



ĐẠI HỌC THÁI NGUYÊN
THAI NGUYEN UNIVERSITY

ISSN 1859 - 2171

TẠP CHÍ
KHOA HỌC & CÔNG NGHỆ
JOURNAL OF SCIENCE AND TECHNOLOGY

SỐ ĐẶC BIỆT CHÀO MỪNG 87 NĂM THÀNH LẬP HỘI LIÊN HIỆP PHỤ NỮ VIỆT NAM

CHUYÊN SAN KHOA HỌC XÃ HỘI - NHÂN VĂN - KINH TẾ
SOCIAL SCIENCES - HUMANITIES - ECONOMICS

Tập 172, số 12/2, 2017

CHUYÊN SAN KHOA HỌC XÃ HỘI – NHÂN VĂN – KINH TẾ

Mục lục	Trang
Hà Xuân Hương - Thân phận người phụ nữ trong dân ca trữ tình sinh hoạt Tày, Thái	3
Ngô Thị Thu Trang - Một số biện pháp nâng cao năng lực sử dụng từ Hán Việt cho học sinh phổ thông	9
Nguyễn Thị Hà, Vũ Thị Hồng Hoa - Nâng cao tỷ lệ nữ trong các cơ quan dân cử	15
Nguyễn Thu Hà, Nguyễn Thị Mai Hương, An Thị Thư, Nguyễn Thị Hồng - Phát triển chuẩn mực kế toán Việt Nam theo hướng chuẩn mực kế toán quốc tế	21
Nguyễn Thị Hòa - Sử dụng tuyển tập “Những lá thư thời chiến Việt Nam” trong giáo dục lịch sử	27
Nguyễn Thị Xuân Thu, Phạm Ngọc Duy - Những tác động của việc sử dụng sơ đồ ngữ nghĩa đối với khả năng ghi nhớ từ vựng tiếng Anh chuyên ngành của sinh viên trường Đại học Kỹ thuật Công nghiệp – Đại học Thái Nguyên	33
Vũ Kiều Hạnh, Hoàng Thị Cương - Nghiên cứu kỹ năng đọc của sinh viên năm thứ 2 tại trường Đại học Nông Lâm – Đại học Thái Nguyên, cơ sở để thiết kế các hoạt động rèn luyện tăng cường	39
Nguyễn Thị Thu Hương - Bảo vệ quyền nhân thân cho lao động chưa thành niên theo pháp luật Việt Nam	45
Nguyễn Thị Thắm - Hành trình tìm kiếm hạnh phúc của nhân vật nữ trong <i>Những nẻo đường đời và những bản tình ca khác</i> của Le Clézio	51
Lê Thị Lưu, Trần Bảo Ngọc, Bùi Thanh Thủy và cộng sự - Nhận thức của sinh viên cử nhân điều dưỡng về môi trường giáo dục tại trường Đại học Y Dược - Đại học Thái Nguyên bằng bảng hỏi DREEM	57
Bùi Thị Minh Hà, Nguyễn Hữu Thọ - Nhận thức của nông hộ về biến đổi khí hậu và tác động của biến đổi khí hậu tới sản xuất chè - Trường hợp nghiên cứu: Vùng chè Tân Cương thành phố Thái Nguyên	63
Dương Thanh Tinh, Trần Văn Quyết, Nguyễn Ngọc Lý, Nguyễn Việt Dũng - Giải quyết việc làm cho lao động dân tộc thiểu số thông qua phát triển chuỗi liên kết tiêu thụ các sản phẩm từ cây quế tại huyện Văn Yên, tỉnh Yên Bái	69
Nguyễn Thu Nga, Đỗ Thị Tuyết Mai, Nguyễn Thị Diệu Hồng - Sử dụng hàm Cobb - Douglas tuyến tính để đánh giá hiệu quả kinh doanh của các ngân hàng Việt Nam	75
Phùng Thanh Hoa, Bùi Thị Thanh Thủy - Tác động của kinh tế thị trường đến nông thôn Việt Nam hiện nay	81
Hoàng Thị Mỹ Hạnh, Sombath Kingbounkai - Quá trình di cư của người Việt đến Lào và định cư tại tỉnh Luangprabang nước CHDCND Lào	87
Vi Thị Phương - Sử dụng báo chí vào công cuộc xây dựng nền văn hóa mới ở Việt Nam, nhìn từ góc độ tạp chí <i>Tao Đàn</i> (1939)	93
Nguyễn Thị Minh Loan - Đề xuất mô hình tập huấn dạy đặt câu hỏi trong kỹ năng đọc hiểu	99
Nguyễn Thị Bích Ngọc - Đánh giá nội dung và việc giảng dạy học phần bút ngữ tiếng Anh trung cao cấp 2 tại Khoa Ngoại ngữ, Đại học Thái Nguyên xét từ góc độ sinh viên	105
Nguyễn Mai Linh, Trần Minh Thành, Dương Thị Hồng An - Kết hợp sử dụng hồ sơ học tập (Portfolio) và thuyết trình nhóm trong dạy và học các khóa học tiếng Anh chuyên ngành tiếp cận hậu phương pháp luận	111
Trần Thị Kim Hoa - Phát triển năng lực sử dụng từ tiếng Việt cho học sinh tiểu học người dân tộc thiểu số qua các bài tập về từ	117
Trần Tú Hoài - Một số nội dung cơ bản của chính sách phát triển giảng viên qua thực tiễn tại trường Đại học Sư phạm - Đại học Thái Nguyên	121
Phạm Thị Huyền, Vũ Thị Thủy - Rèn luyện phong cách làm việc quần chúng của người cán bộ theo phong cách Hồ Chí Minh	127

Tổng Thị Phương Thảo - Bảo vệ quyền của lao động nữ khi mang thai, sinh con và nuôi con nhỏ theo pháp luật lao động Việt Nam	131
Lương Thị Hạnh - Vai trò của phụ nữ dân tộc thiểu số trong xây dựng nông thôn mới ở tỉnh Bắc Kạn	137
Nguyễn Thị Thanh Hà, Nguyễn Thị Thu Hiền - Một số vấn đề về việc xây dựng lối sống mới cho sinh viên Việt Nam hiện nay	143
Hồ Lương Xinh, Nguyễn Thị Yến, Nguyễn Thị Giang, Lưu Thị Thùy Linh, Bùi Thị Thanh Tâm, Nguyễn Mạnh Thắng - Xác suất cải thiện thu nhập của hộ nông dân sau thu hồi đất nông nghiệp tại các khu công nghiệp tỉnh Thái Nguyên	149
Đinh Ngọc Lan, Đoàn Thị Thanh Hiền, Dương Tuấn Việt - Phân tích các nhân tố ảnh hưởng đến sản xuất và tiêu thụ miến dong tại huyện Nguyên Bình- tỉnh Cao Bằng	155
Đỗ Thị Hà Phương, Chu Thị Hà, Nguyễn Thị Giang, Dương Xuân Lâm - Tác động của vốn xã hội và công nghệ thông tin đến dự định chia sẻ tri thức và hành vi chia sẻ tri thức của cán bộ giảng viên tại Đại học Thái Nguyên	161
Nguyễn Thị Hiền Thương, Dương Thị Thu Hoài, Cù Ngọc Bắc, Kiều Thu Hương, Vũ Thị Hải Anh - Sự tham gia của người dân trong việc thực hiện các tiêu chí cơ sở hạ tầng - chương trình xây dựng nông thôn mới tại huyện Phú Lương, tỉnh Thái Nguyên	169
Vũ Bạch Diệp, Mai Việt Anh - Huy động vốn cho phát triển doanh nghiệp vừa và nhỏ trên địa bàn thành phố Thái Nguyên, thực trạng và một số giải pháp	175
Nguyễn Thị Ngọc Anh, Hoàng Huyền Trang - Thiết kế và sử dụng các trò chơi học tập nhằm nâng cao hiệu quả dạy học môn khẩu ngữ cao cấp cho sinh viên Trung Quốc tại Khoa Ngoại ngữ, Đại học Thái Nguyên	181
Trần Thị Yến, Khổng Thị Thanh Huyền - Những lỗi về câu thường gặp trong bài viết tiếng Anh học thuật của sinh viên Việt Nam chuyên ngành tiếng Anh: Thực trạng, nguyên nhân và giải pháp	187
Hà Thị Thanh Hoa, Chu Thị Kim Ngân, Dương Thị Thúy Hương - Mức độ hài lòng của khách hàng về chất lượng dịch vụ mạng di động Vinaphone tỉnh Thái Nguyên	193
Vũ Thị Loan, Vũ Thị Hậu - Vai trò của giá cổ phiếu đối với dự báo khó khăn tài chính doanh nghiệp: Mô hình SVM	199
Hồ Thị Mai Phương, Hoàng Thị Tú, Trần Nguyệt Anh - Thiết kế và tổ chức trò chơi học tập trong hình thành biểu tượng toán học sơ đẳng cho trẻ mẫu giáo	205
Đồng Thị Hồng Ngọc, Nguyễn Quỳnh Hoa, Nguyễn Thị Thu Hường, Hoàng Thanh Hải, Nguyễn Thị Thu Hằng - Ứng dụng mô hình logistic xếp hạng tín dụng doanh nghiệp xây dựng niềm yết tại Việt Nam	211
Hà Thị Hòa, Hồ Ngọc Sơn - Phân tích chuỗi giá trị qua các kênh tiêu thụ sản phẩm Sơn tra tại Yên Bái	219

COMMON SENTENCE PROBLEMS IN ACADEMIC WRITING COMMITTED BY VIETNAMESE STUDENTS OF ENGLISH: SITUATION, CAUSES AND SOLUTIONS

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SUMMARY

At university level, academic writing has always been more critical for English majors. At this stage of learning, errors in academic writing are sometimes unacceptable. As can be seen from the results of some academic writing tests at Thai Nguyen University of Education (TUE), most of English majors at TUE have great problems in writing English - the students have many difficulties while producing sentences in English. Therefore, the ultimate objective of the study is to investigate common sentence problems of English majors at Thai Nguyen University of Education (TUE) in academic writing as well as causes of these errors. It will also expose the writing problems thanks to error analysis in students' academic writing. In this paper, the questionnaire part would present both the perspectives of teachers and students regarding this issue. Our study may assist teachers to find out why students make these errors and how these errors can be avoided. Finally, our research has an intention to figure out some efficient and necessary solutions to these problems so that both teachers and students can achieve their goals relating to writing skill development.

Keywords: *academic writing; common sentence problems; English majors; Error analysis; writing skill*

INTRODUCTION

In many different types of studies in writing, errors have been discussed regularly. John C. Mellon's (1975) National Assessment and the Teaching of English [1] is a source in which the frequency of error found in the writing of students at various levels was described in detail. In this book, he lists the common writing problems such as, spelling, punctuation, capitalization, fragments and run-ons, awkward constructions, agreement, and word choice. Other researchers have chosen to concentrate on some common written errors so as to study them in more detail. The most common writing problems are listed as follows:

Sentence fragments are incomplete sentences or parts of sentences. They are very popular errors that learners make while writing academic English.

Run-on sentences are sentences in which two or more independent clauses are written one after another with no punctuation.

Comma splices are errors which happen when two independent clauses are incorrectly joined by a comma without a coordinating conjunction.

Choppy sentences are sentences that are too short.

Stringy sentences are sentences with too many clauses, usually connected with *and*, *but*, *so*, and sometimes *because*.

METHODOLOGY

In this study, the researchers used survey questionnaires as the first data collection instrument. Two questionnaires were briefly designed, one for the learners and the other for the teachers. Mixed questionnaires, in which questions are both close and open ended, were employed to discover data regarding teachers' and learners' experience of academic writing, their attitude to academic writing, sentence problems and their causes as well as error correction. The participants are English majors at Thai Nguyen University of Education in their second year and third year, who have studied

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academic writing at university. The total number of student participants is 50 and that of teacher participants is 20. Most of the students' level of English proficiency is intermediate although several students have lower or higher level.

The study also utilized writing analysis for more authentic information. We collected 50 academic writings which were written by the 50 English majors investigated under the survey. These papers were written in the diagnostic test in the IELTS format at the beginning of the 2016-2017 academic year at TUE. The goal of analyzing these writings was to find the types and frequency of sentence problems in students' academic writing. Then, we compared them with the results from the questionnaires before drawing a conclusion on the common sentence problems which were committed by English majors in academic writing.

FINDINGS AND DISCUSSIONS

Teachers and students' attitude towards sentence problems in academic writing

The first part of the questionnaires required the teachers and students to show their attitude towards sentence problems in academic writing on a 4-point scale: very concerned, quite concerned, a little bit concerned, not concerned at all. The results showed that most of the teachers are concerned about their students' sentence problems. Actually, 70% of the teachers feel very concerned about sentence problems while their students do any academic writing in English. The rest are quite concerned, and hardly any teachers belittle their students' errors. The above figure means that teachers have a very responsible attitude towards students' sentence problems.

Students' attitude to common sentence problems in academic writing is contrary to that of teachers. Indeed, it is clear that more than half of English majors (52% exactly) only concern a little bit about their errors. Nearly 4% of them stated that it is not necessary to worry about sentence problems. On the other hand, the figures for the

participants who are quite concerned and very concerned about their errors are low, at about 30% and 14% respectively. It can be concluded from the data that most of the English majors at TUE do not have the right attitude towards errors in academic writing.

Frequency of committing these types of error by English majors at TUE

When asked to put a tick for each type of sentence problems according to the frequency of committing by students on a 5-point scale: very often, often, sometimes, rarely, never, most teachers agreed that their students very often make errors related to all types of sentence problems in different academic writing papers. On the other hand, English majors claimed that they sometimes commit these types while producing sentences in English. Thus, there is disagreement between teachers' and students' perspective.

Data analysis from students' writing

In order to have more accurate information about common sentence problems in academic writing by English majors at TUE, the researcher collected 50 academic papers written at the beginning of the 2016-2017 academic year. Each paper consists of one academic report and one academic essay in the IELTS format. The academic writing tasks fall into "line graph" report and "cause and solution" essay and are confined to 60 minutes to be completed. The researcher counted the sentence problems in each paper to figure out which type is the most frequent.

The results of our analysis of English majors' academic writing pieces are unveiled in the following pie chart:

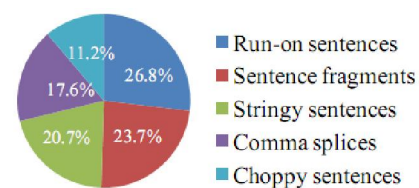


Figure 1. Students' frequency of committing sentence problems in academic writing

The pie chart shows the data on the frequency of committing different types of sentence

problems by English majors at TUE in academic writing. Run-on sentences are by far the biggest problem faced by the students when writing as it represents 26.8% of the total sentence problems committed. Sentence fragments and stringy sentences are fairly balanced, accounting for 23.7% and 20.7% of the total errors, respectively. The figure for comma splices is 17.6%. The number of errors related to choppy sentences is the lowest, accounting for just 11.2% of the total errors committed.

Compared with the results attained from the questionnaires, it is clear that teachers' perspectives are consistent with our writing analysis. It means that teachers are aware of their students' errors and the frequency of committing sentence problems by their students in academic writing. A majority of the teachers are very concerned about their students' sentence problems. On the other hand, students' perspectives are inconsistent with our writing analysis. In fact, according to the writing analysis, run-on sentences, sentence fragments and stringy sentences are big problems faced by the students when writing. Nevertheless, in the survey questionnaire, most students claimed that they rarely committed these types of problems. This means that students are unaware of their errors, and they are not very concerned about the errors they made in academic writing. Perhaps this is one of the reasons why English majors at TUE often commit sentence problems in academic writing.

The causes of making errors

In another question item both the students and the teachers are required to select the causes of errors.

As can be seen in Table 1, the largest number of the teachers (95%) agreed that the primary reason for making errors related to sentence problems in academic writing is lack of practice. As perceived by teachers, lacking practice has a great impact on the quality of

academic writing papers. Lack of materials relating to sentence structures and sentence problems is the second cause leading to students' committing errors in academic writing. Up to 75% of teacher participants claimed that their students commit sentence problems due to lack of teachers' correction. Only a few of the surveyed teachers (35%) stated that English majors make errors because of lack of motivation.

Table 1. *Causes of making errors*

The causes	Perceived by teachers	Perceived by students
Lack of materials	84%	76%
Lack of teachers' instruction	41%	28%
Lack of teachers' correction	75%	85%
Lack of practice	95%	100%
Lack of motivation	35%	38%
Other causes	8.3%	16%

Meanwhile, all of the students indicated that they commit sentence problems because of lack of practice, which has a principal effect on the quality of academic writing. Lack of teachers' correction is the second reason leading to their errors in different pieces of academic writing. Most of the students in the study (76%) agreed that the additional reason for making errors is lacking materials relating to sentence structures and sentence problems. Only 28% the of participants claimed that they commit sentence problems on account of lack of teachers' instruction.

It is noticeable that a teacher who has in-depth knowledge about writing issues indicated that English majors make errors due to first language interference. Indeed, it is known as one of the most common causes leading to learners' written errors. Abot et al (1981) [2] indicates that whenever the differences in structures of the mother tongue and the target language exist, problems in the process of learning occur. In other words, the more differences there are, the more difficulties there would be. When people do

not know how to express an idea in the target foreign language, they usually use words and structures from their own language and translate them into English.

RECOMMENDATIONS FOR TEACHERS IN TEACHING ACADEMIC WRITING

Provide English majors with a full account of sentence problems

As students claimed that they lack learning resources related to sentence problems, teachers should give a full explanation of sentence problems such as definition of errors, examples of sentence problems and suggested methods for correcting them.

Encourage more practice

There are many different types of practice to help students avoid these sentence problems. They can be arranged in an increasing degree of difficulty. For example, teachers can ask students to find out errors and correct them in some single sentences or give students a passage consisting of sentence problems and require their students to find out errors and correct them. Moreover, teachers should require students to sit in pairs or groups, exchanging their works and proofreading them to find and correct errors. This would lead to an increase in students' awareness of errors and cooperation among students.

Encourage students to self-correct their mistakes

Applying this technique supplies students with many advantages. It can make students become more independent and more responsible in their work. Moreover, self correction may help students avoid being directly criticized by teachers in front of the class. Students will be more likely to bear in mind errors which they make in academic writing, and errors of the same types are more likely not to be repeated.

Apply peer correction

Students can work in pairs or groups to exchange academic writing papers with each other and proofread them to find and correct errors. For teachers, they can walk around, examine students' practice and assist where

there are any disagreements or questions in pairs or in groups. Applying this technique does offer us various benefits. It can make the atmosphere in the class become free and unstressed. Besides, students can learn from each other's errors. Furthermore, this technique might stimulate cooperation among students. Particularly, when no one in the group can find out errors and correct them, they can seek help from more advanced students until they can get the satisfactory answer.

Teachers help students correct their mistakes

Teachers should give students a full explanation of what they want to express by the erroneous sentences and ask them what these sentences mean. If students' explanations are wrong, teacher will try to make them accurate and explicit. There are some advantages if teachers apply this technique to correct their students' errors. When correcting students' mistakes in their academic writing papers, teachers can see whether students succeed or fail to express themselves. As a result, teachers will have more appropriate treatments for their students' sentence problems. For students, an appropriate amount of teacher correction can stimulate them to express what they do mean by writing it down. Moreover, teacher correction provides them with opportunities to study accurate models of the language.

Use error correction code

Harmer (2001) [3] suggests coding as a technique of feeding back. Here are the most universal symbols in the correction code:

?	Not clear
WO	Word order
P	Wrong punctuation
RO	Run- on sentences
CS	Comma splice sentences
Frag	Sentence fragments
InComp	Incomplete sentences

Teachers apply codes and placing codes either in the left or right margin of the writing paper or the body of the writing. By doing this,

when students look at these symbols, they can comprehend quickly what the problem is. Furthermore, it is extremely convenient for teachers to simplify the evaluation of academic writing instead of giving comments or marks.

Use remedial work

Abbott and Wingard (1981) [2] regard remedial work as one of correction methods. Remedial work is necessary when there are errors made by a large percentage of the class. The researcher points out 3 stages of teachers in remedial work: defining the problem area; giving correct substitutes; and practicing correct usage through various types of exercises.

Design a handbook about sentence problems in academic writing

In this handbook, teachers should give a full explanation of sentence problems such as definition of errors, examples of sentence problems, suggested methods for correcting them and many tasks. Then, they will deliver these handbooks to each student in order to help students remember the knowledge that they forget. Moreover, teachers can require students to study in groups with the contents covered in the handbook, and teachers choose a gifted student in each group to become a leader guiding the others.

Encourage students to write in diaries

It is visible that a diary comes from daily writing, which means writing day by day. Proffoff (1975:87) [4] considers diaries as “typically a notebook, booklet of blank pages, or any source for students to record thoughts, reactions to learning experiences, and even inner most fears about a learning activity”. Writing in a diary is a way to establish a writing routine. It helps students to become more and more self-confident in academic writing. In fact, the technique is applied successfully in the study “Using diaries as practical tool to improve writing skills” by Ms. Amel OUAZETA (2009) [5].

CONCLUSION

Based on the results from the survey questionnaires and the writing analysis, it is obvious that teachers’ perspectives are coincident with our writing analysis. In other words, teachers are aware of their students’ errors and the frequency of committing sentence problems by their students while producing any sentences in English. Most of the surveyed teachers are very concerned about their students’ sentence problems. Nevertheless, students’ point of view is inconsistent with the writing analysis. This means that some students are unaware of their errors, and they do not have a responsible attitude toward errors in academic writing.

In the second place, the primary causes of committing errors are lack of practice, materials and teacher correction. Thus, teachers should provide their students with necessary materials in academic writing. In addition, they ought to give students more tasks to practice writing skill. Then, teachers should correct their students’ exercise carefully and exactly.

Last but not least, there are many useful techniques which can be applied to correct students’ sentence problems. Almost all teachers and students voted for more practice, and they believe that it is the most effective technique to help students avoid sentence problems in academic writing. Besides, teacher correction and peer correction are techniques which are quite effective.

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TÓM TẮT

NHỮNG LỖI VỀ CÂU THƯỜNG GẶP TRONG BÀI VIẾT TIẾNG ANH HỌC THUẬT CỦA SINH VIÊN VIỆT NAM CHUYÊN NGÀNH TIẾNG ANH: THỰC TRẠNG, NGUYÊN NHÂN VÀ GIẢI PHÁP

Trần Thị Yến*, Không Thị Thanh Huyền

Trường Đại học Sư phạm – ĐH Thái Nguyên

Ở bậc đại học, viết tiếng Anh học thuật rất quan trọng đối với sinh viên chuyên ngành tiếng Anh. Ở giai đoạn này, những sai sót trong viết tiếng Anh học thuật đôi khi không thể chấp nhận được. Kết quả của một số bài kiểm tra kỹ năng viết tiếng Anh học thuật cho thấy hầu hết sinh viên chuyên ngành tiếng Anh tại trường Đại học Sư phạm – Đại học Thái Nguyên đều có những vấn đề lớn trong kỹ năng viết, đặc biệt sinh viên gặp nhiều khó khăn khi viết câu. Vì vậy, mục đích của nghiên cứu là nhằm tìm hiểu những lỗi câu thường gặp trong các bài viết học thuật của sinh viên chuyên ngữ cũng như nguyên nhân gây ra lỗi, cách tránh lỗi và sửa lỗi. Thông qua việc sử dụng bảng hỏi cho giáo viên và sinh viên, nghiên cứu đã khảo sát được quan điểm của giáo viên và sinh viên về vấn đề mắc lỗi câu trong bài viết tiếng Anh học thuật liên quan đến các khía cạnh như nhận thức về lỗi, tần suất mắc lỗi, nguyên nhân mắc lỗi và cách sửa lỗi. Đặc biệt, nghiên cứu đã sử dụng phương pháp phân tích bài viết của sinh viên để thu thập được thông tin chính xác về thực trạng mắc lỗi câu, từ đó nhóm tác giả đã đề xuất một số giải pháp hiệu quả và cần thiết để giúp sinh viên chuyên ngữ khắc phục cũng như tránh được những lỗi về câu trong bài viết tiếng Anh học thuật.

Từ khoá: *viết tiếng Anh học thuật; lỗi câu thường gặp; sinh viên chuyên ngữ; phân tích lỗi; kỹ năng viết*

Ngày nhận bài: 01/9/2017; Ngày phản biện: 08/10/2017; Ngày duyệt đăng: 16/10/2017

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SOCIAL SCIENCE – HUMANITIES – ECONOMICS

Content	Page
Ha Xuan Huong - Women's situations in Thai and Tay's folk songs	3
Ngo Thi Thu Trang - Some measures that need to be implemented to enhance students' ability in terms of using Sino – Vietnamese words	9
Nguyen Thi Ha, Vu Thi Hong Hoa - Enhancing the proportion of female in people's elected bodies	15
Nguyen Thu Ha, Nguyen Thi Mai Huong, An Thi Thu, Nguyen Thi Hong - Developing vietnamese accounting standards towards international accounting standards	21
Nguyen Thi Hoa - Using collection "Vietnam wartime letters" in historical education	27
Nguyen Thi Xuan Thu, Pham Ngoc Duy - Effects of using semantic mapping on ESP vocabulary retention of the students at University of Technology – Thai Nguyen University	33
Vu Kieu Hanh, Hoang Thi Cuong - English reading skill of the second-year students at University of Agriculture and Forestry – Thai Nguyen University: basis for enhancement activities	39
Nguyen Thi Thu Huong - Protection of personal rights for juvenile labor in Vietnam law	45
Nguyen Thi Tham - The journey to search for happiness of female characters in the short stories <i>Cœur brûlé et autres romances</i> of Le Clézio	51
Le Thi Luu, Tran Bao Ngoc, Bui Thanh Thuy et al - The bachelor of nursing students' perception of educational environment at University of Medicine and Pharmacy - Thai Nguyen University by DREEM questionnaire	57
Bui Thi Minh Ha, Nguyen Huu Tho - Awareness of household on climate change and its effectiveness on tea cultivation: a case study in Tan Cuong tea area, Thai Nguyen city	63
Duong Thanh Tinh, Tran Van Quyet, Nguyen Ngoc Ly, Nguyen Viet Dung - Employment creation potential for ethnic minorities through value chain development of cinnamon products in the northern mountainous region of Vietnam - a case study of Van Yen district, Yen Bai province	69
Nguyen Thu Nga, Do Thi Tuyen Mai, Nguyen Thi Dieu Hong - Applying Cobb-Douglas linear function to measure the efficiency of Vietnam commercial banks	75
Phung Thanh Hoa, Bui Thi Thanh Thuy - The impact of market economy on rural Viet Nam at present	81
Hoang Thi My Hanh, Sombath Kingbounkai - The migration process of Vietnamese to Laos and location in Luangprabang province of Laos	87
Vi Thi Phuong - Using press to the new construction of building culture in Vietnam, look at the <i>Tao Dan</i> magazine (1939)	93
Nguyen Thi Minh Loan - A proposed model for question generation instruction in reading comprehension	99
Nguyen Thi Bich Ngoc - English written proficiency – upper intermediate 2 (EWU241): students' evaluation of the course content and teaching activities at the School of Foreign Languages, Thai Nguyen University	105
Nguyen Mai Linh, Tran Minh Thanh, Duong Thi Hong An - Portfolio development and group presentation for ESP courses toward postmethod	111
Tran Thi Kim Hoa - Developing the ability of using Vietnamese for ethnic minority elementary school pupils through vocab exercises	117
Tran Tu Hoai - The main points of "lecturers development" policy that were taken in University of Education – Thai Nguyen University	121
Pham Thi Huyen, Vu Thi Thuy - Training the working style manner of cadres following Ho Chi Minh's style	127

Tong Thi Phuong Thao - Protect the rights of women workers during pregnancy, childbirth and child rearing according to Vietnamese labor law	131
Luong Thi Hanh - The role of ethnic minority women in building new rural areas in Bac Kan province	137
Nguyen Thi Thanh Ha, Nguyen Thi Thu Hien - Some issues on building new ways of life for Vietnamese students nowadays	143
Ho Luong Xinh, Nguyen Thi Yen, Nguyen Thi Giang, Luu Thi Thuy Linh, Bui Thi Thanh Tam, Nguyen Manh Thang - Probability of improving farmer household income after agricultural land acquisition at industrial zones in Thai Nguyen province	149
Dinh Ngoc Lan, Doan Thi Thanh Hien, Duong Tuan Viet - Analyzing factors effect to production and consumption of canna in Nguyen Binh district - Cao Bang province	155
Do Thi Ha Phuong, Chu Thi Ha, Nguyen Thi Giang, Duong Xuan Lam - Investigating the effects of social capital and information technology on knowledge sharing intention and knowledge sharing behavior among employees in Thai Nguyen University	161
Nguyen Thi Hien Thuong, Duong Thi Thu Hoai, Cu Ngoc Bac, Kieu Thu Huong, Vu Thi Hai Anh - Research the contribution of cityzens to implement the imfrastructure criteria for new rural program in Phu Luong district, Thai Nguyen province	169
Vu Bach Diep, Mai Viet Anh - Some solutions for mobilizing capital for small and medium enterprises developing Thai Nguyen city	175
Nguyen Thi Ngoc Anh, Hoang Huyen Trang - Designing and using learning games in order to increase the effective teaching in oral advanced proficiency for chinese students at School of Foreign Languages, Thai Nguyen University	181
Tran Thi Yen, Khong Thi Thanh Huyen - Common sentence problems in academic writing committed by Vietnamese students of English: situation, causes and solutions	187
Ha Thi Thanh Hoa, Chu Thi Kim Ngan, Duong Thi Thuy Huong - The satisfaction of customers on the quality of Vinaphone mobile network service of Thai Nguyen province	193
Vu Thi Loan, Vu Thi Hau - The role of market stock price as a financial distress predictor: SVM model	199
Ho Thi Mai Phuong, Hoang Thi Tu, Tran Nguyet Anh - Design and organization of learning games in elementary school mathematical symbols for elementary school children	205
Dong Thi Hong Ngoc, Nguyen Quynh Hoa, Nguyen Thi Thu Huong, Hoang Thanh Hai, Nguyen Thi Thu Hang - Application of logistic models in rating credit of listed construction enterprices in Vietnam	211
Ha Thi Hoa, Ho Ngoc Son - Values chain analysis through consumption channels of Son tra in Yen Bai province	219