|  |  |  |
| --- | --- | --- |
| **IN THIS ISSUE** | | |
|  |  | Page |
| ***1*** | DEVELOPING LISTS OF SPECIALIZED TERMINOLOGIES USED IN THE BACHELOR TRAINING PROGRAM OF BUSINESS MANAGEMENT AND MARKETING AT VIETNAM MARITIME UNIVERSITY  **VŨ HỒNG NHUNG  NGUYỄN PHƯƠNG THẢO  LÊ THỊ THU THỦY  TRẦN TIỂU VÂN  Instructor: MSc. Nguyễn Hồng Ánh** | **05** |
| ***2*** | FACTORS AFFECTING PORT PERFORMANCE: A CASE STUDY OF HAI PHONG PORT  **NGUYỄN ĐẮC THẮNG**  **ĐOÀN THỊ HỒNG NHUNG**  **NGUYỄN HẢI MẾN**  **Instructor: MSc. Quản Thị Thùy Dương** | **10** |
| ***3*** | RESEARCH ON THE DIFFICULTIES ON E-LEARNING OF GMA-INTERNATIONAL TRAINING INSTITUTIONS IN THE PERIOD OF COVID-19 & SOME SUGGESTED SOLUTIONS  **ĐÀO THỊ HỒNG LỊCH**  **MAI THỊ THU**  **Instructor: MSc. Lê Thùy Tâm** | **15** |
| ***4*** | STRATEGIES FOR IMPROVING GMA STUDENTS’ PRESENTATION SKILLS  **VŨ NGỌC TÚ**  **NGUYỄN THỊ THANH HIỀN**  **Instructor: MSc. Lê Thị Hồng Loan** | **20** |
| ***5*** | A STUDY ON ISE STUDENT’S AUTONOMY IN LEARNING ENGLISH: REALITY AND SOLUTIONS  **BÙI NGỌC LINH ĐAN**  **NGUYỄN THỊ PHƯƠNG THẢO**  **BÙI THỊ PHƯƠNG ANH**  **Instructor: MSc. Đỗ Thị Anh Thư** | **23** |
| ***6*** | DOES THE LOGISTICS INFRASTRUCTURE SUPPORT VIETNAM’S EXPORTS?  **NGUYỄN CÔNG DƯƠNG**  **NGUYỄN THỊ THANH HẰNG**  **NGUYỄN VĂN THIỆU**  **Instructor: Phd. Hoàng Chí Cương** | **26** |
| ***7*** | ISE STUDENTS’ VIEWS OF DIFFICULTIES IN ONLINE EXAMS DURING THE COVID-19 PANDEMIC  **PHÙNG THANH TÚ**  **NGUYỄN THỊ MỸ LINH**  **VŨ ĐỨC NAM**  **Instructor: MSc. Vũ Thị Thúy** | **30** |

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| ***8*** | COVID-19 PANDEMIC AND LESSONS FOR VIETNAM’S LOGISTICS INDUSTRY  **NGUYỄN QUỲNH ANH**  **NGUYỄN THỊ THẢO PHƯƠNG VƯƠNG THỊ MAI TRANG**  **Instructor: MSc. Nguyễn Thu Quỳnh** | **33** |
| ***9*** | A STUDY ON THE ROLE OF VOCABULARY IN DEVELOPING THE SPEAKING SKILL OF K61- GMA STUDENTS AT THE ISE  **TRẦN MẠNH KIÊN – NGUYỄN NGỌC HÀ – TRẦN THỊ KIỀU ANH**  **Instructor: MSc. Nguyễn Hoài Đức** | **37** |
| ***10*** | AN ANALYSIS OF BUSINESS CULTURE OF VINGROUP AND IMPLICATION FOR VIETNAMESE ENTERPRISES  **LÊ HẢI YẾN – BÙI NGỌC CÁT TIÊN – ĐÀO THỊ PHƯƠNG THẢO**  **Instructor: MSc. Nguyễn Thị Phương Mai** | **41** |

**BẠN ĐỌC THÂN MẾN**

Thưa bạn đọc, trải qua 10 năm xây dựng và phát triển, Viện Đào tạo Quốc tế (ISE) đã và đang từng bước khẳng định vị thế của mình trong cái nôi chung Đại học Hàng hải Việt Nam. Trong những năm qua, Viện Đào tạo Quốc tế đã luôn không ngừng đổi mới, tiếp cận các chương trình đào tạo uy tín, chất lượng quốc tế. Đội ngũ giảng viên là những Giáo sư, Tiến sĩ không chỉ trong nước mà còn từ các trường Đại học danh tiếng trên thế giới như Học viện Hàng hải California - Hoa Kỳ, trường Đại học Hull - Anh Quốc, trường đại học Tasmania - Australia, .... Sinh viên Viện Đào tạo Quốc tế đã và đang gặt hái được những thành tích xuất sắc trong học tập và nghiên cứu khoa học với những giải thưởng cấp trường và cấp Trung ương.

Ngày 21/02/2022, Viện Đào tạo quốc tế đã chính thức được thông báo và nhận chứng nhận đảm bảo chất lượng theo tiêu chuẩn AUN (Asean University Network) cho 2 chương trình đào tạo bao gồm: *Chuyên ngành Kinh doanh quốc tế và logistics* (IBL) và *chuyên ngành Kinh tế Hàng hải* (GMA). Điều này đánh dấu một bước tiến quan trọng trong tiến trình hội nhập giáo dục đào tạo toàn cầu của viện đào tạo Quốc tế nói riêng và của trường Đại học Hàng hải nói chung nhằm góp phần quan trọng vào việc thực hiện thành công chiến lược phát triển kinh tế biển của đất nước cũng như định hướng phát triển của Thành phố Hải Phòng.

Có được những thành tích trên là do sự lãnh đạo sáng suốt của Chi bộ Viện, Ban Lãnh đạo Viện và đặc biệt là sự lao động bền bỉ và sáng tạo của tập thể cán bộ giảng viên, chuyên viên của Viện. Một yếu tố hết sức quan trọng tạo nên sự thành công của Viện Đào tạo Quốc tế là do sự quan tâm và chỉ đạo sáng suốt của Ban chấp hành Đảng bộ, Ban Giám hiệu Trường đại học Hàng hải Việt Nam, sự giúp đỡ của các tập thể, cá nhân, bạn bè gần xa và các cựu sinh viên của Viện.

Hòa chung với không khí vui mừng kỷ niệm 10 năm ngày thành lập Viện Đào tạo Quốc tế (28/07/2012-28/07/2022), ban biên tập chúng tôi tiếp tục xuất bản “Nội san Nghiên cứu Khoa học Sinh viên” số đặc biệt - tháng 07 năm 2022. Tập nội san này thể hiện sự cố gắng của các em sinh viên ISE trong Nghiên cứu khoa học và các giảng viên hướng dẫn.

Mặc dù đã có nhiều cố gắng, song chắc chắn sẽ không tránh khỏi những thiếu sót. Chúng tôi rất mong được sự quan tâm góp ý của tất cả các độc giả. Chúng tôi cũng rất mong nhận được sự cộng tác của tất cả các bạn trong các tập “Nội san Nghiên cứu Khoa học Sinh viên” các số tiếp theo.

Chúc các thầy cô giáo, các em sinh viên cùng các bạn đọc gần xa mạnh khỏe và hạnh phúc. Xin chân thành cảm ơn!

***Trưởng ban biên tập***

**DEAR READERS,**

After 10 years of foundation and development, the International School of Education (ISE) has gradually asserted its position in the standard cradle of Vietnam Maritime University. Over the years, the ISE has constantly innovated and approached prestigious and international quality training programs. The teaching staff is Professors and doctors not only from domestic universities but also from prestigious universities in the world such as the California Maritime Institute - USA, the University of Hull - UK, and the University of Tasmania - Australia, .... Students of the ISE have been reaping excellent achievements in learning and scientific research with awards at school and Central level.

On February 21, 2022, the International School of Education was officially notified and received the quality assurance certificate according to AUN (ASEAN University Network) standards for two training majors, including International Business and Logistics (IBL) and Global Studies & Maritime Affairs (GMA). This marks an essential step in the global education and training integration of the ISE in particular and of the Maritime University in general to make a necessary contribution to the successful implementation of the maritime economic development strategy of Vietnam and the development orientation of Hai Phong City.

These achievements are due to the wise leadership of the ISE’s Party Cell, the ISE's Leadership Board, and especially the persistent and creative labor of the ISE's staff, lecturers, and experts. A crucial factor creating the success of the ISE is due to the care and wise direction of the Party Committee, the Board of Directors of Vietnam Maritime University, the help of collectives, individuals, friends near and far, and alumni of the Institute.

Joining the joyful atmosphere of celebrating the 10th anniversary of the establishment of the ISE (July 28, 2012-July 28, 2022), our editorial board continues to publish the "Journal of Students Research" special issue - July 2022. This journal represents the efforts of ISE students in Scientific Research and the instructors.

Although there have been many efforts, there will undoubtedly be shortcomings. We look forward to hearing from all of our readers. We also look forward to receiving your cooperation in the following issues of “Internal Journal of Students Research”.

We wish all teachers, students, and readers good health and happiness.

Sincerely thank!

***Chief Editor***

**DEVELOPING LISTS OF SPECIALIZED TERMINOLOGIES USED IN**

**THE BACHELOR TRAINING PROGRAM**

**OF BUSINESS MANAGEMENT AND MARKETING**

**AT VIETNAM MARITIME UNIVERSITY**

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**Instructor: MSc. Nguyễn Hồng Ánh**

***Abstract:***

*The purpose of this research was to create a list of English vocabulary for BMM (Business Management and Marketing) majors in 16 learning materials for BMM majors at the International School of Education at Vietnam Maritime University. To create the BMM specialized corpus, the research team gathered materials from 16 specialist disciplines totaling 298 book chapters totaling 5.6 million words. With the Sketch Engine program, the keyword approach is used to filter single words, compound words, and specialized phrases based on the parameters of word occurrence frequency, keyness value, and coverage of specialist themes. Following quantitative data, the study team manually screened to exclude terms or phrases with common meanings, that are semantically or grammatically deficient, or that have connotations unrelated to the BMM business. The research team culled 16 lists of specialized terms for 19 BMM subjects and 1 list of highly significant words (Must-study) that covers at least 50% of BMM subjects. After adding phonetic transcription, word unit, and meaning in Vietnamese, these lists are of practical help in learning and majoring in BMM in English, as well as a source of database for developing a Bilingual BMM specialized dictionary.*

***Key words -*** *Specialized terminologies, Sketch Engine, Business Management, Marketing.*

**1. Introduction**

In order to overcome the difficulties of students in reading and understanding specialized documents of Business Management and Marketing, the research team has developed the topic "Developing lists of specialized terminologies used in the Bachelor training program of Business Management and Marketing at Vietnam Maritime University". Scholars have defined the term "specialized terminology" differently depending on the specific goal of compiling word lists. Researchers interested in restricted industry-specific terminology sometimes use a limited definition of "specialist terms": words or phrases "that may not be understood by outsiders".

However, this study is aimed at serving the needs of BMM students, most of whom have a low level of English (beginner level), the research team defines BMM terms based on the broad definition of Chung and Nation's (2004), technical vocabulary or “specialized” vocabulary refer to vocabulary that is "subject related, occurs in a specialist domain, and is part of a system." of subject knowledge".

Keywords are not a new idea in lexicology. According to Oxford Dictionary, a keyword is a word or concept essential in a particular substance. Pressley et al. (1980) clarified that keywords are a series of one or more words that provide a compendious document’s content. Referring to multi-word keywords, Lopez and Romary (2010) use the concept key terms to denote “metadata providing general information about the content of a document”. Similarly, Shen and Lee (2016) stated that key terms constitute good topic descriptions of documents, and they may describe the core concept or summary of a document.

To show the difference in length, or in the number of word constituents for each BMM specialized terminology, we use keywords (KWs) for single-word keywords and key terms (KTs) for multi-word items which hold the key idea for understanding the main content.

The goal of the study was to compile lists of BMM specialized terminologies in the BMM training program at VMU. The findings of the study would be significant because it would help to solve BMM students' major problems in reading specialized texts in English. Therefore, the study sought to answer two research questions below:

1. What are typical specialized terminologies for each subject in the BMM program?

2. What are characteristics of BMM terminologies?

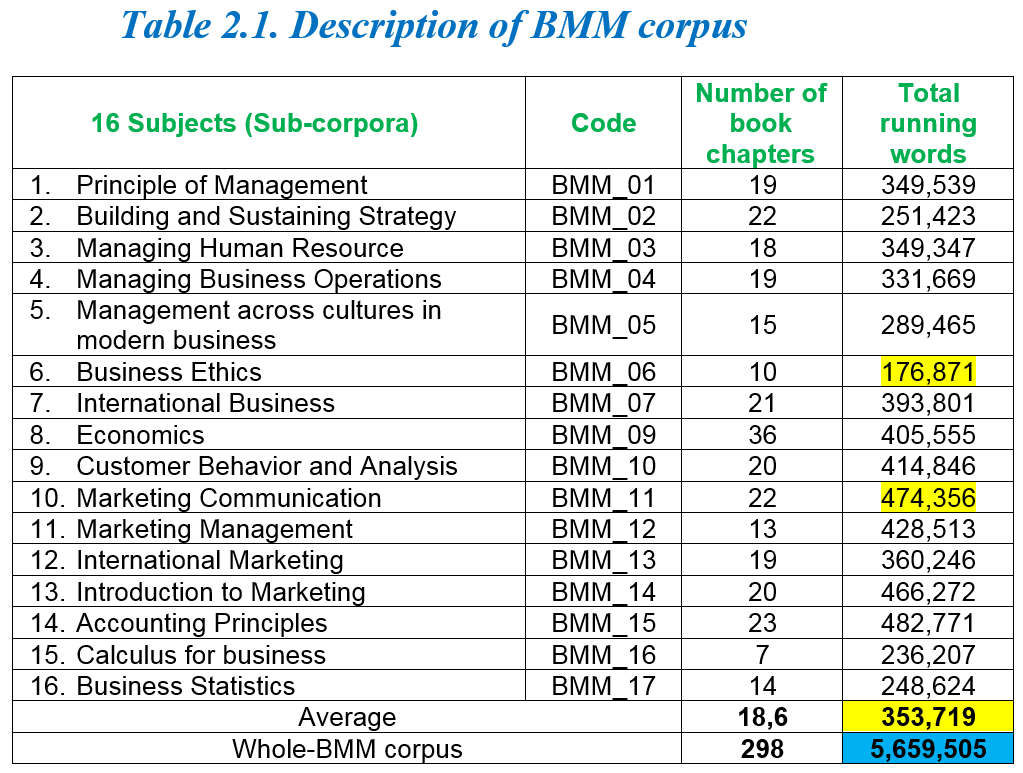
**2. Methodologies**

The process of extracting and identifying BMM terms consists of the following 4 steps:

***2.1. Building the BMM corpus:***

5.66 million words, including 298 specialist book chapters in English, are included in the BMM corpus. With an average of 353,000 words per subject, the corpus is broken down into 16 sub-materials that correspond to 16 BMM-specialized themes.

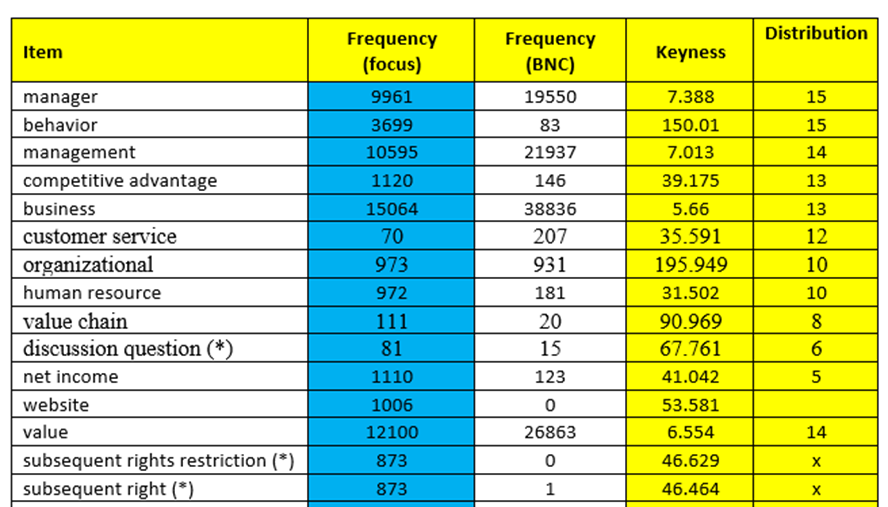
**Table 2.1. Description of BMM corpus**



***2.2. Software-based automatic KW and KT extraction***

The study team used standards: Frequency occurs at least 5 times per million words for each subject; minimum keyness value of 2.5 points; Range (distribution across different BMM corpus) appears in at least 8 topics (50%) to find the terms BMM students need to memorize in the entire BMM bachelor program.

**Table 2.2. Most common items (single-word and multi-word) across 16 BMM subjects**

******

***2.3. Filter the BMM glossary manually for each subject.***

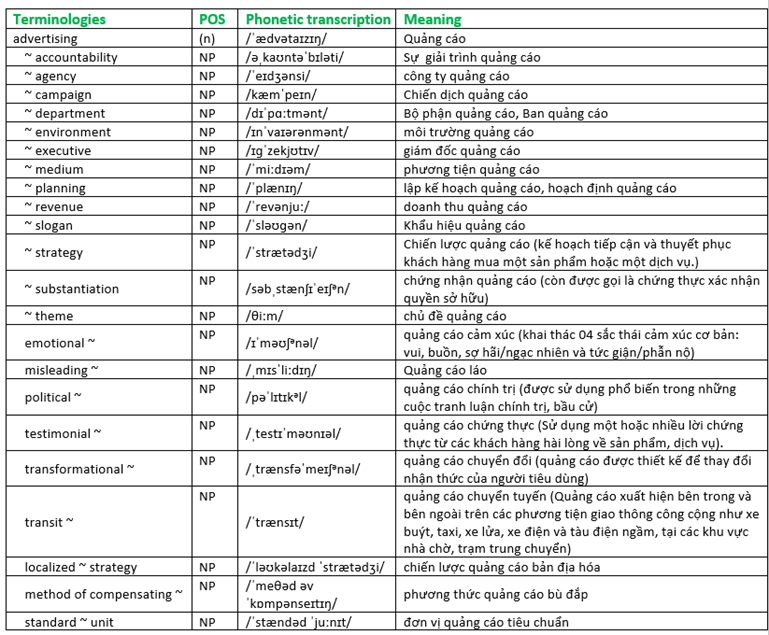
The team took the initial list of KWs and excluded non-word objects such as proper names, units of measurement, temporal nouns, and words with too common meanings.

The study team eliminated incomplete meaningful word sequences (such as subsequent right) and grammatically erroneous word sequences (Adj + action V, N + A), terms that are too common or irrelevant to the BMM sector (e.g., discussion inquiry, children dose), and terms that contain specifiers like this, that, next, last, any.

***2.4. Sort BMM terms in a directory and add language information.***

The list of specialized keywords and specialized phrases is then arranged in A-Z order, with additional units of type, transcription, and semantics.

**Table 2.3. Sample arrangement of the BMM terminologies list**

******

**3. Results**

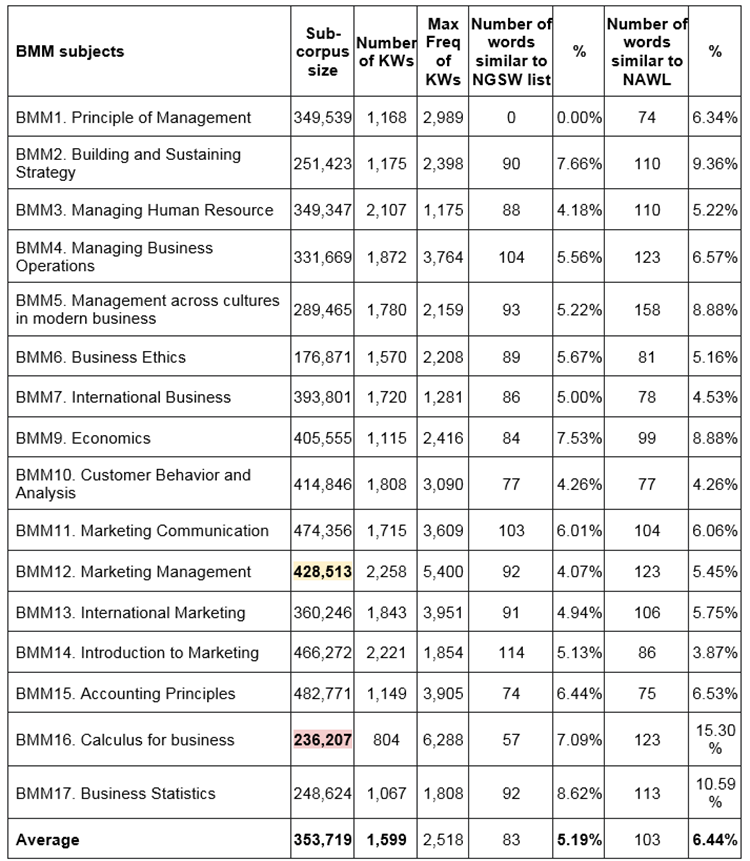
***3.1. 16 terminology lists in correspondence with 16 BMM subjects.***

- On average, each subject contained 1600 KWs and 3,303 KTs.

- Regarding KWs (single-word terminologies), it was significant to find that there was a small duplication rate:

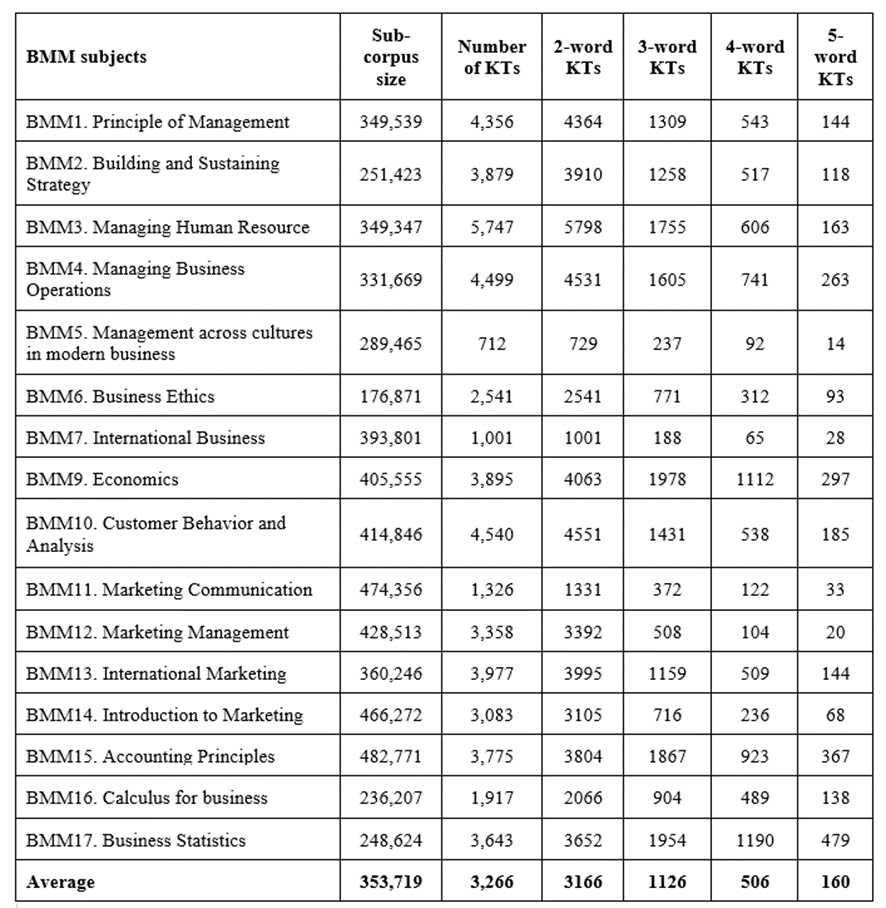
+ between BMM KWs list and General services word list: Only 5.19%.

+ between BMM KWs list and Academic word list: Only 6.44%.

**Table 3.1. The number of KWs in each subject & the duplication rate with NGSW & NAWL lists**

The low level of similarity with NGSL and NAWL confirms the validity of the KW list for each BMM subject. This finding suggests that the KWs listed for each BMM subject are highly specialized in meaning.

**Table 3.2. Number of KTs and KT length for each BMM subject**



It can be seen that BMM KTs appear in different lengths, containing from two to five component words. At the min keyness score of 2.5, no KTs have more than 5 words across 16 BMM subjects. Besides, the number of the KTs is inversely proportional to the length, i.e., the more constituents a term has, the less frequently the term appears in the corpus.

***3.2. List of MUST-STUDY terminologies in BMM program***

**Table 3.3. Duplication rate among 16 BMM subjects**

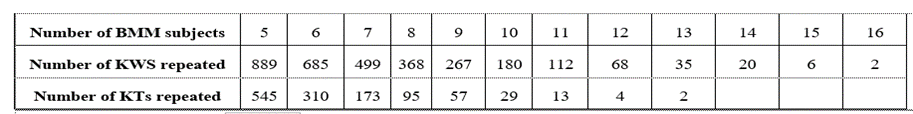


Table 3.3. represents the duplicated rate of KWs and KTs across 16 discipline-specific subjects in the BMM program. Although BMM subjects are closely related together, the number of KWs and KTs appearing in at least 12 subjects (75%) is quite limited. The team also found that no word appears in all 16 subjects. With the distribution across at least 8 subjects, 1058 KWs and 200 KTs were found and they should be treated as must-learn terminologies in the BMM field.

***3.3. Characteristics of BMM terminologies***

POS analysis and Grammatical analysis

A thorough analysis of word types in each BMM sub-list showed the dominance of Nouns (41.5% on average) and Multi-POS (35.6%) KWs over other word types (verb, adjective, and adverbs). Besides, adjectives are of much higher quality compared to verbs and adverbs.

Investigation into phrasal structure of KTs

We found a high degree of nominalization in word combination. Among 24 patterns of NPs (Appendix 7), there were 4 dominant patterns:

- N+N: 34,3%

- Adj+N: 26,6%

- N+Prepposional phrase: 9%

- N+Prep+NP: 6,9%

It can be said that nouns and nominalization play a vital role in building the content of BMM subjects and BMM students should be guided on how to detect BMM KTs through its headword.

**4. Conclusion**

With the purpose of building a list of BMM specialized terminologies to serve the BMM students at VMU, the present study conducted a 4-step procedure in extracting KWs and KTs from an over-5-million-word corpus. 16 BMM sub-lists corresponding to 16 subjects were created, with 1600 KWs and 3,266 KTs in average for each subject. These lists were a valuable source for BMM students to look up terminologies. Besides, the study produced a list of must-study vocabulary (1058 KWs and 200 KTs); these lexical items were crucial items because they were used in at least one half of BMM subjects (at least 8 subjects). Therefore, the study's findings will be crucial because they will aid in resolving the key issues that BMM students face when reading specialist literature in English. It also helps teachers in related fields in saving time to teach their subjects, and is a good source of reference for English teachers to design vocabulary practice materials. Furthermore, the specialized terminology lists act as a database for the creation of the BMM specialized term dictionary.

However, in the near future, some improvements should be made to handle certain weakness in the current study: The dictionary need to be upgraded by adding more terminologies collected from other resources, providing examples as well as scientific concept, which helps learners to absorb and improve their knowledge right in the vocabulary platform. Besides, the progress needs to have the contribution of BMM discipline teachers aiming to have the most appropriate and suitable knowledges to increase the research reputation.

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**FACTORS AFFECTING PORT PERFORMANCE:**

**A CASE STUDY OF HAI PHONG PORT**

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***Abstract:***

*This paper aims to find out the factors affecting port performance at Hai Phong port; thereby evaluating and proposing options to improve and enhance port performance of Hai Phong port. By surveying the factors affecting port performance at Hai Phong port, the results partly reflect the advantages and challenges of Hai Phong port. Port performance of Hai Phong is influenced by five factors, namely the infrastructure, port location, domestic connection capacity, port reputation, and logistics service activities. This paper uses two research methods: Quantitative method and Quality method. By applying the above two methods, the paper initially understand and properly assess the impact of the above five factors on port performance. The outcomes of this paper can be used as a reference for further studies on port performance related issues in the area of Hai Phong port.*

***Keywords* -** *Port performance, Hai Phong port, Port infrastrucuture, Port location, Domestic connection capacity, Port reputation, Logistics service activities.*

**1. Introduction**

***1.1. The necessity of the research topic***

Along with road and air transport, sea transport is creating more and more economic value. Vietnam is one of the countries with great potential in shipping development. The benefits this transport industry brings about are not small. That is also the factor that explains the continuous development of this type of transport over the years. In fact, it can be seen that sea transportation is the most used mode of transport in the trade of goods between countries because of its ability to transport large volumes, safely, with little influence. The port now faces unprecedented formulas in a competitive environment amid growing pressure from stakeholders to be the engine of economic growth. In order to maintain the port's position in the market, it is necessary to further improve its competitiveness over competitors. In fact, the port needs to make efforts to understand the factors affecting its performance, thereby making policies to improve competitiveness in port operation. Port operation efficiency is an important measure of the port's competitiveness. Therefore, the goal of the study is to identify and evaluate the key factors of port that affect the efficiency of port operations, thereby helping the port to improve its competitiveness. With the qualitative method combined with the quantitative method, a 5-point Likert scale is used. The research results show five factors, namely the infrastructure, port location, domestic connection capacity, port reputation, and logistics service activities. Few studies have investigated this issue but no studies have identified factors influencing port performance, so this research is needed

***1.2. Overview of researches in this topic field***

In general, there are quite a few studies on the topic of port performance. In the world, many authors choose port performance as their research topic. Jafar Rezaei (2019) mentioned that “Port performance and port choice have been treated as separate streams of research. This hampers the efforts of ports to anticipate on and respond to possible future changes in port choice by shippers, freight forwarders and carriers. ”. According to Bart Wiegmans (2015), port performance is an important, disruptive measure and has a strong impact on port's competitive position and profitability, which people can strengthen and develop by looking to the factors that affect port performance. In Vietnam, there is not much research on this topic, one can mention of Khanh Duy Nguyen (2012) refers to the study and development of natural factors and socio-economic conditions affecting the formation and performance of ports in Vietnam, thereby offering long-term solutions to develop groups of seaports.

***1.3. Research objectives, targets and scope***

Objectives of this paper are identify factors affecting port performance; describe the current status of port performance in Hai Phong; evaluate the port performance of Hai Phong port based on influencing factors; propose solutions to improve port performance of Hai Phong port. Besides, the target is to research the key factors affecting port performance to improve and enhance port performance. The research scope will analyze the port performance of Hai Phong port.

**2. Methods**

This research uses two research methods: Quantitative method and Quality method. Measure the importance of these factors with five grades evaluation. Qualitative methods are methods of searching previously done research on the subject, from which there is a basis to find out the factors affecting the port performance of Hai Phong port. Quantitative method is a method of surveying employees in different job positions and workplaces by delivering questionnaire directly and online, with 17 questions, divided into two parts, 4 personal information statements and 13 specific questions. For each specific question, use the 5-level Likert scale (1-Totally Disagree, 2-Partially Disagree, 3-Neither Agree or Disagree, 4-Partially Agree, 5-Totally Agree) from which to calculate scores and assess the impact of these factors to port performance of Hai Phong port.

The questionnaire was administered to the sample staff in order to find out their perceptions toward factors contributing to port performance. The questionnaire were sent to staff through sent directly. The survey was conducted within 5 months, from November 2021 to the end of March 2022. The secondary data collection method is used in this thesis, which was based on annual reports of Hai Phong port, and studies in Hai Phong port as well as books and dissertations via the library at Vietnam Maritime University and other reliable websites collected for the analysis.

Below are the questions included in the survey ( Table 1):

*Table 1: Port performance survey question*

|  |  |  |
| --- | --- | --- |
| Factor | Question | Answers |
| I. Infrastructure | 1. You feel more secure when your goods are transported with modern equipment and technology.  2. Working in a port equipped with high standard infrastructure makes you feel safer and more comfortable.  3. The port applies technology to exchange information with customers to help increase efficiency as well as shorten time, and to work remotely. | 1-Totally Disagree , 2-Partially Disagree, 3-Neither Agree or Disagree, 4-Partially Agree,  5-Totally Agree |
| II. Port location | 1. The location of the port greatly affects the customer's choice of port, especially the transportation cost from the port to the customer's warehouse,...  2. Construction of ports near major shipping routes in the world increases the demand for port selection of customers. |
| III. Domestic connection capacity | 1. The port only needs to be built near the sea, the ability to connect with the domestic market is not necessary.  2. The connecting route to the port must be suitable for transporting large volumes of goods.  3. Customers will be more confident when their goods are transported safely and on time from port to warehouse. |
| IV. Port reputation | 1. The port which is famous for good port fees and services will be the first priority in the customer's port selection.  2. Port human resources can be influenced by the port's reputation and that also affects the port's productivity |
| V. Logistics service activities | 1. Shippers choose a port mostly based on either the schedule and number of ships operated by shipping lines or the ports that ships often call to plan their shipment.  2. The transport capacity of Logistics companies in the area near major ports will increase the port's performance.  3. The easier the customs process and procedures, the more likely it is for a port to be chosen by customers. |

For the most objective view, this study sent out 100 questionnaires "port performance" of Hai Phong port. Research participants include port staff, customs staff, sales staff, customer care staff, forwarding staff,... at different working units, with each year of experience. These people do not distinguish between genders, age, and nationality and are selected completely randomly by submitting surveys directly. The survey found a precise number of factors affecting port performance.

**3. Results**

A total of 100 questionnaires were answered by staff of Hai Phong port, included 100 people from many different positions and workplaces. Below are specific numbers of respondents, including gender, position, workplace and work experience.

Through surveying the factors affecting port performance at Hai Phong port, the results partly reflect the advantages and challenges of Hai Phong port. Port performance of Hai Phong is influenced by five factors, namely the infrastructure, port location, domestic connection capacity, port reputation and logistics service activities. All these five factors account for a large proportion of opinions and are believed to strongly influence port performance. It can be concluded that staff clearly understand the factors affecting port performance. To illustrate, it can be seen that most people think that the port is equipped with good and complete facilities, customers will feel much more secure, and employees also feel more comfortable and safe. Besides, the exchange and work with customers and partners will be more professional and faster. In addition, the port location and domestic connection capacity also contribute to the choice of ports for customers. Customers and partners will choose a port closer to their warehouse, or closer to the domestic market, the connecting route to the port must be suitable for transporting large volumes of goods. Logistics activities are also an important factor affecting customers' port selection. Easy customs procedures, many train schedules, etc. will also have a strong impact on port performance. Another factor is the port's reputation, if the port is famous for its good service and cost, it will also increase competition with other ports as well as attract human resources for the port. From that, it can be concluded that the ports in Hai Phong are doing very well and satisfying all the factors affecting the port performance as well as the port performance.

In addition to the results we have achieved, we have several recommendations to enhance the port performance of Hai Phong port. All activities of Hai Phong Port are now customer-oriented. We need to propose the implementation of many solutions that are synchronous and transparent. To improve competition, it is necessary to invest more and improve the size and capacity of Hai Phong Port. In particular, continue to invest in more ports in Lach Huyen deep-water port area. At the same time, focus on recruiting and training high-quality management and labor teams to meet the highest requirements of customers. In order for the seaport system to better meet the requirements of socio-economic development and international economic integration, ensure security and defense of the country, it is necessary to focus on a number of issues such as: Hai Phong port system has a long- term, synchronous strategic vision, enabling connectivity between seaports and other traffic networks; applying science and technology to develop the modern Hai Phong port system with full supporting infrastructure in order to improve productivity, quality, efficiency and competitiveness of the whole system; focused investment, a number of seaports become important transport hubs; improve the port management model, expand the participation of the non-state sector to bring about greater economic benefits. It is an essential factor that contributes significantly to increasing port performance.

**4. Conclusion**

This study aims to understand the factors affecting port performanceof Hai Phong port, thereby proposing solutions to improve the port's capacity and operational efficiency. After selecting and surveying, there are five main factors affecting port performance, which are infrastructure, port location, domestic connection capacity, port reputation and logistics service activities. Through the research, the factors of equipment, facilities, port services and related logistics services are highly appreciated in promoting port port performance in Hai Phong.

Based on the results of this study, it can be seen that the port of Hai Phong has prepared very carefully and realized all the factors affecting port performance. Recognizing the inherent weaknesses, Hai Phong needs to make efforts to come up with many synchronous strategic solutions to maximize the potential and available advantages of the city. It clearly states that it is necessary to develop services for seaport operations and logistics services commensurate with potentials and advantages. This will be a place to open up more cooperation and is the goal that Hai Phong Port is striving to be able to provide customers with the best quality service.

Due to the narrow scope of the survey, the Covid-19 pandemic affected the data collection schedule and limited the number of employees. all factors affecting port performance of Hai Phong port. Some elements can be added to expand the scope of the study such as port human resources, management mechanism, etc. It will make the study more detailed and thorough and can be easily compared and presented.

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**RESEARCH ON THE DIFFICULTIES ON E-LEARNING**

**OF GMA - INTERNATIONAL TRAINING INSTITUTIONS**

**IN THE PERIOD OF COVID-19 & SOME SUGGESTED SOLUTIONS**

**Đào Thị Hồng Lịch, Mai Thị Thu – GMA61ĐH**

**Instructor: MSc. Lê Thùy Tâm**

***Abstract:***

*The impact of the covid 19 pandemic, has significantly affected the learning of students across the country in general and the maritime university in particular. All students are not allowed to go to school in person, but must study online at home. Many people believe that online learning is not effective, making students' learning results increasingly worse.... Perhaps … is the biggest worry of all students, so we chose the topic. RESEARCH ON THE DIFFICULTIES ON E-LEARNING OF GMA-INTERNATIONAL TRAINING INSTITUTIONS IN THE PERIOD OF COVID-19 & SOME SUGGESTED SOLUTIONS from this scientific research article can help you have a better view of online learning thereby using online learning more effectively. Here, we limit the students from the gma major of GMA International Training Institute of Vietnam Maritime University for easy access and research, to those accurate research papers.*

***Key words*** *– Covid 19, e-learning, online learning difficulties, network-based, communication.*

**1. Background**

In Vietnam, education has been noticed and promoted, president Ho Chi Minh said: “Foolishness is stupid, foolishness is mean; For not being foolish or humble, the payment of illiteracy is one of the most urgent and important tasks of the people of the new democracies”. 5 billion students and 63 million schools in the multi-world immediately changed from the traditional methods of training to using e-learning courses (Valverde - Berrocoso, Arroyo, Videla, & Morales –Cevallos, 2020). In response to the movement, the Vietnam Maritime University, especially the International Academic of Training, immediately embarked on applying e-learning to teaching as soon as the government announced social distancing.

In this study, our research subjects are the students of GMA61, class 11, International Training Institute, Maritime University because of limited access to students of other classes due to the Covid-19 epidemic. The study applies a mixed research method including qualitative and quantitative through 02 data collection tools, namely Interviews and a Survey Questionnaire for GMA students of Vietnam University of Science and Technology. This chapter presents the theoretical background of the study in which identity, identity negotiations, and narrative inquiry. In addition, there are student discussions about problems encountered in online learning. This chapter introduces the research design, including the research questions, research methods, data, and data analysis methods. This chapter discusses the findings of the data analyzed in chapter 4 in the light of theories discussed in Chapter 2. The program also presents thematic weaknesses and proposes future remedies.

**2. Description of the study area**

***Definition***

Chapter 2 reviews the extant literature and research that motivates and generates the research questions addressed in this thesis. Most of the terms (online learning, e-learning, open learning, web- learning, computer-mediated learning, for example, have in common the flexibility to use a computer or telephone connected to a network, which provides the likelihood to find out from anywhere, anytime with any means (Cojocariuet al. “Greenberg (1998) defined distance learning as “a planned teaching/learning experience that uses a variety of technologies to reach learners at a distance and is designed to encourage student interaction, study and certify learning” (page 36). Teaster and Blieszner (1999) argue that the term "distance learning” has been applied to many teaching methods, however, its difference is that the teacher and the learner are spatially separate and time” (page 741). Will teachers or learners be able to properly understand and effectively apply this learning method during the learning process? There are many different views and definitions of E-learning, Horton (2002) defines it as follows: “E-learning is a set of processes and technologies that can be embedded in an organizational system including activities, training classes, online help, performance support systems, knowledgeable management efforts in this area'' (Horton, 2002, p. Students can use these materials to teach themselves (Hassenburg, 2009 quoted in Tittasiri, 2003:68).

***Features of e-learning***

Mixed learning apparatuses enable you to oblige diverse adapting needs and inclinations. You can offer online students up-close and personal guidance combined with online, preparing assets to improve the advantages just as to give self-guided, web-based, preparing ways for the individuals who incline towards no concurrent online investigations. View e-Learning appraisal scores with the goal that you can suggest supplemental web-based preparing assets, and guarantee that they are getting the data they have to accomplish the ideal results. One of the LMS highlights eLearning organizations should search for is e-Commerce coordination, which enables you to market your eLearning courses. These reports enable you to follow changes, navigate rates, and deal with figures to improve your eLearning promoting procedure. Your new LMS enables you to redo eLearning layouts and has different advantages to pass on your image information. This guarantees coherence, cohesiveness, and validity. Ideally, with an implicit shopping basket choice, so online students can rapidly buy the substance or select an eLearning course with the snap of a catch. Your LMS ought to have a self-enlistment or auto-select element, where online students can join self-governing. Subsequently, you need a Learning Management System that can convey portable inviting substances immediately. For instance, the capacity to pick explicit online preparing ways and consequently convey culmination testaments to effective online students. You ought to likewise have the capacity to follow each component of your accreditation course, from individual student advancement to a general diagram of how many individuals have finished the eLearning course. For instance, include inscriptions and captions to suit online students who are hearing debilitated or sound portrayals for the individuals who are outwardly hindered.

***Advantages of e-learning***

Unlike the traditional chalk and board method of teaching, eLearning makes learning simpler, easier, and more effective. In terms of learning, students can study anywhere as long as there are enough devices to access and connect to the internet, or there are people who can study and participate in discussions during the day flexibly, at their location. According to research, in Australia specifically, Curtain University has used compressed video to reach students from a distance in Western Australia, to enhance classes on business research remote to connect with students in Singapore. Bollag and Overland also add that countries like China are also moving from "the elite to mass education" and that traditional universities cannot meet the needs (pg. E-learning also focuses on learners: Learners can easily find information as well as courses that match their knowledge level, personal interests, and what they need to know to learn more effectively. Betwixt believes that "all teaching and learning online can be seen as a panacea for the crisis".

***Problems of e-learning***

Higher education administrators argue that many of the decision-makers see online learning as second-probability, a "necessary but flawed form of education" (pg. (1992) described by Sherrit that off-campus faculty are "a dismayed group, aware of poor working conditions, isolation, personal and professional deprivation" (page. The potential cost-effectiveness of using online technology in distance education remains uncertain (Phelps, 1991, page 303). In quoting Ng,2000 by Atkinson (1983) noted that "a program is efficient but not cost-effective if the outputs produced do not contribute to the program's goals: meaning it can be effective in doing the wrong thing" (page. He argues that "human capital and switching costs are costs that can be easily underestimated (pg. (1992) at the University of Northern Colorado found that when the cost of the delivery of electronics is compared with the cost of the delivery of the instructor directly to the destination locations. The problem arises from the lack of training skills, the attitude of the instructors about the use of technology in addition to some problems related to the hardware. The best distance learning methods are when dependent on well-informed, creative instructors (Greenberg, 1998). Instructors should be trained to take advantage of all their experience and to adapt to the ever-changing environment of distance learning. Facilitators must be trained to "not only use technology but also change the way materials are organized and delivered" (Palloff & Pratt, 2000, p. They are the ones who play a large role in providing technology, but few people know that the technician's activities can affect the teaching process. Technicians can indirectly influence the learning environment by "orienting participants to technology, reducing participant anxiety" including instructors by advising instructors techniques (quoted in a study by Olenski et al. Olenski also argues that for technicians, the instructor is not fully oriented to the device and cannot use it on their own until the technician's help or until experienced practice. Technicians also noticed a difference in instructors, between those who were able to adjust their style to the technology and those who couldn't. From the technician's point of view, the people who can regulate technology are the superiors, the leaders of the school, or the superiors who conduct the classes. In another scenario, if a compressed video presentation had a problem, the entire class would have to stop immediately until the problem was resolved. The results were contrary to the procedure, when from 3 groups spread across different locations only 42% agreed that the device was working correctly. For technicians, not being able to keep the class going smoothly is disappointing and affects the views of teachers and students.

**3. Method**

***Research questions***

*What difficulties do ISE students face during online learning?*

This is a common difficulty for all students when they have to learn e-learning during the Covid-19 pandemic. Due to the impact of the Covid-19 epidemic, we have narrowed our reach to the relevant people who can be reached. They are students in the GMA industry, specifically the GMA11 class, who are attending the International Training Institute of Vietnam Maritime University. A total of 15 people participated in the survey, of which 5 people participated in face-to-face interviews.

***Data collection tools***

As the subject of the learning process, the transition from traditional learning to online learning presents students with the necessary changes to ensure that face-to-face activity is taking place as required. According to Elizabeth & Casey (2013), 'smartphones make learning more convenient, allowing students to learn anytime and anywhere''.

***Fig.1. Commonly used tools***

However, there are a small number of students who cannot study at home because they are in areas where the signal is weak, they cannot connect to the internet or 4g accounts for 40%, or there is too much noise around the house so they can't concentrate on studying (chart 2). However, not many people want this, some students complain, “Going out to study is very inconvenient, we are always affected by external influences such as talking, arguing, which distracts from the lesson.

***Fig.2. Place to study***

In addition, we had a direct survey with some friends in the GMA, the question we asked was "What do you think are the biggest difficulties and barriers in e-learning during the COVID-19 pandemic?" Therefore, the interaction and communication between lecturers and students are getting farther and farther, learners are no longer interested and superficial with the lesson, and teachers are also gradually discouraged.

**4. Conclusion**

Therefore, many GMA students believe that online learning is "just a one-way lecture", a lack of interaction between students and teachers, and a lack of interaction between students. First-year students often have a better view of online learning when they are not mentally prepared for the university environment, in contrast to freshmen, sophomores, and third-year students who have a negative view of e-learning.

Some students complain that they feel bored with online learning because ''The network signal is often faulty, sometimes the teacher's voice does not match the screen, causing uncomfortable feelings...'' Dawn Coder, director of academic advising and student disability services at the online Pennsylvania State University—World Campus says: “At the end of the day, look back on the day and checkmark off all of those items that you've completed.

What can be learned here is that "an important lesson for others may be to embrace e-learning technology before disaster strikes" (Todorova & Bjorn-Andersen, 2011). Students of Maritime University have been equipped with online learning websites and applications such as google meet the school, in addition, ISE students are also equipped with the Trans application so as not to be affected by the number of students.

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**STRATEGIES FOR IMPROVING GMA STUDENTS’**

**PRESENTATION SKILLS**

**Vũ Ngọc Tú, Nguyễn Thị Thanh Hiền – GMA61ĐH**

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***Abstract:***

*In this paper, we learn about the presentation skills of GMA students, giving the necessary skills when giving presentations through specific studies. The purpose of this study is to find out the difficulties in giving presentations by GMA students and ways to overcome them. Since the primary objective of the analysis is to assess the presentation skills of interest to ISE students , the quantitative method is used as a tool for gathering experimental data that can be represented numerically. Statistical analysis allows researchers to extract essential information from data research, use accurate analysis, and present results effectively, including attitudes and methodological perceptions. The study was carried out at Vietnam Maritime University in the second semester of the academic year 2020-2021. It was conducted at the Institute of International Training (ISE), Vietnam Maritime University. At the ISE Institute, students majoring in Global Study and Maritime Affair (GMA) are equipped with the knowledge and skills needed to work in Government and local agencies, non-profit organisations, international organizations and maritime enterprises.*

***Keywords*** *– Presentation, Skills, Strategies, Improve, Students*

**1. Introduction**

Presentation and presentation skills are becoming more and more important and indispensable for every student. Giving a presentation is really not an easy task because the presenter needs to be equipped with certain skills to be able to successfully present an issue. That job includes choosing a topic, making an outline, collecting documents, compiling content, presenting, concluding problems and answering questions from listeners. Besides, the presenter must overcome the fear of speaking in front of a crowd, presenting expressively, and attracting the audience. This study was conducted to give the theory of presentation to have a basic view and basis to perform the work of the presentation. The researchers hope to explore the factors influencing the presentation of Vietnamese Maritime students including human factors, presentation topics and other external factors. The study also includes some solutions through research results to help students improve their presentation skills.

**2. Methods**

***2.1. Methodological rationale***

Since the primary objective of the analysis is to assess the presentation skills of interest to ISE students , the quantitative method is used as a tool for gathering experimental data that can be represented numerically. Statistical analysis allows researchers to extract essential information from data research, use accurate analysis, and present results effectively, including attitudes and methodological perceptions.

***2.2. Research design***

The main objectives of the study were to assess students' knowledge and skills in presentation skills and to find methods that were of interest to ISE students. It is divided into two phases:

Stage 1: The researcher conducts a questionnaire survey of the School of International Education to collect data on students' knowledge of presentation skills and their presentation skills.

Stage 2: Researchers perform research after writing samples obtained in survey questionnaire thrown.

***2.3. Research settings***

The study was carried out at Vietnam Maritime University in the second semester of the academic year 2020-2021. It was conducted at the Institute of International Training (ISE), Vietnam Maritime University. At the ISE Institute, students majoring in Global Study and Maritime Affair (GMA).

***2.4. Data collection***

Participants aged from 18 to 23 are students from first to last year who are majoring in GMA under the Institute of International Training, Vietnam Maritime University.

Although the research team aimed to survey all 140 GMA students studying at the school, in reality we only approached the serious answer of 42 case (38 female, 4 male).

**3. Results**

In this chapter, we discuss the results of the Google Forms questionnaire. To achieve the best effect, the results are evaluated according to each question in the questionnaire. The figures show that student interest levels vary significantly from year to year. The highest percentage of students participating in the survey are second-year students with 86%. Most of the students have given 2 to 5 presentations about 57.1%. Just over a tenth of the students had never given a presentation, about 2.49%. The level of use of presentations is on a regular basis and there is absolutely no student who has never given a presentation in the subject. There are also some students who are very confident when giving presentations, but this is very little. Many students feel that they use Powerpoint software, and normally about 40.5% of students. Students know how to manage time and eye contact at a normal level. The majority of students find themselves speaking enough to listen, about 54,8%. Have 57.1% of students use images a lot when giving presentations. However, about 16.6% of students do not use images when presenting. About 69% of students use medium number of words in their presentations and 4.8% of students use a lot of words in their presentations. Students who occasionally use their phones during presentations is about 42.9%. However, about 21.4% of students often use cell phones or phones when giving presentations, which is very worrying. About 9.5% of students do not use computers or phones when giving presentations, but this is only in a small percentage of GMA students. Have 50% of students practice little. About 83.3% of students introduced an outline at the beginning of the presentation, which is really good news. However, there are still 16.7% of GMA students who have not done that in their presentations. There are 76.2% students using transition words between sections during presentations. However, still 23.8% of students sometimes use transition words between sections during presentations. Fortunately, there was no student who didn't use transition words in their presentation. Have about 52.4% of students speak at normal speed. 61.9% of students answered questions from the audience when presenting at a normal level. Sadly, none of the students answered well. But it's still good because no student didn't answer questions from the audience during the presentation. Have 61.9% of students have the ability to master the content of the presentation relatively firmly and 59.5% of students summarize the main idea after the presentation.Have 51.7% of students sometimes make pronunciation mistakes when giving presentations, 47.6% of students never make spelling mistakes in slides when presenting.Have about 73.8% of students find presentation skills very important, 14.3% of students feel presentation skills are quite important, and 11.9% of students feel important. Finally 95.2% students, 2.4% of students are in the process of improving their presentation skills. The remaining 2.4% of students feel normal with the desire to improve their presentation ability.

**4. Conclusion**

Presentation is an effective communication tool that plays a huge role in success of each individual. Learning presentation skills will help presenters learn how to speak in front of crowds, learn skills to apply in conversations, develop communication skills when participating in recruitment, have the opportunity to practice, gain experience and have more confidence.

Presentation skills are one of the important soft skills, a complete presentation can bring success to what we expect. Whoever you are, whatever you do, you will have to present a certain issue in front of other people. For good results, you have to go through the preparation phase and take many things into consideration.

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**A STUDY ON ISE STUDENT’S AUTONOMY IN LEARNING ENGLISH:**

**REALITY AND SOLUTIONS**

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**Instructor: MSc. Đỗ Thị Anh Thư**

***Abstract:***

*The research further explores the current state of self-study for non-English majors at ISE. This research focuses on self-study by non-English majors. The current study aims to discover the current state of non-English majors' self-study at ISE, as well as the difficulties and challenges they face, and to propose some changes to improve non-English majors' self-study skills at ISE. The researchers conducted this study with students from three different classes of non-English majors and teachers at Vietnam Maritime University. All data were gathered using questionnaires, interviews, and learner journals. The difficulties encountered by students in self-study were discovered after analyzing and discussing the survey results.  The results indicate that students actually do not reflect a high level of self-study. Based on these difficulties, we would propose some recommendations to improve the quality of the non-English majors’ self-study at VMU.*

***Keyword -*** *Self-study benefits; ISE students; Non-English majors; reflection;* *professional knowledge of the practice.*

**1. INTRODUCTION**

In the present era, the importance of English cannot be overstated because it is the most widely spoken language throughout the world. As a result, it has become a mandatory subject taught at universities/colleges in Vietnam, and students must meet the outcome standard. Especially now, as our country is rapidly integrating and developing, the demand for a highly qualified education sector has been the primary concern of our Party and Government, with teacher education receiving increased attention from both authorities and educators. Class-based learning is insufficient for adjusting these requirements. According to Uncle Ho, Vietnam's former president, self-study is the most important aspect of learning. Self-study is essential for students at any grade level, but especially for university students. In fact, students only have to attend class for about 5 hours on weekdays, so self-study is more important. Isaac Asimov, an American author and professor of biochemistry at Boston University, agreed that students can only learn something through self-study. The only task of the school is to facilitate self-study. If this process is not carried out, the school will lose the meaning of its existence.

With this in mind, Vietnam Maritime University strongly advises students to self-study in general, and English in particular. However, based on some informal interviews, the researchers in this study conclude that the majority of students have yet to apply the theory in practice. This is due to a variety of factors. For starters, many English learners are unaware of their own self-study. Most of them believe that self-study entails only completing all of the exercises assigned by the teacher. Others claim that they only learn when and what they want. Second, students have not yet achieved a balance between their academic work and participation in university activities such as singing, dancing, and so on. Some report feeling tired after activities, making it difficult to concentrate on learning. Furthermore, many of them lack effective self-study strategies. They expect to be given the best methods for self-study. For all of the aforementioned reasons, the researchers in the current study hope to investigate the current state of self-study among non-English speakers. The researchers hope that this study will aid in determining the challenges and difficulties that non-English at VMU face during the self-study process, as well as recommending some strategies to improve their self-study in particular and learning quality in general.

**2. METHODOLOGY**

In this study, researchers attempt to find out the answers to these questions:

1. What is the current situation of the non-English majors' self-study of ISE students?

2. What are the challenges of self-study that ISE students have to face up with?

3. What should be done to enhance the non-English majors' self-study skills of ISE students?

This section provided an overview of the course objectives, the subject of the study, the research questions, data collection instruments, and data analysis. To obtain more reliable and valid data, three different instruments were used in the research, including survey questionnaires, interviews, and learner journal methods. The significance of the study was presented by the researchers in the following section.

**3. RESULTS**

This section analyzes and discusses the selected data and lists the study's major findings. First, student questionnaire results were presented, including students' awareness of self-study, perceptions of their own behaviors, and difficulties with self-study. The results of teachers' influence on self-study and impediments to encouraging self-study are then presented. The results of the questionnaires were corroborated by the findings of interviews and learner journals.

***3.1: Results from students’ questionnaires***

Concerning what students should improve their attitudes and beliefs in self-study, data related to students’ perceptions was collected in nine statements. The highlighting students’ choices were shown in charts.

Scholars' maturity was relatively positive about the importance of tone of study and how to learn English. For example, 70 percent of respondents felt it was critical that they understand the significance of the literacy system. Some students still believed that learning success is dependent on extracurricular activities were less necessary and unnecessary.

***3.2: Results from learners’ journals***

Everything I learned in school was about tenses, verb conjugations, plural rules, complex grammar, and so on. Learning English has always been difficult for me. I grew tired of vocabulary, grammar rules, and English in general. I learned a lot of vocabulary from the show, and it was a memorable experience for me. I remember downloading a lot of English songs and listening to them every day back then. I discovered numerous websites where people from all over the world exchanged languages and cultures. First and foremost, I assumed that the only reason people learned English was to communicate with one another. It wasn`t until I immersed myself in the language that I realized it was the best way to create a strong bond between myself and the infinite knowledge of the world.

And, thanks to English, I now know a lot more about the world around me.

***3.3: Results from face-to-face interviews***

According to the results of the questionnaires, 90 percent of respondents stated that the most important goals for learning English are "knowing how to learn," "understanding why they need to self-study English," and "realizing that knowledge is something that needs to be discovered. " Similarly, 5 of the 6 interviewed students were aware of the necessity and benefits of self-study in their university studies. S1 stated, "When I was in high school, all I had to do was follow my teacher's requirements. " She had to be responsible for each and every student in the class.

Albert Einstein once said, "Genius is one percent talent and ninety-nine percent hard work. " As a result, if students rely solely on what teachers provide in class and do not seek out additional books or sources to study, they will be unable to use English effectively. Teachers and parents no longer forced or pushed students. These challenges require students to develop an independent attitude as well as self-study skills. "When I was a high school student, my parent always asked me to study a lot, so my final result was always good," S6 says.

**4. CONCLUSION**

Self-study is a valuable approach and tool that can be used to prepare teacher educators for a variety of purposes. Through self-study, teacher educators can better capture, unpack, and depict the subtleties of teaching, leading to a deeper understanding of both practice and students' learning processes. It takes courage for teacher educators to be open, willing to examine their pedagogical thinking, actions, and practice, and vulnerable. Because interactivity is an important methodological aspect of self-study, being open to other people's points of view, perspectives, and critical remarks from colleagues and students is essential. Being responsive also means being willing to try, test, and experiment with new tasks, activities, and actions.

It is critical for teacher educators who engage in self-study to be willing to examine their pedagogical thinking and actions. When teacher educators are willing to do this, there is an inherent desire and goal to change and improve their practice. Perceived challenges in teaching situations can serve as a starting point for examining one's thinking, actions, and practice. Teacher educators can shift from being knowledge consumers to knowledge producers by examining their practice and seeking new approaches and understandings related to challenges. When teacher educators perceive themselves as knowledge producers, it influences their self-confidence, identity development, and the progression of a personal pedagogy of teacher education.

Finally, it is critical to have the courage to be vulnerable when teacher educators frame their research as a self-study, they approach the field with a different, more personal approach. They enter the field with themselves and about themselves. It requires them to put themselves, their assumptions, their preconceptions, their beliefs, and their ideologies of teaching under scrutiny. How one teaches is a product of who one is and what one considers to be one’s own beliefs and truths related to teaching (Austin & Senese). An important influence of self-study is that it is a research approach that facilitates finding out who you are as a teacher educator and to dig a little into your own beliefs and truths to acquire a better understanding of the practice and reconstruct your beliefs, which in turn can lead to improvements in teaching practice and the strengthening of teacher education.

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**DOES THE LOGISTICS INFRASTRUCTURE SUPPORT**

**VIETNAM’S EXPORTS?**

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***Abstract:***

*In this paper, we apply the Gravity Model and modern estimation techniques such as Fixed effects, Random effets and Hausman-Taylor with the robust check of the Poisson Pseudo Maximum Likelihood (PPML) technique. With the current globalization trend, logistics has gradually become an inseparable thing in the trading process in almost every country all around the world. Not an exception, in Vietnam-a country located at the lifeline of the regional economy where there are strong and dynamic developing economies, the logistics industry accounts for approximately 25% of GDP and plays a vital role in the country's exports. Especially, in September 2020, the volume of goods through the seaport was estimated at nearly 57.7 million tons, up 3% over the same period last year. Perceiving this strength, the logistics industry in general and the infrastructure of Vietnam's logistics in particular have been remarkably focused and developed in recent years. This leads us to the question, does the logistics infrastructure support Vietnam’s exports?*

***Key words –*** *Gravity Model, Logistics, LPI, Vietnam’s Export, International Trade.*

**1. Background**

The term logistics derives from the ancient conflicts of the Greek and Roman empires. Warriors with the title "Logistikas" were responsible at the time with providing and distributing weapons and requirements, as well as ensuring that soldiers could march safely from headquarters to another site. This "logistics" labor is critical to the war's end, when both sides figure out how to preserve their own supplies while destroying the other's. This activity subsequently evolved into a system known as logistics management. During World War II, the importance of "logistics" was reinforced.

A logistics service provider, also known as a third-party logistics (3PL) provider, is a company that specializes in offering services to help manage the supply chain including warehouse management, order fulfillment, and shipping orders.

The World Bank designed the Logistics Performance Index (LPI) as an interactive benchmarking tool to help nations identify the issues and opportunities they face in trade logistics, as well as what they can do to improve their performance. The LPI's findings have been cited in several policy studies and documents produced by international organizations, and the index's conclusions serve as a global general standard for the logistics industry and its consumers.

The International Logistics Performance Index (ILPI) gives qualitative assessments of a country in six areas by its trading partners—logistics professionals based outside the country. Standard statistical procedures are used to combine the data into a single indication that can be compared across countries.

**2. Description of study area**

Vietnam's economy has undergone significant changes in recent years, despite the fact that the world's economic and political situation remains complex, and major economies' growth has been uneven. In this context, Vietnam has gradually implemented a multilateralization and diversification foreign policy, capitalizing on the opportunities for trade cooperation, investment, integration, technology transfer, and economic development.

According to Lauri OJALA & Dilay Celebi (2015), LPI plays an important role in boosting commerce. The LPI is a valuable measure of a host country's trade logistics performance as well as a benchmark when deciding where to locate various sorts of operations. One of the key reasons for this is that countries tend to focus on their ranking rather than improvements in the LPI's actual indicator values. Countries are starting on substantial programs in a number of areas to improve their LPI standing in order to raise their attractiveness. In order to translate indicator values into appropriate action and link them to past and future development, a clear relationship between performance indicators and transportation policy objectives must be established.

**3. Methods**

***3.1 Data preparation***

For data sources, the authors use a panel data set of 19 most important trade partners of Vietnam including Australia, Belgium, Brazil, Canada, China, France, Germany, Hong Kong, India, Japan, Malaysia, Netherlands, Philippines, Russia, Singapore, Korea, Thailand, UK, and the USA from 2005 to 2018. Those 19 trade partners account for about 80% of the total exports and imports of Vietnam recently. Data is collected from many reliable sources such as the General Statistics Office of Vietnam (GSO), WTO Center, the World Bank (WB) and the World Trade Organization (WTO). If trade or FDI partner j at year t does not have data on FDI, exports, imports to/with Vietnam, the authors will add 1 USD to the dataset to address “zero trade” or “Zero FDI”. The next section will present the estimation results and discussion.

***3.2 Gravity Model***

The gravity model in international economics, similar to other gravity models in social science, can be employed to predict bilateral trade flows based on the sizes of the economy (often using the Gross Domestic Product (GDP) measurements, GDP per capita, Gross National Product (GNP), and GNP per capita), and the distance between two trade partners. The model was first used by Tinbergen in 1962. It was given the name “gravity model” for its analogy with the Newton Law of universal gravitation which also takes into consideration the distance and physical size between two objects. The basic theoretical model for trade flows between two countries i and j takes the following formula:

Fij = G(MiMj)/Dij (1)

In which:

• Fij is the bilateral trade flow between country i and country j

• Mi is the economic mass of country i (often using GDP, GNP measurements)

• Mj is the economic mass of country j (often using GDP, GNP measurements)

• Dij is the distance between country i and country j, and

• G is a constant.

In this paper, we construct two gravity models for exports as below:

LnEXPjt = β20 + β21LnDISVNj + β22LnGDPVNt + β23LnGDPjt + β24LnFDIjt + β25LnIMPjt + β26LnEXRUSD/VNDt + β27Ln(insVNt\*insjt) + β28LnLPIvnt + γ21BothinWTOVNjt + γ22ACFTA + γ23AEC + γ24AIFTA + γ25AKFTA + γ26AJCEP + γ27USBTA + γ28AANZFTA + γ29VKORFTA + γ210JVCEP + γ211EAEU + γ212BORVNj + γ213CRISIS2008 + ε2VNj (2)

In which:

• EXPjt is the export value of Vietnam to country j at year t (USD).

• DISVNj is the distance between Vietnam and country j (km) - taken from the CEPII.

• GDPVNt is the nominal GDP of Vietnam at year t (USD).

• GDPjt is the nominal GDP of country j at year t (USD).

• FDIjt is the approved FDI capital at year t of country j in Vietnam (USD).

• EXRUSD/VNDt is the average exchange rate between USD and VND at year t.

• Regarding the exchange rate, theoretically, if EXRUSD/VND increases, the VND has devaluation, will stimulate exports, decrease imports of Vietnam and vice versa.

• insVNt is a measure of the effectiveness of the Vietnamese government at year t (Government effectiveness) provided by the World Bank with a value ranging from 0 to 100. A higher value indicates high government efficiency and vice versa.

• insjt is a measure of the effectiveness of the partner government j at year t.

• insVNt\*insjt reflects the quality of institutional interaction between Vietnam and partner j at year t. If insVNt\*insjt is higher, it proves that Vietnam and partner have higher institutional quality. This will promote exports and imports of Vietnam to/from partner j and vice versa.

• BothinWTOVNjt is a binary dummy variable which is 1 if Vietnam and country j are WTO members at year t and otherwise is 0.

• ACFTA is a binary dummy variable which is 1 if Vietnam and country j are members of the ASEAN-China Free Trade Area at year t and otherwise is 0.

• AEC is a binary dummy variable which is 1 if Vietnam and country j are members of the ASEAN Economic Community at year t and vice versa.

• AIFTA is a binary dummy variable which is 1 if Vietnam and country j are members of the ASEAN-India Free Trade Agreement at year t and otherwise is 0.

• AKFTA is a binary dummy variable which is 1 if Vietnam and country j are members of the ASEAN-Korea Free Trade Agreement at year t and otherwise is 0.

• AJCEP is a binary dummy variable which is 1 if Vietnam and country j are members of the ASEAN-Japan Comprehensive Economic Partnership Agreement at year t and otherwise is 0.

• USBTA is a binary dummy variable which is 1 after the years Vietnam and the United States signed a bilateral trade agreement (BTA) and vice versa is zero for the years before that.

• AANZFTA is a binary dummy variable which is 1 if Vietnam and country j are members of the ASEAN-Australia-New Zealand Free Trade Agreement at year t and otherwise is 0.

• VKORFTA is a binary dummy variable which is 1 after Vietnam and Korea signed the Vietnam-Korea Free Trade Agreement and zero for the previous years.

• JVCEP is a binary dummy variable which is 1 after Vietnam and Japan signed the Japan-Vietnam Comprehensive Economic Partnership Agreement and zero for the previous years.

• EAEU is a binary dummy variable which is 1 if Vietnam and country j are members of the Eurasian Economic Union at year t and otherwise is 0.

• BORVNj is a binary dummy variable which is 1 if Vietnam and country j share a border and otherwise is 0.

• CRISIS2008 is a binary dummy variable which is 1 if country j is affected by the 2008 crisis and vice versa is 0. As we know the Global crisis 2008 affects most countries in the world. In this study, the variable CRISIS2008 has a value of 1 in the period from 2008 to 2012 and zero in the remaining years.

• LPIvnt (Logistics Performance Index): Logistics Performance Index provided by the World Bank (WB). This variable reflects the quality and performance of Vietnam’s logistics operations at year t. This is one of the most important variables of these models. Because it examines how the improvement of logistics performance contributes to Vietnam’s exports.

• ε2VNj, ε3VNj are random errors/white noise where E(ε2VNj) = 0 and E(ε3VNj) = 0 and their variances are constant.

All quantitative variables will use the natural logarithm form (Ln) except for binary dummy variables in the models to make them smoothly.

**4. Results and discussion**

We make an analysis of the estimation results of the LnEXPjt model shown in Table 1 above. The coefficients of the LnGDPVNt, LnFDIjt, Ln(insVNt\*insjt), AKFTA, AJCEP, VKORFTA, EAEU, BORVNj variables are not statistically significant, so we can conclude that those factors have not effected to exports of Vietnam. The growth of GDPjt, the increase of Vietnam’s imports, the increase of EXRUSD/VNDt, joining the WTO, ACFTA, AIFTA, USBTA and the better logistics performance have promoted Vietnam’s exports. The Distance, joining the AEC, AANZFTA, JVCEP and CRISIS2008 are factors that decreased Vietnam’s exports.

Overall, from the estimated results and analysis above we can conclude that the significant improvement in logistics capacity and performance of Vietnam is a factor that has helped increasing exports of Vietnam to/from trade partners recently. This is completely in line with the author’s expectations and predictions.

Infrastructure is an integral part of any country’s logistics development along with other factors such as business environment, institutions, human resources, technology and training. Logistics performance provides a general picture of customs procedures, logistics costs and the quality of the infrastructure necessary for overland and maritime transport. Logistics performance became an important variable to take into account when the analyses concern international trade. In Vietnam, a developing country, logistics infrastructure, including transport and warehousing infrastructure as well as sea ports system, has been improved recently. By employing the gravity model and Random Effects estimation technique, the authors find that the improvement of the logistics performance of Vietnam is one of the most important factors that promotes the country’s international trade recently.

This implies that the improvement of logistics performance will contribute for the trade expansion of a developing country. In the coming times, Vietnam should continue to perfect logistics infrastructure by focusing on building sea ports, express ways, international airports as well as rail way systems. Besides that, training a good labor force for logistics industry is also important for promoting the country’s international trade in the coming years.

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**ISE STUDENTS’ VIEWS OF DIFFICULTIES IN ONLINE EXAMS**

**DURING THE COVID-19 PANDEMIC**

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***Abstract:***

*Faculty members are already preparing to switch to online teaching and testing platforms. As a result, online education apps have begun to spread fast over the world. The purpose of this study was to look at the perspectives of undergraduate ISE's students on online assessments in this environment. This study used a convenience sample strategy to pick up 39 undergraduate ISE’s students’ views, and data was analyzed using content analysis.*

*The study's findings revealed that the majority of students faced technical issues, such as lost Internet connections and unexpected logouts. Furthermore, they faced a variety of issues, including a lack of motivation for online exams, a lack of time, and insufficient feedback.*

***Key words*** *- technical issues, structure of exam, personal problems, ISE students, difficulties in online exam.*

**1. Introduction**

ISE students have greater access to resources and are better able to use online technology.  Student and teacher engagement, communication, educational paradigms, learning processes, and evaluation procedures are fundamentally altering as courses move from the traditional classroom to the online environment. This diversity allows students to learn in ways that would be impossible to achieve with typical classroom materials. Assessment is one of these issues, since it represents education, methods.  
 Despite the widespread adoption and usage of online education technology, online assessment techniques have yet to be used in a targeted manner. As the globe has become smaller, the epidemic has had an impact on education in Vietnam, and online education has begun. However, some issues arose as a result of the abrupt switch to online education and students' lack of readiness for the online evaluation system. In this context, the goal of this research is to figure out what concerns undergraduate students have with online tests.

**2. Methods**

***2.1. Methodological rationale***

Since the main purpose of the analysis is to assess the difficulties of online testing by ISE students, especially ISE students, a both qualitative and quantitative approach is used as a tool to obtain empirical data that can be presented in numerical format. Statistical analysis allows researchers to derive important information from examining data, use the correct analysis, and effectively present results such as ISE students' attitudes toward online testing and decisions about using the correct method. Since the main force of quantitative research is to provide descriptive data, it provides authors with the opportunity to take snapshots of a wide range of populations. The donminant force of qualitative research provides the collecting of data by making a survey questionaire which focus on ISE students.

***2.2. Research design***

***2.2.1. Aims and designs***

Main objectives of the research, as described in the first part of the Literature Review, are to evaluate the attitudes of students toward online assessment and to find the difficulties that ISE students are facing. The review was split into two phases:

• Phase 1: The researcher administered the ISE student questionnaire survey in order to collect data on students' attitudes towards and difficulties that ISE students are facing.

• Phase 2: The researchers performed the study after writing samples were obtained during the thrown out survey questionnaire.

***2.2.2. Research settings***

The study was being conducted at the International School of Education (ISE) - VIMARU during the first year of the 2020-2021 school year. The participants were ISE students who took online exam, for Covid-19 pandemic out-break. ISE students had to take the exams online, because taking the exam directly at school would lead to health hazards for students. In addition, ISE students all wanted to graduate on time to avoid losing knowledge and missing job opportunities.

***2.3. Data collection***

***2.2.1. Description of the survey questionnaire***

To survey ISE students, we used the online survey tool - Google form, to provide an overall image of the ISE students' view of difficulties in online exam during Covid 19 pandemic. The survey was structured in a brief and user-friendly manner, consisting kind of online assessments, the emotional of students with their exams, the common difficulties in their online exams, duration and exam security. The questions also introduced common real life situations, based on their own experiences and perspectives, students could experience and determine the difficulties of online assessment.

***2.4. Data analysis***

***2.4.1. The survey questionnaire***

The information was encrypted for verification after the data had been collected. It displayed the number and percentage of quantitative data that was analyzed by the Microsoft Excel software program and displayed in tables and figures to encourage reading of the results and facilitate data analysis. Finally, the author built an interpretation from these numbers.

**3. Results and discussion**

**3.1. Phase 1: Conducting the questionnaire survey**

***3.1.1. Attitudes of students towards the online test***

We have 15.4 percent of students stated that they felt very satisfied with online test, while more than 33 percent of respondents considered this ability to be satisfied and there were more than 51 percent of students feeling a little satisfied.

***3.1.2. Kinds of online test that ISE students take***

There were 36.8% of ISE students taking writing test while there were more than 52.6 percent of ISE students taking speaking test. In terms of both writing and speaking test, there was a little relevant by 5.3% of students. Finally, the percentage of students taking multiple choice tests was at 2.6%.

**3.2. Phase 2: Analyzing common difficulties in online exam**

***3.2.1. Difficulties in technical issues***

According to our survey results, most ISE students had difficulty in internet connection with 62.2%. The percentage of having difficulty in viewing question and being unable/slow to download/upload paper remained at 12.2% and 18.4%, respectively. Some other students had problem at missing question (2.6%) and 2.6% of students met all the difficulties above.

***3.2.2. Difficulties in structure of exam***

a. Features of questions

Based on the chart, we can see that the majority of ISE students confirmed that online exam questions were more difficult than classical exam, accounting for 51.4%. This shows that when students study online, they cannot acquire the knowledge so they feel that the online exam questions seem to be too difficult and the result of the exam is not good. The next difficulties that ISE students faced with were questions from same topic and questions not compatible with course content, with 27% and 18.9% respectively.

b. Duration

There were a large number of students choosing that they did not have enough time to respond the questions (71.1%). This might be related to internet problems which could cause some delay while taking the exam. The difficulty in viewing question in sufficient time was chosen by 7.9% of ISE students and the percentage of ISE students who chose inadequate time due to slow operation of system was only 1.4%.

c. Communication

A major of students found it hard to convey the problem experienced from the exam to the instructors since they studied at home (57.9%). Some students stated that they had difficulty in face-to-face interaction while doing online exam with 39.5%. Finally, only 2.6% of students felt hard to announce problems to instructors on time.

d. Exam security

More than half of the ISE students stated that it was likely to cheat in online exam (52.6%). This was obvious because the exam was taken online, so the students could easily get help from other devices like smartphone or tablet. Furthermore, some students had their notebooks or books open and had someone help them during the exam with the same percentage of 21.1% for both of the difficulties. A smaller number of students met no problem and for them, the security of the exam was good with no cheating (2.6%).

***3.2.2. Personal problems***

The chart illustrates the results of personal issues of the students while taking online exam. Some students found it hard to remain calm because of technical problems during exam (42.6%). Other students stated that staying focused or having the stress of being observed during the exams through camera were the problems which they were facing. Lastly, there was a small percentage of students getting scared of online exams because they were unlike the classical tests which they were much familiar (5.1%).

**4. Conclusions**

***4.1. Main findings***

In the online test, the majority of students feel only slightly satisfied with the exam, the rest are satisfied and very satisfied with the online test. Fortunately, none of the students in the survey were unhappy with the online exam. This shows that online testing plays an extremely important role in the assessment of students when they are unable to attend school.

***4.2. Limitations of the study***

This study is limited to the views of undergraduate students studying at university in 2020-2021 academic year in ISE. Since this study was conducted based on views of 39 undergraduate students, obtained results are limited only to views of these participants. The study has no aim to reach generalization.

***4.3. Suggestions for further research***

Students may get a lot more out of online education than they do through textbooks and classroom instruction. Despite the fact that many instructors successfully employ online education and internet technology, some favor traditional exam methods for evaluation. The findings of this survey revealed that ISE students struggled with online exams. Alternative evaluation techniques, for example, can be used in online education such as discussion groups, electronic portfolios, self-assessment examinations, and writing assignments. Furthermore, future research might compare the studies and outcomes acquired for online education throughout the pandemic time on a country-by-country basis. Researchers may also focus on finding proper ways to deal with problems in online exams.

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**COVID-19 PANDEMIC AND LESSONS FOR**

**VIETNAM’S LOGISTICS INDUSTRY**

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***Abstract:***

*In this paper, we apply trend analysis and descriptive analysis with the data offered by VLA and other trusted sources. The outbreak of COVID-19 pandemic has been reported as an exceptional case that is having a pernicious effect globally because of the suspension of almost all the manufacturing and logistics activities. The focus of this paper is to research and investigate the impact of COVID-19 circumstances on logistics industry operations and systems, especially in the case of public distribution networks. The research found that the effect of Covid-19 on road and air freight is statistically negative and significant, rail and sea freight did not witness the heavy impact of the epidemic, even sea freight increased profits.*

***Key words:*** *COVID-19 pandemic, Logistics activities, global effects, distribution networks, VLA.*

**1. INTRODUCTION**

***1.1. Reasons for choosing this topic***

This topic was chosen in the context of the world economy in general and Vietnam economy in particular are being heavily affected by the COVI-19 pandemic. The Covid-19 pandemic has had an impact in all aspects from medicine, traffic, tourism, education, commerce...In terms of trade, Vietnam is affected not only in direct trade relations with China but also in third markets, from export, import, border trade to domestic trade. , industrial production, supply chain management. This not only affects the economy of the country but also hinders the development of small and medium enterprises in the logistics industry, moreover, job opportunities are significantly reduced. As to untie the knots for the Vietnamese economy, We hope this research paper will give the appropriate reasons, explain and find solutions for the economy in general and the logistics industry in particular throughout Vietnam, from that opens suggestions on directions, positive solutions for the Logistics industry.

***1.2. Purposes of the study***

Firstly, analyze the current situation of the logistics industry in Vietnam in the context of Covid-19.

Second, compare the business performance of the logistics industry in Vietnam before and after the context of Covid-19.

Third, point out the impacts of Covid-19 to the Logistics industry and provide certain solutions for each stage related to Logistics activities.

***1.3. Object and scope of research***

Object: taking as a benchmark is enterprises operating in the field of Logistics in Vietnam

Scope of research:

Limited in space: nationwide

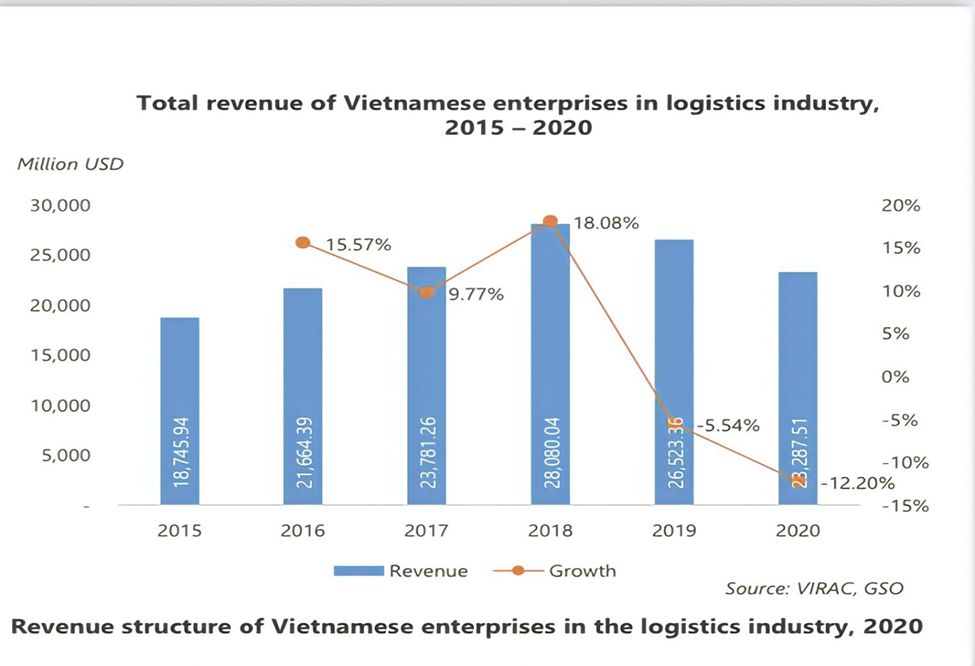
Limited in time: from May 12, 2019 until now

***1.4. Methodologies***

This research topic is synthesized based on methods: data collection method, quantitative research method, analytical and synthesis method.

**2. DATA ANALYSIS**

After collecting information from secondary data sources: World Bank, and some other studies, the results show that Vietnam demonstrates a significant improvement in its Logistics Performance Index (LPI). It ranked 39 out of the 160 countries, rising 25 places above its position in 2016. Data from the Ministry of Industry and Trade showed that Vietnam's logistics sector grew by over 12 percent in 2018. The Vietnamese freight and logistics market was valued at USD 61.83 billion in 2019. In 2020, the revenue of Vietnam's logistics industry is estimated at 23.29 billion USD, down 12.2% compared to 2019 due to the impact of the Covid-19 pandemic, causing a sharp decrease in the demand for transportation services. In which, the airfreight recorded the strongest decrease in both transport and rotation volume. Because many factories had to suspend operations, the number of goods that needed to be moved was reduced, leading to a decrease in the transportation and delivery of goods in the supply chain, greatly affecting the operation of transportation service businesses.



Profit before tax of Vietnam's logistics industry had a positive growth rate in the period 2015 - 2018. But in 2019 and 2020, the profit of the industry decreased sharply, even reaching negative levels due to the negative impact of Covid-19.

**3. RESULTS**

***3.1. Enterprise***

In Vietnam, the revenue of enterprises in this industry decreased by 10% - 30% on average compared to the same period in 2019. Because many factories had to suspend operations, the amount of goods that needed to be circulated decreased, leading to the transportation and delivery of goods in the supply chain also decreased, greatly affecting the activities of companies dealing in warehousing, bonded warehouses, transportation and customs services. In addition, many businesses also have a significant reduction in revenue from services for goods exported and imported from countries with epidemics such as China, Korea, Japan, and Singapore.

The Vietnam Logistics Business Association (VLA) said that a recent survey on the difficulties and damages that businesses are facing due to the impact of the Covid-19 epidemic showed that the average revenue decreased by 10% - 30 % compared to the same period in 2019. Of which, about 15% of enterprises had a 50% decrease in revenue compared to 2019 and more than 50% of enterprises reduced the number of domestic and international logistics services from 10% to 30% compared with the same period last year.

***3.2. Infrastructure***

Logistics activities such as transportation decreased due to hindered customs clearance services, warehousing services, and freight were also severely affected. Some other problems arise such as some Chinese customers having financial difficulties leading to inability to repay their debts to shippers and Vietnamese suppliers, leading to slow payment by goods owners to logistics enterprises.

***3.2.1. Road freight***

Freight transport by road in Vietnam is the most popular form of transportation. The volume of road transport across the border decreased sharply, and drivers had to be isolated to ensure safety. Domestic transport faces many difficulties due to social distancing as directed by the Prime Minister.

Moreover, it is difficult for border routes to find transport suppliers, reducing the volume of goods, leading to a decrease in the demand for road transport. According to statistics, in the first 9 months of 2020, freight transport road goods reached 936.9 million tons, down 7.4% over the same period last year; Road freight traffic reached 65.2 billion tons.km, down 14.2%. There are about 50-60% of trucking enterprises reducing their operations and revenue during the peak of the epidemic. (Ministry of Industry and Trade, 2020)

***3.2.2. Rail freight***

The COVID-19 epidemic has had a strong impact on the rail transport service industry due to a deep reduction in passenger and freight traffic. Regarding warehouses, most of the general warehouses have deteriorated, there is no standard warehouse to store and preserve fresh items and high-value goods. The whole Vietnam railway system has only four stations with cargo yards and equipment for handling and storing containers.

However, railway logistics service has new activities in international intermodal transport, contributing to the success of the trade industry against the COVID-19 epidemic in effectively transporting goods with China. While road transport is being piled up at the border gate due to tight quarantine, cost and time are increased. Cargo ships can clear customs very quickly, because the epidemic prevention and quarantine work for drivers and accompanying personnel is much simpler than on the road, the risk of infection is lower.

***3.2.3. Sea freight***

For sea freight, routes are mainly from China, Korea, Japan, shipping lines such as ONE, HMM and some other shipping lines have reduced ships connecting all routes, affecting the delivery schedule. and service quality. Most of the goods imported on the routes to Vietnam dropped sharply, and some other markets were subjected to strict quarantine. Operating procedures from the Asian market and some other regions are slower than usual. Difficulties for the shipping and port industries in the first half of 2020 are not only due to a decrease in trade volume but also due to a shortage of workers and the inability to change crews as usual, due to restrictions and regulations. quarantine for importers in other countries.

However, compared to other types of transport services, shipping services are less affected by the COVID-19 epidemic and achieved certain growth. High sea freight rates and a sharp increase in the volume of import and export goods cause the profits of many logistics companies dealing in shipping services to increase dramatically in 2021, but at the same time cause difficulties and cost burdens. very large for businesses that import and export goods. Besides, the strong growth of cargo volume through seaports also helps port operators achieve positive profits despite difficulties caused by the Covid-19 epidemic (Ministry of Industry and Trade, 2021).

***3.2.4. Air freight***

When the COVID-19 pandemic broke out, the world economy suffered great damage, but the first industry that suffered the most was the air transport industry, including the Vietnamese air transport industry. Male. In September 2020, air freight only reached 17.6 thousand tons, down 12% compared to August 2020 and 56.2% compared to September 2019. 9 months of 2020 reached 196.6 thousand tons, down 39.4% over the same period in 2019; goods turnover reached 2.6 billion tons.km, down 54.2% over the same period in 2019 (Ministry of Industry and Trade, 2020).

***3.3. Delivery service***

Logistics activities such as transportation decreased due to hindered customs clearance services, warehousing services, and freight were also severely affected. China's border gates are often overloaded, now due to the impact of the epidemic, traffic has arisen, the import and export at the border gates has become more complicated and time consuming. Since then, it leads to the situation of perishable goods with reduced quality, so they are often refused to transport, affecting the delivery schedule.

Most of the goods imported on routes to Vietnam dropped sharply, some other markets were subject to strict quarantine. Operating procedures from the Asian market and some other regions are slower than usual.

**4. RECOMMENDATIONS**

*For government:*

For the most part, governments have responded to the crisis by designating ports, shipping, and trucking services as essential-and thereby exempt from lockdown measures. Although many airports around the world are closed to passenger flights, most are still open to cargo, which can be essential to the COVID-19 response (for example, to transport medical supplies).

- The government needs to add rules for safe transport, giving priority to vaccination subjects who are drivers, staff at ports, warehouses, yards and customs.

- Consider boosting public investment for the entire economy, and in particular, investing in infrastructure and equipment for the Customs sector, minimizing manual manipulation. Capacity building for airport clusters, seaports and transshipment yards at border gates.

- Reviewing taxes and fees, taking measures to reduce transportation costs such as reducing BOT prices, tolls, parking fees, vehicle storage fees, taxes on jet fuel, etc.

- Increase the speed and time to issue specialized permits, reduce the time of customs clearance and inspection at the port to release goods to avoid storage fees.

*For company:*

While Vietnam remains exposed to COVID-19, its economy remains resilient as per the World Bank. In its report the exports expanded by 8 percent in the first 2 months of 2020, while FDI inflows amounted to US$2.5 billion. From a logistics perspective, Vietnamese seafood export enterprises are facing "5I". It's increased rates;

purchase costs increase;

warehousing costs increase;

sea shipping time increased;

“booking” to deliver goods is being delayed increases (order processing cost);

Therefore, the businesses do to keep their supply chain resilient.

- Provide anti-epidemic masks for all employees of the company, especially the voucher staff working directly at the warehouses and outside the airport, strengthening disinfection and sterilization throughout the operation stages.

- Controlling prices, not raising prices too high, cutting unnecessary costs, ensuring the most suitable freight balance for customers.

- Applying 4.0 technology, restructuring the logistics development mechanism synchronously, such as forming leading logistics service enterprises, applying new technologies in logistics, and perfecting support policies; logistics service development support, etc.

- Regularly apply the FIFO or LIFO method to warehousing Because during the pandemic and after the pandemic, essential goods always need to be guaranteed for quality such as vaccines, medicines, food, FMCG,...

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**A STUDY ON THE ROLE OF VOCABULARY IN DEVELOPING THE SPEAKING SKILL OF K61- GMA STUDENTS AT THE ISE**

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***Abstract:***

*ISE's K61 GMA understudy at VMU is presently disliking jargon in English talking. The significance of English jargon has been perceived in Vietnam and is profoundly valued. While learning at ISE, there are as yet numerous issues that understudies face, particularly in the talking course. This study means to confirm the issues of jargon information they are confronting and the primary drivers of their low talking accomplishment to track down potential answers for them. Additionally, the climate isn't steady of their learning way.*

***Key words:*** *importance, acknowledgment jargon, talking ability, find all potential strategies, invest more energy*

**1. INTRODUCTION**

***1.1. Rationale***

Jargon learning is a fundamental piece of unknown dialect learning in light of the fact that the importance of new words is frequently underscored, whether in books or in the homeroom. It is additionally vital to the language guidance and is critical to language students. In the homeroom, the understudies gain ownership of the most over the top total jargon. Specialists like Laufer and Nation , Maximo , Read , Gu , Marion and Nation and others have perceived that jargon procurement is fundamental for fruitful second language use and assumes a significant part in the development of complete spoken and composed texts.

***1.2. Aim of the review***

The review is done to recognize the issues connected with jargon viewpoints looked by GMA-K61 understudies in talking class and figure out the primary drivers of the understudies' inadequacy in communicated in language. The data and information gathered in the review will be examined and jargon learning techniques will be worked for the understudies.

***1.3. Research inquiries***

To achieve the above focuses, we proposed the going with investigation ice breaker:

How huge is language for the talking ability headway of GMA-K61 students?

To address this request, we ought to answer the going with sub-questions:

1. What are the essential drivers of GMA-K61 students' lower achievement in talking execution?

2. How can GMA-K61 students encourage their communicated execution through language strategies?

***1.4. Scope of the review***

The survey is limited to a focus on the meaning of language in the improvement of GMA K61-ISE students' talking mastery through analyzing the students' responses to the outline survey on the meaning of language, the language - related issues looked by the students in the talking class, the essential drivers of students' uncouthness in conveyed in pieces of the language learning and the thoughts which could help students with additional fostering their language getting, supporting their talking execution.

**LITERATURE REVIEW**

**Definition of vocabulary**

Jargon “alludes to every one of the words in a language, the whole jargon of a language”. It is likewise called standard successions , they are fundamental to English jargon learning and hence worth instructors' consideration as they show jargon. Jargon tends to single lexical things — words with explicit meaning — however it likewise incorporates lexical expressions or lumps.

From the above definitions, it very well may be reasoned that jargon is the absolute number of words expected to convey thoughts and express the importance of the speaker. That is the reason learning jargon is so significant.

**The importance of vocabulary**

Jargon is fundamental to English language instructing on the grounds that without adequate jargon understudies can't grasp others or express their own thoughts. “… while without sentence structure very little can be conveyed, without jargon nothing can be conveyed” . As per Krashen “in the event that students don't comprehend an enormous piece of the jargon in the language they are perusing or paying attention to, the language can't be perceived and in this manner can't be valuable for obtaining”. As Schmitt noted, “students haul around word references and not language structure books”, showing jargon assists understudies with understanding and in English. Evidently, jargon is one of the most - if not the most significant - parts in learning an unknown dialect.

**Aspects of Vocabulary Knowledge**

The idea of a word can be characterized in different ways, yet three huge perspectives educators should know about and center around are structure, significance, and use. Country expressed that importance envelops the way that structure and significance cooperate, all in all, the idea and what things it alludes to, and the affiliations that ring a bell when individuals contemplate a particular word or articulation.

**Types of vocabulary**

Hiebert and Kamil (2005: 3) propose word has two structures. They likewise characterize information on words additionally comes in no less than two structures as follows:

**Productive jargon**

Useful jargon is the arrangement of words that an individual can utilize while composing or talking. They are words that are notable, recognizable, and utilized regularly.

**Receptive or acknowledgment jargon**

Open or acknowledgment jargon is that arrangement of words for which an individual can allot implications while tuning in or perusing. People might be capable relegate a significance to them, even of some kind or another however they may not have a clue about the full nuances of the differentiation. Notwithstanding, when people experience these words, they remember them, regardless of whether defectively.

**2. THE STUDY**

***2.1 Reality of speaking learning at ISE***

The talking course for the ISE first - year understudies covers 2 semesters, every one of which is 45 hours.

Talking 1 course, whose course book is "Prepare for Ielts speaking A2+" Snelling, R. (2002), Collins, gives the fundamental jargon and foundation on subjects of day to day existence like Family, Extra energy, old neighborhood, middle, climate, voyaging, and so forth.

Talking 2 course, whose coursebook is "Representing IELTS" Kovacs, K. (2011), Collins, gives the fundamental jargon and foundation on subjects of day to day existence like Individuals and connections, a sound body, Study and work, our general surroundings, correspondence, Innovation, Side interests, Youth, Home, Culture, and so forth.

***2.2 Research method***

The next parts concentrate on the theoretical and contextual components of the whole research. The research design, participants, and data collecting processes are all described in this section.

***2.2.1 Participants***

*Table 2.1: Student information*

|  |  |  |  |
| --- | --- | --- | --- |
| Characteristics | | Number | Percentage |
| Gender | Male | 16 | 53% |
| Female | 14 | 47% |
| Score on the National High School Exam in English | 8-10 | 15 | 50% |
| 5-7 | 11 | 37% |
| 1-4 | 4 | 13% |

As a general rule, their English scores on the National High School Exam exhibit their English quality, with half of them having a high English norm (half) and the rest of a medium or unfortunate English norm (37% and 13%) separately. The table conveys that not the students are all conversant in English and have high English abilities, so it's basic to investigate their issues.

***2.2.2 Description of the survey questionnaire***

The survey was intended to explore the understudies' perspective on the significance of English jargon information to their talking execution and the jargon related issues they are confronted with in inclining talking. There are 12 inquiries in this part. The initial 3 inquiries are about the significance of English and the overall issue when they start to concentrate on talking abilities. The excess inquiries connect with the jargon - related issues the understudies are confronted with in homeroom cooperation.

***2.3 Data analysis and discussion***

***2.3.1 The importance of vocabulary for English learners***

Student understanding is the best way to show what their English learning goals are. Then students will realize the importance of English, making them pay more attention to this language.

*Table 2.2: English learning goals*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| About your English vocabulary | D | % | SD | % | N | % | SA | % | A | % |
| Do you think vocabulary is important for your speaking performance? | 7 | 19 | 9 | 25 | 4 | 11 | 2 | 5 | 14 | 40 |
| Do you love learning vocabulary? | 8 | 22 | 4 | 11 | 6 | 17 | 11 | 31 | 7 | 19 |
| Can you make good use of your vocabulary? | 4 | 12 | 5 | 14 | 9 | 27 | 9 | 27 | 6 | 20 |
| Do you have a gift for learning words? | 6 | 20 | 4 | 13 | 10 | 34 | 3 | 10 | 7 | 23 |

***2.3.2*** ***The reason why the students have low speaking performance***

*Table 2.4 The roots of anxiety in speaking development*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Why are you afraid of getting involved in the interaction with your peers or teachers in class? | D | % | SD | % | N | % | SA | % | A | % |
| Lack of careful preparation of vocabulary for speaking topics | 5 | 14 | 2 | 5 | 8 | 22 | 12 | 32 | 10 | 27 |
| Lack of application of words learnt in practice | 7 | 19 | 3 | 8 | 9 | 24 | 11 | 30 | 7 | 19 |
| Lack of confidence when using words in communication | 4 | 14 | 5 | 18 | 7 | 25 | 3 | 11 | 9 | 32 |
| Shyness | 6 | 15 | 8 | 21 | 9 | 23 | 10 | 26 | 6 | 15 |
| Fear of mistakes | 2 | 7 | 3 | 10 | 4 | 13 | 8 | 17 | 13 | 53 |

Table 2.4 shows that up to 70% of understudies have a feeling of dread toward committing errors while talking, which makes it hard for them to get to answers for working on their talking abilities

***2.3.3 Discussion and discoveries***

In the wake of breaking down every one of the information gathered during the review, we have reasoned that the understudies' difficulties in creating talking execution are led to by various issues. The following are two primary worries:

**3. RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVING VOCABULARY ACQUISITION AMONG GMA-K61 STUDENTS**

***3.1 Individuals' inward factors***

To work on this element, the accompanying arrangements are required. The most vital phase in further developing the understudies' level and extending their English jargon while considering is to vanquish the fear and fear of accepting that English is an extremely troublesome dialect and to make one's own self-assurance. Moreover, while gaining jargon, relating feelings with words is basic. At last, to beat difficulties and grow their jargon, understudies should focus in, invest more energy, and work on their jargon.

***3.2 Vocabulary information factors***

Investing energy is important for effective English learning. Jargon is the most troublesome part of learning an unknown dialect since it incorporates a ton of mental cycles and is influenced by various conditions. This should be rehearsed by understudies and endless learning is the best way to handle this trouble.

**4. CONCLUSION**

Limitations and suggestions for further research

To its impediments, this study centers around featuring the job of jargon in the GMA-K61 understudies' talking ability improvement, distinguishing the issues connected with jargon angles looked by the understudies in getting the hang of talking and the primary drivers of the understudies' low talking execution. This concentrate likewise suggests that ISE English instructors and understudies ought to cooperate and find all potential strategies that can work with the understudies to enhance their jargon information while helping their talking execution.

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**AN ANALYSIS OF BUSINESS CULTURE OF** **VINGROUP**

**AND IMPLICATION FOR VIETNAMESE ENTERPRISES**

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***Abstract:***

*In this paper, we apply This study will collect data from Vingroup and then use qualitative research methods including Analysis, Statistics, Synthesis, Comparison to analyse business culture of Vingroup and implication for Vietnamese enterprises. Vingroup is a private enterprise, doing business in many fields of : Property; Hospitality and Entertainment; Industrials; Healthcare; Education; Technology Vingroup is currently the enterprise that builds the most specific corporate culture. How does corporate culture affect Vingroup? And what can other companies in Vietnam learn from Vingroup's Corporate Culture? With the desire to learn more about this issue, we have researched the topic: An analysis of business culture of Vingroup and implication for Vietnamese enterprises.*

***Key Words -*** *Business Culture, Behavior and Artifacts, Exposed Values, Basic Assumptions, Vingroup, Business culture of Vingroup*

**1. Background**

The trend of globalization of the world economy, which is taking place at an increasingly high speed, has brought Vietnamese businesses new opportunities and new challenges that businesses have to face. That development requires more and more technology, huge capital flow as well as quality management according to international standards. An extremely important factor contributing to ensuring success in management and helping businesses access international markets is corporate culture.

Cultural factors always form in parallel with the development process of enterprises. Corporate culture is the culture of an organization, so it is not simply a communication culture or business culture, nor is it the slogans of the leadership that are hung in front of the gate or in the meeting room. It includes a combination of factors: values, beliefs, standards, behaviors. What every entrepreneur has to face at any point in time is creating a unique business culture. for their organization. An effective corporate culture will create an environment conducive to employee development in particular and the organization in general.

Corporate culture has a very important position and role in the development of every business, because any business without culture, language, documents and information in general is called a business culture. knowledge, that business can hardly stand and survive.

Vingroup is a private enterprise, doing business in many fields of : Property; Hospitality and Entertainment; Industrials; Healthcare; Education; Technology Vingroup is currently the enterprise that builds the most specific corporate culture. How does corporate culture affect Vingroup? And what can other companies in Vietnam learn from Vingroup's Corporate Culture? With the desire to learn more about this issue, we have researched the topic: An analysis of business culture of Vingroup and implication for Vietnamese enterprises.

**2. Methods**

To solve problems related to the topic, the research team used a combination of methods such as information collection methods (Textbook sources, books, dissertations, Internet...), methods of collecting information. method of analysis - synthesis, method of comparison and contrast.

**3. Results**

***3.1. Behavior and Artifacts***

The Vingroup logo is the soul and identity of the whole Vingroup corporation. Vingroup's continuous development efforts are aimed at enhancing Vietnam's values in the regional and international markets. This group can be recognized through the Vingroup logo. It is the image of a bird's wings with the meaning of constantly moving forward. That is the inspiration for the birth of the Vingroup logo. The image of Vietnamese birds' wings constantly flying high, constantly flying far is the determination to spread the best values of Vietnam in the eyes of international friends. The wings are designed so that we can easily think of the letter V. The letter V stands both for the name of the beloved country Vietnam, and for the English word Victory. Vietnam will constantly rise and leave its mark on the international arena. The bird's wings that always fly high are also a symbol of the cultural values of Vingroup. That is always keeping the entrepreneurial spirit. The Group always creates favorable conditions for employees to develop their full potential. Employees must always be creative, constantly innovate to bring better values. Only when both the staff and the leadership team are always trying to renew themselves. Next to the proud Vietnamese bird wings are 5 gold stars. Stars are often used to measure the quality of service. With 5 stars, Vingroup wants to send a commitment to customers in providing the best quality services to ensure consumer satisfaction. The Vingroup logo is also inspired by the Vietnamese flag with the choice of red and yellow as the main colors. The red color symbolizes blood, heart, and relentless enthusiasm to spread Vietnamese quintessence to the five continents. In short, the Vingroup logo is a symbol of an intense desire to constantly move forward, constantly improving the stature of Vietnam. Whether Vingroup can go far or not, will Vietnam's reputation be enhanced internationally, stemming from the spirit of entrepreneurship.

With each category of its brand development, Vingroup invests in building its workforce and employees in a unique style. Basically, the uniform still follows the main tone of the symbol, which is 2 colors red and yellow like Vinmart and Vinpro. Or costumes, depending on the working environment.

Traditional festivals: Organize traditional festivals such as: Festival to celebrate the Group's traditional day (August 8 every year) with emulation activities, cultural performances; Public celebration party at the end of the year With cultural performances, music festivals; Increase the Group's salary and award and honor outstanding individuals so that the employees have the opportunity to exchange and learn from each other.

The following are strictly prohibited: Do not work for competitors while working for Vingroup. Ensuring professional ethical standards, honesty, responsibility, and implementing the "self for everyone" regime; Do not abuse the reputation of the company to deal with personal matters. Deliberately concealing, concealing information, falsifying the content reflected to all members of the company; Must be responsible for fighting, pointing out mistakes, performing tasks in a negative way, reflecting to competent authorities for settlement; Protect customers' proprietary information. Vingroup's business secrets, various proprietary information and most of Vingroup's internal data are valuable assets that must be kept confidential; If employees leave Vingroup, employees are still responsible for the confidentiality of Vingroup's business and proprietary information until Vingroup discloses it is no longer confidential.

In operating and handling work: Unit leaders assign specific tasks to each employee they manage. They are required to be professionally proficient, honest, dedicated, highly responsible for the proposed work, and to advise leaders to solve the work most effectively. At the same time, leaders must also have an enthusiastic attitude to arouse the working spirit of employees. Leaders must know how to listen to suggestions and feedbacks of employees, praise, encourage and motivate employees at the right time. , in the right place, criticize employees appropriately.

When evaluating, emulating, rewarding and disciplining the employees they manage, the superiors must be fair, honest, fair, without personal motives, and must not have abusive attitudes and behaviors against subordinates.

In addition, superiors are always a good example for employees to follow: Perform public, fair and reasonable job assignment according to the capacity of each officer; Urging and inspecting the performance of duties and public duties of officials under their management, handling disciplinary actions against employees who violate company rules and regulations; Timely grasp the psychology of officials under their management to have a suitable operating method for each object in order to promote the ability, experience, creativity, and initiative of each officer in the implementation of the project. job; Promoting democracy, creating conditions in learning, raising qualifications and promoting cadres' initiatives; Respect and create trust for officials under their management when assigning tasks and directing the performance of tasks. Protect the honor, legitimate rights and interests of officials; Not autocratic, authoritarian, patriarchal, disregarding subordinates, not exemplary, speaking does not go hand in hand with deeds.

***3.2. Espoused values***

“Vingroup aims to develop into a leading Technology – Industry – Services group in the region”. Vingroup aims to develop into a leading Technology – Industry – Services group in the region. They will continuously innovate, create sustainable ecosystems of quality products and services, to improve the lives of the Vietnamese people, and elevate the position of Vietnamese brands globally.

The comany place utmost importance on building its Credibility. The Group believes Credibility is a competitive advantage and vigorously protects its Credibility as one would prtect one’s honor. Vingroup is fully prepared toits plans and spares no effort in meeting its commiments, even going beyond the expectations of customers and partners, particularly on those related to product quality – services and implementation progress.

They comply fully with the law and maintain the highest level of professional anf social ethics.Vingroup adopts a customer – centered approach, in which the Group places the interests and wishes of the customers above it own. Vingroup strives to provide its customers with the best products and services, and considers customer sastisfaction as the measure of success.Vigroup upholds a customer – service approach, and only takes on a task when the Group is confidnet of its execustion capability.

Creativy ass the sourcw off vitality and innovation in each of its goods and services. Creativity enables the Group to deliver on its philosophy of "Dare To Think, Dare to Do" aimed at building an organization eager to learn and to apply modern scientific and technical technologies into its production and management. The Group always looks into improving its efficiency and enhancing the quality of its products and services. Vingroup promotes the development philosophy of a "Learning enterprise" in which its employees are not afraid to learn, to self-study and to overcome their limits.

Vingroup considers "Speed and efficiency in every activity" as our guiding principle and "Fast Decision- Fast Investment - Fast Deployment- Fast Sales - Fast change and Quick Adaptation" as our core value. Vingroup believes that "Glory goes to those who meets deadline". Vingroup understands the importance of speed whilst upholding its commitment to quality.

The company aims to gather the best people to deliver the best products and services and to contribute to building the best society. Vingroup strives to developa force of effective and efficient human capital with sound Ethics and Knowledge, where each member is an expert in his field. Vingroup believes that: The Group must be like a healthy and well-shaped body without redundant fat. We attract and retain the right person for each position, allowing each employee to grow in their role or face elimination if unsuited.

They fosters close relationships with our customers, business partners, colleagues, investors and society with goodwill, compassion and a humane spirit. They value employees as our most important resource; we build a professional, dynamic, creative and compassionate work environment, and provide a superior compensation package and fair development opportunities to all employees. Vingroup fosters "Harmony" based on fairness, integrity and compassion. The Group values teamwork, solidarity, discipline and loyalty, and demonstrates corporate social responsibility that harmonizes corporate goals with community contributions.

Vingroup is storming the current market, with a rapid development rate that is something that few domestic private enterprises can match at the moment. Besides point 10 in terms of development speed, Vingroup's corporate culture is gradually "diluted", it gradually no longer has a highlight, gradually there is no difference or special anymore.

**4. Conclusion**

The process of economic globalization brings with it not only important opportunities but also significant challenges. The competition between domestic and foreign enterprises is becoming more and more fierce and fierce. Corporate culture is one of the new approaches to help businesses overcome those difficulties. Corporate culture at Vietnam Stamp Company: current situation and solutions", chapter 1 analyzed and presented in a general way the basic contents of corporate culture. In addition, in Chapter 2, we also focused and deepened understanding of the characteristics, assessing the strengths as well as the weaknesses that still exist in the corporate culture of the company. At the same time, chapter 3 of the thesis also gives suggestions for improving corporate culture.

Corporate culture is still a relatively new and complicated issue in Vietnam. Due to limitations in terms of knowledge and qualifications, the thesis certainly only stops at the initial research. The writer would like to receive the comments of teachers to be able to further improve this research topic.

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