

# SOME DISCUSSIONS ON TEACHING - LEARNING METHODS VIETNAMESE FOR FOREIGN STUDENTS AT THAI NGUYEN UNIVERSITY OF TECHNOLOGY

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## ABSTRACT

*Teaching - learning Vietnamese for foreign students as a foreign language requires teachers and learners to promote their own initiative. Teachers must always try to apply active teaching methods and create new teaching methods that are most suitable and effective for each student. Along with that, students also have to highly promote their thinking ability and self-discipline in learning. However, both teachers and students in the process of teaching and learning Vietnamese cannot avoid difficulties and problems. Stemming from that reality, this paper outlines some teaching methods of teachers to improve the learning situation of international students.*

**Keyword:** *Teaching - learning, overseas students, teaching - learning method.*

## 1. INTRODUCTION

At Thai Nguyen University of Technology, in order to form and develop the ability to use Vietnamese, foreign students can study the following subjects: basic Vietnamese, practice Vietnamese with 4 basic skills: listening, speaking, reading, writing. However, in the process of learning Vietnamese, they encountered many difficulties.

Firstly, Vietnamese is a type of language that combines sounds and rhymes, so foreign students can quickly form reading skills. But they often make a mistake that is difficult to correct, the mistake is incorrect pronunciation of tones. From the wrong pronunciation will lead to not understanding the problem because when they hear other people pronounce correctly, they will not recognize the familiar words.

Secondly, an obvious problem in the process of learning and using Vietnamese by foreign students is the negative translation of the phenomenon of language interference among them. Language interference is a phenomenon where foreign language learners are not fully aware of the differences in phonetic, semantic and grammatical structures between their mother tongue and second language. That leads to the phenomenon that sometimes students speak and write incorrectly in terms of semantics and grammar.

## 2. RESEARCH METHODS

As mentioned above, in the process of teaching - learning foreign languages, teachers and students need to use a combination of many methods. However, the paper mentions some specific methods in the process of teaching - learning Vietnamese for foreign students as a foreign language at Thai Nguyen University of Technology.

### 2.1 Teaching method

The first thing teachers need to pay attention to is to teach students scientific thinking methods so that they can learn less but understand much, be confident and capable of thinking with their heads, be standing on their own feet. To achieve that, teachers must train themselves to have a high thinking potential, a solid scientific inner strength and a process of non-stop learning and research.

The method of dialogue between teachers and students is a good method to promote the positivity, independence and creativity in learners. With this method, the teacher is the host and the student plays a central role in the teaching process. Therefore, this method requires the lecturer not only to master the presentation but also to be active, responsive and creative during the lecture.

The language training method is an important method in teaching foreign languages in general and teaching Vietnamese to foreigners in particular. Through a variety of exercises such as: *writing sentences according to the pattern, filling in the blanks, completing the dialogue, correcting sentence errors, arranging words into complete sentences, choosing the correct answer, answering questions regarding the content of the reading passages, making sentences, etc.*, the teacher encouraged the students' initiative and self-discipline, and at the same time helped them be bold in speaking and communicating activities in class.

Organizing discussions - seminars is one of the measures to improve the quality of teaching Vietnamese for foreign students. Discussion is an opportunity for students to present their opinions and demonstrate their knowledge in a foreign language. By organizing discussions for students, teachers will better understand their learning situation, thereby adjusting their teaching process to best suit learners. Learning by discussion helps students learn how to research and present problems, besides, it also trains them in listening to new problems, taking notes and receiving information.

Another issue should be mentioned here is the teacher's comments on writing exercises for foreign students. As we all know, teacher comments are an important tool in motivating and reinforcing students' learning. Most teachers think that it is their responsibility to give specific and detailed comments to help students improve, adjust and perfect their writing skills. However, teacher comments are not the only factor determining students' writing ability. Therefore, when teaching writing to foreign students, teachers often have to consider what should and should not be, in order to make their comments effective for students. Here are some of our experiences:

First, teacher feedback should be preferred to indirect over direct. Indirect comment is to point out students' mistakes by underlining, circling, or using symbols, etc. This way plays a very important role in encouraging students to think and correct themselves. The question is when direct feedback should be applied and when indirect feedback should be. The answer depends on the type of error the students make. Types of errors such as misuse of verbs, concordance between verbs and nouns, pronouns, spelling errors, etc., which can be handled by the above linguistic phenomena, are used according to a system. certain set of rules. Therefore, in this case, the teacher can comment indirectly. Errors in using inappropriate words, errors in style, ... are more difficult to handle because there is no manual book or specific regulations that students can refer to. Teachers' comments on this type of error should be direct.

Second, the language used in the comments must be standard and clear. Teachers' comments are, in fact, very diverse: it can be just a few phrases, a few sentences, and possibly an entire paragraph. Regardless of the length of the comments, teachers should choose the right language and style to ensure that students understand exactly what they want. In order to make students understand correctly, the teacher's comments should also avoid so complicated sentence patterns and elaborate sentences that students need to have a higher language capital to understand them. If the teacher's comments are too complicated, students will not only waste time explaining, but also can cause feelings of lack of confidence, even low self-esteem. As a result, students may accept the simple solution of cutting out that part to avoid trouble.

Thus, the teacher's comments are not merely a feedback channel on students' writing, but also an interaction in the entire learning process, thereby creating a close relationship between teachers and learners.

## 2.2 Learning method

It can be said that learning Vietnamese plays an important role for international students, because it is the basis and it is a bridge that helps students acquire specialized subject knowledge. Therefore, students need to clearly define their learning goals and draw up a study plan from the beginning.

In language learning, the first requisite for success is hard work. Self-study is a very important skill because it will bring back an active spirit, creative thinking ability and a passionate interest in learning. Students should draw up a study plan for each day and apply the policy of "picking up equipment". For example, students need to memorize 5 words and 1 grammar structure every day. When students accumulate a few more words every day, students have contributed to enriching their intellectual capital.

The principle of vocabulary learning is to learn words in phrases and sentences, not single words because that way helps students remember how to use them. Students should make sentences with newly learned words and use newly learned words in everyday speech with high frequency. For words that are not in the dictionary, students can actively search online. Students try to make word learning vivid and memorable by using different colors, drawing pictures or diagrams by topic, or simply grouping words under certain topics. All of these things make learning words less boring following a simple memorization routine, thereby creating a certain interest in learners.

Learning pronunciation is also an issue that needs to be paid attention by students because if you speak correctly, you will hear well and convey your ideas to the audience most accurately. Words that are mispronounced will lead to incomprehension. Therefore, they need to pronounce correctly right from the start to avoid mistakes that are difficult to correct later.

One of the effective ways to learn a language is to speak. Students need to speak as much as possible, practice speaking according to sample dialogues and boldly communicate with Vietnamese people to learn how to use oral language and use their intonation.

Reading comprehension is an essential language skill for each person in communication, in study as well as at work. To be able to read well, students need to understand the meaning of words, the meaning of sentences and paragraphs, the main idea and topic of the text.

Listening comprehension is an important but difficult skill in language learning. To practice listening skills, there is no other way that students have to listen a lot: listen to tapes, listen to TV programs and listen to songs... This requires students to be persistent. The more they listen, the more likely they are able to understand the problem.

## 3. CONCLUSIONS

It need to conceive that teaching Vietnamese to foreign students at Thai Nguyen University of Technology must be like a foreign language. Overseas students learn Vietnamese to get Vietnamese as a means to work in Vietnam or study other majors in Vietnam, not for them to teach Vietnamese to their compatriots. Therefore, in the process of teaching and learning Vietnamese, teachers and learners need to promote effective specific foreign language teaching and learning methods as described above.

## 4. ACKNOWLEDGEMENT

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