



ISSN 1989 – 9572

DOI: 10.47750/jett.2022.13.05.018

Analysis of noun errors of Lao international students when learning Vietnamese

Duong Thi Ngu

Journal for Educators, Teachers and Trainers, Vol. 13 (5)

<https://jett.labosfor.com/>

Date of reception: 09 Aug 2022

Date of revision: 21 Oct 2022

Date of acceptance: 29 Oct 2022

Duong Thi Ngu (2022). Analysis of noun errors of Lao international students when learning Vietnamese *Journal for Educators, Teachers and Trainers*, Vol. 13(5). 188-194.

¹Tan Trao University, Tuyen Quang, Vietnam



Analysis of noun errors of Lao international students when learning Vietnamese

Duong Thi Ngu

Tan Trao University, Tuyen Quang, Vietnam

Email: duongthingu@gmail.com

ABSTRACT

In second language acquisition, learning vocabulary is the most important thing for learners. Vocabulary is the key in the process of learning a foreign language because only when rich in vocabulary will not hinder communication in a foreign language. In fact, in learning Vietnamese as a foreign language, the language errors that Lao students make, lexical errors are quite common. In order to meet the requirements of Vietnamese vocabulary in teaching Vietnamese to Lao students international students, it is theoretically imperative to study errors and find solutions to overcome Vietnamese vocabulary errors of Lao students and practical applications.

Keywords : lexical errors, second language acquisition, communication .

INTRODUCTION

Second language acquisition error

Language errors often occur when people learn or second language acquisition. Language errors are considered a normal state of foreign language learning, because errors reflect the learner's foreign language learning process, and represent a change in the learner's quality (Di Gennaro, 2016; Talosa, & Maguddayao, 2018). In this respect, language errors are an important factor that positively influences second language learning.

According to author Pit Corder, errors are not negative but " *provide learners with foreign language learning strategies to discover the target language* " (Nguyen Thien, 2013). Learners in the process of learning a language outside of interlingual learn actively , then errors arise.

According to research by Le Mai Trang (2018) the causes of errors in the process of acquiring foreign languages from the perspective of explanation are: interlingual error, intralingual erro, leaning strategies, communication strategies, teaching induced error. Interlingual error often appears in the early stages of learning a foreign language, when learners do not know the expression forms of the target language, they borrow the expression form of interlingual to use. And, when learners do not know the expression forms of the target language but have not yet applied it well in practice, they use the expression form of interlingual. For replacement. At that time, learners " *borrow knowledge already in their mother tongue to discover the target language* " (Nguyen Thien Nam, 2001).

Language error classification

According to different research angles, there are different ways of classifying language errors (Choshen et al., 2021). We have an overview of three ways to classify language errors as follows:

Firstly, from a descriptive perspective, there are two types of errors: linguistic category classesification and surface structure taxonomy. Accordingly, the linguistic category classesification includes: phonetic errors, grammatical errors, lexical errors, and prose errors. In terms of description, language errors are divided into two categories. The linguistic category classification error is considered to be classified according to the system of the language, where the error occurs in the position of the system: phonetics, vocabulary, grammar, paragraphs, text. In each part of the system will be divided into smaller types of errors and groups of errors, for example, in the phonetics department, there are errors in pronunciation in the first consonant, in vowels, in accents... from which there are errors in pronunciation. detailed and specific measures to correct and correct errors. surface structure taxonomy includes: summary error, addition error, incorrect selection error, misuse error, and mixing error.

Second, classify errors according to specific criteria. James is the author representing this direction of taxonomy. Accordingly, with the criteria: material errors, paragraph errors and discursive errors, there are different types of errors. In the criterion of material errors according to James, there are two types of errors: misspelling s and incorrect pronunciation. In the criterion of paragraph errors, there are lexical and grammatical errors. In the criterion of discourse error, there are errors in coherence and errors in language learning.

Third, from an explanation perspective, there are: interference errors, target vocabulary errors, errors caused by learning strategies, errors due to communication strategies, errors appearing in the teaching process.

When people learn or acquire another language, linguistic errors often appear. Errors reflect the learner's foreign language learning process, representing a change in the learner's quality. Behavioral theory and interaction theory are the basis for explaining and studying errors that occur in the process of language acquisition.

Behaviourist learning theory formulated in 1913 by American psychologist Watson explains the psychological mechanism of learning. Next, Thorndike (1864-1949), Skinner (1904-1990) and many other authors, derived from the results of research on stimulus-response mechanisms and emphasized the relationship between behavior and consequences of them in teaching in general and the acquisition of other languages in particular. Based on the habit of reacting to the phenomenon of language affecting foreign language learners, from there, learners have responses by linguistic acts, which can be right and wrong (language error). with the target language. This is called the transfer (positive or negative) from the first language to the second language due to linguistic interference (representing the consequences of direct contact between languages).

Contrast theory states that in learning a foreign language, parts that are similar to the mother tongue are easy for learners, and parts that are different from the mother tongue are difficult for them. Therefore, it is important to analyze and compare the characteristics between the native language and the foreign language of learners to find out the similarities and differences between them. In that comparison process, the contrasting characteristics of the two languages are analyzed from there, predicting language errors of learners and finding remedial measures.

In Vietnam, there are many ways to classify language errors. About Vietnamese semantic vocabulary errors including wrong word combinations in sentences; using incorrect words; lexical incompatibility of phrases and use of incorrect matching synonyms , errors in word usage, false words ... In this work, we are interested in finding out errors in using Vietnamese nouns of Laotian students when learning Vietnamese.

Meaning of error analysis

Error analysis of language in language teaching and learning not only helps teachers assess the learning level of learners, but also sets directions and practical learning plans in the future. From there, teachers can bring learners' language ability closer to native speakers. According to author Corder (Nguyen Thien, 2015), the fault analysis has three stages:

Stage 1: recognize the error;

Stage 2: error description;

Stage 3: error analysis.

The work in the above three stages is important to find errors, describe errors, and then find a way to overcome language errors of language learners.

Fault identification is to look at learners' use of language in which the teacher points out the errors that the learners make, it can be "*errors before the system*", "*errors after the system*" and "*errors of the system*" (Nguyen Thien Nam, 2000).

Describing the error is the teacher's pointing out the specific errors of the learners, especially the mistakes that the learners make frequently . The theory of second language acquisition gives new results in the study and analysis of language errors. A language error occurs, indicating that the second language learning process is taking place actively, the learner is trying to acquire new language knowledge. In the process of learning a second language, there may be different cases of language errors due to many different reasons, including lexical errors. These are the basis for us to conduct the survey in the next sections.

Content

Teaching Vietnamese to Lao students at Tan Trao University

Tan Trao University has been organizing Vietnamese language training and training bachelor's degrees for students in Xieng Khoang province (started in 2013) and Phong Sa Ly province (started in 2020). . This is an activity to implement the policies of the State and the People's Committee of Tuyen Quang province on training to improve the quality of human resources for Laos. Tan Trao University's training activities for Lao students are increasingly developing in all aspects. Lao students at Tan Trao University are studying at the faculties: Agriculture - Forestry - Fisheries, Culture and Tourism, Faculty of Basic Science, Faculty of Primary and Early Childhood Education, Faculty of Economics.

Tan Trao University has an ever-expanding scale of training Lao students. From the academic year 2013-2014 to the academic year 2019-2020, each year, there are 5 students studying at Tan Trao University (Leadership of Xieng Khoang province). In the 2020-2021 school year, the number of students studying at the School increased by 02 students (from Phong Sa Ly province). Thus, the number of Lao students has gradually increased, which confirms the training quality and prestige of the school, which is increasingly trusted and selected by Lao students.

Tan Trao University has compiled a Vietnamese language training program for Lao students. The training

program has k amount of knowledge including 05 modules with 1100 periods. Implementation period: 9 months (equivalent to 37 weeks); 5 lessons per day (Nguyen Tai Can, 1975). The basic Vietnamese training program for Lao students aims to equip students with " *sufficient knowledge and skills in Vietnamese (including knowledge of language, writing, communication skills and understanding of Vietnamese language). customs, practices, scenic spots in the country...*) as a means to continue studying other majors in the field of natural and social sciences... in Vietnam " (Nguyen Tai Can, 1975). Tan Trao University determines that teaching Vietnamese to Lao students is to teach Vietnamese as a foreign language and Lao students to use Vietnamese fluently. After the process of learning Vietnamese according to *the basic Vietnamese training program for Lao students*, Lao students form and develop skills in using Vietnamese (listening, speaking, reading, writing) to be able to study and communicate while studying at universities in Vietnam.

To achieve that goal, teachers teaching Vietnamese for Lao students of Tan Trao University use a variety of teaching methods with characteristics of language teaching such as: communication practice method, discussion method, etc. group teaching... In addition to classroom hours, Tan Trao University also organizes extra-curricular activities such as " *Vietnam - Laos Cultural Exchange Program*" which takes place every year. The program with cultural performances, games to learn about the cultural identity of the two countries Vietnam - Laos ... Vietnamese language training for Lao students at Tan Trao University in recent years has had many favorable conditions: Lao students always receive the attention of the Board of Directors and units in the schools. Especially, the teachers involved in teaching Vietnamese to Lao students have a master's degree or higher with enthusiasm, enthusiasm, good professional capacity, and always help them to achieve the best results. Lao students are eager to learn, absorb lessons quickly, and have a sense of progress, so many students achieve high achievements in learning as well as in the school's movement activities. Therefore, there is no student who failed to pass the final exam at the University, failed or had to re-study or return home.

Vocabulary errors of Lao students when learning Vietnamese

the course of conducting the research, the author has collected and classified materials as articles from 21 students (including 07 students of the 2020-2021 school year who are working under the Basic Vietnamese Program; 14 students) students currently studying at warehouses a are 190 lessons); personal notes of the lecturers of Lao students in the 2018 -2019 courses; 2019 -2020; 2020 -2021 at Tan Trao University. -The total number of lexical errors of Lao students that we obtained is 16 types of errors using real words and bad words. Regarding the total number of errors, there are 1354 errors, of which the largest number is the error using the verb "is" 115 times (accounting for 8.5%) and the error using the conjunction 109 times (accounting for 8.1%). There are fewer errors using affirmative verbs 44 times (accounting for 3.2%), followed by errors using demonstrative pronouns 53 times (accounting for 3.9%).

The error of real words is 825 errors, accounting for 60.93%. The error of using bad words is 529 errors, accounting for 39.07%. Thus, the errors of using real words Lao students are more than errors of using false words. That shows, both real words and false words are difficult problems for Lao students when learning Vietnamese, but when using, errors about real words account for a larger number. The initial cause was determined that the Lao students did not know the rules of the combination of real words as well as their meanings.

Through the total number of errors and types of errors that Lao students make when learning Vietnamese, we find that the diversity of Vietnamese words in terms of combining ability and functional style has made it difficult for Lao students to meet. difficulties in learning and using Vietnamese vocabulary.

In order to help Lao students overcome the above errors, teachers need to clearly explain the combining ability of each type of vocabulary. The scope of use of Vietnamese vocabulary is complicated because in different usage situations, words have different meanings. In the writing. We present the results of Lao students' errors in using Vietnamese nouns.

Error in using nouns

Error using Vietnamese word type

In Vietnamese, the word type is also known by many different names such as: words damaged in terms of lexical meaning (Nguyen Thi Nhung, 2016) Cao Xuan Hao unit noun, adverbial noun (Hoang, 2000) word type (Le Mai Trang, 2016). Vietnamese words are defined as individual, unit meaning and thing meaning. Regarding the ability to combine, the type of word indicating the natural unit has the ability to combine behind it the nouns referring to things. When combined with numbers of words and nouns to form a combination, usually follow the formula:

Number of words + word type + noun.

Survey results, statistics and analysis of errors of Laotian students when learning Vietnamese show that the error of using word type is the type of error with the highest frequency. On the basis of 107 (accounting for 7.9%) errors obtained from the writings of Lao foreign students and in fact teaching *basic Vietnamese* to Lao students

at Tan Trao University, the word type is a difficult problem for Lao students. Word type errors accounted for the largest number of total errors that we counted (108 errors). Errors in the type of Vietnamese words that occur among Lao students in the learning process are mainly due to Laotian international students have just learned Vietnamese, because they have not yet mastered the rules of association or the meanings of some words that Lao international students have, so they temporarily borrowed the rules of combining word types in Lao to create groups. Word/sentence combinations with incorrect word types have created errors in Vietnamese word types.

Misuse of possible conjunctions of word types

Regarding the error of using the wrong combination of Vietnamese words by Lao students, they are listed and classified as follows:

- Misuse of the ability to combine words in general:

But the Lao students wrote:

1. Bàn ba chiếc
2. Cam bốn quả
3. Sinh viên sáu bạn

In Vietnamese, a type of word is capable of forward combining word numbers, capable of backward combining nouns indicating things to form a combination: word number + word type + noun.

The correct combinations would be:

1. Ba chiếc bàn (Three tables)
2. Bốn quả cam (Four oranges)
3. Sáu bạn sinh viên (Six students)

In phrases 1, 2, 3, learners have incorporated the combination of Lao word types (noun + word count + word type) into the target language in the process of acquiring Vietnamese, leading to order. wrong combination. These cases are because learners are not familiar with the rules of using words in Vietnamese when they combine with the elements before and after to create a combination of numbers.

- Error in using the wrong combination of word type with the number of words "a": Here are some examples of Lao students' misuse of word combinations with the number of "a":

7. Ngôi nhà một

The correct combinations would be:

7. Một ngôi nhà (A house)

In Vietnamese, combine: Số từ + loại từ + danh từ (Number of words + word type + noun)

This combination denotes a combination of the number and type of words that come before the noun. Learners have applied the original structure of the mother tongue to the target language, leading to the wrong order of nouns and word types in Vietnamese when using word combinations representing the number of "only one" in Vietnamese.

- Error of using the wrong combination of combinations indicating the indicative meaning:

Type of word + noun + demonstrative pronoun/adjective:

Here are some mistakes made by Lao students:

10. Mũ chiếc xanh.

Correct sentence:

10. Chiếc mũ xanh (Green hat).

Sentences 10, have a combination of word types, nouns and demonstrative pronouns/adjectives, which have alternate and nominative meanings of space. This combination in Vietnamese is often used to denote the indicative meaning. With Laotian international students, negative displacement appeared when devising a learning strategy: move the rule in Lao language "noun + type of word + adjective/indicative word" and use this rule while learning Vietnamese, so I made the mistake of using the wrong order in word combinations.

- Misuse of combination of combinations indicating total meaning: Tất cả + loại từ + danh từ (all + types of words + nouns)

Here are some combinations of mistakes made by Lao students:

11. Những nơi bạn đã đi tất cả
11. Những đồ đã mua tất cả
13. Các bài bạn đã học tất cả

Correct combination:

11. Tất cả những nơi bạn đã đi (All the places you went)
12. Tất cả những đồ đã mua (All purchased items)
13. Tất cả các bài bạn đã học (All the Lessons you learned)

- Misuse of combination of combinations indicating the meaning of order:

Word type + noun + word count.

Here are some wrong sentences of Lao students:

14. Xe chiếc cuối cùng

25. Bạn người thứ hai

In Vietnamese, the meaning of order is expressed by placing the number of words after the noun: word type + noun + word number:

14. Chiếc xe cuối cùng (The Last Car)

15. Người bạn thứ hai (Second friend).

- Using the wrong kind of words often associated with nouns of things:

We have made statistics of errors in using the wrong type of words that are often associated with nouns indicating things. This is the type of error that accounts for the majority of the total usage errors we get.

Some examples of the misuse of words often associated with nouns of things:

16. Cái ảnh này rất đẹp.

17. Mảnh thịt lợn một cân.

18. Chiếc dao này rất sắc.

Correct sentences:

16. Tấm ảnh này rất đẹp (This photo is very beautiful).

17. Miếng thịt lợn một cân (One pound piece of pork).

18. Con dao này rất sắc (This knife is very sharp).

In verse 16, the word “tấm” should have been used instead of “cái” because, in Vietnamese, “cái” is often combined with nouns indicating things. According to *the Vietnamese dictionary* “the” “(usually used as a sub-division before a noun), the word is used to refer to a single single item of an inanimate object” (Nguyen Thi Nhung , 2015). Because I have just learned Vietnamese, in the learner's mind, I can use the word “thing” with nouns referring to things. In this case, the thing “ảnh” must be used with the word “tấm”, “the word refers to each unit of a number of objects with thin and long planes” (Nguyen Thi Nhung , 2015)

Similar to the case of verse 17, “mảnh thịt”, when learning the word “fragrance” refers to a very small and thin part of a thing that is separated, for example, a piece of paper, a piece of mirror, students apply it with nouns. “meat”. Meanwhile, in Vietnamese, the word piece, “means the part of an object that is cut from a large object” (Nguyen Thi Nhung , 2015) .

In the case of “knife” (“chiếc dao”), when learning about word types, learners remember that, in Vietnamese, “chiếc” are often combined with nouns indicating things in general and “indicating each unit of some inanimate objects” so they used the word “chiếc” for the thing “dao”. Meanwhile, in Vietnamese, “con” “comes with a number of nouns indicating things that often have animal-like activity or shape” (Nguyen Thi Nhung , 2015): (con sông) river, boat (con đò), child road (con đường), knife (con dao)... Misuses of the wrong type of words are common among Lao students because they are not proficient , so they confuse the rules for combining word types with nouns. At the same time, you must master the usage of Vietnamese words because in Vietnamese, words in particular and vocabulary in general are used very diversely in different communication situations. This is the type of mistake that Laotian students are prone to make when learning Vietnamese .

By synthesizing the errors of using the wrong type of Vietnamese words by Lao students in terms of both the ability to combine and the meaning of use, it shows that, for Lao students, the type of Vietnamese words is a rather complicated problem. so there are many errors. In terms of pragmatics, it is necessary to learn about the scope of their use in order to use the correct Vietnamese words, in addition to mastering the rules of association of words and nouns.

In learning Vietnamese as a foreign language, language errors in general and errors in word use in particular reflect the active learning process of Laotian students. In the cases of errors in using Vietnamese words that we surveyed, the statistics were mainly language interference errors. Because they have just learned Vietnamese, when they have not yet memorized and mastered the association rules of Vietnamese word types and their usage, learners have moved negatively and applied the association rules in their mother tongue to apply them. set for Vietnamese. Through the errors in using Vietnamese words of Lao students, teachers will have appropriate methods in teaching to help learners avoid mistakes and master the rules of using words, special cases in the classroom. Vietnamese word type

2.3.1. Error using the word indicating “cái”

The total number of thematic errors obtained was 86 errors, accounting for 6.4% of the total vocabulary errors of the Laos students. In the middle of the schoolyard is a mother-of-pearl tree.

19. Giữa sân trường có cái cây xà cừ.

20. Cái bạn sinh viên lớp A đây.

21. Bạn An cho em cái vé này.

22. Cái lớp học ấy.

23. Em đọc một cái truyện

“Cái” in Vietnamese is the word used to refer to “each individual unit of the sterile type” (Nguyen Thi Nhung, 2015) used by Laos students with different combinations to create different meanings. In example 19, students Lao uses the meaning of plants, sentence 20 is used to refer to people, sentence 21 is used to mean thin objects,

sentence 22 is used to mean things, sentence 23 is used to mean solid objects . Thus, Laos students has used the word "cái" for all nouns. Due to the lack of understanding in terms of lexical meaning and grammar rules, the Laos students has assembled many nouns indicating things with the word "cái".

The cause of errors about real words and false words of Lao students when learning Vietnamese is mainly because the Lao students do not know the rules of combining Vietnamese words, and do not fully understand the scope of use of Vietnamese words. Moreover, Vietnamese words are a rather complicated matter, and it is not easy to grasp all the pragmatics of words. The meaning of the word " is both a particular thing for each word and a common thing for words of the same type " (Hien, 2021) and " when you grasp both the particular and the general in the meaning, you can really understand the word. , really understand the subtleties in the word "(Hien, 2021). Thus, vocabulary is a rather complicated problem for Laos students , causing cases of word mistakes. To overcome these errors, Vietnamese language teachers need to explain the meaning of words and the scope of use as well as the " factors of particular" and its " common element " . At the same time, in the process of teaching, Teachers need to give exercises so that students can gradually get used to and deepen the combination order and meaning of Vietnamese words .

CONCLUSION

The lexical errors that we surveyed were all due to the fact that they were new to Vietnamese, so the Laos students did not know the rules of association and the meaning of Vietnamese words, so they confused and caused errors. Understanding the types of errors from Vietnamese that Lao students often make, teachers need to develop and apply measures to emphasize the weaknesses of learners, helping Lao students gradually overcome basic errors, popular. Lao students when learning Vietnamese already have their first language and may have other languages. Therefore, the process of contacting Vietnamese will inevitably face difficulties due to their linguistic background before Vietnamese. That is the reason why Lao students make many mistakes while learning Vietnamese. Detecting, analyzing, explaining and correcting errors will help learners know how to use Vietnamese to ensure correct requirements and achieve effective communication.

Acknowledgement

This research is funded by Tan Trao University in Tuyen Quang, Vietnam

REFERENCES

1. Choshen, L., Nikolaev, D., Berzak, Y., & Abend, O. (2020). Classifying Syntactic Errors in Learner Language. In Proceedings of the 24th Conference on Computational Natural Language Learning, pp. 97-107.
2. Di Gennaro, K. (2016). Searching for differences and discovering similarities: Why international and resident second-language learners' grammatical errors cannot serve as a proxy for placement into writing courses. *Assessing Writing*, 29, 1-14.
3. Hien, D. T., Huy, D. T. N., & Hoa, N. T. (2021). Ho Chi Minh Viewpoints about Marxism Moral Human Resource for State Management Level in Vietnam. *Psychology and education*, 58(5), 2908-2914.
4. Hoang A (2007), Personality communication activities, Publishing House of SP University, Hanoi.
5. Le Mai Trang (2018), Survey on Vietnamese pronunciation errors of foreign students learning Vietnamese (on Lao documents). University of Social Sciences and Humanities, Hanoi.
6. Nguyen Tai Can (1975). From the type of noun in modern Vietnamese . Hanoi: Social Science Publishing House.
7. Nguyen Thi Nhung (2015), Vietnamese Grammar, Thai Nguyen University Publishing House.
8. Nguyen Thien G (2015), The problem of "words" in Vietnamese , Hanoi Education Publishing House.
9. Nguyen Thien Nam (2000) "Survey on Vietnamese grammar errors of foreigners and related issues". Doctoral thesis in philology , University of Social Sciences and Humanities, Vietnam National University, Hanoi.
10. Nguyen Thien Nam (2001), "The error of using personal pronouns in Vietnamese by foreigners", Proceedings "Hanoi, issues of language - culture ", Culture - Information Publishing House.
11. Talosa, A. D., & Maguundayao, R. N. (2018). Evaluation of Second Language Learners' Syntactic Errors in ESL Writing. *TESOL International Journal*, 13(4), 172-181.