

Information on Doctoral thesis of Fellows Nguyen Viet Quang

1. Full name: Nguyen Viet Quang
2. Sex: male
3. Date of birth: 19/03/1974
4. Place of birth: Hanoi
5. Admission decision number: 4153/QĐ-SĐH, Dated: 15/07/2008
6. Changes in academic process: None
7. Official thesis title: "A study of pedagogical discourse in the teaching of comprehensive reading of the French language"
8. Major: Theory and methodology of teaching French as a foreign language
9. Code: 62140111
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11. Summary of the new findings of the thesis:

- This thesis clearly identifies the interaction between the three elements of the comprehensive reading model (i.e. the text, the reader, and the reading context) in Vietnamese setting and the relation between the pedagogical discourse and the teacher's functions at each of the stages of a comprehensive reading lesson.
- The two surveys conducted (one on teachers and one on students) help the researcher capture teachers' and students' opinions on the teaching of comprehensive reading generally, and pedagogical discourse in particular. Analysis results show that pedagogical discourse is closely related to all the elements of the teaching/studying process.
- The on-site observation of the lesson provided very useful information on the reality of the teaching/studying of comprehensive reading. The following three issues were adequately addressed: a) the relation between pedagogical discourse and the teacher's three functions; b) the interaction between the three elements of the "pedagogical triangle", namely teacher's stimulation – learners' responsiveness – teacher's feedback, and c) means of expressing a pedagogical discourse.
- Based on the above-mentioned findings, the author develops pedagogical implications and suggestions for further research, making a portrait of the teacher, the learner, and the pedagogical discourse as a model. The suggested method for the teaching of comprehensive reading is the

explorative teaching. Given the importance of pedagogical discourse, a need arises for introducing pedagogical discourse into the initial training stage as well as the stages that follow.

12. Practical applicability:

The thesis findings can contribute to both initial and continuous training not only at the Faculty of French Language and Culture, University of Languages and International Studies, Hanoi National University but also at other French language teaching establishments. More specifically, they can be used as basis for the renovation of teaching content and methodology for teaching and learning of reading within the framework of the Language Teaching Methodology and can be applied into other pedagogical efforts that aim to raise efficiency of pedagogical communication, including in-class observation.

13. Suggestions for further researches

The thesis findings can be used to further researches on comprehensive reading and pedagogical communication in foreign language classes. Specific examples include: teacher's and student's communicative strategies in language classes, and their efficiency.

14. Thesis-related publications:

“Giữa hai nền văn hóa” (“In-between the two cultures”), “Ngon ngu” (“Linguistics”) Journal, 2012, No. 10

“Diễn ngôn sư phạm trong dạy đọc hiểu tiếng Pháp” (“Pedagogical discourse in the teaching of comprehensive reading of French”), “Khoa học Ngoại ngữ” (“Foreign Languages Science”) Journal, Foreign Languages College, Hanoi National University, 2013, No. 2.