadata's communicative role in textbook cover design. Third, contrastive analysis, guided by Bui's (2008) framework, compares Vietnamese and English covers to highlight cultural and contextual influences on design strategies.

For data collection, textbook covers were systematically selected, digitized, and organized into two datasets: Vietnamese and English. This ensured consistency and facilitated systematic analysis.

The data analysis was conducted in three steps. First, visual analysis focused on interactive meaning and compositional features using MDA. Second, metadata elements were identified and analyzed for their communicative significance. Finally, findings from the two datasets were compared to identify similarities and differences in visual and textual design strategies, with cultural influences examined through contrastive analysis.

By combining these methods, the study bridges visual and textual analysis while offering cross-cultural insights into textbook cover design. This approach ensures a holistic understanding of how aeronautical engineering textbooks communicate expertise and educational intent across Vietnamese and English contexts.

4. Contrastive Analysis of Vietnamese-English Aeronautical Engineering Textbook Covers

4.1. Front Cover Features of Vietnamese Aeronautical Engineering Textbooks

4.1.1. Interactive Meaning

The interactive features of textbook covers demonstrate how designers establish a relationship between the viewer and the subject represented on the cover. Specifically, the analysis focuses on social distance and attitude. Since technical covers rarely include gaze as a visual element (Kress & van Leeuwen, 2006), this study excludes gaze from its analysis.

4.1.1.1. Social Distance

This element reflects how aeronautical engineering textbooks communicate varying degrees of intimacy or detachment with the audience, as presented in Table 1.

Table 1

Distribution of Social Distance Techniques in Vietnamese Aeronautical Engineering Textbook Covers

	Personal/ Close-up shot	Social/ Medium shot	Impersonal/ Long shot
Quantity	1	7	17

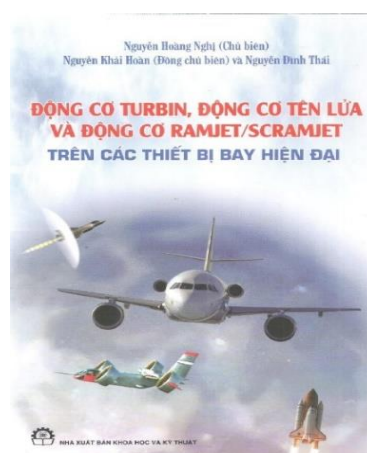
In the covers of Vietnamese aeronautical engineering textbooks, all three methods of creating social distance are used, though varying degrees, as illustrated in Figure 1. At a close-up distance (intimate), only cover V008 seems to show that the viewer is positioned at a distance where they can directly interact with the air compressor. In contrast, cover V001 depicts social distance at a medium level, where the viewer observes the airplane from a pretty close distance while also seeing the background behind it. The medium shot (social) design is applied in 7 out of the 25 covers studied. The most frequently used method is the long shot (impersonal), which accounts for about two-thirds of the total covers, with cover V004 as an example.

Figure 1

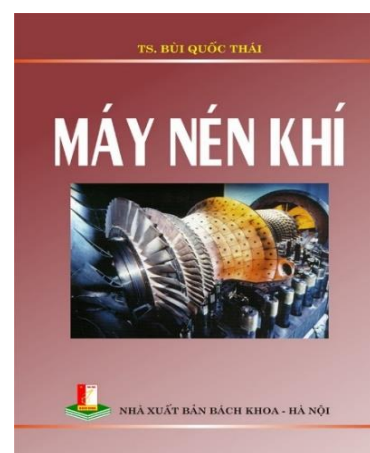
Vietnamese Aeronautical Engineering Textbook Cover Illustrations in V001, V004, and V008



V001



V004



V008

4.1.1.2. Attitude

In the context of multimodal communication, attitude elements refer to how the angle or perspective of an image establishes the relationship between the represented entity and the viewer (Kress and van Leeuwen, 2006). This theoretical framework will be applied to analyze how the angle or perspective in the cover designs of the textbooks influences the viewer's perception and engagement with the content.

Figure 2

Vietnamese Aeronautical Engineering Textbook Cover Illustrations in V010, V021, and V022



From the cover analysis, only 3 out of the 25 images surveyed belong to the Objective images group, where two images on covers V010 and V022 are captured at a directly frontal angle, showing action orientation, as they belong to the 2d-technical diagrams category. Cover V021 symbolizes an airplane captured at a perpendicular top-down angle within the range of an electronic sighting device, indicating observer orientation. The 22 other covers use subjective images captured at various angles, as shown in the table below. The three covers are presented in Figure 2 above.

Table 2

Distribution of Angles in Vietnamese Aeronautical Engineering Textbook Covers

	High angle/ Viewer power	Eye-level angle/ Equality	Low angle/ Participant power
Frontal angle/ Involvement	2	5	3
Oblique angle/ Detachment	9	1	2

From Table 2, we can see that the most frequently used image angle is the high oblique angle, with 9 cover images depicting viewer power detachment, followed by 5 covers belonging to the frontal eye-level angle group, indicating equality involvement, suggesting a deliberate choice to convey detachment and viewer involvement, respectively.

4.1.2. Compositional Meaning

This section analyzes the composition of Vietnamese aeronautical engineering textbook covers using Kress and van Leeuwen's (2006) visual grammar framework. The analysis focuses on three compositional factors: information value, salience, and framing.

4.1.2.1. Framing

The framing technique in the textbook cover layouts determines the connection or separation between elements through borders or color contrasts (Kress & van Leeuwen, 2006). This choice reflects the designer's intention to guide the viewer's perception of the cover's content.

Figure 3

Vietnamese Aeronautical Engineering Textbook Cover Illustrations in V003, V015, and V023



In Cover V015 (Figure 3), the designer employs a white frame and contrasting colours: dark blue, green, and brown, to create a clear separation between different types of signals and the systems they represent. This technique, used in four of the 25 analyzed covers, visually distinguishes the images from the rest. Another frequently used technique in 13 out of 25 covers is color contrast to separate images from text. For example, Cover V003 (Figure 3) uses white, light blue, and dark red to separate the title, illustration, and publisher.

However, about one-third of the covers studied use illustrative images as backgrounds for textual elements such as titles, authors, or publishers, reflecting the integration technique described by Kress and van Leeuwen (2006). Cover V023 (Figure 3) exemplifies this approach, where, despite the color contrast, overlapping techniques are used to connect the illustration with the textual content. Table 3 summarizes the frequency of these framing techniques.

Table 3

Framing Techniques in Vietnamese Aeronautical Engineering Textbook Covers

	Disconnection				Connection		Total
	Segregation	Separation	Visual contrast	Overlap	Integration	Visual rhyme	
Quantity	4	0	13	1	7	0	25

Therefore, colour and framing also contribute to conveying part of the content of the textbook cover layout, making sections more explicit according to the designer's intention to integrate or segregate information layout.

4.1.2.2. Information Value

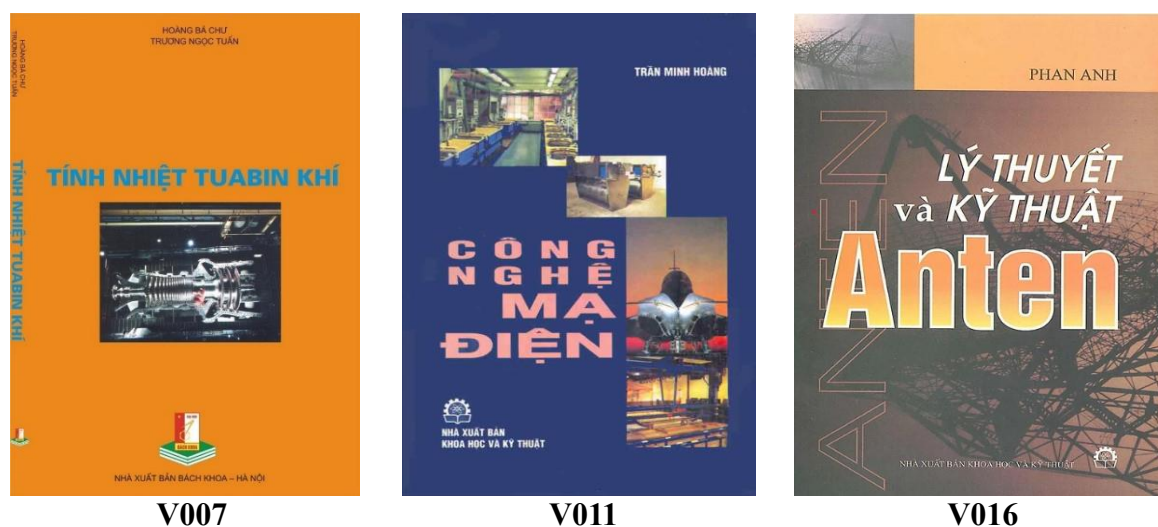
A book cover's visual and textual elements arrangement significantly influences how readers perceive and interpret the content. Vietnamese aeronautical engineering textbook covers demonstrate deliberate compositional strategies to balance idealistic and practical

information.

The orientation and placement of elements or information determines the composition of a book cover. Vietnamese aeronautical engineering textbook covers generally adopt vertical and horizontal layouts to convey meaning. Vertically, information is arranged from top to bottom, where elements at the top represent ideal or general information, and those at the bottom signify practical or specific information (Kress & van Leeuwen, 2006). Horizontally, the left side often presents given (known) information, while the right side introduces new information.

Figure 4

Vietnamese Aeronautical Engineering Textbook Cover Illustrations in V007, V011, and V016



A survey of 25 Vietnamese aeronautical engineering textbook covers revealed that all utilize a top-down layout. Books are often designed vertically, offering advantages regarding space utilization and convenience (Zhang et al., 2021). Regarding the relationship between the title and illustration, the title is positioned above in 23 of 25 books. In contrast, the illustration is positioned below, reflecting the idealistic nature of the title and the practicality of the illustration. However, there are exceptions, such as in book cover V023 (Figure 3), where the author places the illustrative image above, indicating the idealism of drone control.

In contrast, the method of controlling orchestras is depicted as practical. The book covers V011, V012, V015, and V016, combining both horizontal (left-right) and vertical (top-down) layouts, referred to as Triptych (Kress & van Leeuwen, 2006). The book cover title, V011, as in Figure 4, is placed on the left, indicating that electrodeposition technology is old information. At the same time, the airplane image on the right depicts the application of electrodeposition technology in aerospace materials science as new information.

In short, Vietnamese textbook cover compositions primarily follow a top-down orientation, balancing idealistic and practical information placement. Some covers blend horizontal and vertical layouts, demonstrating the deliberate design strategies employed to communicate effectively with readers.

4.1.2.3. Salience

The salience of images relies on cues such as size, sharpness, and colour contrast. Salience prioritizes essential elements in the composition of textbook covers, such as old versus

new, idealistic versus practical, or centre versus margin. Designers employ various methods to highlight images and language on covers to attract readers' attention, such as the contrast between white and black borders, which is considered highly salient (Wantoro, 2020).

Salience is used to capture readers' attention. Cover designers highlight essential information using colour contrast, size, and sharpness. Images occupy more space than other information on covers. Studies show that images and colours also contribute significantly to conveying the meaning of the cover, helping to create meaning for the cover composition, as seen in covers V007 and V009. The contrast between yellow and blue on cover V007, as in Figure 4, and blue combined with white on cover V009 helps highlight the information in the cover composition. Furthermore, salience using size is evident in cover V001, where the prominent airplane image occupies a large portion of the cover, and in covers like V008 and V016 (Figure 4), where large font titles contribute to catching the reader's eye.

Overall, the compositional structures of Vietnamese aeronautical engineering textbook covers exhibit diverse designs and flexible layouts, effectively organizing information to communicate meaning and engage readers.

4.1.3. Metadata

The metadata analysis examines key information on aeronautical engineering textbook covers, such as title, author, publisher, and target audience. It highlights how these elements structure the design to communicate the book's identity and purpose, aligning with the expectations of the intended readership and enhancing the cover's effectiveness in conveying technical and educational content.

Through analysis and statistics, all three primary information elements appear on the covers of the 25 textbooks studied. Regarding supplementary information, two books, V001 and V003, indicate the genre on the cover as belonging to the group of fluid mechanics. Additionally, five book covers indicate that the target audience is university students and postgraduates in engineering disciplines. The hosting institution is represented on the covers, accounting for 16%, while the compilation purpose as university textbooks is shown on 5 book covers, constituting 20%. The books are compiled for specific target audiences and purposes. They are owned by educational institutions because one of the sources of teaching materials used as textbooks is organized and used by universities for teaching purposes (VNU, 2012). Specific data is described in Table 4.

Table 4

Metadata Content on Vietnamese Aeronautical Engineering Textbook Covers

	Primary information			Supplementary information			
	Title	Author	Publisher	Genre	Beneficiary	Purpose	Owning organization
Quantity	25	25	25	2	5	4	5
Frequency	100%	100%	100%	8%	20%	16%	20%

4.2. Front Cover Features of English Aeronautical Engineering Textbooks

4.2.1. Interactive Meaning

4.2.1.1. Social Distance

Like aeronautical engineering textbooks published in Vietnamese, English aeronautical engineering textbooks also utilize various photographic distances to create a social distance

between the reader/viewer and the subject. Through analysis, the covers of English aeronautical engineering textbooks also employ all three methods of creating social distance, close shot, medium shot, and long shot, to represent personal, social, or impersonal social distances. However, the usage rates of these methods are pretty evenly distributed; medium shot and long shot are used relatively equally, with 10 and 9 book covers, respectively, while the close shot is slightly less common, as in Table 5.

Table 5

Distribution of Social Distance Techniques in English Aeronautical Engineering Textbook Covers

	Personal/ Close-up shot	Social/ Medium shot	Impersonal/ Long shot
Quantity	6	9	10

4.2.1.2. Attitude

The analysis of perspective in the covers of English aeronautical engineering textbooks reveals how the angle or viewpoint shapes the relationship between the viewer and the subject. Subjective and objective perspectives are used across the covers, with subjective images creating a more personal or engaging connection. These images are often framed horizontally or vertically, establishing varying degrees of interaction. The framing choice influences how viewers perceive the subjects; some covers offer a more intimate or interactive feel, while others adopt a more detached, objective stance. Notably, all the illustrated images on the covers of these textbooks fall into the subjective category, particularly when analyzed by perspective, as shown in Table 6 below.

Table 6

Distribution of Angles in English Aeronautical Engineering Textbook Covers

	High angle/ Viewer power	Eye-level angle/ Equality	Low angle/ Participant power
Frontal angle/ Involvement	1	3	1
Oblique angle/ Detachment	10	4	6

From the table, it can be observed that images taken from oblique angles, accounting for a significant proportion at 80% of the surveyed covers, depict detachment, with 10 covers shot from high angles demonstrating viewer power. Thus, the analysis underscores the predominance of subjective images, particularly those captured from oblique angles, in English aeronautical engineering textbook covers, reflecting a sense of detachment and viewer power.

4.2.2. Compositional Meaning

4.2.2.1. Framing

Like Vietnamese textbook cover compositions, English textbook covers also use frames to differentiate information between images and language. In Covers E002 (Figure 5) and E006, designers utilize borders, colour contrast, and size to highlight important information. Frames are also used to convey idealistic and real concepts, thus directing readers' attention to crucial information. Designers use images to convey information instead of words, with 11 out of 25 covers employing this technique. Overlapping techniques are also utilized, as seen in Covers E011 and E013. Table 7 below demonstrates the frequency of framing techniques.

Table 7*Framing Techniques in English Aeronautical Engineering Textbook Covers*

	Disconnection			Connection			Total
	Segregation	Separation	Visual contrast	Overlap	Integration	Visual rhyme	
Quantity	5	0	7	2	11	0	25

4.2.2.2. Information Value

Placing elements of the cover in different positions yields different information values for the cover. Like Vietnamese textbook covers, English textbook covers predominantly utilize a top-down layout. Horizontal arrangements combined with vertical layouts, called triptych, appear in Covers E09 and E011 (Figure 5). Cover E009 illustrates old content with an image of aerodynamics while emphasizing new information with the book “Advanced Computational Fluid and Aerodynamics.” Hence, designers select layouts to attract customer attention effectively and emphasize the cover message.

Figure 5*English Aeronautical Engineering Textbook Cover Illustrations in E002, E011, E020, and E022*

In addition to individual cases, cover designs employing vertical layouts often showcase the relationship between the title and illustration, with most titles appearing above to convey idealistic information, while images portray real information. However, E003, E015, E018, and E022 (Figure 5) are arranged oppositely, with illustrations placed above and titles below to highlight the specific content of the book title.

4.2.2.3. Salience

Like Vietnamese textbook covers, English textbook covers also utilize salience to attract readers' attention; for example, cover E020 employs sharpness, contrast, and large font sizes to highlight important information. Most covers use images occupying more space than language to capture readers' attention. Both white and light blue are commonly used to create contrast in English-language published book covers, much like in Vietnamese book covers. These two colours symbolize the sky, the published books' domain.

4.2.3. Metadata

The text elements on the print book cover play several vital roles in conveying information and attracting readers. Surveying 25 English aeronautical engineering textbook covers, only the title and author appear in all of them. The title is the most prominent text

element on the cover, and it grabs the reader's attention and conveys the central theme or focus of the book.

Table 8

Metadata Content on English Aeronautical Engineering Textbook Covers

	Primary information			Supplementary information			
	Title	Author	Publisher	Genre	Beneficiary	Purpose	Owning organization
Quantity	25	25	17	1	0	0	0
Frequency	100%	100%	68%	4%	0%	0%	0%

Additionally, the author's name is essential for identifying the work's creator and building recognition among readers familiar with the author's previous works. However, the publisher's name or logo appears only 17 times, accounting for 68% of the analyzed covers. It could be that the author is very well-known, or the book title is the main selling point. The publisher may highlight the author's name and book title prominently on the front cover, omitting their imprint. Sometimes, publishers or book designers choose a minimalist or artistic cover design that omits the publisher's name on the front (Haslam, 2006). This is often done to create a cleaner, more visually striking cover without too many text elements. Consequently, supplementary information is almost absent from these covers. Specific details are outlined in Table 8.

4.3. Similarities and Differences in Contrastive Analysis of Aeronautical Engineering Textbook Covers Published in Vietnamese and English

4.3.1. Similarities

The covers of Vietnamese and English aeronautical engineering textbooks reveal striking similarities in their multimodal design strategies and metadata elements, showcasing a sophisticated approach to visual communication that transcends linguistic boundaries. Both covers strategically utilize interactive and compositional techniques to convey meaning beyond the textual elements.

Regarding interactive features, the covers demonstrate a refined use of photographic distances. By thoughtfully manipulating social distance through close-up, medium, and long-range shots, designers create nuanced relationships between the viewer and the subject. Notably, both covers of Vietnamese and English textbooks predominantly feature subjective image perspectives, capturing subjects from specific angles that deliberately shape viewer engagement and perception.

Compositional elements in both language contexts reflect a high level of visual grammar. Designers exhibit remarkable flexibility in arranging information, using vertical, horizontal, and combinatorial layouts to guide the reader's interpretation. Framing techniques, such as color contrasts, border delineations, and strategic overlaps, serve as sophisticated semiotic resources that differentiate and connect visual and textual elements. The consistent use of a top-down layout positions the title as the conceptual anchor, symbolically representing ideational content above the more practical illustrative elements. Moreover, salience techniques further enhance the visual communication strategy. By deliberately using color contrasts, typographic scale, and visual sharpness, designers establish hierarchical visual structures that direct the reader's attention and convey varying levels of information value.

Concerning metadata features, a notable similarity is that both Vietnamese and English

aeronautical engineering textbook covers consistently display the book's title and author's name, which are considered primary information elements.

These similarities highlight the sophisticated, internationally convergent nature of aeronautical engineering textbook cover design, where visual communication strategies remain remarkably consistent across Vietnamese and English contexts.

4.3.2. Differences

Despite the similarities in compositional techniques, several notable differences exist between Vietnamese and English aeronautical engineering textbook covers. In interactive features, Vietnamese textbook covers frequently employ long shots (depicting an impersonal relationship), accounting for about two-thirds of the covers analyzed. In contrast, English textbook covers more evenly distribute the usage of medium and long shots. Additionally, while Vietnamese textbooks utilize frontal and oblique angles to convey involvement and detachment, English textbooks predominantly feature oblique angles (80% of covers), reflecting a sense of detachment and viewer power.

Regarding compositional features, Vietnamese textbook covers more frequently utilize the triptych layout (combining horizontal and vertical arrangements) than English covers. Moreover, while Vietnamese textbook covers often employ segregation techniques (e.g., frames, colour contrast) to separate images from text, English covers favour integration techniques, using images as backgrounds for text elements. Comparing 25 samples of aeronautical engineering textbook covers selected as teaching materials at university education institutions published in Vietnamese and English, the author of this study found few differences. Currently, Vietnamese book cover designers actively integrate into the international arena, using similar theoretical frameworks and purposes, thus resulting in similar aeronautical engineering textbook cover compositions using nearly identical language and image means. However, there are differences in the frequency of using image frames to separate information between images and text in Vietnamese and English aeronautical engineering textbook covers. Vietnamese textbook cover designers use more techniques to separate images and text, accounting for about two-thirds of the researched covers. At the same time, this proportion in English editions is approximately 50% of the analyzed covers.

In terms of metadata features, Vietnamese textbook covers more frequently include supplementary information, such as the book's genre, target audience, compilation purpose, and owning organization, compared to English covers. The reason for this difference is that Vietnamese textbooks are often compiled for specific target audiences and purposes, and they are owned by educational institutions because one of the sources of teaching materials used as textbooks is organized and used by universities for teaching purposes. Furthermore, while the publisher's name or logo is consistently present on Vietnamese textbook covers, it appears less frequently (68% of covers) on English textbook covers, possibly due to design choices or the prominence of the author's name and book title.

These differences likely stem from cultural, stylistic, and marketing considerations specific to each language and publishing context, reflecting the unique approaches and priorities in textbook cover design for Vietnamese and English aeronautical engineering publications.

5. Discussion

The results of this contrastive study reveal fascinating insights into how Vietnamese and English aeronautical engineering textbook covers employ semiotic resources to convey

meaning. By integrating Kress and van Leeuwen's (2006) MDA framework and metadata analysis, the research illuminates the sophisticated strategies publishers use to engage readers through visual communication.

A key observation is the shared utilization of photographic distances and angles across both language contexts to establish social relationships with viewers, as described by Kress and van Leeuwen (2006). The prevalence of subjective image perspectives invites readers into the visual narrative, fostering a sense of involvement regardless of cultural context. However, notable distinctions arise in the compositional techniques favoured by Vietnamese and English cover designers.

Vietnamese covers frequently depict subjects at impersonal distances through long shots, potentially reflecting cultural tendencies towards formality or objectivity in specialized engineering domains, as noted by Dimopoulos et al. (2003). In contrast, the predominance of oblique angles in English covers may signal a deliberate stylistic choice to convey detachment or viewer power dynamics, aligning with individualistic cultural orientations described by Guo and Feng (2017). These divergent representational strategies hint at deeper cultural underpinnings shaping visual communication norms across linguistic boundaries.

The compositional features further highlight intriguing cross-cultural contrasts. Vietnamese textbook covers tend to segregate images and text through framing techniques like borders and colour contrasts, reflecting a structured, segmented mindset. Conversely, English covers embrace an integrative approach, seamlessly blending images as dynamic backgrounds for textual elements, aligning with a more holistic, visually oriented design philosophy often associated with Western cultural contexts (Matthews & Moody, 2007; Haslam, 2006).

The metadata inclusions offer additional insights into cultural priorities. Vietnamese covers' frequent incorporation of supplementary details like genre, audience, and ownership potentially stems from a strong emphasis on specificity and contextual grounding within academic and institutional frameworks. In contrast, English covers prioritize concision, focusing primarily on the essential title and author elements, reflecting a more minimalist, universally appealing aesthetic approach (Zhang et al., 2021).

These distinctions underscore the profound influence of cultural conventions on educational material design. While adhering to universal principles of visual communication, publishers strategically navigate cultural sensibilities. The research reveals a delicate balance between global design standards and local communication preferences, demonstrating how visual rhetoric adapts to diverse cultural contexts.

Notably, the study also highlights significant areas of convergence. Vietnamese and English covers consistently employ key design strategies: top-down layouts, strategic color contrast, and typographic emphasis. These shared approaches suggest an emerging global language of academic book design, particularly in specialized technical domains like aeronautical engineering.

The findings contribute to understanding visual communication as a complex, culturally mediated process. They illuminate how textbook covers function as protective wrappers and sophisticated communication artifacts that negotiate meaning across linguistic and cultural boundaries. By examining these intricate design choices, the research provides valuable insights for designers, publishers, and educators seeking to create more effective, culturally sensitive educational materials.

6. Conclusion and Suggestions

This study employed a mixed-method approach to conduct a contrastive analysis of aeronautical engineering textbook covers published in Vietnamese and English. Examining 25 covers from each language, it investigated the interactive and compositional meaning conveyed through the strategic integration of visual and textual elements. The findings reveal similarities like utilizing photographic distances to establish social relationships, a predominance of subjective image angles, framing techniques, top-down layouts, and the inclusion of book titles and author names. However, notable differences emerged in specific design choices and element prioritization across the two linguistic contexts.

Vietnamese covers more frequently depict an impersonal social distance through long shots. They tended to segregate images and text, while English covers favoured oblique angles reflecting detachment, viewer power, and integrated images as backgrounds for text. Additionally, Vietnamese covers often included supplementary metadata like genre, target audience, and compilation purpose, likely influenced by specific educational and institutional contexts. These differences underscore the influence of cultural, stylistic, and marketing considerations on cover design across diverse publishing environments.

By integrating MDA by Kress and van Leeuwen and metadata analysis, this research deepens our understanding of textbook covers as complex semiotic artifacts shaped by cultural contexts. It sheds light on design choices related to visual rhetoric, motivated by cultural conventions or communicative goals across linguistic contexts. The study utilizes a suitable framework for evaluating the cultural relevance of educational materials design to develop engaging, culturally-tailored covers - crucial for enhancing cross-cultural awareness in specialized domains like aeronautical engineering education.

The findings offer valuable insights for textbook designers and publishers, highlighting the importance of considering linguistic and cultural factors in visual communication. These insights equip designers with tools for creating nuanced, cross-cultural communication through strategic cover choices, ensuring that elements like images, colors, and layouts resonate with the intended audience. By understanding how these semiotic resources influence interpretations, designers can create more effective and culturally relevant covers. Ultimately, this can enhance student learning experiences and engagement, particularly in specialized fields like aeronautical engineering. As visual communication continues to evolve in the digital age, this research becomes increasingly vital for publishers, educators, and designers alike.

Potential future research avenues include exploring student/instructor perceptions of culturally tailored versus standardized covers, extending MDA across engineering sub-disciplines or cultural contexts beyond Vietnamese and English, and investigating other publishing paratexts to uncover rich, culturally nuanced meaning-making strategies.

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APPENDICES

Appendix 1. List of Aeronautical Engineering Textbooks Published in Vietnamese

Code	Books
V001	Vũ, Q. H., Đinh, T. H., Vũ, Đ. Q., Nguyễn, P. K., Lê, X. T., & Hoàng, K. D. (2023). <i>Nhập môn kỹ thuật hàng không</i> . NXB Đại học Bách khoa Hà Nội.
V002	Trần, V. T., Trần, T. T., & Lê, T. T. (2016). <i>Giáo trình khí động lực học</i> . NXB Xây dựng.
V003	Lê, Q. (2016). <i>Cơ học vật bay</i> . NXB Đại học Bách khoa Hà Nội.
V004	Nguyễn, H. N., Nguyễn, K. H., & Nguyễn, Đ. T. (2023). <i>Động cơ turbin, động cơ tên lửa và động cơ ramjet/scramjet</i> . NXB Khoa học Kỹ thuật.
V005	Phạm, V. K. (2023). <i>Các hệ truyền động thủy lực lái của máy bay</i> . NXB Đại học Bách khoa Hà Nội.
V006	Nguyễn, T. M. (2009). <i>Giáo trình máy bay trực thăng</i> . NXB Đại học Bách khoa Hà Nội.
V007	Hoàng, B. C., & Trương, N. T. (2006). <i>Tính nhiệt tuabin khí</i> . NXB Đại học Bách khoa Hà Nội.
V008	Bùi, Q. T. (2023). <i>Máy nén khí</i> . NXB Đại học Bách khoa Hà Nội.
V009	Huỳnh, V. H., Lê, M. Đ., Nguyễn, Q. T., Huỳnh, T. T., Nguyễn, V. T., Nguyễn, V. Đ., & Dương, Đ. N. (2021). <i>Kỹ thuật thủy khí nâng cao</i> . NXB Khoa học Kỹ thuật.
V010	Vũ, D. Q., & Phạm, Đ. N. (2013). <i>Giáo trình kỹ thuật thủy khí</i> . NXB Khoa học Kỹ thuật.
V011	Trần, M. H. (1998). <i>Công nghệ mạ điện</i> . NXB Khoa học Kỹ thuật.
V012	Lương, N. L. (2011). <i>Cơ học thủy khí ứng dụng</i> . NXB Đại học Bách khoa Hà Nội.
V013	Đỗ, T. T., Hán, T. T., Hà, D. T., Phương, X. Q., & Phạm, V. T. (2012). <i>Kỹ thuật radar và định vị bằng vệ tinh</i> . NXB Đại học Bách khoa Hà Nội.
V014	Trần, V. T., Bùi, Đ. K., & Nguyễn, V. M. (2011). <i>Hệ thống dẫn đường vệ tinh</i> . NXB Khoa học Kỹ thuật.
V015	Đỗ, T. T. A., Nguyễn, H. H., & Hoàng, M. S. (2021). <i>Tín hiệu và hệ thống</i> . NXB Đại học Bách khoa Hà Nội.
V016	Phan, A. (2007). <i>Lý thuyết và kỹ thuật anten</i> . NXB Khoa học Kỹ thuật.
V017	Trần, M. T., & Đào, T. H. Đ. (2006). <i>Các hệ thống vệ tinh định vị toàn cầu và ứng dụng</i> . NXB Giáo dục.
V018	Nguyễn, V. K., & Trịnh, A. V. (2007). <i>Thông tin số</i> . NXB Giáo dục.
V019	Tô, V. D., Nguyễn, V. S., & Phạm, V. U. (2006). <i>Động học bay và nguyên lý dẫn khí cụ bay điều khiển một kênh</i> . NXB Khoa học Kỹ thuật.
V020	Vương, A. T., & Nguyễn, Q. T. (2023). <i>Các hệ thống điều khiển tên lửa hàng không (Tập 1)</i> . NXB Khoa học Kỹ thuật.
V021	Vương, A. T., Đặng, C. V., & Nguyễn, Q. T. (2023). <i>Máy ngắm hàng không</i> . NXB Khoa học Kỹ thuật.
V022	Nguyễn, Q. T. (2022). <i>Đo cao vô tuyến các thiết bị bay (Tập 1)</i> . NXB Khoa học Kỹ thuật.
V023	Đỗ, T. H., Nguyễn, T. T. H., & Nguyễn, T. M. (2023). <i>Kỹ thuật điều khiển nhóm cho đàn robot tự hành</i> . NXB Khoa học Kỹ thuật.
V024	Trần, V. Đ. (2011). <i>Lý thuyết cánh (Tập 1)</i> . NXB Khoa học Kỹ thuật.
V025	Nguyễn, Đ. D., & Lê, M. H. (2021). <i>Xử lý ảnh số viễn thám</i> . NXB Khoa học Tự nhiên và Công nghệ.

Appendix 2. List of Aeronautical Engineering Textbooks Published in English

Code	Books
E001	Newman, D. J. (2002). <i>Interactive aerospace engineering and design</i> . McGraw-Hill.
E002	Collicott, S. H., Valentine, D. T., Houghton, E. L., & Carpenter, P. W. (2016). <i>Aerodynamics for engineering students</i> (7th ed.). Butterworth-Heinemann.
E003	Hull, D. G. (2007). <i>Fundamentals of airplane flight mechanics</i> . Springer.
E004	Mattingly, J. D., & Boyer, K. M. (2016). <i>Elements of propulsion: Gas turbines and rockets</i> (2nd ed.). American Institute of Aeronautics.
E005	Green, W. L. (1986). <i>Aircraft hydraulic systems: An introduction to the analysis of systems and components</i> (1st ed.). John Wiley & Sons.
E006	Newman, S. J. (2012). <i>The foundations of helicopter flight</i> . Elsevier.
E007	Novillo, E. (2016). <i>Turbine thermal appraisal: A spreadsheet approach</i> . Xlibris.
E008	Theodore, G. (2018). <i>Compressor performance: Aerodynamics for the user</i> (3rd ed.). Butterworth-Heinemann.
E009	Paul, G. T. (2016). <i>Advanced computational fluid and aerodynamics</i> . Cambridge University Press.
E010	Tucker, B. (1997). <i>Aircraft fluid power systems</i> . Endeavor Books.
E011	Siddiqui, T. (2015). <i>Aircraft materials and analysis</i> . McGraw-Hill.
E012	Raol, J. R., & Singh, J. (2023). <i>Flight mechanics modeling and analysis</i> (2nd ed.). CRC Press.
E013	Stimson, G. W. (1998). <i>Introduction to airborne radar</i> . SciTech Publishing.
E014	Tooley, M., & Wyatt, D. (2007). <i>Aircraft communications and navigation systems: Principles, maintenance, and operation</i> (1st ed.). Routledge.
E015	Tooley, M. (2002). <i>Aircraft digital electronic and computer systems</i> (3rd ed.). Routledge.
E016	Fenn, A. J. (2017). <i>Electromagnetics and antenna technology</i> . Artech House Publishers.
E017	Roddy, D., Linwood, J., & Long, D. G. (2024). <i>Satellite communications</i> (5th ed.). McGraw-Hill.
E018	Mahmoud, M. S. B., Guerber, C., Larrieu, N., Pirovano, A., & Radzik, J. (2014). <i>Aeronautical air-ground data link communications</i> . Wiley-ISTE.
E019	Shneydor, N. A. (1998). <i>Missile guidance and pursuit: Kinematics, dynamics and control</i> (1st ed.). Woodhead Publishing.
E020	Yanushevsky, R. (2018). <i>Modern missile guidance</i> (2nd ed.). CRC Press.
E021	Arrasmith, W. W. (2015). <i>Systems engineering and analysis of electro-optical and infrared systems</i> . CRC Press.
E022	Wyatt, D. (2015). <i>Aircraft flight instruments and guidance systems: Principles, operations, and maintenance</i> . Routledge.
E023	Mohanty, S. N., Ravindra, J. V. R., Narayana, G. S., Pattnaik, C. R., & Sirajudeen, Y. M. (2023). <i>Drone technology: Future trends and practical applications</i> (1st ed.). Wiley-Scrivener.
E024	Volodin, P. (2022). <i>Blade element rotor theory</i> . CRC Press.
E025	Schowengerdt, R. A. (2006). <i>Remote sensing: Models and methods for image processing</i> (3rd ed.). Academic Press.



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TRANSNATIONAL AFFINITY AND THE DECISION TO STUDY ABROAD OF VIETNAMESE STUDENTS: A NARRATIVE INQUIRY

Nguyen Thanh Ha*, Nguyen Huong Lam Quynh

*Faculty of English Language and Culture, VNU University of Languages and International Studies,
No.2 Pham Van Dong, Cau Giay, Hanoi, Vietnam*

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Abstract: Transnationality usually refers to the ties and interactions that connect people and institutions across national borders and has often been studied in the context of migration. However, globalization and the movement of people and ideas, media and goods have allowed transnational ties to be formed, maintained, and developed even before people leave their own country. This qualitative study explores transnational affinity between students and their potential destinations for studying abroad. Through narrative inquiry, the study tells the stories of four young Vietnamese people who developed connections with a foreign country and interrogates the role this emotional bond plays in their choice of destination for overseas education. Analysis reveals the complex and multi-faceted way in which transnational affinity emerges and functions. Foreign language education, media exposure, and personal recommendations help shape emotional connections to a foreign country. Joy acts as both an entry point and a reinforcing mechanism in this process. In addition, transnational affinity entails identity work: the growing ability to visualize oneself in the foreign country as images of the place becomes intertwined with the vision of one's possible self.

Keywords: transnationalism, transnational affinity, studying abroad, decision-making, narrative inquiry

* Corresponding author.

Email address: thanhha86@gmail.com

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NGHIÊN CỨU TỰ SỰ VỀ KẾT NỐI XUYỀN QUỐC GIA VÀ QUYẾT ĐỊNH ĐI HỌC NƯỚC NGOÀI CỦA NGƯỜI TRẺ VIỆT NAM

Nguyễn Thanh Hà, Nguyễn Hương Lâm Quỳnh

*Khoa Ngôn ngữ và Văn hóa Anh, Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội,
Số 2 Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam*

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Tóm tắt: Xuyên quốc gia thường chỉ các mối quan hệ và tương tác kết nối con người và tổ chức vượt lên khỏi ranh giới quốc gia và chủ yếu được nghiên cứu trong bối cảnh di cư quốc tế. Tuy nhiên, toàn cầu hóa và dòng chảy của không chỉ con người mà cả ý tưởng, sản phẩm, và truyền thông đã tạo điều kiện cho sự xuất hiện, duy trì và phát triển của các mối liên hệ xuyên quốc gia ngay cả khi cá nhân đó chưa tới đất nước khác. Nghiên cứu định tính này tìm hiểu trải nghiệm về kết nối xuyên quốc gia của bốn người trẻ Việt Nam với nơi họ mong muốn đi du học. Qua phương pháp tự sự, nghiên cứu kể lại câu chuyện về sự yêu mến và gắn bó với một đất nước khác và vai trò của kết nối cảm xúc đó trong việc lựa chọn địa điểm du học. Nghiên cứu chỉ ra sự phức tạp và đa diện của kết nối xuyên quốc gia trong bối cảnh toàn cầu hóa. Giáo dục ngoại ngữ, tiếp xúc với truyền thông và lời kể của người thân góp phần hình thành mối liên kết cảm xúc với một quốc gia khác. Niềm vui vừa là điểm khởi đầu vừa là yếu tố củng cố trong quá trình này. Bên cạnh đó, gắn kết xuyên quốc gia còn liên quan đến quá trình định hình bản sắc qua khả năng hình dung bản thân tại nơi chốn mới và dần dần hình ảnh về nơi chốn đó với khả thể của chính bản thân mình.

Từ khóa: xuyên quốc gia, kết nối xuyên quốc gia, du học, ra quyết định, nghiên cứu tự sự

1. Introduction

In an increasingly globalized world, the movement of people and ideas has become easier and more ubiquitous; student mobility more feasible (Soong, Stahl & Shan, 2017). According to UNESCO Institute for Statistics (2011), in 2009 more than 3 million international students studied abroad. In 2016, this number reached 5 million (OECD, 2018). In Vietnam, there has been a significant increase in the flow of Vietnamese students moving to other countries for education. It is estimated that roughly 60,000 Vietnamese students were pursuing international education in 2008 and the number rose to approximately 100,000 in 2011, accounting for 2.7% of the international student market (Nguyen, 2013). Three to four billion dollars are reported to be spent annually by Vietnamese families to support their children studying abroad (Phan, 2019). While English-speaking countries such as the United States, the United Kingdom, Canada, and Australia have long been popular “receiving” nations of international students, the number of students coming to Asian Pacific countries is rising, partly thanks to a series of international education policies designed to attract more foreign students (Shields, 2016; Becker & Kolster, 2012).

According to Lipura and Collins’s critical review (2020), previous research into international students’ mobility tends to coalesce around three dominant discourses. The first narrative, termed “neoliberal reductionism”, tends to portray international students as rational, strategic actors primarily driven by market forces to maintain and maximize social advantages

and assume the East-West mobility as the typical and desired direction. The second is a narrative of deficiency, which views international students through a lens of what they lack, need, or how they differ, framing them in terms of academic, financial, or agency deficits. Lastly, the narrative of the future focuses on how mobility is driven by students' future-oriented goals. Lipura and Collins (2020) argue that while these narratives are valuable to the study of student mobility, they may be limiting in fully capturing the diversity and complexity of international student experiences. It is important to note that student mobility can be “influenced by factors ranging from economic resources and constraints, geographical imaginations, prior patterns of study, through to opportunism and fancy” (Lipura & Collins, 2020, p. 7).

To provide a more nuanced understanding of how students choose their academic destinations, this paper examines the topic through the lens of transnational affinity, operationally defined as the affection one has towards a foreign country. Involving personal narratives of four young Vietnamese, it explores the emotional bonding that motivates these participants to choose their study destinations, focusing on how these people-place connections form, evolve, and influence participants' decisions and experiences. Vietnamese international student mobility is often researched as “a subgroup within a larger movement of Asian students” (Nguyen, 2013, p. 127) despite the growing trend of studying abroad in Vietnam. Therefore, a more detailed examination, especially in the context of Vietnam, is warranted.

2. Background Issues

2.1. Destination Selection in International Education

The geographies of students' transnational mobility have always been marked by uneven flows (Perkins & Neumayer, 2013; Varghese, 2008). Historically, from the 16th to the mid-20th centuries, education was a key link between European powers and their colonies worldwide. After the World Wars, a similar pattern continued, with superpowers attracting students from their spheres of influence (Varghese, 2008). Nowadays, there is still a dominant South-to-North pattern of international student mobility, where the most common mobility path for students is from Asia or Africa to the highly recognized, research-intensive universities in Europe, North America, Australia, or New Zealand (Perkins & Neumayer, 2013; Lipura & Collins, 2020).

However, there have also been some notable shifts. Varghese (2008) argues that in the era of globalization, “political patronage and colonial legacies have given way to market principles” (p. 22) as students and their family fund their own study and many institutions in host countries depend significantly on the revenue generated by international students.

Research into destination choice of international students has often made use of the push-pull framework. “Push factors” are internal to the source country and trigger a student's decision to pursue education abroad, while “pull factors” are those within the host country that make it appealing to international students. Some of these factors are inherent to the source or the host country, and others depend on the students themselves (Mazzarol & Soutar, 2002). For example, McMahon's (1992) research highlighted that economic and social pressures in a student's home country drive them to study abroad (“push” factors), while the choice of a specific host country is influenced by various “pull” factors, such as economic, political, and cultural links, as well as the support offered by the host country to international students. Using the same framework, Mazzarol and Soutar (2002) identify the following “push” factors: the belief that overseas education is superior to local options, difficulty in gaining entry to local programs or unavailability of desired programs domestically, a desire to understand Western

culture, and intentions to migrate after graduation. Students' choice of a host country, on the other hand, is influenced by the country's reputation or profile, parental influences, family and friends' recommendations, cost of international education, and local environment at the host country (including climate, lifestyle).

In short, a combination of structural and personal factors contributes to the selection of study destinations. Notably, the frameworks discussed tend to portray students either as passive subjects influenced by global trends or as rational actors who make decisions based solely on a cost-benefit analysis. In reality, international student mobility could be more diverse and complex. Mobility can sometimes occur purely by chance, with the opportunity to move arising unexpectedly and without careful consideration of the future (Phan, 2018).

There have been efforts to move beyond such limited framing. For example, Phan (2022) notes that when participants decided to pursue their PhDs abroad, their choice of destination was influenced by a combination of family circumstances, financial strategies, practical considerations, and their previous experiences and mobility, which is guided by "a map of aspirations for themselves as this map is made by various aspirational nodes, including knowledge and sharing from those in their close community, knowledge from their own reading, or past experiences of their own" (p. 295).

In line with Lipura and Collins's (2020) proposal to "consider the more-than-rational and more-than-economic drivers of student mobilities" (p. 12), our research focuses on exploring the emotional bonding between international students and their study destination and its role in their decision making, aiming to provide a more nuanced understanding of the phenomenon.

2.2. Emotional Connection to a Place and the Imaginaries

Emotional connection to a place has often been studied as a phenomenon termed place attachment, a concept popularized since the 1970s in all branches of social sciences (Lewicka, 2010). Place, in this concept, is often distinguished from *space*—an environment structured by the world where objects and events occur. When imbued with social meanings, understandings, and cultural expectations, a space can be called a place, thus, in simple terms, a place is "meaningful location" (Lewicka, 2010). When we know more about a new and strange space and start to endow it with value and meaning, it becomes a place (Tuan, 1977). This creation of a place can be built up from human interactions, experiences, and perceptions of the material world (Halperin, 2014). Scannell and Gifford (2010) suggest that cognitive factors, including one's beliefs and knowledge about a place, influence whether it becomes personally significant.

Research on place attachment is divided between two distinct approaches: the qualitative tradition, which originates from geographical studies of the sense of place, and the psychometric tradition, which stems from early community studies (Lewicka, 2010). In both of these traditions, place is often studied as something to be experienced directly.

Can one feel connected to a place they have never been to? In immigration scholarship, it has been noted that second generation immigrants may feel an emotional pull toward the ancestral home country, although less than the first generation (Huang, Hung & Chen, 2018). Huang, Ramshaw and Norman (2015) find that second generation Chinese-Americans' visit to China is characterized by four themes: language and appearance, search for authenticity, family history, and sense of 'home.' In addition, since their attachment is not tied to a particular location, they could maintain a connection to their ancestral homeland without physically visiting their family's place of origin. In tourism contexts, the physical, social, and emotional

attributes of a place could impact how a person finds himself or herself attached to the place (Nghiem-Phú, 2016). The more individuals learn and understand about a place through the assistance of place images, the more likely they are to form an attachment with that place.

In international student mobilities research, the ‘pull’ factors clearly attend to the dimension of place. However, as discussed above, they are typically framed in terms of rational, cognitive evaluation. Emotional factor, if any, is often limited to the vague notion of ‘interest’. For instance, in a study of Chinese students studying in Japan, participants mentioned that a strong interest in Japanese culture was a motivating factor (Lo et al., 2019). Similarly, in Vietnam, twenty out of fifty-five interviewees in Nghia’s (2019) study expressed a desire to study abroad to experience foreign cultures. Specifically, they were inspired by depictions of “Western cultures or interesting festivals in other countries” in movies, which fueled their wish to travel and experience these cultures firsthand (Nghia, 2019, p. 764).

2.3. Defining Transnational Affinity

Transnationalism is often broadly defined as referring to “multiple ties and interactions linking people or institutions across the borders of nation-states”, a condition that “preceded ‘the nation’” but has been especially intensified with new technologies (Vertovec, 1999, p. 447).

In this study, we operationally define transnational affinity as affection and attraction one has towards a foreign country. This emotional bonding could be the result of direct or indirect experience, but our inquiry specifically focuses on the indirect one. As such, it places transnational affinity at the conjunction of place-attachment and imagination within the transnationalism framework.

In existing literature, there is very limited use of this concept. A search of ‘transnational affinity’ on Google Scholar yields 181 results, most of which use it as descriptive, rather than a conceptual phenomenon. Yet, its existent use shows a high degree of broad consistency, describing a state of connectedness beyond physical national boundary. Stanfill and Valdivia (2016), studying transnational affinity in the context of football fandom in the World Cup, describe affinity as ‘allegiances’ and find that “Supporters neither simply cheer their origin nation nor their current nation of residence, but rather have multiple and shifting allegiances based on context” (p. 12). Warne (2000), in his study of three music scenes within French youth cultures, write:

The fact that these physical sites extend far beyond the boundaries of localized experience, and even beyond national boundaries, is indicative that each of these cultures is expressive of transnational affinities: the need to have physically visited these sites is in fact irrelevant. Their importance is symbolic or imaginative, and they form the markers of an imaginatively constituted transnational space, which in its expansiveness and range is frequently in marked contrast both to the physical space actually available to or occupied by the scene in question, and to traditional notions of national culture and identity. (p. 264)

Ultimately, although a familiar phenomenon in a globalized world, transnational affinity remains an undertheorized concept. This study explores one manifestation of this phenomenon by delving into the stories of young people pursuing overseas education. Within the constraints of this research, we set out to examine a few stories in which the aim is not to draw out definite generalizations, but rather personal and distinct narratives in which each person makes sense of their own experiences.

3. Mode of Inquiry

This study employs narrative inquiry to study how transnational affinity is formed and influences participants' selection of overseas study destinations. According to Polkinghorne (1995), narrative inquiry can be understood as a means of conducting qualitative research in which stories are adopted to describe human action. It is noteworthy that stories do not necessarily deal with twists, dilemmas, or dramas; mundane stories could also be potent in helping people clarify their sense of the world (Crites, 1971).

Narrative inquiry is well-suited for this study as it enables an in-depth exploration of individuals' lived experiences. Since stories are fundamental to how individuals make sense of their lives and communicate meaning (Bochner & Riggs, 2014), this approach is particularly valuable in examining significant life choices, such as studying abroad, within the broader context of personal experience.

This study involved four participants, each assigned a pseudonym to protect their privacy. They had varying degrees of affinity toward different countries and were in different stages of their academic journeys: Huyen My was making plans to study in Spain, Thu Ha and Thuy Duong were already studying in Korea and Germany respectively, and Linh Chi had returned to Vietnam after finishing her studies in Taiwan. Our aim when selecting informants was to collect diverse narratives that allow us to see the nuances and variations in the origin and expression of transnational affinity. None of the destinations were English-speaking countries. While this was not an intentional criterion, it emerged as a significant pattern that aligns with the previously discussed trend in which the dominance of English-speaking countries is being challenged.

The process of working with all four participants involved semi-structured interviews about their life stories, their encounters with their destination countries, and their perceptions and attitudes towards such places. An additional round of interview was conducted after the initial stories were shaped to clarify and add more details. All interviews were held online due to geographical barriers, especially as two informants were living overseas. These interviews were recorded and transcribed. In addition to interview transcripts, our additional conversations and observation of the participants' social media also gave further insight into their life stories.

Data analysis consisted of two phases. In Phase 1, the stories were constructed collaboratively with the participants to ensure they represent the spirit of their experiences. The purpose is to "produce stories as the outcome of the research" (Polkinghorne, 1995, p. 15) and help to place the participants' decision within the historical and developmental dimension of their personal context. In Phase 2, we identified emerging themes related to place-based attachment to address the research problem more generally. This resembles what Polkinghorne's (1995) termed 'paradigmatic analysis' and is a common method in qualitative studies. The dual process helps to balance the particularities and the broad patterns. The participants provided informed consent and were involved in the analysis and interpretation of their narratives, ensuring that their perspectives were accurately represented.

4. Narratives of Transnational Affinity

4.1. *Thu Ha (Korea): From a Teenage Interest to Unwavering Dedication to a Dream*

Thu Ha, a 23-year-old student of Hospitality and Tourism Management at Sejong University, Korea, is getting ready to graduate. Growing up in Hanoi, she shared a room and a love for Korean dramas with her sister. "*Boys over Flower*" (2009), a story about a group of

high school students, their school life and struggles, and “*Empress Ki*”, a fictional story about a charismatic empress, were her first encounters with Korea. Even now when she has seen hundreds of films, Ha can still sit down and watch these two over and over again. She didn’t know then, but what started as a fascination with Korean food and pop culture would later transform into a carefully planned future, built on perseverance and determination.

When Ha entered secondary school, she struggled with loneliness and found it difficult to fit in until she discovered her classmates’ fascination with K-pop, which she saw as a bridge to connect with them. She immersed herself in learning about the industry, even though her true passion lay more in belonging than in the music itself. These connections to Korea continued to grow in her high school years, now in a new area: Korean cuisine. Over time, her love for Korean food expanded into a broader appreciation of Korean culture, making Korea feel increasingly familiar and appealing.

At the same time, Ha was uncertain about her future and struggled with making career decisions. As she turned to the *Ikigai model*—a Japanese framework for finding one’s purpose, she realized that among the four guiding questions of *Ikigai*, she could confidently answer only one: “What do I love?” The answer was Korea. Even though her understanding of Korea was still limited to pop culture and food, she knew that her passion for the country outweighed her interest in any other place. “If it wasn’t Korea, I wouldn’t want to go anywhere.”

Determined to turn this thought into reality, Ha then resolved to learn Korean and pass the Test of Proficiency in Korean (TOPIK). Without informing her parents about her study-abroad plans, she enrolled in a local test-prep academy. Despite the crowded classes and minimal teacher attention, she diligently reviewed lessons at home, expanded her vocabulary, and immersed herself in Korean vlogs to enhance her language skills. This intense routine, though exhausting, never dampened her enthusiasm. She said:

I don't know how to explain it. Learning Korean makes me feel happy. Normally, for example, if I have to learn English, I feel very tired, like I have to remember something. But when learning Korean, it feels like a hobby. I look at it and want to learn. I learn for fun, not because I force myself to remember the grammar or vocabulary.

When her parents first learned about her plan, they were shocked and skeptical. They believed an English-speaking country would provide better opportunities. Ha realized that part of her parents’ hesitation stemmed from the fact that she rarely talked about Korea at home, making her decision seem impulsive. To bridge this gap, she became more open about her aspirations, frequently discussing the universities she was considering, her language studies, and the steps she was taking to prepare for her future.

Over time, her persistence convinced her family. “I studied [Korean] from 11th grade to 12th grade, and my parents saw that I kept studying consistently and remained passionate and hardworking. They gradually understood”. With this newfound approval, Ha pushed herself even harder. The stress of juggling multiple responsibilities meant she could barely afford an eight-hour sleep, but she persisted.

When choosing a university, Ha considered both academic reputation and affordability. She ultimately decided on Sejong University, a well-regarded institution offered strong academic programs. Its suburban location made living costs more manageable. After the national high school graduation exam, Ha anxiously waited for the results. The moment she saw “Congratulations” on the screen, she was overwhelmed with joy. The memory of that day remains etched in her heart.

Now, five years later, Ha’s life in Korea is fulfilling. Ha has made a stable life for herself

with a cozy apartment, good friends, and a sense of belonging. However, Vietnam remains her true home. She plans to return, potentially opening her own beauty clinic.

4.2. *Huyen My (Spain): From a Distant Concept to an Attractive Possibility*

Huyen My, a 21-year-old Tourism and Hotel Management major at RMIT University, juggles classes, runs a small homestay, and interns at the Asia-Pacific Tourism Association. Her goal for the year is to graduate with honors. My's parents work for the government, and her younger brother is still in secondary school.

Initially, My saw Spain as distant and unremarkable, encountering it only in her tourism courses and during her internship, since the World Tourism Organization (UNWTO) is based in Madrid. Her interest in Spain blossomed after watching the Spanish series “*Skam España*”, which follows a group of 16-year-olds and their coming-of-age stories. This newfound passion led her to start learning Spanish, despite her busy schedule and the demands of her studies. Speaking of Spanish films, she shared:

I enjoy Spanish films because they tend to be quite realistic and not overly wild. The details are not exaggerated, and more relatable to me. The gentle and pleasant feeling comes from the very everyday and life-like details. In contrast, when watching American series, I cannot relate to the events because I have never experienced such wild things and have no intention of smoking weed, drinking alcohol, partying until late at night or anything like that.

Her initial steps into learning Spanish were delightful. She bought beginner coursebooks and used the Duolingo app, quickly grasping the language thanks to her background in English and Chinese. She found the language particularly “expressive and fun”, which aligned with her perception of Spaniards as open and energetic. This connection deepened as she watched more Spanish films and read articles, reinforcing her positive image of Spain and its people. She said

Everything I've heard about Spain is bright and vibrant, from the lifestyle and mindset to the weather and climate, and even the golden sunshine stretching over the long beaches. Whenever Spain is mentioned, I picture a beautiful, sunny summer on the beach. I've never heard anything particularly bad about Spain.

As My entered her final year at RMIT, the Covid-19 pandemic disrupted her plan to study in Australia, leading her to take an internship at the Asia-Pacific Tourism Association. There, she connected with Spanish colleagues who often shared about their vibrant lifestyle and love for the beach, further igniting her desire to experience Spain firsthand. With graduation approaching, My is planning her future in Spain, conducting research on master's programs, and contacting study abroad agencies for scholarship opportunities. Her days are filled with anticipation and joy, with a playful Spanish song as her morning alarm, setting a festive tone for each day. Although open to other destinations, Spain's established tourism industry, top-ranked academic institutions, and the promise of a balanced lifestyle appeal to her. My is ready to embrace a new chapter full of growth and adventure.

4.3. *Thuy Duong (Germany): From External Influences to Personal Aspiration*

Before moving to Germany, Thuy Duong, a 22-year-old Vietnamese student, faced a period of uncertainty. Duong was in her final year of high school in Vietnam, grappling with the stressful decision of whether to pursue her studies domestically or abroad.

Initially, Duong's parents considered New Zealand because a close acquaintance was living there. However, her cousin Nhung, who was studying in Germany, intervened and convinced both Duong and her parents to choose Germany instead. Nhung's love for Duong and the desire to have her close by were strong motivations. She painted an appealing picture

of Germany, emphasizing its free education system, which was a crucial factor for Duong's middle-income family. Duong's excitement grew as Nhung described Germany's beautiful landscapes and vibrant culture.

My cousin loves taking photos and checking in, so she posts a lot of pictures on Facebook. The city always looks so vibrant in her photos, so I started getting excited when looking at them, imagining my future life there. Gradually, I began to feel that Germany might suit my taste, and my curiosity grew day by day. I became more motivated and driven, without feeling like my parents were forcing me to study and take exams to go there. In the end, everything needs to come from internal interest and passion to be long-term, right?

Duong began learning German, her first step toward this new adventure. She rode seven kilometers on her old motorbike to attend classes at a language center. The support of her close friend, who also planned to study in Germany, was invaluable. They studied together, keeping each other motivated through the tough phases. Despite the initial challenges of mastering a new and complex language, Duong was motivated by the thought of experiencing the beauty and opportunities that Nhung had described. Her German teacher at the language center further fueled her enthusiasm with vivid stories of life in Germany, from the picturesque dormitories to the changing seasons. As a nature lover, she was particularly impressed by descriptions of “flowers at every street corner”.

The stories Duong heard from her teacher and cousin, combined with her own research through Vietnamese expat groups on Facebook, created a sense of connection to Germany. She read posts about local festivals, beautiful sceneries, and everyday life, which allowed her to visualize herself adapting to this new environment. Duong's extroverted nature made her particularly excited about the prospect of participating in events like Oktoberfest, reminiscent of her childhood visits to a local craft beer spot with her father.

As Duong prepared for her move to Germany, she felt a mix of emotions: excitement about the adventure ahead, gratitude for her supportive family and friends, and a bit of anxiety about leaving home. Yet, she was determined and hopeful, driven by the vivid and positive images of Germany painted by Nhung and her teacher. This blend of emotions carried her through the challenges of preparing to study abroad, making her journey to Germany a deeply personal and transformative experience.

4.4. Linh Chi (Taiwan): From Reluctant Beginnings to Deliberate Pursuit

Chi, a 23-year-old Vietnamese, studied International Tourism Management at Tamkang University, Taiwan. Her path to studying abroad was filled with emotional highs and lows.

Chi grew up in Hanoi, living with her single mother and younger brother. In 2014, Chi's mother suggested she apply to Foreign Language Specialized School, a prestigious high school in Hanoi. Chi aimed for the English class but fell short of the requirements, landing in the Chinese class instead. This initially filled her with disappointment and frustration, as she knew little about China or its language. The high tuition fees added to her distress.

However, Chi's perspective began to shift during her first semester at CNN. Her school participated in the “*Chinese Bridge*” competition, an international contest showcasing students' Chinese language skills, and this event opened up a new opportunity for her. Passionate about dancing, Chi took on the challenge of choreographing a performance for the event. Despite her initial doubts and the pressure to create something impressive, the final performance was a success, earning cheers and applause. This achievement brought Chi a deep sense of joy and accomplishment, gradually softening her negative feelings towards studying Chinese.

As Chi continued her studies, she became more interested in Chinese culture. Watching Chinese romantic dramas and listening to their soundtracks helped her improve her language skills while providing comfort and entertainment.

Mainly it was because of my listening to music and watching movies, so I began to like Chinese culture a bit more. Plus, I also have a friend who studied Chinese, so I had someone to talk to. Then, I began watching Chinese shows, like *Street Dance of China*, and I found myself enjoying it more.

Chi's journey took a significant turn during her senior year when she learned about a scholarship program for a university in Taiwan. Encouraged by her mother, Chi applied and won a full-ride scholarship, allowing her to pursue her passion for tourism. The prospect of studying abroad excited her, but she also felt anxious about leaving her family and familiar surroundings.

Arriving in Taiwan, Chi faced challenges adapting to a new environment and culture. However, her prior knowledge of Mandarin and cultural insights gained from her studies helped her navigate this new phase. She made friends with local students and explored various cities, deepening her appreciation for Taiwan's beauty. One of her favorite discoveries was a small, charming bookstore, where she found solace and inspiration. Chi dreams of visiting China in the future.

5. Understanding Transnational Affinity

The narratives above provide an opportunity to theorize transnational affinity in the context of international student mobilities. Participants in this study develop affinity toward the destination country rather than other scales of locale (such as city or institution). This is consistent with Lewicka's (2010) suggestion: "Countries are rooted in a common history and particularly strong, socially constructed symbols of group belonging and group identity, and therefore evoke particularly strong emotional reactions" (p. 212).

The participants' connection to the destination country varies significantly. The first two participants, Thu Ha and Huyen My, demonstrate a strong emotional bond, characterized by determination and persistence in the face of challenges. In contrast, the other two participants show a weaker emotional attachment, relying more on chance or external support to sustain and achieve their mobility goals. Common to all participants is the fact that while affinity is important in their decision to study abroad, it exists in conjunction and in tension with other influencing factors. All participants have to grapple with the issue of cost, and the availability of financial support (in the case of Linh Chi), or free tuition (in the case of Thuy Duong) plays an important role in their eventual decision. Huyen My, although unwavering in her love for Spain, admits that this plan may not work out and she may have to resort to another destination.

Regarding the development of transnational affinity, the narratives reveal three important contributing factors.

First, *foreign language education* plays a significant role. Proficiency in a foreign language serves as a bridge for intercultural communication, providing learners with insight into the country's norms, behaviors, and cultural practices. However, more relevant to our inquiry is the fact that learning a language creates emotional connection as well as more opportunities for connection to the place. All four participants underwent the process of learning their destination country's languages. While Thu Ha, Thuy Duong, Linh Chi achieved high language proficiency and could communicate well with native speakers, Huyen My was still a beginner at Spanish. Regardless of their proficiencies, the affective evaluation of the language

adds to their connection. Their language classes functioned as a place to nurture their interest. In addition, exposure to and mastery in the language also allow them to access more materials, get immersed in the descriptions of life and people in their target countries. Notably in the case of Linh Chi, she made a distinction between China and Taiwan as places, but asserted that it was her familiarity with the Chinese language that anchored her emotional connection to Taiwan.

Second, *media* has long played a crucial role in spreading ideas and forming “imagined communities” where people feel connected despite not knowing each other personally (Anderson, 1983). Exposure to foreign media influences perceptions and attitudes toward other countries and their citizens as well as behaviors and decisions. For example, Braga's (2007) study on Albanian migrants finds that in isolated Albania, exposure to Italian television provided a rare glimpse into the outside world, influencing people's perceptions of the West and their aspirations for migration. In addition, those with greater exposure to foreign media were more likely to migrate, while those with less exposure had fewer opportunities to imagine a different life elsewhere. Such media effects are present in the narratives of all four participants with the most profound impact seen in the case of Thu Ha and Huyen My. Thu Ha's early exposure to K-pop and K-dramas shaped her view of Korea as “magical” and “dreamlike,” while My developed a fondness for Spain through relatable films and cheerful music. Thuy Duong discovered Germany's festive culture via social media, and Linh Chi's engagement with Chinese movies, music, and books fostered a positive impression of China.

Another important way individuals learn about foreign countries is through personal recommendations from those close to them. International students planning to study abroad frequently consult friends and relatives with prior study abroad experience for advice; for those making this decision for the first time, personal recommendations can be particularly influential (Maulana, 2022). This impact can best be seen in the case of Thuy Duong, who developed a strong connection to Germany through personal insights shared by her cousin and teacher. She also credited her cousin as the determining factor: “Every time I think back, it's true that I was persuaded by my cousin to go to Germany”.

In addition to these three contributing factors, transnational affinity in these cases appears to be deeply intertwined with joy—whether sparked by engaging with media, discovering a language, or forming personal connections. In My's case, the pleasure of watching Spanish films and learning the language gradually transformed Spain from a distant concept into a preferred destination. Similarly, Chi's experience of successfully choreographing a dance for the “Chinese Bridge” competition replaced her initial reluctance with a newfound appreciation for Chinese language culture. These instances suggest that joy acts as both an entry point and a reinforcing mechanism for transnational affinity, making it not just a rational or strategic connection but an affective and deeply personal process.

Moreover, transnational affinity is also connected to the growing ability to visualize oneself within the space through a feeling of compatibility between one's identity and the place. This visualization involves imagining one's life in the destination country and perceiving it as where one can thrive, develop, and belong. As the place becomes more than just a physical location but a possible version of one's future self, emotional attachment deepens, and transnational affinity reinforces the desire for mobility. As such, transnational affinity entails identity work.

6. Conclusion

This study has shed light on the personal stories of four young Vietnamese people who have chosen a foreign country, Korea, Spain, Germany, and China, as a study abroad destination. Analysis reveals the complex and multi-faceted way in which transnational affinity emerges and develops. Through foreign language education, foreign media exposure, and recommendations from those personally closest to them, one can form and develop their emotional connection towards a foreign country. Dominant throughout the stories is the role of joy and identity work: Experiences of joy—whether through cultural engagement, personal achievements, or meaningful connections—intersect with self-identification, as individuals acknowledge an alignment between their personal values, aspirations, and lifestyle with what the destination has to offer, which shapes how they perceive, relate to, and ultimately commit to their chosen destination.

In the times of transnationalism when sociocultural, political, and economic practices are diffused beyond the borders of nations, people's sense of belonging to places has been modified dramatically (Tedeschi, Vorobeva & Jauhiainen, 2020). Further research could be conducted with participants who form a transnational affinity towards different countries, ranging from English-speaking to non-English-speaking countries. Longitudinal design may be used to study the development of transnational affinity over time. It may also be interesting to see how different transnational affinity is when it is attached to a specific city, region, or institution rather than a country. These locales, at different scales, may reveal more insights into the experience of living in a globalized world.

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THE POWER OF WORDS: A RHETORICAL ANALYSIS OF EMILY DOE'S COURT STATEMENT

Vu Minh Huyen*

*Faculty of English Language and Culture, VNU University of Languages and International Studies,
No.2 Pham Van Dong, Cau Giay, Hanoi, Vietnam*

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Abstract: This paper focuses on the rhetorical strategies in Emily Doe's victim impact statement following her sexual assault by Brock Turner. The analysis is conducted within the discourse analysis theoretical framework to explore how Doe employs specific rhetorical devices such as pronouns, metaphors, antithesis, parallelism, and triplets to construct her narrative and convey her message. The findings show that Doe's effective strategic use of these rhetorical devices emphasizes her pain, resilience, and quest for justice, helping her reclaim her voice and identity. The research contributes to a deeper understanding of the rhetorical power in victims' narratives.

Keywords: rhetorical devices, victim impact statement, identity, Emily Doe, Stanford Rape Case

* Corresponding author.

Email address: vuhuyen84@gmail.com

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SỨC MẠNH CỦA NGÔN TỪ: PHÂN TÍCH TU TỪ BẢN KÊ KHAI TẠI TÒA ÁN CỦA EMILY DOE

Vũ Minh Huyền

*Khoa Ngôn ngữ và Văn hóa Anh, Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội,
Số 2 Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam*

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Tóm tắt: Trong những năm gần đây, diễn ngôn công cộng đã thu hút sự chú ý đáng kể, tạo điều kiện cho những tiếng nói yếu ớt được lắng nghe. Một trong những diễn ngôn quan trọng nhất là bản kê khai ảnh hưởng của nạn nhân (VIS), giúp nạn nhân chia sẻ hậu quả về thể chất, tâm lý và kinh tế của mình, đồng thời cung cấp thêm thông tin quan trọng cho quan tòa trước khi kết án. Bài viết này tập trung vào các chiến lược tu từ trong bản kê khai của Emily Doe sau vụ cưỡng hiếp do Brock Turner gây ra. Sử dụng phương pháp phân tích diễn ngôn, tác giả khám phá cách Doe sử dụng các phương tiện tu từ như: đại từ nhân xưng, ẩn dụ, đối lập, song hành và nhóm ba đơn vị (triplets) để xây dựng câu chuyện và truyền đạt thông điệp một cách hiệu quả. Kết quả cho thấy việc sử dụng chiến lược các phương tiện tu từ này giúp Doe khắc họa nỗi đau, sự kiên cường và hành trình tìm kiếm công lý, đồng thời giúp cô lấy lại tiếng nói và danh tính của mình. Nghiên cứu cũng làm nổi bật tầm quan trọng của VIS trong quá trình xét xử và tác động của nó lên diễn ngôn công cộng về bạo lực tình dục, đóng góp vào việc hiểu rõ sức mạnh tu từ trong câu chuyện của nạn nhân.

Từ khóa: phương tiện tu từ, bản kê khai ảnh hưởng của nạn nhân, danh tính, Emily Doe, vụ cưỡng hiếp tại Stanford

1. Introduction

In recent years, public discourse on various social issues has received much-needed interest, hence, becoming more impactful, thanks to involvement of various social groups. Individuals are given more chances to share their stories and perspectives, strengthening voices which were previously overlooked (Benford & Snow, 2000). This shift can be observed clearly in the discourse on sexual violence, i.e., media coverage and journalism, or public testimonies and hearings.

A crucial element of the public testimonies is the victim impact statement (VIS) where survivors have room to articulate their trauma and resilience. Through these statements, survivors do not only inform the court and the public about the personal profound effects of the assaults on their lives; they also have a powerful tool for reclaiming self-identity and playing an active role in the judicial proceedings (Roberts & Erez, 2004; Lens et al., 2013).

One of the most impactful VIS that resonated deeply with audiences and spurred the legislation action is the powerful and moving court statement delivered by Emily Doe after her assault by Brock Turner in 2015. On January 18, 2015, Emily Doe, pseudonym of Chane Miller, was sexually assaulted by Brock Turner, a Stanford University student. The assault occurred behind a dumpster on the Stanford campus, and Turner was caught red-handed by two passersby. Turner was found guilty on three counts and should have faced up to 14 years in a state prison; however, he was sentenced to six months in county jail and probation. In reality, he only served three in jail. The particularly lenient sentence, considered as ‘a gentle slap on

the wrist' (Salter, 2018), together with Emily Doe's statement, provoked a public outrage about the legal system's treatment of sexual assault survivors and the impact of privilege and bias in judicial outcomes. Later that year California imposed mandatory minimum sentences for sexual assault crimes and in 2018, Judge Persky, who made a wildly condemned decision in Turner's case, was ousted by voters.

There is a substantial body of research on VIS, discussing their roles and impacts within the criminal justice system as well as analyzing the content of survivor statements to understand their emotional and therapeutic value (Erez, 1999; Booth & Weisman, 2009). However, few have focused on the specific detailed functions of the rhetorical devices in these statements. This study aims to examine the use of rhetorical devices in Emily Doe's court statement, examining how she employs these devices to construct her narrative, engage her audience, and convey her message.

The primary research question guiding this study is: *How does Emily Doe's use of rhetorical devices contribute to the persuasiveness of her court statement?*

2. Literature Review

2.1. Persuasion and Rhetoric

As a vital human communication skill, persuasion has evolved significantly throughout history. It shapes opinions and behaviors in every aspect of life. Persuasion has been extensively studied in various disciplines, and defined differently (Aristotle, 2004; Andersen, 1971; O'keefe, 2016). However, based on the main components of these definitions, persuasion can be best described as 'a symbolic process in which communicators try to convince other people to change their attitudes or behaviors regarding an issue through the transmission of a message in an atmosphere of free choice' (Perloff, 2017, p. 22). This definition emphasizes the importance of voluntary reception and response to persuasive messages within the relevant context.

However, it is not always the accuracy or truthfulness of the message that makes the audience more receptive; it is usually the validity of the presented arguments that persuades the audience (Beard, 2000). It is the employment of rhetoric or 'the use of words by human agents to form attitudes or to induce actions in other human agents' (Burke, 1969, p. 42) that moves people. This points to a close relationship between persuasion and rhetoric. Rhetoric as the foundation for persuasion, through well-crafted arguments and engaging language, allows speakers to influence their audience's beliefs and actions, which leads to successful persuasion.

To get a better understanding of how rhetoric can function as a tool to manipulate the audience, a discussion of an array of rhetoric devices is to follow. The landscape of the study elements is quite broad (Mulholand, 1994; Corbett, 1999; Jones & Wareing, 1999); however, within the scope of this study, only a number of different kinds of rhetoric devices prominent in the data are reviewed.

2.2. Pronouns

According to Halliday and Hasan (1976), *personal pronouns*, together with other types of personal reference, create a link between different parts of the text. They are to maintain the continuity and coherence of the text by locating who or what is being referred to. Personal pronouns are quite context – sensitive as the meaning and referent of a personal pronoun can only be determined by considering the immediate text and the prior discourse. There are two kinds of personal pronouns. Subjective personal pronouns refer to a subject complement or

subject of a clause; they include *I, we, you, he, she, it and they*. Objective personal pronouns refer to the same people or things as the equivalent subject pronouns. The objective personal pronouns include *me, us, you, him, her, it and them* (Collins, 1990, p. 29).

2.3. Metaphors

Metaphors, as Mulholand (1994) elaborates, ‘act to present one thing, X, called the ‘tenor’ in terms of another thing, Y, called the ‘vehicle’, and in so doing can direct a reader’s perception of X by aligning its meaning with that of Y’ (p. 181). By using a metaphor, speakers may influence how the audience understands X by associating it with the attributes or qualities of Y. Although the comparison made by a metaphor can be quite straightforward and accurate, sometimes metaphors may distort the reality to serve the speaker’s purpose, overlooking some aspects and emphasizing others (Mulholand, 1994). Take “*The world is a stage.*” as an illustration. The comparison made here is between the world (X) and the stage (Y). The implication of the metaphor is that life is like a play, and every one of us in this world is all actors with our specific roles to play.

2.4. Antithesis

Contrast defined by Mann and Thompson (1988) is a rhetorical relation that emphasizes differences between two pieces of information, highlighting their distinct characteristics or opposing qualities. In order to make sense of a text i.e. understanding the coherence, readers usually look for connections between different parts of the text. One way to create coherence is through the use of contrast which would allow readers’ better understanding of the relationship between the items being compared (Mann & Thompson, 1988). A key concept related to contrast is **antithesis**. According to Mulholand (1994), antithesis is also a rhetorical device similar to contrast, and one characteristic to antithesis is “juxtaposition in antithesis involves the parallel grammatical structures of the two compared ideas” (p. 37).

2.5. Parallelism and Triplets

Parallelism is defined differently by different scholars from different approaches (Richards & Schmidt, 2000; Foley, 2013); however, a general definition of the concept can be drawn upon the agreed elements of the previous definitions. Parallelism is the recurring patterns with the same grammatical functions, which can be words, phrases, clauses or sentences, in neighboring structures/ clauses. It creates symmetry in the sentence structure, resulting in more balance and rhythm in the structure.

At first glance, repetition and parallelism may look quite similar; yet, they tend to focus on different aspects. While repetition focuses on the recurrence of the same words, or phrases, parallelism focuses on similar grammatical structures. In this quote by Winston Churchill, “*we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills,*” the **repetition** of “*we shall fight*” emphasizes determination, while the **parallel** structure of the different locations creates a balanced and rhythmic effect.

A **triplet** is a rhetorical device where three parallel elements (words, phrases, or clauses) are used in a sequence to create a powerful effect. Mulholand (1994) underscores the persuasive value brought about by a triplet as repetition and recognizable pattern based on cognitive principles that a pattern of three is the ideal complex whole, not too few, not too many.

A triplet specifically involves three parallel elements, making it a form of parallelism, but parallelism can involve any number of repeated structures. Compare these two sentences:

- a. Our plans, our schemes, our future viability, depend on this*
- b. Our plans, our schemes, our goals, and our future viability depend on this.*

While sentence a uses a triplet to group three related ideas, the second sentence extends this structure by adding a fourth element, maintaining parallelism throughout.

2.6. Relevant Studies to Emily Doe's Statement to Court

There is a substantial body of research on VIS by sexual assault victims, discussing their roles and impacts within the criminal justice system. Stenberg (2022) analyses a collection of VIS in the Nassar case. He arrives at the finding that collective VIS use emotional and rhetorical statements in expressing the victim's trauma and in demanding accountability from those who enabled Nassar's abuse, which can effectively highlight systemic failure in protecting the female athletes from sexual assault. Balfour et al. (2017) insist that the discourse of ongoing trauma and struggle, constructed in their understudy rape narratives, would challenge societal perceptions of victims and highlight the pervasive impact of sexual violence. It can be concluded that both studies emphasize the transformative potential of VIS in making victims' voice heard in the legal system, and at the same time challenge societal misconceptions about sexual violence, victimhood, and the criminal justice system.

On a different course, other studies with different approaches, focus particularly on the Stanford rape case including the ones by Potter (2017), Larson (2018), Jerca (2019). Potter (2017) employs critical discourse analysis to see how power dynamics and accountability interact; she finds the media's portrayal often minimizes the penetrator's accountability while ignoring the victim's agency by focusing on factors such as the penetrator's potential sports success and the victim's allegedly alcoholic behavior. Larson (2018) focuses on visceral counterpublicity in refining rape narratives. The study highlights how Doe's use of bodily language to describe her trauma of sexual assault has affectively silenced the social norms that often dismiss the severity of sexual violence. Taking a different focus, Jerca (2019) does a critical discourse analysis of both Doe's statement and Judge Persky's sentencing decision to explore how lenient sentence of Turner reflects the systemic barriers and institutional failures in dealing with sexual violence, and how language can reflect a reluctance to hold perpetrators fully accountable, especially in cases where privileged defendants are involved.

While the previous studies on Emily Doe's case each examine different aspect of the case – media portrayal, bodily language, and judicial discourse, this study particularly focuses on the variety and richness of language used by Doe to reclaim her identity and challenge the social norms. By studying the rhetorical power of language, this paper adds a new perspective to understanding how victims of sexual violence employ language to assert their agency and influence public and legal perceptions.

3. Methodology

3.1. Research Design

This study adopted a qualitative and quantitative research design.

Discourse Analysis (DA) approach was adopted here as the overarching theoretical framework as it enabled an in-depth exploration of how Emily Doe's language engages with societal discourses on sexual violence and victimhood. DA not only helps explore what is said, but also how it is said, thus the approach could uncover how language reflects and challenges the power relations between the victim and the perpetrator in the legal context. Meanwhile, the

two methods, thematic analysis and rhetorical analysis, help break down the discourse into manageable components for deeper analysis. While thematic analysis pinpoints the repeated themes in Emily Doe's VIS, and organizes the central messages in her narrative such as trauma, violation, or empowerment, rhetorical analysis studies the specific linguistic strategies Emily Doe uses, accompanied with the themes identified through thematic analysis, to persuade and impact her audience.

3.2. Data Description

The primary data source for this study is the complete text of Emily Doe's victim impact statement, which was officially released on BuzzFeed.com on June 3, 2016 and widely disseminated through various media channels and online platforms. Her VIS, apart from being an account of the events of the assault as well as the emotional and physical aftermath she underwent (Baker, 2016), is a means of connecting with the public audience, addressing the issue of injustice in the court system regarding violence against women. Following the #MeToo movement, Emily Doe's testimony has become a powerful symbol in the fight against pervasive sexual violence (Miller, 2019) as well as for reclaiming survivors' voices in the pursuit of justice. The testimony is 7199 words long, spreading over 74 paragraphs of various lengths.

3.3. Data Analysis

The data analysis followed several steps.

Thematic analysis was carried out through four steps.

Step 1. Familiarization

The author read the statement over and over to familiarize herself with its tone, language, and emotion. Then she noted the initial impressions associated with recurring significant phrases and ideas, e.g. **intense feelings of pain and frustration, powerful imaginary description, strong sense of injustice and self-identity assertion.**

Step 2. Code generation

The author broke down the VIS into smaller segments, and assigned labels or codes for each meaningful segment. The most prominent codes include **violation of autonomy, dehumanization, resilience and survival, betrayal, solidarity, emotional impact, and moral and ethical appeals.**

Step 3. Theme identification

Once the data was coded, the labels or codes were organized into potential themes such as **violation, dehumanization, and empowerment.** The author then roughly looked at how the linguistic choices helped intensify these themes.

Step 4. Final theme defining

Each theme was clearly defined and examined how it contributed to the rhetorical analysis and the overall narrative of the VIS.

The rhetorical analysis underwent three steps.

Step 1. Identification

Rhetorical devices were identified as metaphors, antithesis, parallelism, and triplets. The high frequency of first and second personal pronouns was recorded.

Step 2. Analysis

The author analyzed the frequency and function of the rhetorical devices as well as the

prominent pronouns, and decided how their use affects the tone and perspective of the statement.

Step 3. Evaluation

The author reflected on how these elements contribute to the effectiveness of her messages.

Quantitative data, like personal pronoun frequencies, was analyzed with the help of web-based text analysis *Voyant Tools*, while the frequency of other rhetorical devices was conducted manually. Qualitative insights were derived from both thematic analysis and rhetorical analysis.

4. Findings and Discussion

Emily Doe's VIS is organized into four meaning segments with each serving a different purpose. The first segment, spanning over the first 28 paragraphs, details the events of the night Doe was assaulted, beginning with "*On January 17th, 2015, it was a quiet Saturday night at home*". The second segment, paragraphs 29 - 62, shifts towards a direct confrontation with Brock Turner, where Doe addresses him personally, challenging his narratives and his attempts to minimize the severity of his actions. With "*Figure out how to take responsibility for your own conduct*," she refuses to let Turner's justifications define her experience. The third segment, paragraphs 63 - 72, focuses on the leniency of Turner's sentence and her intense disappointment with the legal process. She writes "*When I read the probation officer's report, I was in disbelief, consumed by anger which eventually quieted down to a profound sadness*". Finally, paragraphs 73 and 74 express closure and a call to action.

Following the organization of Doe's VIS, the findings and discussion of prominent themes as well as the rhetorical devices will be interwoven throughout the following section, ensuring a cohesive analysis that mirrors the structure and emotional progression of her statement.

4.1. Pronouns 'I, You, He'

Though other personal pronouns are used in the statement, their occurrences are quite low. Only four personal pronouns *I*, *me*, *he*, and *you* are discussed here for they contribute to the personal and immediate narrative in Emily Doe's statement.

Table 1

Frequency of Pronouns

Pronouns	Times of occurrence
I	292
me	123
you (total)	184
you (referred to Turner)	122
You (referred to audience and judge)	22
You (referred to Doe)	40
he (referred to Turner)	73

One of the most noticeable features of pronoun usage in this text is the prolific use of the first personal pronouns *I* and *me* with 292 times for *I* and 123 times for *me*, referring to Emily Doe. Taken into consideration of the context, a VIS is a description of the emotional, physical and financial impacts that victims have suffered as the result of the crime (U.S.

Department of Justice, n.d.); hence, the victim should be placed at the center of the narrative. The frequent use of first personal pronoun ‘I’ indicates a self-focus thought process, not avoiding the memory of the traumatic experience, placing the self at the center of attention, better facilitating the cohesion of the narrative (Dunnack & Park, 2009). In this VIS, *I* and *me* have helped Emily Doe to share her personal story truthfully. To begin with, Emily Doe describes a seemingly ordinary evening at home with her dad and sister, which would later lead to the assault. Out of the first nine sentences, *I* is placed at the beginning of almost all clauses, drawing the audience into her personal experience, highlighting her individual perspectives. This direct address seems to evoke empathy and connection, as the audience can see the events unfold through her lenses. *“I planned to stay at home by myself, ... Then, I decided it was my only night with her [Emily Doe’s sister] ... I would go... I called myself ‘big mama’ ... I made my silly faces, let my guard down ...”* The first personal pronoun, together with detailed accounts of her evening, helps Emily Doe create a smooth transition into the traumatic events. Within the first 28 paragraphs, Emily Doe draws more attention to her personal suffering and experiences. She recounts how her life was put on hold after the assault, and how disoriented she felt. *“I may have been raped behind a dumpster but I don’t know by who or when or how.”* Or *“I didn’t talk, I didn’t eat, I didn’t sleep.”* Or *“When I read about me like this, I said, this can’t be me, this can’t be me. I could not digest or accept any of this information. I could not imagine my family having to read about this online. ... I read that according to him, I liked it. I liked it. Again, I do not have words for these feelings.”* Or *“And then it came time for him to testify and I learned what it meant to be revictimized.”* The repetitive use of *I* helps illustrate Doe’s vulnerability and highlight her experience of withdrawal from her social environment. Throughout the paragraphs, Doe’s use of *I* and *me* serves as a powerful rhetorical device that places the audience in her shows, that draw the audience into her emotional journey.

Although Emily Doe goes back and forth between her own experience and the penetrator’s actions, she seems to assign paragraphs 29 – 62 solely to the direct confrontation with Brock Turner, strategically using personal pronouns ‘you’ to hold him accountable and force him to face with the consequences of his behavior. Both *you* and *he* have been referred to Brock Turner. *“You don’t know me but you’ve been inside me and that’s why we’re here today.”* *“...two Swedes on bicycles approached you, and you ran... You didn’t even stop when I was unconscious anyway! ... I am asking you; Would you have pulled my underwear back on over my boots?... Would you then go find a friend and say, Will you help me get her somewhere warm and soft? ... That’s what you’ll never have a good answer for, that’s what you can’t explain even after a year. You are guilty... Assault is not an accident. Somehow, you still don’t get it... you still sound confused... You cannot give me back the life I had before that night either... You should never have done this to me. Secondly, you should have never made me fight so long to tell you, you should have never done this to me.”* Or *“He has done irreversible damage to me and my family during the trial and we have sat silently, listening to him shape the evening. But in the end, his unsupported statements and his attorney’s twisted logic fooled no one. The truth won, the truth spoke for itself.”* By alternating use of *you* (122 times) and *he* (73 times), Doe creates a tension in her narrative. While *you* makes the statement more personal, impactful and confrontational, *he* creates a more emotional distance. Her choice of depersonalization has shifted the focus to his actions and their consequences, rather than his identity, making her account related to the ongoing legal process. The VIS is not only a platform for the victim and the defendant to have a dialogue; it is also a tool to assist the judge to decide on the sentence. Switching to *he* enables Emily to detail how severe and both intentional Brock Turner’s actions were, showing the third party i.e. the judge and the audience the deliberate

nature of his actions and setting the broader context for his behavior. “**He** admitted to kissing other girls at that party, one of whom was my own sister who pushed him away. **He** admitted to wanting to hook up with someone”.

Emily Doe’s strategic use of personal pronouns serves to create a powerful narrative that helps her to confront her assailant and legal system. The pronoun *you* directed at Brock Turner emphasizes her rejections of his attempts to minimize his assaulting actions. She is confronting him as a victim confronting her assailant about the **violation** he made. This has put Turner in the spotlight, a specific individual responsible for her trauma. Conversely, the use of *he* directed to Turner highlights the **dehumanization** in the legal proceedings. Doe illustrates how the system has tried to detach the perpetrator from the weight of his crime by framing Turner’s actions in the third person. At the same time, the progression of personal pronouns reflects Doe’s journey from **victimization** to **empowerment**. Phrases that include *I* and *me* mark her reclamation of identity, acknowledging her agency which seems to be dismissed in the whole legal process. She affirms her humanity and resilience through the statements about her feelings and the aftermath of the assault.

4.2. Metaphors

It is not an exaggeration to say that metaphors play a significant role in the success of Emily Doe’s statement with 35 metaphors. As one moves from the beginning till the end of the statement, one would feel the emotional rollercoaster Doe experiences before and after the assault through the employment of vivid metaphors. Some metaphors were labeled under different codes such as violation of autonomy and emotional impact.

Table 2

Frequency of Metaphors

Codes	Number of occurrences	Examples
Violation of autonomy	15	• <i>I tried to push it out of my mind, but it was so heavy. (paragraph 12)</i> • <i>You are the cause, I am the effect (paragraph 52)</i>
Dehumanization	10	• <i>where a car was hit, and found dented, in a ditch. But maybe the car enjoyed being hit. Maybe the other car didn’t mean to hit it, just bump it up a little bit. (paragraph 15)</i> • <i>Throw in my mile time if that’s what we’re doing (paragraph 16)</i>
Resilience and survival	7	• <i>The world is huge, it is so much bigger than Palo alto and Stanford... (paragraph 61)</i> • <i>Lighthouses don’t go running all over an island looking for boats to save; they just stand there shining. (paragraph 73)</i>
Betrayal	5	• <i>Your attorney is not your scapegoat. (paragraph 47)</i> • <i>Rewrite your story. (paragraph 61)</i>
Solidarity	2	• <i>“I sleep with two bicycles that I drew taped above my bed to remind myself there are heroes in this story, (paragraph 73)</i> • <i>To girls everywhere, I am with you. (paragraph 74)</i>

Emotional impact	8	• <i>a blanket wrapped around me, pine needles trailing behind me (paragraph 6)</i> • <i>I would see the fear on their faces, and mine would multiply by tenfold. (paragraph 11)</i> • <i>Become a little barnacle (paragraph 57)</i>
Moral and ethical appeals	5	• <i>Two evil Swedes (paragraph 32)</i> • <i>You do not get to pretend there were no red flags. (paragraph 61)</i> • <i>What he did to me doesn't expire. (paragraph 71)</i>

The metaphors were then grouped into three overarching themes, i.e. violation, dehumanization, and empowerment, based on their relevance to the victim's emotional and psychological state, the interactions with the perpetrator and the legal system, and the process of healing and solidarity among survivors, as follows.

4.2.1. Violation

Emily Doe's selection of metaphors in the beginning of the VIS seems to focus on the theme of violation. She begins by stating that her statement directly speaks to the defendant. With the very second sentence, she sets an intense tone for the whole narrative. *"You don't know me but you've been inside me and that's why we're here today."* The metaphor juxtaposes two opposing realities that are not supposed to go together. The first clause 'You don't know me' denoting the lack of personal connection is contrasted with the physical invasive act of raping in the second clause 'you've been inside me'. The metaphor reveals a violation of autonomy; the perpetrator intruded the victim's most private body part without consent, and without even knowing or caring for the victim's identity. Though no emotive lexical is used, the metaphor evokes strong emotions such as anger, and bitterness. The bluntness in wordchoice has made the metaphor powerful enough to direct the audience to confront the brutality of the assault. When she describes the impact of her sharing experience with family, she has successfully summarizes her overwhelming nature of fear and anxiety by *"If I told them, I would see the fear on their faces, and mine would multiply by tenfold."* The fear is too large; it can manifest physically on her family's faces, and intensifies exponentially her distress. In another metaphor, *"I tried to push it out of my mind, but it was so heavy"*, Emily Doe shows the audience how she has been suppressing the traumatic memory of the assault. To push reminds one of removing something physically heavy out of a confined space. 'Push it out' indicates a desperate ongoing struggle to get rid of the unwanted intrusive memory, but the memory persists as it is 'too heavy.' The emotional and psychological impact of violation is also demonstrated in the metaphor 'I became isolated from the ones I loved most.' The metaphor shows a sense of unwillingly being cut off from those who used to be sources of support and comfort. What's more, powerlessness due to violation is conveyed with the image of *'my life was put on hold'*. The assault has turned her life into inactivity, even normalcy was suspended. Everything, progress, plans, even self-worth, has been disrupted due to the legal and emotional aftermath of the assault. Since the sentence hearing was organized a year after the assault, the long wait for justice left her questioning her own value and identity.

4.2.2. Dehumanization

The second theme emerging from the statement is dehumanization. The loss of what has been hers, what has been defined as human's properties has been acknowledged. *"You took*

away my worth, my privacy, my energy, my time, my safety, my intimacy, my confidence, my own voice, until today.” Each item listed here represents an important aspect of a fully realized human being. They are all the core to a sense of boundaries, resources, security, and self-assurance. The fact of a victim being stripped off these human qualities emphasizes the severity of the assault. Other metaphors aligning with this theme include *“My independence, natural joy, gentleness, and steady lifestyle I had been enjoying became distorted beyond recognition,”* *“I was the wounded antelope of the herd 1, completely alone and vulnerable, physically unable to fend for myself, and he chose me.”* In *“You dragged me through this hell with you, dipped me back into that night again and again,”* ‘hell’ refers to the place of extreme torment and sufferings; “dragged” and “dipped” imply being physically attacked against one’s will, to relive the traumatic event, to highlight the ongoing nature of the trauma “again and again.” All have furthered emphasizing the victim’s powerlessness and demumanization as healing is not accepted. The sharp contrast between the “hell” and what is considered everyday’s normal experiences has exacerbated the intense emotional impact and her struggle to reclaim her humanity.

4.2.3. Empowerment

Empowerment can be viewed as the most important theme manifested through the metaphors in Emily Doe’s statement. Starting with how unexpectedly the assault occurred i.e. violation, with the use of metaphors, Emily Doe shows the audience the profound impact of trauma i.e. dehumanisation, and gradually describing her healing process, her strength and resilience, and her journey toward reclaiming identity. In the metaphor, *“I am no stranger to suffering. You made me a victim. In newspapers my name was “unconscious intoxicated woman”, ten syllables, and nothing more than that. For a while, I believed that that was all I was. I had to force myself to relearn my real name, my identity. To relearn that this is not all that I am,”* Emily Doe identifies herself as ‘unconscious intoxicated woman’ as reported in the news media as an act of dehumanization reducing her to a mere label. The label is then reduced to ‘ten syllables, and nothing more than that’ leaving a sense of hopelessness and surrender. However, she has forced herself to overlook this reductionist view and focused on the process of ‘relearning my real name, my identity’. This process of reclaiming her identity is how she has empowered herself. She does not mention it with one metaphor. *“I have to relearn that I am not fragile, I am capable, I am wholesome, not just livid and weak.”* The process of relearning her identity is powerful in itself; she is actively internalizing her strengths, asserting her multifaceted nature, and declaring her resilience. She rejects what other people label her; instead, she affirms her humanity and individuality.

Besides reclaiming her identity, Emily Doe in a way has adopted a new mission, being an agent of change. In her case, two cyclists intervened and stopped the assault; they ensured that the perpetrator was caught and brought to the police. She reads *“I sleep with two bicycles that I drew taped above my bed to remind myself there are heroes in this story.”* The image with two bicycles here serves as a metaphor for the constant presence and influence of the two kind-hearted and courageous cyclists. She decides to surround herself with a symbol of protection and heroism. Besides, the metaphor seems to serve as a reminder that empowerment would not be achieved were it not for the intervention of those who are willing to protect the vulnerable. Emily Doe communicates a powerful message of collective strength in *“Although I can’t save every boat, I hope that by speaking today, you absorbed a small amount of light, a small knowing that you can’t be silenced.”* “Boats” symbolizes the individuals who have suffered from the aftermath of trauma, who may feel isolated and adrift navigating through their

own emotional challenges. On the one hand, Emily Doe accepts her limited power in helping other people “*I can’t save every boat.*” On the other hand, she is trying to provide them with hope and strength referred to as ‘light.’ No matter how little the light is, Emily Doe projects the empowerment through the continuity that each act of speaking out is believed to contribute to the larger movement. Small acts of courage together would a big difference.

The use of metaphors in Emily Doe’s VIS has woven together her experience of violation and dehumanization with her journey toward agency and empowerment. Through the powerful imaginary language, Doe has expressed the profound impacts of her trauma, as well as the resilience and solidarity among survivors, reinforcing her message of reclaiming identity in the face of adversity.

4.3. Antithesis

Similar to the findings of metaphors, data on contrast antithesis of Emily Doe’s court statement reveals her journey from victimhood to empowerment. Besides antithesis showing resilience amidst adversity, or moral failure of the assailant, a salient theme emerged is justice vs. injustice in the legal context. There are 33 antitheses identified in this VIS.

Table 3

Frequency of Antithesis

Codes	Number of occurrences	Examples
Violation of autonomy	5	• <i>My hand touching my skin and grabbing nothing (paragraph 4)</i> • <i>The thin piece of fabric ... was missing and everything inside me was silenced (paragraph 4)</i>
Dehumanization	7	• <i>Dancing is a cute term; was it snapping fingers and twirling dancing, or just bodies grinding up against each other in a crowded room? I wonder if kissing was just faces sloppily pressed up against each other? (paragraph 16)</i> • <i>The probation officer’s recommendation of a year or less in county jail is a soft time-out, a mockery of the seriousness of his assaults, an insult to me and all women. (paragraph 64)</i>
Resilience and survival	4	• <i>It is enough to be suffering. (paragraph 34)</i>
Betrayal	3	• <i>And then, at the bottom of the article, after I learned about the graphic details of my own sexual assault, the article listed his swimming times. (paragraph 16)</i>
Solidarity	3	• <i>Sometimes I think, if I hadn’t gone, then this never would’ve happened. But then I realized, it would have happened, just to somebody else.</i>
Emotional impact	7	• <i>They gave me huge hugs, and I walked out of the hospital into the parking lot wearing the new sweatshirt and sweatpants they provided me. (paragraph 7)</i> • <i>It is enough to be suffering. It is another thing to have someone ruthlessly working to diminish the gravity of validity of this suffering. (paragraph 34)</i>
Moral and ethical appeals	5	• <i>I think the end is where you list your extracurriculars to cancel out all the sickening things that’ve happened. (paragraph 16)</i>

In this line ‘*Instead of taking time to heal, I was taking time to recall the night in*

excruciating detail’, Emily simply puts the two opposite states within a sentence, to contrast the normal process of healing with the painful act of recalling details of the traumatic event. “Healing” is often associated with recovery, and moving forward, while recalling trauma deals with the distress, and getting stuck in the past. In a longer piece of text, retelling what she has gone through, “*After a physical assault, I was assaulted with questions designed to attack me, to say see, her facts don’t line up, she’s out of her mind, she’s practically an alcoholic, she probably wanted to hook up, he’s like an athlete right, they were both drunk, whatever, the hospital stuff she remembers is after the fact, why take it into account, Brock has a lot at stake so he’s having a really hard time right now*”, Emily underscores the nature of her suffering, not simply only from the assault itself, but also from the subsequent psychological torment she encountered during the trial. As a victim, she should have been given the adequate of support; she was then under attack because of her characters e.g. *out of her mind, an alcoholic, wanted to hook up* for the athlete perpetrator’s reputation to be protected. Her traumatic memories were dismissed while empathy for the assailant was encouraged “*he’s having a really hard time right now*”. In the sentence, “*He has done irreversible damage to me and my family during the trial and we have sat silently, listening to him shape the evening*”, several elements of antithesis are found. The contrast between active shaping and passive reception all point to the fact that the assailant and his defence were actively manipulating the narrative of the event in the trial. These few examples of antithesis have highlighted the injustice that Emily Doe and her family have endured, and drawn attention to the tendency of the justice system as well as the general society that often mitigate the actions of privileged individuals, particularly white males. In this case, significant emphasis has been put on Turner’s swimming career and academic standing, downplaying the victim’s healing and equality “*And then, at the bottom of the article, after I learned about the graphic details of my own sexual assault, the article listed his swimming times*”.

The use of antithesis in this VIS has illustrated the conflicting emotions and experiences surrounding Emily Doe’s trauma. The sharp juxtaposition of contrasting ideas to create sustained tension (Encyclopaedia Britannica, n.d.) helps to highlight the overarching themes of violation, dehumanization and empowerment. By contrasting her diminished agency with the desire for justice and accountability, Doe has emphasized the injustices that survivors have to face, and advocated for a collective acknowledgment of their sufferings. She also calls for change within the legal system which has tilted too much towards the privileged like Brock Turners.

4.4. Parallelism & Triplets

Data on parallelism and triplets are ample in the text. Parallelism occurs 123 times. E.g. “I do not want Brock to rot away in prison. I did not say he does not deserve to be behind bars”. Or “the consequences of sexual assault needs to be **severe enough** that people feel enough fear to exercise good judgment even if they are drunk, **severe enough** to be preventative”. while triplets occurs around 42 times, e.g. “a soft time-out, a mockery of the seriousness of his assaults, an insult to me and all women” or “I had to force myself to relearn my real name, my identity. To relearn that this is not all that I am”.

To set the tone for the narrative, Emily uses a series of parallelism at the beginning of the statement. “I had multiple swabs inserted into my vagina and anus, needles for shots, pills, had a Nikon pointed right into my spread legs. I had long, pointed beaks inside me and had my vagina smeared with cold, blue paint to check for abrasions”. The repetition of ‘I had’ followed by a list of invasive procedures of the medical examination, highlights Emily’s emotional

detachment as well as the dehumanizing experience and the trauma caused to her. By “that I was also afraid, that I was also devastated”, Emily uses a parallel structure to draw attention to both emotions fear and devastation equally, declaring they are both central to her experience, at the same time indicating an overwhelming chaos of her emotional state. Similarly, in the sentence “I could not digest or accept any of this information, I could not imagine my family having to read about this online”, the repetition of ‘I could not’ helps emphasize her sense of incapability to process or accept what has happened. This parallelism also draws attention to her worry for her family to be affected by the exposure of the assault information, reinforcing the dual burdens she carries. The same pattern can be noted in this passage “When I see my younger sister hurting, when she is unable to keep up in school, when she is deprived of joy, when she is not sleeping, when she is crying so hard on the phone she is barely breathing...”

Triplets are a special case of parallelism; it calls for particularly three elements such as “That distorted me, damaged me, almost broke me,” “I had no power, I had no voice, I was defenseless”. In these two examples, the repetition of ‘that, I had’ creates the rhythmic pattern that reinforces the severity of her trauma as well as the victim’s vulnerability. With “It stays with me, it’s part of my identity, it has forever changed the way I carry myself, the way I live the rest of my life”, the rhyme has created the lasting effects of the assault on Doe’s life, creating an emotional weight of her message.

The use of parallelism and triplets in Emily Doe’s VIS has brought about the emotional intensity and clarity of her message. Employing these rhetorical devices, employing the recurring patterns, the rhythmic flow, Doe has deeply engaged the audio. The stylistic choice has painted a vivid picture of her trauma and resilience. The structured repetition in these rhetorical devices has instilled a sense of urgency and gravity in acknowledging the collective struggle for justice and healing among survivors.

5. Conclusion

Emily Doe’s victim impact statement can be viewed as an exemplary statement that has become a powerful tool for social change. This paper investigates how Emily Doe’s strategic use of rhetorical devices has conveyed her trauma, reclaimed her identity, and amplified her voice. Main findings of the use of pronouns, metaphors, antithesis, parallelism, and triplets are as follows.

The frequent use of pronoun “I” and the direct address to Brock Turner with “you” and “he” centralizes Emily Doe’s narrative, and at the same time holds Turner accountable while emphasizing his actions over his identity fostering empathy and understanding. With the use of vivid metaphors, violation, dehumanization, and empowerment are depicted, making Emily Doe’s trauma more relatable and her healing more impactful. Besides, concurrent themes have emerged thanks to the employment of antithesis. It highlights the contrasts between healing and trauma, manipulation and suffering, justice and injustice, underscoring systemic failures. Lastly, parallelism and triplets add rhythm and persuasive power to the story, reinforcing her trauma’s severity and emotional resonance.

These findings are believed to contribute greatly to the existing literature on Victim impact statement, particularly in the case of Emily Doe’s VIS by expanding the understanding of rhetorical strategies used. Potter (2017) focuses mainly on power dynamics and accountability within the social structure through CDA; she looks at the distinct different perspectives of the victim and the perpetrator on the same event, and highlights the fact that new discursive practices entails the unequal social relations. Larson (2018) employs the visceral

counterpublicity as a frame to work on Emily Doe's bodily language to raise social awareness. Jerca (2019) mainly deals with how Judge Persky's lenient decision reflects a legal system failure and how language can reflect a bias towards a certain group of people. This current study, using the same set of data in the same setting i.e. Emily Doe's VIS, however, takes a completely different approach. By focusing on rhetorical devices like antithesis, parallelism, and the use of pronouns, the study has depicted the complete active transformation of Emily Doe from victimhood to empowerment. Doe's linguistic choice through the use of rhetorical devices provides insights into how the underrepresented can seize the opportunity from adversity to amplify their voices and reshape public discourse.

In conclusion, Emily Doe's statement demonstrates the transformative power of victim impact statements. Emily Doe's rhetorical skill contributes to her success in communicating her suffering, challenging societal misconceptions, and inspiring changes. Despite the fact that the study may not fully present the diversity of rhetorical devices used in this statement, it does highlight the importance of rhetoric in shaping public discourse and advancing social justice. Further study could explore a more specific type of rhetorical devices in this VIS, or use a comparative analysis of several VIS from different cases to identify the common rhetorical patterns and their effectiveness.

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EXPLORING THE IMPACT OF UPBRINGING ON THE FORMATION AND WAYS OF EXPRESSING PREFERRED LOVE LANGUAGE

Nguyen Thi Lan Huong*

VNU University of Languages and International Studies, No.2 Pham Van Dong, Cau Giay, Hanoi, Vietnam

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Abstract: Understanding how a person expresses love is not solely about observing others, but also requires observing ourselves to figure out how we want to be loved. Using autoethnographic method and the framework of love languages by Gary Chapman (2015), the study analyzes my love languages to find out how mine are formed through my parents' primary love languages influences. Furthermore, the concept of love languages extends beyond family bonds to intimate relationships, so this autoethnography also explores the expression of love languages in my romantic relationship to understand how I receive and demonstrate my concern towards my partner. Besides the preferred love languages inherited from my parents, the desire for another distinct type of love language is discovered during the process of being in a romantic relationship. This demonstrates that people can long for experiencing an unfamiliar love language expression due to their lack of exposure to that particular love language type from their parents. Therefore, by understanding the differences among people's preferences for expressing their care and love towards others, I conclude that it is necessary to learn how to appreciate the differences and embrace the need of mutual understanding to help people maintain their relationships.

Keywords: autoethnography, love language, children's love language, romantic relationship, communication in love

* Corresponding author.

Email address: lanhuong8abl@gmail.com

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KHÁM PHÁ TÁC ĐỘNG CỦA QUÁ TRÌNH NUÔI DƯỠNG BỞI BỐ MẸ ĐẾN VIỆC HÌNH THÀNH VÀ CÁCH THỂ HIỆN NGÔN NGỮ YÊU THƯƠNG

Nguyễn Thị Lan Hương

Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội, Số 2 Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam

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Tóm tắt: Để có thể hiểu cách thể hiện tình yêu thương của một người đòi hỏi việc quan sát người khác và cả chính mình để thấu được cách bản thân muốn được yêu thương. Bài nghiên cứu này sử dụng phương pháp tự sự dân tộc học và khung lý thuyết về ngôn ngữ tình yêu của Gary Chapman (2015) để phân tích các ngôn ngữ tình yêu của tôi nhằm tìm hiểu cách chúng được hình thành dưới ảnh hưởng từ ngôn ngữ yêu thương chính của bố mẹ. Hơn nữa, khái niệm ngôn ngữ tình yêu không chỉ gói gọn trong mối quan hệ gia đình mà còn được quan sát trong các mối quan hệ tình cảm. Vì vậy, nghiên cứu này còn khám phá thêm về cách mà ngôn ngữ tình yêu của tôi được thể hiện và đón nhận trong một mối quan hệ lãng mạn nhằm hiểu rõ hơn cách tôi bày tỏ sự quan tâm với đối phương. Bên cạnh những ngôn ngữ tình yêu được hình thành từ sự ảnh hưởng của bố mẹ, trong quá trình yêu đương, tôi nhận ra bản thân mình khao khát một dạng ngôn ngữ tình yêu khác biệt - một điều mà tôi chưa từng có cơ hội trải nghiệm từ gia đình. Điều này cho thấy rằng con người có thể mong muốn một kiểu thể hiện tình yêu khác do thiếu sự tiếp xúc với dạng ngôn ngữ tình yêu đó từ nhỏ. Từ sự khác biệt trong cách mỗi người bày tỏ và tiếp nhận tình yêu, tôi rút ra kết luận rằng việc học cách trân trọng sự khác biệt và nuôi dưỡng sự thấu hiểu lẫn nhau là điều cần thiết để giúp các mối quan hệ được duy trì và phát triển bền vững.

Từ khóa: tự sự dân tộc học, ngôn ngữ tình yêu, ngôn ngữ tình yêu của trẻ em, mối quan hệ lãng mạn, giao tiếp trong tình yêu

1. Introduction

Love is a prevalent topic that is frequently discussed in various areas of life, from the silver screen to the pages of classic literature. Researchers have dedicated substantial efforts to unraveling the multifaceted ways in which love is expressed and communicated among individuals. This domain of inquiry extends far beyond the romantic connections between intimate partners, as it also encompasses the profound affection that parents share with their children, as well as the care and support that children provide for their aging parents. In Vietnam, where family values are deeply cherished, the mutual care and concern between parents and their children is the norm, providing the strong bonds and affection within the family unit, plays an integral part of the Vietnamese culture and social fabric.

In the process of figuring out my personal needs for receiving love, I was introduced to Gary Chapman's influential work and his "Five Love Languages" theory (2015). This conceptual framework sheds light on the distinct ways in which individuals perceive and experience love, and how recognizing these differences can deepen the mutual understanding and intimacy within relationships. Moreover, after encountering Chapman's statement (2015) regarding the formative influence of parental models on children's love language perceptions, I was inspired to discover the love language preferences that my parents own and how those tendencies may have shaped the development of my own during my upbringing.

To explore this, the autoethnographic approach was adopted by drawing from my personal experiences, and memories extending up to the present moment. This study focuses on my parents' everyday activities to provide deeper insight into how parents' routine actions reflect their preferred ways of demonstrating affection and care.

Besides the influence of my parents' love languages, I am also curious whether other factors might contribute to the differences in how people express or desire love. This inspires me to venture beyond the initial exploration of parental influences, seeking to uncover how individuals can aspire to develop and embody other love language types over time. By reflecting on my current romantic relationship, I aim to examine the process of receiving and expressing love languages in a contemporary context.

This topic's investigating process not only enhances my self-awareness but also broadens my perspective on love languages and relationship dynamics, ultimately supporting my personal growth. Through a detailed examination of the love language preferences of my parents and me, this study aims to shed light on the intricate interplay between familial influences and individual love language development. Additionally, by exploring the potential for individuals to expand their love language types, the research aspires to empower people with the knowledge and tools that are necessary to foster deeper and more meaningful connections.

After this introduction, the paper delves into the theoretical framework of love languages, establishing a basis for the core research. With data presentation demonstrating expressions of love within familial and romantic relationships, the discussion section links the findings to existing research, emphasizing the paper's contributions.

2. Review of Love Languages

2.1. Five Love Languages

Love language theory, developed by Chapman (2015), describes the distinctive ways individuals prefer to give and receive love. The five primary love languages are: *Words of Affirmation*, *Quality Time*, *Gift Giving*, *Acts of Service*, and *Physical Touch* (Chapman, 2015).

Firstly, according to Chapman (2015), *Words of Affirmation* emphasizes verbal compliments, encouraging words, and kind words as powerful ways to communicate love. This includes directly praising one's partner as well as speaking favorably about them to others, even when they are not present. Individuals who value this love language greatly appreciate verbal expressions of affection and support, as these reinforce their emotional connection. Also, to express love through verbal communication, it is essential to utilize "kind words" which are noted when our messages are interpreted "based on our tone of voice, not the words we use" (Chapman, 2015, p. 38).

Besides, thoughtful actions that demonstrate care, such as helping with chores or performing small acts of kindness are considered as *Acts of Service*. These actions require thoughtfulness, planning, and effort, and can be seen as expressions of love when done with a positive attitude (Chapman, 2015). However, even partners with the same primary love language may struggle if they are speaking different dialects of that language, meaning they may not be focusing on the specific aspects most meaningful to each individual (Chapman, 2015).

Moreover, the *Gift Giving* love language centers around the giving and receiving of tangible presents. Chapman (2015) demonstrates that receiving a gift can instill a sense of

remembrance in the recipient, and the act of securing the gift shows the expression of love. However, this is not about promoting materialism, but rather emphasizing the "thought that counts" to provide gifts to others (Chapman, 2015, p. 149). In addition to material gifts, the "gift of presence" or "the gift of self" (Chapman, 2015, pp. 70-71) is also considered valuable, emphasizing that simply "being there" (Chapman, 2015, p. 71) for a partner can be a meaningful gift that speaks to their love language.

Furthermore, *Quality Time* involves dedicating one's undivided attention and engaging in meaningful conversations with a partner. This goes beyond just physical proximity, but rather emphasizes the emotional bond that develops through thoughtful, uninterrupted conversation and shared experiences (Chapman, 2015). *Quality Time* encompasses dialects like quality conversation, which centers on active listening and open self-disclosure of experiences, ideas, and feelings. When *Quality Time* is a primary love language, a partner's emotional needs can only be fully met through this type of empathetic dialogue (Chapman, 2015).

Finally, Chapman (2015) shows that *Physical Touch* focuses on physical contact as a way of communicating emotional love such as hand-holding, embracing, and sexual intimacy. This is an important means of expressing emotions and clarifying the meaning of verbal and nonverbal communication (Gallace & Spence, 2010). Chapman (2015) emphasizes that *Physical Touch* can be a more powerful form of expression than "words like 'I love you' or 'I hate you'" (p. 96). Research shows that different types of touch, such as hugging, kissing, and caressing, are used to communicate "love, care, fondness, or appreciation" (Jabukiak & Feeney, 2017, p. 2). Interpersonal touch plays a critical role in fostering connections, enhancing well-being, and facilitating the transmission of emotions, especially in parent-child and romantic relationships (Debrot et al., 2013; Sorokowska et al., 2021).

2.2. Love Language Identification

According to Gary Chapman's theory of the five love languages (2015), there are a few ways to identify a person's primary love language. Firstly, their greatest pain points often reveal the opposite of their preferred love language. This is what provides me with the indication of how I always feel disappointed and hurtful when people fail to pay close attention when I'm talking and expressing myself. Secondly, the things they most frequently request from their partner tend to align with their love language needs because the type of love they most often ask for is usually their primary way of feeling cherished. Finally, the way a person typically expresses love to their partner can be indicative of their own love language preferences.

All the three methods outlined for identifying one's primary love languages provide valuable insights which offer concrete reference points and examples that demonstrate why an individual has a preference for receiving love in a certain way. Beyond just understanding my own love language, these techniques also shed light on the love languages of my family members, such as my parents. Observing how they care for and express affection to other family members gives me clues about their primary love languages.

Furthermore, applying these principles of love languages has been helpful in my romantic relationship. By identifying the differences in how my partner and I prefer to give and receive love, I have been able to understand the root causes of friction and disagreements. This knowledge has then enabled us to find more effective solutions to address those inconsistencies in how we express care for one another. Due to the variation of love language preferences among people, the challenge arises when couples use their own love language to show affection rather than catering to their partner's preferred language. Consequently, understanding each

other's primary love languages can help couples communicate love more effectively.

2.3. Love Tank

"Love tank" is a term used to describe emotional satisfaction based on receiving one's preferred love languages (Chapman, 2015). Besides, Chapman (2015) suggests recognizing different primary and secondary love languages is crucial for expressing and receiving love effectively in relationships because each person typically has a primary love language that they respond to most strongly. By filling one's love tank, people can create a more loving, fulfilling and lasting relationship.

2.4. Children's Love Language Formation

According to Chapman (2015), a child's emotional tank of love needs must be fulfilled by parents speaking their child's preferred love language, influencing their future preferences. My parents' example has significantly shaped the development of my own primary love language, which now influences my personality and relationship preferences. However, there are still unmet needs and other facets of my love language that I have yet to fully discover through continued self-exploration. As Brito (2019) mentions that "instinctual love" among a kid and parents can be exhibited from birth, while romantic love develops gradually and requires time due to the chemical reaction's differences. According to Brito (2019), people may fall in love with persons who resemble their parents or have comparable features because love is influenced by a person's psychological requirements. As a result, enhancing my self-awareness in this area of exploration can help me better communicate my authentic emotional requirements in my relationships.

2.5. Effective Communication in Love

Language allows for the expression of identity and emotions, and helps develop intimate connections (Adams, 2020). Effective communication is essential for nurturing and sustaining romantic relationships (İnce & Işık, 2021). On the other hand, misunderstandings can jeopardize relationships, so it is important for partners to learn about each other's unique identities and perspectives, and to communicate in ways that align with each other's preferred "love languages" (Berenson, 1991; Chapman, 2015). If our intention is to truly love one another, it becomes essential to be aware of and familiar with the wants and needs of the other person (Chapman, 2015).

Egbert and Polk (2006) investigated the impact of understanding love languages on romantic relationships and found that individuals who understood their partner's love language reported higher relationship satisfaction. Similarly, Bland and McQueen (2018) explored how love languages function within marital relationships, concluding that couples who intentionally practiced their partner's preferred love language demonstrated greater emotional connection and reduced conflict. By expressing love in a manner that matches their partner's expectations, individuals can enhance satisfaction and fulfillment in their romantic relationships (İnce & Işık, 2021; Adams, 2020). This research seeks to build upon existing knowledge regarding the Five Love Languages theory, with a specific focus on intergenerational influences and the potential for individuals to develop preferences for love languages that diverge from their early life experiences. The ultimate goal is to enhance my understanding of unmet needs and desires I have when in a relationship.

3. Methodology

Autoethnography combines personal narrative with scholarly analysis, using self-reflection to explore cultural experiences and contribute to sociological understanding (Adams et al., 2017; Drew, 2023; Sparkes, 2000). By bridging autobiography and ethnography, it provides first-hand insights into social phenomena, particularly in emotionally nuanced areas like love languages (Boyd, 2008; Rangiwai, 2021). With its subjective yet analytical nature, this method helps deeply explore how individuals express affection (Chapman, 2015).

Since love languages are highly personal, objective research methods may overlook their complexity (Emerald & Carpenter, 2015). Autoethnography, while enabling meaningful self-reflection, also requires careful navigation of ethical risks and biases (Edwards, 2021; Tamas, 2011). To ensure academic rigor, thematic analysis is applied to organize personal narratives into major categories, such as displays of affection and communication challenges (Braun et al., 2014). Therefore, as a suitable approach, autoethnography enables me to use my own experiences as valid data, providing first-hand experiences into how love languages function in real-life interactions.

To avoid over-generalization and bias, it is essential to have theoretical engagement by grounding analysis in existing research helps balance personal insight with established knowledge. Cross-referencing with existing literature ensures that personal narratives connect with broader academic discussions. Besides, through self-reflexivity, I critically examine how my perceptions of love languages evolve across relationships, addressing key questions such as: *“How are my love languages formed? How do I navigate unfamiliar expressions of love?”*. By engaging with existing literature, I ensure my analysis remains balanced and well-grounded by using chosen narratives based on their relevance to the research question, ensuring they illustrate key themes in the study.

This exploration has deepened my understanding of how my family and partner express love, shaping my emotional identity and relationship dynamics. As a result, the autoethnography research method is well-suited to explore and examine my personal story in-depth, helping me understand my emotional needs and preferences for receiving love.

4. Finding and Discussions

4.1. Realization of Love Language's Importance

During the first time encountering the concept of love languages at the age of nineteen, I did not give much thought to how it is applied to me in my daily life. It was not until I came across a YouTube podcast in August 2023 that this concept really resonated with me. The podcast, part of Dinology's "Foodcast Series", featured a discussion with his friend, Ms. Khanh Vy about learning strategies and love life. A key point that stood out was Dinology's explanation that our love language was shaped by how our parents expressed love to us through their dominant love language expressions (2023). He said, “If we were raised with a specific language of love, we would tend to express that love language in the future” (Dinology, 2023, 1:15:59).

This was an insightful "Aha moment" for me, which prompted me to reflect on how my parents' dominant love languages had influenced the way I now express and desire to receive love, both in my family relationships and future romantic partnerships. I realized that understanding our own and our partner's primary love languages could be crucial for enhancing relationship satisfaction and fulfillment.

4.2. A Lack of Physical Touch Affection from Parents

According to Adams (2020), our early years significantly influence how we give and receive love, with many traits originating from how we were cared for as children. Furthermore, parents' models, personality traits, and love perceptions affect the children's actions (Chapman, 2015).

From a young age, I have been exposed to many media portrayals that emphasize the significance of family bonds, particularly around Mother's Day. As a sensitive person, I often find myself deeply moved to tears when watching the heartwarming videos of daughters expressing their love and appreciation for their mothers through gifts, affectionate hugs, or tender kisses. However, in my own family, I do not typically display this type of overt emotional expression or physical affection, even though I care deeply for my parents. The open displays of love and gratitude that I witness in these media depictions stand in contrast to the more reserved manner in which my family tends to express our familial bonds.

In a conversation with friends in my grade nine, one of my best friends described how she enjoyed hugging her parents or engaging in other affectionate physical interactions, which left me feeling a sense of envy, as such displays were unfamiliar to me. Because in my family, we rarely showed affection through hugging, kissing, or other physical gestures, even between my parents. The idea of casually, freely wrapping my arms around my own mother or father, as my friend so naturally did with her parents, filled me with a sense of awkwardness. It was not something I was accustomed to, as we tended to express our love and appreciation for each other in more reserved, subtle ways within the context of my family. The open, effortless physicality that my friend described between her and her mom contrasted starkly with my own upbringing and experiences.

However, I still feel that there was an unfulfilled longing within me. As Adams (2020, p. 120) explains, "the natural yearnings of unmet emotional need" arise when a person's primary love language is not adequately expressed. When people feel a lack of something, they will naturally crave to have that need fulfilled (Dinology, 2023). This is why I felt a sense of jealousy when my friends described their regular, affectionate hugs with their mothers – it highlighted an empty place in my heart that craved to receive that type of physical love. This left me feeling a sense of awkwardness and longing for that kind of intimate connection. The yearning for physical touch remained a silent melody, harmonizing with my desire for a deeper emotional connection and the warmth, comfort, and closeness that physical affection can bring.

4.3. Love Languages Expressions

Despite the lack of outward physical expressions of love, I never felt unloved by my parents. Reflecting on the insights from Chapman's "The Five Love Languages" (2015), I have come to the realization that my parents likely have their own distinct and individualistic approach to demonstrating affection, which may differ from the idealized portrayals often presented in media and marketing. It is important for me to approach my parents' expressions of love with empathy and understanding, rather than comparing them to societal norms or expectations.

4.3.1. Acts of Service - My Father's Expressions

The primary individual responsible for carrying out daily cleaning tasks in the family home is my father. When the floor is full of sand, dust, and trash such as candy wrappers, cigarette butts, or bitten sunflower seed shells, he keeps himself busy by cleaning. He holds the

belief that "Each person should support one another, and there are no tasks that boys or girls cannot undertake" which contributes to my admiration towards him as he approaches these responsibilities with a sense of joy, even when feeling fatigued. His attitude of perceiving "Labor is glory" highlights his dedication to supporting my family through *Acts of Service*.

Receiving the positive attitude from my father, my whole family willingly shares and takes turns with household responsibilities enabling my mother to enjoy moments of relaxation and socializing. While my father's contributions play a role, my mother readily steps in when he is unable to complete a task, which has taught me the significance of offering sincere assistance, even through small acts. When performed with a positive attitude, these actions truly become demonstrations of love (Chapman, 2015). Therefore, I am able to perceive the deep love that my parents have for each other through their *Acts of Service* - the willingness to support one another and share the workload as needed.

According to relationship expert Gary Chapman, when a child frequently expresses gratitude for simple *Acts of Service*, it can indicate that acts of service is their primary love language (2015). In my case, the little, everyday tasks I am able to help with in my family setting have shaped my love language to be *Acts of Service*, this is how I have come to naturally express and desire to receive acts of kindness from others.

4.3.2. Acts of Service - My Mother's Expressions

On numerous occasions, I often find myself envious of my friends' close and affectionate relationships with their mothers. In contrast, my interactions with my mother tend to be brief and lack the warmth I observe in others' mother-daughter dynamics. This stark difference has caused me to feel self-pity and a strong desire for the same level of maternal attention and affection. Overtime, I come to understand that our family does not have to adhere to the "traditional" mother-daughter relationship because we are unique individuals with our distinct ways of expressing emotions.

My mother has a rather strict and quick-tempered personality, and she seems hesitant to openly express her emotions, especially when it comes to love since she rarely displays affection towards my father, me or my two younger sisters. However, for someone whose primary love language is *Acts of Service*, the way my mother expresses her love is through her actions - the meals she meticulously prepares, the repairs of clothing she makes, and her unwavering dedication to ensuring our family's well-being. Also, her dedication in handling household chores and creating delectable meals is what stands out the most since it becomes particularly evident during festive occasions or when we have the pleasure of hosting guests. I am always filled with amazement by the way my mother could effortlessly manage the various responsibilities of running the family store, doing the laundry, and cooking meals for our entire household on a daily basis. In comparison, it takes me a full hour to prepare just a single dish of rice paper rolls.

Moreover, her concern for my well-being is further demonstrated by the thoughtfully packed provisions she sends whenever I return to my rented abode in Hanoi. These behaviors taught me to deeply appreciate and value the effort my parents put into preparing even the smallest of dishes for me. Her acts of care and consideration speak volumes about my mother's depths of love for me, and I hold these gestures in the highest regard.

4.3.3. Acts of Service - My Expressions

Parents' models play a crucial role in shaping a child's personality, actions, and perception of love (Chapman, 2015). My parents, through their consistent acts of kindness, have

shaped my perspective on the significance of simple acts of kindness. When spending time with my friends, I eagerly assist with tasks like carrying bags or preparing meals. They sometimes tease that I am even "more gallant than men", but I find great comfort and contentment in these actions, as they make me feel genuinely useful and allow me to demonstrate my sincere concern for the people in my life. Even small gestures like holding a door open or assisting with belongings, which may seem insignificant to some, hold deep meaning for me. I greatly appreciate when others extend similar acts of kindness, as I believe that simple caring gestures can make someone's day a little easier. These experiences have shaped my perspective on the profound impact that small acts of consideration can have on others.

Understanding that my parents express love primarily through *Acts of Service* has changed how I communicate with them. Just by actively getting some fruits cut after lunch or folding their clothes when they are too busy working outside, it is my gradual effort to reciprocate their love language and make them feel valued. Consequently, I hope to receive gestures and actions reflecting the same level of care and consideration that I strive to extend to those around me, believing in the reciprocal nature of kindness. This belief in the reciprocal nature of kindness has ingrained in me a genuine desire to continue offering support and assistance to my loved ones.

4.4. Quality Time

4.4.1. What I appreciate most

For me, the moments I cherish most with my family are the times when the power goes out during chilly, cool days. While some may view this as eccentric, I find great meaning in these experiences. During power outages, I have the opportunity to disconnect from the distractions of social media and spend valuable, uninterrupted time with my family and neighbors.

Without access to electronics or the internet, my sisters and I would gather flashlights and set up chairs to sit together and enjoy the peaceful outdoor breeze. Even on stormy nights, we would leave the door open to let the cool air flow through the house as we laid out a carpet and talked into the night. These were precious moments of undivided attention and presence with my family members, something I now deeply appreciate compared to when I used to divide my attention between my phone and the social media to pass the time and alleviate boredom.

The power outages allowed us to truly connect and be fully engaged with one another, free from the pull of digital distractions. I cherish these simple times because they reminded me that true care and appreciation come from fully devoting oneself to shared experiences and quality time with loved ones. The power of being "in the darkness" together brought us closer as a family in a way that technology often inhibits. These are the moments I treasure most when everyone lives in the moment and is present to each other.

4.4.2. Quality Time Privilege

As the firstborn in my family, I was able to witness the deep and loving bonds that developed through the small acts of care and attention my parents showed me. Whether it was tending to me when I was sick or accompanying me on my first day of school, their unwavering presence had a lasting impact on my heart. Before my two younger sisters were born, I was the sole recipient of their undivided love, and this is when my primary love language of *Quality Time* took root and flourished.

While setting aside quality time together can be challenging in the hustle and bustle of

daily life, our family mealtimes have become a sacred ritual where we can all come together. These shared meals, filled with laughter, conversation, and connection, nourish not only our bodies but also our hearts. In contrast to my reserved mother, my father has a gentler and more emotionally expressive persona. He is able to navigate social interactions with grace and cultivate numerous meaningful relationships, specifically, it is his remarkable talent for transforming these mundane meals into experiences of true togetherness and delight. Around the table, we become a symposium of voices, sharing our triumphs, challenges, and the simple joys of everyday life. These moments, as we gather around the table, reveal the true essence of *Quality Time*.

Every night before bed, he would come to our rooms and gently tuck us in, making sure we had fallen asleep and were ready for the next day. As a child, I may not have fully appreciated these gestures, but looking back now, I recognize the profound impact they had on my growth and development. My father's meticulous attention to detail instilled in me an organized and responsible mindset, demonstrating that thorough planning and preparation are essential for any kind of success. Thanks to him, I have learned invaluable life lessons, particularly in the art of offering undivided focus and genuine receptiveness to others. His actions also taught me the importance of being present and supportive for the people we care about, in whatever way we can. This helps me learn the significance of dedicating exclusive time to nurturing relationships which emphasizes the importance of truly listening and being present. Which creates my appreciation of fully immersing myself with my friends in the present moment during our conversations. In these instances, I feel a profound sense of connection with those around me. While it can be challenging for me to completely disengage from the demands of work, I make an effort to set boundaries and prioritize these invaluable moments to spend with the people who matter most to me. After being disrupted by unexpected messages and missing opportunities to truly listen to others, I now understand that being present involves more than just physical presence; it requires active engagement, sincere listening, and a genuine interest in the lives of the people we care about.

4.5. Journey of Struggling, Accepting and Embracing Physical Touch Affection

4.5.1. Struggling

As I entered a romantic relationship, I encountered a new form of *Physical Touch* that I had never experienced before. My partner, who values *Physical Touch* as a preferred love language, would express affection through gestures like hand-holding and hugging.

However, expressing love through *Physical Touch* can be challenging, especially when it is not one's primary love language or if one did not grow up in a "touching family" (Chapman, 2015, p. 97). For that reason, at first, this was uncomfortable and unfamiliar to me due to the lack of the familiarity and ease with physical intimacy, which created a barrier for me to become familiar and comfortable with my boyfriend's displays of physical affection. Even simple acts like hand-holding would make me experience shyness, uncertainty, and heightened self-consciousness when navigating these newfound intimate gestures, as the physical aspect of our relationship was novel and unfamiliar territory.

The absence of physical affection in my upbringing had clearly ingrained a sense of discomfort with such expressions of intimacy. Therefore, I would experience a momentary startle before I could gather my thoughts and figure out how to navigate such situations. During our dates, my shyness was evident as I only mustered the courage to hold the hem of his shirt when sitting on the back of his motorbike. Prior to initiating affection, I would deliberate

significantly, unsure whether to take the lead or wait for him to make the first move - a reflection of my uncertainty with *Physical Touch*.

4.5.2. Accepting

One day, my boyfriend confronted me about not hugging him while sitting on the motorbike, concerned whether I did not feel comfortable when going out with him, since I did not actively perform actions, such as holding his hands and giving him a hug. This made him question whether I truly loved him, since I did not reciprocate the gestures that showed his care for me. As Chapman (2015) suggests, for those who highly value *Physical Touch* as a love language, the absence or lack of it can lead to significant emotional discomfort and distress because they may feel a sense of disconnection or emotional deprivation without the physical expressions of love and care.

Recognizing the importance of adapting to his love language, I made a conscious effort to understand and reciprocate his need for physical connection. Initially, these actions did not come naturally to me, but over time, I learned to integrate them into our relationship. Rather than just holding his hem of shirt on the motorbike for stability when sitting on the motorbike, I deliberately hugged him, and held his hand more often, allowing myself to experience the comfort of physical connection and demonstrate my love in a way that resonated with him. According to Debrot et al. (2013, p. 1380), when responsive touch is used toward a partner, it shows that their emotional state was linked to a stronger "positive affective valence in the touched partner". This form of nonverbal communication serves as an essential tool for emotion regulation in both mother-child relationships and romantic partnerships (Debrot et al., 2013). Embracing and cultivating this aspect of my relationship has strengthened the foundation of love and understanding between my partner and myself.

By actively embracing his love language of *Physical Touch* and adapting my approach, we were able to bridge the gap between our preferences. This allowed me to ensure he felt loved and appreciated through the physical expressions he valued. Through a learning process, I remain committed to nurturing our relationship by understanding and meeting his needs in a way that aligns with his love language. Overtime, my initial shyness and reservations faded and I began to eagerly desire more physical affection, finding a profound sense of security and fulfillment in the close physical connection. Then, I recognized that my longing for this love language had its roots in the lack of *Physical Touch* in my family upbringing.

4.5.3. Embracing

As I reflect on adapting to *Physical Touch* in my romantic relationship, I cannot help but compare it to the lack of physical affection in my relationship with my parents. Hugs, kisses, and other physical displays of love were infrequent occurrences growing up. In stark contrast, my romantic relationship has introduced me to an entirely new level of physical affection and intimacy. I have learned that adapting my love language does not mean changing who I am but rather making intentional efforts to communicate love in ways my loved ones understand best.

As I started to become accustomed to receiving love from someone other than my parents, I encountered a novel form of attention that I had never experienced before. Dr. Gary Chapman (2015) confirms that our behaviors will not be the same as when we were deeply engrossed in the experience of being "in love" (p. 87). My partner, who values *Physical Touch* as a love language, introduced another dimension of love to me through gestures of hugging and caressing. Gradually, I realized I had an unmet emotional need - a "natural yearning" that arises when one's primary love language is not expressed (Adams, 2020). This explains the

reason why I felt jealous when friends spoke of regularly hugging their parents, as if there were an emptiness in my heart longing to be filled.

Reflecting on my past, I struggle to recall the last time I held my parents' hands, but I notice their wrinkled, calloused hands as the proof of their hard work in providing me the opportunity to focus on my education. I find myself wondering, "How did my parents show their love for me back then when I was a child?", because the memory of my mother's hand guiding me to school or my father's encouraging gestures eludes me. Instead, the memories that stand out most vividly are the instances of physical punishment. It was when my mother struck my hands with a whip until they swelled and turned red because I stole a milk blister without permission. Similarly, the recollection of the first time my father slapped me in 6th grade for lying about my academic results remains vivid. While these physical acts left a lasting impact, they were not the expressions of love and tenderness I deeply longed for. The scarcity of positive physical interactions with my parents is something I find myself grappling with, as I try to understand how their acts of love shaped my own perceptions and needs. Unintentionally, there was a harmonious longing for the warmth and comfort that affectionate gestures can bring.

4.6. The importance of effective communication in love

Misunderstandings and disagreements are common occurrences within families, often leading to frustration when trying to express one's thoughts and feelings calmly. In conversations with my parents, there can be a mix of approaches - sometimes gentle reminders, and other times stern directives as they try to guide me based on their wishes for my well-being. While I recognize the love and concern underlying their actions, the imposed feelings make it challenging for me to adapt and respond in the way they might desire. During arguments with my parents, there are moments when I feel overwhelmed, unable to fully articulate my own desires and perspectives amidst the tears and emotional turmoil.

Within my family, we rarely have the opportunity to discuss our desires and intentions comfortably without making others feel uncomfortable due to the imposition of feelings. I greatly value listening to my parents, and I yearn for them to reciprocate by truly listening and supporting my own wishes and needs. My hope is that, over time, we can develop more effective communication strategies that enable us to openly share and comprehend each other's desires and perspectives which would create a more balanced and satisfying dynamic. With open discussions, I would like to help my parents become more aware of how they express care toward each other and other family members. This awareness would not only help them appreciate and value their relationship while preventing unnecessary conflicts but also give them the opportunity to better understand their own emotional needs and expectations.

In contrast, in my romantic relationships, equality allows for easier sharing and listening, fostering understanding. Therefore, effective communication is vital in any relationship because without mutual efforts to listen and support each other, satisfaction becomes elusive. Both parties must engage actively in communication for wishes to be met and understood, since it is crucial to communicate openly and work together to have feelings reciprocated properly. In my relationship, where *Acts of Service* is the shared love language, we still struggled to fully meet each other's expectations. While I appreciate my boyfriend's thoughtful gestures, there are specific actions I desire, such as his taking the lead in fastening my helmet. On the other hand, my partner longs for me to show care in ways like calling him instead of texting when he is unwell. Moreover, while I appreciate the comfort my boyfriend provides through his hugs and kisses, I cherish moments of deep conversation and quiet contemplation together. It is my longing for other's attentive listening when I am feeling down

that makes me feel respected, even if he does not physically embrace me. There have been times when, despite his physical consolation, I still felt the need for a more tranquil, eye-to-eye connection to fully express myself. Since *Quality Time* is not only about listening but the way that we learn to talk to have quality conversation, involving both sympathetic listening and self-disclosure (Chapman, 2015).

Becoming aware of how others perceive love has helped me respond to their needs with sensitivity rather than assuming they experience love the same way I do. From the difference in aspiring for small acts, we started to openly discuss our needs that are crucial for improving our relationship satisfaction. By recognizing love languages, we learned to enhance emotional connections, prevent misunderstandings, and build stronger bonds. This understanding should not be forced but encouraged, as it ultimately helps individuals navigate relationships with greater empathy and clarity.

By consciously embracing his preferred love language of *Physical Touch* and making a concerted effort to adjust my own behavior accordingly, we were able to overcome the disconnect caused by our differing preferences. This allowed me to ensure that he feels genuinely loved and valued through the acts and expressions that are most meaningful to him. It is an ongoing learning process for me to understand his needs and respond to them in a way that closely aligns with his primary love language. Similarly, through our conflicts, my boyfriend has come to realize that verbal reassurance and eye contact is what I need to feel comforted. Instead of offering generic words of encouragement, he now engages in direct conversations after disagreements, making me feel heard and emotionally secure. This mutual adaptation illustrates how becoming aware of love languages can significantly enhance relationship dynamics, fostering deeper emotional connection. In essence, through mutual adaptation and a commitment to meeting each other's emotional needs, we have been able to bridge the gap and strengthen the bonds of our relationship.

5. Conclusion

Through an autoethnographic method, this study has provided valuable insights into the formative influences on my primary love languages - *Acts of Service* and *Quality Time*. By examining my own upbringing, I am able to trace the origins of my love preferences back to the ways in which my parents chose to express love for me and my siblings. My parents' predilection for demonstrating affection through helpful actions and shared experiences has clearly left a lasting impact, shaping my own inclinations in how I seek to give and receive love. Furthermore, the process of being in an intimate romantic relationship has also revealed a personal desire for *Physical Touch* as an additional love language. This discovery suggests that while our early familial experiences play a significant role in molding our love language preferences, our adult relationships can also give rise to the need for experiencing love in new and different ways. As we navigate the complexities of human connection, it is essential that we remain open to explore and expand our capacity to both give and receive love, even if certain modalities may not have been prominently featured in our formative years.

The implications of this study highlight the importance of mutual understanding and appreciation of love languages within close relationships. By learning to effectively communicate our own love languages, while also making the effort to accommodate other's preferences, we can foster deeper emotional intimacy and more fulfilling connections. This knowledge can be particularly valuable in both parents-children relationships and romantic partnerships, where the ability to make each other feel truly cherished and cared for is

paramount. However, love languages are deeply personal, and the process of understanding them should also come from experience, observation, and mutual adaptation. While formal knowledge can provide a framework, meaningful change often comes from real-life interactions and willingness to adjust to a partner's or family member's emotional needs. Whether through structured learning or natural experience, what matters most is the genuine effort to recognize and respond to how loved ones give and receive affection.

Furthermore, this understanding can extend beyond just intimate relationships and be applied to various other interpersonal dynamics, such as familial bonds, friendships, and professional collaborations. When we approach all of our relationships with a heightened awareness of love language differences, we are better equipped to navigate potential misunderstandings, resolve conflicts, and cultivate more harmonious and mutually satisfying interactions.

By embracing the autoethnography approach, I aim to create meaningful connections and develop fulfilling romantic relationships. Nevertheless, this study is conducted on my personal experiences, which provides valuable insights into the topic of love languages, so it is important to acknowledge its limitations of potential bias arising from the use of a participant's experiences as the primary source of data. Because autoethnographic research is frequently context-specific and centered on individual experiences, the findings have limited applicability to larger groups or circumstances, as individual preferences and experiences can vary significantly. As a result, if future researchers can balance the benefits and limitations of autoethnography, they can contribute to a more nuanced and contextual understanding of personal experiences when further exploring this topic to provide more authentic results. Further research, incorporating the perspectives of a diverse range of individuals, would be beneficial in corroborating and expanding upon the patterns observed in this study. Additionally, a longitudinal examination of how love language preferences evolve over the course of an individual's life, including the potential influence of significant life events, cultural factors, and societal norms, could yield valuable insights.

In conclusion, this autoethnographic exploration has shed light on the complex and deeply personal nature of love language development. By delving into the formative influences that have shaped my own preferences, I have gained a deeper understanding of the intricate interplay between our early experiences, our adult relationships, and our fundamental need to feel loved and appreciated. As I continue to navigate the human connection, I am committed to fostering an ongoing dialogue around love languages, with the hope of inspiring others to embark on their own journeys of self-discovery and relational growth.

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IMPROVING STUDENTS' ENGAGEMENT IN WRITING LESSONS FOR NON-ENGLISH MAJOR STUDENTS USING TASK-BASED LANGUAGE TEACHING

Vo Thi Hong Le^{1,*}, Tran Xuan Trang², Raqib Chowdhury³

¹University of Economics Ho Chi Minh City, 59C Nguyen Dinh Chieu, District 3, Ho Chi Minh City, Vietnam

²Ho Chi Minh City Open University, 35-37 Ho Hao Hon, Co Giang Ward, District 1, Ho Chi Minh City, Vietnam

³Monash University, Australia

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Abstract: Writing skills have always been perceived as difficult for English as a Foreign Language (EFL) learners in higher education. Studies (Vo, 2021; Huang, 2018; Zhang, 2016) have found that EFL students often commence tertiary education with an elementary level of English, which contributes to these challenges. In addition, a lack of confidence in writing results in demotivation in learning English. In line with recent empirical scholarship on EFL, Task-based Language Teaching (TBLT) is proposed as an effective approach that facilitates both the teaching of communicative skills and engagement through the use of the target language and tasks in an authentic and context-sensitive manner for EFL. Specifically, this study critically explores how adapting such a teaching method can help teachers and students nurture and improve their writing skills in English. Drawing on a quasi-experimental design involving 60 learners, it examines the extent to which TBLT can help improve writing skills for non-English major students at a Vietnamese university. The findings indicate that the implementation of TBLT tasks in writing lessons resulted in significant improvements in students' writing performance. The study discusses participants' statements in the experiment to better understand the perceptions of the effectiveness of this pedagogical approach.

Keywords: task-based language teaching, writing skills, tasks, written communicative competence

* Corresponding author.

Email address: levth@ueh.edu.vn

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CẢI THIỆN VIỆC HỌC KỸ NĂNG VIẾT CHO SINH VIÊN KHÔNG CHUYÊN TIẾNG ANH THÔNG QUA PHƯƠNG PHÁP DẠY - HỌC NGÔN NGỮ THEO NHIỆM VỤ

Võ Thị Hồng Lê¹, Trần Xuân Trang², Raqib Chowdhury³

¹Đại học Kinh tế Thành phố Hồ Chí Minh,

59C Nguyễn Đình Chiểu, Quận 3, Thành phố Hồ Chí Minh, Việt Nam

²Trường Đại học Mở Thành phố Hồ Chí Minh,

35-37 Hồ Hảo Hớn, Phường Cô Giang, Quận 1, Thành phố Hồ Chí Minh, Việt Nam

³Đại học Monash, Úc

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Tóm tắt: Kỹ năng viết luôn là kỹ năng khó cho sinh viên học tiếng Anh như một ngoại ngữ ở bậc đại học. Nghiên cứu cho thấy phần lớn sinh viên nhập học hàng năm có trình độ tiếng Anh bậc sơ cấp, kỹ năng viết kém càng làm sinh viên thiếu tự tin trong việc học tiếng Anh. Theo các nghiên cứu về giảng dạy ngoại ngữ, phương pháp dạy - học theo nhiệm vụ (Task-based language teaching-TBLT) là một phương pháp hiệu quả cho việc dạy các kỹ năng giao tiếp và có được sự tham gia của người học dựa vào bài tập mô phỏng thực tế theo cách ngôn ngữ thực sự được dùng. Cụ thể, nghiên cứu này tìm hiểu chi tiết về cách giảng viên sử dụng TBLT để hỗ trợ sinh viên cải thiện việc học kỹ năng viết. Với thiết kế nghiên cứu gần thử nghiệm cho 60 sinh viên, nghiên cứu tìm hiểu ở những phương diện nào, TBLT giúp cải thiện việc học kỹ năng viết cho sinh viên không chuyên tiếng Anh tại một trường đại học ở Việt Nam. Kết quả cho thấy việc sử dụng TBLT với các bài tập nhiệm vụ giúp sinh viên nhiệt tình hơn khi học kỹ năng viết. Các ý kiến của người tham gia cũng được thảo luận để hiểu sâu hơn về nhận định tính hiệu quả của phương pháp này.

Từ khóa: phương pháp dạy - học theo nhiệm vụ, kỹ năng viết, bài tập nhiệm vụ, kỹ năng giao tiếp bằng văn bản

1. Introduction

Despite its wide adoption globally, as a foreign language, mastery in English still confronts significant obstacles in terms of both language skills and language construction (Harmer, 2011). Among the language macro skills, writing is considered as the most challenging and the hardest to master (Zhaochun, 2015), especially for those learning it as a foreign language. Research has shown that curricular policies and traditional pedagogical approaches with a structural or explicit grammar-teaching focus in EFL contexts have had a limited overall impact on English language education (Adams & Newton, 2009; Hu, 2005). In response, the Vietnamese government has modified national language policies and curricula to promote various types of communicative language teaching approaches, including task-based language teaching (TBLT) to increase the quality of EFL teaching and learning in the Vietnamese context. Learners learning writing with this approach can role-play different scenarios to practice styles based on meaningful context (Cao, 2018; Yen, 2016).

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As a teaching method, TBLT creates opportunities for learners to obtain language skills by engaging in real-world tasks (Long, 2014). This supports assigning tasks that simulate real-life writing situations (e.g. writing emails, C.V.) and meaningful dialogue (Bygate et al., 2013). Furthermore, TBLT supports to achieve learners' engagement through communicative and interactive exercises (Nunan, 2004). Teachers can take this advantage to have students work in groups doing writing tasks, encouraging collaboration and peer feedback. In comparison to conventional language teaching approaches based on the more pervasive Presentation-Practice-Production paradigm (PPP), Harmer (2011) found that TBLT was generally more effective in fostering language learners' writing skills. PPP, which is still the most prevalent model of language learning in Vietnam (Hiep, 2007; Vo, 2021) typically includes listening to the teacher, then repeating, and finally reproducing linguistic models offered by the teacher, which provides only limited opportunities of using English in the Vietnamese setting. It results in difficulties that many students have reported relating to learning English, particularly writing skills (Vo, 2020; Pham & Do, 2022).

This reflects the current reality in Vietnam as generally observed by lecturers - most university students have trouble writing in English (Vo, 2020). Specifically, students' writing is often considered to be incoherent and unpersuasive when it comes to presenting their views (Vo, 2020), a problem further compounded by a lack of adequate vocabulary and grammar. Furthermore, and perhaps more crucially, a lack of confidence in communicative skills results in difficulties in successful communication in real-life situations.

Based on these problems specifically in the higher education context, in this paper, we intend to propose the design of an effective approach to facilitate better writing skills for EFL students in Vietnam. In response to the above-mentioned weaknesses of PPP, TBLT is proposed as a more effective and efficient approach to the teaching of communicative skills and through an engagement with communicative tasks in the target language in the same way it is used *outside* of the classroom (Bygate et al., 2013; Ellis, 2003; Gonzalez & Pinzon, 2019; Nunan, 2004). Specifically, this study adds to existing research by showcasing the practicalities of implementing TBLT to enhance writing skills for tertiary students who are studying a non-English major discipline in the Vietnamese context.

2. Literature Review

Nunan (1999) argued that writing is regarded as one of the most difficult abilities to master, regardless of whether the language is one's first, second, or third. Writing in a foreign language involves the knowledge and ability to use mechanics, such as capitalisation, punctuation, grammar, vocabulary, pronunciation, lexical objects, genre knowledge, and their conventional representation (Hegarty, 2000). It also requires highly complicated tasks such as the ability to conceive concepts, and formulate them in sentences that go beyond simply producing text (Chenoweth & Hayes, 2001; Hayes, 1996). In this section, we discuss the implementational challenges of TBLT in EFL contexts for teaching and learning writing skills and findings from empirical studies.

2.1. TBLT in Relationship With Teaching and Learning EFL Writing Skills

Both the teaching and learning of writing are difficult tasks because several aspects need to be considered, such as those mentioned above. Gonzalez and Pinzon (2019) explain that the process of organizing writing must also follow certain steps, such as planning, drafting, editing and producing the final version. Thus researchers (Humphrey, 2017;

Humphrey & Feez, 2016) have proposed the genre-based teaching and learning cycle where learners move through four scaffolded stages from working together with peers and finally producing a text independently. This teaching and learning cycle shares the focus on meaningful and real-world language use with TBLT.

These authors have argued that such steps allow students to explore new ideas, organize them, think critically, and develop their communication skills. Through those stages, students are aware of the thought process involved. Teachers, therefore, can and should engage students with various class assignments when they recognize their interests and needs (Gonzalez & Pinzon, 2019). It is for these reasons that TBLT is suggested, as it aims to develop learners' linguistic competence by engaging them in meaning-focused communication through the performance of tasks (Ellis & Shintani, 2013), rather than mechanical activities.

2.2. TBLT vs. PPP in Teaching and Learning Writing Skills

PPP emerged when behaviorist accounts of language learning became popular in the 1920s and 1930s (Harmer, 2011) and in response to the disadvantages of the grammar-translation method. However, PPP relied heavily on drills and substitutions, not providing the best possible opportunities for learning. In teaching and learning writing, PPP relates to controlled activities (e.g. sentence completion, gap fills) to reinforce specific grammar points or structures. Language form and accuracy are emphasized. In this method, the teacher is centered on the primary source of knowledge, guiding students through each stage and providing feedback on accuracy.

In the 1990s with the critical turn in ELT, teachers shifted towards a more communicative orientation that favoured meaning over form (Harmer, 2011; Richards & Rogers, 2011) with the emergence of communicative-based English instruction, namely Communicative Language teaching (CLT).

TBLT follows the strong version of CLT (Willis, 1996) to learn the language. In the EFL context, in this model, English is adopted in various contexts and functions of the speech community. Different from PPP, TBLT aims to meet the needs of real-world tasks among learners to reach intended communicative purposes in writing and speaking. TBLT aims to enhance learners' linguistic competence and interactional competence through real-life tasks, 'tool' for achieving a communicative outcome rather than as an 'object' to be studied, analyzed and displayed (Ellis & Shintani, 2013, p. 138). Studies have shown several positive effects of the integration of TBLT in academic writing. For example, Ellis' (2006) TBLT framework emphasizes the use of meaningful tasks as central to language learning. It promotes the idea that language acquisition occurs naturally when learners engage in real-life tasks that require communication, problem-solving, and interaction. Long's (2014) study shows that learners' motivation level is enhanced when they can participate in real-world tasks as traditional classrooms for test preparation courses are often perceived as contrived. In TBLT class, writing can be *integrated* with speaking or reading in task completion to mitigate boredom in the class. As studies have shown, students then tend to invest more time and pay greater attention to the lessons in the EFL classroom (Nunan, 2006; Willis & Willis, 2013).

In addition, learners' writing performance can be developed in terms of fluency, and discourse management, rather than on accuracy alone (Sundari, 2018). This means TBLT can shape purposeful content for learners to create the flow of the writing involving a high level of critical thinking and greater metacognitive awareness (Abrams, 2019; Gebril, 2018).

Successfully incorporating material from a source text necessitates a thorough understanding of lexical, grammatical, rhetorical, and sociocultural contexts. Aside from improving these skills and promoting lexical sophistication, integrated writing enhances both metacognition and critical thinking (Gebril, 2018; Grabe & Zhang, 2013).

In light of the above discussion, it can be seen that the two approaches functionally differ regarding the teacher's role and the student's role in an English language classroom. Different from the student's role as a learner, receiver, follower, and listener in a traditional classroom, the learner in a TBLT class plays the role of a negotiator or interactor since the focus is on the processes of communication rather than the mastery of language forms. Accordingly, the role of the teacher in TBLT class is that of a facilitator of the communication process that places the learner at the center of the learning process.

2.3. Empirical Studies on TBLT and English Writing Teaching

The empirical research studies investigating the impacts of TBLT on enhancing students' writing performance in various EFL contexts generally have pointed out the importance and effectiveness of TBLT in language education taking into account the contextual configurations of its practice.

A study by Gonzalez and Pinzon (2019) in Columbia revealed that through TBLT students were able to improve their written performance. Specifically, they increased their vocabulary, reduced grammar errors, and became more autonomous and responsible in the classroom. In addition, students' confidence in the writing process also improved. In her study on 101 students in accounting at a university in Indonesia, Milarisa (2019) found that students provided positive responses and interest in the usage of TBLT in teaching writing. The study results showed that TBLT motivates and encourages students to understand better when they write, which helps students increase the quality of their writing. Similarly, Kafipour et al. (2018) confirm the usefulness of TBLT in improving the writing skills of EFL learners in their study involving 80 Iranian EFL students. Results show that in comparison with the writing skills of the Iranian EFL learners who used the traditional writing practice, writing competence such as language use, and sentence mechanics improved significantly among those who practiced writing skills using TBLT.

However, so far there are only a small handful of studies on TBLT in Vietnam, especially in the higher education context and in the teaching and learning of writing in English, although it has drawn some attention. In Yen (2016)'s research, which was conducted in the higher education context, the findings revealed that Vietnamese students significantly improved their overall scores of self-regulatory writing strategies, as evidenced by their personal self-regulation scores. In another study, Pham and Do (2022) share encouraging findings about the implementation of TBLT in Vietnamese universities. The results of their study show that the TBLT model significantly impacted students' grammatical performance in speaking and writing skills, although it did not outperform PPP instruction.

As evident, the belief that TBLT maximises learners' language competency has been extensively researched and applied across many educational settings. Although this is not a new concept in language education, as Na (2017) argues, there are some conceptual and practical misconceptions about TBLT, which lead to further contemporary misapplications of the pedagogy in Vietnam. For instance, there is a misconception that TBLT ignores grammatical accuracy in favor of fluency. However, TBLT in reality can incorporate form-focused instruction to fill the gaps in learners' language use. Some teachers believe that tasks

in TBLT can be any classroom activity. In reality, such activities should be meaningful activities with a clear goal and support students to achieve the goal. In practice, some teachers may assume that TBLT requires high technology or extensive resources. However, many tasks can be designed with everyday teaching materials. In the other practical aspect, some teachers may believe that they do not need proper training to implement TBLT. In reality, understanding the principles of task design allows teachers to facilitate tasks successfully in the classroom (Vo, 2020).

Although some research has been done on TBLT in Vietnam (Hoang, 2013; Le, 2014), there is little experimental research about TBLT's impacts on university students' writing skills, hence the need for this study.

3. Methodology

This study adopts a quasi-experimental design combining questionnaires, observations, a pre-test, and a post-test. Quasi-experimental research was employed in this study to measure the effectiveness of teaching interventions on student performance (Angrist and Lang, 2004). This aims to answer the two research questions (1) the extent to which students engage in writing lessons with TBLT and (2) factors that influence the use of TBLT to improve learners' writing skills.

3.1. Research Setting

This study was carried out throughout the first semester of the school year (over 5 weeks of two writing lessons each week) for two classes, consisting of 60 non-English major students (32 in the experimental group and 28 in the control group). One class was the control group with the traditional PPP method for teaching and learning writing while the other was the experimental group with the TBLT method. The textbook consisted of five units. After every unit, there was a revision for the students' recall of knowledge and practice of skills. In the writing skill lessons, students learned how to write paragraphs, letters, and emails on specific topics and included instructions on the requirements of writing including formal and informal styles, punctuation, connection, and coherence.

3.2. Participants

The participants, aged between 18 and 20, were all non-English major students from various faculties such as Economics, Technology, Banking, Accounting, and Law at a university in Ho Chi Minh City. Both groups learn the same materials and take mid-term tests and final tests over a fixed time as required by the English language department at the university.

Participants in the study were from the same level of English language (A2 CEFR) based on the selection of the university with the placement test to arrange classes for freshmen. This was a convenience sample for the study because the groups of participants were already formed based on the classes they were in. The total number of participants was 60 students, who all voluntarily participated in the study after they were explained about the purposes of the research. The maximum number of learners in a class is up to 40 learners; therefore, the intention to use about 60 samples for two classes (about 30 for each class) was considered reasonable to collect the parametric and reliable data for further analysis (Cohen et al., 2002).

The two classes were taught by the same instructor, who had more than four years of

experience teaching undergraduate writing classes. In this study, the researcher serves both as a teacher and a researcher, which enhances the reliability of the study. The instructor was trained in teaching English writing utilizing the Present-Product-Production (PPP) approach. However, she had utilized TBLT in her classroom in the previous two years, based on what she had learned about it from her studies, attending TBLT training workshops, and speaking with teachers with hands-on experience with task-based teaching. The researcher's experience in the classroom provides contextual knowledge, allowing a better understanding of learners' needs, behaviors, and students' learning processes (Mills, 2014). To address the issue of biases in this teacher-researcher's role, various strategies (e.g. triangulation of questionnaires, classroom observation, and test scores) are employed to ensure the validity and balance of the data.

3.3. Research Instruments

3.3.1. Questionnaire

Questionnaires were employed as an instrument in this study to explore students' attitudes toward writing activities and their motivations to complete learning activities for both groups. The questions were designed based on a learner-centred approach and the roles of tasks in second language acquisitions to promote engagement by providing authentic contexts for language use (Ellis, 2006; Tomlinson, 2011). Likert-scale questions aim to measure students' attitudes toward the designed writing tasks and their motivation levels in the TBLT class compared to the form-focused activities in the PPP class. Open-ended questions were to explore further attitudes and feelings of the participants towards students' experiences with task-based writing activities.

3.3.2. Observations

To gain additional information about student's performance and interactions in the writing tasks, the observations were carried out by the teacher - researcher during the writing hours for both the experimental group and the control group. There were 5 observations for each group, which made the total around 5 hours for each group.

Based on the author's previous research (Vo, 2020), an observation checklist was designed to explore the utilization of PPP and TBLT in writing classes. The content of the observation, therefore, follows the phases of using tasks for teaching and learning English writing skills. At the beginning, the students' responses to the warm-up activities were observed. While teaching and during the tasks, the observation checklist included the use of writing tasks, which aimed to promote interaction (i.e. student-student interaction, teacher-student interaction), as well as shared teamwork responsibility (i.e. pair work, group work and feedback). At the end of the tasks, the instructor observed the students while they were exchanging their ideas for peer feedback. These observations were intended to generate data to evaluate students on what they *integrate* and *produce* rather than on what they can do to merely *recall* and *reproduce* (Coombe et al., 2012).

3.3.3. Pre-Test and Post-Test

The tests were designed in alignment with the course's learning outcomes. The 30-minute individual writing test's topics in the pre-tests were taken from the textbook; for instance, a writing test of a thank you message was given, while the topics chosen for the post-tests were similar to those delivered during the course. The degree of difficulty was identical between the two tests from the two classes, and the marking criteria included

content, language, and organisation. Both groups took pre-tests before starting the courses and post-tests after they completed the last writing lesson of the course. The test papers were assessed anonymously to avoid identification of the students from the results.

3.4. Research Procedure

The writing tasks in the control group were all from the textbook, Life Elementary (2015) published by Cengage Learning. Though it includes some writing tasks, the textbook has been noted by teachers for having a more traditional approach to language learning with limited opportunities for students to engage in more exploratory writing practices. Meanwhile, the experimental group's writing tasks were required to match task criteria and were adapted from the textbook's writing activities in order to improve opportunities for spontaneous writing learning, for example, writing a thank you email to your teacher for supporting you with writing techniques or a travel blog of personal travel experience. As a result, the task-based class involved a *series* of interconnected tasks (pre-task, while-task, and post-task) rather than a single activity. The study employs Ellis' (2006) TBLT framework which includes pre-task, and task cycles. During the pre-task phase, students were helped to prepare tasks with useful words or phrases by the teacher. In the task cycle, students firstly worked in pairs or small groups while the teacher played the role of a monitor; then, students prepared to report their work to the class orally or in writing (planning); finally, some groups presented their work to the class and exchange their reports for result comparison.

Teaching and learning of writing skills for the two groups then were carried out. While both groups were taught to meet the requirements of the program, the experiment group received the new (TBLT) treatment. The model of teaching and learning writing skills for the two groups in the study is designed as shown in Table 1:

Table 1

Tasks and the Model of Teaching and Learning Writing Skills for the Two Groups Adopted From Ellis's TBLT Framework (2006)

PPP		TBLT	
Teacher's role	Learner's role	Teacher's role	Learner's role
<i>Presentation</i>		<i>Pre-task: to engage learners by tasks connected to learners' experience.</i>	
Impart and shape knowledge.	Respond and perform a limited range of language functions	A leader and an organizer of discussion.	Initiate and respond roles and performing a wide range of language functions
<i>Practice</i>		<i>While-task: to have learners produce their output</i>	
Scaffold for enabling learners to produce correct sentences	Do little negotiate meaning.	Scaffold for enabling students to say what they want to say	Do more negotiate meaning.
<i>Production</i>		<i>Post-task: to have learners look in details at and use the forms that have been learnt</i>	
Form-focused feedback	Individual revision	Content-focused feedback and peer feedback	Individual and collaborative revision

3.5. Data Collection

Data was collected through the questionnaire, which was distributed to participants via Google form at the end of the course, which was carried out as described in section 3.4, with

clear instructions and an emphasis on confidentiality to encourage honest responses. During the course, classroom observations were carried out to provide qualitative insights into the actual implementation of TBLT vs. PPP. These observations complemented the quantitative data obtained from the questionnaires, allowing for a deeper understanding of how TBLT was experienced in teaching and learning English writing skills in comparison with PPP. Finally, T-tests were conducted to statistically analyze the differences in writing proficiency scores between the TBLT group and PPP group, offering concrete evidence to answer the research questions of the study.

3.6. Data Analysis

To describe the participants' writing ability, the minimum and maximum score, the mean, and the standard deviation of the items were tabulated using the SPSS v.26 program. Scores following the rubric and mean scores were taken into account to define the similarity before the experiment and the difference between the two groups after the experiment. Secondly, means of the control and experimental groups' overall writing performance were compared with Cronbach's Alpha statistic and Independent-Samples Mann-Whitney U Tests. On the other hand, qualitative data from open-ended questions of the questionnaire and observations were analyzed using the content analysis approach through which specific themes of the study emerged. Observational data and analysis of questionnaire data complemented each other to provide sufficient detail for the analysis of the study (Creswell & Creswell, 2014).

4. Findings and Analysis

4.1. Questionnaire Data

4.1.1. Warm-Up Activities

In the PPP class, more participants (71.43%) answered in the highest category in terms of their preferences towards doing brainstorming and vocabulary exercises compared to other options that the teacher introduced about learning objectives and new grammar structures (53.5-57.1%). In the TBLT class, a large majority of respondents (87.5%) showed a strong interest in the warm-up activities such as watching pictures or videos that relate to the lesson or talking about their own experiences. This indicates that learners preferred activities that they could learn through visual content or connect to their own experience. It shows that these activities encouraged students to initiate their writing on the assigned topics.

4.1.2. Student's Attitude Towards Activities or Tasks Used in the Class

As for the control group, with the idea of doing exercises in the textbook, the students agreed that activities related to the writing exercises in the textbook were useful with a mean range from 3.00 to 3.18. However, some lack of interest was also shown.

Table 2*PPP vs TBLT Class's Opinion Toward Writing Exercises in the Textbook and the Tasks*

PPP class				TBLT class			
Items	N	Mean	Std. Dev.	Std. Dev.	Mean	N	Items
I feel interested in practising grammar structures.	28	3.11	.916	.792	4.22	32	I feel interested in the lesson by connecting to my experience.
I feel it is not difficult to remember vocabulary.	28	3.00	1.054	.745	4.34	32	I explore the ways to use essential words and grammar.
The exercises generate my ideas to write.	28	3.18	1.124	.818	4.09	32	The exercises generate my ideas to write.

In contrast with the PPP group, when questioned how they felt about exercises/tasks, students showed their interest in the writing tasks at a high level. A large majority of respondents (87.5%) preferred watching pictures or videos that relate to the lesson. The pictures or videos that connect with the content of the writing lessons were presented before the writing sessions began. Moreover, with a mean range from 4.09 to 4.22, participants preferred when the teacher asked for their prior experience to guide them in the lessons (Table 2).

4.1.3. Pairwork and Groupwork

The majority of participants in the control group (82.2%) suggested that they perceived group work as a way to cooperate and complete their assignments with a mean of 4.14 (Table 3).

Table 3*PPP vs TBLT Class's Opinion on Pairwork and Groupwork*

PPP class				TBLT class			
Items	N	Mean	Std. Dev.	Std. Dev.	Mean	N	Items
It helps to discuss with my peers to complete exercises quickly.	28	4.14	1.008	.906	4.22	32	Communicate with my peers to complete tasks.
It helps to practice on grammar structures.	28	3.82	.983	.842	4.25	32	Discuss issues effectively in a group setting.
It helps to practice on vocabulary.	28	3.89	.956	.906	4.22	32	Promote leadership and cooperation amongst the students.

However, in this case, fewer participants (57.1%) stated that working in pairs/groups could assist them in practicing grammar structures and vocabulary, with a mean of 3.82 and 3.89 respectively. Similar to the PPP group, students in the TBLT group appreciated tasks that could help them to do assignments in groups. With a mean range from 4.22 to 4.25, participants said that working in groups would help them work effectively to finish the tasks and improve their leadership and cooperation skills. This means that group work can help develop essential skills for students of both groups.

4.1.4. Teacher Support and the Environment in the Class

Participants in the control group agreed more with the fact that the teacher gave explicit grammar instructions and mainly focused on grammar and vocabulary accuracy, with a mean of 4.29 and 4.04 respectively. ‘Students expect teachers to tell them what to do’ returned lower levels of agreement among the learners. Regarding the environment in the classroom, the students realised it was fine, with a mean score of 3.04. However, less than half of students (42 %) said that they had a chance for interaction or peer feedback (Table 4).

Table 4

PPP vs TBLT Class’s Opinion on Teacher’s Support and the Environment in the Classroom

PPP class				TBLT class			
Items	N	Mean	Std. Dev.	Std. Dev.	Mean	N	Items
Teacher gives explicit grammar features.	28	4.29	.897	.669	4.56	32	When I didn’t comprehend something, I asked questions.
Mainly focus on grammar and vocabulary accuracy.	28	4.04	.962	.865	4.34	32	Discover my own talents and then become motivated to use them.
The atmosphere in class was fine.	28	3.50	1.106	.767	4.16	32	The atmosphere in class was more collaborative and engaged.
I expect the teacher to tell me what to do.	28	3.04	1.261	.665	4.41	32	Rules and guidelines were clear in the class.
I interact with my friends and have peer feedback.	28	2.68	1.389	.615	4.41	32	I interact with my friends and have peer feedback.

In the TBLT class, the participants highly agreed with the fact that the teacher supported them when they did not comprehend something. In such cases, they could ask the teacher, who had encouraged students to utilize their own knowledge and prior learning. The mean for these answers ranges from 4.34 to 4.56. With a mean range from 4.16 to 4.41, the participants highly agreed that the atmosphere in class was collaborative and engaged, and rules and guidelines were clear in the class, which helped to develop the interaction among learners and peer feedback.

4.1.5. Post-Lesson

The agreement and disagreement are equal among students (44%-51%) in the control group on the items related to being sometimes bored of further practicing grammar structures in the textbook. In contrast, 87.5% of participants in the TBLT group confirmed that the final tasks and homework were relevant to the topics they had learned in class. Additionally, 90.6% of participants agreed that tasks gave them more opportunities to practice. The questionnaire data was supported by the observational data, as shown in the next section.

4.2. Teacher’s Observations

4.2.1. Warm-Up Activities

In the PPP class, students participated well when they were asked to do vocabulary

exercises. However, it was observed that the teacher's presentation did not always facilitate students' concentration on the teacher's introduction about learning objectives and new grammar structures. In contrast, the students in the TBLT class were engaged in the lesson right at the first part of the writing lessons when the teacher briefly introduced the learning objectives and showed pictures or videos related to the writing topics to introduce them to the lessons.

4.2.2. While-Lesson

It was observed that while doing exercises, students in the PPP class focused on finishing the exercises in the textbook rather than exchanging ideas with their classmates, even though they were assigned to work in pairs. In fact, some students did not finish and respond when the teacher invited them. Participants in the TBLT group, on the other hand, appeared to attentively focus on the content of the writing tasks. Each participant was assigned to produce a writing task and exchange it with their peers, or they worked in groups to write on the same topic. It was observed that they were involved well and also engaged in questions and answers in group work to achieve their tasks. They seemed to be more enthusiastic in discussing the issues' topics with other group members. Indeed, some even tried to convince others by presenting and explaining their ideas to their group members.

4.2.3. Post-Lesson

In the last stage of the PPP writing lessons, it was unlikely that learners would engage in doing more exercises in the textbook. However, when the teacher randomly chose two or three students to have them read out their exercises loud and provide feedback to the class, they did seem to notice the teacher's comments. It can be seen that learners preferred to have comments from the teacher rather than only checking the provided answer keys.

In the final phase of TBLT, students worked in groups of four or five to discuss and produce a piece of writing, with each participant expected to contribute one or two sentences. They appeared to be enthusiastic and attempted to contribute their ideas to groups to generate a piece of writing. The observation results also reveal that participants enjoyed receiving feedback from other groups.

4.3. Pre-Test and Post-Test Results

This analysis comprises the resemblance before the experiment, the difference after the experiment and overall writing performance. As shown in Table 5, there is a minimal difference between the mean scores in the pre-test, as the control group's pre-tests mean score is 5.70, and the experimental group's pre-tests mean score is 5.73. The experimental group's mean score ($M = 5.73$, $SD = .84$, $n = 31$) is slightly greater than the control group's mean score ($M = 5.70$, $SD = .94$, $n = 28$), which means there is an improvement in writing performance among students in the experimental group.

Table 5

Descriptive Statistics of the Pre-Test Results

	Control Group				Experimental Group			
	Minimum	Maximum	Mean	Standard Deviation	Minimum	Maximum	Mean	Standard Deviation
Pre-Test score	4.00	7.00	5.70	.94	4.00	7.00	5.73	.84
Language score	1.00	3.00	1.89	.53	1.00	3.00	1.58	.52

Organization score	1.00	2.50	1.61	.42	1.00	3.00	1.98	.47
Content score	1.50	3.00	2.20	.52	1.00	3.00	2.16	.44

In order to check whether there is a statistically significant difference between the two groups' mean scores, Independent-Samples Mann-Whitney U Test was conducted.

Table 6

Hypothesis Test Summary for the Writing Pre-Test Results

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Pre-Test is the same across categories of Class.	Independent-Samples Mann-Whitney U Test	.955	Retain the null hypothesis.
Asymptotic significances are displayed. The significance level is .050.				

Hypothesis Test Summary results indicate that the differences between the control and experimental groups' mean scores are insignificant ($p=.955 > p=.050$). Consequently, the writing performance of the control and experimental groups was equal to each other before the treatment (Table 6).

There is, however, a slight difference between the mean scores in the post-test (Table 7), as the control group's pre-tests mean score is 6.18, and the experimental group's post-test mean score is 6.61. However, the Std. Dev of the control group (Std. Dev = .77) is the same as the experimental group (Std. Dev = .77).

Table 7

Descriptive Statistics of the Post-Test Results

	Control Group				Experimental Group			
	Minimum	Maximum	Mean	SD	Minimum	Maximum	Mean	SD
Post-Test	5.00	7.50	6.18	.77	5.00	8.00	6.61	.77
Language score	1.50	3.00	2.16	.39	1.50	2.50	2.08	.29
Organization score	1.00	2.50	1.70	.48	1.00	2.50	1.84	.48
Content score	2.00	3.00	2.32	.39	2.00	3.00	2.69	.35

Table 7, in particular, displays the component scores of the experimental group and control group on the post-test. The mean language component score (2.08) for the experimental group is less than that of the control group (2.16). However, the experimental group's mean scores for the organisation and content components (Organisation: 1.84, Content: 2.69) are higher than the control group's mean scores (Organisation: 1.70, Content: 2.32).

The data from the test of normality (pre-test in the CG: $p=.016$ and the EG: $p=.001 < .05$). This indicates that pre-tests and post-tests' samples are different from the normally distributed ones. Therefore, it is suggested that the Independent Samples Mann-Whitney U Test was utilized to explore the two independent groups. As a non-parametric test, it analyzes the rank order of scores rather than the raw data, meaning it does not rely on the assumptions required by parametric tests (Salkind, 2010, p.747).

The Independent-Samples Mann-Whitney U Test was conducted in the post-test. There is a significant difference in the result of the Hypothesis Test Summary ($p=.032 < p=.050$). This indicates that the writing performance of the control and experimental groups differed after implementing the intervention of TBLT (Table 8).

Table 8*Hypothesis Test Summary for the Writing Post-Test Results*

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Post-Test is the same across categories of Class.	Independent-Samples Mann-Whitney U Test	.032	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .050.				

The analysis of test data shows that the control and experimental groups had a resemblance prior to the experiment. However, following the implementation of the intervention, notable differences are observed in the overall writing performance. In comparing the scores of the control group and experimental group on Post-tests, the data indicates that both groups demonstrated improved performance in the post-test; however, a greater number of learners in the TBLT group achieved scores of 7.5 or 8 compared to those in the PPP group.

5. Discussion

5.1. Comparison of TBLT and PPP: Non-English Major Students' Writing Performance

In consideration of the findings, the benefits of TBLT in learning writing are discussed below with reference to the frameworks discussed earlier as well as findings from previous studies.

5.1.1. Learner's Engagement

It is evident in the survey results that learners presented a greater level of engagement in activities within TBLT learners in TBLT class than doing exercises from the textbook alone in the PPP class. Furthermore, the results indicate that learners enjoyed the final class activities and homework. Similarly, observation results show that learners were effectively involved in the activities in TBLT and preferred presenting their personal experiences related to the writing topics. This finding is also supported by Bygate et al. (2013) and Nunan (2004).

It can also be noted that the majority of learners were more engaged in the tasks because they could employ the language that they had already been exposed to in writing models and brainstormed the writing ideas on the same writing topic in previous tasks, in line with the findings of Gonzalez and Pinzon (2019). The test results also indicate that learners who engaged more within TBLT scored higher than learners in PPP class, particularly organisation and content components (Table 7).

5.1.2. Cooperative Learning

It is clear that social interaction is crucial for the growth of cognition, as learning occurs through interactions with others rather than on its own (Vygotsky & Cole, 1978). In the TBLT group observed, this manifested in the students' obligation to communicate with one another to complete assignments. Such learning opportunities for cooperative learning were provided through pair and group work activities.

The survey results clearly show that students liked working in groups to complete TBLT tasks. Similarly, the findings from the observation demonstrate that learners engaged in group work effectively and generated a lot of questions and responses. In contrast, students in

the PPP group preferred to follow teachers' presenting grammar rules or structures for writing and controlled practice. Similarly, test results show that students' writing performance improved when they engaged in peer interaction, and discussion during TBLT compared to their performance while working individually in a PPP classroom setting. This finding is consistent with that of Milarisa (2019) regarding the increase in learners' engagement when they learn writing with TBLT.

5.1.3. Positive Learning Environment

In TBLT class where the tone for collaboration and the encouragement for cooperative learning was set, as the survey findings show, students actively engaged in doing writing tasks with their peers. This positive learning environment encourages students to collaborate on assignments and develop relationships with teachers and peers (Long, 2014). Conversely, learners in the PPP class tended to prioritize individual practice, which could cause limited opportunities for peer interaction. This may provide a lower level of engagement and collaborative learning environment than that in TBLT. Furthermore, constructive comments from peers facilitate pathways to improvement. Peer scaffolding plays a pivotal role when students support one another. This is also shown in the results of the observations and the post-test scores of TBLT learners being better than those of PPP learners.

5.2. Factors That Influence the Use of Task-Based Language Teaching to Improve Writing Skills

The findings reveal that the learners in TBLT class displayed greater engagement and collaboration in terms of several aspects, including writing tasks, teachers as facilitators, and learner-centeredness.

5.2.1. The Designed Writing Tasks

The writing assignments, in the form of tasks (rather than activities or exercises), may have allowed students to learn through involvement and communication (Ellis, 2003). The survey's results and instructor observations demonstrate how optimistic and engaged the respondents were when they exchanged ideas with peers, created their writing, and allowed them to utilize prior learning to consolidate their knowledge. This finding is consistent with that of Gonzalez and Pinzon (2019) about provoking writing tasks supporting learners to achieve the proposed goals of the study. However, the participant teacher was realistic in confessing that this requires certain skills and greater investment in time, especially in designing the tasks.

5.2.2. Teachers as Facilitators

In a TBLT classroom, teachers act as facilitator or negotiator who guides students rather than just instructs them (Nunan, 2004). Findings show that the role of the teacher as facilitator in this study is similar to that of other studies (Nunan 2006; Vo, 2021), in that the teacher designs and tailors tasks according to students' needs, actively engages in interaction with students during the task and supports learners in peer or group feedback in the post-task.

It is also clear from survey results that students in TBLT classes were highly motivated and pleased with the teacher's assistance. Students said that the teacher activated their experience: 'I like to talk about and then write about something I knew'. In this case, students realised that topics designed by the teacher such as 'write about your favorite food', 'write a travel blog about your trip to your hometown' were *doable*. Such interactive

opportunities contribute to foreign language production. According to teacher observation results, students were particularly interested in interacting with the teacher, such as when the teacher analyzed sample texts or provided feedback.

Perhaps the most compelling finding is related to teacher-student interaction, which has not been tested in the previous studies. The survey data indicates that students showed their appreciation when the teacher spent some time discussing more and answering questions from students, if any, after giving guidance in the stages of writing such as planning, drafting, and editing. Such interaction encourages learners to engage with the writing tasks. As students reported: 'Being able to ask the teacher questions while writing helps me feel confident to write'; 'I just ask when I have a question, which helps me a lot in dealing with grammar, and word choice when writing'.

5.2.3. Learner-Centeredness

The survey results and observation results unmistakably demonstrate that students preferred writing exercises that related to learners' contexts and inquiries regarding their personal experiences. Therefore, students in TBLT class actively participated in writing assignments, discussing, and presenting their ideas to teachers and peers than students in PPP class.

The findings reveal that the use of group work or pair work to brainstorm ideas and prepare for the writing tasks could support students in telling and sharing their ideas. Student-student interaction allowed students to get involved more in learning activities. This finding corroborates the findings of previous work (Bygate et al., 2013; Ellis, 2009) on this field. However, a number of students were not involved in the discussion. This can be explained by several reasons. The most important reason could be that the Vietnamese students, who are typically brought up under Confucian values, rarely raise their voices in groups, but wait for the group leader's ideas and adopt them as group ideas. This finding is associated with Sullivan (2000)'s finding in terms of the underlying and embedded Confucian values typical in EFL students from Asia. The teacher, therefore, has to apply an appropriate method to take advantage of TBLT for learners in such contexts.

6. Conclusion and Recommendations

6.1. Conclusion

The study provides insights into the effectiveness of TBLT on the writing performance of non-English major students and the factors that could affect adopting the employment of TBLT to enhance their writing skills. The findings show that it is beneficial for teachers to design tasks related to learners' experiences, particularly for writing skills, rather than activities that are rooted in the structured PPP syllabus. Task-based learning approach supports students to complete writing assignments by emphasizing meaning rather than focusing on forms as it is emphasized in PPP. Such task-based learning assists learners in interacting and contributing to lessons and classroom activities (e.g. group work discussion to plan, draft, and edit their writing) to be more engaged in their learning, thus achieving better writing skills.

6.2. Recommendations

Recommendations for teachers

Teachers need evaluation criteria that can help to decide how the tasks should be

adapted and/or supplemented for authenticity to meet learners' needs (Hall, 2011). The findings suggest that the ways tasks are designed in ELT classrooms depend on certain cultural and contextual factors. These factors include authentic language regarding both the aim of learning and relevance to classroom life, the learner's social context, and the reasons for learning. We suggest that TBLT be used as a method to teaching English writing in EFL classes, especially in the contexts which are similar to the research context where writing skills are underestimated due to time limits or teachers' workload.

Furthermore, a designed-in (Hammond & Gibbons, 2005) pedagogical approach such as TBLT should be considered to perform writing tasks. Since TBLT allows students to negotiate meaning through interaction, teachers should help students to be willing to engage in discussion to develop better writing ideas. The students, as the findings indicate, value and prefer better teacher-student interaction. Teachers, therefore, should allow more time for such interaction so that students can raise questions and accomplish the tasks.

In addition, group work is an opportunity for students to create spaces to generate ideas and find efficient ways to present the task. Teachers should design group work in a way that allows students to provide different opinions and varied contributions. The students will be motivated and engaged if the writing tasks are authentic and related to their lives, varied interests, and belief systems. It is important that all students in the groups are given opportunities to express their diverse opinions. While this study was carried out in Vietnam, where Confucian values prevail, the core lessons learned are applicable to other cultural contexts.

Recommendations for school administrators

Acquiring writing skills in EFL classes needs to be considered by university administrators providing appropriate support, time allocation, and professional development opportunities to teachers. The findings indicate that learning English writing skills with TBLT requires time. With appropriate time allocation, teachers can perform a variety of tasks that could provoke students' critical thinking and reflection on their writing.

Despite its wide adoption elsewhere, currently, there are very few training opportunities for Vietnamese higher education teachers to improve their understanding and practice of TBLT (Vo, 2021). School leaders should arrange professional development workshops or seminars so that teachers can master designing TBLT teaching materials. These short courses could also help teachers have a deeper understanding of the TBLT method and more effectively implement it in their classrooms.

It is evident that the recommendations presented here could help the students, in any cultural context, to improve their English writing skills provided that the tasks are designed in such a way as to take into consideration the local and individual context of the students.

Suggestions for further research

The study was conducted with a sample size of 60 non-majoring English students. This may present challenges in generalizing the findings to the broader population of students. In addition, the investigation was conducted over a single semester. Future research in the future could consider extending the duration beyond one semester, as it is likely that students engaged in learning English writing skills with TBLT might require additional time to adapt to this innovative learning approach.

To address the identified limitations, future research is suggested to expand the sample size and include a more diverse population of students across various disciplines. This would

enhance the generalizability of the findings and provide a more comprehensive understanding of implementing TBLT in acquiring English writing skills. In addition, it is recommended to conduct longitudinal qualitative interviews and case study investigations. Such research effort should provide more insight into the long-term effect of adopting TBLT on students' acquisition of English writing skills.

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A CRITICAL DISCOURSE ANALYSIS OF U.S. FAMOUS PEOPLE'S TWEETS ON THE OVERTURN OF ROE V. WADE (1973)

Vu Thi Hoang Mai*, Nguyen Trang Linh

*Faculty of English Language and Culture, VNU University of Languages and International Studies,
No.2 Pham Van Dong, Cau Giay, Hanoi, Vietnam*

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Abstract: The overturn of Roe v. Wade (1973) in 2022 has triggered a rally as to abortion rights in the States, flooding both the news, online discussions and debates. On the day of the decision, 80 U.S. famous people instantly reacted through their tweets. This paper qualitatively analyzed these tweets using Fairclough's CDA framework. Three prominent patterns were found regarding these people's political ideologies on abortion rights. First, the sole pro-life tweeter maintained that pro-choice were only hypocrites, and the constitution text was the most legitimate reference for the Supreme Court's work. Second, the other 79 tweeters' ideologies were identified as convergent in that: (1) pro-life was grounded in blind religious faith and filled with conservative hegemony; (2) anti-abortion was associated with resistance to democracy, justice and social progress; (3) voting for the Democratic would be the solution to the problem; and (4) the celebrities' advocacy of pro-choice was righteous. Third, the representation of pro-choice ideologies among these 79 tweeters were found to be differentiated due to the tweeters' various backgrounds and expertise. Many tweets also used paradoxical argumentation such as the idea of democracy that excluded pro-life individuals. The discussion of the research findings suggested that the participants' short expressions on Twitter not only proved ineffective for compelling social mobilization in such a case like this but also reinforced polarization as the mediated perspectives overtly showed intolerance.

Keywords: critical discourse analysis, celebrities' tweets, Roe v. Wade overturn

* Corresponding author.

Email address: hoangmai2308@gmail.com

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PHẢN ỨNG CỦA NGƯỜI NỔI TIẾNG Ở HOA KỲ VỀ ĐẠO LUẬT CẤM PHÁ THAI THỂ HIỆN TRÊN TWITTER: GÓC NHÌN TỪ PHÂN TÍCH DIỄN NGÔN PHÊ PHÁN

Vũ Thị Hoàng Mai, Nguyễn Trang Linh

*Khoa Ngôn ngữ và Văn hóa Anh, Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội,
Số 2 Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam*

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Tóm tắt: Việc lật ngược phán quyết vụ Roe kiện Wade (1973) vào năm 2022 đã gây ra một cuộc biểu tình về quyền phá thai tại Hoa Kỳ. Bài báo này phân tích định tính dòng trạng thái trên Twitter của 80 người nổi tiếng tại Hoa Kỳ vào ngày phán quyết được đưa ra. Nghiên cứu đã chỉ ra ba quan điểm nổi bật liên quan đến hệ tư tưởng chính trị của những người này về quyền phá thai. Đầu tiên, người ủng hộ cấm phá thai duy nhất cho rằng những người ủng hộ quyền phá thai chỉ là những kẻ đạo đức giả, còn văn bản hiến pháp là tài liệu tham khảo hợp pháp nhất cho công việc của Tòa án Tối cao. Thứ hai, ý thức hệ của 79 người dùng Twitter khác đồng nhất ở những điểm sau: (1) ủng hộ cấm phá thai bắt nguồn từ đức tin tôn giáo mù quáng và chứa đầy sự bá quyền bảo thủ; (2) chống phá thai là kẻ thù của dân chủ, công lý và tiến bộ xã hội; (3) bỏ phiếu cho đảng Dân chủ sẽ là giải pháp cho vấn đề; và (4) việc những người nổi tiếng ủng hộ quyền phá thai là chính đáng. Thứ ba, nghiên cứu phát hiện sự thể hiện tư tưởng ủng hộ quyền phá thai trong số 79 người dùng Twitter này có sự phân tách do sự khác biệt trong chuyên môn và lĩnh vực hoạt động. Nhiều bài đăng cho thấy tư duy nghịch lý, ví dụ như ý tưởng về dân chủ bình đẳng nhưng không bao gồm những cá nhân ủng hộ phá thai. Thảo luận các kết quả nghiên cứu cho thấy cách diễn đạt quan điểm trên Twitter của đối tượng nghiên cứu không những kém hiệu quả trong công cuộc huy động xã hội trong trường hợp này mà còn củng cố tư tưởng chia rẽ đảng phái khi những quan điểm được truyền tải tỏ rõ thái độ kỳ thị.

Từ khóa: phân tích diễn ngôn phê phán, dòng trạng thái trên Twitter của người nổi tiếng, vụ kiện Roe v. Wade

1. Introduction

In 1970, under the alias “Jane Roe”, the plaintiff Norma McCorvey filed a federal class action against Henry Wade, the district attorney of Dallas County, Texas, in the United States District Court for the Northern District of Texas (Michels, 2022). This case eventually became known as *Roe v. Wade*, 410 U.S. 113 (1973). Roe, a single pregnant woman, sought to overturn Texas' criminal abortion laws by arguing that they were unconstitutional and that women should be allowed to end their pregnancies as they saw fit. Ultimately, in 1973 the Supreme Court of the United States (henceforth the SCOTUS) ruled in favor of Roe by a vote of 7-2.

On May 2, 2022, Politico, a Virginia-based political journalism outlet, reported the SCOTUS's plan to overturn earlier *Roe v. Wade* decisions (Gerstein & Ward, 2022). This immediately created a wave of debate between opposing forces with pro-choice contending that abortion was a fundamental right of women, while pro-life believing in the sanctity of all people's lives, including unborn children (Hafsa, 2015). The final decision, delivered on June 26th, 2022, in a 6-3 vote, officially overturned *Roe v. Wade*, putting an end to the 50-year-old legal permission to abortion (Liptak, 2022).

Discussions and debates surrounding this issue had been going on for months in the U.S.

and around the world in a variety of forms, ranging from civic and forum discussions, press articles, and academic research to social media posts. Particularly, a number of American famous people heatedly raised their voice on social networks like Twitter and Instagram. In responding to the controversy of the abortion rights in the U.S., this research aims to investigate American famous people's tweets as to the overturned *Roe v. Wade* that took place on 24th June 2022. We attempt to answer the questions: What political ideologies were demonstrated in the U.S. famous people's tweets on the overturning of *Roe v. Wade*? In order to do so, we employed Fairclough's critical discourse analysis to qualitatively analyze eighty American famous people's tweets on the day of the decision.

2. Literature Review

2.1. The U.S. Supreme Court and the Overturning of Roe v. Wade

The 1973 lawsuit *Roe v. Wade* concerned one of the top controversies of the century in the U.S.: access to abortion. Prior to the case, abortion and even contraceptive pills had been outlawed in several states such as Texas, New York and Connecticut (Brennan Center for Justice, 2022). Since the late 19th century, the right to abortion has been the focus in a number of prominent court cases between U.S. citizens against their state laws, becoming one of the most important federal concerns. Abortion opponents have always looked forward to the Supreme Court's reconsideration of the 1973's decisions through a number of cases, for example, *Planned Parenthood v. Danforth* in 1976, *Maher v. Roe* and *Colautti v. Franklin* in 1979, *Rust v. Sullivan* in 1991, *Hill v. Colorado* and *Stenberg v. Carhart* in 2000, *Gonzales v. Carhart* in 2007, *Planned Parenthood of Southeastern Pennsylvania v. Casey* in 1992 and *Dobbs v. Jackson Women's Health Organization* in 2022.

The Supreme Court's decision on *Roe v. Wade* in 1973 has given ways to various interpretations of the right to abortion and state legal practices. On the one hand, many US citizens have wanted to believe that *Roe v. Wade* legalized abortion. On the other hand, the case did affect state's approaches to more rigorous abortion laws involving complex officialdom for clinic operations and abortion procedures, which in fact discouraged the medical practice in the following years (Temme & Marshall, 2023). In his majority opinion in *Dobbs* (2022), Justice Samuel Alito explained that access to abortion was not among the explicitly cited rights originating from the nation's history nor implied in ordered liberty (SCOTUS, 2021). This was supported by the majority of the Supreme Court's justices since 1973 in their decisions in favor of pro-life stance.

From a cross-cultural perspective, the Supreme Court acknowledged in Justice Blackmun's majority opinion of *Roe v. Wade* 1973 that the controversy of abortion was subject to polarized ideologies which resulted from people's contrastive experiences, religious beliefs, and conceptualizations of morality, family, medical ethics and life in general (SCOTUS, 1973). However, it was also asserted by the legislature that the legal access to abortion was never absolute due to state legitimate interests in protecting health, medical standards and prenatal life. During its 50 years' effect after *Roe v. Wade* (1973), protection to abortion had been treated on different levels across the states. The SCOTUS majority opinion maintained that the decision was now returned to the people and the representatives they voted for. In other words, the decision regarding abortion was put in the hand of each state's legislature.

2.2. Previous Studies on Social Media Famous Users and Politics

According to McCracken (1989), celebrities are more likely to have the audience's trust

in marketing than when voting for political candidates. For example, Pease and Brewer (2008) found that Oprah's endorsement had no impact on the degree to which participants held favorable opinions of Obama or perceived him to be likable. However, the same authors also found that reading about the endorsement increased participants' perceptions of Obama's chances of winning the nomination and their likelihood to support him. As can be seen, celebrities are good at getting the public's attention on a topic; it is difficult, however, to assess the effectiveness of their influence on how people feel or act about a topic (Majic et al., 2020).

Former U.S. President Donald Trump also attracts much attention from researchers due to his active presence on Twitter. Kerbleski (2019) studied Trump's tweets as a new form of the political discourse surrounding the 2018 California wildfire, showing Trump's communicative strategies such as timing updates, brevity, authority, and blaming game. Another study by Bustan (2020) sought to analyze Donald Trump's use of language in his tweets addressing Middle Eastern nations in order to better understand his linguistic traits and political philosophy. Bustan discovered the linguistic features of Trump's tweets that expressed his ideology towards Middle Eastern countries, such as the use of derogatory and disparaging adjectives to express his hatred for Middle Eastern nations.

Today's celebrities' political engagement is frequently witnessed in their support for social change. Celebrity advocacy refers to the actions and initiatives taken by well-known people who engage in public political and humanitarian discourses, promoting charities, calling for solidarity and changes. Celebrity advocacy frequently aims at raising awareness for a cause in which famous people offer the symbolic support that can attract the public's attention or trust. Thrall et al (2008) investigated celebrity advocacy using a random sample of 247 stars selected from the Forbes 100 list of 2006 and the Celebopedia website, revealing that most of these people were involved in a variety of advocacy causes and organizations, and that their status had a significant impact on how much media attention one received for their advocacy work. Nevertheless, celebrity advocacy is viewed critically by academia as a socio-cultural, communicative self-presentation practice rather than as humanitarian activism (Chouliaraki, 2012).

Discussions about famous people's use of Twitter for fan communication (e.g., Stever & Lawson, 2015), the manifestation of fan and star identities through the platform (e.g., Giles, 2017), and how their Twitter practice projects social presence (e.g., Kim & Song, 2016) are at the center of the science of psychology and celebrity studies research. However, famous people as producers of tweets on contemporary controversial socio-political issues have not gained enough academic examination as they should. In the face of the extensive civic exposure to commercial social networks which deem prone to fake news, materialism promotion and public opinion direction, it is imperative to carry out more studies on celebrities' political engagements via social media.

3. Methodology

3.1. Data Collection

The data of this research comprised publicly available posts from famous people's Twitter profiles on 24th June 2022, the day of official decision on the overturn of *Roe v. Wade*. The U.S. famous Twitter users in question were defined as those who worked in the entertainment industry, or were activists or politicians, with more than 500 thousand followers on Twitter. The related keywords and hashtags including: *Roe v. Wade*, *pro-life*, *abortions*, *women's rights*, *reproductive rights*, *SCOTUS* were used with Twitter's advanced search engine

to filter all the relevant posts within a specific time. As a result, the sample consists of 168 tweets from the first eighty famous posters on the day. Due to the constraint of research resources, the research focused on analyzing only direct tweets (not including their comments on other Twitter users' posts) regarding the issue¹.

3.2. Data Analysis

Correspondingly, this research followed the qualitative design of critical discourse analysis which is "concerned with the critique of relations of power and ideology in society at large" (O'Regan & Betzel, 2016, p. 282). According to Holliday (2016), the critical paradigm directs our attention to the formation, protection, justification of a group's socio-cultural and political practices as well as the manner in which these practices approach, include or exclude members. This approach to analyzing texts about socio-political issues allowed us to investigate the famous people's perspectives represented in their language use, whereby we could uncover their "implicit, presupposed and often naturalized worldview, or overarching perspective" on the discussed legislation change (O'Regan & Betzel, 2016, p. 282).

Fairclough's analytical framework of discourse was employed to uncover the tweeters' political ideologies regarding the right to abortion through their texts. According to Fairclough (2010), the production of texts reflects at the same time people's cognition and representation of the world as well as their social interactions with others. Ideological manifestations can be found in different properties of texts such as vocabulary, grammar, politeness conventions, speech-exchange systems, generic structure, and style (Fairclough, 1995). There are three fundamental steps in Fairclough's critical discourse analysis. The description of text deals with the features of vocabulary and rhetorical tools (e.g., metaphor, simile, metonymy, euphemism, etc.), sentence structures and word order, presuppositions and implicatures, and so on. This first step focuses on three aspects, namely the text producer's knowledge and beliefs about the world, the social relations established about the text in discourse, and the producer's evaluation. The second step of interpretation deals with the relationship between text and interaction, addressing discourse processes and their dependence on background common-sense assumptions. The final step explains the relationship between the interaction and its social context. Accordingly, each tweet was analyzed following the three steps

4. Findings

This section demonstrates our findings of the U.S. celebrities' perspectives toward the Supreme Court's overturning of *Roe v. Wade* (1973) in their tweets.

4.1. The Sole Pro-Life Tweeter

Our analysis ended with an intriguing overarching pattern that 79/80 surveyed tweeters appeared to be pro-choice. The only seemingly pro-life famous figure in our data was Jedediah Bila, a podcast and television host of political programs, maintaining that most pro-choice people were just hypocrites who would not care for the deemed damaging consequences of new vaccine injection, unemployment or poverty.

Reminder: The vast majority of these "my body, my choice" activists were totally fine with you being forced to take an experimental "vaccine" or lose your job, your livelihood, your ability to

¹ The data can be viewed at <https://docs.google.com/spreadsheets/d/1eyyLNF9qY3G23PS2U8-6DFLNxbZvDCrv/edit?usp=sharing&ouid=107358037441789310979&rtpof=true&sd=true>

put food on the table. They're phonies at their core (Jedediah Bila).

This media influencer even stressed the importance of the Constitution by satirically remarking: 'As it turns out, the Constitution matters. Not to Leftists, but to those who rule based on what it actually says.' Bila seemed to be reminding her readers that the Constitution, while appearing meaningful when mentioned in the left-leaning argumentation, actually only made sense when considered in its original meaning in setting the objective standards for interpretation by judges and other legislature entities.

4.2. The Convergent Majority of Pro-Choice Tweeters

In contrast, the other 79 posters expressed seemingly convergent ideologies on the abortion issue, comprising the main findings of our study as follows.

4.2.1. Pro-choice Believed That Pro-Life Perspective was Religious and Hegemonic

The first downside ascribed to pro-life perspective by the surveyed tweeters was its connection to Catholic religious belief. In such a multi-cultural context as the U.S., religious diversity and intolerance is not uncommon. The most shared strategy deployed by the tweeters was to categorize pro-choice as the "positive us" against Catholic pro-life as the "negative them." This was manifested clearly in Johnathan Van Ness's tweet that '[...] this personal medical decision has been made by people enforcing their evangelical beliefs on all of us.' Billy Eichner even took it further by capitalizing his tweet of command filled with offenses, asserting the incredibility of gospel preaches: 'GET YOUR FICTIONAL HATEFUL BIBLE STORIES AND YOUR FAKE FICTIONAL RELIGIOUS BULLSHIT OUT OF OUR FUCKING LIVES.' The paralinguistic feature of capitalization expressing anger or emphasis, and functioning as shouting showed Eichner's bold confrontation against the system. The famous people in question even affirmed that pro-life stance resulted from the inherent relationship between Catholic evangelism and the Republican polity, which was illustrated in Rob Reiner's generalized tweet that '[s]eparation of Church and State [was] being obliterated.' In the same tweet, he also categorized pro-life politicians as 'an autocratic minority' (Rob Reiner), who were 'all radical traditionalist Catholics [...] shoving America ever further to the right' (Bette Midler). Midler's metaphorical use of "shoving America [...] to the right" denoted a forceful subjugation of the Republican, imposing their conservative political ideologies on the whole nation.

That being said, two actresses did not perceive the pro-life perspective as religion-bound. In defense of their religious beliefs, these celebrities asserted that Christian belief of life treasuring was just a disguise and excuse for banning abortion by a small group of 'Christian nationalists' who were 'not Christian in any sense of the word' (Valerie Bertinelli) because 'I'm a Christian and know that,' tweeted Yvette Nicole Brown. As claiming their authority as a Christian, these celebrities denied the so-called humanity in the arguments of Catholic pro-life individuals that a fetus or unborn child should also have a choice.

Moreover, the alleged illegitimacy of pro-life perspective was also documented in the tweets based on its perceived attachment to Republican hegemonic motives rather than scientific or humanistic grounds. Apart from straightforwardly referring to the Republican Party as the manipulative force behind the overturn of *Roe v. Wade*, the participants also associated the motivation of the policy with white supremacy, patriarchy and misogyny. Twenty-one famous figures repeated the remark 'This is about controlling [...]' and used strong expressions such as 'tyrannized,' 'forcing,' 'keeping systemic poverty,' 'come for all of our rights,' 'make slavery legal again,' 'disproportionately hurt,' 'completely ignoring the will of the majority,'

‘dictating,’ ‘policy violence,’ and ‘weaponize the womb,’ to explain the hegemonic nature of the policy and its legislature. According to these posters, the primary targets of this policy was to further weaken women, preventing them from quality healthcare accessibility, financial independence, and other common human rights. Being forced to carry unwanted pregnancies to term was believed to harm women in many and every way, confirmed through three-part lists like ‘this is about controlling women, keeping them down, keeping them without rights’, or parallelism like ‘keeping women unequal and unsafe’ (Maria Shriver), ‘controlling women and trans men’ (Alyssa Milano) and ‘controlling bodies and keeping people in systemic poverty for generations’ (Jonathan Van Ness).

Of note was that these Republican entities were described by the tweeters as an evil dominant minority. Sarah Kate Ellis used a metaphor of ‘stand[ing] between’ to emphasize the minor scale of the legislature (nine people) compared to its massive power in intervening with the people’s ‘rights to bodily autonomy, [...] jobs, [...] families, and [...] healthcare.’ Dysphemism and similes were employed in many tweets to categorize the Republican representatives as hegemonic villains such as ‘an autocratic minority’ (Rob Reiner), ‘crazy-ass gerrymandered districts’ (Jason Isbell), ‘this crowd’ (Bette Midler), ‘Isis-like group of dried up old men’ (Ron Perlman). These judges of the SCOTUS were not only considered as sinners but also liars due to their failure to keep their words in the Senate confirmation hearings that *Roe v. Wade* ‘was settled law’ (Bette Midler, Ron Perlman, Megyl Kelly, Sarah Silverman).

What is more, the overturn of *Roe v. Wade* was believed to be the kick-off of the Republican subjugation over other marginalized populations in the U.S. Specifically, seven celebrities explicitly expressed concern about the Supreme Court’s future decisions by making predictions and allegations that other societal groups, especially, LGBTQ+, would become targeted subjects to the next disadvantageous policies. George Takei metaphorically regarded the overturn of *Roe v. Wade* as the ‘tip of the iceberg’ which had been initially put on the ‘chopping block’ of the ‘fundamental rights [they] ha[d] assumed [they] enjoyed’. Besides, the posters also anticipated the affected realms after *Roe v. Wade* being overturned, showing the profound and comprehensive impact of this policy on the people’s lives, including ‘Contraception, same sex relationships, same sex marriage’ (Andy Cohen), ‘the right to consensual sex in the privacy of our own homes, the right to contraception, and the right of same-sex couples to marry’ (George Takei), and ‘right to privacy, contraception, marriage equality’ (Neal Katyal). The disappointment evoked by the overturn of 50-year-old *Roe v. Wade* seemed to cause these people to worry about the possibility of more prohibitions and impositions being enforced on the populations who had been already socially underprivileged.

4.2.2. Pro-Choice Believed That Pro-Life was Opposing to Democracy, Justice and Social Progress

This ideology was expressed through the anticipated severe consequences of the ruling. Six tweeters inferred the unexpected yet inevitable aftermath as follows:

They will never end abortion. Only safe abortion. (Sophia Bush)

This will only prevent safe, legal abortions from taking place. (Padma Lakshmi)

You didn’t ban abortion, you banned access to SAFE abortion. (Jessica Biel)

This won’t stop abortion from happening, it will just make them dangerous to get. This is horrible for reproductive rights. (Marti Gould Cummings)

Banning abortions does not stop the need for them, it just bans their safety. (Gloria Steinem)

Overturning Roe and outlawing abortions will never make them go away. It only makes them more dangerous, especially for the poor + marginalized. People will die because of this decision. (Alexandria Ocasio-Cortez)

A presupposed consensus was shown among these tweets that banning abortion necessarily led to the emergence of illegal unsafe abortion, hence the pointlessness and counter-productivity of the ban.

Additionally, democracy and justice were said to be deteriorated in the face of the new policy because they manifested intolerance and inequality. According to the tweets, the new ruling represented a misogynistic ideology. In most of the tweets, women of colors and low-income women were depicted as the policy's main targets, being 'vulnerable' and 'unsafe, unseen, unprotected' (Maria Shriver). Some celebrities cited history as a lesson of how hard and how long the people of the U.S. had fought for the 50-year-old right for women. The overturn of such law case thus represented as a wrong way around progress, particularly, 'a disgusting step backward for women' (Jessica Biel), 'a socially backwards decision' (Sheryl Lee Ralph), 'an unjust and unacceptable setback' (Bill Gates) which evoked the feeling that 'all of [...] progress ha[d] been rolled back in an instant' (Maria Shriver). Such ideological opposition to pro-life was also supported by the celebrity liberal politicians such as Barack Obama and Hillary Clinton, who asserted respectively that progress was 'not always a straight line' and 'Supreme Court decision [would] live in infamy.' More importantly, this policy was believed to be 'out of step with the vast majority of Americans' (Maria Shriver, Sheryl Lee Ralph), which in turn showed that 'democracy [was] crumbling before [their] eyes' (Marti Gould Cummings).

Last but not least, the attitude deeming pro-life as enemy to democracy, justice and social progress was strongly expressed through the tweeters insults towards the government apparatus and their condemnation of the judicial system. To begin with, more than 20 posters used imprecations like *f****, *b****s****, *a*** to directly challenge the SCOTUS and those behind it for overturning Roe. Personal attacks occurred constantly, targeting the involved judges, the president, and pro-life individuals. Calls for bullying and pressure for resignation were present in these tweets. As Justice Alito wrote the overturn's majority opinion, he became the target of cyberbully, not only once, such as 'We have to raise hell--in our cities, in Washington, in every restaurant Justice Alito eats at for the rest of his life' (Samantha Bee) or 'I'll bet that draft of the overturn of #Roe was leaked by #Alito himself, to get the anti-abortion states ready for this decision' (Bette Midler). Likewise, hatred towards pro-life could be found in their maledictions against the pro-life persons, such as Megyn Kelly's hope for the SCOTUS leaker to be 'ruining his/her future legal career.' Talking about the severe aftermath of abortion ban in extreme situations to rebut the pro-life stance in a very harsh way, Yvette Nicole Brown tweeted:

And I hope all the smug women who are pro-life realize that if they have a life-threatening pregnancy or if they or their daughter is raped or the victim of incest and a pregnancy is the result THEY or their precious little gumdrop will have to carry that child to term too.

Glennon Doyle even alienated male individuals who appeared calm amidst the breaking news by stating how hard he was being in public with them, and imposed his personal assumption that 'want[ed] to ask how many abortions they'[d] required in their lifetimes' and 'need[ed] them to find a way to at least *f****** appear concerned.'

The posters either explicitly referred to Donald Trump as the key sinful representative of the unwelcomed policy enforcement like in 'This is Trump & the GOP. Forcing pregnancy on people' (Jonathan Van Ness) or insinuated the former president, not forgetting to add some

satires about his weaknesses like '[b]y someone who lost the popular vote and tried to steal an election' (Chelsea Handler). Audra McDonald remarked that '[t]his man [wasn't] going to stop until his own marriage [was] declared illegal', accusing Trump for being indifferent of and irresponsible for the people's wellbeing. Bette Midler even referred to Trump as a womanizer and father of unwanted children who were dealt with through legal abortion in her tweet: 'What absolute irony that the death of #RoevWade should be brought to us by #DonaldJackassTrump, who undoubtedly paid for a hundred of them himself.' This once again asserted that the governors overturning Roe were absolutely unreliable in the eye of these famous people.

Meanwhile, eleven famous tweeters pointed to legislative absurdity by juxtaposing excessive liberal gun rights with the rejection of abortion rights, including Elizabeth Banks, Andy Cohen, Lea Thompson, Halle Berry, Chris Redd, Rob Reiner, Yvette Nicole Brown, Aly & AJ, Patricia Arquette, Sheryl Lee Ralph, and Marti Gould Cummings. The contrastive pairs of "guns for everybody" and "women's bodily autonomy"/ "women's reproductive health decisions" replicated by these people highlighted the perceived irrationality in the SCOTUS's decisions, especially, when the approval of life destructive weapon happened nearly at the same time as the dismissal of abortion rights which involved civic liberty and privacy. Moreover, the tweets exposed the bias and partisanship of the current Supreme Court through norm expressions, confirming that the SCOTUS was now 'absolutely tone-deaf to the will and even the actual needs of the American people' (Better Midler) and 'making justice into a mockery' (Ron Perlman) despite their mission to 'act without political bias' (Sarah Kate Ellis). Samantha Bee sarcastically updated the news: '26 states will likely move to ban abortion immediately. Which is a shame, because the only interesting thing to do in North Dakota is get an abortion'. This remark criticized Republican governor Doug Burgum's quick response to the Supreme Court's move about Roe v. Wade in signing the ban to abortion in North Dakota while there must have been other urgent issues to deal with. Yvette Nicole Brown summarized the aspects of the current SCOTUS with a three-part list and generalization: 'A corrupt, racist, money AND power hungry imp got to put THREE Supreme Court justices on the bench. The patriarchy and white supremacists in this nation will not stop until only white men get to live free in this country.' Apparently, the celebrities seemed to believe that under such an incapable cabinet, democracy and justice were being undermined in the hand of a paradoxical legal system.

4.2.3. Pro-choice Believed That Voting for the Democratic Party was the Solution

In the face of being governed by such a political hegemony, the investigated tweeters emphasized the significance of voting. Not only did the tweets repeat the buzz phrase 'voting matters' but they also indirectly demonstrated through counterfactuals of wrong voting, either due to 'single-issue' voter mindset (such as tax) (Busy Philipps) or voter apathy (Hayley Kiyoko, Lynda Carter, Sheryl Lee Ralph). Yvette Nicole Brown even stressed on the importance of people's sensible voting for 'leaders that care about everyone — not just the people who think, love and look like them.' Particularly, the tweeters explicitly showed support for the Democratic Party and its representative Hillary Clinton, blaming voters for not voting in her favor, which in turn led to the conservative destructive decision on abortion:

So when you voted against Hillary, this is what we got. (Maria Shriver)

I hope the 53% of white women who just couldn't stomach voting for @HillaryClinton are happy that they've just ensured that their daughters grow up in #Gilead. (Yvette Nicole Brown)

On recognizing the vitality of voting for the Democratic, the celebrities went on to call for mid-term voting, with a strong belief that the party's representative would reverse the

situation. Apart from encouraging people to raise awareness of voting, the celebrities constantly demanded for democrats' actions like Bette Midler did in her post 'DEMOCRATS! COME OUT FOR THE MIDTERMS!' or Sheryl Lee Ralph's 'November VOTE them all out!!!' The capitalized messages once again expressed the urgency of the imperatives as well as the writers' temper. For other tweeters, clearer explanations of what to do were devised:

If you are a voter, now is the time to make a pledge to cast a ballot this November. If you are not yet a voter it is time to register. Make a plan this November to vote. Donate. Organize. And above all, turn out. There is too much at stake, and we have come too far, to let it all slip away (George Takei).

Nothing matters except voter registration and turnout (Judd Apatow).

Apparently, among the possible resolutions to the issue, the surveyed celebrities expected the only and best one in the attention and actions of the Democratic Party.

4.2.4. Pro-choice Regarded U.S. Celebrities' Advocacy of Legal Abortion as Righteous

This last ideology of the pro-choice famous tweeters was identified in their argumentation for the legitimacy of abortion rights, their attempts to inform the society of the happenings, and their call for political engagement.

In the first place, in order to boost credibility of their protection of the rightful access to abortion, the tweeters referred to so-called factual statistics such as the United States ranking '50th in the world for mortality deaths' (Sheryl Lee Ralph), or in case of Roe overturned, 'pregnancy-related deaths could increase 21 percent nationwide, and 33 percent among Black women' (Alyssa Milano). Apart from the number game, these celebrities also increased the authority of their arguments by citing remarks of experts or examples from outside about the serious consequences of anti-abortion. For instance, while Alyssa Milano reminded readers of three judges Breyer, Sotomayor, and Kagan's dissent opinion in the Dobbs case, Samantha Bee presented medical experts' declaration that 'these prosecutions [were] often based on faulty science' and presupposed that 'we already [knew] that the same bans in other countries led to women dying, because doctors were too afraid to treat them.' Echoing the speech on anti-abortion's aftermath in similar tweets, these celebrities continued to galvanize the public opinion about how the ban disproportionately impacted the vulnerable people. In sum, the overturn of Roe v. Wade was considered a tragic twist to the whole nation as it would 'shatter women's lives, make children and families poorer, increase the financial burden on men and erode the American economy' (Aisha Tyler).

The tweeters also demonstrated their empathy for affected populations. Hyperbolic negativity was found in 45 tweets with repetition of such wording like 'devastating/devastated', 'sick', 'outraged', 'appalled', 'guttured', 'heartbreaking/heartbroken', 'disgusting/disgusted', 'enraged', 'unbelievable', 'sad' and 'very bad'. These emotions were mostly attached to singular first pronoun "I" to emphasize the tweeters' update of and reaction to the news. This strategy thereby showed their autonomy and activeness in political engagement, stating their societal role not only as famous individuals but also as responsive citizens. In some cases of male celebrities, the use of pronoun "I" also categorized the speakers as enthusiastic companions supporting "you" – the women potentially affected by the ban, as in 'Sometimes you need a shoulder to cry on, a hand to hold or a partner to fight alongside. To every woman in fear today, I will be all of the above' (Josh Gad), 'However far you take this fight, I am with you' (Ron Perlman), or 'I feel afraid too' and 'I feel this. Sure do' (Glennon Doyle). In most of the tweets, inclusive "we" and "our (rights)" were used to engage readers' similar emotion,

calling for empathy and agreement.

Having their recognition of the severe effects of the ban coupled with intense emotions, the celebrities went on to call for people's updating and spreading deemed accurate information such as '#AbortionIsHealthcare' and perceived proper implicatures of liberty and privacy regarding abortion, which in this case were understood as 'deeply personal and complex', 'treated with compassion and empathy, not vilified or criminalized' (Padma Lakshmi). Moreover, for these celebrities, the correct awareness was also about seeing the advantages of implementing equality for women because 'women in control of their own reproductive health [was] essential to well-being & protection of their families, communities, & the environment' (Dr. Jane Goodall & the Jane Goodall Institute). Several celebrities even provided readers with prestigious addresses for political engagement, which implied the legitimacy of the cause:

The National Network of Abortion Funds is a registered 501(c)(3) that supports local, grassroots organizations across the country to provide funding, travel, lodging, & hands-on support for those seeking abortion, no matter where they are. Donate through ActBlue, PayPal or Venmo (Mandy Patinkin).

If you're looking for ways to respond, @PPFA, @USOWomen, and many other groups have been sounding the alarm on this issue for years—and will continue to be on the front lines of this fight (Barack Obama).

Elections have consequences, please join us. Text CHOICE to 855-812-VOTE (Pearl Jam).

Finally, imperatives were used in most of the tweets, 26 of which directly call for actions and social movements to turn the situation around. Inclusive pronoun "we" implied solidarity and consensus of the people. "Fighting" against the system was the most frequently mentioned with its variation ranging from sharing the information and the vibe, to voting and donating to abortion funds. Parallelism was also employed in multiple tweets to juxtapose the people's fighting spirit with the Republican government's conservative ideology. For instance, the following tweeters made their messages clear and strong with repetitive structures:

They want us to be apathetic. We can't. They want us to crumble. We don't. They want us to concede more rights and freedoms. We won't. Grieve today. Fight tomorrow (Josh Gad).

I refuse to be silent. I refuse to give up [...] We cannot give in or give up. We must rise up, speak up, and stand up. We must ask others to join [...] (Maria Shriver).

We will stay active, we will not back down and we will never give up (Pearl Jam).

Our freedom matters. Our rights matter. We will not be still (Stacey Abrams).

The most interesting and concise imperative for social movement was perhaps the one by Gloria Steinem: 'Don't agonize. Organize.' The pun not only captured the common reaction evoked by the policy, which explained the righteousness of the celebrities' advocacy of movement, but also suggested the righteous remedy, which was to arrange actions properly.

4.3. The Differentiated and Paradoxical Demonstrations of Pro-Choice

Our other noteworthy result was the varied demonstration of identity politics within this left-leaning celebrity collective. Well-known Democratic politicians like Hillary Clinton, the Obamas, Elizabeth Warren, Ari Melber, Nyal Katyal while remaining their calmness in their wording still succeeded in providing readers with clearer and practical information that explained the complexity of the issue, and at the same time sharing the mood with the public. Of note was the way the Obamas both encouraged citizens to keep going on with their cause and reminded readers of the Bipartisan Safer Communities Act, thereby emphasizing the significance of cooperation in the face of divisive issues:

Today's Supreme Court decision is wrong but Congress passing the Bipartisan Safer Communities Act is a modest but real step forward. And the fight will go on, thanks to the activists, survivors, and families who continue to demand action (Barack Obama).

The Bipartisan Safer Communities Act is a step in the right direction in protecting our children and communities. It demonstrates how much we can accomplish when we work together (Michelle Obama).

In contrast, most of the non-politician tweeters, on the one hand, anxiously showed their emotions and thoughts via strong and figurative expressions, such as, 'fight like hell' and its variations by ten tweeters, 'GUNS HAVE MORE RIGHTS THAN MY DAUGHTERS' (Lea Thompson), '[...] this would have been dystopian sci-fi' (Seth MacFarlane), and rhetorical questions like 'Wow where are we living????' (Garcelle Beauvais), 'How u overturning the wrong things? So many things to overturn that make sense. But this is what you chose??' (Keke Palmer), 'What's next gay marriage?' (Patti Stanger), or 'But the most vulnerable of our community? What choices are those individuals, who are mostly BIPOC, left with?' (Padma Lakshmi). On the other hand, the tweeters cursorily called for actions in general terms apart from 'fight', for instance, 'We can't just post about it, we must DO SOMETHING about it' (Halle Berry), '[...] we have to use our voice and power!' (Viola Davis). Among 26 tweeters who called for social movements, only five explicitly proposed voting (Lea Thompson, Pearl Jam), fund raising (Mandy Patinkin, Nina Turner) or getting down onto the streets (Sophia Bush, Mandy Patinkin).

Faced with this comparison, we suppose that the non-politician tweeters resembled Chouliaraki's participants whose advocacy expressed on social media was more of a socio-cultural, communicative self-presentation practice rather than humanitarian activism (2012). This conclusion could be undergirded by the fact that a number of these celebrities had their own conceptualizations of equality which ideologically excluded their opponents. Despite their support of pro-choice as a manifestation of democracy and justice, or their inclusive expressions like 'to my sisters' (Maria Shriver) or 'to all the women in this country' (Josh Gad, Ron Perlman), these celebrities still overtly expected bad things to come to those who did not share their view, calling them 'bitch' (Bette Midler) or 'smug women' (Yvette Nicole Brown), and refusing to hear their voice on the media (e.g., 'Hey @cnn enough with interviewing the pro-life people. No one wants to hear what they have to say,' tweeted Ever Carradine).

Another pattern showed that no tweeter could provide detailed and credible sources of statistics or professional declarations cited in their commentaries. Nevertheless, they still accused pro-life decision as 'faulty science' (Samantha Bee) and totally wrong and backward. Presuppositions occurred in a range of tweets contending that abortion was a constitutional right that was taken away; whereas the majority opinions of both *Roe v. Wade* (1973) and its overturn (2022) asserted the otherwise. It seemed that apart from partisan ideological conflicts, the problem also lay in incompatible interpretations of the language used in the Constitution and distinct conceptualizations of "constitutional rights" between the citizen and the legislature.

5. Discussion

This section demonstrates our critique on the ideologies found in our data. The formulation of such critique followed two certain principles, namely, rational argumentation and democratic standards. First of all, according to Reisigl and Wodak (2009):

[rational argumentation] include the freedom of arguing, the obligation to give reasons, the correct reference to the previous discourse by the antagonist, the obligation to 'matter-of-

factness,' the correct reference to implicit premises, the respect of shared starting point, the use of plausible arguments and schemes of argumentation, logical validity, the acceptance of the discussion's results, and the clarity of expression and correct interpretation (p. 114).

Medically, abortion harmfully affects women's fertility, health and future pregnancies; and post-abortion complications may be fatal. In fact, while not forgetting to aid their arguments with maternal mortality death rate of the U.S. women, the pro-choice tweeters seemed to have blanked out the documented decrease in women's death of abortion after stricter requirements for abortion procedures had been established following *Roe v. Wade* (1973) (Brennan Center for Justice, 2022). This neglect weakened their argumentation in support of the pro-choice stance in front of their conservative counterparts. Furthermore, despite their claim that anti-abortion was unscientific, the tweeters did not provide counter-evidence of abortion being scientific with logical validity. Some tweeters even refused to listen to their opponents' arguments while unreasonably holding on to their own interpretations of the constitutional legal effect that abortion was encompassed in right to liberty and privacy as provided under the Amendments 1, 5, 9 and 14. The matter of fact was that abortion was never explicitly included anywhere in the U.S. Constitution, which laid the solid foundation for the SCOTUS's decisions. As a result, we could conclude that the way the tweeters expressed their perspectives and calls for movement may not achieve expected outcomes.

The second issue we want to address in our data is about the representation of democratic conventions which refer to unspoken conduct including "civility across party lines, acceptance of election outcomes, and tolerance for dissent" and many more (Bergan, 2021). Apparently, in our data, political defamation seemed to be overriding reasonable and credible civic discourse. The paradoxical thing was that right in the supposed movement for justice and progress, most famous figures in question radically excluded, derogated and alienated their opponents. The tweeters' discursive strategies were mobilized to categorize the others as unconscionable villains while considering themselves as the righteous ones.

The pitfalls in the famous tweeters' argumentation may result from the limitation of Twitter. Although many famous people tended to count on Twitter to keep themselves and their followers staying in tune with social updates, especially those that concerned people's wellbeing and required quick social mobilization, Twitter did not allow enough space for the posters to schematize their argumentation in the most convincing way. Instead, posters may have to attach another link to their status as a medium for readers to follow more detailed, comprehensive and compelling information. Michelle Obama and Elizabeth Warren had to attach their opinions in other forms like screen captures of longer texts. Meanwhile, half of the surveyed tweeters had to break down their messages into sequences of tweets or chopped up sentences. All of these seemed to impede the cohesion and coherence of their expressions, especially when the issue was highly controversial.

This phenomenon suggests that as an interactive medium, Twitter had not proved to be an ideal platform where conflicts could be reduced. In contrast, according to Banerjee and Duflo (2019), social media is actually another virtual public place 'where like-minded people whip themselves into a frenzy by listening only to each other' and the algorithm makes sure that happens (p. 130). As a result, in spite of knowing their motivation of tweeting was for democracy and justice, we could not assure whether their pro-choice perspective should be the taken-for-granted or the righteous one instead of pro-life.

6. Conclusion

In an attempt to answer the questions as to what ideologies were expressed in the U.S. celebrities' tweets on the overturn of *Roe v. Wade* (1973), we have identified three main patterns. Firstly, there was only one seemingly pro-life among the surveyed famous figures. She saw abortion rights advocates as hypocrites, and the constitution as important and the deciding factor in how the Supreme Court worked. Meanwhile, 79 other tweeters maintained that (1) anti-abortion was grounded in blind religious faith and filled with conservative hegemony, (2) banning abortion was associated with resistance to democracy, justice and social progress, (3) voting for the Democratic would be the solution to the problem, and (4) the celebrities' advocacy of pro-choice was the right thing to do. These pro-choice people deployed a number of discursive strategies including authority, categorization, presupposition, generalization, empathy and history citing, armed with rhetorical tools of three-part lists, parallelism, sarcasm, metonymy, metaphor and uses of pronouns to position the democrats as the "righteous us" and the republicans the "villain them." The final result documented differentiated and paradoxical demonstrations of the pro-choice ideology among the majority of democrat tweeters, which expectedly affected their credibility and conduct of democratic norms.

Although implemented on a small purposeful data set, hence its biased nature, this study could still offer some implications for communication and research. Firstly, social media platforms characterized with short contents like Twitter may not be the ideal environment for convincing social mobilization. The limited space may hinder posters from appropriately and fully demonstrating their thoughts and devising their argumentation, while at the same time triggering the urge to push things hastily. Further research on similar complex issues could be conducted on other media platforms where rich demonstrations of thoughts could be found. Moreover, it would be better for researchers to involve local experts in implementing critical discourse analysis on texts produced in different contexts from their own cultures, which could optimize the interpretation of the data.

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CONVERGENCES AND DIVERGENCES IN INDIA AND AUSTRALIA'S MARITIME SECURITY POLICIES TOWARDS THE INDO-PACIFIC REGION

Ta Thi Tieu Nhat*, Nguyen Thanh Long, Nguyen Cao Bao Ngoc

*Faculty of International Relations, Ho Chi Minh City University of Social Sciences and Humanities,
10-12 Dinh Tien Hoang Street, Ben Nghe Ward, District 1, Ho Chi Minh City, Vietnam*

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Abstract: Maritime trade routes within the Indo-Pacific region, a central artery for global trade and geostrategic interests, are witnessing increased maritime security challenges, including inter-state disputes, arms proliferation, terrorist acts, smuggling, piracy, and climate change. Nations in the region have significantly adjusted their maritime security policies in recent years. This article aims to analyze the similarities and differences in the maritime security policies of India and Australia, two key nations that shape the region's security structure. Marked by a changing geopolitical landscape, India and Australia are enhancing their capabilities, modernizing their naval forces, strengthening maritime cooperation with allies and partners, and promoting a rules-based maritime order. However, the article also demonstrates that the different geostrategic visions, relationships with major powers, and varying capacities of India and Australia lead to differences in their maritime security policies. The article provides prospects on how India and Australia can contribute to the maritime security of the Indo-Pacific region.

Keywords: India, Australia, maritime security, policy, Indo-Pacific

* Corresponding author.

Email address: tatieunhat@gmail.com

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TƯƠNG ĐỒNG VÀ KHÁC BIỆT TRONG CHÍNH SÁCH AN NINH HÀNG HẢI CỦA ẤN ĐỘ VÀ AUSTRALIA ĐỐI VỚI KHU VỰC ẤN ĐỘ DƯƠNG - THÁI BÌNH DƯƠNG

Tạ Thị Tiểu Nhật, Nguyễn Thành Long, Nguyễn Cao Bảo Ngọc

*Khoa Quan hệ Quốc tế, Trường Đại học Khoa học Xã hội và Nhân văn Thành phố Hồ Chí Minh,
10-12 Đinh Tiên Hoàng, Phường Bến Nghé, Quận 1, Thành phố Hồ Chí Minh, Việt Nam*

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Tóm tắt: Các tuyến đường thương mại hàng hải trong khu vực Ấn Độ Dương - Thái Bình Dương, một động mạch trung tâm cho thương mại toàn cầu và các lợi ích địa chiến lược, đang chứng kiến sự gia tăng các thách thức an ninh hàng hải, bao gồm: các tranh chấp giữa các quốc gia, phổ biến vũ khí, các hành vi khủng bố, buôn lậu, cướp biển và biến đổi khí hậu, v.v. Các quốc gia trong khu vực đã điều chỉnh đáng kể các chính sách an ninh hàng hải của mình trong những năm gần đây. Bài viết nhằm mục đích phân tích các điểm tương đồng và khác biệt trong chính sách an ninh hàng hải của Ấn Độ và Australia, hai quốc gia chủ chốt trong việc định hình nên cấu trúc an ninh tại khu vực. Được đánh dấu bằng bối cảnh địa chính trị đang thay đổi, Ấn Độ và Australia đều đang tăng cường năng lực và hiện đại hóa lực lượng hải quân, đẩy mạnh hợp tác hàng hải với đồng minh và các đối tác cũng như thúc đẩy trật tự hàng hải dựa trên luật lệ. Tuy nhiên, bài viết cũng cho thấy rằng tầm nhìn địa chiến lược, mối quan hệ với các cường quốc và năng lực khác nhau của Ấn Độ và Australia là nguyên nhân dẫn đến một số khác biệt trong chính sách an ninh hàng hải của hai nước. Cuối cùng, bài viết cung cấp những triển vọng mà Ấn Độ và Australia có thể đóng góp cho an ninh hàng hải của khu vực Ấn Độ Dương - Thái Bình Dương.

Từ khóa: Ấn Độ, Australia, an ninh hàng hải, chính sách, Ấn Độ Dương - Thái Bình Dương

1. Introduction

The Indo-Pacific is emerging as a strategic area with a central role in the global geopolitical structure. This concept represents the unification of two regions, extending from the eastern part of the Indian Ocean to the western Pacific, connected by the Malacca Strait (Tertia & Perwita, 2018, p. 77). Home to over 64% of the global population and several leading economies, the Indo-Pacific stands as a pivotal geostrategic hub while also serving as the backbone of international trade, thanks to its abundant maritime resources and critical shipping lanes (Kapur, 2022, p. 11). However, territorial disputes, piracy, marine environmental pollution, and geopolitical tensions pose serious challenges to this region's maritime security (Australian Border Force, 2021). These challenges require countries to continuously adjust and strengthen policies related to maritime security to ensure freedom of navigation and maintain regional stability. Maritime security is understood diversely depending on the context and objectives of each country. Generally, it refers to the condition and capability of a subject, through specific strategies and actions, to ensure the absence of maritime threats that affect its interests, security, and survival. This concept meets three conditions for "securitizing" an issue:

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the referent object, the threat, and the response measures (Jean, 2007, pp. 23-24). Maritime security policy, therefore, can be understood as a framework of strategies and actions designed to address specific maritime threats, protect the referent object - be it national interests, territorial waters, or regional stability - and implement effective response measures. This policy is shaped by the unique context, objectives, and security concerns of each country while aligning with the broader goal of ensuring safe and secure maritime domains.

This article chooses to analyze the maritime security policies of India and Australia because both countries are located within the strategic Indo-Pacific region and possess contrasting but complementary characteristics. As the two most capable maritime nations in the Indian Ocean, Australia is a middle power in the southern part of the region and plays a vital role in alliances with Western powers, while India is an emerging economy in the northern part. These two countries are not only directly affected by changes in the region but are also actively shaping maritime security policies to protect national interests and contribute to regional stability. Both Australia and India encounter several maritime threats in practice. According to the Australian Border Force, these threats include illegal activities in protected areas, illegal exploitation of natural resources, marine pollution, illegal exports and imports, unauthorized maritime voyages, biosecurity, piracy, violence, or terrorism at sea (Australian Border Force, 2021). India's 2015 Maritime Security Strategy identifies various traditional and non-traditional security threats, including (i) maritime threats to sovereignty and territorial integrity; (ii) terrorism; (iii) illegal, unreported, and unregulated fishing (IUU); (iv) maritime crime; (v) proliferation of weapons; and (vi) climate change and natural disasters (Indian Navy, 2015b).

In the context of increasingly complex maritime security that threatens the stability of the Indo-Pacific region, comparing the maritime security policies of India and Australia provides deep insights into the different strategies and priorities of these two countries. The comparative approach not only clarifies the similarities and differences in how the two countries approach maritime security challenges but also highlights the geostrategic factors, international relations, and national capacities that influence the formulation and implementation of security policies. Analyzing these differences helps better understand the motivations and strategic priorities of each country, thus opening up prospects for maritime security cooperation in the region.

2. Similarities in the Maritime Security Policies of India and Australia

In 2015, India published the "Indian Maritime Doctrine" and "Indian Maritime Security Strategy." Notably, this was the first time India mentioned the term "Indo-Pacific," reflecting the country's ambition to establish itself as a key regional power by implementing more effective maritime security policies. At the same time, Australia has undertaken several adjustments to its maritime security approach, as evidenced in various government documents such as the "2017 Foreign Policy White Paper," the "2020 Defence Strategic Update," the "2020 Guide to Maritime Security Arrangements," the "2021 Civil Maritime Security Strategy," and the "2023 Defence Strategic Review". Although India's and Australia's maritime security policies have differences in context and implementation, they both recognize the importance of maritime security in safeguarding their national interests, including national security, economic development, and marine ecosystem preservation. Therefore, India's and Australia's maritime security policies share several notable similarities.

Firstly, both India and Australia focus on strengthening and modernizing their naval forces, which form the primary foundation for safeguarding sovereignty and national interests

amidst increasingly complex maritime security landscapes. In comparison to other navies, such as the People's Liberation Army Navy (PLAN), which has 340 active ships, the Indian Navy currently has only 150 ships (World Directory of Modern Military Warships, 2024). This stark contrast highlights the significant difference in fleet size. Therefore, India seeks to increase its Navy's combat capabilities and scope of operation. In 2018, Chief of Naval Staff Admiral Sunil Lanba affirmed that the Indian Navy "has grown into a powerful force and is ready to face any eventuality" (Lanba, 2018).

Furthermore, India is committed to producing "Make in India" ships and submarines (Ministry of Defence, 2022), which the country steadily transforms from a buyer's Navy to a builder's Navy. The "Make in India" pledge is not only an effort to increase self-reliance in defense but also to reduce dependence on arms imports from other countries. Building warships and submarines domestically will help India increase its rapid deployment capabilities and reduce long-term costs. According to figures reported in November 2023, the Indian Navy currently has 67 vessels under construction, including destroyers, frigates, corvettes, conventional and nuclear-powered submarines, and various other ships (Press Trust of India, 2023). As a result, the future of a stronger navy seems to be clear and planned, with the Navy targeting 200 ships by 2037 (Alvear-Garijo & Pilar, 2023, p. 7). In fact, this demonstrates India's long-term development strategy.

Meanwhile, Australia is actively promoting a "resilient and capable Australian Defence Force (ADF)" (Australian Government, 2023a, p. 37). Within this framework, the Government emphasizes that the Royal Australian Navy (RAN), a branch of the ADF, must be optimized for operating in Australia's immediate region to maintain better the security of the country's sea lines of communication (SLOCs) and maritime trade (Australian Government, 2023a, p. 56). The Australian Government has implemented investment programs in ships and submarines, shipyard infrastructure, and skill-enhancement initiatives while prioritizing the acquisition of offensive weapons to bolster the ADF's maritime deterrence and long-range land-strike capabilities.

Secondly, both countries actively promote cooperation with allies and partners to enhance connectivity in order to address maritime security challenges better. It is important to note that maritime security is not the sole concern of any single country. Indeed, any instability arising anywhere at sea can impact the maritime security of both India and Australia. For this reason, the Indian Navy advocates working with navies from friendly countries to "build bridges of friendship" at sea through joint exercises, training programs, and other technical assistance programs (Indian Navy, 2015, p. 108). Specifically, India seeks to enhance maritime cooperation with friendly neighbors and support the maritime capacity-building of these countries. To this end, India has transferred military equipment, shared information at sea, provided more active coastal surveillance, improved sea infrastructure, and fostered joint military exercises. In a similar vein, Australia is developing relationships with key partners to support shared interests in the evolving strategic environment. Australia will enhance joint exercises and improve Maritime Domain Awareness (MDA) with India.

Moreover, Australia continues supporting Japan's defense policy and strategic reforms, strengthening defense and maritime security cooperation with Japan. Additionally, Australia promotes MDA, marine environmental protection, and international law in the Southeast Asian region. Furthermore, Australia will collaborate with other Pacific partners to provide security and law enforcement training at the leadership level. It is worth noting that maritime cooperation by both India and Australia is not only driven by the potential threat of instability

in strategic sea lanes but also by their inherent limitations in countering other maritime superpowers. Despite the rapid growth of their naval forces, both India and Australia still need to build a collective maritime force to face major threats. This is clearly reflected in India's active participation in multilateral mechanisms such as the Quadrilateral Security Dialogue (QUAD) and joint exercises such as Malabar, which aim to improve deterrence and enhance maritime cooperation.

Thirdly, India and Australia emphasize the essential role of international law, notably UNCLOS 1982, in maintaining a rules-based maritime order to ensure a safe and prosperous maritime environment. India considers “freedom to use the seas” and “good order at sea” to be inextricably linked to its national interest. Although India has not updated its maritime security strategy documents since 2015, its perspective on maritime order in the Indo-Pacific region has been continuously consolidated on different occasions. In his speech at the Shangri-La Dialogue on June 1, 2018, Indian Prime Minister Narendra Modi affirmed that (1) the Indo-Pacific will be a free, open, inclusive region, including all nations and others beyond who have stakes in it; (2) India promotes common prosperity and security through dialogue and a common rules-based order for the region; (3) India supports “equal access as a right under international law to the use of common spaces on sea and in the air that would require freedom of navigation, unimpeded commerce, and peaceful settlement of disputes in accordance with international law” (Ministry of External Affairs, 2018).

Similarly, Australia considers the rules-based maritime order as one of the most crucial elements in ensuring the safety and prosperity of the Indo-Pacific region. However, China's assertion of sovereignty over some parts of the South China Sea poses a threat to the global rules-based order in the Indo-Pacific “in a way that adversely impacts Australia's national interests” (Australian Government, 2023a, p. 23). In response, Australia is committed to “continuing to be an active and vocal supporter of a rules-based international order” (Australian Government, 2020, p. 24). This includes abiding by and supporting international laws and treaties, notably the 1982 United Nations Convention on the Law of the Sea (UNCLOS 1982), as well as supporting international institutions that help limit the exercise of coercive power and foster collective responses to global challenges such as terrorism and the proliferation of weapons of mass destruction (Australian Government, 2020, p. 24).

3. Differences in the Maritime Security Policies of India and Australia

However, there are still distinct elements in India's and Australia's maritime security policies due to the differences in each country's strategic outlook, relationships with major powers, and capabilities.

Firstly, there is a difference in the geographical scope of maritime security policy deployment. While Australia focuses on maintaining stability and influence in its immediate neighborhood, India broadly extends its sphere of influence. Specifically, Australia prioritizes the Northeastern Indian Ocean through maritime Southeast Asia to Papua New Guinea and the Southwest Pacific (Australian Government, 2020, p. 21). In contrast, India identifies several areas where it can benefit, including the primary area of interest: the Arabian Sea and the Bay of Bengal; chokepoints such as the Malacca Strait, Hormuz Strait, Bab el-Mandeb Strait, and Cape of Good Hope; island nations; and the Persian Gulf (Indian Ministry of Defence, 2015, pp. 59-60). Additionally, secondary areas of interest for India include the South Indian Ocean, Red Sea, South China Sea, and East Pacific (Indian Ministry of Defence, 2015, p. 60). In short, these differences are due to Australia's unique position between the Indian and Pacific Oceans,

which naturally inclines it towards its immediate environment that encompasses both regions. In contrast, India's maritime strategy establishes a clear distinction between primary and secondary strategic areas, reflecting its geopolitical priorities. India's engagement in these areas is thus more selective, guided by specific national interests and broader strategic imperatives.

Secondly, India and Australia have different perceptions of their relations with the United States and China, leading to differences in implementing their maritime security policies. China's rise in the Indo-Pacific affects Australia's national interests. Therefore, Australia seeks measures and policies to respond to China's regional presence and influence. Australia often publicly criticizes "China's military buildup and maritime sovereignty assertions" as negatively impacting its national interests (Australian Government, 2023a, p. 23). Moreover, as China's Maritime Silk Road Initiative consistently engages the global South countries, supplies resources and energy, and builds loan-funded infrastructures, it is believed to tie those countries into a debt trap and help China control strategic chokepoints along the maritime routes. As a result, Australia has actively been supporting infrastructure development in these countries to provide alternatives to China's investment projects. For instance, to enhance maritime transportation, Australia has supported USD 15 million for upgrading two wharves in Tuvalu (Australian Government, 2023b), USD 20 million for restoring and expanding international ports in Tonga (Australian Government, 2023c), and USD 70 million for upgrading ports in Papua New Guinea such as Kavieng, Kimbe, Daru, Oro Bay, Lorengau, Vanimo, and Wewak (Australian Government, 2023d).

On the other hand, as a close ally, Australia believes that "close cooperation with the United States is central to achieving balance and stability in the Indo-Pacific" (Australian Government, 2023a, p. 8). Therefore, Australia aims to strengthen its alliance with the United States (Australian Government, 2020, p. 22). Consequently, Australia and the United States have enhanced security relations to counter China, including regular visits of United States submarines to bases in Western Australia and the United States' efforts to accelerate missile guidance production capabilities for Australia (Martinez, 2023). Alongside the United States, Australia participates in formal and informal alliances such as QUAD or the trilateral security partnership among Australia, the United Kingdom, and the United States (AUKUS) to promote maritime security cooperation to cope with China's influence in the region.

In contrast with Australia, India remains committed to non-alignment with any country. Therefore, despite improving relations with the United States, India still opposes the idea of bilateral maritime patrols (Malhotra, 2023). India views China as a critical country in its long-term strategy. Thus, despite China's rise, India continues to avoid maritime conflicts and reluctantly aligns with the West in confronting or criticizing China in public statements (Malhotra, 2023). Instead, India positions itself beyond a mere balancing act with China to actively enhance its influence regionally and globally. This argument is evidenced by India's efforts to enhance net maritime security (Indian Ministry of Defence, 2015, p. 95) and expand security relations with countries to promote balanced Indo-Pacific relationships. For example, in 2018, India established the Information Fusion Centre – Indian Ocean Region, and has played a pivotal role in supporting countries to share information and enhance maritime awareness. India also conducts the multilateral exercise Milan with Singapore, Indonesia, Sri Lanka, and Thailand, focusing on enhancing security cooperation, building trust, and improving coordination between naval forces of various countries.

Thirdly, differences in capabilities between India and Australia also influence their maritime cooperation areas. Australia excels in cooperation in non-traditional maritime

security aspects, while India has advantages in military cooperation. Given that the RAN is relatively limited compared to other middle powers such as Japan, India, and Indonesia (World Directory of Modern Military Warships, 2024), Australia relies heavily on importing weapons and defense technology from other countries, especially the United States and the United Kingdom. Therefore, despite the clear demarcation of traditional and non-traditional security concerns in various documents, Australia actively collaborates in non-traditional security areas to demonstrate its role and influence in the region. Notably, recognizing climate change as the greatest threat to livelihoods and welfare in the Pacific, Australia launched the Pacific Climate Partnership Initiative in 2023. The initiative aims to support countries in coping with and adapting to climate risks and impacts. Some notable projects have been implemented under the Government's plan, such as mitigating flood impacts in Nadi (Fiji) or coastal adaptation in the capital Fongafale, Nanumaga Island, and Nanumea (Tuvalu) (Australian Government, 2023e). Additionally, Australia promotes humanitarian assistance and disaster relief for countries in the region (Australian Government, 2020, p. 26).

Meanwhile, the Indian Navy has a more extended development history, evolving through various stages, and currently ranks seventh globally (World Directory of Modern Military Warships, 2024). With a strong navy and advanced defense technology, India pays great attention to building defense capabilities, especially in Southeast Asia. Since 2020, the Indian Navy has conducted naval exercises with Thailand and the Philippines while maintaining regular exercises with Indonesia, Malaysia, Singapore, and Vietnam. In 2023, India and the Association of Southeast Asian Nations (ASEAN) organized the ASEAN-India Maritime Exercise at Changi Naval Base, Republic of Singapore Navy. In April 2024, India transferred BrahMos missiles to the Philippine Marine Corps as part of a USD 375 million cooperation package between the two countries. India has strategically taken steps to strengthen its Southeast Asian position, particularly to enhance defense cooperation with Southeast Asian countries.

In general, India and Australia's contrasting maritime security policies illuminate nations' nuanced approaches to safeguarding their oceanic interests. These divergences stem from each country's unique geographical positioning, political landscape, and economic imperatives. Consequently, these distinct approaches may shape divergent long-term objectives for India and Australia. While both nations share common interests in maintaining regional stability and freedom of navigation, their priorities and methods of achieving these goals could lead to varied outcomes in the maritime domain. These divergences underscore the need for ongoing dialogue and cooperation to align strategies and maximize collective security in the Indo-Pacific region.

4. Prospects for Enhancing Maritime Security of India and Australia in the Indo-Pacific Region

Comparing India and Australia's maritime security policies is essential to clarify the similarities and differences between the two countries and to identify opportunities for cooperation and their adaptation to regional security challenges. Both India and Australia acknowledge the crucial role of maritime security in protecting national interests and maintaining regional stability, including national security, economic development, and marine ecosystem preservation. This recognition is evident in key strategic priorities, including naval modernization, enhanced multilateral cooperation, and the promotion of a rules-based maritime order under international law.

This comparison also provides a clearer understanding of each country's strategic priorities, shaped by their geographical, strategic, and international relationship factors. While both countries emphasize strengthening naval power, each has different regional priorities and methods of implementation. India focuses on developing an indigenous naval force to protect strategic sea lanes in the Indian Ocean. At the same time, Australia, with its different geographical position, prioritizes securing sea lanes in the Pacific and enhancing cooperation with allies such as the United States and Japan. Additionally, India emphasizes the "Make in India" strategy to enhance defense self-reliance, whereas Australia focuses on close cooperation with partners like the United States and the United Kingdom through AUKUS. These differences clearly reflect the distinct geopolitical contexts and security needs of each country.

Despite their strategic differences, this comparison reveals that both India and Australia prioritize international cooperation and are committed to upholding a rules-based maritime order, particularly under UNCLOS 1982. This commitment opens up the possibility for close coordination between the two countries to address shared maritime security threats, such as the rise of China and non-traditional threats. As a result of this comparison, it becomes clear which areas offer potential for cooperation, such as enhancing joint exercises, improving maritime domain awareness, and promoting a rules-based maritime order under international law. These efforts will contribute to creating a safer and more stable Indo-Pacific region. Despite the differences mentioned in maritime security policies between India and Australia, the importance of maritime security in the Indo-Pacific region will serve as the primary driver for both sides to reach a consensus and coordinate to take advantage of opportunities and counter maritime threats within the region. Given the transnational nature of most maritime issues, which cannot be managed unilaterally, and each country's perception and management of challenges while maximizing resources, maritime security in the region will likely be significantly enhanced in the coming years. Generally, the maritime security outlook of countries such as India and Australia can be considered through (1) focusing on strengthening and modernizing their navies to promote the regional balance of power, (2) enhancing cooperation with allies and partners, (3) promoting an international maritime order based on rules and laws.

Firstly, the coordination between the navies of India and Australia can reduce the power asymmetry with China. Currently, both Australia and India are strengthening and modernizing their naval forces. The RAN is expanding and modernizing its submarine and warship forces. The Australian Government plans to complete the purchase of five Virginia-class submarines from the United States by the early 2030s and invest USD 4.6 billion over the next decade in collaboration with the United Kingdom to design and expand the production of nuclear reactors that will eventually be installed on AUKUS submarines built in Adelaide (Australia) (Greene, 2024). The Indian Navy is also developing a blue-water navy to protect national interests globally. India aims to achieve complete self-reliance in defense technology by 2047, including the ability to build nuclear submarines and aircraft carriers (Bhattacharjee, 2023). India's first indigenous aircraft carrier project, INS Vikrant, exemplifies this naval capability development. This foundation enables India and Australia to balance regional power, mainly through forming a cooperation network based on shared experiences and conducting joint exercises. India and Australia have effectively coordinated bilateral naval exercises such as AUSINDEX and the quadrilateral MALABAR exercise involving Australia, India, Japan, and the United States. They actively participate in exercises organized by other nations, such as Indonesia's KOMODO and France's La Perouse in the Indo-Pacific. Furthermore, Australia and India host multilateral naval exercises like Milan and Kakadu, involving ships, helicopters,

fighter jets, and maritime patrol aircraft designed to test and enhance combat and joint action capabilities and conduct joint patrols and maritime control activities.

Secondly, Australia and India have the potential to contribute to regional maritime security by strengthening cooperation with allies and partners. (1) India and Australia can leverage their roles in existing minilateral and multilateral cooperation mechanisms. They should strengthen existing frameworks like QUAD, ASEAN, the East Asia Summit, and the Indian Ocean Rim Association. With QUAD institutionalizing at a higher level, Australia and India have prospects for promoting a broader maritime security cooperation network to address common challenges. They can also proactively lead minilateral cooperation groups, such as the trilateral cooperation among India, Australia, and Indonesia, to coordinate maritime security activities and maintain their regional presence.

(2) India and Australia should continue supporting the capacity-building efforts of other regional countries, *which* can help mitigate power asymmetry with China and maintain a stable balance in the region. Increasing bilateral, minilateral, and multilateral exercises and cooperation between India, Australia, and other regional countries reinforces mutual support against common challenges and enhances military cooperation, security burden-sharing, and self-defense capabilities. India's establishment of the Information Fusion Centre-Indian Ocean Region in 2018 exemplifies its commitment to enhancing maritime security cooperation by sharing information, contributing to regional stability and prosperity in the Indo-Pacific. India has signed the White Shipping Agreement with Australia since 2017 and plans to sign a similar agreement with Japan. Another core project is the Indo-Pacific Partnership for Maritime Domain Awareness (IPMDA), which helps countries track "dark shipping" and other tactical activities through a commercial satellite network (Corben et al., 2023). IPMDA marks a step towards formalizing broader information-sharing and cooperation models, benefiting collective defense agendas even though it is not defense-oriented. Additionally, Australia and India have been participating in anti-piracy patrols and security operations against smuggling and other maritime crimes. An example is their involvement in the Regional Cooperation Agreement on Combating Piracy and Armed Robbery against Ships in Asia.

(3) India and Australia can offer more investment alternatives to China's Maritime Silk Road Investments. To achieve this, the Asia-Africa Growth Corridor (AAGC), proposed by India and Japan, should be accelerated. AAGC aims to bring the development experiences of East, Southeast, and South Asia closer to Africa, fostering greater connectivity and economic cooperation between the regions. AAGC also provides a development model for Africa, where Asia, especially India and Japan, leads regional and global initiatives for prosperity (Prakash, 2018, p. 3). Connectivity projects like AAGC promote the free movement of people, goods, services, and capital across a broad geographic area, creating win-win situations and opportunities for secure trade routes that ensure the flow of goods and energy. An India-Japan-Australia trade corridor could also enhance economic connectivity and supply chain security.

(4) India and Australia should engage more deeply in regional maritime security through their initiatives. At the 14th East Asia Summit in 2019, Indian Prime Minister Narendra Modi announced the "Indo-Pacific Oceans Initiative" with seven pillars: (a) maritime security; (b) marine ecology; (c) marine resources; (d) capacity building and resource sharing; (e) disaster risk management; (f) science, technology, and academic cooperation; and (g) trade, connectivity, and maritime transport (Indian Council of World Affairs, 2022, p. 12). IPOI does not create a new institutional framework but aims to promote practical cooperation based on existing regional structures like ASEAN, the East Asia Summit, or the Indian Ocean Rim

Association (Indian Council of World Affairs, 2022, p. 12). At the 2024 ASEAN-Australia Special Summit, the Australian Government announced a USD 64 million investment over four years to enhance its Southeast Asia Maritime Partnership through activities such as coral reef conservation, maritime law enforcement, domain awareness, marine environmental management, and ocean protection (Minister for Foreign Affairs, 2024). Australia's cooperation supports the ASEAN Maritime Vision and the maritime pillar of the ASEAN Outlook on the Indo-Pacific. These efforts and projects demonstrate the middle powers' commitment to supporting and developing the maritime sector within multilateral organizations and forums. The active participation of middle powers promotes maritime security cooperation and mutual trust and unites nations, creating a balance of power in the region to achieve the Indo-Pacific vision. India and Australia launched the Australia-India Indo-Pacific Oceans Initiative Partnership (AIPOIP) in 2020 to shape maritime cooperation in the Indo-Pacific for a free, open, prosperous, and rules-based maritime order. Through AIPOIP, the Australian Government announced the "India-Australia Industry and Research Collaboration for Reducing Plastic Waste" project with a total investment of USD 4.5 million in 2020 (Department of Industry Science and Resources, 2020). This project creates opportunities for regional countries to participate in practical, clean, and sustainable ocean activities, advancing marine environment conservation and sustainable economic development and ensuring people's security.

Thirdly, India and Australia can contribute to maintaining regional maritime stability and security by consistently committing to a rules-based maritime order. Both countries should uphold their vision of a free, open, and inclusive Indo-Pacific, emphasizing principles of sovereignty, territorial integrity, freedom of navigation and overflight, and peaceful dispute resolution. This commitment also provides a basis for Australia, India, and other countries to continue exerting legal pressure on China. For instance, Australia submitted Note Verbale No. 20/026 to the United Nations to oppose all of China's maritime claims based on the full provisions of UNCLOS 1982 (Permanent Mission of the Commonwealth of Australia, 2020). Similarly, India has publicly called on China to comply with the 2016 Permanent Court of Arbitration ruling (Lariosa, 2023). By consistently defending international law as middle powers, Australia and India can present a strong image of international solidarity and determination, not just from any individual country.

5. Conclusion

The maritime security policies of India and Australia both focus on modernizing naval forces through investments in warships, submarines, and advanced technologies, as well as enhancing maritime combat capabilities. Both countries emphasize the importance of international cooperation in maritime security, demonstrated through participation in bilateral, minilateral, and multilateral cooperation mechanisms. Simultaneously, both countries uphold compliance with international law, especially UNCLOS 1982, in resolving maritime disputes and maintaining a rules-based maritime order. India and Australia have committed to promoting cooperation to ensure a free and open Indo-Pacific region. Through this, India and Australia continue to play critical roles in the region's maritime security architecture. However, India and Australia also have specific differences in maritime security policies due to different strategic calculations aligned with their national interests.

Nevertheless, this article argues that these contrasts will not diminish the roles of India and Australia in participating in the governance of maritime issues in the Indo-Pacific. This is

because Australia and India share common interests in maritime security, especially in the context of increasing power competition and emerging non-traditional security challenges in the region. In the future, Australia and India will continue to contribute to ensuring maritime security in the Indo-Pacific region.

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ENGLISH MISSION STATEMENTS OF VIETNAMESE TERTIARY EDUCATION INSTITUTIONS: AN ANALYSIS OF LOGICAL MEANING

Nguyen Thi Minh Tam*

*Faculty of English Language and Culture, VNU University of Languages and International Studies,
No.2 Pham Van Dong, Cau Giay, Hanoi, Vietnam*

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Abstract: A mission statement serves as an organisation's guiding declaration, defining its core purpose and the fundamental reasons for its existence (Komives, Lucas, & McMahon, 1998). By addressing the questions "What are we going to do?" "How?" and "For whom?", a tertiary education institution's mission statement communicates its core roles and functions to stakeholders, including faculty, staff, students and their families, industries, and the general public. Generally, mission statements are often concise and typically constructed with clauses linked by specific logical dependency relations, which indicate whether clauses are presented as equally important or if one depends on another, and logico-semantic relations, which demonstrate how the clauses are semantically connected. In this study, the English mission statements of 106 two-cycle accredited tertiary education institutions in Vietnam were investigated. The analytical framework was based on Systemic Functional Linguistics, with the focus on the logical meaning and the systems to realise it. The findings showed the dominance of parataxis and expansion, especially extension. The analysis of the multilayer of meaning in the mission statements revealed intriguing insights into how tertiary education institutions in Vietnam showcase their roles, functions, identity and status to the stakeholders, and revealed how certain tasks and objectives might be prioritised through the use of clause complexing strategies.

Keywords: Systemic Functional Linguistics, logical meaning, logical dependency relations, logico-semantic relations, mission statement

* Corresponding author.

Email address: tamntm1982@vnu.edu.vn<https://doi.org/10.6302/3/2525-2445/jfs.ulis.5429>

TUYÊN BỐ SỨ MẠNG BẰNG TIẾNG ANH CỦA CÁC CƠ SỞ GIÁO DỤC ĐẠI HỌC Ở VIỆT NAM: PHÂN TÍCH VỀ LOGIC NGŨ NGHĨA

Nguyễn Thị Minh Tâm

*Khoa Ngôn ngữ và Văn hóa Anh, Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội,
Số 2 Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam*

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Tóm tắt: Tuyên bố sứ mạng của mỗi một tổ chức có vai trò định hướng, xác định mục tiêu cốt lõi và lý do tổ chức đó tồn tại (Komives, Lucas & McMahon, 1998). Qua việc trả lời các câu hỏi: “Chúng tôi sẽ làm gì?”, “Chúng tôi hoạt động như thế nào?”, và “Chúng tôi hoạt động cho ai?”, tuyên bố sứ mạng của một cơ sở giáo dục đại học truyền tải thông tin về vai trò và chức năng cốt lõi của cơ sở đó tới các bên liên quan, gồm: giảng viên, nhân viên, người học và gia đình họ, các nhà tuyển dụng và toàn xã hội. Nhìn chung, tuyên bố sứ mạng thường ngắn gọn, hình thành từ những cú (clauses) được kết nối logic. Sự kết nối này cho thấy mức độ ngang bằng về tầm quan trọng giữa nội dung các cú và sự gắn kết của các nội dung này về mặt logic ngữ nghĩa. Trong nghiên cứu này, các tuyên bố sứ mạng bằng tiếng Anh của 106 cơ sở giáo dục đại học được kiểm định 2 chu kỳ tại Việt Nam đã được thu thập và phân tích dựa trên Khung lý thuyết Ngôn ngữ học chức năng hệ thống của Halliday, tập trung vào nghĩa logic và hệ thống thể hiện nghĩa. Kết quả phân tích logic ngữ nghĩa của các tuyên bố sứ mạng đem lại những hiểu biết sâu sắc về cách các cơ sở giáo dục đại học tại Việt Nam tuyên bố vai trò, chức năng, bản sắc và vị thế của mình tới các bên liên quan, đồng thời cũng cho thấy được, thông qua cách cấu trúc tuyên bố sứ mạng, các cơ sở này đặt ưu tiên cho một số nhiệm vụ và mục tiêu nhất định ra sao.

Từ khóa: ngôn ngữ học chức năng hệ thống, logic ngữ nghĩa, mối quan hệ thứ bậc, mối quan hệ logic ngữ nghĩa, tuyên bố sứ mạng

1. Introduction

Systemic Functional Linguistics (SFL) is an approach to language that views it as a multi-functional system. As an organic system, language units typically serve multiple functions simultaneously, meaning different types of meaning are made at the same time. SFL, as a macro-level theory of language, proposes that language use is shaped by the roles which language plays in human interactions. Specifically, a speaker or writer's choice of words and clause structures is influenced by these roles. This can be understood by analysing language from the perspective of three distinct yet simultaneous macro-functions, or “metafunctions”, as defined by Halliday (1985, 1994): textual, interpersonal, and ideational (which includes both experiential and logical metafunctions).

Halliday (1985, 1994), in his *An Introduction to Functional Grammar*, also introduced the concept of the “clause complex”, which refers to multiple clauses linked through specific logico-semantic relations. This paper aims to explore how the logical meaning of the English mission statements of Vietnamese tertiary education institutions could convey the different levels of priority that the universities set for their different functions, and how the meaning of each clause adds to the meaning of one another and contributes to the overall meaning of the whole complex. The research question to be answered is: “How could the logical meaning of

tertiary education institutions' mission statements contribute to the communication of the roles, functions, identity and status of the institutions to the stakeholders?'. The paper starts with a review of the concept of clause complexes and then elaborates on the nature of logico-semantic relations within these complexes, and a summary of what has been found in the previous studies on mission statements of organisations and tertiary education institutions. The selection and collection process of mission statements as data for this study is then explained. The paper concludes with a summary of findings on how logical dependency and logico-semantic relations are utilised in these statements and discusses how these relations may reflect the connection between the tertiary education institution's stated roles and functions and the varying levels of importance assigned to these roles and functions.

2. Logical Metafunction in SFL

Systemic Functional Linguistics (SFL) views language not as a fixed set of structures but as a dynamic network of systems—interrelated sets of options for making meaning (Halliday, 1994, p. 15). Within this framework, language is understood as a multi-functional system, as instances of language in use typically serve multiple functions simultaneously. Each instance of language use produces various kinds of meaning concurrently, all contributing equally to the overall message. Halliday (1994) identifies these layers of meaning through three metafunctions of language: interpersonal, ideational, and textual.

The interpersonal metafunction refers to the way language is used to enact social relationships, express attitudes, and convey the speaker's stance toward what is being communicated. Realised through the systems of MOOD and MODALITY, this metafunction focuses on the interaction between interlocutors in a communicative event. Through their interactions, the interlocutors use interpersonal resources to define their roles, assert or challenge the roles of others, and adjust the tone and relational dynamics of the conversation. In other words, the analysis of interpersonal meaning may provide insights into how language constructs and negotiates social relationships.

The ideational metafunction focuses on ideation—how language conveys ideas about the world and our experiences within these worlds, or how language captures and organises human experience. The lexicogrammatical system that serves this function is TRANSITIVITY, which is structured around three core components including processes, participants, and circumstances. Each experience is represented through an individual clause; the meaning generated from the transitivity elements of a clause is its representational meaning. But experiences are often interconnected, and this interconnection between clauses could be captured through combinations of clauses. What combines experiences represented in the constituent clauses is called logical metafunction of logical meaning.

The textual metafunction focuses on the creation of coherent text. This metafunction allows speakers and writers to produce "texts"—connected sequences of language that are contextually relevant—and helps listeners or readers distinguish meaningful text from a random collection of sentences. Textual meanings are realised lexicogrammatically through the system of THEME, which provides resources for establishing a local context for each clause by selecting a starting point for the flow of information. These thematic choices determine the orientation or perspective on the interpersonal and ideational elements of the clause.

As mentioned, the logical metafunction or logical meaning is what connects ideas in the combinations of clauses. Thanks to this connection, clauses are chained together in the way that one clause functions as an add-on of another clause. The notion of clause complex and the

relations between clauses in the clause complex are discussed in the next section.

3. The Notion of Clause Complex

3.1. The Clause Complex is at the Same Rank as the Clause

In the light of Systemic Functional Linguistics (SFL), the clause is regarded as the highest grammatical unit and a multifunctional construct, which is capable of performing all three language metafunctions (Halliday 1994). This ability of a clause to realise all the three metafunctions can be illustrated through Figure 1 below, which is an analysis taken from Nguyễn Thị Minh Tâm (2013b).

Figure 1

The Three Lines of Meaning in Clauses

1a: Three Lines of Meanings in a Clause – 1

The professor	was	analysing	the functions that a clause can perform.	MEANING
Theme	Rheme			Textual
Mood	Residue			Interpersonal
Actor	Process (material)	Goal		Ideational

1b: Three Lines of Meanings in a Clause - 2

Jim	wondered		how the analysis would help.	CLAUSE MEANING	
	did	wonder			
Theme	Rheme			Textual	
Mood (Jim + did)		Residue (wonder + how the analysis would help)		Interpersonal	
senser	Process (mental)			Phenomenon	Ideational

As can be seen in Figure 1, a clause serves as a unit of information, or a message, composed of two main elements: Theme and Rheme. The Theme marks the starting point or “departure” of the message, while the Rheme forms the remainder (Halliday, 1994). In finite clauses, the Theme is explicit, while in non-finite clauses, it is implicit and can only be inferred from context.

In interactions between a speaker or writer and their audience, a clause acts as an exchange, or a move. This function is realised through the Mood structure of the clause, which includes elements like Subject, Finite, and Modality (Halliday, 1994). The chosen Mood structure determines the role the speaker or writer adopts and assigns a corresponding role to the listener or reader.

A clause also acts as a figure or construal of experiences, reflecting both external reality and internal thoughts. In SFL, clauses express human experiences by engaging with both outer reality and inner thought, encapsulated in what Halliday describes as “reality is made up of processes” (p.106). This function is realised through the transitivity elements, with the process being the central element which defines the adjacent participants, and which is further supported by surrounding circumstances.

The clause, therefore, can manifest all the three metafunctions of the language. Through the system of TRANSITIVITY, the clause performs its ideational function by linguistically construing the world. Through the system of MOOD, the clause performs its interpersonal function by enacting social roles. Through the system of THEME, the clause performs its

textual function by presenting information in a specific order of constituents. Consequently, there appears to be no need for any additional function to be expressed by a grammatical unit beyond the clause. When clauses combine to form larger stretches, this process does not elevate them to a higher rank on the paradigmatic axis. Instead, it represents the multiplication of clauses into a chain, with clauses connected sequentially along the syntagmatic axis, as shown in Figure 2.

Figure 2

Combining Clauses Into a Clause Complex (Nguyễn Thị Minh Tâm, 2013b)

<i>The professor</i> was analyzing the functions that a clause can perform,				+	Jim wondered how the analysis would help.			CLAUSE MEANING	
Theme		Rheme			Theme		Rheme	textual	
Mood		Residue			Mood (Jim + did)		Residue (wonderer + how the analysis would help)	interpersonal	
Actor	Process material		Goal		senser	Process mental	phenomenon	ideational	
Clause 1					Clause 2				
While	<i>the professor</i>	was	analyzing	the functions that a clause can perform,	Jim	wondered	how the analysis would help.	CLAUSE MEANING	
Con-junc-tive	Theme		Rheme			Theme		Rheme	textual
	Mood		Residue			Mood (Jim + did)		Residue (wonderer + how the analysis would help)	interpersonal
	Actor	Process material		Goal	senser	Process mental	phenomenon	ideational	

The clause complex comprises multiple clauses combined in meaningful ways. When a new clause is chained to an initial clause - a clause simplex, a new mood structure is added, a new transitivity system is added, and a new thematic structure is added, integrating a new exchange, a new representation, and a new message into the initial exchange, representations, and message. Although it consists of multiple clauses, the clause complex performs the same functions on the same grammatical level as a clause simplex, emphasising its role as a semantic unit at the same grammatical ranking as a clause.

3.2. The Clause Complex as a Univariate Structure

A syntactic structure can be classified as either univariate or multivariate. A univariate structure involves relationships between elements of the same type, which is referred to as endocentric allowing for indefinite chaining of similar elements. Elements in a univariate structure are repetitions of the same variable, which support linear recursion, where each recursive step occurs at the same rank. An example is the nominal group “some *coffee and tea*” in which both elements are nouns, which is an expansion of “some *coffee*” and might be expanded as “some *juice, coffee, and tea*” - a nominal group with three nouns linearly chained to one another. No matter how many chains there are in the nominal group, the function of this group in the clause stays unchanged.

Eg. We ordered some coffee.

We ordered some coffee and tea.

We ordered some juice, coffee and tea.

A multivariate structure involves multiple distinct variables, each appearing uniquely within the structure. This type of structure forms a unified whole composed of functionally distinct components and is referred to as exocentric. Multivariate structures are not inherently recursive; any recursion that occurs is cyclical and only introduced through a process called

rank-shift. Rank-shift involves embedding a unit within another unit of a higher rank, creating an additional layer in the syntagmatic sequence. An example is a clause which is made up of distinct elements, each of these contributes a unique function to the overall clause meaning.

Eg. We didn't order any coffee.

In the clause above, the four elements “we”, “didn't”, “order” and “some coffee” are four distinct variables which function as Subject, Finite, Predicator, and Complement respectively.

In clause complexes, the combination of clauses is the process of pluralising one variable - the clause - into a chain of clauses. As shown in Figure 2, when a speaker or writer wishes to expand an argument beyond a single clause, the initiating clause can be combined with continuing clauses to create a sequence of ideas. In this structure, the main clause remains the central focus, while coordinating or subordinating clauses provide supplementary information to enhance and elaborate on the argument. Just as a single clause depicts a situation, a combination of multiple clauses, known as a clause complex, conveys a more complex idea.

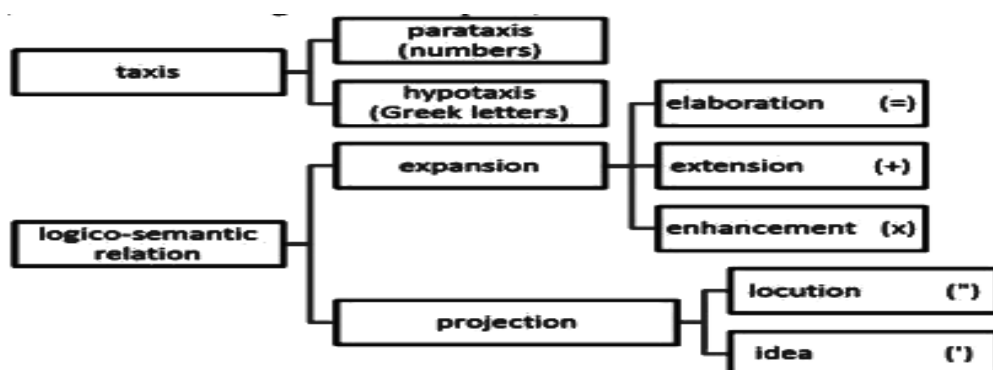
As a univariate structure, the clause complex acts as a logical combination of clauses—a logico-semantic unit above the individual clause level (Nguyễn Thị Minh Tâm, 2013a). A study of clause complexes, therefore, could not shed light on how a new structure at a higher rank on the paradigmatic axis is formed, but explore how meaning of the complex is construed from the semantic connection between constituent clauses, which can only be discerned through a close examination of the meaning conveyed by each clause, and how the contents represented in the clauses are prioritised. In the next section, the logical dependency and logico-semantic relations in the clause complex are presented.

4. The Logical Dependency and Logico-Semantic Relations in the Clause Complex

The relationship between constituent clauses in clause complexes can be understood through the logical components of the linguistic system, specifically the functional-semantic relations that form the foundation of the logic in natural language (Halliday, 1994). There are two systemic dimensions in the organisation of the clause complex: one is in the syntactic dimension - the system of interdependency, or *taxis* system, which is general to all complexes, and the other is the semantic dimension – the *logico-semantic* system, specifically an inter-clausal relationship. The system network of taxis and logico-semantic relations could be summarised by Gerot and Wignell (1994) as follows:

Figure 3

The System Network of Taxis and Logico-Semantic Relation (Gerot & Wignell, 1994, p. 93)



The taxis system is realised through the interdependency relations between element clauses in the clause complexes, which can be categorised as independency (paratactic) and dependency (hypotactic). Parataxis relations in clause complex is the linking of clauses of equal status. Both the initiating and the continuing clauses could stand as a functioning whole. The clauses in paratactic relations are therefore coded as 1, 2, 3, etc. Hypotactic relation is the binding of clauses of unequal status, the dominant clause is free, but the dependent clause is not. The distribution of logical dependency relations could therefore demonstrate the degree of importance that the text producers assign to different experiential contents. The clauses in hypotactic relations are coded as α , β , λ for the hierarchical levels. According to Thompson (2014), non-finite clauses are typically hypotactic.

The system of logico-semantic relations defines the type of logical connections between constituent clauses. The primary distinction in these relations within a clause complex is between two types: expansion and projection, each operating in distinct ways (Halliday, 1994). In the case of projection, language is used to talk about language itself, which represents a unique set of phenomena, including propositions and proposals. In projection, we are not directly representing non-linguistic experiences but, instead, offering a representation of a linguistic representation—essentially “a report of what someone else said or thought at a different time,” or a “double layer of (linguistic) representation” (Thompson, 2014, p. 201). The two modes of projection are quoting (where the projected clauses are placed within quotation marks) and reporting (where projected clauses are not marked by quotation marks). Meanwhile, the expansion system enables the speaker or writer to develop the experiential meaning of a clause in three main ways: elaboration (coded as =), extension (coded as +), and enhancement (coded as x). In elaboration, one clause expands on another by providing exposition, clarification, or examples. In extension, one clause adds new information to the original, offering alternatives or exceptions. In enhancement, clauses introduce circumstantial elements such as time, place, cause, condition or concession to expand the meaning of the primary clause. Both these types of relationship can be construed between equal and unequal clauses, as shown in Table 1.

Table 1

Examples of Logico-Semantic Relations in Paratactic and Hypotactic Clause Complexes

Taxis	Expanding		Projecting	
Paratactic	He ordered some juice, I ordered a cup of tea.		Ben said: “I want some juice.”	
	1	+2	1	“2
Hypotactic	If you start trouble, we’ll finish it.		I believe that he will finish it.	
	x β	α	α	β

The roles of projection and expansion in a clause complex are different in that projection is an essential part of the meaning of the projected clause and therefore the meaning of the projected clause will change radically if the projection is taken away, whereas typically an expanded clause would not change its meaning radically if the expansion were taken away. Taking complexes in Table 1 as examples, the two clauses in the paratactic complex “*He ordered some juice, || I ordered a cup of tea*” are about two equal-status events / ideations / experiences, coded 1 and 2 to signal the same rank, are chained together. These two events / ideations / experiences could still be preserved in the meaning of the two clauses when they are separated into two clause simplexes. Even in the hypotactic complex “*If you start trouble, | we’ll finish it*”, where the meaning of the continuing clause, coded as β for lower rank, is

dependent on the initiating clause, coded as α for higher rank, in the sense that the interpretation of “it” in the continuing clause requires the reference to “trouble” in the initiating clause. However, if these two clauses are separated into two consecutive simplexes in the same text, the reference to “trouble” in the previous simplex in order to interpret the meaning of “it” in the following simplex is almost effortless, which means the removal of expansion does not influence much on the clause meaning. In the clause complex “Ben said: || “I want some juice.”, however, the clause “I want some juice” is understood as Ben’s expression of need because it goes with the projection process. If projection is removed and the clause stands alone as a simplex, it will be interpreted as the expression of need of the interlocutor himself / herself, which is a complete change in meaning. Therefore, expansion is a macrophenomenon and projection is a meta-phenomenon (Halliday, 1994).

Research on logical dependency and logico-semantic relations across various text types has predominantly focused on written texts. Ngongo (2018), using descriptive qualitative analysis, examined taxis in students’ writing and found a preference for explaining interpretations through unequal statuses in hypotactic nexuses to clarify ideas. Parataxis was less frequently utilised. Additionally, students favoured expansion (elaboration, extension, and enhancement) over projection (locution and idea).

Yuniar (2018) analysed the logico-semantic relations in analytical exposition texts by third-semester students, revealing a strong dominance of expansion over projection. Among expansion types, enhancement was the most commonly used, followed by elaboration and extension. Kurniawan, Luardini and Karani (2021) explored the clause complexes of analytical exposition texts written by English teachers and concluded that the good variation in taxis and logico-semantic relations in the clause complexes produced by the teachers could demonstrate their good language proficiency and their ability to deliver lectures and seminars via English. Novianti and Gunawan (2023) compared the use of logical dependency and logico-semantic relations in students’ writing versus experts’ formal texts. They observed that experts employed more clause complexes and a greater variety of relations, while students showed a clear preference towards hypotaxis over parataxis and a preference towards expansion over projection. Interestingly, students often created longer clause complexes (with more than three constituent clauses) than experts, suggesting lower conciseness in their writing.

Noviandari and Yuwono (2020) investigated logico-semantic relations in CNN news, a semi-formal text type which belongs to the media genre and found expansion to be more prevalent than projection. Within expansion, elaboration clauses dominated, followed by enhancement and extension. Being published on the websites of the institution, mission statements could also be categorised as a subcategory of media genre. However, the logical dependency and logico-semantic relations have not been explored in the corpus of mission statements of tertiary education institutions.

5. Mission Statements of Universities

Mission statements, which provide the key information regarding the purposes, the goals, and the values of organisations, are believed to be the critical starting point for almost every major strategic initiative (Bart, Bontis & Taggar, 2001). The mission statements also communicate the fundamental reasons for the existence of the organisations. The mission statements are articulated to provide a simple declaration of why the organisation exists and a publicised clarification of the functions that the organisations are planned to perform. Ideally, the mission statements strategically guide the organisations in all their decision making and

behaviour and define the identity and the significance of the organisation to stakeholders (Leuthesser & Kohli, 1997). “Mission statements are supposed to answer some fairly simple yet critically fundamental questions for every organisation, such as: why do we exist; what is our purpose; what are we trying to accomplish” (Bart et al., 2001, p. 19). Mission statements have become must-have elements of many types of businesses and corporations. For over 20 years, the mission statement has been ranked in the top ten management tools in Bain and Company’s (2013) annual survey of business executives (Bhavesh et al., 2015).

Mission statements originated in the business community long before they were a part of tertiary education. Despite being mostly non-profit organisations, universities also need to construct their public images through mission statements, which are expected to be the reference point for all their decision-making processes, ensuring that all the decisions align with the core values and the strategic direction of the institutions, providing a framework for envisioning the future, setting goals, and prioritising the resources for each goal to be achieved. As cited in Lopez and Martin (2018), the tertiary education institution’s mission statements often serve two purposes: (1) to provide the foundation upon which the objectives and strategic plans will be built (Pearce & Robinson, 1991) and (2) to unify the organisation behind a core purpose and direction to influence decision making (Ireland & Hirc, 1992). According to Hall (2020), university mission statements reflect institutional priorities, and are usually constructed around some foundational topics of students, service, and culture. Some other topics to be included are diversity, transfer of knowledge, free exchange of ideas and knowledge preservation. Publicised on the official documents and websites of the institution, the mission statements have to serve both the explanatory function and the promotional function, which means that the contents of these statements have to be both informative and captivating.

In Vietnam, the objectives of higher education institutions have to be approved by the board of trustees and must align with the Law on Education. The objectives of higher education are stated in Article 39 of the Law on Education 2019, translated into English as follows:

1. Higher education aims to train skilled professionals, elevate intellectual standards, and nurture talents. It supports scientific and technological research to generate new knowledge and products, contributing to economic and social development while ensuring national defence, security, and international integration.
2. Higher education fosters well-rounded growth of learners. Graduates are expected to accumulate knowledge, skills, and a sense of professional responsibility; adapt to scientific and technological advancements; demonstrate self-learning, creativity, and adaptability in the workplace; and embrace an entrepreneurial mindset and a commitment to serving the community.

(National Assembly XIV, 2019)

According to this description of higher education objectives, any tertiary education institution is a multitasking body, taking different roles and performing different functions simultaneously. The mission statements of tertiary education institutions in Vietnam, therefore, are expected to be consistent with these objectives, which means the mission statements should explicitly state their roles in training learners to become talented experts, fostering learners’ comprehensive development, contributing to research and technology transfer and serving the community in areas related to the institution’s disciplines and expertise.

As regards the studies on mission statements, Davis, Ruhe, Lee, and Rajadhyaksha (2007) examined the ethical aspects and impacts of university mission statements on the character and ethical orientation of its students. The findings revealed that schools that

explicitly state ethical content in their mission statements are more likely to influence student ethical orientation than those schools that do not. Lopez and Martin (2018) studied the relationship between university mission statements and sustainability practices by 347 higher education institutions and found that the greater number of specific terms in the mission statements, the more likely that the universities have higher ratings. Despite the breadth of these studies, mission statements have not been analysed in terms of logical meaning.

In this study, the logical meaning of mission statements was analysed with the assumption that the inclusion and organisation of different experiential contents in the statement could allow the tertiary education institution to strategically communicate its core roles and functions to stakeholders. The mission statements published in the websites are one of the official channels via which different objectives and values of universities could be officially announced. The presentation of clauses in different logical dependency and logico-semantic relations might reveal the importance and priority that the institutions set for their different functions and goals, and the connection between them.

6. Methodology

This study investigates the logical meaning of the mission statements in English of Vietnamese universities. According to Vietnam Education Quality Management Agency, by April 2024, there were 193 accredited tertiary education institutions in Vietnam, 106 of them went through accreditation cycle 2¹. The websites of these 106 institutions were scanned for the mission statements, and all mission statements written in English were collected. Since the purpose of this study is to investigate the logical meaning of mission statements in English of Vietnamese universities, the data could not be collected in the following two cases. First, the institutions did not publicise their mission statements in English because they have no English websites. Second, the institutions had their mission stated in English, but those statements consisted of clause simplexes only. Therefore, even though the websites of 106 universities were scanned, the total sum of the English mission statements in which there existed at least one clause complex was 72. Therefore, the corpus of this study was compiled from the 72 mission statements in English, which were publicised in the websites of Vietnamese tertiary education institutions.

The reason the data of this study was collected from the two-cycle accredited institutions was to ensure that the mission statements had been carefully articulated and reviewed after the first quality assessment, since one of the criteria for quality assessment and accreditation of Vietnamese higher education institutions is that the institution articulates its missions to well match its educational philosophy, and the missions are periodically reviewed and improved to meet the stakeholder's needs.

The reason why only English versions of the mission statements was chosen as data for this study is that in Vietnamese, the term “mission statements” might be translated as “sứ mạng”, “sứ mệnh”, “định hướng phát triển”, “mục tiêu phát triển”, “chức năng nhiệm vụ”, etc., it is sometimes hard to identify the mission statements in the Vietnamese version of the websites. The English versions of mission statements on the websites were chosen to avoid any misinterpretation of the wording and overgeneralisation of the Vietnamese texts.

¹<https://vqa.moet.gov.vn/vi/thong-bao-quan-ly-bao-dam/thong-bao/danh-sach-cac-co-so-giao-duc-chuong-trinh-dao-tao-giao-duc-dai-hoc-va-cao-dang-su-pham-hoan-thanh-bao-cao-tu-danh-gia-va-duoc-danh-gia-cong-nhan-dat-tieu-chuan-chat-luong-giao-duc-cap-nhat-den-ngay-30-4-2024-44.html>

All the clause complexes were then retrieved from the corpus for further analysis of logical dependency relations and logico-semantic relations. Since English is neither the native nor the official language of Vietnam, some minor linguistic flaws appeared in these English mission statements, potentially leading to misinterpretation or misanalysis. To address this, the Vietnamese versions of the statements were consulted to verify the content, and paraphrasing was applied before conducting the logical meaning analysis.

The analysis focused on the missions only, so all the lead-in clauses introducing the institution are not taken as data. As regards the logical dependency relations, the clause complexes were chunked into clause nexuses, which were then categorised as either paratactic or hypotactic. The numerical codes of were used for the clauses in paratactic nexuses, with 1 for the initiating clause and 2 for the continuing clause, while the Greek-based alphabetical codes were used for the clauses with different hierarchical levels in hypotactic nexuses, with α for the dominant / main clause and β for the dependent / subordinate clause. The clause complexes were then analysed based on the SFL framework of logico-semantic relations. The analytical framework is as follows:

Table 2

The Analytical Framework of Logico-Semantic Relations

Relation	Sub-type	Description	Code
Projection	quoting	projecting verb ^ “projected clause.”	"
Projection	reporting	projecting verb ^ projected clause	‘
Expansion	elaboration	clarifying or exemplifying (viz, i.e., e.g.)	=
Expansion	extension	adding new information (alternative or an exception)	+
Expansion	enhancement	contributing to the circumstantial features (place, time, condition, purpose, etc.)	x

The meanings of the expanded and projected clauses were qualitatively analysed to assist the classification of projection and expansion subtypes. The occurrences of projection and expansion subtypes were calculated and compared to the total number of clause nexuses so that the general patterns in logical dependency and logico-semantic relations in the data can be seen. The number of occurrences were then coded into percentages using the following formula:

$$X = F/S * 100\%$$

X: the percentage of each type

F: the frequency / the number of occurrences of each type

S: the total number of clause nexuses

The data analysis procedure was conducted four times by the researcher, the analyses were two to three weeks separated and then cross-checked by a colleague with an expertise in SFL in order to avoid inaccuracies as much as possible.

7. Findings and Discussion

7.1. Findings

The longest mission statement was 16 clauses long, and the shortest was 2 clauses long. The number of clause complexes to be analysed was 87, but the number of constituent clauses was 316 connected within 223 clause nexuses. Thus, the average length of the clause complexes was 2.56 nexuses. The number of paratactic clause nexuses was 134 and the number of hypotactic clause nexuses was 89. The logico-semantic relation analysis results can be summarised as follows:

Table 3

Distribution of the Logico-Semantic Relations in the Mission Statements

Logico-semantic relations	Occurrences	Percentage
Projection	0	0.00%
Expansion: Elaboration	40	17.94%
Expansion: Extension	138	61.88%
Expansion: Enhancement	45	20.18%
Total number of clause nexuses	223	
Total number of clause complexes	87	
Total number of constituent clauses	316	

As seen in Table 3, no projection is employed in the mission statements. Among expansion subtypes, extension is the most popular subcategory of expansion to be employed in the mission statements, accounting for 61.88%. The dominance of extension seems to demonstrate a tendency of using expanding clauses to add new information to the expanded clause, so that things are listed out in a row. The popular pattern is that the expanded clause represents one function that the tertiary education institution performs, or one goal of the institution. Each of the expanding clause adds one function or goal of the universities, like what is demonstrated in Figure 4 below:

Figure 4

A Clause Complex with Extension

University X provides high quality human resources for society through the pursuit of education and training at the national level of excellence;	delivers teacher training and continuing professional development;	and functions as a leading center for educational, applied and basic research and technological transfer in the Northern Central Vietnam as well as nationwide.
expanded clause	1st expanding clause	2nd expanding clause
1	+ 2	+ 3

In the clause complex above, both expanding clauses function as the extension of the expanded clauses, which means they add new ideations to the chain. Since there are 3 clauses in the complex in Figure 4, it could be interpreted that X University wants to demonstrate the 3 key functions that the university performs. Since all the clauses are in paratactic relations, these 3 functions are presented as of equal importance, though, logically, the first clause tends to be the function that X University wants to highlight most.

Elaboration and enhancement are less popularly employed, with the proportion of 17.94% and 20.18% respectively. The elaborating clauses are used to clarify the content of the expanded clauses, which means the readers of the mission statements have chances to understand in greater detail what the functions or the values stated mean.

Figure 5*A Clause Complex With Elaboration*

University Y provides high-quality education,	equipping students with a solid knowledge foundation, innovative capabilities, and adaptability to the global work environment;	instills a sense of responsibility toward oneself, family, community, society, and humanity;	and contributes to a prosperous Vietnam	while preserving our rich national identity
expanded	1st expanding	2nd expanding	3rd expanding	4th expanding
	1	+ 2	+3	
α	$=\beta$		α	$\times\beta$

The clause complex presented in Figure 5 is the first part of a mission statement consisting of 3 clause complexes. Among the 5 clauses in this clause complex, there are 4 expanding clauses following the initiating clause, which is the expanded one. The first expanding clause is an elaborating one coded as $1 = \beta$, meaning that it hypotactically explicates the content of the expanded clause. The second and third clauses are extending ones coded as +2 and +3, meaning that they are in paratactic relationship with the expanded clause and directly add more contents to the change. The 4th is the hypotactic enhancement of the third expanding clause, so it is coded as $3 \times \beta$. University Y further explains the mission of providing high-quality education via the elaborated clause $1 = \beta$, while the other two missions (stated in the second and third expanding clauses) are without any further explanations, which might reveal a priority of the first mission over the other two.

If the elaboration relation as analysed in Figure 5 helps the university to specify one mission, enhancement can help frame the mission statements in certain contexts. In the clause complex analysed in Figure 6a, the context is framed into a certain purpose (belonging to circumstance of cause), while in Figure 6b, the context is framed in terms of time.

Figure 6*A Clause Complex With Enhancement**6a. Enhancement of Cause*

It (University Z) is committed to continuous innovation and creativity	offering high quality human resources and scientific products to the fields of vocational education, science and technology	to meet the demands of the socio-economic development of the country
Expanded clause	1st expanding clause	2nd expanding clause: circumstance of cause
α	$+\beta$	$\times\lambda$

6b. Enhancement of Time

University U enhances quality of education,	elevates knowledge acquisition,	and breeds young talents in the age of globalization and integration,	while pioneering in innovation and public services
expanded clause	1st expanding clause	2nd expanding clause	3rd expanding clause: circumstance of time
1	α	+3	$\times\beta$
	+2		

Although there could be different types of enhancement including time, place, cause, condition and concession (Halliday, 1994; Thompson, 2014), 40 out of 45 (88.89%) of enhancement clauses in the data were about causes, only 3 (6.67%) enhancement clauses were about time and 2 (4.44%) about condition.

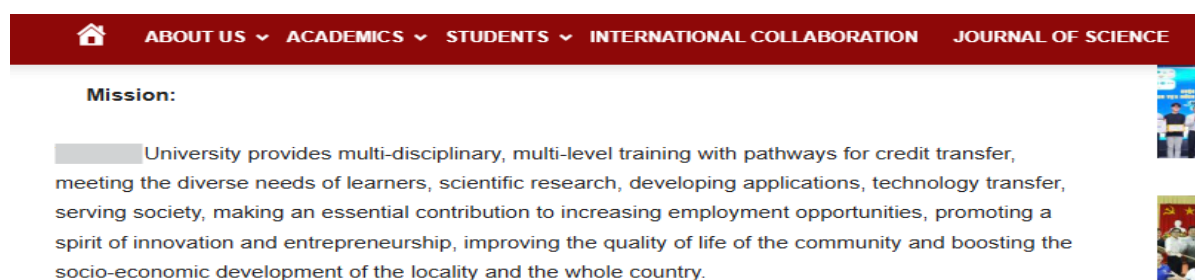
7.2. Discussion

7.2.1. The multilayer of meaning in the mission statements

The average length of 2.56-nexus of clause complexes in the data means that the complexity of the experiential content is quite high. This complexity is coherent with the assumption that mission statements are where all the core purposes, primary objectives and even core values and the strategic direction of the institutions should be well captured. Such a complexity is appropriate with the fact that mission statements are usually found in the officially issued document stating the institution's strategic plan of development, or the official website of the institution. The fact that mission statements are officially presented in such documents and places ensures that they have been thoughtfully and strategically articulated, and that they could be carefully read, and every layer of meaning could be thoroughly explored. The mission statements are therefore where different experiential contents are condensed and connected in logical dependency and logico-semantic relation. Figure 7 is an example of a densely populated clause complex.

Figure 7

A Mission Statement as a Densely Populated Clause Complex



TV University provides multi-disciplinary, multi-level training with pathways for credit transfer,	meeting the diverse needs of learners,	developing applications, technology transfer, serving society,	making an essential contribution to increasing employment opportunities,	promoting a spirit of innovation and entrepreneurship	improving the quality of life of the community	and boosting the socio-economic development of the locality and the whole country.
expanded clause	1st expanding	2nd expanding	3rd expanding	4th expanding	5th expanding	6th expanding
α	$+\beta_1$	$+\beta_2$	$+\beta_3$	$+\beta_4$	$+\beta_5$	$+\beta_6$

Figure 7 illustrates TV university's mission statement made up from just one clause complex (or, sentence in traditional grammar terminology), also a long clause complex. All the contents of the mission statement are condensed in 7 constituent clauses, all combined in expansion relations. All the expanding clauses are non-finite, which means they are dependent on the expanded clause, and the relation between the expanded clause and all expanding clauses is hypotaxis. However, all the 6 expanding clauses are of equal status, so they are all in paratactic nexuses. Combined in such a way, the experiential content of the expanded clauses is expanded 6 times with the 6 expanding clauses. Such a 7-clause sentence is not popular and could normally be too long to read and remember. But as the statement is officially placed on the website of TV university, the length and the multilayer meaning of this statement could pose no problem to the stakeholders who need to carefully read the contents and understand what the missions of TV university are.

7.2.2. The dominance of parataxis and expansion

As regards the logical dependency relations, parataxis was chosen 134 times in comparison with 89 times for hypotaxis. Such a distribution shows that most of the contents

provided in the statements are perceived to be of equal importance, the priority for some certain contents could only be sometimes seen through the clarification or enhancement in terms of time, cause, and condition provided in the hypotactic clauses. The interpretation of this preference for parataxis could be that the institutions do not want to set any mission as a subordinate of another, and they want and are required to accomplish various objectives at the same time rather than setting priority to just a few tasks in their strategic development plan.

As regards the logico-semantic relations, there is no projection in the data. This absence of projection in the mission statement seems to be quite understandable since the mission statements often include the key information in just one or a few sentences, and there is usually very limited space in the issued documents and websites for the core missions to be briefly stated. A quote or report of the locutions or ideas from other people or sources added in the contents might make the mission statement unnecessarily long. All the clause nexuses are in expansion relations, which is quite similar to the strong dominance of expansion over projection Yuniar’s (2018) and Noviandari and Yuwono’s (2020) findings. This overdominance of expansion means that the focus of the mission statements is mostly showcasing as much as possible the key roles that the institutions perform and the common areas / activities in which the institutions operate. This finding resonates Cortés-Sánchez’s (2017) assertion that one of the reasons why the universities worldwide develop their mission statement is to define the organisation’s scope of business operations/activities. The employment of expansion allows the mission statements to be concise but still informative.

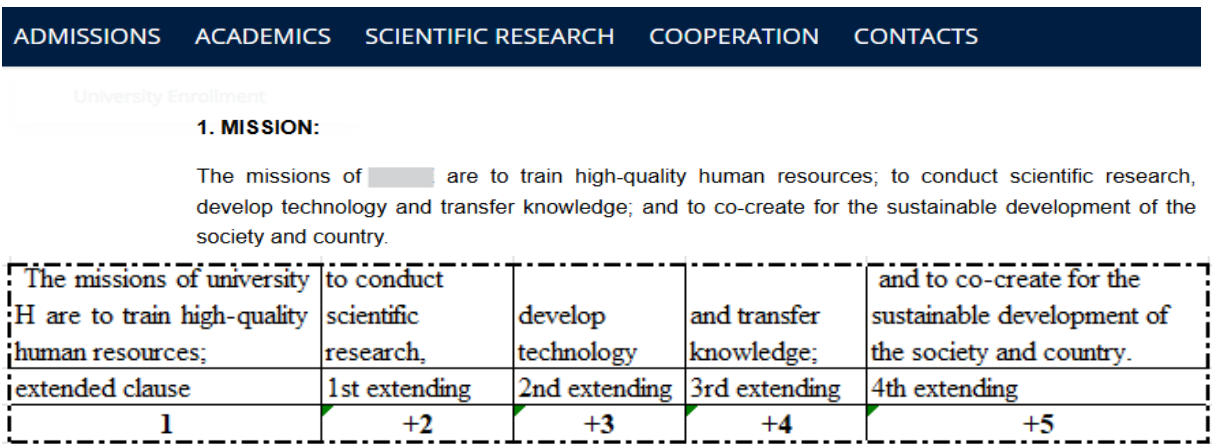
7.2.3. The popularity of extension

As seen in Table 3, among the three categories of expansion, extension was the most popular, accounting for 61.43% of the data. Another noticeable fact is that almost all clause nexuses with extension are paratactic. Meanwhile, almost all clause nexuses with elaboration and enhancement are hypotactic, which means the details added as enhancement and elaboration are considered less important.

As mentioned, extension may add new information to the original content, offering alternatives or exceptions. The majority of extending clauses in the data of this study add new information to the contents of the extended clause.

Figure 8

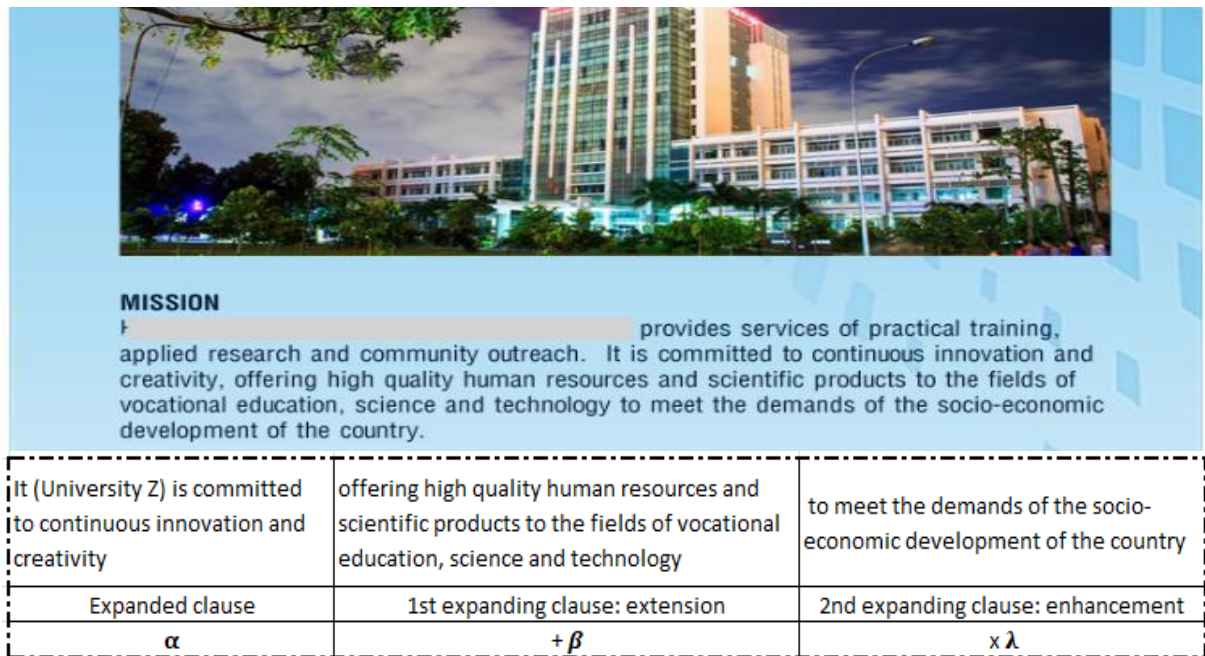
A Mission Statement With All Extension Nexuses



As shown in Figure 8, the mission statement of university H consists of only one complex, and the total number of expanded clauses and the expanding clause in the complex is

equal to the number of roles and functions that the institution wants to present to the stakeholders. All the clauses are connected paratactically through extension relations, signifying that university H assigns equal importance to processes such as training, conducting research, developing technological advancements, transferring knowledge, and co-creating new knowledge and services. By addressing all these tasks, university H makes influential contributions across various social dimensions. Adding these tasks paratactically one by one creates an impression of connecting isolated dots to form a complete and cohesive representation of the institution. By framing its mission in this manner, University H appears to focus primarily on answering the question “What are we going to do?” - one of the three questions that mission statements typically address, as outlined by Komives, Lucas, and McMahon (1998). In contrast, the questions of “How?” and “For whom?” receive comparatively less emphasis.

Figure 9
A Mission Statement With Hypotactic Extension



Clause complexes employing hypotactic extension could not demonstrate an even distribution of weight on the various missions of the institutions but could still provide the answers to the question “What are we going to do?”. The mission statement of university Z, as presented in Figure 8, includes a clause simplex and a clause complex. The clause complex is made up from 3 clauses combined in 2 hypotactic nexuses in which the initiated clause is extended and enhanced by the continuing clauses. The content of extending clause $+\beta$ is a supplement to the content of the initiating clause α , which means that offering high quality human resources and scientific produce is just second to being an institution of “continuous innovation and creativity”.

Although tertiary education institutions often have multiple key missions, achieving optimal functional efficiency and establishing a clear identity may require prioritising one mission over others. The mission statement serves as a platform to communicate this priority. In this statement, it can be inferred that University Z aims to position itself as an innovation-focused university rather than a research-centric one. This identity being highlighted might

follow the recently emerged discussion^{2, 3} in Vietnam about the role of tertiary education in innovation and technology transfer.

7.2.4. The realisation of elaboration

As classified by Halliday (1994), elaboration can bring the meaning of exposition, clarification or exemplification. The elaborating clauses are therefore not used to present the functions or goals of the universities, but just to “additives” to certain contents of the mission statements.

Elaboration can take one of two forms: paratactic elaboration, where the elaboration mirrors the original content by restating it in a similar way, or hypotactic elaboration, where the elaboration offers more detailed and specific information, making the meaning clearer and more comprehensive. In the data, all the 41 clause nexuses of elaboration are hypotactic, which means all elaborating clauses were used to add more specific supporting details to certain contents, improving the understanding of the content. None of the elaborating clauses was used to paraphrase the previously mentioned information.

Figure 10

A Mission Statement With Hypotactic Elaborating Clauses

ABOUT US

ACADEMICS

RESEARCH

COOPERATION FOR DEVELOPMENT

Home / Mission-vision

Mission and Objective

Người đăng: admin

Mission-vision

16 Month 10, 2024

69

Mission:

University of

is the leading public university for training legal professionals nationwide, providing high-quality human resources at both undergraduate and postgraduate levels. It serves as a center for scientific research, focusing on legal science, contributing to the country's development and international integration.

L University is the leading public university for training legal professionals nationwide,	providing high-quality human resources at both undergraduate and postgraduate levels.	
elaborated clause	elaborating clause	
α	$=\beta$	

It (L University) serves as a center for scientific research, //	focusing on legal science,	contributing to the country's development and international integration.
elaborated clause	elaborating clause	elaborating clause
α	$=\beta 1$	$=\beta+2$

As seen in Figure 10, the elaborating clauses are more thorough explanations for the missions described in the elaborated clauses. The most typical contents of elaborated clauses are such graduate attributes as *being creative*, *being visionary*, *well-rounded graduates* or *innovative capabilities*, the status and rank of the institution such as *being an exceptional centre*, *a centre for scientific research*, *a leading public university*, or the less conventional mission like *developing a “new generation” university*. The need for elaboration may arise because these contents, being somewhat abstract, can be interpreted differently by various stakeholders

² <https://dantri.com.vn/giao-duc/dai-hoc-dinh-huong-doi-moi-sang-tao-thach-thuc-va-goi-y-cho-viet-nam-20211126073108972.htm>

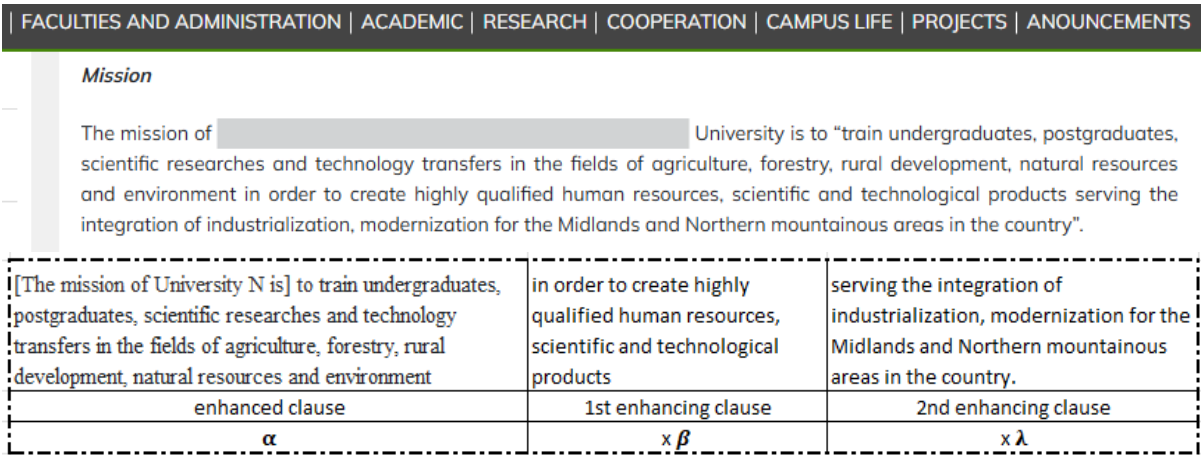
³ <https://baohinhphu.vn/xay-dung-chien-luoc-phat-trien-dai-hoc-doi-moi-sang-tao-102240516150715578.htm>

across fields and sectors. By specifying these attributes within the context of the institution’s particular field and sector, the elaboration clarifies meaning for stakeholders and enhances their understanding. Additionally, this process not only clarifies but also emphasises the elaborated clauses, making their contents more distinctive and polished. Such hypotactic elaboration can, therefore, direct the stakeholders’ attention towards the identity and the significance of the institution in some specific respects (Leuthesser & Kohli, 1997). In other words, hypotactic elaboration may highlight particular "selling points" of the institution, enabling mission statements to effectively serve both informational and promotional purposes.

7.2.5. The realisation of enhancement

With the purposes of providing the circumstantial features of place, time, cause, or concession, the enhancing clauses are not used to present the functions or goals of the universities, but just to scope the statement down to certain specific contexts. In the data of this study, most enhancing clauses embellished the enhanced clauses with features about cause (88.89%); enhancing clauses about place and concession were not found.

Figure 11
A Mission Statement With Enhancing Clauses



Hypotactic enhancing clauses in Figure 11 are both in the category of cause, which are used to explain why the mission stated in the enhanced clause is necessary. Such a pattern of enhancement is very popular in the data of this study. This is understandable since, in order to ensure that the stakeholders understand the necessity of a less conventional mission or some specific tasks, the institution sometimes needs to frame the whole statements or certain contents to particular circumstances, so that no misinterpretation should occur.

Despite their small proportion in the data, enhancing clauses of time all denoted same-time circumstances (with conjunctions *while* or *meanwhile*), no different-time conjunctions (such as *after*, *before*, *since* etc.) were used. This highlights the multitasking nature of tertiary education institutions, where diverse functions are executed across multiple domains. It also underscores the institutions’ commitment to aligning with the requirements outlined in the Law on Education and adhering to their strategic plans for development across various dimensions.

8. Conclusions

In this study, the mission statements of 106 tertiary education institutions were investigated, and 87 clause complexes were collected from these statements. It is observed from

the data of this study that in the mission statements of tertiary education institutions, clause complexes are used quite frequently, 72 out of 106 institutions use clause complexes to articulate their mission statements. In terms of logical dependency relations, parataxis is more widely used than hypotaxis. As regards logico-semantic relations, projection rarely occurs, since the mission statements are usually brief and are written in a straightforward and concise manner. The logico-semantic relation of expansion seems to dominate in almost all nexuses in the mission statements collected as data of this study.

Within the subcategories of expansion, extension emerges as the most prominent logico-semantic relation, suggesting a potential preference in university mission statements to emphasise answering the question, “*What are we going to do?*”, while the questions of “How?” and “For whom?” receive comparatively less emphasis. Clause nexuses in extension are frequently paratactic, signalling to stakeholders that the stated functions, goals, or values are viewed as equally significant. However, the combination of extended and extending clauses in hypotaxis may imply that although tertiary education institutions often have multiple key missions, achieving optimal functional efficiency and establishing a clear identity may require prioritising one mission over others. The choice of hypotaxis allows the mission statement to serve as a platform to communicate the various degrees of priority set to each mission or specific task.

However, when elaboration and enhancement are employed, the complexes tend to be hypotactic, demonstrating different highlights that the universities want to create to different contents of the mission statements. Certain missions or tasks may be further supported with hypotactic elaborating clauses, which may highlight particular “selling points” of the institution, enabling mission statements to effectively serve both informational and promotional purposes. Hypotactic enhancing clauses were used when the institution needed to frame the whole statements or certain contents to particular circumstances, so that no misinterpretation of the mission statement contents should occur. Enhancing clauses of same-time meaning could also reflect the multitasking nature of tertiary education institutions, where various functions are carried out across multiple domains.

An analysis of the logical meanings in the English mission statements of Vietnamese tertiary education institutions disclosed the institutions' dedication to meeting the requirements set forth in the Law on Education and aligning with their strategic development plans across multiple dimensions. The findings on the logical meaning of the mission statements could also reveal intriguing insights into how these institutions present their roles and functions to stakeholders, prioritise specific objectives and tasks, and emphasise particular “selling points” or the status and identity that the institutions wish to highlight. However, it is important to acknowledge that this interpretation reflects the researcher’s perspective, and the institutions may intend to convey additional implications or subtle messages through the construction of their mission statements.

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VIETNAM - U.S. EDUCATIONAL COOPERATION (2013-2023): FROM A NATIONAL TO AN INSTITUTIONAL LEVEL

Hoang Nguyen Thu Trang*, Nguyen Thi Nhu Quynh

VNU University of Languages and International Studies, No.2 Pham Van Dong, Cau Giay, Hanoi, Vietnam

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Abstract: Reflecting on a decade of robust bilateral relations between Vietnam and the United States, we recognize a significant transition from a comprehensive partnership in 2013 to a comprehensive strategic partnership in 2023. Given the dynamics of globalization and international integration, an exploration of educational cooperation between our two nations is not only relevant but essential. This study clearly outlines key educational support programs, evaluates their tangible outcomes, and showcases specific case studies that highlight the vital roles and shared concerns of both countries. A case study involving collaboration between a Vietnamese university and its American counterparts vividly illustrates the various levels of successful international cooperation. This analysis lays a foundation for anticipating the future of Vietnam-U.S. collaboration in education, especially within tertiary institutions.

Keywords: cooperation, education, programs

* Corresponding author.

Email address: tranghnt@vnu.edu.vn

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HỢP TÁC GIÁO DỤC VIỆT NAM - HOA KỲ (2013-2023): TỪ CẤP QUỐC GIA ĐẾN CƠ SỞ

Hoàng Nguyễn Thu Trang, Nguyễn Thị Như Quỳnh

Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội, Số 2 Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam

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Tóm tắt: Nhìn lại một thập kỷ quan hệ song phương mạnh mẽ giữa Việt Nam và Hoa Kỳ, chúng tôi nhận thấy sự chuyển đổi đáng kể từ quan hệ đối tác toàn diện năm 2013 sang đối tác chiến lược toàn diện năm 2023. Trong xu thế toàn cầu hóa và hội nhập quốc tế, việc tìm hiểu về hợp tác giáo dục giữa Việt Nam với quốc gia có nền giáo dục hàng đầu thế giới, Hoa Kỳ, là đặc biệt cần thiết cho kế hoạch phát triển nền giáo dục nước nhà. Nghiên cứu này^o phân tích các chương trình hỗ trợ giáo dục chính, tổng kết sơ bộ kết quả của các chương trình này và giới thiệu một số nghiên cứu trường hợp nhằm làm nổi bật vai trò của hợp tác giáo dục và những mối quan tâm chung của cả hai quốc gia. Điều này được cụ thể qua một nghiên cứu trường hợp về hợp tác giữa một trường đại học Việt Nam và các đối tác Hoa Kỳ nhằm minh họa kết quả hợp tác quốc tế ở các cấp độ khác nhau. Nghiên cứu cũng góp phần đặt nền tảng đề dự đoán tương lai của quan hệ hợp tác song phương Việt Nam - Hoa Kỳ trong lĩnh vực giáo dục, đặc biệt là tại các cơ sở giáo dục đại học.

Từ khóa: hợp tác, giáo dục, chương trình

1. Introduction

The United States of America (U.S.) has long been regarded as a global leader in education, setting a standard for many countries to emulate since the Second World War. On November 1, 1945, President Ho Chi Minh conveyed his aspirations in a letter to U.S. Secretary of State James F. Byrnes, expressing a desire to “send a delegation of about fifty young Vietnamese people to the U.S. to establish a close cultural relationship with American youth, while also promoting valuable research in engineering, agriculture, and other professional fields” (Nguyen, 2020).

However, it was not until the normalization of relations between the two nations in 1995 - signified by President Bill Clinton's visit to Vietnam National University Hanoi - that educational cooperation truly began to flourish. Since 1945, Vietnam has undergone significant national education reforms at critical junctures: 1945 (combating illiteracy); 1954 (establishing a national education system); 1975 (unifying education nationwide); 2000 (opening up for innovation and economic reform); and particularly 2013, with a focus on fostering the country's development and global integration (Phan, 2022).

As the relationship between Vietnam and the U.S. has evolved - from a comprehensive partnership in 2013 to a comprehensive strategic partnership in 2023 - this article highlights the educational reforms of the past decade, specifically focusing on collaboration with the U.S. The concept of strategic partnership originated in the private sector, and such partnerships are often characterized by informal arrangements and lower commitment costs, enabling partners to

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retain a greater degree of independence and flexibility (Wilkins, 2008, pp. 360-361, cited in Domingo & Misalucha-Willoughby, 2020, p. 7). In line with this perspective, we aim to identify key programs that exemplify educational cooperation between our two countries. We will also summarize the outcomes of these programs over the past decade, supported by case studies, including one that explores international cooperation initiatives at a Vietnamese university. In our conclusion, we will discuss the achievements, areas that need improvement, and the potential for future educational collaboration.

As reminded by Chan (2004), the massification of higher education in the 1960s and marketization have accelerated international university cooperation, leading to fierce competition and strategic alliances across national borders. Globalization has transformed time and space, allowing universities to operate across spatial-temporal boundaries (Chan, 2004). In our research on international university cooperation, we attempt to include understanding institutional linkages, strategies, and organizational structures through a case study of a university's educational cooperation.

2. Literature Review

2.1. Previous Studies on Vietnam-U.S. Educational Cooperation

Nguyen (2023a) explored the collaboration between the United States and Vietnam in higher education from 1995 to 2016. Her research identifies several mechanisms for this partnership, including state diplomatic visits, cultural diplomacy, and people-to-people initiatives, all facilitated by stakeholders such as international organizations, non-governmental organizations, and commercial entities. Nguyen's (2023a) thorough analysis of over 16 years of US-Vietnam higher educational cooperation underscores significant advancements in the quality of Vietnamese higher education, resulting in transformative changes in educational models, training methods, and increased autonomy for universities. While she asserts that this collaboration successfully meets the needs of both nations and exemplifies the broader trend of educational globalization—reflecting key aspects of U.S. diplomacy—she emphasizes the necessity of reassessing its effectiveness in today's dynamic regional and global contexts.

In the burgeoning social work field, officially recognized by the Vietnamese government in 2010, Hines et al. (2015) evaluated the Social Work Education Enhancement Programme (SWEET). Their findings highlight the program's pivotal role in strengthening Vietnam's undergraduate social work programs by improving instructional quality and enhancing the employability of graduates. The SWEET initiative shows efforts to enhance the curriculum, develop faculty expertise, and integrate advanced networking technologies in educational administration. However, Robbins (2013) shows some challenges in U.S.-Vietnam educational exchanges, reinforcing the urgent need for ongoing enhancement in this vital field.

Robbins (2013) highlights significant opportunities for Vietnamese students, emphasizing the impact of various U.S. initiatives, such as the Fulbright Programs and Vietnam Education Fund (VEF) Scholarships, designed to help Vietnam address its burgeoning demand for skilled human resources. Before the 1993 academic reforms, Vietnam boasted an innovative higher education system but required Western, particularly American, assistance to elevate its academic standards. This collaboration benefits both Vietnamese and American students who study abroad, allowing them to broaden their skills and knowledge (Robbins, 2013, p. 49). Additionally, these collaborations foster meaningful partnerships between American and Vietnamese institutions. Initiatives like the Fulbright School have effectively utilized this opportunity to provide Vietnamese students with education at home in areas that promote

personal and professional development (Robbins, 2013, p. 49).

Examining these studies reveals the numerous advantages of Vietnam-U.S. educational cooperation from diverse perspectives. However, it is essential to present an overview of how a decade of growth has transformed the bilateral relationship from a comprehensive partnership to a comprehensive strategic partnership in education. At this critical juncture, it is equally important to consider the insights and aspirations of highly educated professors, particularly those who have attained their Ph.D. through Vietnam-U.S. exchange programs, as their experiences can significantly shape future collaborations and expectations.

Studies on educational cooperation between the two countries reveal their shared interests in using education to fortify international relations. Following the enhancement of a strategic partnership in September 2023, these promising developments pave the way for enhanced collaboration in education, offering mutual benefits and opportunities for both nations to thrive together.

2.2. General Opportunities for Both Sides

2.2.1. Opportunities for the U.S.

Vietnam is on a transformative journey toward international integration through comprehensive educational reforms. This commitment is evident in the Vietnamese government's Decree 140/2017, which aims to attract and cultivate exceptional graduates and young scientists (Gia, 2023). Notably, in November 2023, Deputy Minister Nguyen Van Phuc, representing the Ministry of Education and Training, signed a pivotal Memorandum of Understanding with the U.S. Department of State concerning education and training collaboration (Ministry of Education and Training, 2023). This agreement represents both an opportunity for Vietnam and a strategic partnership for the U.S. in fostering innovation and talent.

2.2.2. Opportunities for Vietnam

Expanding on the existing collaboration, Vietnam has various opportunities at its disposal. As of 2022, over 30 educational cooperation initiatives and 50 joint training programs were successfully established with the United States (Nguyen, 2022). On September 21, 2022, education institutions and agencies from both nations formalized 10 cooperation agreements, signaling a robust commitment to mutual growth (Do, 2022).

Moreover, the U.S. government has launched several impactful educational exchange programs with Vietnam, including the prestigious Fulbright scholarship program, English language training for teachers, and the Leadership Initiative for Southeast Asian Youth Leaders initiated by President Barack Obama (Nhat, 2016). These programs enhance academic collaboration and empower Vietnam's youth, laying the foundation for a prosperous future. These partnerships are beneficial to both nations and foster a greater understanding between cultures.

3. Reality of Vietnam-U.S. Educational Cooperation (2013-2023)

3.1. Key Programs

Over the past decade, various initiatives have been launched to foster mutual understanding and strengthen the Vietnamese education system. Key among these are two primary sources of funding: the Vietnam Education Fund (VEF), supported by the U.S.

Congress since 2000, and the United States Agency for International Development (USAID), which initiated its partnership in 2022 through a Memorandum of Understanding with Vietnam's Ministry of Education and Training. These organizations are instrumental in financing numerous student and professional exchange programs and courses, highlighting the commitment to enhancing educational opportunities for all.

Table 1*The U.S. Initiatives to Support Vietnam's Education*

Year	Programmes	Purposes and activities
2000 2016 - 2020	Vietnam Education Fund (VEF)	U.S. Government's English Language Investment - Allocation of 5 million USD annually for postgraduate exchanges (Nhat, 2016) - Enhancement of English language skills through Fellowship and Fulbright programs. - Plans to invest VND in English language training and doctoral education. (Hoang, 2023)
Since 2009	Fellowship, Access (The U.S. Department of State's English Scholarship Program)	Training Vietnamese English Teachers for Improved English Skills: - American students and teachers participate in exchange programs (Do, 2022) - English learning opportunities for disadvantaged students (Nguyen, 2022)
2013 2024	Fulbright scholarship: -Fulbright Visiting Scholar -Fulbright Scholar-in-Residence Program	- US Master's Degree Scholarships - Fully funded scholarships for Master's degree holders. - Funds for 850 international academics from over 100 countries for post-doctoral research at American universities. - U.S. institutions can host Fulbright lecturers from abroad, preferring less involved, minority-serving colleges. (U.S. Government, 2024; United States Department of State, 2024)
2014	Fulbright University Vietnam	Being funded by the US Congress since 2014 to establish an "American-style university in Vietnam" (Fulbright University Vietnam, 2024)
	Global Undergraduate Exchange Program (Global UGRAD)	- One-semester scholarships for full-time, non-degree study that includes professional development, cultural enrichment, and community service (Bureau of Educational and Cultural Affairs: Exchange Programs, 2024)
2013 2020	Young Southeast Asian Leaders Initiative (YSEALI) YSEALI Academy	- Southeast Asia Leadership Enhancement - Boosting networking opportunities: Developing youth leadership; Strengthening U.S.-ASEAN ties; Executive education seminars on technology, public policy, and entrepreneurship (Fulbright University Vietnam, 2024)
2015	The BUILD - IT project	Budget-Driven Program Enhances Leadership Skills: Leverages government, private sector, and academic partners; Promotes university autonomy; Improves academic programs and teaching quality; Maintains long-term partnerships with the private sector (Nhat, 2023)
July 2020	Peace Program's English Teaching (Peace Corps.)	U.S. Volunteers Enhance English Proficiency in Rural Schools - Assist Vietnamese students in developing essential English communication skills. - Focus on improving speaking, listening, and reading skills.

		(Hoang, 2023; Viet, 2023)
Sept. 2022	The Ministry of Education and Training and the American Educational Testing Service (ETS)	Enhancing English Training and Testing in the Vietnamese Education System: - U.S. experts to provide advice. - Sharing experiences on testing activities. - Collaborative research and professional exchanges. (Hoang, 2023)
9/2022 2023	The United States Agency for International Development (USAID)	- Memorandum of Understanding on Development Support to Enhance the Quality of Vietnamese Higher Education (Viet, 2023; Hoang, 2023) - Providing practical support to strengthen higher education capacity through the BUILT-IT and PHER programs (Viet, 2023) - An investment of 15.4 million USD aimed at enhancing the higher education capacity of the Ministry of Education and Training. - Collaborating on a financial loan program to assist Vietnamese students. (Thai & Bat, 2023)
2022	PHER: the Higher Education Innovation Partnership project (through USAID)	USAID Funds USD 14.2 Million for Vietnam's Leading Universities (from 2022 to 2026) - To enhance education quality and management capacity - To make these universities modern higher education models (US Ambassador to Vietnam Marc Knapper in Lan, 2017; Thai & Bat, 2023)

All of these programs are initiated and funded by the U.S. government. While Vietnamese students are the primary beneficiaries, several professional exchange initiatives and research-based projects are also included in these programs. This impact is more clearly illustrated in the results of the ten years of cooperation outlined below.

Conversely, a singular initiative in Vietnam encourages university and college lecturers, researchers, and recent graduates—both bachelor's and master's degree holders—to study abroad, including in the United States. This initiative is outlined in Decision 911/QĐ-TTg, dated June 17, 2010, which approves the Project for Training Lecturers with Doctoral Degrees at Universities and Colleges from 2010 through 2020. The aim is to train approximately 10,000 PhDs overseas at prestigious institutions and to facilitate the training of about 3,000 PhDs through collaborative efforts between Vietnamese and foreign universities.

3.2. Results of Vietnam-U.S. Educational Cooperation (2013-2023)

3.2.1. Overall Results

According to the 2021 rankings by U.S. News, Vietnam achieved a commendable 59th place in education, climbing five spots from the previous year. Despite this progress, Vietnamese education still trails behind neighboring countries like Singapore, Thailand, Indonesia, and the Philippines (Hoang, 2022). However, a decline to 65th place in 2023 - dropping six positions since 2021 (U.S. News, 2024) - underscores the urgent need for reforms to elevate educational standards and competitiveness in the region.

Table 2

The Number of Vietnamese Students Studying in the U.S.

Year	No. of Vietnamese students	Rank of international students in the U.S.
1995	200	N/A

2014	24,000	(6th in ASIA)
2016	17,000	8th
2017	19,000	9th
2022	<30,000	6th
2023	> 3000	5th

(Sources: Manh & Tran, 2015; Nhat, 2016; Phuong, 2017; Hoang, 2022; Thai & Bat, 2023; Kieu & Doan, 2023)

The number of Vietnamese international students studying at American universities has grown remarkably. In 1995, there were only 200 Vietnamese students in the U.S.. Still, by 2014, that number skyrocketed to 24,000, positioning Vietnam as a leader in Southeast Asia and ranking 6th in Asia overall, following China, India, South Korea, Saudi Arabia, and Japan (Nguyen, 2023b; Manh & Tran, 2015). By 2016, Vietnam had nearly 17,000 international students, maintaining its status as the foremost ASEAN country and 8th worldwide for students studying in the U.S. (Nhat, 2016; Vietnam Business Forum, 2016).

By facilitating the exchange of students, teachers, and economic experts, the U.S.-Vietnam educational partnership is instrumental in cultivating a highly skilled Vietnamese workforce and fostering intercultural understanding (Nhat, 2016; Vietnam Business Forum, 2016). This collaboration has led to significant achievements, including partnerships between 23 Vietnamese universities and U.S. institutions. Notably, American economic experts in Ho Chi Minh City have laid the groundwork for future educational initiatives, promising to enhance the ties between the two nations (Vietnam Business Forum, 2016).

As of 2017, Vietnam had about 19,000 international students, securing its place as the 9th country worldwide for student representation in the U.S. (Phuong, 2017). Fast forward to 2023, the implementation of more than 10 educational, training, and cultural exchange initiatives has led to approximately 26,000 Vietnamese students studying in the U.S. under self-funded and scholarship programs, ranking Vietnam 6th among countries with the largest number of students there (Nguyen, 2023b). Since 2013, the average number of Vietnamese international students in the U.S. has hovered around 30,000 annually, with over 70% at the university level (Nguyen, 2022).

Between 2017 and 2023, around 10-20 American students have pursued studies in Vietnam, focusing on Vietnamese language and culture (Hoang, 2023). Acknowledging the successes of educational cooperation, the U.S. ambassador to Vietnam, Ms. Kate Bartlett, highlighted the achievements in fostering partnerships over the past decade. The United States has supported over 30 scholarship programs for Vietnamese individuals to study abroad, gain valuable experience, and contribute to various fields (Hoang, 2022).

Former U.S. Ambassador to Vietnam and Chairman of the U.S.-ASEAN Business Council, Ted Osius, underscored the importance of educational collaboration, noting that over 30,000 Vietnamese students are currently studying in the U.S., which brings economic and social benefits to both nations (Kieu & Doan, 2023).

The outcomes of these educational partnerships are impressive, with 121 programs achieving regional and international accreditation. Notably, for the first time in Vietnam, 12 programs received ABET accreditation, underlining their quality in engineering and technology. Furthermore, more than 2,000 courses have been redesigned to align with the demands of the digital workforce. In addition, 4,000 university leaders and staff have enhanced

their leadership skills and curriculum innovation, fostering stronger ties with the business sector and benefitting 4,600 students through project-based learning initiatives (Nhat, 2023).

3.2.2. Results of State-Level Programs

The U.S. government has financially supported Vietnamese education through various scholarship and exchange programs. These initiatives have provided hundreds of talented Vietnamese students with opportunities to pursue advanced degrees at prestigious U.S. institutions. While these in-person programs offer invaluable experiences, it's important to note that they do not encompass the broader spectrum of online learning opportunities, such as the DOOR program and other free resources, which have been crucial in supporting Vietnamese teachers and learners, particularly during the COVID-19 pandemic.

Table 3

Results of Common U.S.-Vietnam Educational Cooperation Programs

Program	Time	Activities
Foundation Vietnam Education (VEF)	2000-2017	Vietnamese Students' Scholarships in U.S. - Over 600 Vietnamese students receive U.S. scholarships. - Over 300 graduates return with advanced degrees. - 30 American professors teach at Vietnamese universities. (Nhat, 2016; Vietnam Business Forum, 2016; Phuong, 2017)
The Fulbright Program	1992-2017 10 th July, 2015, (New York)	Fulbright University Vietnam's Impactful Programs - Over 500 Americans and 700 Vietnamese participate in study, research, and teaching programs. - Vietnamese participants hold influential roles across sectors. - Fulbright University Vietnam awarded an inaugural certificate, marking an educational collaboration milestone. (Phuong, 2017; Vietnam Business Forum, 2016; Nhat, 2016)
The United States Agency for International Development (USAID)	2022-2023	USAID Funds Vietnam's Projects - BUILD-IT initiative: Promoting university-business collaboration through innovation and technology. - Enhancing medical training quality at Vietnamese medical universities. - Fulbright University Vietnam: Developing training programs, system administration, operational policies, and international accreditation. - Strengthening the higher education capacity of Vietnam National University Hanoi, Ho Chi Minh City, and Da Nang University. (Hoang, 2023)
BUILT-IT	2015	Vietnam Higher Education Initiatives - Collaborating with eight Vietnamese higher education institutions. - Leveraging 20 business partners to invest an additional \$8.7 million in higher education. - Accrediting 121 educational programs, including 12 accredited by ABET. - Redesigning over 2,000 courses for the digital workforce. - Enhancing skills of 4,000 university leaders and staff. - Strengthening partnerships with the business sector. - Benefiting 4,600 students through project-based curriculum activities. (Nhat, 2023)
Peace Corps	officially since October	Vietnam's English Teaching Volunteers: Nine volunteers to teach English in nine districts (2023) (Viet, 2023) Peace Corps Acceptance for 2023-2024

	2021	- Acceptance by Peace Corps Office and Ministry of Education and Training. - Arrival expected in October 2023. - No openings in Vietnam in summer 2024. (Peace Corps, 2024)
English Education	2022	2 American Centers in Hanoi; Free English Courses in: Ho Chi Minh City, Thai Nguyen, An Giang, Can Tho (Nguyen, 2022)

In summary, the education fields emphasized in the programs mentioned primarily include the English language, healthcare, basic sciences, and government administration. Most beneficiaries are university graduates and postgraduates, particularly master's students, as indicated by the Fulbright programs. Additionally, a significant number of school-aged English learners in major cities and popular areas like Sapa receive English lessons from U.S. volunteers. However, the number of U.S. professors and volunteers in Vietnam is relatively small compared to the large cohort of Vietnamese students studying at U.S. universities.

3.2.3. Results of Institution-Level Programs: Sample Cases from the U.S

Table 4

Results of U.S.-Vietnam Educational Cooperation at some U.S. University

University	Year	Achievements
Harvard University	2017	- 16 Vietnamese Students - Formal Prime Minister Nguyen Xuan Phuc supported Harvard's president's approval and more Vietnamese students at Harvard - Aimed for continued university management and leadership development. (Lan, 2017)
The University of Virginia	Since 2008 In 2023	University of Virginia's Collaboration in Hue - Professors have taught advanced physics in Hue. - Over 180 students graduated from these programs. - 20 students investigated Vietnam's climate change effects. (Kieu & Doan, 2023)
The University of San Francisco (USF)	2023 18 th Sep., 2023	USF's Vietnamese International Student Enrollment: - USF ranks third with 80 Vietnamese students in 2023. - Only China and India send students. - 28th President, Father Paul J. Fitzgerald, S.J., praises Vietnamese students' strong work ethic. (Ha, 2023) Formal Prime Minister Pham Minh Chinh's Visit to USF: - Highlighted USF's role in developing Vietnam's human capital. - Expected USF to produce more qualified experts for efficient development aid. (Quynh, 2023)

The visits of Vietnamese leaders to these esteemed institutions, coupled with the positive remarks from university representatives, highlight the Vietnamese government's commitment to fostering talent and the determination of its students. Strengthening the workforce remains a significant priority on Vietnam's agenda, and ongoing collaboration with the United States is crucial to achieving this goal.

Most Vietnamese students studying in the U.S. benefit from various scholarship programs, such as the Fulbright Program, while several students finance their educational expenses. An interview conducted in December 2024 with a specialist from an overseas study consulting center, along with insights from the manager of the Cooperation & Development office at a Vietnamese university in November 2024, reveals that tuition and living costs in the

U.S. are higher compared to other English-speaking countries like Australia and New Zealand. Furthermore, they noted that most student exchange programs are advertised on the websites of U.S. institutions and government agencies, as well as through networks dedicated to international cooperation. This is exemplified by the case of one Vietnamese university, which illustrates these points more clearly.

4. A Case Study at a University in Vietnam

4.1. An Overview of the Educational Cooperation Results

To better understand the educational collaboration between the two countries in higher education, we conducted a mini-study at a foreign language university in Vietnam. This institution was selected due to its associated high school specializing in foreign languages, including English, and its national reputation for English language education. The expectation for cooperation between this university and organizations from the U.S. is well-established.

Data were collected through semi-structured interviews lasting 10 to 15 minutes with the manager of the Cooperation and Development Office and a leader from the institution's 2024 research project, in addition to reviewing the institution's reports. Content analysis was employed to analyze the interview data. The statistical findings are summarized in Tables 5 and 6 below.

Among 14 professors gaining doctorate degrees abroad, the institution boasts three senior professors who hold master's and doctoral degrees from U.S. universities, acquired through grants and scholarships provided by the U.S. government and various institutions (for instance, one professor earned a master's degree from Saint Michael's College in 1996). These former U.S. scholar holders enhanced the institution's educational and training mission, and actively researched, and supported educational cooperation programs between the two countries.

In addition to its partnerships with institutions in the United States, such as Resource Exchange International Vietnam (REI-VN), Missouri State University, and Resource Exchange International (REI), the institution is also connected with the University of New Hampshire. This university is recognized as "the seventh best value public university in the U.S." and a "Top-Tier Research Institution" (Carnegie Classification), boasting a 94% undergraduate success rate as reported in the 2022 First Destination Survey (University of New Hampshire, 2024).

The partnership between the two higher education institutions began with a memorandum of understanding focused on graduate and postgraduate education in 2021, as outlined in Table 5 below. Following the successful execution of programs during the initial three years of collaboration, the universities opted to renew their memorandum of understanding in 2024 (Table 5).

Although students benefit from reduced travel and accommodation costs while studying in Vietnam, their tuition fees are higher than those of standard education programs because most lecturers are from U.S. institutions. Furthermore, the program's impact is partially limited to those students who can pay the associated fees. To enhance opportunities for a broader range of students and faculty, the Vietnamese university is also working to attract more student exchange programs and to invite U.S. lecturers to conduct lectures, seminars, and short-term courses lasting from two weeks to three months (Table 6).

Table 5*Undergraduate and Post-Graduate Cooperation Programs (2021-2024)*

No.	Program	2021		2022		2023		Năm 2024	
		Target	Reality	Target	Reality	Target	Reality	Target	Reality
1	Undergraduate Cooperation: Economics - Finance								
	Admission results	220	261	500	418	350	405	350	341
	Number of degrees issued		40		89		63		52
	Number of graduates	39	36	38	37	57	54	201	174
2	Postgraduate Cooperation: Master's program in Teaching English as a Foreign Language								
	Number of degrees	60	60	60	77	60	70	80	67
	Number of graduates	60	55	60	58	60	56	80	76

Table 6*Scholar Exchange and Visiting Scholar Programs/Activities (2013-2024)*

No.	Programs	Participants	Year	Targets	Results
1	U.S. specialists	1 specialist	7/2015 - 6/2024	Constructing Vietnam's standardized tests on English proficiency	- 01 experts in language testing and assessment
2	Conferences, roundtables, workshops, and seminars (U.S. speakers)	1 speaker	2022	Presenting at conferences and workshops on language testing and assessment; second language acquisition, Artificial Intelligence in language education	01 international conference
		3 speakers	2023		02 international conference; 01 national conference 01 institution's workshop
3	U.S. Visiting Lecturers (irregularly)	1-7 lecturer(s)	2013 - 2023	- Exchanging scholars on culture and education; - Building teacher development materials for English language teachers at primary, secondary, and high schools; - Building assessment criteria, as well as test writing and test analysis skills	- 01 Four-week-course for the university's lecturers on American films and literature (2013); - 02 training courses for lecturers: One on scoring and the other on test analysis (2014); one on second language teacher competence

4	The institution's visiting lecturers to the U.S.	3 lecturers	2 weeks - 3 months	- Giving lectures and presentations on Vietnam's culture, teaching English as a foreign language (EFL) in Vietnam, and professional development	- 01 lecturer on linguistics, 01 on culture studies, and 01 on EFL and English profession development
5	OPEN Open Educational Resources in English Language Teaching and Teacher Education	9 institution's trainers, 396 trainees	2/2022 - 10/2022	Workshops and conferences on leveraging open resources (OPEN: Online Professional English Network) in language learning and teacher education	- An online course for lecturers from 2/2022-5/2022 ; - A conference named "Exploring and Developing Open Resources for Language Teaching and Learning" in 10/2022
6	Access Training Course	19 trainers; 186 trainees getting degrees	2/2023 - 5/2023	Improving general English teaching capacity for K-12 teachers across Vietnam	"Happy English Teachers" Course (Supported by RELO - US Embassy in Hanoi): 195 teachers registered

4.2. Areas of Improvement

Among the institution's more than twenty professors specializing in English linguistics and second language education, fewer than half a dozen obtained their degrees from the United States. All 911 scholarship recipients have studied in English-speaking countries outside of the U.S. Despite the institution's efforts to foster educational collaboration with U.S. scholars through various initiatives, this university receives few U.S. and Vietnamese government educational cooperation programs.

Most of the programs mentioned above - such as the Vietnam Education Foundation (VEF), USAID, Fulbright grants for scholars, and BUILT-IT - tend to prioritize innovations in science and technology. Additionally, few scholars from the institution have applied for programs heavily focusing on English language learning, such as the Fulbright scholarship or the 911 projects for graduate students in the United States. The intense competition in these priority fields, along with the financial support coverage and the cost of living in the U.S. compared to Vietnam, contribute to the noticeable disparity between those studying in the U.S. versus those in other English-speaking countries, such as the United Kingdom (1 master's + 2 doctorate) and Australia (5 doctorate degrees).

Such a discrepancy reflects the unequal focus on educational cooperation between the two countries. In line with Gahungu's (2001) evaluation of the effects of a 45-day Summer Institute at Northern Arizona University (NAU) from 1988 to 1992, the U.S. government appears uninterested in the main areas of this institution's focus, despite the lecturers there strongly anticipating continued collaboration with the American researchers (Chu & Hoang,

2024).

Such mismatch again echoes the imbalanced attention toward educational cooperation between the two nations in education. Similarly, Gahungu (2001) assessed the impact of a 45-day Summer Institute at Northern Arizona University (NAU) between 1988 and 1992, while the lecturers at the institution under study highly expect further cooperation with the U.S. researchers (Chu & Hoang, 2024), the U.S. government seem to lack interests in the focusing fields of this institution.

Le (2013) once raised the lack of cooperation between native practitioners and local teachers, with limited communication and no participation in community activities with Vietnamese teachers. This may raise the question of trust again and thus affect the quality of collaboration in research and the experience of visiting scholars teaching in a faraway country. Additionally, the lack of continual and widespread international cooperation in the case study of a Vietnam university partly echoes Gray's (1996, cited in Chan, 2004) lists of challenges in managing educational networks, including individualistic organizational cultures, potential collapse of partnerships due to funding depletion, unclear goals, and unclear roles of representatives, delegates, and plenipotentiaries. These issues call for organizational and national cooperation and high-level interactions to create international education networks.

5. The Future of Vietnam-U.S. Educational Cooperation

5.1. A General Prospect for Vietnam

In 2024, The United States is collaborating with organizations such as the Vietnam National Innovation Center, and Ho Chi Minh City Hi-Tech Park. They are also working with US educational institutions such as State University Arizona, and Fulbright University to ensure that the necessary efforts can successfully create 50 to 80,000 new high-tech workers by 2030 (VOV, 2024). Ambassador Marc E. Knapper added that 300,000 Vietnamese people have some connection or contact with a US education program every year, which is meaningful. So, his goal is to find a way to increase the number of programs Vietnamese students can access, whether in person or online (VOV, 2024).

From 2024, there will be an increased focus on generative artificial intelligence (AI) and STEM (science, technology, engineering, and mathematics) education. The U.S. government is investing in STEM initiatives in Vietnam, collaborating with the U.S. Diplomatic Mission, the Scratch Foundation, the Hanoi University of Science and Technology, and the Vietnam General Education Innovation Fund (VIGEF). Together, they announced the "Train the Trainers" program, which aims to select and train educators on computational thinking and educational program design using generative AI (U.S. Mission Vietnam, 2024).

Specifically, from June to August 2024, an online course consisting of 12 lectures guided by AI experts will focus on the practical applications of AI in STEM education. In addition, from July 2024 to March 2025, educators can participate in various activities, including the STEM Festival 2024 in July, the Southeast Asia Scratch Practice Teacher Meetup in October, and a series of community development webinars from September 2024 to March 2025 (U.S. Mission Vietnam, 2024a; U.S. Mission Vietnam, 2024b).

PhD students in science and technology can apply for the Fulbright Vietnamese Visiting Student Researcher Program (VSR), a non-degree program that offers up to five full scholarships for research opportunities lasting 6 to 10 months at a university in the United States during the 2025-2026 academic year (U.S. Mission Vietnam, 2024b). These programs reflect

the ongoing support from the U.S. for Vietnamese education, evolving from broad fields of study (similar to the early years of the Fulbright scholarship) to more specific and trending areas, particularly in science and technology, including artificial intelligence, electrical engineering, and materials science related to semiconductor research (U.S. Mission Vietnam, 2024a). The focus of education is shifting toward more academic and research-oriented projects.

College and university students, particularly those demonstrating leadership (excluding seniors), who excel academically, engage in community activities, and participate in extracurricular events may benefit from student exchange programs such as the 2025-2026 Global Undergraduate Exchange Program (U.S. Mission Vietnam, 2024b).

5.2. The Institution Future Perspectives

The institution is redirecting its focus toward research with ongoing projects and collaborations in postgraduate education and research. In 2024, a set of four monographs on second language education was developed by a U.S. specialist alongside the institution's faculty. Furthermore, the institution has initiated a three-month contract with a U.S. professor, marking the first time such collaboration has focused on research practices. The professor contributed to the institution's annual international conference for postgraduates, led 12 seminars for faculty, postgraduate, and undergraduate students, taught three postgraduate courses, graded three master's theses, and participated in three projects to produce three articles for Q2 international journals. This partnership also creates opportunities for Vietnamese lecturers and researchers to attend conferences in the U.S. in the coming years. Two similar projects cooperating with U.S. scholars are also being planned.

Moreover, the institution's policy actively drives collaboration with international researchers to form dynamic research groups dedicated to producing high-impact publications in esteemed international journals. This strategic initiative is set to significantly elevate the institution's international publication output and enhance research projects at both the institutional and national levels, becoming an integral component of its Key Performance Indicators. Additionally, the institution is poised to strengthen its international cooperation in education and training by partnering with a leading U.S. technology company to develop a cutting-edge online language learning platform powered by artificial intelligence.

However, challenges remain, as the institution often needs help securing projects from the U.S. and Vietnamese governments due to various intellectual and logistical requirements and disparities in living costs between the two countries. Consequently, the tangible benefits of the strategic partnership between the two nations are expected to take time to materialize at this institution.

6. Conclusion

Over the past decade, the relationship between Vietnam and the U.S. has reached new heights, evolving from a comprehensive partnership to a comprehensive strategic partnership. This evolution reflects significant shifts in objectives and scope. In line with global advancements in fields such as science, technology, engineering, and mathematics (STEM) - particularly in semi-digital and generative artificial intelligence (AI) - Vietnamese students are well-prepared to pursue scholarships in these high-demand areas at advanced levels of education.

However, this cooperation seems imbalanced, with Vietnam primarily acting as the

recipient. The unequal collaboration in co-authoring research projects and professional publications underscores this disparity. Moreover, there is an urgent need for deeper analysis regarding the effects of language learning and testing on the Vietnamese market, especially in the context of ongoing globalization. It is imperative to address these issues to enhance mutual benefits and foster a more equitable partnership.

A university in Vietnam is taking significant steps to enhance educational cooperation, as highlighted in the case study. This institution is committed to elevating its focus on research that facilitates international publications and collaborations, even in the face of the stark mismatch between government-sponsored programs and its key academic areas, and the differing living standards in the two countries. This scenario clearly illustrates the vital need for proactive engagement from each institution and robust support from both nations to successfully cultivate human resources in the dynamic era of advanced digital technology and artificial intelligence. Specifically, institutions should adopt various organizational strategies to support their networks, focusing on coordinating capacity to link external networks to internal environments, ensuring successful university-to-university relationships.

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FACTORS AFFECTING THE OPERATION OF PROFESSIONAL LEARNING COMMUNITIES OF ENGLISH AS A FOREIGN LANGUAGE TEACHERS AT VIETNAMESE ECONOMICS UNIVERSITIES

Huynh Anh Tuan^{1,*}, Nguyen Thi Hong Hanh²

¹VNU University of Languages and International Studies, No.2 Pham Van Dong, Cau Giay, Hanoi, Vietnam

²College of Economics and Public Management, National Economics University,
No.207 Giai Phong Road, Hai Ba Trung District, Hanoi, Vietnam

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Abstract: This research paper examines the factors influencing the operation of professional learning communities (PLCs) among English as a Foreign Language (EFL) teachers at Vietnamese economics universities. Employing a mixed-methods approach, the study integrates quantitative survey data with qualitative interviews from four universities in Hanoi to provide a more profound understanding of PLC implementation and management in Vietnam higher education contexts. The key findings indicate that strong institutional support, effective leadership, high teacher engagement, and favorable external conditions are essential for the success of PLCs in the investigated institutions. The study identifies significant challenges, such as the lack of synchronization in PLC activities and inconsistencies in quality management, which impede PLC effectiveness. Recommendations include developing structured models and policies to foster collaborative learning, promoting a culture of continuous professional development, and ensuring external conditions are conducive to PLC sustainability. This research enriches the existing literature on PLCs by analyzing their dynamics within Vietnamese higher education and offers practical strategies for educational leaders and policymakers to enhance PLC operations. Ultimately, these recommendations aim to support the professional growth of EFL university teachers and improve the overall quality of education in Vietnamese economics universities (VEUs).

Keywords: professional learning communities, EFL teachers, economics universities in Vietnam, professional development

* Corresponding author.

Email address: huynhanhtuan@vnu.edu.vn

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CÁC NHÂN TỐ ẢNH HƯỞNG ĐẾN HOẠT ĐỘNG CỘNG ĐỒNG HỌC TẬP CHUYÊN MÔN CỦA GIÁO VIÊN GIẢNG DẠY TIẾNG ANH NHƯ MỘT NGOẠI NGỮ TẠI CÁC TRƯỜNG ĐẠI HỌC KINH TẾ Ở VIỆT NAM

Huỳnh Anh Tuấn¹, Nguyễn Thị Hồng Hạnh²

¹*Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội, Số 2 Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam*

²*Trường Kinh tế và Quản lý công, Đại học Kinh tế Quốc dân, Số 207 Giải Phóng, Quận Hai Bà Trưng, Hà Nội, Việt Nam*

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Tóm tắt: Bài viết phân tích các yếu tố ảnh hưởng đến hoạt động của cộng đồng học tập chuyên môn (PLC) của giảng viên giảng dạy tiếng Anh như một ngoại ngữ (EFL) tại các trường đại học kinh tế ở Việt Nam. Sử dụng phương pháp hỗn hợp, nghiên cứu kết hợp phân tích dữ liệu khảo sát định lượng với các dữ liệu phỏng vấn định tính thu thập từ bốn trường đại học ở Hà Nội để đưa ra cái nhìn sâu sắc hơn về việc triển khai và quản lý PLC trong bối cảnh giáo dục đại học ở Việt Nam. Các kết quả nghiên cứu cho thấy sự hỗ trợ mạnh mẽ của nhà trường, lãnh đạo có hiệu quả, sự tham gia tích cực của giảng viên và các điều kiện khách quan thuận lợi là những yếu tố thiết yếu cho sự thành công của PLC tại các trường đại học trên. Nghiên cứu chỉ ra những thách thức đáng kể như thiếu sự đồng bộ trong các hoạt động PLC và sự không nhất quán trong quản lý chất lượng đã gây cản trở đến hiệu quả của PLC. Các khuyến nghị bao gồm phát triển các mô hình hữu cơ và có cơ chế chính sách thúc đẩy học tập cộng tác, khuyến khích văn hóa phát triển chuyên môn trọn đời và đảm bảo các điều kiện khách quan thuận lợi cho sự bền vững của PLC. Nghiên cứu này góp phần bổ sung tri thức trong tài liệu khảo cứu hiện có về PLC bằng cách phân tích tính năng động của PLC trong giáo dục đại học Việt Nam và đưa ra các chiến lược thực tiễn cho các nhà lãnh đạo giáo dục và các nhà hoạch định chính sách nhằm nâng cao hiệu quả hoạt động của PLC. Trên hết, những khuyến nghị này hướng tới hỗ trợ sự phát triển chuyên môn của giảng viên giảng dạy tiếng Anh bậc đại học và nâng cao chất lượng giáo dục tổng thể tại các trường đại học kinh tế ở Việt Nam.

Từ khóa: cộng đồng học tập chuyên môn, giảng viên giảng dạy tiếng Anh như một ngoại ngữ, các trường đại học kinh tế ở Việt Nam, phát triển nghề nghiệp

1. Introduction

Professional Learning Communities (PLCs) have become a significant component in the professional development of teachers worldwide, providing a collaborative environment where educators can share experiences, strategies, and resources to enhance their teaching practices and improve student outcomes (Ikpuru & Peter, 2024; Khasawneh et al., 2023; Harris & Jones, 2010). In the context of Vietnamese economics universities, the professional development of English as a Foreign Language (EFL) teachers is even more crucial due to the essentiality of the integration of their English proficiency with economics knowledge. PLCs have emerged as an effective model for fostering continuous teacher development and improving instructional practices under this prerequisite. However, the implementation of PLCs in Vietnamese universities in general, and economics universities in particular remains inconsistent and fragmented (Phan, 2020), necessitating a deeper exploration of the factors that influence their operation.

Grounded in the theories of social and situated learning, which emphasize the importance of collaborative activities and shared practices among educators (Wenger, 1998), PLCs offer significant potential benefits. Nonetheless, various studies highlight discrepancies in how PLCs are defined and executed. Researchers such as Dufour et al. (2005) and Timperley et al. (2009) present differing views on their essential components. Dufour et al. (2005) describe PLCs as groups of teachers who collaboratively develop strategies to enhance student learning, while Timperley et al. (2009) focus on the collective effort to advance professional knowledge and teaching expertise.

The significance of this research is multifaceted. By examining the factors that affect the operation of PLCs among EFL teachers at Vietnamese economics universities, the study aims to provide valuable insights that can help educational leaders and policymakers design more effective professional development programs. This involves assessing the current state of PLCs, identifying challenges to their effective implementation, and proposing solutions to enhance their functionality. The specific objectives of the research are to identify external and internal factors influencing the operation of PLCs, including institutional policies, resource allocation, teacher motivation, and organizational culture. Enhanced PLCs can lead to improved teaching practices, fostering better learning outcomes for students and contributing to the overall quality of education (Brown et al., 2018).

Adopting a mixed-methods approach, this study integrates quantitative and qualitative data to provide a discerning analysis of PLC operations in four Vietnamese economics universities. Surveys and semi-structured interviews with EFL university teachers and leaders constitute the primary data sources, offering insights into the practical realities of PLC implementation and the factors that facilitate or hinder their success. The findings are anticipated to guide the development of models and policies that bolster the professional development of EFL teachers and enhance educational quality at Vietnamese economics universities.

2. Literature Review

2.1. Professional Learning Community (PLC) Operation

PLCs are defined as groups of educators that continuously seek to improve their teaching skills and student outcomes through collaborative learning and shared practices (Ikpuri & Peter, 2024; Khasawneh et al., 2023; Prenger et al., 2017; Burns et al., 2017; Harris & Jones, 2010). DuFour (2004) and Hord (1997) highlighted the importance of shared leadership, collective learning, and supportive conditions in the successful implementation of PLCs. PLCs have been conceptualized in various ways since the term's inception. Originating from learning organizational theory, PLCs focus on collective learning and continuous improvement within an educational setting (Wenger, 1998). These communities are characterized by shared values and vision, collective responsibility, reflective professional inquiry, and collaboration (Astuto et al., 1993; Grossman, Wineburg & Woolworth, 2001; Little, 2005, 2012; Dufour, 2004; Hargreaves, 2007; Mitchell & Sackney, 2011; Stoll, 2011; Stoll et al., 2006; Stoll & Louis, 2007). Despite the varied definitions, there is consensus that PLCs play a crucial role in fostering professional growth and improving educational practices (Lomos, Hofman & Bosker, 2011; Mullen, 2009). The operationalization of PLCs involves four key components that collectively enhance the effectiveness of teacher professional development: cumulative learning, dimension, deployment and implementation, and quality management.

One of the foundational elements is cumulative learning (Maton, 2009; Lee, 2012).

According to social learning theory, teachers within PLCs engage in ongoing learning activities that are essential for their professional growth (Hipp & Huffman, 2010). This continuous learning process allows teachers to reflect on their practices, share insights with peers, and adopt new strategies that can improve their instructional methods and student outcomes. Cumulative learning thus serves as the bedrock upon which effective PLCs are built, fostering a culture of perpetual professional enhancement (Maton, 2009; Lee, 2012).

Another critical component of PLCs is the dimensions that define their structure and function (Zhang & Pang, 2016). These dimensions include shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions (Hipp & Huffman, 2010). Shared and supportive leadership involves collaborative decision-making processes where teachers and administrators work together to set goals and develop strategies for achieving them. Shared values and vision ensure that all members of the PLC are aligned in their educational philosophies and objectives, creating a cohesive and focused group dynamic. Collective learning and application emphasize the importance of working together to implement new ideas and practices, while shared personal practice involves teachers observing and providing feedback to one another. Supportive conditions, both relational and structural, provide the necessary environment for these activities to thrive, including time, resources, and a culture of trust and mutual respect.

Deployment and implementation of PLCs are equally crucial and are guided by organizational learning theory. This theory posits that effective deployment and implementation require structured processes and robust support systems (Hipp & Huffman, 2010). For PLCs to function optimally, institutions must establish clear protocols and provide the necessary resources and support to facilitate collaborative activities. This includes scheduling regular meeting times, providing professional development opportunities, and ensuring that there is administrative support for PLC initiatives. Effective deployment and implementation also involve ongoing training and development for teachers to keep them engaged and equipped with the latest educational practices and tools.

Quality management is another vital component of successful PLCs. Effective PLCs incorporate mechanisms for continuous assessment and improvement, which are often guided by rubrics and frameworks developed by educational theorists (Hipp & Huffman, 2010; Laures & Vanre, 2013). These frameworks provide a structured approach to evaluating the effectiveness of PLC activities and identifying areas for enhancement. Regular assessments help ensure that the goals of the PLC are being met and that the professional development activities are translating into improved teaching practices and student outcomes. Quality management also involves collecting and analyzing data on PLC activities, using this information to make informed decisions about future initiatives and interventions.

In conclusion, the operationalization of PLCs encompasses cumulative learning, well-defined dimensions, strategic deployment and implementation, and rigorous quality management. By integrating these components, educational institutions can create robust PLCs that support ongoing teacher professional development and enhance the overall quality of education.

2.2. Factors Influencing PLC Operation

Factors influencing the effectiveness of PLCs encompass both internal and external elements. Internal factors include teachers' motivation, experience, and engagement, while external factors involve institutional support, policies, and the socio-cultural context. Studies

by Hargreaves (1994), Stoll (2006), and Kilbane (2009) demonstrated that supportive leadership and adequate resources are crucial for the sustainability of PLCs. These factors create a robust environment where teachers can thrive and collaboratively enhance their professional practices. In this study, the factors are categorized into teacher-related (internal) factors and organizational (external) factors.

2.2.1. Teacher-Related (Internal) Factors

Teacher-related factors, which include teachers' beliefs, attitudes, and prior experiences with collaborative learning, significantly impact the effectiveness of PLCs (Haukås & Drange, 2024; Brody, 1998). For instance, teachers who have positive attitudes toward collaboration and believe in the benefits of shared learning are more likely to engage actively in PLC activities. Additionally, prior experiences with successful PLCs can enhance a teacher's commitment to continuous professional development. The willingness to engage in reflective practice is also critical, as it allows teachers to critically analyze their teaching methods, identify areas for improvement, and implement new strategies based on collaborative feedback (Vo & Mai Nguyen, 2010). The collective efficacy among teachers, or their shared belief in their ability to effect change, is another pivotal factor that drives the success of PLCs. In this study, teacher-related factors involve their teaching experience and qualification which might affect their participation and engagement in PLCs. Other internal factors such as gender and position are deliberately excluded because of the huge discrepancies among the participants concerning these two factors (very few of them are males and few of them hold leading positions in the investigated institutions).

2.2.2. Organizational (External) Factors

Organizational support is paramount for the successful implementation of PLCs (Brown, Horn, & King, 2018). This includes administrative backing, resource allocation, and the establishment of a conducive environment for collaborative learning (Lomos, Hofman & Bosker, 2011). Administrative support can manifest in various forms, such as providing time within the school schedule for PLC meetings, offering professional development opportunities, and recognizing and rewarding collaborative efforts. Resource allocation is equally important; sufficient funding for materials, access to technology, and opportunities for attending workshops or conferences can significantly bolster PLC activities.

The establishment of a conducive environment for collaborative learning involves creating a culture of trust and openness where teachers feel safe to share ideas and take risks. This environment is often influenced by the institution's leadership, which must actively promote and model collaborative practices. Moreover, the socio-cultural context within which PLCs operate can either facilitate or hinder their effectiveness. In some cultural settings, hierarchical structures and traditional views on teacher autonomy may pose challenges to the collaborative ethos of PLCs (Derk, 2019; Boone, 2014; Yan & Yang, 2019). Understanding and navigating these cultural nuances is essential for fostering effective PLCs. This is where internal and external factors interplay in bringing about the successes of PLCs.

In summary, both teacher-related and organizational factors play critical roles in the effectiveness of PLCs. Teacher-related factors such as motivation, beliefs, and engagement are foundational, while organizational support and the socio-cultural context provide the necessary framework for these communities to thrive. By addressing both sets of factors, educational institutions can enhance the effectiveness of PLCs, leading to improved teaching practices and better educational outcomes.

2.3. Sociocultural and Organizational Learning Theories

Sociocultural theory, pioneered by Lev Vygotsky and further developed by scholars like Wenger (1998), underscores the significance of social interactions and cultural contexts in the learning process. According to this theory, learning occurs through participation in social activities, where individuals engage in collaborative dialogues and shared practices. In the context of PLCs, this means that teachers learn and develop professionally not in isolation but through interactions with their colleagues. These interactions help to co-construct knowledge, share experiences, and develop new instructional strategies. The cultural context of the educational environment, including the norms, values, and beliefs shared by the members, plays a crucial role in shaping these learning experiences. Therefore, the effectiveness of PLCs is heavily influenced by the extent to which they foster a collaborative culture and create opportunities for meaningful social interactions among teachers.

Organizational learning theory, on the other hand, focuses on how organizations facilitate learning through their structures and processes (Boone, 2014). This theory posits that learning within an organization is a continuous process that involves the acquisition, dissemination, and utilization of knowledge. For PLCs, organizational learning theory highlights the importance of having supportive structures and processes that promote continuous professional development. This includes establishing clear goals, providing adequate resources, and creating an environment that encourages experimentation and reflection. Effective PLCs are those that are well-integrated into the organizational framework of the school, with strong support from leadership and a well-defined process for implementing and sustaining collaborative learning activities. Organizational learning theory also emphasizes the role of feedback and evaluation in the learning process, suggesting that PLCs should have mechanisms in place for regularly assessing their activities and outcomes to ensure continuous improvement.

By combining sociocultural and organizational learning theories, educators and policymakers can gain a deeper understanding of the factors that influence the success of PLCs. Sociocultural theory provides insights into the interpersonal and cultural dimensions of learning, highlighting the importance of building a collaborative culture and fostering social interactions. Organizational learning theory, meanwhile, offers a lens through which to examine the structural and procedural aspects of PLCs, emphasizing the need for supportive organizational frameworks that facilitate continuous learning and improvement.

The integration of sociocultural and organizational learning theories provides a robust framework for understanding and enhancing the dynamics of PLCs. By recognizing the interplay between social interactions and organizational structures, educators can create more effective PLCs that support ongoing professional development and ultimately lead to improved teaching practices and student outcomes.

2.4. Previous Related Studies

Numerous studies have explored the impact of PLCs on teacher development and student outcomes globally. Research by Hord (1997), Hipp & Huffman (2003), and Mitchell (2007) highlights the positive effects of PLCs on teaching practices and student achievement. These studies employed mixed methods, including surveys, interviews, and document analysis, to capture the multifaceted nature of PLCs. Studies specifically focusing on TPD for EFL teachers underscore the benefits of PLCs in enhancing teaching efficacy. Li (2013) and Yan & Yang (2019) demonstrated that PLCs foster professional collaboration, reflective practice, and

instructional innovation among EFL teachers. These studies revealed that PLCs help address common challenges such as isolation and lack of professional support in the EFL context.

In Vietnam, research on PLCs is still emerging. Studies by Hoa (2008), Vo and Mai Nguyen (2010), and Nguyen, Fehring, and Warren (2015) have begun to explore the role of PLCs in Vietnamese higher education. These studies indicate that while there is recognition of the importance of PLCs, significant gaps remain in implementation, particularly in the context of EFL teaching at economics universities (VEUs).

Despite the growing body of literature on PLCs, several gaps persist, particularly within the Vietnamese context. Theoretically, existing studies have not fully integrated sociocultural and organizational learning theories into the analysis of PLCs in Vietnam (Derk, 2019; Boone, 2014; Yan & Yang, 2019; Lare & Brazer, 2013). Population-wise, there is a lack of research focusing specifically on PLCs among EFL teachers and the factors affecting the operations of those PLCs at Vietnamese economics universities, leaving this segment underexplored in the current literature. Additionally, there is a practical-knowledge gap, with minimal research dedicated to practical strategies for implementing PLCs in higher education settings, particularly for EFL teachers in Vietnam. By addressing these gaps, this research aims to contribute to the understanding of PLCs' operation and effectiveness in Vietnamese economics universities, providing valuable insights for policy and practice. Therefore, this research addresses a critical gap in the field of teacher professional development by providing an in-depth examination of PLCs within a specific educational context. It aims to contribute to both theoretical understanding and practical applications by identifying effective strategies for fostering collaborative learning environments and improving the professional competencies of EFL teachers in Vietnam. Within the scope of this paper, the focus is on the factors affecting the operations of the PLCs of EFL teachers at four economics universities in Hanoi, Vietnam.

3. Methodology

3.1. Research Design

This research employs a mixed-method explanatory sequential design, consisting of two interactive stages (Creswell & Clark, 2018). In the first stage, quantitative data from the questionnaire is collected, analyzed, and interpreted. The findings from this stage guide the qualitative data collection from the interviews in the second stage, providing further clarification and depth. This approach aligns with the research aim, allows for an insightful understanding of the phenomenon, and enhances the validity and credibility of the findings through data triangulation (Creswell, 2014; Green, 2007).

The quantitative phase involves a questionnaire survey to generate a broad understanding of PLC operations among EFL teachers, identifying patterns, trends, and commonalities. The qualitative phase uses semi-structured interviews to gain deeper insights into teachers' experiences and perceptions, complementing and expanding on the quantitative results (Creswell, 2009; Patton, 2002).

3.2. Data Collection

Research Sites: The study was conducted at four leading public economics universities in Hanoi, Vietnam. These universities were selected for their similarity in training history and the prestige of their EFL teachers. Each institution offers a range of economics training levels and uses English as a medium of instruction in several programs. The differing scales, training capabilities, infrastructures, and financial autonomy mechanisms of these universities provided

a rich context for assessing the impact of various factors on PLC operations.

Survey Participants: Purposive sampling was employed to select the participants with a comprehensive understanding of the primary phenomenon (Creswell & Clark, 2018). The survey included a diverse group of 233 participants, consisting of 10 males (4.29%) and 223 females (95.71%). The age distribution varied, with the majority being between 30 and 40 years old (68.24%), followed by those aged 41 to 50 years (13.73%), under 30 years (10.73%), and over 50 years (7.30%). Regarding qualifications, a significant majority held a Master's degree (92.27%), while 7.73% had a PhD, with no participants having a Bachelor's degree. The participants' fields of study were primarily Linguistics (51.93%), TESOL (38.20%), and Economics (20.60%). Teaching experience among participants ranged from 0-3 years (15.02%), 4-7 years (36.05%), 8-15 years (31.76%), 16-23 years (10.73%), to over 24 years (6.44%). The teaching areas covered included Writing (79.83%), Reading (70.82%), Speaking (48.07%), Listening (46.35%), ESP (15.02%), Interpretation/Translation (17.60%), and other subjects (10.30%). Of the participants, 12.45% were teacher-leaders, while the remaining 87.55% were teachers. In terms of weekly teaching hours, 67.81% taught more than 20 hours, 19.31% taught 16-20 hours, 8.15% taught 10-15 hours, and 4.72% taught less than 10 hours. This diverse sample provided a robust foundation for analyzing PLC operations. The differences in the parameters (gender, age, qualification, field of study) show the status quo of the lecturers at economics university at the time of the research with much fewer males than females, much fewer teacher-leaders than mere teachers. That is why no valid conclusion could be made about the differences in those parameters in the quantitative data analysis.

Table 1

Demographic Information of Participants

	Items	Number	Percent (%)
Age	Less than 30 years old	25	10.73
	From 30 - 40 years old	159	68.24
	From 41 - 50 years old	32	13.73
	More than 50 years old	17	7.30
Gender	Male	10	4.29
	Female	223	95.71
Qualifications	BA	0	-
	MA	215	92.27
	PhD	18	7.73
Major-related qualifications	TESOL	89	38.20
	Linguistics	121	51.93
	Interpretation/Translation	0	-
	Economics	48	20.60
Teaching experience	0-3 years	35	15.02
	4-7 years	84	36.05
	8-15 years	74	31.76
	16-23 years	25	10.73
	>24 years	15	6.44
Teaching areas	Writing	186	79.83
	Reading	165	70.82
	Speaking	112	48.07
	Listening	108	46.35
	ESP	35	15.02

	Interpretation/Translation	41	17.60
	Others	24	10.30
Position	Teacher-Leader	29	12.45
	Teacher	204	87.55
Teaching hours per week	<10 hours	11	4.72
	10-15 hours	19	8.15
	16-20 hours	45	19.31
	>20 hours	158	67.81

Interview Participants: 5 participants who met the criteria for follow-up semi-structured interviews were recruited from the larger survey sample of 233 respondents. The criteria encompassed: teacher-leaders, experienced teachers (with minimum 16 years of teaching experience), PhD holders and research-qualified experts. This diverse group provided valuable insights, drawing from their extensive experience and leadership roles within their institutions, which was critical for the in-depth exploration of PLC operations and the factors influencing them in their institutions.

Data Collection Instruments: Complementary data collection techniques, including questionnaires and individual interviews, were employed to gather substantial data for the analysis centering on the operations of Professional Learning Communities (PLCs) in the investigated universities. Triangulation was used to enhance the credibility and reliability of the analysis (Eisner, 1998; Johnson & Christensen, 2012; Yin, 2009).

Questionnaire: The questionnaire was designed to explore teachers' perceptions of the current operation of EFL teachers' PLCs at the researched universities, based on the Professional Learning Community Assessment-Revised (PLCAR) (Hipp & Huffman, 2010). The questionnaire consisted of four sections: demographic information, personal experiences, PLC dimensions performance, and recommendations for promoting PLC activities. The reliability and validity of the questionnaire were ensured through Cronbach's Alpha internal consistency analysis. The development of the questionnaire involved several stages: creation, piloting, and distribution. It was aimed at collecting data on various aspects of PLCs, including dimensions, development stages, deployment, implementation, and quality management. The data collected from the questionnaire were analyzed using SPSS 20. Descriptive statistical analysis was used to summarize trends and patterns, while inferential statistics and cross-tabulations were performed to examine variations between different participant types. The statements of the survey are categorized into six representative groups: (1) Items 1-11 focus on the attributes supporting shared and supportive leadership; (2) Items 12-20 assess shared values and vision; (3) Items 21-30 determine the participants' perceptions in regards to collective learning and application; (4) Items 31-37 assess the shared personal practice; (5) Items 38-42 pertain to supportive conditions- relationships; and (6) Items 43-52 pertain to supportive conditions- structures (Hipp & Huffman, 2010). The 4-point Likert scale is utilized in the questionnaire from strongly disagree to strongly agree (SD = Strongly Disagree = 1, D = Disagree = 2, A = Agree = 3, SA = Strongly Agree = 4) for factors influencing teachers' cumulative learning, PLC dimensions performance related factors and PLC deployment and implementation related factors. The neutral point is discarded to avoid undecided responses. Open-ended questions are used for PLC quality management related factors.

Interview: Semi-structured interviews were conducted to provide an in-depth exploration of participants' perceptions and experiences regarding PLCs. These interviews focused on several themes, including the necessity of PLCs for English teachers, factors influencing PLC operations, and recommendations for PLC implementation and quality

management. Interviews were also used to gather detailed knowledge about proposed PLC models. Participants were given interview questions in advance to allow adequate preparation. Each interview lasted between 20 to 30 minutes, and the collected data were meticulously analyzed to draw necessary conclusions. The inductive qualitative content analysis approach was employed to analyze interview data. The raw data were transcribed, coded, and translated, with themes and sub-themes identified and analyzed to ensure accuracy and reliability (Gibbs, 2007; Brislin, 1970).

Pilot Study Procedure: The pilot study was conducted to test the effectiveness of data collection procedures and ensure the questionnaire's relevance to the local educational setting. Involving five English teachers from a Hanoi economics university, the study aimed to identify and rectify potential issues with the research instruments. Participants completed the questionnaire and then provided detailed feedback on clarity, language appropriateness, logical flow, and length. Based on their input, ambiguous questions were rephrased, complex items were simplified, redundant questions were removed, and a glossary of terms was added. The layout was also revised for better navigation. Additionally, the pilot study assessed the time required to complete the questionnaire and tested logistics for distribution and collection, ensuring respondent anonymity and a high response rate. Preliminary data analysis using SPSS 20 validated the data processing workflow. Overall, the pilot study provided critical feedback, allowing for the refinement of data collection instruments and procedures, ensuring the main study would be robust, reliable, and relevant to the local educational context.

3.3. Analytical Framework

The data are both quantitatively and qualitatively analyzed to explore the internal and external factors affecting the operation of the PLCs in the universities investigated.

The quantitative analysis is based on responses from the questionnaire using SPSS to identify the teachers' perceptions of 1) factors affecting their cumulative learning in terms of shared and supportive leadership and shared values and vision 2) the differences (if any) in the perceptions of the teachers judging from their teaching experience and qualification 3) PLC dimensions performance related factors 4) PLC deployment and implementation related factors; 5) PLC quality management related factors. The aim of the quantitative analysis is to explore the relationship between each external PLC dimension (shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, supportive conditions in relationship, supportive conditions in structures) and participant characteristics (the internal factors) in terms of teaching experience and qualification. The focus is on the mean values and the significance (Sig.)/probability (p.) values.

Qualitative analysis adopting thematic analysis with 4 major steps: 1) Initial coding: Identifying, reviewing, defining and naming themes based on initial codes; 2) Open coding: Breaking down the data into distinct parts and assigning labels (codes) to these parts; 3) Axial coding: Organizing the codes into categories based on relationships and patterns identified to refine and connect codes to form more significant themes; 4) Selective coding: Identifying the core themes, integrating and refining the themes that have emerged from open and axial coding to create a coherent narrative. The factors analyzed encompass both internal and external factors affecting the creation and maintenance of PLC operation, factors affecting teacher professional development, and factors affecting professional activities of PLC. The qualitative analysis also delves into some suggestions for the orientation of PLC operations voiced by the teachers themselves.

4. Results

4.1. Quantitative Results

The survey results indicated that while many teachers are aware of PLCs and the benefits of participating in PLC activities, their engagement levels vary significantly. Factors such as time constraints, lack of institutional support, and unclear objectives were identified as major barriers to active participation in PLCs.

4.1.1. Factors Influencing Teachers' Cumulative Learning

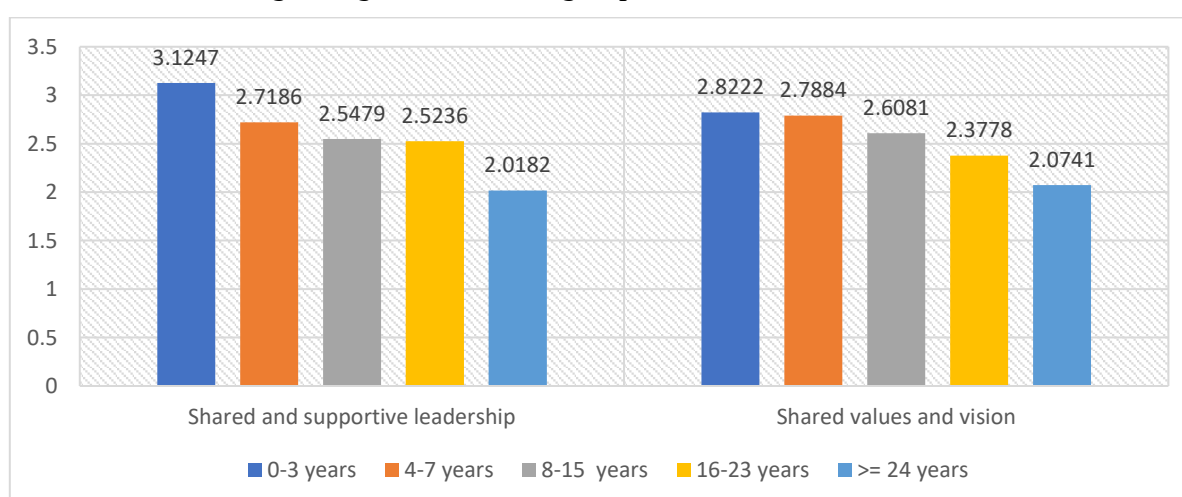
The survey identified the teachers' perceptions of several factors crucial in affecting the current stage of PLC operations among EFL teachers at VEUs. The Professional Learning Community Assessment-Revised (PLCA-R) tool was used to understand the relationship between each PLC dimension and participant characteristics in terms of their teaching experience and qualification.

Experience: The data (Figure 1) indicated significant differences in perceptions of shared and supportive leadership and shared values and vision based on teaching experience, with Sig. values of 0.000 and 0.010, respectively. Teachers with 0-3 years of experience rated these dimensions higher compared to those with more than 24 years of experience. This aligns with the literature suggesting that less experienced teachers are more enthusiastic about student learning and more critical of the support structures in place (Ghaith & Shaaban, 1999).

The data indicates that shared and supportive leadership (Sig. = 0.000 < 0.05) and shared values and vision (Sig. = 0.010 < 0.05) are significantly influenced by teaching experience. Less experienced teachers place higher importance on these dimensions, possibly because they are more focused on developing supportive environments and shared goals early in their careers. In contrast, experienced teachers might already have established their teaching methods and networks, hence placing less emphasis on these dimensions.

Figure 1

The Differences in Teachers' Perceptions of Shared and Supportive Leadership and Shared Values and Vision Regarding Their Teaching Experience



Qualification: There were differences in perceptions based on qualification levels, particularly in shared values and vision and supportive conditions. The Sig. value of 0.079 < 0.1 indicates that 10% of teachers at different educational levels have different perspectives on

PLCs. Table 2 shows the differences in PLC ratings based on the qualification of participants.

Table 2

The Differences in Teachers' Perceptions of PLC Dimensions Regarding Their Qualification

Characteristics of PLCs	Mean (Doctor)	SD (Doctor)	Mean (Master)	SD (Master)	T	Sig.
Shared and supportive leadership (11 items)	2.5808	0.81856	2.6698	0.80386	-0.440	0.660
Shared values and vision (9 items)	2.4815	0.91227	2.7092	0.85790	-1.050	0.295
Collective learning and application (10 items)	2.4278	0.87636	2.6059	0.85788	-0.826	0.410
Shared personal practice (7 items)	2.2937	0.84511	2.3603	0.92090	-0.291	0.771
Supportive conditions – relationship (5 items)	3.0000	0.63246	3.1544	0.72376	-0.862	0.390
Supportive conditions – structures (10 items)	2.3556	0.78157	2.7346	0.83501	-1.822	0.070
Total	2.5232	0.42907	2.7057	0.40856	-1.770	0.079

The Sig. value < 0.1 indicates that qualification has a statistically significant impact on the teachers' perceptions of PLC dimensions. This suggests that teachers with different levels of education have varied perceptions of PLC effectiveness.

4.1.2. PLC Dimensions Performance Related Factors

The study found that teaching experience has the greatest impact on the teachers' perceptions of PLC operations, with varying perspectives among individuals with different backgrounds. Additionally, those with advanced degrees have distinct perspectives on PLCs. This highlights the importance of enhancing training programs, seminars, and knowledge sharing to address these disparities.

The literature supports that three groups of influence factors related to PLC dimensions—leadership, collaboration, relationship, and supportive conditions—affect other factors in PLC dimensions. The research identified three basic factors that interact and are categorized according to their influence.

Table 3

The Influence of PLC Dimensions Performance Related Factors

Factors	Influence Degree	Mean
Perception of true value of PLC	0	0
Current teaching skills of teachers	0	12
Current teaching experiences of teachers	0	15
Professional characteristics of EFL teachers (Teaching career, scale, objectives, training orientation for EFL teachers)	9	31
Characteristics and needs of EFL teachers at university	15	38
Current teachers' qualification	28	54
Supportive Conditions	10	38

The most critical recommendations include establishing a core team to organize resources and engage stakeholders, continuously carrying out PLC activities, resolving disputes effectively, and maintaining conducive conditions for PLC operations.

4.1.3. PLC Deployment and Implementation Related Factors

Survey results indicate that the implementation of PLC guidelines, such as visions, strategic planning, and operational plans, were the most influential factors, with averages above 4.0. Other significant factors include requirements for teachers, university policies for professional development, national and education industry development, integration needs, student needs, and English requirements for student outcomes.

Table 4

The Influence of PLC Deployment and Implementation Related Factors

Factors	Influence Degree	Mean
Guidelines (visions, strategic planning, plans) toward PLC	0	0
The implementation of PLC	0	0
Requirements for teachers	0	0
Guideline and policy of the university for EFL teachers' professional development (training mechanism)	9	38
The development of the nation and the education industry	11	37
The needs for integration, the needs of students and the requirement of English for students' outcomes	25	36
Strategic plan and development of English teaching of the university	22	36
Objectives, contents and methods of PLC	21	36
The evaluation and assessment of the implementation of PLC	19	45
Science, technology, information, and technology creation requires English teachers to enhance their capacities and better themselves	31	42
Other impacts: perceptions, qualifications and abilities of members at university, faculty, and department to the family of teachers	28	45

External factors affecting the PLC environment include state and ministry regulations, ministry and university vision and orientation, provisions for teachers' standardization, requirements for standardizing student outcomes, trainer training and development, organizational capacity, and faculty relationship conditions. Internal factors include benefits, difficulties, the current PLC development stage, policy, vision, intentions, current PLC operations, and quality assessment.

4.2. Qualitative Results

Interviews revealed that successful PLCs often possess strong leadership support, clear goals, and a collaborative culture. Teachers emphasized the importance of dedicated time for PLC activities and the need for professional development opportunities tailored to their teaching contexts.

4.2.1. Factors Affecting the Creation and Maintenance of PLC Operations

Interviews highlighted that the implementation efforts of leaders and coordinators, along with the dedication of all lecturers, are critical for PLC success. The current qualifications and skills of teachers play a crucial role in the effectiveness of PLCs, as varied teaching

experiences contribute to diverse perspectives and approaches within these communities. Supportive institutional policies are essential to facilitate the creation and maintenance of PLCs. Additionally, understanding and agreeing on long-term goals, strategies, and visions are fundamental. Clear objectives and well-defined methods ensure the proper functioning of PLC activities, while effective organizational procedures are necessary for consistent implementation. A conducive operating environment further fosters collaboration and sustained PLC activities. More external factors are mentioned than internal factors in the interviews. This might suggest that the teachers are more concerned about the (supporting or hindering) conditions than their own personal traits in securing the success and effectiveness of the PLCs.

4.2.2. Factors Affecting Teacher Professional Development

The interview results underscored the importance of continuous training and development for EFL teachers at economics universities in Vietnam (EETs). The teachers recognized the necessity of ongoing professional development to enhance their skills and take responsibility for their own learning and development. The ability to raise qualifications is influenced by various factors, including personal trends and career aspirations. Characteristics such as gender, position, qualifications, and experience also play a significant role. The influence of peers and the broader educational community is crucial, as are the context and history of the institution. Support from family and institutional policies are important, and specialized training tailored to specific fields of study is necessary to meet the diverse needs of EETs. Three major themes emerged from the interviews: comprehensive, practical and long-term policy for sustainable motivation and self-discipline in participation, clear objectives and structured implementation for maximal benefits and limited experience sharing practices. One participant emphasized the crucial role of a comprehensive policy in maintaining the sustainability PLC operation, *"The policy of the institution in terms of scale, quantity, quality, goals, orientations for additional training and improvement of English teachers' qualifications is the most important factor promoting the creation and maintenance of English language teachers. If the institution does not have a policy, the activities will be spontaneous and often not carried out for a long time"* (Participant 5). Another highlighted the need for a practical and long-term policy, stating, *"Understanding the practicality and agreeing on a long-term policy in implementing and maintaining PLC activities: understanding the need will create motivation and self-discipline when participating in PLC activities"* (Participant 2). The significance of clear objectives and structured implementation was also noted: *"Objectives, methods, contents, and methods of organizing the implementation and evaluation of PLC activities are important to help PLC activities not be deviated, and to maximize the benefits of PLCs"* (Participant 1). However, the challenges of fostering a sharing culture in Vietnam were acknowledged: *"In Vietnam, the sharing culture is still limited, people often only share on a small scale (small group) or be asked to join the sharing"* (Participant 3).

4.2.3. Factors Affecting Professional Activities of PLC

Effective PLC activities depend on the active involvement of faculty leaders and coordinators. Allocating sufficient time for PLC activities and preparation is crucial, and coordinators must understand and effectively facilitate the content of these activities. Cooperation between leadership and core teams with community members is vital to build a supportive and collaborative environment, enhancing the overall effectiveness of PLCs. Five major themes emerged in the data: personal disposition, inclination and predisposition of the lecturers, faculty leaders and coordinators, peers experience sharing/collectivistic spirits among colleagues/ institutional support, working environment and working context, familial support

and alignment of English for economics/business purposes with institutional and learner needs.

The success of PLCs is influenced by various factors, as highlighted by the participants. One participant noted, *"Personal trends and personal change orientation; characteristics of lecturers including gender, working position, qualifications, experience"* (Participant 1). Another emphasized, *"The impact of the collective, the motivation to learn from the collective, colleagues, friends"* (Participant 2). The broader context was also considered important: *"The effects of history, context, scale, transformation, capacity enhancement, average level of knowledge, and professionalism of university lecturers at work"* (Participant 3). Additionally, familial and institutional support were highlighted: *"The impact of families, the attitudes of leaders, the collective with the learning of lecturers, policies to encourage preferential use of the institution by qualified teachers"* (Participant 4). Finally, the necessity of aligning the major with institutional and learner needs was underscored: *"The necessity of this type of major for the institution and the learners themselves; the success, growth through learning, and improving the level of those who had experiences"* (Participant 5).

4.2.4. External Factors Affecting PLC Implementation

External factors play a significant role in the environment of PLC implementation. Three major themes are revealed in the interviews: the State, MoET and institutional regulations, vision, mission, standardization, development orientation and training capacity, lack of formal policy and underdeveloped PLC. One participant noted, *"Regulations of the State, of the Ministry are the orientations for institutions to develop; Vision and orientation of the Ministry and university are orientations for faculties and units to develop PLC"* (Participant 1). Another emphasized the necessity of standardization, stating, *"Regulations on standardization of lecturers are necessary"* (Participant 4). The capacity for training and development of trainers is crucial, as highlighted by another participant: *"Training and development of trainers is a tool to build the orientation of PLC activities; Implementation capacity determines the success or failure of PLC activities; Condition of the faculty on relationship is the condition that promotes the formation and development of PLC"* (Participant 5). The development stage of PLCs is still in its infancy, as another participant noted, *"The current PLC development stage is in early stage. In terms of current policy, vision, and intentions, there are policies related to PLC development in Vietnam. However, the current PLC operations are small-scale"* (Participant 5). *"That there is no policy to promote the development of PLC in an orthodox way is a big obstacle when forming a PLC"* (Participant 3).

4.2.5. Internal Factors Affecting PLC Organization and Operation

Internal factors are equally influential in the organization and operation of PLC activities. Two major themes are identified in the interviews: lecturers' desire and willingness to participate in PD activities and self-established cultural barriers. As one participant observed, *"PLC has initially formed and developed in the teaching community in Vietnam, lecturers have the need to participate in PLC activities to develop their own careers"* (Participant 4). However, challenges exist including cultural barriers. *"The cultural factor of shyness to share is the biggest difficulty when forming a PLC"* (Participant 3).

4.2.6. Teacher Professional Development (TPD) Orientation for EET at VEUs

Acknowledging the importance of TPD is crucial for English teachers to enhance their qualifications and keep pace with economic developments. Continuous self-research, study, and practice are essential for professional growth. Institutions should encourage self-study to develop qualifications, provide additional coursework in business English and economics, and promote active participation in PLC teams. By supporting and encouraging these activities,

institutions can ensure effective PLC operations and continuous improvement, ultimately benefiting both teachers and students. Four major themes centering around the cruciality of TPD for ongoing long-term career development and professional self-improvement emerged from the analysis of the interviews with the participants: the vitality of organizing TPD activities, the necessity for self-research and self-trained practice among lecturers, the indispensability of additional ESP/economics/business teaching workshops/coursework and the importance of teamwork and self-improvement activities.

One participant emphasized, *"It is vital to have TPD activities for English teachers in order to grow their career. TPD is not only a first training activity, but also an ongoing career development activity. Additional training sessions include both on-the-job and self-training"* (Participant 3). Another participant highlighted the broader scope of TPD, stating, *"TPD is an endeavor to foster each lecturer's professional development through self-research, study, and practice in order to self-train, enhance qualifications, amass knowledge and skills, and experience to give at PLC"* (Participant 3). The indispensability of specific additional coursework was also noted: *"Additional coursework in business English, economics, economics management, classroom practice, and scientific research is indispensable"* (Participant 4). Finally, the importance of teamwork and self-improvement was underscored: *"Join the PLC team to benefit from the PLC's commitment to teamwork"* (Participant 1) and *"Encourage self-improvement activities and encourage EET members to join the PLC"* (Participant 3).

4.2.7. PLC Quality Management Related Factors

The survey findings based on the responses from the open-ended questions identified external factors affecting PLC quality management including documents, regulations, guidelines, criteria, rules, quality levels, assessment methods, and the PLC implementation proposal, deployment and implementation of PLC activities, checking, supervising, evaluation of quality management, requirements on quality improvement, and methods of quality management. It is necessary to study and apply more quality management measures in training PLCs to make quality management proactive. Documents, regulations, and instructions from the training management level on PLC serve as a focal point for the formation and development of PLCs, focusing on self-training and quality improvement. *"Because this is a very important activity, it should be structured and maintained on a regular, periodic basis, with expert advice and direction. There might be more effective assessment and evaluation activities after each quarter to raise teachers' awareness of the value of PLC."* (Participant 2).

4.2.8. Suggestions for Enhancing the Quality of PLC Operations at VEUs

While institutions offer PLC activities, they often lack synchronization in organization, implementation, management, control, quality assessment, and effectiveness evaluation. Providing specialized training programs that address the specific needs and contexts of EETs will support their development. Those factors can create either support or hindrance for the operationalization of PLC activities. To enhance PLC activities as a form of TPD for EETs at VEUs, it is proposed that *"institutions analyze and implement comprehensive quality management measures to ensure proactive PLC quality management"* (Participant 1). Developing supportive policies and systems to facilitate continuous PLC operations is also recommended. *"Encouraging self-study, additional coursework, and active participation in PLC teams are key strategies for professional growth"* (Participant 2).

5. Discussion

This study explored the factors affecting the operation of PLCs among EFL teachers at

Vietnamese economics universities (VEUs). By integrating findings from both qualitative interviews and quantitative surveys, it provides a comprehensive view of the dynamics and challenges inherent in PLCs within this specific educational context.

Internal (Teacher-Related) Factors: The analysis revealed that teacher-related factors, including their qualifications and teaching experience play a pivotal role in the effectiveness of PLCs. This aligns with Ghaith and Shaaban's (1999) assertion that less experienced teachers are often more concerned about their teaching impact and more enthusiastic about student learning. The survey data indicated significant differences in PLC ratings based on teaching experience and qualifications, suggesting that less experienced teachers place higher importance on shared and supportive leadership, as well as shared values and vision. This may be because they are still developing their professional identities and seek more collaborative and supportive environments (Vo & Mai Nguyen, 2010).

However, despite the enthusiasm of less experienced teachers, the effectiveness of PLCs also depends heavily on the involvement and commitment of more seasoned educators. This finding italicizes the need for a balanced approach that harnesses the enthusiasm of newer teachers while leveraging the experience and expertise of veteran educators to create a dynamic and effective PLC environment (Lomos, Hofman & Bosker, 2011).

Organizational Factors: Organizational support emerged as a crucial factor influencing PLC effectiveness. The study discovered that institutional policies, resource allocation, and a conducive environment are essential for the successful implementation and maintenance of PLCs. This is consistent with the literature, which emphasizes the importance of supportive conditions—both structural and relational—in fostering effective PLCs (Hipp & Huffman, 2010; Dufour et al., 2005). The lack of synchronization in the organization, implementation, and management of PLC activities, as highlighted by the survey and interview findings, indicates a significant gap that needs to be addressed.

The absence of a systematic policy to encourage PLC growth and the cultural hesitation to share information were identified as major barriers. This finding echoes the concerns raised by Boone (2014) about the cultural and organizational challenges that can impede the development of collaborative learning environments. Therefore, it is imperative for VEUs to develop clear policies and frameworks that promote and support PLC activities, ensuring that they are well-integrated into the broader organizational structure.

Sociocultural and Contextual Factors: The study foregrounds the significant impact of sociocultural factors on PLC operations. Teachers' perceptions of the value of PLCs, their current teaching skills and experiences, and the professional characteristics of EFL teachers were found to influence PLC performance. This aligns with the sociocultural theory which posits that learning is a socially situated activity (Wenger, 1998). The findings suggest that less experienced teachers may be more critical of the current state of PLCs due to their higher expectations for collaborative and supportive environments. This discrepancy in expectations can create tensions within PLCs, underscoring the need for tailored professional development programs that address the specific needs of different teacher groups (Yan & Yang, 2019).

Additionally, the study discerned that external factors such as state and ministry regulations, institutional policies and leadership significantly influence the PLC environment. This is consistent with the organizational learning theory, which emphasizes the role of external and internal factors in shaping organizational practices (Boone, 2014). The need for a supportive regulatory and policy framework to foster the development of PLCs is evident from the findings.

6. Conclusion

The findings of this study have several practical implications for enhancing the operation of PLCs among EFL teachers at VEUs. First, there is a clear need for structured models and policies that support the development and sustainability of PLCs. Educational leaders and policymakers should focus on creating an environment that encourages collaboration, continuous learning, and shared leadership (Mitchell & Sackney, 2011). Second, professional development programs should be tailored to address the diverse needs of teachers at different stages of their careers. For instance, less experienced teachers may benefit from more structured and supportive environments, while experienced teachers may require opportunities for advanced professional development and leadership roles within PLCs (Hord, 1997). Third, it is essential to address the cultural barriers that hinder effective collaboration within PLCs. This can be achieved by promoting a culture of openness and trust, where teachers feel comfortable sharing their experiences and learning from each other. Institutions should also provide the necessary resources and support to facilitate regular and meaningful PLC activities (Timperley et al., 2009). Finally, the study features the importance of continuous quality management and evaluation of PLC activities. Institutions should implement robust mechanisms for assessing the effectiveness of PLCs and making necessary adjustments to enhance their impact. This includes regular feedback from teachers, continuous monitoring of PLC activities, and aligning PLC goals with the broader institutional objectives (Hipp & Huffman, 2003).

In a nutshell, the study accentuated the complex interplay of various factors affecting the operation of PLCs among EFL teachers at VEUs. Teacher-related factors, organizational support, sociocultural context, and institutional policies all play significant roles in shaping the effectiveness of PLCs. By addressing these factors through targeted policies, professional development programs, and a supportive institutional framework, VEUs can enhance the operation of PLCs and ultimately improve the quality of education for their students. The findings contribute to the existing literature on PLCs and provide practical insights for educational leaders and policymakers aiming to foster collaborative and effective professional learning environments in higher education institutions. Further research in this topic should have more interviewed participants for more insightful qualitative findings focusing on the cultural factors affecting the operations of PLCs in Vietnamese contexts.

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DISCOURSE AND PRACTICE: NEW TOOLS FOR CRITICAL DISCOURSE ANALYSIS

Author: Theo van Leeuwen

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Dang Thanh Diem*

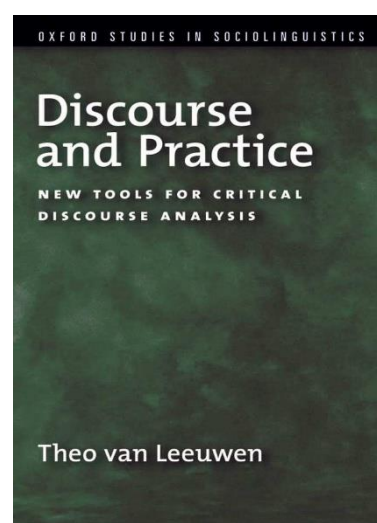
*Department of Foreign Languages and Information Technology, Hoa Lu University,
Xuan Thanh Street, Hoa Lu City, Ninh Binh Province, Vietnam*

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1. Introduction

“**Discourse and Practice: New Tools for Critical Discourse Analysis**” by Theo van Leeuwen (2008) stands as a pivotal work in the development of Critical Discourse Analysis (CDA, hereafter), particularly in the exploration of how social practices are represented and transformed through various semiotic means. As CDA continues to evolve, van Leeuwen's work provides a crucial framework for understanding the intricate interplay between discourse and social reality. This book is particularly suited for researchers, academics, and advanced students in fields such as linguistics, media studies, and sociology, providing them with both theoretical insights and practical tools for analyzing discourse. It meets the needs of its intended audience by offering a multidisciplinary approach, integrating both linguistic and visual modes of analysis, which caters to scholars engaged in cross-disciplinary research.



The book consists of 185 pages divided into 9 chapters. In Chapter 1, “*Discourse as the Recontextualization of Social Practice*”, van Leeuwen lays the foundation by discussing the interrelationship between genre and field in CDA.

* Corresponding author.

Email address: dttdiem@hluv.edu.vn<https://doi.org/10.63023/2525-2445/jfs.ulis.5286>

Chapter 2, “*Representing Social Actors*”, explores how individuals are depicted in various discursive contexts, while Chapter 3, “*Representing Social Action*”, focuses on how social actions are portrayed through discourse.

In Chapter 4, “*Time in Discourse*”, van Leeuwen examines the temporal aspect of discourse, and Chapter 5, “*Space in Discourse*”, addresses how spatial representations shape social reality.

Chapter 6, “*The Discursive Construction of Legitimation*”, analyzes how discourse establishes authority and credibility, and Chapter 7, “*The Discursive Construction of Purpose*”, investigates how intentions are communicated.

Chapter 8, “*The Visual Representation of Social Actors*”, delves into the semiotics of racial representation and visual racism. Finally, Chapter 9, “*Representing Social Actors with Toys*”, combines critical discourse analysis and multimodal semiotics, illustrating how social actors are visually recontextualized, particularly through children's play.

2. Discussion

2.1. Connections of the Book to CDA and Other Related Fields

The book engages with and establishes significant connections to a diverse range of theoretical perspectives and scholarly traditions within CDA and related fields, enriching ongoing debates and offering new insights into the complexities of language, power, and social change. This contribution furthers ongoing discussions and developments within the discipline.

The book establishes noteworthy connections with Fairclough's CDA, Multimodal Discourse Analysis (MDA), Sociocultural Approaches to Discourse, Critical Applied Linguistics, Intersectionality, and Critical Race Theory.

First, van Leeuwen's work builds upon the foundational principles of Fairclough's CDA (1995), particularly in its focus on the social, political, and cultural dimensions of discourse. Both scholars emphasize the importance of examining discourse as a site of power negotiation and social construction, highlighting the ways in which language shapes and reflects societal structures and ideologies.

Second, van Leeuwen's integration of linguistic and visual modes of communication aligns with the principles of MDA. Scholars such as Kress and van Leeuwen (2001) and Jewitt (2009) have contributed extensively to the development of MDA, exploring how various semiotic resources, including images, gestures, and spatial arrangements, interact to produce meaning in discourse. van Leeuwen's framework extends this approach by incorporating multimodal analysis into the study of critical discourse.

Third, van Leeuwen's emphasis on the sociocultural dimensions of discourse resonates with the work of scholars such as Gee (2014) and Wodak (2015), who advocate for a sociocultural approach to discourse analysis. By situating discourse within broader social, historical, and cultural contexts, these scholars highlight the complex interplay between language, power, and identity, offering insights into the ways in which discourse both reflects and shapes social reality.

Fourth, van Leeuwen's work intersects with the field of Critical Applied Linguistics, which seeks to apply critical perspectives to the study of language in real-world contexts. Scholars such as Pennycook (2001) and Canagarajah (2011) explore the implications of language use for social justice, identity negotiation, and linguistic diversity, aligning with van Leeuwen's focus on the transformative potential of critical discourse analysis.

Finally, van Leeuwen's discussion of visual racism and the representation of social actors resonates with the principles of Intersectionality and Critical Race Theory. Scholars such as Crenshaw (1989) and Ladson-Billings (2006) emphasize the interconnected nature of social identities and the ways in which systems of power and privilege intersect along lines of race, gender, class, and other axes of social difference. van Leeuwen's analysis contributes to these discussions by examining how discursive practices perpetuate and contest systems of racial inequality and oppression.

In summary, “**Discourse and Practice: New Tools for Critical Discourse Analysis**” actively involves various theoretical perspectives and academic traditions within CDA and related areas. Among the many frameworks on CDA and MDA, this book solidifies its position by reinforcing the theory on the interplay of different semiotic modes in discourse. Additionally, its comprehensive contribution to the social actor representation framework offers significant analytical tools, enhancing our understanding of how social identity is shaped and represented across discourses. It successfully meets the needs of its intended audience by offering practical tools for analyzing both linguistic and visual discourses, making it a valuable resource for scholars who seek to explore the interrelations between language, power, and society across various modes of communication. It enhances current discussions and introduces fresh understandings regarding the intricate dynamics of language, power dynamics, and societal transformation.

2.2. Positive Aspects and Contributions of the Book

I consider “**Discourse and Practice: New Tools for Critical Discourse Analysis**” to be an immensely significant and valuable resource for critical discourse analysts and researchers interested in the critical examination of language use. The book is detailed, comprehensive, accessible, and practical, offering a wealth of theoretical insights and practical tools for analyzing discourse.

Expanding on the discussion, it is essential to highlight the abundance of visual aids present in the book, and their role in facilitating understanding of the framework. Throughout the book, van Leeuwen incorporates numerous diagrams, tables, networks, and pictures to elucidate key concepts and illustrate the application of his analytical framework. These visual aids serve as invaluable tools for clarifying complex theoretical concepts and enhancing comprehension for readers. For instance, when introducing the framework for analyzing the representation of social actors, van Leeuwen might provide a detailed diagram or network illustrating the various elements involved, such as linguistic features, visual representations, and contextual factors. By visually mapping out these components, readers are better able to grasp the interconnectedness of different elements and understand how they contribute to the construction of social identity within discourse.

Moreover, van Leeuwen often includes clear examples to illustrate how the framework operates in practice. These examples typically involve the analysis of real-life discourse samples, wherein van Leeuwen applies his analytical tools to deconstruct and interpret the discursive strategies at play. Through meticulous analysis and interpretation of these samples, readers gain a deeper understanding of how the framework can be applied to uncover underlying meanings and power dynamics within discourse. He also provides clear explanations of key concepts and analytical categories, ensuring that readers are equipped with the necessary theoretical foundation to engage with the material. Concepts such as Exclusion and Inclusion are carefully defined and elucidated through concrete examples, allowing readers to grasp their significance within the broader framework of critical discourse analysis.

Furthermore, van Leeuwen offers detailed analyses of samples to illustrate how the network of discursive elements operates in practice. By dissecting and interpreting specific instances of discourse, he demonstrates how linguistic and visual cues work in tandem to construct and negotiate social meanings. Through these analyses, readers gain insight into the intricate dynamics of discourse and learn how to apply the analytical framework to their own research projects.

The eminent contribution of the book lies in its groundbreaking exploration of social actor representation within discourse. Van Leeuwen's work offers a comprehensive framework for analyzing how individuals are portrayed and constructed through linguistic and visual means, providing invaluable insights into the complexities of social identity construction and power dynamics within discourse.

The book integrates linguistic and visual modes of representation in the analysis of social actors. van Leeuwen demonstrates how language and other semiotic resources, such as images, gestures, and spatial arrangements, work together to construct and negotiate social meanings. By examining both verbal and non-verbal cues, van Leeuwen offers a more nuanced understanding of how social actors are depicted within discourse, moving beyond traditional approaches that focus solely on linguistic features.

Moreover, van Leeuwen's framework goes beyond surface-level analysis to uncover deeper layers of meaning and ideology embedded within representations of social actors. Through meticulous analysis of discursive strategies, he reveals the ways in which power, hierarchy, and social norms are reinforced or contested through the portrayal of individuals in discourse. By highlighting the discursive mechanisms through which social actors are constructed and positioned within social hierarchies, van Leeuwen's work contributes to broader discussions about the relationship between language, identity, and social inequality.

Additionally, van Leeuwen's emphasis on reflexivity encourages researchers to critically examine their own assumptions and biases when analyzing social actor representation. By acknowledging the role of the researcher's perspective in shaping interpretations of discourse, van Leeuwen promotes a more self-aware and ethically responsible approach to discourse analysis.

I disagree with Hou's (2010) critique of the structural arrangement of the book, particularly regarding the separation of chapters dealing with linguistic and visual recontextualization of social actors (Chapters 2, 8, and 9). In my view, providing background knowledge through chapters 3 to 7 before delving into chapters 8 and 9 is essential for readers to fully grasp the concepts presented. This sequential arrangement ensures that readers are equipped with the necessary foundation before engaging with more advanced topics, thereby enhancing comprehension and the overall learning experience.

Reading “**Discourse and Practice: New Tools for Critical Discourse Analysis**” offers numerous benefits for both students and researchers interested in the field of CDA. The book provides a comprehensive framework for analyzing discourse, encompassing both linguistic and visual elements. This framework equips readers with a holistic approach to understanding how language and other semiotic modes shape social practices and representations. Second, van Leeuwen offers practical tools and analytical categories that readers can apply in their own research projects. By providing clear examples and detailed explanations, the book empowers students and researchers to conduct rigorous discourse analysis across diverse contexts. Third, van Leeuwen's work bridges the gap between linguistics, semiotics, and sociology, offering an interdisciplinary perspective on discourse analysis. This interdisciplinary approach encourages

readers to consider the complex interplay between language, culture, and social reality.

Fourth, the book includes numerous diagrams, tables, networks, and pictures to illustrate key concepts and analytical frameworks. These visual aids enhance comprehension and facilitate the application of theoretical concepts to real-life discourse samples. Fifth, through detailed analyses of discursive practices, van Leeuwen encourages readers to develop a critical awareness of power dynamics, ideology, and social inequality embedded within discourse. This critical perspective enables readers to uncover hidden meanings and challenge dominant narratives in society. Sixth, while grounded in Western sociocultural contexts, the book prompts readers to consider the cultural specificity of discourse and discourse scholarship. This awareness encourages researchers to approach discourse analysis with sensitivity to diverse cultural perspectives and experiences. Seventh, van Leeuwen's emphasis on reflexivity reminds readers to critically examine their own ideological and political standpoints. This self-awareness fosters a more nuanced understanding of the researcher's positionality and its implications for discourse analysis. Lastly, by introducing innovative concepts and methodologies, the book inspires students and researchers to push the boundaries of discourse analysis and contribute new insights to the field. Van Leeuwen's work encourages readers to explore emerging trends, such as multimodal discourse analysis, and apply them to their own research agendas.

2.3. Some Considerations

While “**Discourse and Practice: New Tools for Critical Discourse Analysis**” by Theo van Leeuwen is an influential and comprehensive work in the field, it is not without limitations.

One limitation of the book lies in the complexity of van Leeuwen's analytical framework, which may present challenges for readers, particularly those who are new to discourse analysis or lack a robust background in semiotics and linguistics. The framework encompasses numerous concepts and analytical tools, such as Exclusion and Inclusion, which require analyzing linguistic and visual cues to understand how social actors are represented in discourse. However, applying these concepts consistently across diverse research contexts can prove difficult. This multi-dimensional approach may be daunting for practitioners, especially those without extensive training in critical discourse analysis or semiotics, potentially resulting in inconsistencies or misinterpretations in their analyses.

Furthermore, I concur with Hou's (2010) review of the book, which suggests that its emphasis on English language and Western sociocultural contexts could potentially restrict the applicability of its frameworks in cross-cultural or multilingual contexts, where discursive practices vary considerably. Van Leeuwen acknowledges the cultural specificity of his analysis but primarily draws on examples and case studies from Western societies. This could potentially alienate readers from diverse cultural backgrounds and hinder their ability to apply the framework to their own cultural contexts.

As critical discourse analysts, it is essential to remain reflexive about our ideological and political standpoints. While van Leeuwen's work reflects a certain ideological stance, such as anti-authority, it is crucial to recognize that this perspective may not be universally justified across different cultural contexts. In different sociocultural contexts, for example, values of authority and virtue may be approached differently, and critiques should be grounded in culturally acknowledged values specific to the civilization in question.

Lastly, while van Leeuwen's work provides a comprehensive overview of social actor representation, it may not fully address the intersectional nature of identity and power dynamics

within discourse. The framework predominantly focuses on the representation of social actors in relation to dominant social categories such as race, gender, and class, but may overlook the complexities of intersecting identities and marginalized voices within discourse.

3. Conclusion

In summary, “**Discourse and Practice: New Tools for Critical Discourse Analysis**” offers students and researchers valuable theoretical insights, practical tools, and critical perspectives for conducting rigorous discourse analysis. Whether initiating a research project or aiming to enhance their understanding of discourse studies, readers will discover this book as an invaluable resource for advancing their scholarly pursuits. Notably, by providing a comprehensive and theoretically rigorous approach to analyzing social actor representation, van Leeuwen's work advances our understanding of how language and other semiotic resources shape social reality and contribute to processes of social change. While the book offers valuable insights and tools for critical discourse analysis, it is essential for readers to approach the book with a critical awareness of its limitations. By acknowledging these limitations and supplementing the book's framework with additional resources and guidance, researchers can overcome barriers and adapt the framework to suit their specific research needs and contexts.

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LANGUAGE AND POWER (SECOND EDITION)

Author: Norman Fairclough

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Pham Thi Quyen*

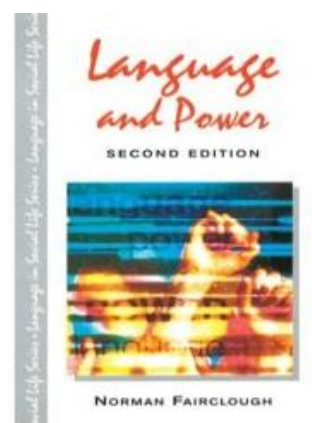
English Faculty, Diplomatic Academy of Vietnam, 69 Chua Lang, Lang Thuong, Dong Da, Hanoi, Vietnam

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1. Introduction

Critical discourse analysis (CDA) is undeniably a significant and diverse area of linguistic education and research. The increasing number of publications and books being published in this field is the evidence of its growing influence and importance. Norman Fairclough, a renowned British linguistics professor, has been highly influential in the language and power domain, and is widely regarded as the pioneer in the field of CDA. *“Language and Power”* (Fairclough, 2013) is a notable addition to the “Language in Social Life” series and highlights the critical role of language in comprehending issues of social and professional concerns. The book is highly valued by those who seek to understand how our ways of communication are both impacted by and impact the structures and forces of contemporary social institutions.



2. Contents of the Book

Norman Fairclough’s “Language and Power” (2013), part of a series of 19 books called “Language in Social Life”, is a comprehensive exploration of the interplay between language, power and ideology, structured into ten chapters. The book begins with an introduction to Critical Language Study (CLS), emphasizing its importance in understanding how language operates within social structures, while critiquing approaches such as linguistics, sociolinguistics and discourse analysis. Chapters 2 to 4 establish the theoretical groundwork by

* Corresponding author.

Email address: phamthiquyen.dav@gmail.com<https://doi.org/10.63023/2525-2445/jfs.ulis.5422>

examining discourse as social practice, with a focus on the dialectic of structures and practices, the role of ideology in shaping common-sense assumptions and the dual aspects of power: power in discourse and power behind discourse. Chapters 5 and 6 provide a practical framework for conducting Critical Discourse Analysis (CDA) (Description-Interpretation-Explanation), offering accessible tools for describing textual features and interpreting their social implications, focusing on experiential, relational, and expressive values. Chapters 7 and 8 center on the dynamic relationship between discourse and societal change, including an analysis of Thatcherism's political discourse and broader trends in capitalist society through the lens of theorists like Habermas and Foucault. The final chapters explore the emancipatory potential of CLS, particularly in education and address how globalization and neoliberalism influence language and power dynamics, inviting readers to critically engage with these themes as active collaborators in the study of discourse.

3. Strengths and Contributions

It is not exaggerated to say that “Language and Power” (2013) is impressive and stands out from other works by Fairclough due to its clarity and practicality. It serves as a tool for readers to critically analyze language and recognize how it is utilized to position them in political and ideological contexts.

Fairclough's integration of theoretical depth with practical guidance is one of the book's greatest strengths. The three-stage CDA framework - Description, Interpretation and Explanation - offers a systematic approach that bridges textual analysis with sociopolitical critique. The model's flexibility has allowed scholars to adapt it across a wide range of disciplines, including media studies, education and political science.

The book's structure enhances its pedagogical value, beginning with foundational theories and progressively moving to practical applications. For instance, Chapters 5 and 6 are particularly useful for readers new to CDA, as they provide clear, step-by-step guidelines for conducting textual analysis. Moreover, the emphasis on specific linguistic features (for instance: vocabulary, grammar and text structure) equips readers with tools to uncover latent ideologies in discourse.

Fairclough's discussion of power and ideology, particularly in Chapters 3 and 4, is both insightful and provocative. The author's distinction between “power in discourse” and “power behind discourse” highlights how power operates not only through explicit language use but also through institutional and societal structures that shape discourse practices. This nuanced perspective remains highly relevant, particularly in understanding the interplay between language, politics and media in the digital age.

4. Limitations

Despite its strengths, “Language and Power” is not without limitations. One notable limitation lies in the book's empirical examples, which predominantly focus on British society during Thatcher's tenure. While these examples were groundbreaking at the time, their datedness may limit the book's immediate relevance to contemporary global contexts, such as the complexities of discourse in multicultural or digital environments. For instance, the analysis could benefit from integrating case studies involving non-Western perspectives or addressing how globalization and digital technologies reshape power dynamics in discourse.

Additionally, the accessibility of the book's theoretical content also varies. While

Chapters 5 and 6 are designed to be user-friendly, earlier chapters on theoretical foundations may be challenging for readers who are unfamiliar with sociolinguistic or critical theory. This might deter readers who lack a background in the relevant disciplines.

5. Conclusion

In conclusion, despite limitations, Norman Fairclough's "Language and Power" (2013) remains a cornerstone of CDA and continues to influence contemporary research. The book offers an indispensable resource for understanding the relationship between language and power, specifically the link between language use and unequal power relations. Fairclough aims to address the common underestimation of the role of language in the creation, maintenance and change of social power relations and to increase awareness of how language is used to dominate some individuals or groups by others. While the book's focus on 20th-century Britain may limit its scope, its core principles remain adaptable to diverse contexts and challenges. The book's theoretical rigor and practical guidance make it a valuable reference for linguists, educators and policymakers alike.

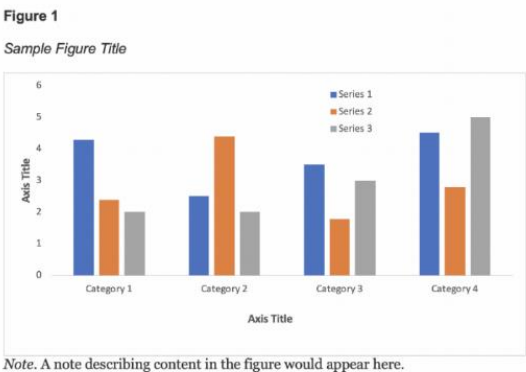
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THẺ LỆ GỬI BÀI

1. **Tạp chí Nghiên cứu nước ngoài** là ấn phẩm khoa học chính thức của Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội, kế thừa và phát triển *Chuyên san Nghiên cứu Nước ngoài* của Tạp chí Khoa học, Đại học Quốc gia Hà Nội. Tạp chí xuất bản định kỳ 06 số/năm (02 số tiếng Việt/năm và 04 số tiếng Anh/năm từ năm 2019 trở đi), công bố các công trình nghiên cứu có nội dung khoa học mới, chưa đăng và chưa được gửi đăng ở bất kỳ tạp chí nào, thuộc các lĩnh vực: *ngôn ngữ học, giáo dục ngoại ngữ/ngôn ngữ, quốc tế học hoặc các ngành khoa học xã hội và nhân văn có liên quan*.
2. Bài gửi đăng cần trích dẫn ÍT NHẤT 01 bài đã đăng trên Tạp chí Nghiên cứu nước ngoài.
3. Bài báo sẽ được gửi tới phản biện kín, vì vậy tác giả cần tránh tiết lộ danh tính trong nội dung bài một cách không cần thiết.
4. Bài báo có thể viết bằng tiếng Việt hoặc tiếng Anh (*tối thiểu 10 trang/khoảng 4.000 từ đối với bài nghiên cứu và 5 trang/khoảng 2.000 từ đối với bài thông tin-trao đổi*) được soạn trên máy vi tính, khổ giấy A4, cách lề trái 2,5cm, lề phải 2,5cm, trên 3,5cm, dưới 3cm, font chữ Times New Roman, cỡ chữ 12, cách dòng Single.
5. Hình ảnh, sơ đồ, biểu đồ trong bài viết phải đảm bảo rõ nét và được đánh số thứ tự theo trình tự xuất hiện trong bài viết. Nguồn của các hình ảnh, sơ đồ trong bài viết cũng phải được chỉ rõ. Tên ảnh, sơ đồ, biểu đồ trong bài viết phải được cung cấp trên ảnh, sơ đồ, biểu đồ.

Ví dụ:



6. Bảng biểu trong bài viết được đánh số thứ tự theo trình tự xuất hiện trong bài viết. Tên bảng trong bài phải được cung cấp trên bảng. Yêu cầu bảng không có đường kẻ sọc.

Ví dụ:

Table 3

Sample Table Showing Decked Heads and P Value Note

Variable	Visual		Infrared		F	η
	M	SD	M	SD		
Row 1	3.6	.49	9.2	1.02	69.9***	.12
Row 2	2.4	.67	10.1	.08	42.7***	.23
Row 3	1.2	.78	3.6	.46	53.9***	.34
Row 4	0.8	.93	4.7	.71	21.1***	.45

***p < .01.

7. Quy cách trích dẫn: Các tài liệu, nội dung được trích dẫn trong bài báo và phần tài liệu tham khảo cần phải được **trình bày theo APA7** (vui lòng tham khảo trang web: <https://apastyle.apa.org/style-grammar-guidelines> hoặc hướng dẫn của Tạp chí trên trang web <https://jfs.ulis.vnu.edu.vn/index.php/fs/about/submissions>)

8. Bản thảo xin gửi đến website của Tạp chí tại <https://jfs.ulis.vnu.edu.vn/>. Tòa soạn không trả lại bản thảo nếu bài không được đăng. Tác giả chịu hoàn toàn trách nhiệm trước pháp luật về nội dung bài viết và xuất xứ tài liệu trích dẫn.

MẪU TRÌNH BÀY BỐ CỤC CỦA MỘT BÀI VIẾT TIÊU ĐỀ BÀI BÁO

(bằng tiếng Anh và tiếng Việt, in hoa, cỡ chữ: 16,
giãn dòng: single, căn lề: giữa)

Tên tác giả (cỡ 13)*

Tên cơ quan / trường đại học (cỡ 10, in nghiêng)
Địa chỉ cơ quan / trường đại học (cỡ 10, in nghiêng)

Tóm tắt: Tóm tắt bằng tiếng Anh và tiếng Việt, không quá 250 từ, cỡ chữ: 11

Từ khóa: Không quá 5 từ, cỡ chữ: 11

Phần nội dung chính của bài báo thường bao gồm các phần sau:

1. Đặt vấn đề

2. Mục tiêu

3. Cơ sở lý thuyết

3.1. ...

3.2.

4. Phương pháp nghiên cứu

4.1. ...

4.2. ...

5. Kết quả nghiên cứu

6. Thảo luận

7. Kết luận và khuyến nghị

Lời cảm ơn (nếu có)

Tài liệu tham khảo

Phụ lục (nếu có)

* ĐT.: (Số của tác giả liên hệ)

Email: (Email của tác giả liên hệ)