



# GUAVA Newsletter

Volume 02 Issue 02 / December 2022

## About GUAVA Newsletters

GUAVA Newsletters are created to serve several goals: (a) to promote communication and collaboration among GUAVA members and other professionals in the field of Vietnamese language education; (b) to document and disseminate research and innovative practices in Vietnamese language education; and (3) to provide a social and intellectual space for professional development among GUAVA members.

## Submission Guidelines

The submission can include but is not limited to the following topics or areas: General news; job announcements and career opportunities; teaching resources and practical teaching ideas and innovations; book and multimedia reviews; member highlights and achievements; student success stories etc.

We welcome contributions from all members and non-members. We look forward to receiving all news and updates from you, your colleagues or students, and are happy to work with you to create content for the newsletter.

Please send your ideas and suggestions to our editor, Huy Phung at [phunghuy@ucsd.edu](mailto:phunghuy@ucsd.edu) & [guavamerica@gmail.com](mailto:guavamerica@gmail.com).

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## About GUAVA

GUAVA stands for Group of Universities for the Advancement of Vietnamese in America. It was established in 1993 and is currently based at Cornell University.



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## Acknowledgements

The layout, color scheme, and the overall outlook of this newsletter were designed by Huy Phung via [PedaDesign](#) using [Google Slides](#).



**GUAVA Newsletter**

## President's Message

Hoa Đào Tết/Peach Blossom on Tết  
Courtesy of Google Images via Google Slides

Dear GUAVA friends and colleagues,  
Happy New Year! Happy Tết Quý Mão!

We hope everyone had a restful and relaxing winter break. This year, Tết comes early and those who are lucky to be in Vietnam at this moment, we can only imagine the good cheers and merriment as you welcome the Year of the Cat with friends and family!

New Year is the time to reflect and remember as we look back into the past and reconnect and rejoice as we look forward into the future. In 2022, we launched GUAVA Connect, our new networking platform to interact with colleagues across geographical regions and topics of interest in the Vietnamese language. Our first guest speaker was Dr. Nguyễn Thuỵ Anh, the founder and CEO of Reading with Children. GUAVA Connect will be a regular program and an integral part of GUAVA to share ideas and exchange knowledge while fostering personal connections with guest lecturers and participants across continents.

2022 was also a year of turning new leaves. We welcome the news of Hoa Le and Huy Phung, who have been appointed to their lectureship positions at Harvard University and University of California at San Diego (UCSD), respectively, as we congratulate Dr. Binh Ngo and Dr. Kimloan Hill on their retirement after a long and aspiring career.

Looking ahead, at GUAVA we are also making a few changes. In the coming year, our newsletter will come to you in the form of e-newsletter and will be available through email subscription. From time to time, we will continue to have special editions to showcase a particular topic or to commemorate a special event.

We hope to have an in-person workshop in the near future and at which time, announcements will be made.

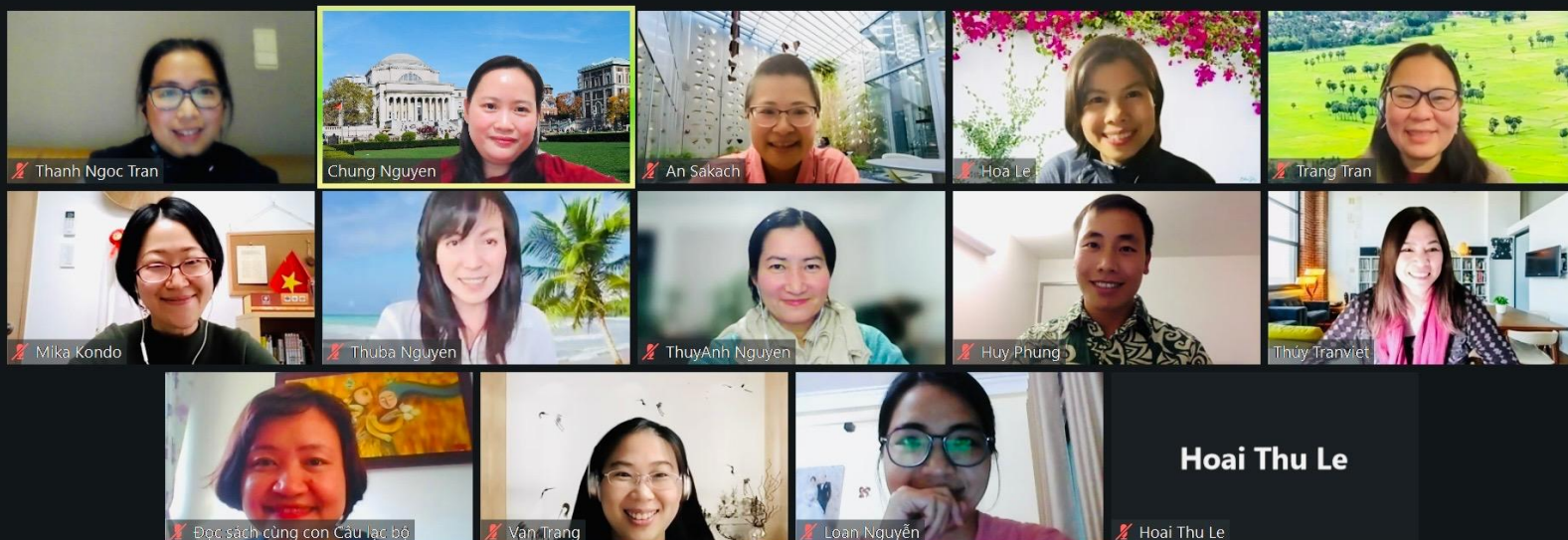
In the meantime, I invite you to leaf through this newsletter, visit the two featured articles, one on the Vietnamese language programs in Australia by thầy Phan Văn Giưỡng, and the other, a personal essay from Huy Phung on teaching Vietnamese to heritage language learners (HLLs). As language teaching professionals, I think you will all share his keen observations that HLLs hold special characteristics different from regular L2 learners, therefore, teaching this special group of language learners would require different approaches and applications, from materials development to assessment and evaluation.

Finally, I hope you'll spend a few moments taking delight in the flavors of Tết amidst spring plum and peach blossoms through the photos presented. On behalf of GUAVA, I warmly wish you much joy and happiness, health and prosperity for a great and promising New Year of 2023!

Chúc Mừng Năm Mới!

**Thúy Tranviet, PhD**  
GUAVA President  
January 2023





## GUAVA Newsletter

# News & Updates

Guest Speaker and Participants of the Inaugural Meeting of GUAVA Connect  
Photo: Courtesy of Chung Nguyen

### The Inaugural Meeting of GUAVA CONNECT

GUAVA Connect is a recent initiative of GUAVA to promote and expand interests in Vietnamese language and culture around the world. It aims to connect Vietnamese teaching professionals, materials developers, researchers as well as those who are interested in Vietnamese language and culture in a community of practice. As such, participants will have opportunities to share and update information thereby contributing to improving the quality of Vietnamese language teaching and learning and spreading Vietnamese language and culture in the world.

The inaugural meeting of GUAVA Connect took place via Zoom on November 19, 2022 and the event welcomed participants from different continents. Dr. Nguyễn Thụy Anh served as the first guest speaker of the event. She is the founder and CEO of Reading With Our Children (Độc Sách Cùng Con). An educator, writer, translator, editor, her work covers a wide range of topics focusing on children's reading literacy and advocacy for women rights. She was named by Forbes Vietnam as one of the 20 inspirational Vietnamese women in 2021.

### Job Opportunities

The Department of East Asian Languages and Civilizations at the University of Pennsylvania announces the availability of a position as full-time Lecturer in Vietnamese Language for the academic year 2023-24. Candidates should apply online at: <https://apply.interfolio.com/118739>

### SEASSI 2023 Lecturer and Language Coordinator Applications Now Open!

SEASSI 2023 will be held in-person at the University of Wisconsin-Madison. Course instruction will be offered in the following languages at the first, second, and third year levels: Burmese, Hmong, Indonesian, Khmer, Lao, Filipino (Tagalog), Thai, and Vietnamese. Japanese language classes may also be offered. Scheduling of all classes is contingent on sufficient enrollment.

Instructional positions will run from June 12 - August 11, 2023, including a week of pre-service orientations and meetings prior to the start of classes on June 19.

Please visit the [SEASSI website](https://seassi.org) for more information and links to apply

### Related News

- Vietnamese language learning program in NFLC's Lectia app. This program aims to help improve listening and reading skills from beginner's level through advanced.  
➡ More info: <https://lectia.app>





GUAVA Newsletter

# Member Highlights

Photo: Courtesy of Google Images via Google Slides

## New Appointments

**Hoa Le** (Lê T. Vinh Hoa) joins the Department of East Asian Languages and Civilizations, Harvard University in the Fall of 2022 as the director of the Vietnamese language program.

**Huy Phung** has joined the Department of Linguistics, Heritage Language Program at UC San Diego as the Lecturer in Vietnamese since Fall 2022.

## Other Highlights

**Bich Ngoc Turner** has been appointed to be the Liaison on the Southeast Asian Languages Council (SEALC) Steering Committee for the term of September 2022 – September 2023.

**Huy Phung** is the co-author of a chapter in the recently published book titled *Primary Language Impact On Second Language And Literacy Learning* by Lexington Books. The chapter provides an overview of Vietnamese for teachers of English language learners in the US who may speak Vietnamese at home.

**GUAVA members** have been accepted to the SEALC Reading Materials Development Workshop that will take place at the University of Wisconsin-Madison on April 13-15, 2023.



Tranh Đông Hồ  
Photo: toquoc.vn



## Chương Trình Tiếng Việt Quốc Gia Úc \*

\*Bài viết được đăng trên trang web VIETLEX và tác giả gửi cho GUAVA Newsletter đăng lại

### Chương trình giáo dục quốc gia Úc

Trải qua bao nhiêu thời đại, nước Úc có những chương trình giáo dục của mỗi tiểu bang và từng vùng lãnh thổ, khác nhau về nội dung chương trình và nhất là hình thức thi cử khi học sinh học xong lớp 12 trung học.

Nhận thức được sự bất hợp lý đó, các bộ trưởng giáo dục tiểu bang, các lãnh thổ và liên bang đã nhiều lần hội họp, bàn thảo và đã đi đến quyết định chung là cần phải thống nhất chương trình giáo dục cho toàn nước Úc và thành lập Hội đồng Bộ trưởng Giáo dục và Đào tạo (*The Ministerial Council on Education, Employment, Training and Youth Affairs, MCEETYA*) để thực hiện quyết định này.

Qua những cuộc họp trong các năm 1989, 1999 và 2008, Hội đồng Bộ trưởng đã đưa ra quyết định: “Mục đích quốc gia về giáo dục trong trường học” (*The National Goals for School Education*), “Tuyên bố Melbourne về mục đích giáo dục cho thế hệ trẻ Úc” (*Melbourne Declaration on Educational Goals for Young Australians*).

Để thực hiện chính sách này, Hội đồng Bộ trưởng đã thành lập ngay “Cơ quan biên soạn chương trình, đánh giá thi cử và tường trình” gọi là *Australian Curriculum, Assessment and Reporting Authority (ACARA)*.

Sau một thời gian làm việc, ACARA đã hoàn thành giai đoạn 1 các chương trình như Anh văn, Toán, Khoa học, Lịch sử. Các chương trình này bắt đầu thực hiện từ năm 2012 trên toàn nước Úc.

### Chương trình tiếng Việt quốc gia Úc

Nước Úc là quốc gia đầu tiên có chương trình tiếng Việt toàn quốc dành cho người gốc Việt và người học ngoại ngữ. “Bản tuyên bố về giáo dục ngôn ngữ trong nhà trường Úc” (*The National Statement for Languages Education for Australian Schools: National Plan for Languages Education in Australian Schools, 2005-2008*) ghi rõ “ngôn ngữ, ngoài tiếng Anh là một phần trong chương trình học từ mẫu giáo đến lớp 12; Học sinh được khuyến khích học một ngôn ngữ khác tiếng Anh.

Tiếng Việt là một trong các ngôn ngữ ưu tiên được biên soạn trong giai đoạn 2 gồm có tiếng Pháp, tiếng Đức, tiếng Ý, tiếng Hy Lạp hiện đại, tiếng Tây Ban Nha, tiếng Trung, tiếng Nhật, tiếng Indonesia, tiếng Hàn và tiếng Việt.

Cũng giống như các chương trình khác, chương trình tiếng Việt từ Mẫu giáo đến lớp 12 khác nhau ở mỗi tiểu bang, nhất là ở 3 tiểu bang có đông người Việt như NSW, Victoria và South Australia. Để thực hiện thống nhất chương trình tiếng Việt, ACARA đã cho biên soạn lại chương trình tiếng Việt từ Mẫu giáo đến lớp 10. Chương trình tiếng Việt mới được áp dụng từ năm 2015 cho tất cả các trường trên toàn nước Úc.

### Nội dung chương trình tiếng Việt

Toàn Bản chương trình tiếng Việt có trên Web của ACARA: [www.acara.edu.au](http://www.acara.edu.au)

Nội dung có thể được tóm tắt như sau:

1. Tình hình tiếng Việt, người Việt và học sinh học tiếng Việt (Context Statement). Trong bản nhận định chung gồm mấy điểm chính
  - Vị trí tiếng Việt và văn hoá Việt Nam ở Úc và trên thế giới.
  - Vị trí tiếng Việt trong hệ thống giáo dục Úc.
  - Đặc tính của tiếng Việt.
  - Đặc điểm học sinh học tiếng Việt: Đây là điểm đặc biệt khác với chương trình tiếng Việt hiện hành (Chương trình hiện hành dành cho học sinh học ngôn ngữ thứ hai, Second Language Learners). Chương trình mới này dành cho học sinh có kinh nghiệm về tiếng Việt và văn hoá Việt Nam (Background Language Learners), nghĩa là học sinh có cha mẹ hoặc cha hay mẹ là người Việt.

2. Nội dung chương trình được phân chia theo trình độ cấp lớp:

Chương trình dành cho học sinh bắt đầu học tiếng Việt từ Mẫu giáo đến lớp 10:

- Trình độ 1: từ Mẫu giáo đến lớp 4, học 175 giờ
- Trình độ 2: lớp 5-6, học 175 giờ
- Trình độ 3: lớp 7-8, học 160 giờ
- Trình độ 4: lớp 9-10, học 160 giờ

Chương trình dành cho học sinh bắt đầu học tiếng Việt từ lớp 7 đến lớp 10 cấp trung học:

- Trình độ 1: lớp 7-8, học 160 giờ
- Trình độ 2: lớp 9-10, học 160 giờ

Nội dung chương trình mỗi trình độ gồm có:

- Mô tả nội dung tổng quát mỗi trình độ (Band description).
- Mô tả chi tiết nội dung chương trình và cho dẫn dụ (Content description and elaboration): Nội dung content description có hai phần chính, communicating and understanding.
- Tiêu chuẩn đánh giá (Achievement Standard).

### Sự khác biệt giữa chương trình cũ và mới:

Có ba sự khác biệt lớn trong chương trình cũ và mới. Chương trình mới: Chương trình tiếng Việt quốc gia Úc là:

- Dành cho học sinh có kinh nghiệm về tiếng Việt và văn hoá Việt Nam.
- Nội dung chính của chương trình (Content descriptions) gồm có 2 phần:
  - Giao tiếp (Communicating): Nội dung nói rõ giao tiếp thuộc lãnh vực nào (key concepts) và giao tiếp như thế nào (key process).
  - Hiểu biết (Understanding): Hiểu biết hệ thống tiếng Việt cả hai lãnh vực Ngữ âm và Ngữ pháp, và đặc biệt về văn hoá Việt Nam.

Nội dung hai điểm này là sự khác biệt lớn so với chương trình cũ. Giáo viên cần triển khai nội dung này thành chương trình chi tiết từng bài dạy cho học sinh từng cấp lớp.

- Tiêu chuẩn đánh giá (Achievement standard): Tiêu chuẩn đánh giá cho cuối mỗi cấp lớp (band level), chứ không phải lớp (grade level) hay trình độ ngôn ngữ (language level). Việc đánh giá trên hai tiêu chuẩn dùng tiếng Việt trong giao tiếp và sự hiểu biết về ngữ pháp và văn hoá Việt Nam sau khi học xong mỗi cấp lớp.

Trên đây chỉ là phần tóm lược chính của chương trình tiếng Việt được áp dụng kể từ năm nay nhằm giúp học sinh, phụ huynh và giáo viên được biết. Các giáo viên tiếng Việt tại các trường sẽ được tập huấn soạn chương trình và phương pháp áp dụng giảng dạy cho từng cấp lớp.

### Tài liệu tham khảo và đọc thêm

The Shape of the Australian Curriculum: Languages, Acara, 2010

Australian Curriculum: Languages, Foundation-10 Curriculum Design, Acara, 2012

Australian Curriculum: Languages, Vietnamese Foundation to 10, Acara, 2013

The National Goals for School Education, MCEETYA, 1999, 2008

The National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools, MCEETYA, 2005, 2008

Melbourne Declaration on Educational Goals for Young Australians, MCEETYA, 2008

### Về tác giả bài viết

\* **GS. Phan Văn Giưỡng** được ACARA mời tham dự biên soạn chương trình này. GS Phan Văn Giưỡng, OAM, nguyên chủ nhiệm chương trình Ngôn ngữ, Văn chương và Văn hoá Việt Nam tại Viện Đại học Victoria, điều hợp viên tổng quát chương trình tiếng Việt trường Ngôn ngữ Victoria, chủ tịch ban soạn thảo và chấm thi VCE Bộ Giáo dục Victoria, khoa trưởng khoa Ngôn ngữ và Văn hoá học trường Đại học Hoa Sen, nguyên chủ bút tuần báo Việt Nam Thời Báo, chủ biên tạp chí văn học Việt và hiện đang chủ nhiệm chương trình Ngôn ngữ và Văn chương Việt Nam, International Baccalaureate, UK.

## Teaching Vietnamese as a Heritage Language: A Personal Reflection

This issue of the GUAVA Newsletter marks the end of 2022 and the start of 2023 regardless of the solar or lunar calendar we are following. As a common practice, I take the opportunity to reflect on my journey of teaching Vietnamese as a heritage language (VHL), a journey that I didn't expect before the pandemic even though I have been a language educator at heart for ages. In this paper, I will share my story of how I end up being a Vietnamese teacher, who my students are, how I teach them, and what I plan to do next in this journey. This is a personal reflection for my professional development, thereby ideas and thoughts I share here will certainly be subjective and individual. Nonetheless, I believe that language teaching professionals and researchers should reflect on their own practice more often and be willing to 'unlearn' what they have learned.

### 1. How do I get here?

Like many instructors of Vietnamese, I started my professional journey as an English teacher. I have taught English to learners from various walks of life since those days when I was still an undergraduate. I taught English to K-12 students as a home tutor and as a part-time instructor. I rode my motorbike to a construction site to help engineers learn English for professional purposes. I even developed an English curriculum for a kindergarten school when they partnered with a language academy and assisted international English speaking instructors to teach the kids who kept asking me if they could go to the bathroom. However, the large portion of my professional time and energy was dedicated to English majors including those who were learning how to teach a second language. Working for a public university where they also provide a teacher education program, I concurrently served as a teacher educator helping both inservice and preservice instructors of English. I had the privilege of working with K-12 teachers from north to south of Vietnam in numerous professional development workshops provided by multiple stakeholders. Once I was in Hawai'i pursuing my master degree in Second Language Studies, I started my initial interest in Vietnamese language education by working on a task-based needs analysis proposal as part of a class project in a language program development course taught by Professor James Dean Brown (Phung, 2015). I was also involved with some Vietnamese language education activities such as serving as a language expert for a special Vietnamese proficiency testing project (2017) and becoming a certified rater of Vietnamese OPIc (2018). However, when I look back, I see myself mainly as a language researcher or specialist providing support for Vietnamese language teaching, not as someone who aspired

to teaching Vietnamese as a heritage or second language at that time. My ultimate goal back then is to understand how languages are learned as a SLA researcher because my years of teaching experience empowered me to think that without knowing how a person learns, how could one teach. I continued to work with international students in English for Academic Purposes courses and taught content courses such as second language teaching, testing and assessment, Task-based Language Teaching in a BA program at the University of Hawai'i at Mānoa. Unexpectedly, I was assigned to teach an intermediate Vietnamese course during the COVID pandemic in Fall 2020. I started embarking on a journey full of challenges, responsibilities, and rewards. Before that, I was mainly an English instructor, a teacher educator, and a language researcher. Of more than 50 students I taught in intermediate and advanced Vietnamese courses at the University of Hawai'i at Mānoa through 2020-2022, only one of them was a second language learner. Almost all of them, including those who took the proficiency exam with me for receiving a language requirement waiver, were Vietnamese heritage language learners (Vietnamese HLLs).

### 2. Who are Vietnamese HLLs?

It seems to be quite obvious that everyone knows who Vietnamese HLLs are if you have been teaching Vietnamese for a while, but defining who they are is not an easy task. In fact, HLLs can be defined in various ways among academics and researchers due to differences in their research interests and epistemologies. Vietnamese HLLs can be defined broadly as anyone who has been connected with or is affiliated with Vietnamese language and cultures including the third or fourth generation of Vietnamese people overseas, or they can be defined narrowly as those who have grown up in a Vietnamese-speaking family in the US with some Vietnamese language proficiency. The narrow definition of HLLs is often used by heritage language educators which draws on the early definition of Valdés who described HLLs



as those who are “raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and English” (Valdés, 2001, p. 38). As such, a Vietnamese HLL can be defined as someone who grew up in a Vietnamese-speaking family in a non-Vietnamese dominant society where they can function in the language to some extent due to their limited and interrupted language experience. This definition includes generations of Vietnamese who were born and raised in other countries and those who migrated to another country at their early age and their use and schooling of Vietnamese is interrupted. As a result, their Vietnamese acquisition is incomplete and they may not know how to read and write in Vietnamese yet.

I have to admit that it is challenging to provide a well-rounded definition capturing all complexities and nuances of Vietnamese HLLs. However, researchers have identified two prominent characteristics of HLLs which can certainly be applicable to Vietnamese HLLs. More importantly, these characteristics are aligned well with my observations from working with more than 150 Vietnamese HLLs over the past three years. Vietnamese HLLs are *fundamentally different* from second/foreign language learners (L2Ls) and they are *heterogeneous*. Obviously, Vietnamese HLLs are different from L2Ls in their proficiency, learning motivation, and language needs. Unlike L2Ls who often struggle with speaking and listening, Vietnamese HLLs already possess some oral and aural proficiency when they enter Vietnamese courses. However, Vietnamese HLLs often have difficulties with spelling, reading and writing compared to L2Ls. Although Vietnamese HLLs mainly take courses to fulfill a language requirement, they want to learn the language to speak to their family members in the US and relatives abroad and to connect with Vietnamese cultures to understand their roots and origins. Not only do Vietnamese HLLs differ from L2Ls, but they are also different from one another, cohort by cohort. Their heterogeneity and uniqueness are due to a host of factors including where and when they were born, how often they use Vietnamese at home and in their community, if they received any formal schooling in Vietnamese, and their attitudes and ideologies to the Vietnamese language. My students have awed me with all of their differences and diversity. Some of them can speak very well, but they don't know how to read or write. Some can barely utter a word in Vietnamese, but they can comprehend Vietnamese by listening. Some of them love contemporary V-pop and identify with Đen Vâu, Min or Hoàng Thùy Linh while others enjoy Paris by Nights or V-pop in the 2000s or earlier. Some students have their father speaking the northern dialect and their mother speaking the southern dialect or vice versa while some have either of their parents speak Cantonese or Teochew or English. They are diverse and unique all in special ways.

### 3. How to teach Vietnamese HLLs?

In many language programs across colleges and universities in America, heritage language learners (HLLs) make up the majority of enrolled students in language courses. Vietnamese language programs are no exception to this trend. In fact, through personal communication with other Vietnamese instructors, I have learned that Vietnamese HLLs also make up the majority of their student composition, up to 80–90% of enrolled students, even in recently offered courses as at the Michigan State University. For programs with low student enrollment, Vietnamese heritage speakers are often mixed with second language learners. In highly enrolled programs, Vietnamese HLLs are placed in a separate track as in the case of UCLA. To the best of my knowledge, UC San Diego where I am working for at the moment has been the only university providing a program exclusively dedicated to heritage language speakers of Vietnamese for more than 20 years. The history of the program has been carefully documented by Dr. Kimloan Hill in the previous issue of this newsletter.

While mixing both HLLs and L2Ls in the same class is still the common practice in many institutions, researchers and educators have voiced the importance of developing differentiated instruction and distinctive teaching approaches catering for HLLs' unique needs and heterogeneity (Carreira & Kagan, 2018; Valdés, 2001). Best instructional practices need to build on what HLLs have and what they bring to the classroom. Moreover, it is important to connect what HLLs learn and do in the class with their life outside the classroom. As such, Carreira (2016) proposed that HL teaching should be macro-based versus micro-based, that is, focusing on HLL's socio-affective needs and their identity development rather than dissecting grammatical structures and usage. Grammar and vocabulary should be taught in contexts and should be function-driven rather than using the ‘divide and conquer’ approach in which grammar is carefully selected and sequenced to control for its level of difficulty. Carreira (2016) listed six approaches which she argued to be aligned with macro-based HL teaching.

They are discourse-based, content-based, task-based, genre-based, and experiential-based. In practice, eclectic approaches can combine the best features of each approach to achieve instructional goals in specific settings.

When I first started teaching Vietnamese HLLs, I experimented with different approaches and methods drawing on my professional and academic experience. Informed by research findings in SLA, I have applied the Four Strands (Nation, 2007) to design the syllabus for intermediate courses. I have drawn on the theory and practice of Task-based Language Teaching to organize my lessons supporting learners acquire Vietnamese incidentally and implicitly. For advanced learners, I have delved into my repertoire of teaching English for Academic Purpose to bring reading circles, discussion and debates, and project-based learning into my Vietnamese courses. These trial and error experiences help me reinforce my observations about language teaching that all approaches and methods are wrong, only some are more helpful than others in a specific teaching context with a specific student cohort. Traversing across multiple professional and academic circles in TESOL, SLA, LCLTL, ACTFL, and GUAVA gives me an excellent opportunity to learn, unlearn, and relearn as Alvin Toffler once said.

#### 4. What's next?

Learning is a never-ending process. I only started this journey for a while, but I have learned a lot from doing it and from other Vietnamese teaching professionals in GUAVA. Even though Vietnamese is often classified as a less commonly taught language in the US and instructors of Vietnamese often participate in professional development activities offered by organizations and groups with the key mission of advancing LCTLs, I usually draw on the theory and practice of heritage language studies to inform my teaching due to my exclusive work with Vietnamese HLLs. There is a lot for me to learn in terms of teaching Vietnamese as a heritage language, but I enjoy the process of learning to broaden my perspectives which used to revolve around TESOL.

In terms of teaching Vietnamese HLLs, I have prioritized curriculum development, placement and proficiency testing, and materials development for students at UC San Diego. I am currently working on a curriculum map to connect all three levels and three quarters in a systematic and comprehensive manner so that current and upcoming students can have more flexibility while maintaining their continuity in taking Vietnamese courses. As for placement and proficiency assessment, I successfully set up a procedure to place students in the relevant courses that is both efficient and effective, but there is still room for improvement and a lot of work awaiting for proficiency testing. Developing materials for Vietnamese HLLs is still a big challenge to take and I hope to collaborate with other colleagues in the near future on this matter.

It is crucial to have a knowledge base of Vietnamese language teaching and learning and I believe this can be best achieved through systematic inquiry and research. While research on Vietnamese as a heritage language is still limited, more and more studies have been carried out in recent years such as characterizing the linguistic features of heritage language learners (Phan, 2019), Vietnamese heritage language socialization (Nguyen, 2022), language processing among Vietnamese HLLs (Nguyen, work in progress). Given my research interests in SLA and language teaching, I hope to conduct more research in the instruction and acquisition of Vietnamese as a heritage language. The essential question is still about language acquisition or how heritage languages are learned. Currently, I am collaborating on a project investigating Vietnamese HLLs' dialectal awareness and their identity in the classroom and another project on evaluating the effectiveness of task-based and project-based learning for Vietnamese HLLs. I hope to share some of the research findings in the upcoming issues of GUAVA Newsletter.

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