

Analysis of Vietnamese High Schools:
Preparing Students for College ESL Training

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Abstract

The current state of Vietnamese high school reading/writing and EFL¹ classes is the focus on the following study, which has been documented from a college ESL² lecturer's perspective. Specifically, the paper attempts to connect environmental and academic program factors to the limited development of college ESL students' research and communication skills. Information is garnered from high school graduates, college students, and lecturers, as well as from international benchmark documents; then, recommendations for improvement are presented, not only for the high schools, but also for the colleges.

¹ English as a Foreign Language (EFL): English classes in a primarily non-native English speaking environment.

² English as a Second Language (ESL): English classes in a primarily native English speaking environment.

Introduction

How does the ESL educational community in Vietnam distinguish between purely English competencies and other language-related skills, such as studying, researching, and public speaking? All are connected, yet they are also distinguishable. How does the educational community determine which skills college ESL educators are responsible for transferring to students, and which fall under native-language classes at the local high school? In response to great need, it seems that ESL educators have taken up the responsibility of educating Vietnamese students in reading methods, writing techniques, and communication skills, as well as the practical application of general knowledge. While this integrated education approach has distinct merits, it begs the question, “Where is the local Vietnamese high school in all of this?” And, “What factors play a part in students being ill-prepared for college-level study and research?” The following paper is the beginning of a study that attempts to determine where high school-leveled basic study skills end and college-leveled ESL education begins, resulting in an informed approach to improving the overall educational goals of both. The study has sought insight from high school students, college students, college lecturers, and other educators.

Corporate profile

Raffles International College is part of Raffles Education Corporation Limited, the largest private school of higher education in East Asia and the Pacific. They have quite possibly achieved their vision for being “the premier education Group in Asia-Pacific” (Raffles, 2010, “Corporate Social Responsibility”). Similarly, the stated mission is “to provide quality education through our network of institutions in the Asia Pacific region to develop industry-relevant skilled professionals.” The Singaporean company began in 1990 and has opened thirty-six educational campuses in thirteen countries,

with a student enrollment of 33,000. It is also an outsourcing supplier, providing educational services for an additional 35,000 students. The colleges of design and business offer a variety of advanced diplomas and credits transferrable to Raffles College in Sydney, Australia. Each campus is structured using a typical business model. (See Appendix A.) To manage the educational agenda, academic deans based in Singapore are globally responsible for the various programs that are offered.

Raffles in Ho Chi Minh City (Saigon), Vietnam, employs twenty lecturers from multiple countries, including six fulltime ESL lecturers that teach academic preparatory English to pre-college, first year, and second year business and design students. All lecturers either have a master's in communication or education, or a certificate in ESL education with several years of experience. Required levels of student English competency exist for each business and design course as all instruction is English-based, hence the need for ESL. Students do not have to be proficient to begin their qualification but must demonstrate proficiency within a number of set terms. To take advanced courses in design and business, students must pass English level 6, which is approximate to band 6 of the IELTS³.

Justification for continued study

Having been recently updated, the new English Language Program (ELP) at Raffles International College consists of a broad range of diverse student competencies. (See Appendix B.) Depending on the course one might review, these benchmarks usually define a study, research, or presentation skill used in effective reading, writing, and communication. As an example, one reading benchmark states that students are to demonstrate the ability to scan for specific information within a

³ IELTS: International English Language Testing System, one of the multiple qualifications available to aid entrance into international English-based undergraduate and graduate schools

lengthy periodical text graded at the appropriate level. Another benchmark states that students are to take accurate, readable, short notes of periodicals including numerical data and of university lectures at the appropriate level. Whole class periods are committed to the acquiring of these study skills. In the upper English levels, Raffles students learn test-taking strategies for the IELTS.

Raffles is not, by any means, the only institute of higher learning to have focused on these basic skills. ELPs from every international college and university, even English centers, are replete with content to educate students on how to be students. Other schools have integrated-skills programs that prepare students to take the TOEIC, TOEFL, or CPE, teaching test-taking skills specific to the qualification being sought. English centers such as Vietnamese American English Training Center often use general English texts that teach both English and learning skills.

Still other schools use a globalist approach to language learning. Globalism seems to be an inescapable topic of conversation among the education community. Cultural syncretism in a unified educational front appears to be the means by which the global union for economic stability is to be achieved, so its importance in education cannot be overstated. ESL education materials from Cambridge and Oxford make extensive references to globalization, and knowledge of the globalist topic (along with the target English) is even required for oral and written ESL exams. Altbach (2002) states: "In Europe, the major emphasis on internationalization came with the advent of the European Union and the recognized need to create a higher education system that would not only provide mobility from country to country but also build a sense of European consciousness among students."

What cannot be denied are the positive effects of ELP content concerning reading, writing, and communication skills in a global context, even though such

content may not always be directly relevant to English language acquisition. These ELPs have caused Vietnam to see a recent shift from pedagogical methods to more learner-centered andragogy in English language learning (Fuston, 2009). However, should such skills-related content be introduced in college English? Is this not the responsibility of the local Vietnamese high school, to introduce reading, writing, and communication techniques, even in the first language? Does this happen in the high school? To what degree do students feel free to express original ideas and are they motivated to independently search for supporting sources for those ideas? What is the level of readiness possessed by high school graduates in order to begin a college-level ELP?

A clear understanding of what students in actuality experience during high school, and how this affects their college learning, will lead to improved education in both high school and undergraduate students. When what is really being achieved at each level is revealed, then schools will be able to make more accurate expectations as to what students already know and what else they need to acquire in order to meet standards. Programs at the high school and college levels may be adapted in order to better accommodate students. In order to accommodate a study of this magnitude, prolonged study must be completed by a school in each locale. However, the study at present attempts to present initial data collected within the timeframe given.

Initial Findings

Several lecturers and administrators from different colleges were surveyed. (See Appendix C.) The questionnaire was compact, and straightforward. It first established credibility of those being surveyed by asking about the length of their career in teaching ESL. It then listed the skills-related benchmarks from Raffles' Level 4 English program and asked them to mark whether they thought those skills

should be introduced in high school or only taught in college. It ended by inquiring about their own high school experience, whether they learned these skills in their own native-English high school. The idea here is that if the English benchmarks are in fact skills rather than language, and lecturers learned them in their own high schools, then Vietnamese high schools should be employing them as well in Vietnamese reading/writing classes.

All participants were qualified, having a minimum of five years' experience teaching English, and holding a teaching position at that time. Opinions about some of the skills differed greatly, as to whether they should be introduced in a Vietnamese high school prior to college English. However, for the most part, the initial findings reflected that I was not the only one who thought the skill-related benchmarks could and should be taught in high school. In fact, everyone agreed that at least two of the benchmarks were minimally connected with English and therefore could be established in the Vietnamese high schools. They were (1) taking notes in point form from an oral presentation and (2) accessing and locating information from online, electronic or print references. Opinions differed as to which others should be presented at the high school level, but each lecturer marked at least five benchmarks as such. Lecturers marked most of the skills as having learned them in their own high school in their native countries.

Interested in whether these benchmarks listed in the Raffles college English program were indeed leveled at high school, I searched for diploma benchmarks from various nations. Raffles supposedly had taken Canadian benchmarks and adopted them in order to steer the English program, so the search began with Canada. Pawlikowska-Smith's *Canadian Language Benchmarks 2000* (2000),⁴ it

⁴ The Canadian Language Benchmarks, also referred to as "the CLB"

turns out, is the document from which the benchmarks came. It is an attractive, condensed, and easy to follow document that contains information on improved program strategy. The benchmarks listed in the document are for adults studying ESL for academic purposes, and so Raffles' usage of them to guide the English program is appropriate. These were indeed college and not high school skills. Since this was the case, I continued to search for high school benchmarks that were similar to Raffles College's. The lecturers surveyed had said that they learned these benchmarked skills first in high school.

The next document found was the Council of Europe's *Common European Framework of Reference for Languages* (2004).⁵ The CEF is comprehensive in its analysis of language learning (English in particular), approaches in teaching ESL, and categorized English that is common for each level of competency. These categories have become a basis for benchmarks, not only in Europe, but also in Canada, and each country that has adopted a primarily British/European English standard for learning. The CLB in fact used the CEF as a springboard. While the CEF is not explicit with the age group of the target learners, adult learners are inferred. It seems that the major ESL frameworks focus on adult or international undergraduates, but are mute in terms of high school students.

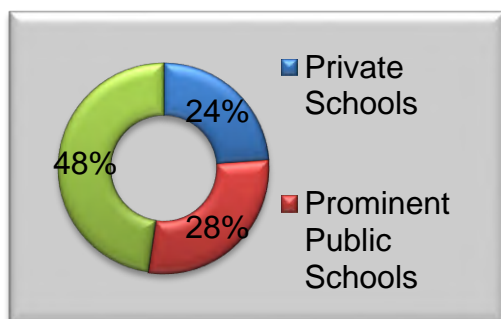
The last document reviewed was *Ready or Not: Creating a High School Diploma That Counts* published by the American Diploma Project (ADP). The analysis is a 100+ page paper that seeks to set diploma benchmarks for English, mathematics, vocational skills, and postsecondary skills, in order that the American high school diploma may regain a level of integrity among employers. The major difference in this document from the CLB and the CEF is that the target student population is native

⁵ The Common European Framework of Languages, also referred to as "the CEF"

English speakers. Even though the target population speaks a different language, they are the appropriate level, in high school. So, what are native English speakers learning in their own high schools? Could Vietnamese learners acquire the same skills, even in their own language, in their own high schools? ADP English benchmarks (pages 27-51) support language, writing, communication, research, logic, informational text, media, and literature. Several of the benchmarks are strikingly similar or even equivalent to those that can be found in college English classes in the international schools of Ho Chi Minh City. They are not at all dissimilar to the standards set by the CLB, the CEF, or the Raffles college English program. Several of these benchmarks seem to be universal, that is, they are skills that can be learned and applied regardless of the language involved, whether English or Vietnamese. (See Appendix D.) Vietnamese education drawing from these benchmarks may better prepare students for post-secondary ESL education.

College Surveys/Interviews

Various non-program related factors affect student learning and may hinder second language acquisition during high school, so it is important to determine whether students had not learned the stated benchmarked skills due to deficiencies in high school curriculum, or due to poor learning conditions. First year students in the

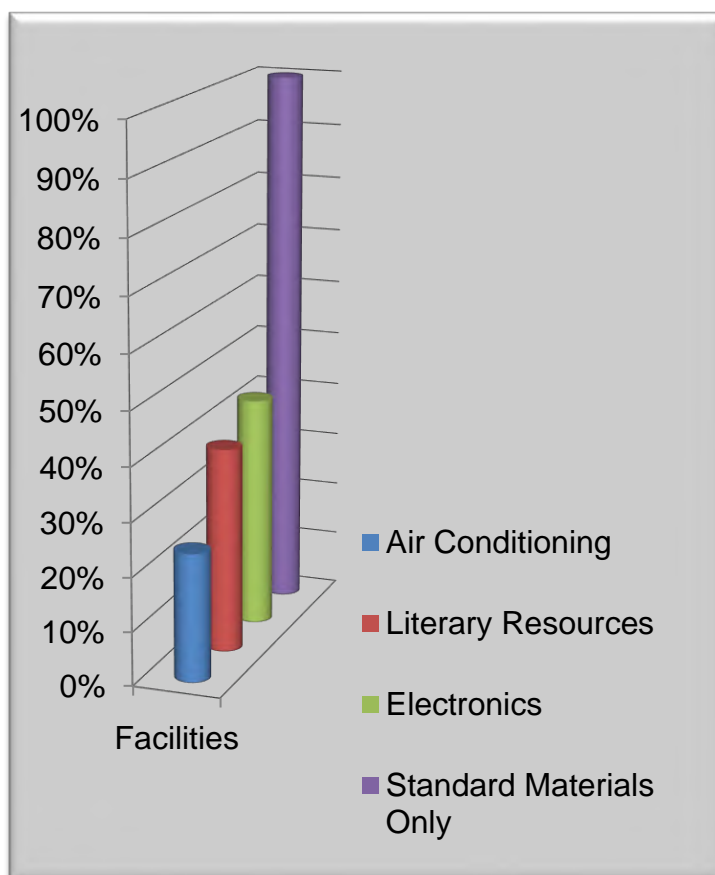


Raffles' English Language Program were surveyed in order to more wholly understand the life of a Vietnamese high school student. (See Appendix E.) Initial results showed that $\frac{1}{4}$ of students came from private schools, and that

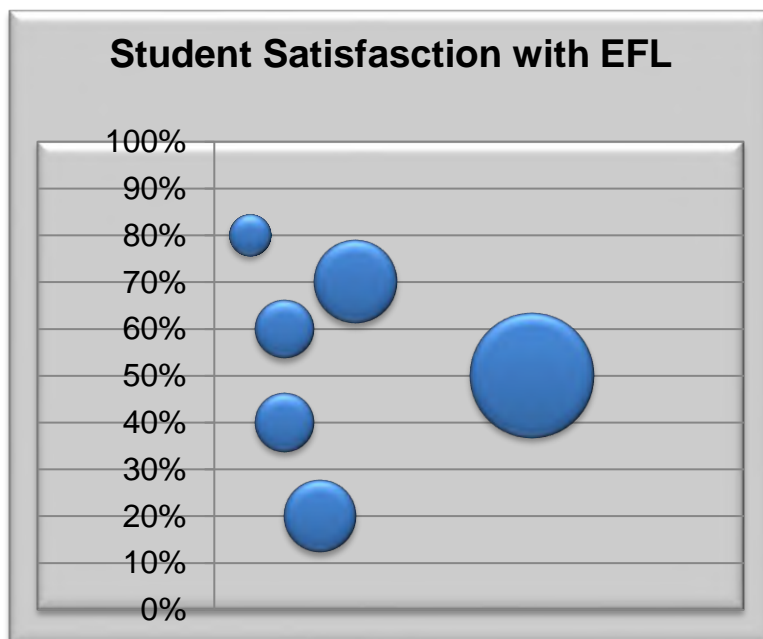
another $\frac{1}{4}$ came from the more noteworthy public schools. Half came from typical high schools. While the participants are Vietnamese high school graduates, they are also

international students, and so reflect a fractional percentage of the best prepared students living in some of the best conditions in Vietnam. As a result, the data from the questionnaire revealed better learning conditions and academic circumstances, but still revealed surprising deficiencies.

First in the survey, students completed questions about the general learning environment at their high schools. Private schools and some public schools had air conditioning, computers, projectors, and extra books/resources. However, the vast majority had only electric fans, chairs, desks, and white boards. Air conditioning is a costly and uncommon commodity, even though temperatures often rise above 100 degrees Fahrenheit in the afternoon



in the tropical humidity. Even though computers are quite cost-efficient these days, more than half did not have access to them in high school. Since these students are recent high school graduates, the possibility of that having changed the past six months to year is not that favorable. Even though comfort is an issue in the classroom, it seems that this is not the case when students studied outside of the classroom. Most of them reported that they were able to find good conditions in which to study or finish homework.



After relating their learning environment, they then provided information about their personal motivation, and the attitudes of their classmates and teachers in learning a new language. All of them had the opportunity to learn English grammar for at least

2 hours a week, though the median was 3 hours. For the most part, the attitudes of teachers and students did not leave a lasting impression or were neutral in the learning process. However, there were more negative attitudes than positive ones. In cases where students continued to practice English outside of the classroom, their classmates thought them to be conceited or slightly arrogant, a teacher's pet. Also, some students expressed negative emotions, almost ill-will, against their former English teachers, who had, in no short order, accepted payments for passing grades. These same students, who had attended the public schools, claimed that the teachers gave class grammar exercises and then gave more of the same exercises for homework, seemingly utilizing no other learning method or teaching technique. Little effort was made on the part of some teachers to transfer this knowledge in a more effective way. Taking into consideration all that has been stated, half of the students did not desire or could not find time to study English in an effective way outside of class. Most were only half-way satisfied with their classes, with a few strong negative opinions as well.

The last part of the survey involved what the students actually learned in high school EFL. The survey revealed that most students were at least introduced to basic English, such as verbs, conditionals, and comparatives. However, the more complex structures, such as gerunds, quantifiers, adverbs of probability, and linkers, were not addressed. More importantly, no student wrote an essay in English during their high school EFL classes. This would account for their severe incompetency in using cohesive devices in linking sentences, paragraphs, and general ideas into a written work. This would also be one of the reasons why college ESL focuses on the general research and writing skills and not just on English in use. Finally, half the students had no speaking practice in their EFL classes.

Case Study

Ryan is a 19 year old university-bound youth that represents a small demographic of high-scoring students who make the university cut. For the majority, university is not an option, at least not in the year following high school graduation. Every weekday evening during his senior year, Ryan attended extra classes in order to maintain or improve his scores, resulting in a 9.5/10 in English, and slightly lower yet excellent scores in other subjects. He made the university cut, but found entrance exams to be quite difficult, demonstrating a potential performance gap in his specific high school or in high school-college cooperation. He was willing to discuss his high school EFL experience with me.

Several documents were presented to me (Appendix F). The first was a grammar. The grammar is a four-skill integrated text, which has been compiled or written by local authors. Its pages contain color pictures, basic yet acceptable design, and exercises involving the four skills. Most of the exercises in the text had not been finished, and Ryan stated that the teacher did not focus on those

exercises or place great importance on completing the grammar. One incomplete section involved active and passive verb usage, which is coincidentally one of the more complex grammar structures that students struggle with in college English. Perhaps college English is often students' first exposure to this grammar point.

Of the four skills, the only one sufficiently exercised was grammar. This is not only true in Ryan's case, but seems to be the trend. Speaking gets little or no attention, even though, according to Ryan, the teacher used mostly English in giving instructions. While Ryan heard the teacher speak English, no opportunity was afforded him to practice with her or other students in the class. Listening is difficult to impossible since the survey previously discussed found that most classrooms do not have electronics. In all cases, reading strategies are not exercised. Reading, as with all grammar and writing exercises, seems to follow the same pattern: the teacher explains the topic; students read, answer questions, and wait for the teacher to direct the class onward to the next exercise. Staged reading and process writing are not addressed in EFL classes. As in Ryan's case, teachers often instruct students to merely copy from the board and fill in blanks (Appendix F). Students are also made to write in the way that teachers instruct, with little freedom for creative writing, self-discovery and expression, and independent thought.

Fuston's *Field Research Analysis* accurately reflects Ryan's high school experience. Though a short and unpublished read, Fuston's paper provides at least two relevant thoughts connected to the Vietnamese education system. First, the writer states the cause of sometimes ill-prepared English programs to be under-motivated faculty. While government ordinances cite the need for and obligate faculty to use student-centered learning techniques in teaching reading and writing skills, teachers are, in their own opinions, underpaid and so not willing to exert the effort necessary

for a student-centered class. The second idea brought forth is that high school teachers are ill-prepared because they themselves are not properly trained in student-centered techniques that develop internal motivation and critical thinking skills.

Other documents that Ryan offered were his vocabulary book and the national standardized test. The work within this vocabulary text was, not surprisingly, more of the same type of work as seen in his grammar and notebook. Multiple pages of terms and definitions have the appearance of a lexicon. The test also had a dreary appearance. It also appeared to only assess rote memory and not constructiveness in language use. The grammar points listed in the test were in no certain order, and all were multiple choice type questions, formatted in one long list. A variety of assessment measures were not present.

First-language reading and writing class

All students have first-language reading and writing classes. Responses varied as to overall satisfaction with these classes. While some thought their class involved a proper proportion of guided and free writing, some argued that the teacher restricted their critical and creative capabilities by requiring them to either agree with the stated idea or use a strict writing framework. Creative writing, such as short stories and poetry, seems to be non-existent. The teaching techniques in these first-language classes tend to resemble those in EFL classes, involving a teacher-centered, uniform process with little student interaction and no variance in teaching method.

These findings would agree with Fuston's. The first instance of a student writing a critical or an analytical paper of any length is in the last three months of the high school senior year, and this is optional. Though optional, many students attempt to complete a senior thesis due to the fact that universities tend to receive students first who have a written work of this nature on record. Although many attempt to write this

paper, few successfully submit it for review since there is no faculty support of the project. Any help afforded them is at their own expense. Therefore, to improve his college students' research and writing skills, Fuston requires them to write a research paper (in English), and guides them through the process. This is in addition to the college's class syllabus.

As stated in Fuston's analysis, teachers are required by federal law to abide by a set of teaching standards in methodology, but often due to not exercise them due to being underpaid or ill-equipped. I have sent a translated letter to the Ministry of Education requesting a copy of the diploma benchmarks for EFL and standard first-language reading/writing classes. However, as of the writing of this paper, I have not received a reply.

Synthesis

This study began with a simple question, "Why are we (English lecturers) teaching the writing process and other skills in our college English classes? Don't students learn this in their first-language high school reading/writing classes?" This prompted a survey for college lecturers in order to determine whether this question was shared with the majority of other faculty members; and it was. Many lecturers agreed that students should be introduced to the reading, writing, and communication skills that are found in the college ELP before they enter higher education.

The study then answered the question, "Which skills should be taught at the high school level?" ADP's diploma benchmarks in English have defined specific skills that are, ideally, transferred to students in American high schools. Since these benchmarks are greatly similar to those set forth in the CLB, which many college ESL programs use as a framework (including Raffles), local Vietnamese high schools should compare them against their own benchmarks in high school EFL and first-

language reading/writing classes. However, either the local high schools do not have benchmarks to provide a framework of reference, or they are not being utilized, as in the cases aforementioned in this paper. In this case, the Ministry of Education should examine the benchmarks, using them as a source for implementing their own.

The study also collected data about the high school learning environment. The absence of electronic equipment and literary resources may hinder instruction and class learning connected to some of the benchmarks. Positive motivation in a comfortable learning environment has been tagged as possible concerns as well. Another definite concern that has been addressed is teacher attitude and ability; that is, some high school teachers are underpaid and ill-equipped in effectively guiding learning objectives according to the benchmarks.

International colleges in Ho Chi Minh City are not exempt from change. If colleges wish to effectively present a contextualized ESL curriculum to high school graduates, and have an informed faculty ready to teach those graduates, they should use the information in this study to continue researching, in detail, the skills that high schools in their districts are teaching, in order to better coordinate their efforts. Knowledge management and open communication with local high school administrators should be basic first steps for every college. Colleges should focus on certain complex English grammar points, reading skills, or other study methods that are not introduced in the local high schools.

For instance, consider the following proposed American high school benchmark: "Use roots, affixes and cognates to determine the meaning of unfamiliar words" (ADP, 2004, benchmark A3). This is a mostly linguistic benchmark and applies solely to English language learning as Vietnamese has no multi-syllable words and relies little on root words and cognates. While a high school in Vietnam may teach this

in second language classes, the Ministry of Education and Training may wish colleges to take responsibility for this particular competency. Through formal, periodic, and pre-arranged knowledge sharing events, the Ministry can ask colleges to introduce this linguistic skill to students. The colleges, in turn, write learning objectives for this benchmark and share them with the Ministry. One possible learning objective might be: “Students must be able to parse three syllable words and define the meaning of each part: pre-, post-, pro-, anti-, -ment, -er, -ist; e.g. antiestablishment.”

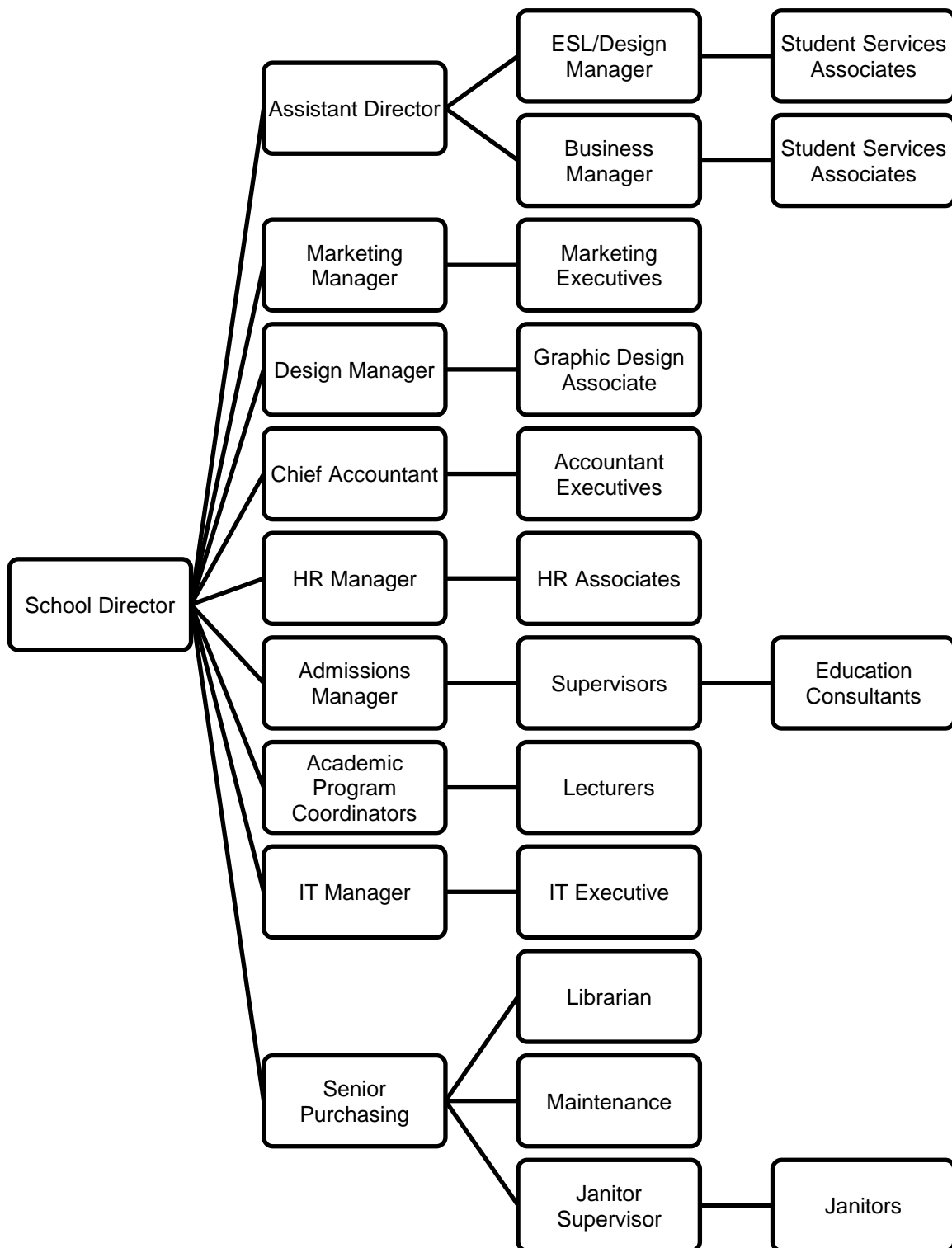
Conclusion

In the end, the goal of every local high school in Vietnam should be to produce globally aware individuals who can perform a level of independent research and communicate their arguments to others of the same nationality. Supporting this ideal is an undisclosed university lecturer: “Regardless of a student’s major, the ability to formulate and analyze arguments, both orally and in writing, is absolutely essential to academic success. We can develop these skills at the postsecondary level, but students need to get a solid foundation in these basics when they are in high school, or they will fall behind quickly” (ADP, 2004, vi). International colleges then have the opportunity to propel those students, already having a limited understanding of global ideas, to a higher level of research and communication to people of other nationalities who speak English as a second language.

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Appendix A: Raffles International College Organization Chart



**Appendix B: Benchmarked Skills for Level 4 Reading and Writing
at Raffles Int'l College (Partial List)**

Benchmarked Skills
Plan and prepare effectively for meetings, proposals, and presentations
Identify a range of text types
Identify factual details and inferred meanings
Scan longer texts in order to locate desired information
Predict the content of short texts about familiar topics before reading, based on pictures, headlines and layout.
Draw conclusions and predict outcomes from texts using textual clues.
Use critical skills in interpreting a written text.
Use different reading techniques according to task purposes (skimming, scanning, intensive and extensive reading)
Take notes in point form from an oral presentation
Write an outline or summary of a longer text
Access and locate information from online, electronic or print references.
Understand the writing process with pre-writing, drafting, and re-writing.

Appendix C: Questionnaire for ELP Lecturers

Your input will help to determine which skills in the English Language Program could be taught sooner, at the high school level, even in the Vietnamese language. There are 6 questions:

1. The number of years you have taught in or been connected with Vietnamese high schools: _____
2. The number of years you have taught English or related subjects at any level:

3. Which benchmarks do you think could be taught sooner, even at the high school level? Write a number 1-4 in the left-hand column.

1	2	3	4
This skill should definitely be developed in a Vietnamese high school prior to entering a college ELP. There is little connection between this benchmark and the English language.	-	-	This skill should definitely not be introduced in a Vietnamese high school. It should only be developed in a college ELP. This benchmark is fully connected to English.

Number	Benchmark
	Plan and prepare effectively for meetings, proposals, and presentations
	Identify a range of text types
	Identify factual details and inferred meanings
	Scan longer texts in order to locate desired information
	Predict the content of short texts about familiar topics before reading, based on pictures, headlines and layout.
	Draw conclusions and predict outcomes from texts using textual clues.
	Use critical skills in interpreting a written text.
	Use different reading techniques according to task purposes (skimming, scanning, intensive and extensive reading)
	Take notes in point form from an oral presentation
	Write an outline or summary of a longer text
	Access and locate information from online, electronic or print references.
	Understand the writing process with pre-writing, drafting, and re-writing.

4. Circle three benchmarks in which college ESL students of any level have difficulty.
5. Put a star (*) next to those that you acquired during your own high school education.
6. Where did you go to high school?

Appendix D: ADP English Benchmarks Common in ESL Programs

ADP English Benchmarks		
A2. Use general and specialized dictionaries, thesauruses and glossaries to determine the definition, pronunciation, etymology, spelling and usage of words.	A3. Use roots, affixes and cognates to determine the meaning of unfamiliar words.	A4. Use context to determine the meaning of unfamiliar words.
B4. Identify the thesis of a speech and determine the essential elements that elaborate it.	B6. Make oral presentations.	C1. Plan writing by taking notes, writing informal outlines and researching.
C3. Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.	C9. Write an academic essay.	C10. Produce work-related texts (for example, memos, e-mails, correspondence, project plans, work orders, proposals, bios).
D1. Define and narrow a problem or research topic.	D3. Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites.	E1. Distinguish among facts and opinions, evidence and inferences.
F5. Interpret and use information in maps, charts, graphs, time lines, tables and diagrams.		

Appendix E: Questionnaire for College Students

Your input will help to discover how a typical high school student learns. Please answer any of the questions that you can. Your answers will be published in a paper but your personal identifying information will not. Thanks for your help.

1. College level: Pre-College 1st year 2nd year 3rd year 4th year
2. First language: _____
3. High school name and location: _____
4. Name of high school administrator: _____
5. Circle anything that was in your typical classroom:

chairs	tables	desks	lights	windows	fans
a/c (air conditioner)	chalk/white board	CD player	visual projector	digital projector	computer
books/resources	paper/stationary	Was everything kept clean?		YES	NO

6. Was the place where you finished your homework comfortable enough for you to study? YES NO

7. Did you study English in high school? YES NO

If yes, please continue with the questionnaire. If no, you may stop here.

-
8. Did your English teacher also teach you in other subjects/classes? YES NO

9. Number of English class hours per week: _____

10. What was your English teacher's general attitude about teaching English?

Positive Neutral Negative

11. What were your classmates' attitudes about learning English and practicing it outside of class? Positive Neutral Negative

12. During high school, did you have enough time/energy to study English outside of class? YES NO

13. Did you regularly study English outside of class and have an organized study time? YES NO

14. About how much do you remember from your English class?

- Very little (0-25%) More than half (51-75%)
 Some (26-50%) Most (76-100%)

15. How practical was your English class?

- I only learned English grammar and theory in class.
 I not only learned English grammar, but also practiced English for everyday use.

16. Overall, how effective do you think the English class was? (Circle any number.)

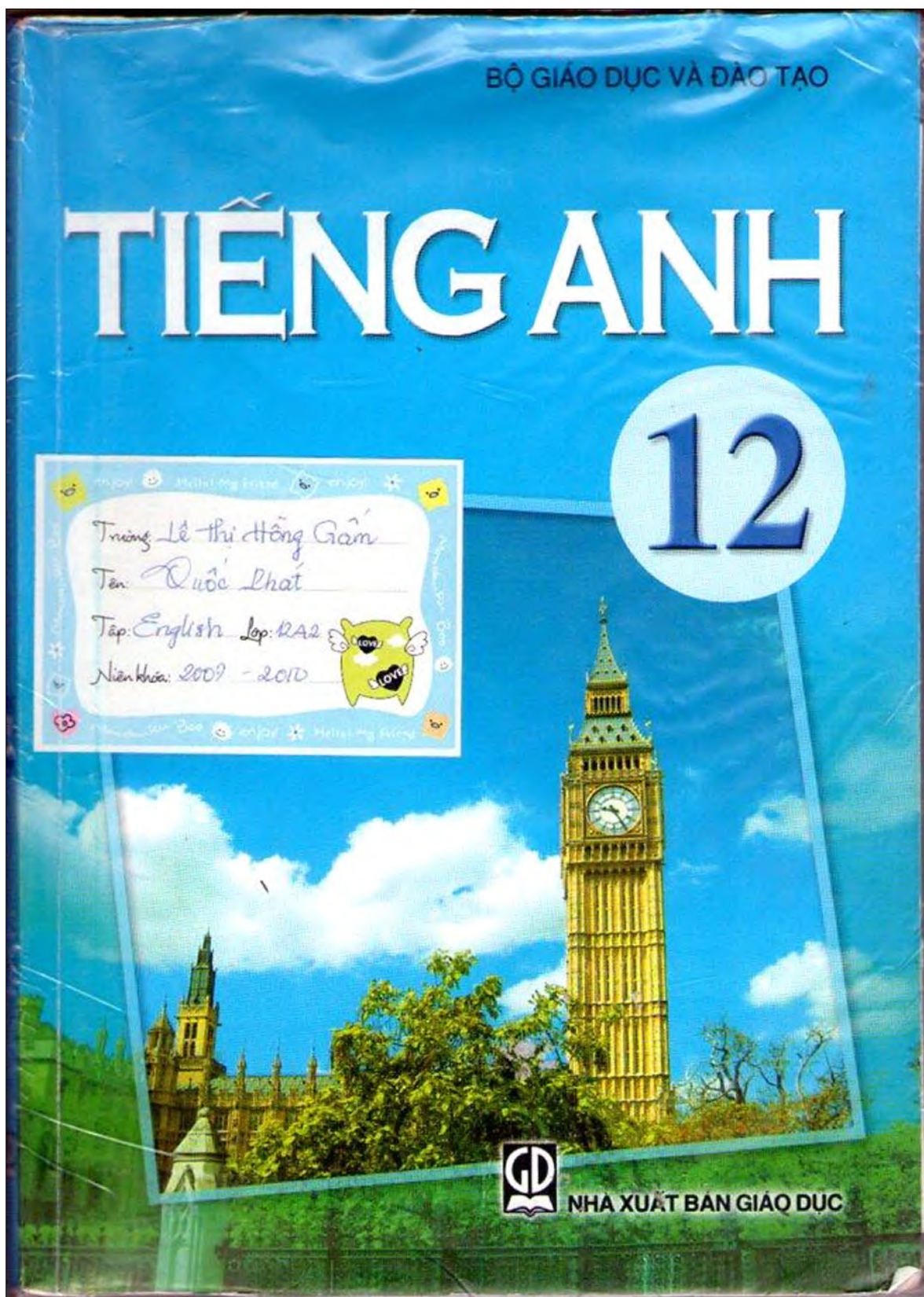
1 2 3 4 5 6 7 8 9 10

17. Check any English you learned in high school.

<input type="checkbox"/>	a, an, the
<input type="checkbox"/>	yourself, himself, etc.
<input type="checkbox"/>	who, which, that, etc.
<input type="checkbox"/>	past tense (had, was, ate, did, etc.)
<input type="checkbox"/>	perfect tense (have had, have been, have eaten, have done, etc.)
<input type="checkbox"/>	future tense (will have, will be, will eat, etc.)
<input type="checkbox"/>	passive verbs (be eaten, be sent, etc.)
<input type="checkbox"/>	modals (may, might, can, etc.)
<input type="checkbox"/>	first conditional (If I have time, I will go to the store.)
<input type="checkbox"/>	second conditional (If I had time, I would go to the store.)
<input type="checkbox"/>	third conditional (If I had had time, I would have gone to the store.)
<input type="checkbox"/>	big, bigger, biggest; little, less, the least; etc.
<input type="checkbox"/>	verb + ing (gerunds)
<input type="checkbox"/>	some, any, much, many, enough, plenty of, etc.
<input type="checkbox"/>	almost certainly, definitely, probably, etc.
<input type="checkbox"/>	linking/connecting words (although, whereas, however, in short, moreover, etc.)
<input type="checkbox"/>	tag questions/short answers (... , isn't she? ... , didn't he?)
<input type="checkbox"/>	two-word verbs (make up, pick up, etc.)
<input type="checkbox"/>	idioms (sentences that are not clear or correct, but used in culture)
<input type="checkbox"/>	reported speech/direct speech (She asked, "Where is he?" ... She asked where he was.)

Appendix F: High School EFL Document Samples

Grammar



- Pronunciation: The pronunciation of the ending 's'
- Grammar: Tense revision: past simple, past progressive and present perfect

Pronunciation

- Listen and repeat.

/s/	/z/
bats	bags
kits	kids
speaks	speeds
dates	days
photographs	halves

- Practise reading these sentences.

1. I saw some bats flying from the bags.
2. He often speaks at different speeds.
3. She tore the photographs into halves.
4. I always have dates on rainy days.
5. The kids are playing with their toy kits.

Grammar

- Exercise 1. Underline the most suitable tense form in each sentence.

1. Did you see/Have you seen my bag anywhere? I can't find it.
2. Hello Peter, are you back from the match? Did you enjoy/Have you enjoyed it?
3. This is the photo of my great grandfather. He was/has been married six times.
4. Have you given/Did you give Helen my message when you have seen/saw her?
5. Sorry, could you say that again? I didn't listen/haven't listened to you.
6. Did you two meet/Have you two met before? Laura, this is Peter.
7. Did you meet/Have you met anyone interesting at the party?

Dear Linda,

I'm sorry I (1) B to you for so long, but I (2) was very busy lately. All last month I (3) was exams, and I (4) was anything else but study for ages. Anyway, I (5) was studying now, and I (6) was for my exam results.

As you can see from this letter, I (7) was my address and (8) was in Cowdon now, I (9) was that I wanted a change from central London because it (10) was so expensive. A friend (11) was me about this flat, and I (12) was here about two months ago.

When you (13) was to England this summer, please visit me. I (14) was here until the middle of August. Then I (15) was on holiday to Scotland.

Please write soon.

Margaret

- (1) A. don't write
B. am
C. have been
D. haven't written
- (2) A. was being
B. am
C. have had
D. was having
- (3) A. had
B. was having
C. wasn't doing
D. have stopped
- (4) A. haven't done
B. don't do
C. was stopping
D. have waited
- (5) A. stop
B. am waiting
C. have waited
D. will change
- (6) A. wait
B. am waiting
C. have waited
D. live
- (7) A. am changing
B. have lived
C. will change
D. decide
- (8) A. will live
B. have lived
C. has become
D. become
- (9) A. decided
B. have decided
C. was telling
D. moved
- (10) A. will become
B. becomes
C. was telling
D. come
- (11) A. tells
B. was moving
C. come
D. stay
- (12) A. have moved
B. came
C. moved
D. stay
- (13) A. will come
B. stayed
C. come
D. will have gone
- (14) A. am staying
B. am going
C. will have gone
D. am going

Notebook

Unit 9
The Post office.

advanced: (n) tiến bộ
 spacious: (a) rộng rãi
 courteous: (a) lịch sự
 parcel (n) bưu phẩm
 speedy (a) nhanh chóng
 secure (a) an toàn, bảo đảm
 nobly (v) thượng biao
 recipient (n) người nhận
 transmitter (n) sự chuyển giao
 transmit (v) chuyển giao
 transfer (v) chuyển nhanh
 Distribution (n) sự phân phối
 rate (v) tỉ lệ
 facsimile (n) dịch vụ fax

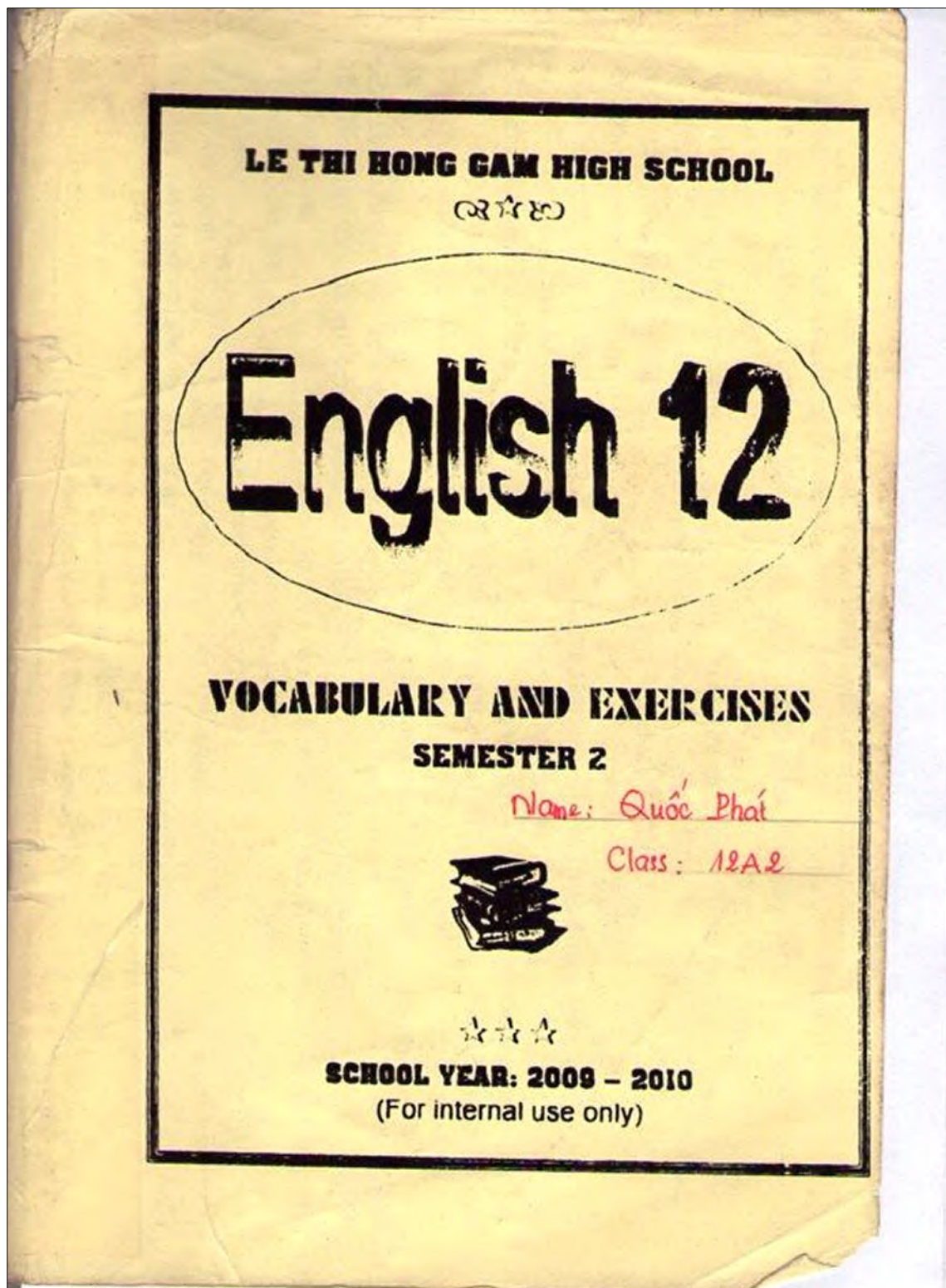
Vocabulary
 A. Reading
 Equip (v) trang bị
 Equipped (a) đã bị trang bị

well - equipped
 Equipment (n) thiết bị
 Advance (n) sự tiến bộ
 Advanced (a) tiên tiến
 Advanced technology (n) công nghệ tiên tiến
 Spacious (a) having a lot of space, large in size
 Please (v) làm hài lòng
 Pleasant (a) nice, enjoyable or friendly
 Serve (v) phục vụ
 Service (n) dịch vụ
 Train (v) to teach a person to do st
 đào tạo
 Training course (n) khóa học đào tạo
 Well-trained staff (n) nhân viên đã được đào tạo tốt
 Staff (n) the group of people who work for particular organization
 Courteous (a) polite & pleasant
 Discourteous (a) thô lỗ = impolite
 Think (v) - thought - thought (v)
 Thought (n) suy nghĩ

Credit Long Tin
 Clown Anh Hề
 Circle Hình Tròn
 Cayman Ca Sâu
 FNB

Decision Sự Quyết Định
 Duck Con Vịt
 Desire Ước Vọng
 Dream Ước Mơ
 FNB

Vocabulary



Le Thi Hong Gam High School English 12 - Semester 2

- EX: - a deep-rooted desire
- **childbearing** /'tʃɪldrɪŋ/ (n): the process of giving birth to children
 - **homemaking** (n): the management of a household
 - **homemaker** /'həʊm,meɪ.kə/ (n) = housewife
 - **involvement** /ɪn'vɒlv.mənt/ (n.): sự tham gia
 - **widespread** /'waɪd.spred/ (a): existing or happening in many places or situations, or among many people: phổ biến, lan rộng
 - EX: - the widespread use of chemicals in agriculture
 - The plan received widespread support throughout the country.
 - **intellectual** /ɪn'tel.ɪ.tʃu.əl/ (a): *thông minh trí tuệ, tinh thần*
 - 1/ = mental: relating to the ability to understand things
 - EX: - intellectual ability
 - 2/ = academic: well-educated
 - EX: - Mark's very intellectual.
 - **struggle** /'strʌɡl/ (v): a long hard fight to get freedom, political rights etc.
 - EX: - a struggle for survival
 - **struggle** (v): to try extremely hard to achieve something
 - EX: - She's struggling to bring up a family alone.
 - **political** /pə'ltɪ.kəl/ (a): connected with the government or public affairs
 - **political status** / **Political philosopher** *nhà triết học chính trị*
 - **enlightenment** /ɪn'laɪ.t̩.nmənt/ (n.): knowledge about and understanding of sth: sự khai sáng
 - **The Age of Enlightenment**: the period in the 18th century when many writers and scientists began to argue that science and reason were more important than religion and tradition: Thời đại Khai sáng
 - **pioneer** /'piə.niə/ (n): a person who is the first one to do sth
 - EX: - He was a pioneer in the field of biotechnology.
 - *- **advocate** /'æd.və.keɪt/ (v): to support sth publicly: tán thành chủ trương
 - * → **advocate** /'æd.və.keɪt/ (n.): - a person who supports sth / - lawyer
 - EX: - The group does not advocate the use of violence.

Le Thi Hong Gam High School English 12 - Semester 2

- **discriminate** /dɪ'skrɪ.mɪ.neɪt/ (v): to treat a person or group differently from another in an unfair way: phân biệt đối xử
 - EX: - Under federal law, it is illegal to discriminate against minorities and women.
 - **to discriminate on grounds of/on the basis of** race, sex or religion
 - **discrimination** /dɪ'skrɪ.mɪ.neɪ.ʃən/ (n.)
 - **gain** /geɪn/ (v): to obtain or achieve sth you want or need: đạt được, nhận được
 - EX: - The party gained over 50% of the vote.
 - Her special talent gained her worldwide recognition.
 - **gain** (n): an increase in sth: tăng thêm (của cái, lợi nhuận, trọng lượng) ≠ loss
 - EX: - Eating too many fatty goods could cause weight gain.
 - **basis** /'beɪ.sɪs/ (n.): the reason why people take a particular action: lý do
 - **on the basis of**: because of
 - EX: She was chosen for the job on the basis of her qualification.
 - **legal right** /'li:ɡəl/raɪt/ : a right based on law
 - **right** (n.) to st./ to do sth : có quyền đối với việc gì hoặc làm việc gì
 - EX: - Everyone has a right to a fair trial.
 - You have no right to stop me from going out.
 - **vote** /vəʊt/ (n): a formal choice that you make in an election or at a meeting in order to choose sb or decide sth: sự bỏ phiếu, phiếu bầu cử
 - EX: - The plan was passed by 6 votes to 3.
 - The House of Representatives approved the law, with 52 votes in favour and 16 against
 - **vote** (for/ against) sb(v): bỏ phiếu chọn hay chống lại ai
- SPEAKING:**
- **sympathetic** /sɪmpə'tetɪk/ (a) (to /toward/with sb): caring and feeling sorry about someone's problems
 - EX: - a sympathetic smile
 - Try being a bit more sympathetic towards her. You might get better results.

National Standardized Exam

Sở Giáo Dục & Đào Tạo -Tp.HCM
 PH/THPT Lê Thị Hồng Gấm

Đề Kiểm Tra Tiết Tháng 9 – Năm học: 2008- 2009
 Môn: ANH VĂN - Khối lớp: 11A
 Thời gian: 45 phút

ĐỀ : B

I. > **PRONUNCIATION:**

STRESS: Choose the word which is stressed differently from the others

1. A. sympathy B. constancy C. enthusiasm D. secret
 2. A. embarrassing B. experience C. appreciate D. imitation

Choose the word whose underlined part is pronounced differently from that of the others.

3. A. chemist B. chore C. choir D. chorus
 4. A. generous B. guitarist C. village D. passenger
 5. A. accurate B. accept C. accident D. success

III. > **CHOOSE THE BEST ANSWER:**

6. What _____ between 9:00 and 10:00 yesterday evening?
 A. do you do B. did you do C. had you done D. were you doing

7. I write home once a week because I want to _____ with my family.
 A. see B. touch C. keep in touch D. neglect

8. By the time I _____ into town, the shops _____
 A. did / was closing B. got / had closed C. did / had closed D. was closing / closed

9. Friendship lives by _____, and no friendship can last long which is all give on one side and all take on the other.
 A. benefit B. enthusiasm C. give and take D. change

10. She suddenly recognized the _____ of the situation that made her laugh.
 A. humors B. understanding C. pleasure D. wonder

11. I was _____ of his motives.
 A. suspicion B. suspicious C. suspect D. suspiciously

12. The local people are very _____ to strangers.
 A. enjoyable B. familiar C. hospitable D. comfortable

13. Some adults have a total lack _____ sympathy _____ young people.
 A. in - to B. in - with C. of - for D. of - with

14. Some people take _____ interest with enthusiasm but they are soon tired _____ it.
 A. of - of B. in - with C. up - of D. of - in

15. Instead of buying a new pair of shoes, I had my old ones _____
 A. repaired B. to repair C. repairing D. repair

16. Did you have John _____ that package for me?
 A. to send B. sending C. send D. sent

17. My father was very angry when he knew that I had _____ in the exam.
 A. lied B. cheated C. deceived D. tricked

18. The South of the country was worst _____ by the drought.
 A. affected B. affectedly C. affect D. effect

19. In order to have true friendship, you should not be _____
 A. selfish B. loyal C. constant D. unselfish

20. _____ bread, you usually need flour, salt, and yeast.
 A. Making B. For make C. To make D. Make

21. They _____ small cups of coffee after they _____ dinner.
 A. had drunk / finished B. drank / had finished C. were drinking / finished D. drank / finished

22. I hope _____ to his birthday party.
 A. to be invited B. being invited C. to invite D. inviting

23. At this moment, I _____ that we have a good chance of victory.
 A. was feeling B. am feeling C. feel D. have felt

24. He was busy _____ his homework.
 A. do B. to do C. doing D. done

25. She quickly looked into her bag. The money _____
 A. has gone B. had gone C. was gone D. was going

26. It was very _____ of you to break that coffee cup.
 A. careful B. careless C. carefully D. care

* Lưu ý: Còn tiếp trang sau →