



*8th International Conference on TESOL:  
ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES*

*Date: Thursday, Aug 10, 2017*

*Time: 14:05-14:35*

Presenter/s: **Dr. TON Nu My Nhat**

***Bio:***

Dr. TON Nu My Nhat is currently a senior lecturer at the Department of Foreign Languages, Quy Nhon University, where she has been involved in TEFL to students at different levels for more than 20 years. She obtained her MA and PhD in Linguistics from Ha Noi University of Language and International Studies, Vietnam National University. Her main research interests include TESOL, ESP, and Discourse Analysis

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Title: **Engaging Vietnamese Young Learners in Mathematics in English: A Multisemiotic Approach**

***Abstract:***

Of the multiple discourses where the Vietnamese young learners are increasingly engaged to develop their English proficiency, the English mathematical discourse – online and printed – has proved to be more and more popular. This has become especially the case ever since the introduction of the Maths contest via Internet (ViOlympic) as the National contest organized by the Ministry of Education and Training since the 2008-2009 academic year. This presentation explores the strategies to engage the Vietnamese young learners in the mathematical problems as the means not only to learn maths per se but also to improve their overall English proficiency and to develop cognitive skills. Data for illustrations and discussions are drawn from the printed resources currently accessible in the Vietnamese context, namely the series “ViOlympic Math Contest Self-Practice”, published by Giao Duc Publisher, and “Olympiad Maths Trainer” and “Learning Maths”, published by Singapore Asia Publishers. The theoretical frameworks for the study include the systemic functional models for language, mathematical symbolism, visual images, and the systemic framework for intersemiosis across the three resources (Halliday, 1994; Martin, 1992; Martin and Rose, 2003; O’Halloran, 2004). The results from a multisemiotic approach yields significant pedagogical implications as it offers insights into the functions of other resources in constructing meanings apart from the well-established role of language in contemporary communication in general and science discourses in particular.