



Research on the Selection of Master's Thesis Topics for Vietnamese Chinese Language Majors—A Case Study of Vietnam National University, Hanoi

Dao Thi Nam

School of International Chinese Education, Tianjin University of Technology and Education, Tianjin, China
Email: lanlan010311@gmail.com

How to cite this paper: Nam, D.T. (2026) Research on the Selection of Master's Thesis Topics for Vietnamese Chinese Language Majors—A Case Study of Vietnam National University, Hanoi. *Open Access Library Journal*, **13**: e14682. <https://doi.org/10.4236/oalib.1114682>

Received: November 28, 2025

Accepted: January 5, 2026

Published: January 8, 2026

Copyright © 2026 by author(s) and Open Access Library Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

Vietnam National University, Hanoi (Vietnamese: Đại Học Quốc Gia Hà Nội, English: Vietnam National University, Hanoi, abbreviated VNU) is a comprehensive higher education institution in Vietnam with regional first-class standards and international development potential. Its core functions include multidisciplinary layout, high-quality scientific research, and knowledge and technology transfer, deeply aligning with national development needs and higher education modernization trends. The developmental status and needs of Vietnamese Chinese language education from a macro level, and delve into the practical issues of Vietnamese Chinese language teaching from micro perspectives like classroom teaching and teacher training, providing theoretical support and practical guidance for the future development of Chinese language education in Vietnam. This study reveals the overall situation of Chinese language teaching in Vietnam National University, but also analyzes its many problems and challenges, proposing constructive and forward-looking solutions.

Subject Areas

Linguistics, Pedagogy

Keywords

Thesis Topic, Chinese Language, Teacher Training, Knowledge

1. Introduction

The rise of China's national strength has fueled a global "Chinese language fever".

Due to geopolitical and economic ties, Vietnam has an urgent demand for professional Chinese language talents, leading to the incorporation of Chinese into the national education system [1]. Currently, 41 Vietnamese universities offer undergraduate programs related to Chinese, and 10 universities possess the qualifications to train and confer master's degrees in Chinese Language majors. Among them, Vietnam National University, Hanoi (VNU), as a benchmark institution in Vietnamese higher education, has become one of the core bases for cultivating Master of Chinese Language (hereinafter referred to as "MCL") talents in Vietnam, leveraging its mature disciplinary foundation, high-quality academic resources, and systematic training system. Its training models and practical outcomes hold significant reference value for similar institutions in Vietnam. Although academia has conducted research on aspects like the orientation of training objectives, optimization of curriculum systems, and innovation in teaching practices for Vietnamese MCL programs, resulting in phased achievements, specialized exploration into the core aspect of MCL thesis "topic selection" remains relatively weak [2]. As a critical node in MCL talent cultivation, the scientific rigor and practical relevance of thesis topic selection not only directly determine the research direction and quality of the thesis but also impact the effectiveness of achieving the training goal of cultivating "applied Chinese language teaching talents". Focusing specifically on MCL topic selection in Vietnam can address the practical need for "problem-oriented" research in frontline Chinese language teaching in Vietnam, provide MCL students with feasible and valuable directional guidance for topic selection, and offer empirical evidence for Vietnamese universities to optimize MCL training programs and strengthen the training orientation of "connecting teaching practice with academic training". This, in turn, can help bridge the gap in specialized research in this field and lay the foundation for the systematic improvement of the quality of MCL education in Vietnam.

2. Research Methodology

This study conducts a comprehensive collection and analysis of master's theses in Chinese-related disciplines by performing an exhaustive search of the Vietnam National University, Hanoi (VNU) library system. The search scope covers multiple academic fields related to Chinese studies, including linguistics, literature and area culture, pedagogy, and regional and country studies, with the aim of obtaining the most complete and detailed data possible. The research first organizes basic information about each thesis such as degree type, year of completion (primarily within the past decade, from 2010 to 2024), and research field to ensure scientific accuracy in document selection and alignment with the study's objectives.

After identifying eligible theses, the study systematically categorizes and organizes their content from perspectives such as grammar, pedagogy, and culture, providing an in-depth examination of the distribution and characteristics of research themes. Using statistical analysis methods, the study quantitatively examines the

number of theses in each research direction, thematic trends, and depth of content, and then performs cross-sectional comparisons to reveal similarities, differences, and developmental patterns across various research areas. In addition, the study considers multiple factors that influence topic selection, including social needs, educational policies, academic resources, and changes in the international Chinese-language teaching environment. The goal is to analyze the characteristics of thesis topic selection among Vietnamese master's students majoring in Chinese and the underlying driving forces from a multidimensional perspective.

Through this analysis, the study not only provides an important basis for understanding the current state of Chinese-language teaching and research in Vietnam but also offers valuable insights for improving Chinese-language teaching practices, enhancing curriculum design, and elevating the overall quality of graduate education. Moreover, the research aims to identify developmental trends in Chinese-language education and scholarship in Vietnam, offering meaningful guidance for future academic studies and practical developments in related fields.

3. Research Significance

This study aims to conduct an in-depth investigation into the selection of graduation thesis topics by Master's students in Chinese Language majors in Vietnam, using Vietnam National University, Hanoi as the research subject. It will analyze the trends and characteristics of their thesis topics and the relationship with factors such as personal background and academic interests. As one of Vietnam's most prestigious higher education institutions, VNU holds significant advantages in cultivating foreign language Master's students, particularly in Chinese language education, boasting over 60 years of educational history in this field. It has cultivated a large number of high-quality Master's graduates, effectively meeting market demands. Therefore, VNU holds high representativeness and research value in the field of Chinese language education in Vietnam. Selecting this university as the research subject aims to provide profound insights and inspiration for Chinese language education in Vietnam and globally through an in-depth analysis of the thesis topics chosen by its MCL students.

3.1. Theoretical Significance

This study helps deepen the understanding of the current state and characteristics of Chinese language education development in Vietnam. A systematic analysis of the thesis topics of MCL students at VNU can reveal academic hotspots and development trends in Vietnamese Chinese language education, providing new perspectives and reflections for Chinese language education research. This theoretical exploration is significant for understanding the academic depth and breadth of Chinese language education in Vietnam.

This study helps identify current research hotspots in the field of Chinese language education. An in-depth analysis of graduation thesis topics can provide references and suggestions for future research directions and policy formulation,

promoting academic innovation and development in the field of Chinese language education. This holds important theoretical value for advancing the in-depth development and refinement of the Chinese language education discipline.

This study helps guide the improvement of education quality. Understanding the preferences and tendencies of Master's graduates in selecting thesis topics can aid in optimizing the construction of teaching resources and curriculum design, meeting students' learning needs, and enhancing the quality and standard of Chinese language education. This has significant theoretical guiding significance for improving education quality and cultivating high-quality talents.

3.2. Practical Significance

Firstly, this study provides reference and insights for the cultivation of MCL students in Vietnam. By analyzing graduation thesis topics, it can comprehensively showcase students' knowledge and professional abilities, providing guidance for future Master's students' cultivation and related academic research. This has practical significance for improving the quality of talent cultivation and meeting society's demand for Chinese language talents.

This study helps reveal the development trends of Chinese language education in Vietnam. Understanding the preferences and tendencies of Master's graduates in selecting thesis topics can facilitate the optimization of teaching resource construction and curriculum design, meet students' learning needs, and promote the enhancement of the quality and standard of Chinese language education. This has practical significance for enhancing the international competitiveness and influence of Vietnamese Chinese language education.

This study is significant for gaining an in-depth understanding of the future development of Chinese language education in Vietnam. It can provide useful references and insights for education management departments, educational institutions, Chinese language teachers, and researchers, serve as a basis for policy formulation, and promote the sustainable development and internationalization of Chinese language education in Vietnam. This holds important practical significance for promoting Sino-Vietnamese cultural exchanges, deepening mutual understanding and friendship between the peoples of the two countries, and building a Sino-Vietnamese community with a shared future.

4. Discussion on Chinese Language Teaching in Vietnam

In recent years, research on Chinese language education in Vietnam has gradually expanded across various aspects such as teaching status, curriculum design, teacher training, and teaching resources, presenting multi-level and multi-angle explorations. Nguyen Phuong Anh, in "Research on Cultural Teaching in International Chinese Education in Vietnamese Universities", pointed out that many Vietnamese universities have established Chinese departments, gradually improved their curriculum systems, and included Chinese culture courses as compulsory or elective courses, aiming to deepen students' language learning and

cross-cultural communication skills, and enhance their understanding of Chinese culture and society. The study noted that these cultural courses are not only an extension of language teaching but also provide a platform for students to understand the connotations and values of Chinese culture [3]. Hoang Nguyen Thuy Linh, in an investigation into the needs of 80 undergraduate students at Ho Chi Minh City National University regarding Chinese language exchange and cooperation programs, found that students' motivations for participating in programs covered various aspects such as work, academic studies, and life needs [4]. Suggestions for development were proposed from governmental, institutional, and teacher levels, emphasizing that exchange programs should enhance practicality, innovation, and stability to better support students' language and career development.

Regarding the current situation and problems in Vietnamese Chinese language education, Pham Thi Hong Tham identified various constraints faced in Chinese language teaching in Vietnam, such as a shortage of teaching staff, insufficient teaching venues, and weak research practice among teachers. She suggested that the Vietnamese government, the Ministry of Education and Training, and universities collaborate to formulate practical measures to promote the sustainable development of Chinese language teaching. Furthermore, she mentioned deficiencies in the research capabilities and teaching methods of Vietnamese Chinese language teachers, which impact teaching quality [5]. Similarly, Zeng Xiaoyan and Nguyen Duc Anh (2023), through investigative research on Chinese language teaching in Vietnam, pointed out issues including an insufficient number of local Chinese language teachers, a lack of rich teaching resources, overly homogenized curriculum design, and a lack of practical courses. To address these problems, they proposed suggestions such as Sino-Vietnamese cooperation in developing localized teaching materials, strengthening the training of local teachers, establishing industry-specific Chinese courses, and increasing practical courses, emphasizing the key role of Confucius Institutes in Vietnamese Chinese language education [6].

From the perspective of classroom teaching and specific teaching methods, Dinh Thi Thu Huong, in "A Comparative Case Study of Classroom Discourse of Chinese Language Teachers in Chinese and Vietnamese Universities", analyzed the differences in classroom discourse usage between teachers in China and Vietnam by comparing classroom Chinese teaching at Yunnan University, China, and VNU, Hanoi, pointing out that teachers' discourse usage in classroom interactions significantly affects students' learning outcomes. Her research provides empirical evidence for improving classroom interactions and optimizing teaching methods in both countries [7]. Additionally, Chung conducted action research on online teaching of elementary Chinese speaking in Vietnam based on Task-Based Language Teaching, finding that this method has significant effects in improving students' oral expression [8].

Chinese language acquisition and learning motivation are also key areas of fo-

cus for scholars. Dang Thu Lan studied the challenges faced by Vietnamese students in acquiring Chinese grammar and Chinese character writing, respectively, pointing out that the usage of “了” in grammar and difficulties in character writing are major hurdles for Vietnamese learners. They proposed a series of countermeasures, including increased character writing practice and specialized grammar training [9]. Quoc Hoang investigated the learning motivations of 138 Chinese major undergraduates at the Foreign Language Center of Thu Dau Mot University through questionnaires and interviews, finding that students’ motivations were diverse and complex, including career goals, academic needs, personal interests, and cross-cultural communication aspirations. This study revealed the importance of motivation in the student learning process and proposed measures such as establishing incentive mechanisms and increasing cultural content to further promote students’ learning enthusiasm [10].

Teachers’ professional development needs and teacher training are important topics in Vietnamese Chinese language teaching research. Zhongfeng Tuo and Chunhong Qi, through a survey on the needs of teachers at private Chinese language training institutions, pointed out that teachers need improvement in teaching quality and professional development, especially in teaching research capabilities and cross-cultural teaching competence. The two scholars suggested regular teacher training and professional development mechanisms to help teachers enhance teaching quality and better meet teaching demands [11]. Qiao Miaoling, in “Investigation and Research on the Professional Qualities of Chinese Language Teachers in Vietnamese Chinese Training Institutions”, further explored the development of teachers’ professional qualities, proposed specific plans for cultivating high-quality teachers in Vietnamese Chinese language education, and emphasized the need to tailor teacher training content based on local conditions in Vietnam [12].

5. Result

Graduation Theses of Vietnamese International Students Majoring in Chinese

An examination of the graduation thesis topics of Vietnamese international students majoring in Chinese shows that topics primarily focus on the current state of Chinese language teaching, classroom teaching, teacher-related issues, etc.

Firstly, some theses focus on analyzing the current situation and problems of Chinese language teaching in Vietnam and proposing solutions, such as “Current Situation, Problems and Countermeasures of Chinese Teaching in Hai Phong, Vietnam” by Tao Thi Thu Trang graduate student from 2021 batch at Liaoning Normal University, and “Review of Chinese Teaching in Vietnam and Research on the Current Situation of Chinese Teaching” by Hoang Huyen graduate student at 2021 batch at Tianjin University.

On the other hand Some theses research focuses on classroom Chinese teaching, such as “A Comparative Case Study of Classroom Discourse of Chinese Lan-

guage Teachers in Chinese and Vietnamese Universities Taking the Faculty of International Chinese Education, Yunnan University, China and Vietnam National University, Hanoi as Examples” by Dinh Thi Thu Huong graduate student from 2021 batch at Yunnan University, which analyzed the classroom discourse usage of 8 Chinese and 8 Vietnamese teachers using a case study method and done a Research on Teaching Design for Comprehensive Elementary Chinese Courses for Local Vietnamese Learners Taking “Time Flies” as an Example focused on Chinese teaching design.

Furthermore, Chinese language acquisition is also a focus of graduation theses by Vietnamese international students majoring in Chinese. Examples include “Research on the Acquisition of Chinese ‘了’ by Vietnamese Students”, by Do Thi Thanh, a graduate student from the 2020 batch at Northwest University, on his research about Chinese character writing difficulties and solutions for Vietnamese Chinese learners. Another example is Bui Nga, a graduate student from the 2020 batch at Tianjin University, who conducted research on “Error Analysis of Vietnamese Students’ Acquisition of Chinese Compound Directional Complements ‘下来, 下去’”. Additionally, some theses propose acquisition strategies based on Chinese linguistic knowledge, such as “Comparative Analysis of Chinese Words and Sino-Vietnamese Words and Vietnamese Chinese Vocabulary Teaching Strategies” by Nguyen Phuong Thao, a 2020 graduate student at Southwest University, which used theoretical hypotheses from contrastive analysis to predict the acquisition difficulty of eight categories of Chinese words and rank their difficulty levels.

Some other theses also focus on Chinese learning motivation, such as “Investigation on Learning Motivation of Chinese Major Students at Hanoi Capital University” by Tran Thi Minh Chau graduate student from the 2020 batch at Guangdong University of Foreign Studies, which used questionnaires, interviews, and statistical analysis to investigate and analyze the Chinese learning motivation of 138 Chinese learners at Hanoi Capital University.

Additionally, some theses explore teacher training and teacher development issues, such as “Investigation and Research on the Professional Qualities of Chinese Language Teachers in Vietnamese Chinese Training Institutions” by Qiao Miaoling graduate student from the 2023 batch of a Master’s graduate at Yunnan University.

Generally, the overall development status and needs of Chinese language education in Vietnam are viewed from a macro perspective. It also examines practical challenges in areas such as classroom instruction and teacher training from a micro perspective. Together, these analyses aim to offer both theoretical support and practical guidance for the future growth of Chinese language education in Vietnam.

6. Summary

Through the analysis of the training program, curriculum, professional character-

istics, and training advantages of the MCL program at VNU, it can be seen that the program demonstrates scientific and advanced qualities in terms of training objectives, curriculum arrangement, and practical opportunities. Its diversified training model not only aligns with the developmental needs of Chinese language education in Vietnam but also provides important talent support for Sino-Vietnamese cultural exchanges. Simultaneously, the program emphasizes the synchronous development of students' theoretical and practical abilities, stresses the deep integration between Chinese and Vietnamese cultures, and provides a solid foundation for students' future careers. The above content establishes an important background basis for subsequent research and provides prerequisite conditions for exploring the characteristics and influencing factors of the thesis topic selection of MCL students in this program.

Conflicts of Interest

The author declares no conflicts of interest.

References

- [1] Nguyen, H. (2008) The Impact of Globalisation on Higher Education in China and Vietnam: Policies and Practices. Semantic Scholar.
- [2] Huang, Y. (2025) Current Situation, Problems and Optimization Paths of Thesis Topic Selection in Cultural Teaching for Master's Degree in International Chinese Language Education: An Empirical Analysis Based on CNKI from 2019-2023. *International Journal of Education and Humanities*, **19**, 287-289. <https://doi.org/10.54097/n8rsv554>
- [3] Anh, N.P. (2023) Research on Cultural Teaching in International Chinese Education in Vietnamese Universities. Semantic Scholar.
- [4] Linh, H.N.T. (2023) Investigation on the Needs of 80 Undergraduate Students at Ho Chi Minh City National University Regarding Chinese Language Exchange and Cooperation Programs. Semantic Scholar.
- [5] Thảm, P.T.H. and Zhang, Y.C. (2019) Investigation and Analysis on the Development of Chinese Teachers in Vietnam University. *Journal of Education and e-Learning Research*, **6**, 69-75.
- [6] Zeng, X.Y. and Anh, N.D. (2023) Investigative Research on Chinese Language Teaching in Vietnam. Semantic Scholar.
- [7] Huong, D.T.T. (2021) A Comparative Case Study of Classroom Discourse of Chinese Language Teachers in Chinese and Vietnamese Universities. *Journal of China National Knowledge Infrastructure* (In Chinese).
- [8] Chung, H.T. (2024) Research on Online Teaching of Elementary Chinese Speaking in Vietnam Based on Task-Based Language Teaching. *Journal of China National Knowledge Infrastructure* (In Chinese).
- [9] Lan, D.T. (2023) Errors in the Acquisition of Various Grammar Items by Vietnamese Students at the Elementary Level. *Journal of Chinese Studies*, **2**, 183-191. <https://doi.org/10.20961/mandarinable.v2i2.953>
- [10] Hoang, Q. (2024) Motivation for Learning Chinese as a Second Language: A Case Study of Students at Thu Dau Mot University. *Technium Social Sciences Journal*, **61**, 250-259. <https://doi.org/10.47577/tssj.v61i1.11610>
- [11] Tuo, Z.F. and Qi, C.H. (2025) Exploration of the Development Dilemmas of Private

Chinese Language Training Institutions in Vietnam and Related Sino-Vietnamese Cooperation Strategies. Atlantis Press.

- [12] Qi, M.L. (2023) Investigation and Research on the Professional Qualities of Chinese Language Teachers in Vietnamese Chinese Training Institutions. Semantic Scholar (In Chinese).