



Teaching Vietnamese for Foreigners at Hung Vuong University – Approach from Practical Experience

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Abstract: Teaching Vietnamese to foreigners has been a specific mission of the Faculty of Social Sciences and Culture and Tourism of Hung Vuong University for many recent years. In the Vietnamese language teaching programs for foreigners at Hung Vuong University, in addition to the main professional content directly related to Vietnamese language training, Vietnamese modules/modules are specialized such as culture and society. Vietnam, the country of study, customs and traditions... is an important and meaningful content, and there are specialized training modules in many different fields. From the perspective of implementing training in these specialized modules for foreign students at Hung Vuong University, the article shares some practical experiences in teaching.

Keywords: Teaching Vietnamese to foreigners, practical experiences.

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I. INTRODUCTION

Teaching Vietnamese to foreigners is not a simple job, it can even be said to face many obstacles. Especially, for foreign students studying Vietnamese and university degrees in many majors such as pedagogy, foreign languages, agriculture - forestry - fishery, tourism, finance and banking, nursing, etc... During the teaching process, using active, student-centered teaching methods is inevitable, however in reality, many situations arise in teaching activities that require teaching. Teachers must contemplate, research, select and adjust different teaching methods and techniques, from understanding the characteristics of learners to the requirements of the subject and the main conditions. lecturers to perform their teaching duties well.

II. CONTENT

2.1. Difficulties and advantages in teaching Vietnamese to foreign students at Hung Vuong University

In recent years, Hung Vuong University has organized many training courses for foreign students

such as Lao students, Chinese students, Korean students, mainly Lao pill. By 2024, Hung Vuong University has trained 14 Vietnamese courses for foreign students, most of whom are Lao students. In the 2023-2024 school year alone, Hung Vuong University trains 118 Lao international students and 40 Chinese students, of which the Faculty of Social Sciences and Tourism Culture is directly training Vietnamese for 16 Lao students. source, 16 students are officials of LuongNamTha province (6 students completed the 6-month Vietnamese language training program and have returned home), 40 students majored in Vietnamese at Hong Ha Academy, China. In the process of training Vietnamese and majors for foreign students and trainees in Vietnamese at Hung Vuong University, there are difficulties and advantages as follows:

2.1.1. Difficulties in Vietnamese language training for foreign students

The biggest difficulty and obstacle for foreign students when studying Vietnamese, or studying different majors, is the difference in pronunciation

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and accent between their native language and Vietnamese. Different tone systems, different sound structures and pronunciation make listening and speaking difficult for students.

The second difficulty is about writing. Foreign students studying at Hung Vuong Dai Ho mainly come from Laos, China, Korea, ... which are countries that use hieroglyphic writing, while Vietnamese uses the Latin alphabet. The difference between reading and writing in their native language and Vietnamese is a barrier for foreign students, both when studying Vietnamese and when majoring in Vietnamese.

2.1.2. Advantages of Vietnamese language training for foreign students

Besides the difficulties and obstacles, studying Vietnamese as a foreign language and studying majors for foreign students at Hung Vuong University has the following advantages:

Firstly, the school's teaching staff has good professional qualifications, is dedicated in teaching, and is enthusiastic in guiding students to study and adapt to the new living environment in Vietnam.

Secondly, the closeness of culture and history is also an advantage in comparing, contrasting and distinguishing the similarities and differences between teaching contents about culture, country, people as well as natural, social and historical conditions.

2.2. Some experience in designing programs, lectures, and course content

2.2.1. Select topics and knowledge modules

The selection of knowledge topics must comply with the generality requirements of the subject/module. For example: Previously, for Chinese student courses, culture-related modules were called Vietnamese Culture and Society, Enjoying Vietnamese Art. In 2024, the ordered program will be converted into two separate subjects: Vietnamese Country Studies, Vietnamese Culture and Customs. Therefore, it is necessary to balance the content between subjects so that they do not overlap and ensure logic with each other.

2.2.2. Calculate the amount of knowledge and information

Depending on order requirements and program structure, the amount of knowledge included needs to be appropriate and have a high level of generalization. For example, with the subject Country Studies, within the capacity of 2 credits (30 periods), the content must cover many issues such as natural conditions, society, ethnicity, culture,

economy, diplomacy... Overall there are 6 modules corresponding to 6 chapters.

Therefore, each module can only revolve around a short, concise reading and learners will have access to the most general information related to this reading. The extended knowledge will also stick to the selected basic information.

2.2.3. Design learning materials for students and trainees

Learning resources need to be compiled briefly, concisely, and provide maximum general information, but the information needs to be official and referenced from reliable sources, especially words, terms, and phrases. figures, etc. The expression in the readings must also be bright and clear, mainly using pure Vietnamese words, limiting as much as possible the use of Sino-Vietnamese words, and standard Vietnamese grammar

2.2.4. Design lesson plans and electronic lectures

Lesson plans for foreign students studying Vietnamese and majoring in Vietnamese have many different requirements than those for other foreign students, that is, the content of knowledge is diverse. diverse, rich, and in-depth, especially for Chinese students who can use many Sino-Vietnamese words.

Electronic lectures need to be designed vividly, clearly, succinctly, and rich in visual images. Teaching activities are designed to be mentally active, enhance the senses of hearing and seeing, and stimulate thinking in relation and comparison. For example, games by looking at pictures and guessing words, exercises to fill in the gaps, match pairs, connect sentences, punch holes ...

2.3. Some appropriate teaching methods and techniques should be used

From teaching experience with foreign students studying Vietnamese and majoring in Vietnamese at Hung Vuong University, we can see characteristics of learners that are suitable for a number of methods and techniques. Unique and effective teaching. Among them, effective methods and techniques for teaching include grammar - translation methods, audio-visual/language training methods, structural situation approaches, and learning methods. practice according to exercises, communicative foreign language teaching methods, lesson research-oriented teaching methods; Teaching techniques such as using teaching questions, repeating and emphasizing techniques, comparing and contrasting techniques are the most effective techniques.

2.3.1. Teaching methods can be applied effectively

The implementation of teaching professional courses for foreign students studying Vietnamese and majors in Vietnamese requires applying the methods applied to teaching Vietnamese such as teaching foreign languages for foreign students, foreign students and specialized teaching methods, including lesson research-oriented teaching methods.

Lesson research-oriented teaching is a teaching process that engages students by creating connections in knowledge, through exploring and asking questions surrounding the lesson. This is an approach that encourages learners to participate in experiential activities to solve learning tasks. The basis of this method is the transformation of students' thinking orientation, from what to think to how to think.

From the instructor's perspective, this teaching method focuses on taking students beyond the limits of ordinary curiosity, toward critical thinking and improved understanding. Lecturers need to stimulate students to ask questions and support students in the research process. From the student's perspective, lesson-based learning focuses on delving deeper into an open question or problem. They must use arguments based on scientific evidence, solve problems creatively to reach conclusions, and then present their conclusions to the instructor.

There are four different types of lesson study, according to level, from low to high.

1. Confirmation inquiry: Lecturers assign students research questions and answers, along with a specific research method. Students follow the guided steps to prove the answer given by the instructor. The goal is to build students' critical thinking and research skills.
2. Structured inquiry: Instructors provide students with open-ended questions and a research method. Students use this method to draw conclusions based on documentary evidence.
3. Guided inquiry: The instructor asks open-ended questions. Students design their own research methods to reach conclusions.
4. Open inquiry: Lecturers give full authority to students, from asking questions to researching, teachers only play a supporting role throughout the process of carrying out learning tasks through research.

The organization of teaching activities, regardless of any form of lesson research-oriented teaching, is aimed at developing students' ability to

analyze, synthesize and evaluate information. The ability to analyze, synthesize, and evaluate are all manifestations of higher-order thinking according to Bloom's thinking ladder model.

It can be said that inquiry-based learning is a superior teaching method in training foreign students, because it is a teaching direction that integrates many methods and methods. different teaching techniques. The essence of this teaching direction is to create connections in knowledge through exploring and asking questions around the lesson. In this teaching direction, under the organization, guidance and advice of lecturers, students will carry out their own learning process, express problems from different aspects, plan solutions, and design solutions. Theoretical or practical research activities to solve problems, and based on the solved problems, state the results or discover new problems. Therefore, this teaching method can be applied flexibly by teachers who are rich in knowledge and have good qualifications in teaching methods.

2.3.2. Outstanding teaching techniques in training

Use questions

Using questions is a familiar, popular and classic technique in teaching and training. It is also the central technique of active, learner-centered teaching methods.

Types of questions used include:

- Teaching question: is a type of question used to exchange knowledge and new information of the lesson with students in two forms: Ask and then present the problem/content of the lesson; Introduce the content, then ask questions, present, explain, and illustrate.
- Interactive questions: Asking and chatting creates a close and friendly atmosphere between teacher and learner, while maintaining the learner's concentration and attention to the lecture
- Test questions: Closed questions (Yes/No; True/False), Open questions (Why/How). The purpose is to test learners' awareness and absorption, and adjust the speed and capacity of the lesson. Types of questions are interwoven and combined flexibly in the teaching process.

Techniques of contrast and comparison

Due to the large similarities in culture, comparison and comparison techniques have outstanding advantages in implementing content about the country, people, culture, economy, and society of Vietnam with those of Vietnam, China, Korea, Laos.

For example, an introductory lecture slide for the Vietnamese Culture module.

Techniques for using vocabulary

Using Sino-Vietnamese words (including both ancient Sino-Vietnamese words and Vietnameseized Sino-Vietnamese words) is an advantage in teaching Vietnamese to Chinese and Korean students.

For example: With the word "patriotism", the lecturer only needs to use the words "patriotism", "country" - "nation", "heaven and earth" - "heaven and earth", "husband and wife" - "husband and wife", "father and son" - "father and son", "well" - "province"; "sun, moon/day, month" - "sun/moon" students can understand immediately, without wasting time looking up or explaining.

Technique of repetition and pressing

In the discipline of memory, repetition is a prerequisite, especially when learning a foreign language. In teaching, the use of this technique can be flexible in the following ways:

- Design electronic lectures, repeat words, phrases, content from readings to vocabulary and questions;
- While lecturing, the lecturer repeats knowledge by repeating, emphasizing with intonation, interpretation, explanation and especially by asking questions right after providing knowledge. The questioning technique is to invert the clause in the sentence and ask the opposite of the problem so that students can clearly understand the knowledge. Finally, ask each individual student to repeat, you can use a combination of the "lightning" technique, asking each student in turn to quickly repeat the information and knowledge.

Regarding style, humor is also a secret to creating a positive atmosphere, favorable for learners' absorption of knowledge. Lecturers can use humor through talking, interacting, through real-life connections, and giving examples related to the lesson, culture, language, and customs of the two countries.

Regarding knowledge, in addition to basic knowledge of the teaching subject, lecturers need to have solid knowledge of the language. In particular, if learners have more linguistic knowledge, it will be very convenient in teaching, explaining, and communicating.

In summary, teaching Vietnamese to foreign students for professional courses not only requires

understanding of the target audience and requirements of the course, but also requires teaching experience, capacity, and background. school of each lecturer for the subject in charge.

III. CONCLUSION

Including knowledge and subjects about the country, people, and culture in that country's language training program is a necessary and mandatory requirement. However, designing and implementing effective teaching of these programs is an issue that always poses many difficulties along with practical requirements that need to be met and adjusted. In addition to professional management and designing appropriate subject program content, each lecturer needs to always explore and adjust appropriate teaching methods and techniques during the implementation process. The key point is the combination of research on the characteristics of learners with the capacity, strengths, investment and responsibility of individual lecturers. Teaching Vietnamese to foreign students through professional courses is like an exciting journey. Wherever you go to explore, it's also about perfecting yourself and your belongings at the same time. brings both learners and teachers interesting experiences.

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