

IMPROVE ESP VOCABULARY FROM INTERNATIONAL CRIMINAL DOCUMENTS

Le Huong Hoa Ph.D - The People's Police University, Ho Chi Minh City, Vietnam

hoalehuong@yahoo.com

ABSTRACT

Collocation is considered as one of the most problematic areas for foreign language learning. It is often seen as a seemingly insurmountable obstacle to the attainment of native like fluency. The following study takes an approach as a linguistic one by analyzing syntactic features of the English collocations with 'make', which is widely used in the international criminal documents. The study narrows down to the syntactic features according to the categorization of the English collocations with 'make' used in the international criminal documents with the aim at finding out the difficulties for learners and lecturers in dealing with these collocations as well as imposing the suggestions for these difficulties.

Key words: *collocation, linguistics, semantic, approach, criminal documents*

I. Introduction

Within the area of vocabulary research, collocations that are a transitional area between idioms and free combinations have attracted the attention of language researchers [1]. Language researchers have pointed out many reasons why collocations are so important in language acquisition. First, acquiring collocations is beneficial for learners' lexical development [2] and communicative competence [3]. To gain overall language proficiency, learners need to gain collocational competence [4]. At the same time, acquiring collocational knowledge may help overcome the problems of comprehending a sentence word by word thus learners' listening and reading abilities can be improved. Also, by mastering collocations, learners' speech sounds more natural, and is more easily understood by native speakers. With increasing knowledge of collocations, learners may be able to speed up their thinking in speaking and getting their meaning across more effectively [5].

In English, the verb 'make' does not only indicate an activity but also imply other situations in real life communication. To some extent, it is not too difficult to find such circumstances in which people use the verb 'make'. Especially, modern English language, which has developed and reflected the life in its own way, has been supplemented with many new words, or new interpretations to the existing words such as 'make an appointment', 'make an arrangement', 'make the best of', etc.

Whereas, along with the country's integration and development, bilateral and multi-lateral cooperation relations between Vietnam's public security forces and other countries' law enforcement forces have been increasingly attached much importance to. In this field, it is information absorption, processing and exchange that are considered the chief cooperation areas, in which information exchange plays a decisive role. In the fight against criminals, particularly international ones, information exchange on criminal matters as well as anti-criminal coordination is constant and pressing. With the hope of helping the learners overcome specific predicaments in learning and translating these documents and in dealing with English collocations with 'make' in the international criminal documents, the researcher decides to conduct this research.

II. Literature review

2.1. Collocations

Collocations are usually described as "sequences of lexical items which habitually co-occur" [6, p.40]. Up till now, there has been much theoretical and applied research on collocations initially under the influence of corpus-based studies and later by lexical approaches to language teaching. However, despite many researchers and linguists having reached a consensus about the essential role of collocations in productive vocabulary, they differ as to what collocations are and how they can be categorized in line with their interest in the topic and standpoint. E.g., Martyńska [7] defines collocations as "the company words keep together" and he suggests knowing a word by the company it keeps. From another perspective, a comprehensive definition collated from definitions by scholars who have contributed to literature in the field of EFL can be useful [5, 8, 9]. Thus, with regard to the scope and purpose of the thesis aimed at identifying common features of English

collocations with the verb 'make' in international criminal documents, the term "collocation" can be defined as the association of two or more words where the combination is semantically clear, but includes an arbitrary choice of at least one constituent based on grammatical or socio-lexical conventions, namely one of the lexemes in the combination is mostly restricted.

In this study, the author presents the main theories on English verbs, and specifically the verb 'make', as well as those on collocations along with the grammatical and semantic features of collocations to provide a theoretical background to this study.

All languages have a large number of collocations, and linguists have defined them in different ways. The concept of collocations was first identified by Palmer [10] as a string of words that must or is best or most conveniently learned as an integral whole or independent entity rather than by a process of piecing together their component parts. Most of the researchers who define collocations agree that they are lexical units consisting of a cluster of two or three words from different parts of speech [11-12]. Most of the definitions paraphrase each other. Firth defines collocations as "words in habitual company" [13, p.183]. The majority of the definitions have at their core some sense of the 'co-occurrence' of words. For instance, Colin M., et al [14] gives a general definition of collocation as the way words combine in a language to produce natural-sounding speech and writing. E.g., in English we say *strong wind* but *heavy rain*. More specifically, Robins [15, p.64] defines collocation as the habitual association of a word in a language with other particular words in sentences but less closely with extra-linguistic reference. E.g., 'white race', 'white coffee', etc. All contain the word 'white' with different meanings from the denotative meaning of the color. However, one of the most detailed definitions posits that "collocation is a lexical relationship of mutual expectancy, the presence of a particular lexical item gives rise to the greater likelihood that other lexical items belonging to the same area of meaning will also occur." [16, p.256]. And collocations should be discussed in terms of a continuum in which they are located in the middle position. At the opposing ends of the continuum are free word combinations which are phrases constructed using rules of syntax, and idioms which allow little or no variation in form and whose meaning cannot be determined by the literal meanings of individual words.

Richard [17, p.183] summarizes what is meant by mastering a word: 1) knowing the frequency of the word in oral and written language; 2) knowing the grammatical patterns of the word; 3) knowing its associated network with other words. Among these three criteria, the latter two relate to our discussion. In most cases, it is difficult or impossible to have such a thorough knowledge of a word, but these criteria are important in that they point out the importance of cultivating a deeper understanding of a word.

Collocation is a universal linguistic phenomenon. Words are always used together. They always present themselves in collocation. It is no exaggeration to say that none of the natural languages is free of collocation. In fact, "words seldom occur in isolation" [18, p.30]. Collocation is not only a necessary element of language but also an outstanding feature that makes language specific and correct. Therefore, to learn English well, learners should attach much importance to collocation.

In short, collocations are not easily defined and as a teacher, the researcher feels that students need a more clear and practical definition. In the researcher's opinion, collocations have the following features: (1) Collocations are arbitrary, which means that these are combinations that students are expected to produce in the free production of language. (2) Individual words in a collocation can contribute to the overall semantics of the compound. (3) Collocation is neither free word combination nor idiom, it lies somewhere in the middle of the spectrum.

2.2. Collocations with "Make" in international criminal documents in English.

English documents related to international criminal matters of Vietnam are documents which relate to terrorism and anti-terrorism, narcotics and drug related criminal matters, Interpol and UNODC documents, among others. In the writing of these documents, English collocations with make are very commonly used, especially in Interpol and UNODC documents or those related to terrorism and drug crimes.

Collocation is an important aspect in teaching, learning and translating international criminal documents written in English. Free combinations are easy to acquire because they come from the structure of extra-linguistic reality such as dark night and blue sky. They are "manifestly related to the referential and substantial meaning of the words concerned" [15, p.56]. For a teacher or a translator of international criminal documents written in English, collocation is an indispensable part of vocabulary teaching; idiomatic collocations of a new word should be given to the students. It is essential for a learner of international criminal documents in English

to realize the importance of collocation in word acquisition and pay more attention to the proper use of collocation.

Most English words are polysemous, or have more than one meaning. This is the inevitable result of the development of English words and the requirement of the principle of economy of language. As a result, difficulty arises when it comes to the exact meaning of a word in a given context. Crowther [19] pointed out that “the precise meaning in any context is determined by that context: by the words that surround the combine with the core word - by collocation”. However, the common practice of students is to memorize the meaning of a word independent of any context and then apply that meaning whenever the word appears. This is the cause of some students’ feeling that although they know all the words in a simple sentence, they cannot make sense of it.

In this study, the researcher mainly focuses on English collocations with ‘make’ found in “Transnational Organized Crime and Threat Assessment” (TOCTA) from UNODC [20] and in some other documents such as: the Terrorist Financing Policy, the background of “The Terrorist Financing Policy”, “International Terrorism and International Crime: Threats, Policy, and Considerations for Congress of the U.S.” [21], “United Nations Convention against International Organized Crime” [22].

The extraction of the collocations from the international criminal documents was done with the help of the computing program WordSmith Tools and its main tools WordList, KeyWords and Concord to firstly generate a wordlist for the texts of the international criminal documents Afterwards, a keyword list was generated. After analyzing this list, the keyword ‘make’ was selected for this thesis. The next step, now using the tool Concord, was to analyze the context in which the keyword occurred and extract some collocations. As a result, the researcher could discover a wider variety of possible collocates for the root ‘make’ and the collocational patterns commonly or effectively used in the international criminal documents.

3. Research methodology

3.1. Research methods

The study has been carried out based on a combination of different methods as follow: description, synthesis and analysis. The procedures of the study are to synthesize meanings of verb ‘make as well as examples to illustrate from different sources such as dictionaries, libraries, literary works, newspapers, magazines, and websites, to collect collocations in which they are often used in English documents relating to international criminal matters and to analyze the syntactic features of English collocation with ‘make’ in the international criminal documents.

3.2. Research Data collection and analysis

The extraction of the collocations from the international criminal documents was done with the help of the computing program WordSmith Tools and its main tools WordList, KeyWords and Concord to firstly generate a wordlist for the texts of the international criminal documents Afterwards, a keyword list was generated. After analyzing this list, the keyword ‘make’ was selected. The next step, now using the tool Concord, was to analyze the context in which the keyword occurred and extract some collocations. As a result, the researcher could discover a wider variety of possible collocates for the root ‘make’ and the collocational patterns commonly or effectively used in the international criminal documents.

4. Results and Discussions

4.1. Syntactic features of collocations with ‘make’ in English language international criminal documents

4.1.1. Phrasal verbs with ‘make’: make up, make against, make away, make off, make out, make after.

Among these, ‘make up’ is the most popular phrasal verb with ‘make’. Generally, “phrasal verb” is a general term for all combinations using the pattern: verb + adverb particle. Similarly, phrasal verbs with ‘make’ are combinations of the verb ‘make’ with particles to form multi- word verbs. The meaning of these is often very different from the meanings of the two words taken separately. Therefore, in order to understand the meaning of these phrasal verbs, we may have to refer to the dictionary. Semantically, these combinations can be idiomatic/ non-motivated or non-idiomatic/ motivated. Phrasal verbs with the verb ‘make’ can be intransitive (not followed by a direct object) or transitive (followed by a direct object). The structure of these phrasal verbs can be expressed as follows: PHRASAL VERB = ‘MAKE’ + PARTICLE

E.g., “Police officers, investigators and prosecutors are employed to *make* cases *against* individuals and groups of individuals in a particular jurisdiction.” [20, p.29]

- “Firearms, for reasons described above, *make up* some of the lowest value flow.” [20, p.175]

- “Narcotics *make up* a significant portion of this informal economy” [20, p.147]

- “Elsewhere, a criminal association still is required to have more or less durable character, and thereby differs from the sort of ad hoc agreement that suffices to **make out** a conspiracy.” [23, p.15]

4.1.2. *Prepositional verbs with ‘make’*: make from, make in, make of, make with, make within, make for, make over

Among the prepositional verbs with ‘make’ mentioned above, ‘make from’ is the one used most. According to Jacobs [24], “Prepositional verbs are verbs requiring a particular kind of prepositional phrase to express a special meaning”. Based on this, we can define prepositional verbs with the verb ‘make’ as combinations using the pattern verb ‘make’ plus prepositions. In other words, when the verb ‘make’ is used with a preposition, the combination is called a *prepositional verb with the verb ‘make’*. Some popular examples of these collocations include: make of, make from, and make in. We may have to study many aspects of collocation to understand the meaning of prepositional verbs. They also have idiomatic and non-idiomatic meanings.

Prepositional verbs are those which accept the passive and/ or the pronominal question, but not the adverbial question form.

E.g., Nor can the UK rely automatically in that context on the arrangements **made in** the Dublin Convention concerning the attribution of responsibility between European countries for deciding asylum claims. [25, p.10]

Structure of prepositional verbs with verb ‘make’ may be expressed as follows: PREPOSITIONAL VERB = ‘MAKE’ + PREPOSITION

E.g. - “The smuggling of the chemical precursors needed to **make** heroin **from** opium is also a big business.” [20, p.247]

4.1.3. *Phrasal-prepositional verbs with ‘make’*: make up for, make up to, make up with, make off with, make away with.

According to Quirk [26], “phrasal- prepositional verbs are combinations of the two multi-word verb classes – phrasal and prepositional verbs”. Some popular ones are: make up for, make off with, and make up to.

Some phrasal-prepositional verbs have three constituents: an ordinary verb followed by a directional adverb and a particle. These verbs are all non-separable phrasal verbs. Similar to phrasal-prepositional verbs with verb ‘make’, these are three-part verbs (make up with) or consist of verb ‘make’ followed by two particles. The pattern for phrasal-prepositional verbs with the verb ‘make’ is as follows: PHRASAL-PREPOSITIONAL VERB = MAKE + ADVERB/PARTICLE + PREPOSITION

E.g. “These groups may be motivated in part by a desire **to make up for** their losses in the Western Hemisphere.” [20, p.98]

4.1.4. *Combination of verb ‘make’ + Noun/ Object (+ adjective/ verb)*

Some of the most popular combinations: Make decision, make policy, make extradition, make arrangement, make argument - make it possible - make ends meet, make a difference.

E.g., “Whatever **decision** a national government **makes** on the legality of foreign workers, this decision must be enforced.” [20, p.278]

- “These decision makers are forced to **make policy** based on only the information and expertise made available to them by the agencies accountable to them” [27, p.14]

- “If a State Party that **makes extradition** conditional on the existence of a treaty receives a request for extradition from another State Party with which it has no extradition treaty, it may consider this Convention the legal basis for extradition in respect of any offence to which this article applies.” [22, p.12]

- “Assist the Conference of the Parties in carrying out the activities set forth in article 32 of this Convention and makes **arrangements and** provides the necessary services for the sessions of the Conference of the Parties.” [22, p.12]

- “An analyst for Jane’s Terrorism and Security Monitor **makes the argument** that the terrorist group has formed extensive relationships with pirates.” [21, p.24]

- “Understanding the way that real-life organized crime situations fit these two definitions **makes a big difference** in the ways we might go about solving these problems.” [20, p.142]

- “It also means stopping informal money transfers, offshore banking and the recycling through real estate that **make it possible** to launder money.” [20, p. iii]

- “Shortages under the centrally planned economy were commonplace, and people did what they could to **make ends meet**.” [20, p.144]

Some others such as *make money/ make amends/ make an application/ make an appointment/ make an agreement/ make a bow/ make a break/ make a cancellation/ make a change/ make a claim/ make a complaint/ make a concession/ make contact/ make a deal/ make an effort/ make an enquiry/ make an error/ make excuses/ make an experiment* are also commonly used.

Combinations of the verb 'make' + Noun/ Object (+ Adjective/ verb) are combinations of verb 'make' and nouns, objects, adjectives, and/ or verbs. They can be divided into three smaller types such as combinations of the verb 'make' + noun, combinations of 'make' + object + verb and combinations of the verb 'make' + object + adjective.

Some such combinations include: *Make decision, make an enquiry, make it possible, make one happy, make it do, and make ends meet.*

E.g., Shortages under the centrally planned economy were commonplace, and people did what they could to ***make ends meet.*** [20, p.114]

The nouns, objects, adjectives and verbs in these combination like *decision, enquiry, possible, happy, meet, do, etc.* are selected from a large range. Thus, the verb 'make' here can co-occur with a number of different nouns, objects, adjectives and verbs. E.g. *Make money, make policy, make him/ her/ me happy, make them/ it do ...*

In summary, the patterns of these combinations are as follows: MAKE' + NOUN/'MAKE' + OBJECT + VERB/ 'MAKE' + OBJECT + ADJECTIVE

4.1.5. Combination of Verb 'make' + expression + preposition

With this pattern, there are many combinations with many different meanings. The following are the most popular ones:

- Make function as

E.g., "ASEAN ***makes function as*** a broader regional framework in which these sub-regional programs can carry out their work since many ASEAN and GMS, BIMP-EAGA, and IMT-GT activities share the same purpose." [28, p.33]

- Make use of

E.g., "Whenever appropriate, States Parties shall ***make full use of*** agreements or arrangements, including international or regional organizations, to enhance the cooperation between their law enforcement agencies." [22, p.25]

"Traffickers in Latin America may also ***make use of*** entertainment networks, fashion agencies, employment agencies, marriage and tourism agencies and newspaper advertisements to recruit victims." [20, p.45]

- Make effort to

E.g., "States Parties shall ***make concrete efforts to*** the extent possible and in coordination with each other, as well as with international and regional organizations." [22, p.27]

- Make contribution to

E.g., "To that end, States Parties shall endeavor to ***make adequate and regular voluntary contributions to*** an account specifically designated for that purpose in a United Nations funding mechanism." [22, p.27]

- Make room for

E.g., "Long employed by legitimate interests to resolve disputes outside Japan's legal system, the Yakuza were used in "land sharking" – forcing reluctant tenants and property holders ***to make room for*** the new developments." [20, p.32]

Apart from the combinations mentioned above, there are others such as *make the taking of/ make one's way into/ make provision for/ make contact with/ make the best of/ make an exception for/ make an example of/ and make friend with.*

Combinations of the verb 'make' + expression + preposition are collocations of the verb 'make' plus an expression and a preposition which creates a special meaning. Some notable collocations are: *make use of, make effort to, make contributions to, make arrangements to, make data on, make room for, make way into, make provision for, and make difference in.*

E.g. (1) Each State Party shall ***make the commission of*** an offence established in accordance with articles 5, 6, 8 and 23 of this Convention liable to sanctions that take into account the gravity of that offence. [22, p.7]

These collocations are formed by the combination of the verb 'make' with expressions and prepositions. In particular, there is a suitable relationship of meaning between the verb 'make' and the expressions. In other words, the verb 'make', used with expressions and preposition need to be connected in a semantic respect.

E.g. (2) *make the best of* is okay. But *make care of* is not okay. (*Take care of*)

The structure of this pattern can be expressed as follows: 'MAKE' + EXPRESSION + PREPOSITION

4.2. Discussions

In overall, we note that English collocations with 'make' for instance: 'make' + expression + preposition; the combination of 'make' + noun/ object (+ adjective/ verb); phrasal-prepositional verbs with the verb 'make'; prepositional verbs with 'make', and phrasal verbs with the verb 'make'.

Based on the analysis, implications for learning and translating these collocations were found.

First, teachers and students need to understand collocation is important and has vital feature for learners to master it.

Second, it is vital to improve vocabulary of students during their learning process, so teachers need to pay attention to this. Also teachers also need to prepare well about vocabulary to teach their students.

Last but not least, during the learning and teaching processes, it is important for teachers and students to be aware of the similarities and differences between the collocations with 'make' in particular and other collocations in general between the mother tongue and the target language, particularly the differences. That will limit mother tongue interference the most. Mother tongue interference proves to be a major difficulty for learners because of a lack of translational equivalences between the learner's mother tongue and the target language. Commonly, collocations in the mother tongue are often translated directly into English. Therefore, students should be taught how words collocate with each other to avoid combining words which might sound acceptable but native speakers never use in that way. Based on the research results, it is hoped that would help learners and translators deeply understand syntactic features of the English collocations with 'make' in the international criminal documents in their process of language acquisition.

REFERENCES

- [1] M. Benson, E. Benson and R. F. Ilson, *Lexicographic Description of English*. Philadelphia: John Benjamins, 1986.
- [2] N. C. Ellis, "Sequencing in SLA: Phonological Memory, Chunking, and Points of Order," *Studies in Second Language Acquisition*, Vol. 18, No. 1, pp. 91-126, 1996.
- [3] J. R. Nattinger and J. S. DeCarrico, *Lexical phrases and language teaching*. Oxford: Oxford University Press, 1992.
- [4] R. F. Hussein, "Collocations: The Missing Link in Vocabulary Acquisition amongst EFL Learners," *Papers and Studies in Contrastive Linguistics*, Vol. 26, pp. 123-136, 1990.
- [5] J. Hill, "Revising priorities: From grammatical failure to collocational success", In *Teaching collocation: Further developments in the lexical approach*, M. Lewis, Ed. Hove, UK: Language Teaching Publications, 2000, 47-69.
- [6] D. A. Cruse, *Lexical Semantics*. Cambridge: Cambridge University Press, 1986.
- [7] M. Martyńska, "Do English language learners know collocations?," *Investigationes linguisticae*, Vol. 11, pp. 1-12, 2004.
- [8] M. Lewis and L. Conzett, *Teaching collocation: Further developments in the lexical in approach*. Hove, England: Language Teaching Publications, 2000.
- [9] I. S. P. Nation, "Learning vocabulary in lexical sets: Dangers and guidelines," *TESL Journal*, Vol. 9, No. 2, pp. 6-10, 2000.
- [10] F. R. Palmer, *Semantics*. Cambridge: Cambridge University Press, 1984.
- [11] M. Baker, *In other Words: a Coursebook on Translation*. London: Routledge, 1992.
- [12] M. Benson, E. Benson and R. Ilson, *The BBI Dictionary of English Word Combinations*. Amsterdam/ Philadelphia: John Benjamins, 1997.
- [13] J. R. Firth, *Papers in linguistics 1934-1951*. London: Oxford University Press, 1957.
- [14] M. Colin, F. Ben and P. Richard, *Oxford Collocations Dictionary for students of English*. Oxford: Oxford University Press, 2019.
- [15] R. H. Robins, *General Linguistics*, fourth edition. Beijing: Foreign Teaching and Research Press, 2000.
- [16] H. Jackson and E. Z. Amvela, *Words, meaning and vocabulary: an introduction to modern English lexicology*. London: Bloomsbury Publishing, 2007.
- [17] J. Richards, "Lexical Knowledge and the Teaching of Vocabulary", In *The Context of Language Teaching*, J. Richards, Ed. Cambridge: Cambridge University Press, 1985, 176-188.

- [18] M. J. Wallace, *Teaching Vocabulary*. London: Heinemann Educational Books, 1982.
- [19] J. Crowther, "Oxford Collocation into a reading and writing course", In *Teaching collocation*, M. Lewis, Ed. London: Language Teaching Publication, 2003, 70-87.
- [20] UNODC, *Transnational Organized Crime and Threat Assessment*. Vienna: United Nations Publication, 2010.
- [21] R. John, *International Terrorism and International Crime: Threats, Policy, and Considerations for Congress*. New York: Congressional Research Service Publisher, 2001.
- [22] S. Roger, *United Nations Convention against International Organized Crime*. New York: United Nations Publishing, 2003.
- [23] A. Clark, S. McQuail and P. Moss, *Exploring the field of listening to and consulting with young children, Research Report 445*. London: DfES Publications, 2003
- [24] R. Jacobs, *English syntax: A grammar for English language professionals*. New York: Oxford University Press, 1995.
- [25] A. A. Van Hock and M. J. Luchtman, *International Cooperation Criminal Matters and the Safeguarding of Human Right*. Holland: Utrecht University, 2005.
- [26] R. Quirk and S. Greenbaum, *A University Grammar of English*. London: Longman, 1973.
- [27] J. Delacruz, C. Mckenzie, I. Richardson, K. Veazey and S. Maurer, "Terrorist Financing", White paper, 2005. Retrieved from <https://courses.cs.washington.edu/courses/csep590/05au/wp.html>.
- [28] ASEAN, *Master Plan of ASEAN Connectivity*, 2011. Retrieved from <https://www.usasean.org/system/files/downloads/MPAC.pdf>.
- [29] Duong Thi Tinh, Nguyen Thu Thuy, Dinh Tran Ngoc Huy. (2021). Doing Business Research and Teaching Methodology for Undergraduate, Postgraduate and Doctoral Students-Case in Various Markets Including Vietnam. Elementary education online, 20(1).
- [30] Dinh Tran Ngoc Huy, Nguyen Thi Hang. (2021). Factors that affect stock price and Beta CAPM of Vietnam Banks and Enhancing Management information system - Case of Asia Commercial Bank. Revista geintec Inovacao E Tecnologias, 11(2).
- [31] Dinh Tran Ngoc Huy, Pham Ngoc Van, Nguyen Thi Thu Ha. (2021). Education and computer skill enhancing for Vietnam laborers under industry 4.0 and evfta agreement. Elementary education online, 20(4).
- [32] Dinh Thi Hien, Dinh Tran Ngoc Huy, Nguyen Thi Hoa. (2021). Ho Chi Minh Viewpoints about Marxism Moral Human Resource for State Management Level in Vietnam. Psychology and education, 58(5).
- [33] DTN Huy, NTT Hanh, NT Hang, PTH Nhung, NTP Thao, LT Han, DT Sang. (2021). [General Solutions for Enhancing Quality of Teachers During Globalization in Emerging Markets Including Vietnam-and Some Pedagogy Psychological Issues](#), Psychology and Education Journal 58 (4), 2343-2349
- [34] DTN Huy, PN Van, NTT Ha. (2021). [Education and computer skill enhancing for Vietnam laborers under industry 4.0 and evfta agreement](#), Elementary education Online 20 (4)
- [35] DT Hien, DTN Huy, NT Hoa, V Van Chung, LT Hue. (2021). [Confucianism philosophies and effects on children with family-and philosophies of marx-lenin and ho chi minh for children and family development and education](#), Review of International Geographical Education Online 11 (10), 998-1005
- [36] [Dinh Tran Ngoc Huy, Le Thi Thanh Huong, Do Thu Huong, Nguyen Thi Thuy Hanh, Do Thi Sang. \(2021\). Educational and Psychological Issues for Kids Education, International Journal of Early Childhood Special Education, 13\(2\). DOI: 10.9756/INT-JECSE/V13I2.211056](#)
- [37] DTN Huy, PTB Thao, DT Hien, LT Hue. (2021). [Effects of Religions Philosophies and Ho Chi Minh and VI Lenin Ideologies on human education-and Physical Education for Children and the Youth](#), Review of International Geographical Education Online 11 (10), 1034-1041
- [38] Huy, D.T.N. (2015). The Critical Analysis of Limited South Asian Corporate Governance Standards After Financial Crisis. International Journal for Quality Research, 9(4), 741-764.
- [39] LTN Hanh, DTN Huy, DT Hien. (2021). [Ho Chi Minh ideologies on public propaganda and organization](#), Review of International Geographical Education Online 11 (5), 2711-2718
- [40] Le Huong Hoa, Dinh Tran Ngoc Huy. (2021). DIFFICULTIES IN TEACHING ESP VOCABULARY TO POLICE STUDENTS FROM THE INSIDERS' PERSPECTIVE, REVIEW OF INTERNATIONAL GEOGRAPHICAL EDUCATION, 11(10)

- [41]Le Huong Hoa, Dinh Tran Ngoc Huy, Thieu Ngoc Hung. (2022). Common Errors Made by Non-English Majored Students in Speaking Skills: A Case Study at a University in Vietnam. *International Journal of Early Childhood Special Education (INT-JECSE)*, 14(1): 585-596. DOI: 10.9756/INT-JECSE/V14I1.221072
- [42]Le Huong Hoa, Dinh Tran Ngoc Huy. (2022). Teaching English for Children, Secondary and High School Students - And Values of Educational Lessons for Children From Ho Chi Minh Ideologies. *International Journal of Early Childhood Special Education (INT-JECSE)*, 14(1): 537-544. DOI: 10.9756/INT-JECSE/V14I1.221066
- [43]Nguyen Thi Hoa, Nguyen Thi Hang, Nguyen Thanh Giang, Dinh Tran Ngoc Huy. (2021). Human resource for schools of politics and for international relation during globalization and EVFTA. *Elementary education online*, 20(4).
- [44]Nguyen Thi Hang, Dinh Thi Hien, Dinh Tran Ngoc Huy, Leng Thi Lan, Ly Thi Hue. (2021). Educational Lessons from Further Analysis of Ho Chi Minh and V.I Lenin Ideologies on Values of Socialism Economy and Building State Government, *International Journal of Early Childhood Special Education*, 13(2). DOI: 10.9756/INT-JECSE/V13I2.211106
- [45]N Thi Hang, D Thi Tinh, DT Ngoc Huy, PT Hong Nhung. (2021). Educating and training labor force Under Covid 19; Impacts to Meet Market Demand in Vietnam during Globalization and Integration Era, *Journal for educators, techers and trainers*, 12(1)
- [46]NT Hoa, DTN Huy, T Van Trung. (2021). Implementation of students's scientific research policy at universal education institutions in Vietnam in today situation and solutions, *Review of International Geographical Education Online* 11 (10), 73-80
- [47]PN Tram, DT Ngoc Huy. (2021). Educational, Political and Socio-Economic Development of Vietnam Based on Ho Chi Minh's Ideology, *Elementary education Online* 20 (1)
- [48]Thuy Dung Vu Thi, Tran Nguyet Minh Thu, Dinh Tran Ngoc Huy, Nguyen Thu Thuy. (2021). Effectsof western culture and ho chi minh ideology on vietnam education. *Elementary education online*,20(4). Tran Nguyet Minh Thu, Thuy Dung Vu Thi, Nguyen Thu Thuy, Dinh Tran Ngoc Huy. (2021). Confucianism Theories and Its Influence on Vietnam Society. *Elementary education online*, 20(4).