


Cultural Groups of Words in EFL Coursebooks and Pedagogical Implications

Pham Thi Thanh Thuy^{1*}, Ha Hong Nga¹

¹Hanoi National University of Education, Viet Nam

* Correspondence: Pham Thi Thanh Thuy, Hanoi National University of Education, Viet Nam. Email: phamthanhthuy09@gmail.com

*  <https://orcid.org/0000-0002-0184-1544>

*  <https://doi.org/10.54855/acoj.221324>

ABSTRACT

Vocabulary seems to be a high mountain to climb for language learners. Cultural words are among the enormous range of vocabulary on diverse topics. As far as this study is concerned, the structure and meaning of cultural groups of words in selected EFL course books are explained and analyzed; after that, pedagogical implications are recommended for learning these words. The key research methods include describing and analyzing the structure and meaning of cultural words in EFL coursebooks. Findings revealed that cultural words in selected EFL coursebooks possessed several distinctive features of structure and meaning. At the end of the study, several pedagogical implications in online English teaching and learning were proposed.

Keywords: cultural words, EFL course books, structure, meaning, pedagogical implications

1. Introduction

English vocabulary is a focus for learners during acquiring the language. Cultural words are among the common wide range of vocabulary to memorize frequently. This special type of word needs proper concern by both language teachers and learners. It can be recognized that there have not been many studies conducted on the structure and meaning of English cultural words. Hence, within the research paper, the authors would like to describe and analyze this issue of English cultural words from selected EFL coursebooks used for students at Hanoi National University of Education. After that, appropriate pedagogical implications are proposed in English vocabulary teaching and learning.

Significance of the study

Studies revealed that vocabulary or ESP vocabulary had been a focus of linguistics research so far. Regarding cultural words in EFL course books, the topic has been of concern to several authors. However, cultural words in EFL course books in relationship with suggested online activities to learn this special type of vocabulary, to some extent, are still not researched much. Therefore, our research is going to contribute to clarifying the topic and discussing the theoretical framework relating to cultural words in EFL course books and pedagogical implications in the current context of the worldwide COVID-19 pandemic.

2. Literature review

2.1. Definition of cultural words

There appear to be several definitions of cultural words by authors. Wiezbicka (1997:5) stated that, in a sense, it might seem obvious that words with special, culture-specific meanings reflect and pass on not only ways of living characteristics of a given society but also ways of

thinking. She considered cultural keywords extremely vital and revealed words in a certain culture (Wierzbicka, 1997, 15-16). Li, Ran & Xia (2010) named cultural words as words with image culture and explained that the words are the results of long-lasting history and culture of tribes, closely associated with traditional legends or ancestors' worship.

To determine the criteria to define cultural words, Wierzbicka (1997:16) confirmed that the words are of common vocabulary, frequently used on a typical semantic aspect, and finally put in the central position of a particular complete phrase. These criteria are useful for authors to determine cultural words among diverse words used in speaking and writing.

In terms of forms of cultural words, Wierzbicka (1997:17) said that cultural words were not only single words but also common collocations, set phrases, grammatical constructions, proverbs, and so on. Clearly, cultural vocabulary is expressed in a variety of forms. These forms of cultural words are found in such materials as EFL course books for language learners.

2.2. Classification of cultural words

Cultural words have been classified by many researchers. Here are several ways to categorize this special type of word.

To start with, Newmark (1988:94) divided cultural words into five smaller types, as follows: (1) ecology covers flora, fauna, wind, valley, and mountains; (2) material culture or artifact covers food, cloth, housing, and city, transportation; (3) social culture covers work and leisure; (4) organization covers customs, activities, procedures, political and administrative concepts, religion, arts, and (5) gestures and habits.

Alonso & Ponte (2015) proposed the following classification for cultural words, specifically, into 12 types.

Table 1.

Classification of cultural words

| | |
|-------------------------------|---|
| Everyday living | Food, working, school, holidays, leisure activities, clothes, housing |
| Cultural heritage | Famous monuments and people, literature, TV shows, movies, music. |
| National identity | Languages, religions, nationality, history, humour, art and politics from different cultures. |
| Popular culture | Rites, traditions, celebrations, festivals, social conventions, dances, discos, religious observances and values, and types of music, among others. |
| Society | Living standards, classes, urban tribes, minorities, family structures, regional cultures, and subcultures. |
| Geography | Countries, continents, cities, towns, streets. |
| Stereotypes | Typical features attributed to certain cultures. |
| Language | Borrowings, informal register, idioms, collocations. |
| Worldwide issues | Political, economic, social and environmental issues. |
| Institutions and organization | Official institutions and organizations from different countries. |
| Varieties | Words from other varieties of English. |
| Social interaction | Greetings, apologies, politeness. |

As far as this research is concerned, the authors determine cultural words based on the second way of classification in the study done by Alonso & Ponte (2015) since it is in detail with clarity.

2.3. Meaning of cultural words

The topic of the meaning of cultural words has been so far discussed widespread worldwide. A variety of authors possess both similar and different viewpoints. Cultural words are among a common range of words. The meaning of cultural words has been mentioned in several works when culture is a significant factor in the words.

Smirnitsky stated that the meaning of words is the natural reflection of objects, phenomena, or relationships in awareness (or a psychological composition similar in nature, formed on the reflection of separated elements in reality) in the structure of words in terms of their inner side. (Nguyen, 2018, 21)

Ullman (1967) explained the meaning of a word is the relation between the sound of the word and its content of definition. He drew a triangle of meaning, in which he focused on making a distinction between linguists, logicians, and psychologists. He asserted that it should not be considered the same between viewpoints, the position of linguists with which of logicians and psychologists.

Lyons (1995) changed the triangle of meaning into one called the "triangle of signification" with three tops, that is, signal, definition, and things signified. He assumed that the content of meaning definition consisted of numerous parts distinguished in functions and contents, and it is necessary to distinguish different types of meaning.

Regarding the meaning of selected cultural words, there witnessed many research papers. In *Semantics, culture, and cognition – universal human concepts in culture-specific configurations*, Wiezbicka (1992) researched different dimensions of psychology, emotion, and ethics by comparing meanings of couples of words in English and Russian, that is, *soul, memory, and heart; fate and destiny; courage, bravery, risk*, and so on. Additionally, Wiezbicka figured out and contrasted the meanings of a few cultural keywords in Anglo English, including *privacy, personal autonomy, fairness, mind, reason, sense, evidence, experience* (Wiezbicka, 2006, 2010), Australian English: *bloody, bullshit, whinge, dob in* (Wiezbicka, 1997, 2002), Russian: *duša* (soul), *sud'ba* (fate), *toska* (thirst), *iskrennost'* (genuineness), *pravda* (truth), *obščenie* (communication) and *avos'* (possible) (Wiezbicka, 1997, 2002, 2010), Polish: *przykro* (annoyingly), *rodzina* (family), *wolność* (freedom) (Wiezbicka, 1997, 2001). Importantly, the principles for semantics analysis practiced by Wiezbicka were also used in analyzing cultural keywords.

Levisen (2012) continued the direction of Wiezbicka's research on several cultural keywords. In detail, in *Cultural Semantics and Social Cognition – A Case Study on the Danish Universe of Meaning*, he analyzed systematically, from the perspectives of semantics and national pragmatics, a few Danish cultural keywords, that is, *hygge* (warmth), *tryghed* (security), *lykkelig* (happiness), verb *synes* (seem) *và mener* (think), etc. in the light of theoretical framework of Natural Semantic Metalanguage (NSM) (Goddard and Wiezbicka, 1994, 2002).

Nguyen (2018) had an overview of the meaning of words in the relationship with culture in Vietnamese and international studies, compared cultural and lexical semantics of Vietnamese and English cultural keywords, and shaped a framework to compare cultural keywords. More specifically, her thesis compared two groups: the semantics of cultural keywords with specific references and the semantics of cultural keywords with non-specific references between Vietnamese and English; as well, she revealed the similarities and differences in the linguistics (characteristics of semantics) and culture (characteristics of social life, perceptions, thinking...) between two cultural keywords groups of Vietnamese and English community. Two groups of

cultural words were mentioned, that is, the group with real referential things (*land, water, house, man*) and another group without real referential things (*dragon, ghost, fairy*).

Le (2017:15) clarified the role functions and meaning of four cultural keywords: *fate – hometown – face – soul* in Vietnamese people's awareness and action in comparison with English and Russian. She discussed several cognitive features of Vietnamese people accompanied by similarities and differences between Vietnamese and English, Russian. The writer consulted typical linguistic materials (Vietnamese, English, and Russian) with sociology survey data to figure out conceptions used by Vietnamese for painting the world picture in words that differed from other languages during expressing the same conception.

2.4. Vocabulary in EFL course books and its cultural components

Vocabulary is considered the key to success in mastering four skills of a language. It was stated that learners with a limited vocabulary range found more difficulties in L2 reading and writing (Hu and Nation, 2000). Course books or textbooks are the main tools for language teachers to select vocabulary and activities for lessons in order to attract learners' engagement (Criado and Sanchez, 2012).

Vocabulary has a strong connection with the culture of different countries in the form and meaning as it reflects the life of the whole community (Wiezbicka, 1997; Grossberg and Morris, 2005). CEFR (2001) explained that vocabulary was partially influenced by the cultural characteristics of the community where the speaker was living. Liddicoat and Scarino (2013:28) owned a comparatively similar idea that words were more noticeably affected by culture and code of cultural context.

The authors found a few research conducted several years ago in terms of cultural words in EFL textbooks. Georgiveska (2000) analyzed two textbooks, one for secondary EFL students in Macedonia, the other is Headway (Intermediate) which was internationally learned. Findings showed that gaps in socio-cultural vocabulary were discovered, and the meaning of words related to culture was not explained specifically. Another research conducted by Mahmood, Asghar, and Hussain (2012) analyzed an ELT textbook quantitatively in Pakistan. The research aimed at figuring out the predominant culture in the textbook and references the native culture of learners. They confirmed that the target culture should be significantly concerned within the textbook, and international culture should not be the major focus.

Alonso & Ponte (2015), in *An analysis of Cultural Vocabulary in ELT textbook*, deeply investigated cultural words in two ELT textbooks of two levels which were used for teaching in Spain (that is, *Aspire – Upper Intermediate* and *English Alive 4*). The range of cultural words was taken out from the sections of vocabulary and reading comprehension, classified based on the list of cultural forms (Byram & Morgan, 1994; CEFR, 2001). Findings revealed that the number of cultural words in the two ELT textbooks was not balanced; in *English Alive 4*, cultural vocabulary on cultural heritage and geography outnumbered the words on other topics; in *Aspire – Upper-Intermediate*, words on social interaction and popular culture were many more counted. The research broadens the knowledge of cultural words in ELT coursebooks.

2.5 Research questions

Within this brief study, the writers are going to answer the following research questions:

- (1) What is the structure and meaning of cultural words in the coursebook Real Life (upper-intermediate)?
- (2) What are the pedagogical implications of learning English cultural words?

3. Methods

3.1. Pedagogical Setting

The authors described and analyzed the structure and meaning of cultural groups of words in the coursebook *Real Life* (upper-intermediate), which is currently used for 2nd-year English majors at the Faculty of English

Table 2.

Description of the coursebook *Real Life* (upper-intermediate)

| | |
|-------------------------------|---|
| <i>Coursebook:</i> | Cunningham S.& ByGrave J. (2011). <i>Real life</i> (upper-intermediate). Pearson Education Limited. |
| <i>Number of units:</i> | 10 |
| <i>Sections in each unit:</i> | 6 sections: Grammar, Vocabulary, Reading, Listening, Speaking, Writing |
| <i>Topics for 10 units:</i> | (1) Going to extremes, (2) Living together, (3) Global network, (4) Happy and successful, (5) Pop culture, (6) Something different, (7) Body and mind, (8) Consumer society, (9) Right and Wrong, (10) Life changes |

After that, the writers proposed appropriate pedagogical implications of online teaching and learning English cultural groups of words from the coursebook.

3.2. Design of the Study

The study was carried out based on such methods as collecting, describing, and analyzing cultural words from the coursebook *Real Life* (upper-intermediate) to figure out the structure and meaning of this special type of vocabulary.

3.3. Data collection & analysis

The authors took vocabulary words out from the coursebook *Real Life* (upper-intermediate), then analyzed the structure and meaning of these special words based on certain theoretical frameworks (definitions and classification of cultural words as mentioned above in the Literature review). Cultural characteristics of diverse countries were revealed through the procedure.

4. Findings and discussion

The cultural words were collected from the coursebook *Real Life* (upper-intermediate). They belonged to different cultural groups, including proper nouns, collocations, and idioms/proverbs. In terms of structure or meaning, findings on cultural words in EFL course books contribute to clarifying and correctly comprehending this special type of words in English. Language learners are advised to be careful while managing to figure out English cultural words so as not to misunderstand them from the perspective of culture.

4.1. Structure of cultural words in EFL course books

Proper nouns

The authors found a large number of cultural words with the structure of proper nouns. This group of cultural words is easily recognized for their capitalized first letters. Some examples are below:

They can be famous names (*Bill Gates*), names of continents (*America*), names of countries (*the UK*), nationalities (*Korean*), names of a state (*Hawaii*), names of cities (*Budapest*), names of a prize in cinema (*Oscar*) or sports (*the World Cup*).

Collocations

The collocations that the writers found in the coursebook are grouped into several types: Verb + Noun, Verb + Preposition + Noun, Verb + Noun (object) + Preposition + V_ing, Verb + Adverb, Adjective + Preposition + V_ing, Adjective + Noun. Thus, the structures of English collocations are diverse, requiring learners' thorough understanding and using so that meaning is not misunderstood.

Some examples can be found in the coursebook as follows: *play a gangster*, *score the winning goal*, *get on with her parents*, *suffer from exhaustion*, *expect her to help with household jobs*, *behave reasonably*, *be desperate to move to a place of my own*.

Idioms/ Proverbs

This group of cultural words is of limited number within the course books. However, it does not mean that the group rarely appears in the book. Several idioms/ proverbs were seen in Real Life (upper-intermediate). The authors are interested in this type of cultural word for its meaningful inner culture. Hereinafter are a few examples:

Beauty is in the eye of the beholder.

Success is often about being in the right place at the right time.

From preliminary research, the authors found such structure of cultural words in the coursebook chosen. The very first group of proper nouns accounted for the largest number of cultural words from the coursebook. The second group of collocations could be seen with different combinations using nouns, verbs, adjectives, adverbs, and prepositions. The third group of idioms/ proverbs is of a smaller number though it is typical in terms of culture included in each idiom or proverb.

4.2. Meaning of cultural words in EFL course books

As far as the cultural words from the coursebook were mentioned above, meaning features are revealed and analyzed in terms of cultural perspective.

Proper nouns

This subtype of cultural words taken out from the coursebook can be easily comprehended in meaning as they exactly mean certain known people, continents, states, nationalities, cities, places, or prizes. It can be understood in Vietnamese meanings as follows:

Bill Gates (Bill Gates), *America* (châu Mỹ), *the U.K* (Vương quốc Anh), *Korean* (người Hàn Quốc, tiếng Hàn), *Hawaii* (Hawaii), *Budapest* (Budapest), *Oscar* (Oscar), *the World Cup* (Giải vô địch thế giới).

Collocations

The meaning of collocations should be carefully investigated based on the cultural context and structures of the collocations so that readers understand them clearly in Vietnamese.

For example: *play a gangster* (đóng vai xã hội đen), *score the winning goal* (ghi bàn quyết định chiến thắng), *get on with her parents* (hòa hợp với bố mẹ cô ấy), *suffer from exhaustion* (bị kiệt sức), *expect her to help with household jobs* (mong cô ấy giúp làm việc nhà),

behave reasonably (cư xử phù hợp), *be desperate to move to a place of my own* (trở nên tuyệt vọng đến mức chuyển đến nơi ở riêng).

Above are suggested translations for selected English collocations in the coursebook. Readers are completely able to possess their own way of figuring out the collocations, provided that they understand the collocations well in the appropriate context.

Idioms/ proverbs

It is ideal to find comparatively equivalent idioms/ proverbs in Vietnamese for the English ones. In case it is quite hard to find one, readers should manage to understand the meaning of the idioms/ proverbs to avoid misunderstanding.

For example:

Beauty is in the eye of beholder. (Vẻ đẹp là ở trong mắt người xem.)

Success is often about being in the right place at the right time. (Thành công thường là ở đúng nơi vào đúng thời điểm.)

It can be seen obviously that understanding different groups of cultural words needs sufficient knowledge of culture. The group of proper nouns is the most understandable as the names themselves are typical for people, places, events, and many other aspects of life all over the world. The other groups, including collocations and idioms/ proverbs, require more effort and analysis for their more complicated structure and carefulness to avoid misunderstanding during figuring out the meaning in the context.

In comparison with results from previous studies, it was discovered cultural words in the EFL coursebook mentioned in this research paper were analyzed for larger groups, including proper nouns, collocations, and idioms/ proverbs. Previous studies were mainly related to certain groups of vocabulary, such as words on clothes, plants, and flowers. The words in these papers were discussed with the specific structure of single, compound, complex words and phrases.

Regarding meanings of cultural words, it could be said that in previous studies, specific Vietnamese word groups of diverse cultural topics such as food, animals, and colors were clarified in contrast with such words in other languages, including English, French, and Russian. Within this piece of writing, the authors did not contrast the meaning of such English cultural groups of words found in the EFL coursebook; they managed to find equivalent vocabulary and phrases in Vietnamese with the notice of cultures in two different countries.

Hereinafter are selected works on structure and meanings of certain cultural groups of words that the authors made effort to find from linguistic journals, books and Ph.D thesis. Some names can be counted: Nguyễn Chi Lê (2009), Đặng Ngọc Lê (2013), Phạm Thị Châu Pha

& Trần Thị Phương Lý (2016), Nguyễn Thị Thu Hà (2016), Trương Thị Mai (2016), Lê Thị Hồng Nga (2014), Nguyễn Văn Dũng (2014), Vũ Thị Thắng (2014), Trần Minh Hùng (2018), Vũ Thị Ngọc Minh (2014), Nguyễn Thị Hương Lan (2018), Vũ Đức

Nghiêu (2010), Nguyễn Thị Bích Hợp (2015), Hà Thùy Dương (2020), Nguyễn Thị Thủy Chung (2021), Võ Thị Mỹ Hạnh (2021).

4.3. Research questions:

To answer research question 1 (*What is the structure and meaning of cultural words in the coursebook Real Life (upper-intermediate)?*), findings show that cultural words found in the

coursebook belong to such structure as proper nouns, collocations, and idioms/ proverbs. The majority of the cultural words are in the form of proper nouns (that is, famous names, places, events, etc.), which appear in nearly every session in the coursebook. In terms of meaning, learners and readers are required to possess cultural knowledge to comprehend these groups of cultural words, especially the second and third groups, that is, collocations and idioms/ proverbs. It is advised to find equivalent expressions in Vietnamese to figure out such collocations and idioms/ proverbs; moreover, context is also a factor to note in this case.

Research question 2 (*What are the pedagogical implications of learning English cultural words?*) is a part of the study which is suggested based on the theories and findings. The authors would like to mention the implications of online teaching and learning vocabulary, including cultural words, within this study.

Here are suggested Quizlet, Quizizz and Google Form, Blooket, Wordwall vocabulary tasks that can be used in English vocabulary teaching and learning:

The first activity suggested is associated with the Quizlet app. The teacher-designed tasks on the appropriate vocabulary topic, such as topics in the coursebook on the Quizlet app. Different tasks, including Flashcards, Learn, Write, Spell, Test, Match, Gravity, are created with selected words on the topic together with images. Learners memorize new words by accomplishing all the online tasks.

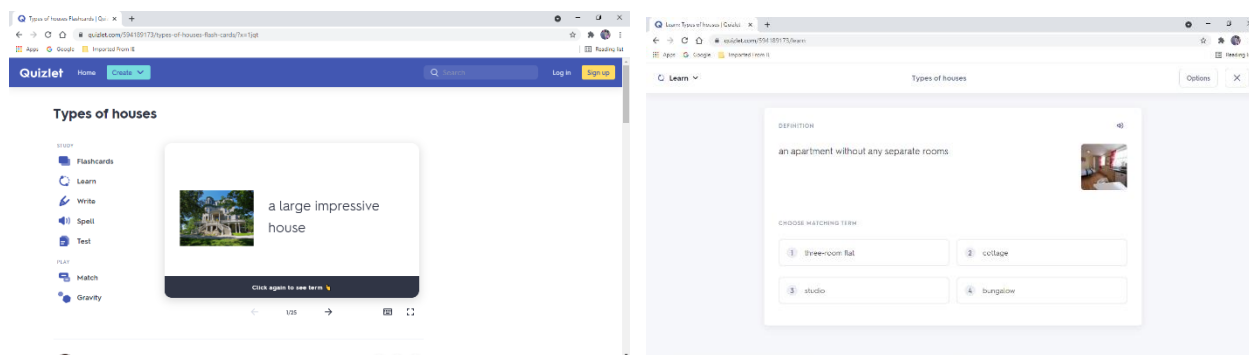


Image 1. Vocabulary task on Quizlet app

The second type of online app for designing vocabulary tasks is Quizizz. This app is beneficial for a number of subjects, including English. It has been widely used so far with online teaching and learning in the context of the COVID-19 pandemic. The instructor designs appropriate online vocabulary tasks on the chosen topic in the coursebook, such as multiple-choice, gap filling, and True/ False questions, and add colorful pictures or videos to make the tasks more attractive. After that, the instructor is able to choose indirect or instructor-led playing for the vocabulary games that he has created before class. For the first time playing Quizizz games, students were completely engaged in the activity with joy and excitement. The player gets a score at the end of the game and is ranked in the group of classmates, which motivates the students to get higher and higher scores.

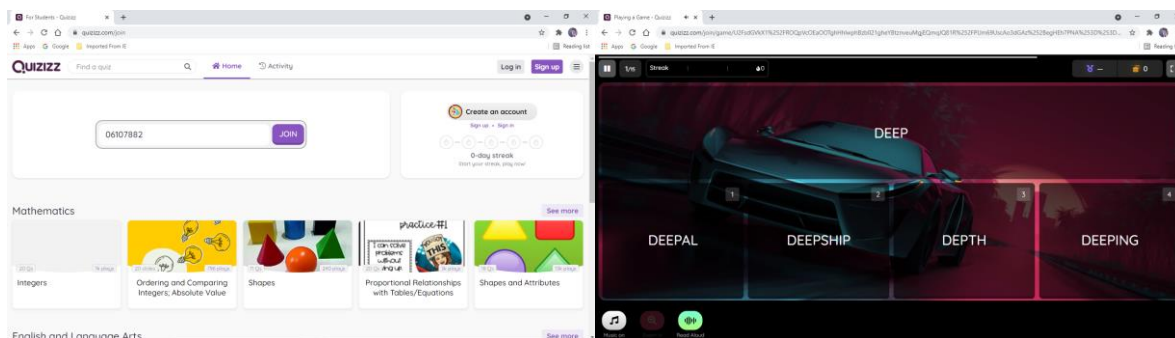


Image 2. Vocabulary task on Quizizz app

The third online app to suggest is Google Form. This app has been taken advantage of for the past few years by a variety of people, including teachers and researchers. It has been popularly used for its convenience. Diverse tasks are created on Google Form, such as multiple-choice, gap-filling, text adding, video attaching, and image adding. It enables designers to add answers to questions, scores for correct responses, and to auto-grade, the responses after students have finished the tasks. Online vocabulary tasks on Google Form used to be the first choice for language teachers some years ago.

At present, language teachers still favor this Google app in designing online tasks and tests.

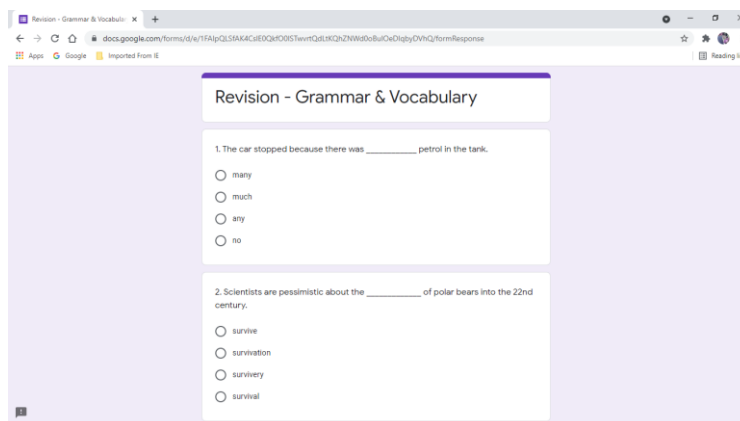


Image 3. Vocabulary tasks on the Google Form app

The fourth suggestion is the Blooket app. This app has been used much recently by teachers and students with a variety of game modes applied for the same question set, such as Gold Quest, Fishing Frenzy, Crypto Hack, and Blook Rush, which motivates the students to play and learn at the same time. Learners are extremely interested in the game without recognizing that it is, in fact, a task to learn. Language teachers are able to search for English vocabulary games on diverse topics available online and direct the game for a limited time. They can also design questions for the game which are appropriate for the lectures.

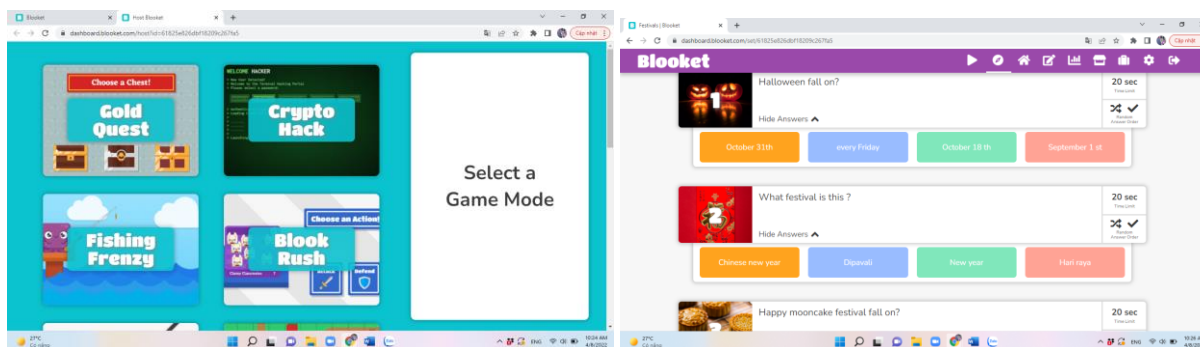


Image 4. Vocabulary tasks on BlooKet.com

The fifth app to utilize for memorizing vocabulary is Wordwall. This app is designed for vocabulary games only. For the same set of questions, players have the right to choose different ways to play, as you can see in the photos. With this game, learners are able to play without the control of the teacher. The game is normally designed with colorful images; thus, it stimulates the learners a lot while playing. Players can get bonus points after finishing answering the questions, which makes the learners happy.

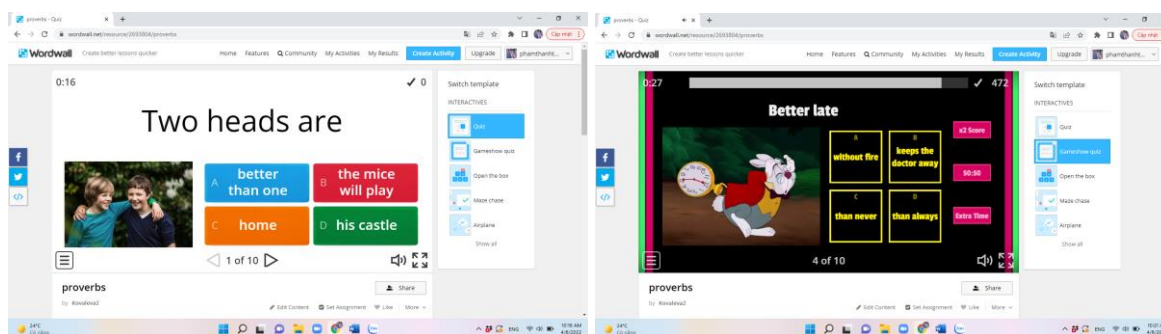


Image 5. Vocabulary tasks on the Wordwall app

5. Conclusion

From the above findings, obviously, cultural words found in the coursebook *Real Life* (upper-intermediate) possess typical features in terms of structure and meaning. These features should be cared about by readers so that they understand the cultural words thoroughly and rightly. Pedagogical implications in online language teaching and learning are also proposed for educators, teachers, learners, and researchers who may concern.

For the limited scope of the study, the authors selected cultural words from the coursebook *Real Life* (upper-intermediate) for analysis only. For further research, the writers are expected to extend the scope to other EFL coursebooks being used by Vietnamese students.

References

- Ahmet, O. & Selami, A. (2020). The Effects of the Use of Quizlet on Vocabulary Learning Motivation. *Language and Technology* 2020, Volume: 2, Issue: 1, 16 - 25
- Alonso A. C. & Ponte D. C. (2015). An analysis of Cultural Vocabulary in ELT textbooks. *Odissea*, No.16 ISSN 1578.3820.2015.83-96.
- Anjaniputra, A. G. & Salsabila, V. A. (2018). The merits of Quizlet for vocabulary learning at tertiary level. *Indonesian EFL Journal*, 4(2), 1-11.
- Criado, R. and A.Sanchez (2012). Lexical frequency, textbooks and learning from a cognitive perspective. A corpus-based sample analysis of ELT materials. *RESLA Extra*, 1: 77-94.3.
- Georgievska, E. (2000). *Textbook vocabulary and cultural competence: A Case Study in EFL in the Republic of Macedonia*. Durham theses, Durham University, 30 Jan. 2015, <http://etheses.dur.ac.uk/4532>.
- Dung H.T.T & Hai T.Q. (2022). Changes in Students' Experiences and Perceptions towards E-learning at Hoa Sen University during Covid-19 Pandemic. *AsiaCALL Online Journal*, Vol. 13, No. 1, 2022, pp. 22-39, Retrieved from <https://asiacall.info/acoj/index.php/journal/article/view/94>.
- Hu, M. and P. Nation (2000). Vocabulary density and reading comprehension. *Reading in a Foreign Language* 13: 403-430.
- Nguyễn Liên Hương (2018). *Nghiên cứu đối chiếu ngữ nghĩa từ vựng văn hóa Việt – Anh (trên tư liệu một số nhóm từ)*. Luận án Tiến sĩ Ngôn ngữ học, chuyên ngành Ngôn ngữ học so sánh và đối chiếu. Đại học Quốc Gia Hà Nội.
- Levisen C. (2012). *Cultural Semantics and Social Cognition: A Case Study on the Danish Universe of Meaning*. De Gruyter Mouton, Germany.
- Li F., Ran S. & Bai X. T. (2010). Translation of words with cultural imagine. *Tạp chí Giảng dạy và nghiên cứu ngôn ngữ*, tập 1, số 5, Phần Lan.
- Liddicoat, A., and A. Scarino (2013). *Intercultural Language Teaching and Learning*. Malaysia: Willey-Blackwell.
- Lyons J. (1995), *Linguistic Semantics: An Introduction*, Cambridge University Press, UK.
- Mahmood M.A., Asghar, A. M, and Z. Hussain (2012). Cultural Representation in ESL Textbooks in Pakistan: A Case Study of “Step Ahead 1”. *Journal of Education and Practice* 3, 9: 35-42.
- Maria, D. A. P.& Deli N. (2021). *MERDEKA BELAJAR* in pandemic: Using Quizizz game-based learning to improve students' vocabulary mastery. *Language Literacy: Journal of Linguistics, Literature and Language Teaching*, Volume 5, Number 1, pp: 221-227, June 2021, DOI: 10.30743/ll.v5i1.3842
- Nation ISP (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Newmark P. (1988). *A textbook of translation*. New York: Prentice Hall.
- Samet B. (2018). Using Quizizz.com to enhance pre-intermediate students' vocabulary knowledge. *International Journal of Language Academy*, Volume 6/3 September 2018, p. 295-303. DOI Number: <http://dx.doi.org/10.18033/ijla.3953>.
- St. Ullman (1967). *The principles of semantics*. Oxford: Basil Blackwell.

Pham, T. T. (2022). Promoting Students' Autonomy in Online Classes: A Study on First-Year Non-English Major Students at Thuongmai University. *AsiaCALL Online Journal*, 13(2), 42-59. <https://doi.org/10.54855/acoj.221323>

Lê Thị Kiều Vân (2017), *Tâm thức của người Việt qua một số từ khóa (Chuyên luận Ngôn ngữ học văn hóa – tri nhận)*, Nxb. Đại học Sư phạm thành phố Hồ Chí Minh.

Wierzbicka A. (1992). *Semantics, culture, and cognition: Universal human concepts in culture-specific configurations*. New York: Oxford University Press.

Wierzbicka A. (1997). *Understanding Cultures through Their Key Words*. New York: Oxford University Press.

Biodata

Pham Thi Thanh Thuy, Ph.D Candidate, is teaching English at Hanoi National University of Education. She earned her MA degree in University of Languages and International Studies-Vietnam National University, Hanoi. She majors in 4 skills of English, vocabulary, linguistics, and methods of teaching and learning English. She has attended many conferences including VietTESOL Convention International Conference 2020 and 17th CamTESOL International Conference 2021. Her slogan is: “*You cannot live the 2nd time, so live and work with love at your fullest effort!*”

Email : phamthanhthuy09@gmail.com

Mobile: 84975908370

Ha Hong Nga, MA is currently Vice-Dean of English Faculty, Hanoi National University of Education. She has worked as a teacher-trainer in English teaching since she graduated from Hanoi University – Viet Nam in 1990. Her major interests include linguistics, 4 skills of English, ESP, English teaching and studying methodology. She has attended many training courses and conferences in Viet Nam and overseas.

Email: nga.hahong@gmail.com

Mobile: 84936881969