

Interlingual error of Lao's students when learning Vietnamese

Duong Thi Ngu

Tan Trao University

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ABSTRACT: The article is the absorption and application of new world language research trends to acquiring Vietnamese as a foreign language for Lao's students in general and in the classifiers in particular. That is the trend of researching and applying language practice on the basis of the phenomenon of language interference with Vietnamese learning process, which is language learning.

KEY WORDS: Interlingual error, classifiers Vietnamese, foreign language.

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I. INTRODUCTION

Having reviewed research documents on linguistic error, we see that the main research trends on this issue are:

From a comparative linguistics: Authors who support this statement include A. Refomaski (1962), R. Lado (1964)... They believe that the differences between First Language and foreign languages makes foreign language learners make certain mistakes.

From a error analysis theory, belong to second language acquisition. A language learners' second language acquisition consists of the following stages: contrastive analysis, error analysis, performance analysis and discourse analysis. The person who laid the foundation for this research direction is the author Pit Corder with *error analysis theory: Introducing applied linguistics* (1973) [1], Baltimore: Penguin Education. S. P. Error analysis, interdisciplinary (1981) [2]. These are the basic works, creating the foundation for error analysis theory in learning foreign languages.

From the direction of applied linguistics, Authors who: L.Selinker (1992) "Rediscovering Interlanguage" [10]; R. Ellis (1985) "Understanding second language acquisition" [4].

Research on language errors of foreigners learning Vietnamese, we have the following directions:

First, studying foreign language pronunciation errors to learn Vietnamese. The authors Vu Ba Hung, Tran Khang, Vu Van Thi ... mentioned the difficulties of foreigners learning Vietnamese in terms of tones, stress, intonation, rhythm, and anabolism, heterosexuality, chemical ...

Second, some of result on foreign language learning errors due to the influence of habits from their First Language: Pham Dang Binh (2002); Le Xao Binh (2004), .. In general, these works all show that the mistakes of Vietnamese learners are due to the influence of habits from interlingual error but not seeing the multidimensional causes of errors such as foreign language learning strategy.

Third, study errors on vocabulary and grammar of foreigners learning Vietnamese. Author Nguyen Thi Thuy Trang, Nguyen Thi My Huong, Nguyen Linh Chi ...

The works of author Nguyen Thien Nam, especially the work: "Surveying Vietnamese grammatical errors of foreigners and related problems" [9] surveyed, analyzed errors and proposed solutions to etc. to overcome the error of learning Vietnamese of the Khmer and Japanese. This is one of the important bases in researching and teaching Vietnamese to foreigners in general and the Khmer and Japanese in particular.

In summary, on the basis of the review, we conclude: there is no research on "Interlingual error of Lao's students when learning Vietnamese" for research.

II. CONTENTS

2.1. Language error

Acquisition language "it's the learning language by going to be used learning with the environment, it is the learning the structure and a structure" [6,52]. When people learn or acquisition language other languages, there are often language errors. Errors reflect the learners' process of learning a foreign language, showing a change in the student's quality.

Error analysis theory developed by Pit Corder [1] has identified the impact, nature, cause and results of learning foreign languages. This is a meaningful study for teachers in the teaching process, knowing what to overcome, for the researcher to know how the learning process is happening and for learners to verify their foreign language learning results. According to Pit Corder, in the process of teaching foreign languages, it is

necessary to focus on learners and second language learners, basically like the strategy of acquiring the first language (acquiring the child's first language), however, the error of appearing is seen as a convenience, a way that learners use to learn. Thus, appearing language errors in the process of learning a foreign language is a sign of the learning process. From there, in the process of teaching and learning foreign languages, there will be appropriate learning strategies and teaching strategies.

According to the researchers, the causes of errors in the process of acquiring foreign languages from the angle of explanation are: interlingual error, intralingual error, learning strategies, communication strategies, teaching induced errors. Interlingual error usually appears in the early time of learning a foreign language, when learners do not know the expressions of the target language, they borrow the expressions of their first language to use. And, when learners do not know the expressions of the target language but have not applied well in reality, they use the expressions of their first language instead.

At that time, language transfer appears, learners borrow knowledge already in their first language to explore the target language. The language transfer can happen in two directions, that is, positive language transfer and negative language transfer.

In positive language transfer, the similarities between first language and foreign language can help learners language transfer positively from their first language habits into foreign languages. If there are more similarities between the first language and the foreign language being learned, the language learning process will take place more smoothly. Differences between languages are more likely to lead to negative mobility (interlingual error).

The support of the foreign language expression is certain equivalent factors between the first language and foreign language, leading to the act of imposing elements of the first language into the foreign language. The language error occurs due to negative language transfer. Article investigating the use of classifiers of Lao students when learning Vietnamese due to language interference.

2.2. Classifiers Vietnamese

In Vietnamese, the classifier is also known with many different names such as: damaged words in terms of lexical meaning [11] unit noun [5], adverb [3], classifier [8]. .. The Vietnamese classifier is defined as individual, meaning of unit and meaning of things. Concerning associativity, the natural unit noun is capable of associating behind it nouns of things. When combined with numeral, nouns to form a common combination by the formula: numeral+ classifier+ noun. Meanwhile, in the Lao language, in terms of quantity, types of words are also very rich and used in many different combinations. Considering the combination denoting the quantity, the classifier combined with the numeral and nouns according to the structure: "noun+ numeral+ classifier". Because of that difference between the two languages, Lao's students who learn Vietnamese make many mistakes when using classifiers.

2.3. Interlingual error of Lao students when learning Vietnamese

Starting to learn Vietnamese, Laotian foreign students already have skills to use their first language, so the habits of using their first language and knowledge of their first language are applied by learners in the process of acquiring Vietnamese as a second language. Learners have used the strategies of transfer language, negative transfer has applied structures of the source language (Lao language) to create new sentences, new textures in the target language (Vietnamese). While the language structures of Vietnamese were not the same as Lao, so an error occurred using Vietnamese. This is called a language interference error.

Results of survey, statistics and error analysis of foreign students when learning Vietnamese show that the error of using classifier is the type of error with the highest frequency of occurrence. Based on 937 errors obtained from Lao students' articles and in fact teaching basic Vietnamese to Lao students at Tan Trao University, Tuyen Quang province, Vietnam shows that the classifier is one difficult problem for international students from Laos. The classifier errors make up the largest number of grammatical errors we listed (407 errors). The errors in Vietnamese words that occur among Lao students during their study are mainly due to language interference, when Lao foreign students are just learning Vietnamese. Due to not mastering the association structures or the meanings of classifier that Lao students, they borrowed the structures of classifier combination in Lao to create combinations of words/sentences with incorrect classifier. The negative transfer from Lao to Vietnamese, using the original Lao text for Vietnamese created the Vietnamese classifier errors. Error using the wrong combination of the classifier

Regarding errors of incorrect use of Vietnamese classifier of Lao students are listed and classified as follows:
+ Error using the wrong combination ability classifier in general:

In Vietnamese, classifier have the ability to combine forward numeral and combine nouns indicating things that form combinations: numeral + classifier + nouns.

Learners have incorporated the combination of Lao classifier (noun + numerals + classifiers) into the target language in the process of acquiring Vietnamese, leads to wrong combinatorial order. These cases are due

to the learner being unsure of the structures about using classifiers in Vietnamese when they combine with the front and back elements to create a combination denoting quantity. The learner temporarily borrows the structure of the first language to create incorrect combinations of Vietnamese words.

+ Error using incorrect combination of classifier with numeral "one":

Regarding the type of error using the wrong combination of the classifier with the numerals "one", a total of 56 errors were obtained. In Vietnamese, combination: numeral+ classifier + noun denotes the combination of number, the classifier puts before the noun. However, in the Lao language, this order is different, that is, noun before the word "one", they put after the part of the word category (not denoting the meaning of the order). Therefore, learners have applied the whole structure of the first language to the target language, leading to the wrong order of nouns and classifier in Vietnamese when using the word combination denoting the numeral of "one" in Vietnamese. .

+ Error using wrong combination of combination to indicate designation meaning: classifier + noun + demonstrative pronoun / adjective:

Combination: classifier, nouns and specific pronouns / adjectives in Vietnamese is often used to indicate designated meaning. For Lao's students, a negative transfer occurred when making a learning strategy: transfer the structure in Laos "noun + classifier + adjective / indicator word" and using this structure while learning Vietnamese, so they made a mistake of using wrong order in word combinations.

+ Error using incorrect combination to denote the whole meaning: all + classifier + nouns. In Vietnamese, "all" puts before combinations of classifier starting with complex numeral to denote the whole meaning: all + numeral + nouns. Lao students put "all" according to Lao grammar (at the end of the combination).

+ Error using incorrect combinations to indicate the meaning of the order: classifier + noun + numeral. In total we obtained 76 errors. In Vietnamese, express the meaning by put the numeral behind the noun: classifier+ noun+ numeral. In Lao language, the expressive structure denoting the meaning of ordinal is: noun + classifier + word indicating the order. This order of combinations only changes the position of the classifier and noun, so the learners mistake combine Laos words into Vietnamese and create Vietnamese word combinations according to the Lao language structure.

+ Error using wrong classifier often comes with things nouns: We have recorded 309 errors using wrong classifier often accompanied with things nouns. This type of error accounts for a large number of usage errors that we obtain. For example, the Lao student wrote "cái ảnh", so they have used the word "tấm" instead of the word "cái" because, in Vietnamese, "cái" is often combined with nouns indicating things.

According to the "Vietnamese dictionary" "cái" (often subordinated before nouns), the word used to refer to each individual is a sterile object "[11, p.105]. Because they just learned Vietnamese, so they think that, with nouns indicating things, they can use the classifier "cái". In this case, the collective noun "ảnh" must be used with the word "tấm", "word using to indicate each unit a number of objects with thin and long planes" [11, p.898]

Similar to the case, Laos foreign students write "mảnh thị", when they learn to classifier "mảnh" to indicate a very small and thin part of an object to be separated, for example: a piece of cake, a piece mirror, they apply it for noun "thị". Meanwhile, in Vietnamese, the word piece "refers to the part of an object that is cut from a large mass" [11, p.632].

In the case of "chiếc" "dao", when learning about classifier, learners think that, in Vietnamese, "cái, chiếc" is often combined with nouns indicating things in general and "only for each unit some sterile objects"[11, p.156] so they used the word "chiếc" for the "dao". Meanwhile, in Vietnamese, "con" comes with a number of nouns indicating things that often have an animal-like performance or form, [11, p.198]: "con" + "đao", "thuyền", "sông", ect. Error using wrong of classifier are common among international students in Laos because they are not proficient and confuse the structures of combining classifier and nouns. The same at that, it is necessary to master the usage of Vietnamese words because in Vietnamese, classifier in particular and vocabulary in general are used very differently in different communication situations. This is the type of error that Laos foreign students easily make when learning Vietnamese.

Through the synthesis of errors of using wrong Vietnamese classifier of Lao students in terms of combination ability and usage meaning, it shows that, for Lao's students, Vietnamese classifier are a rather complicated problem, so there are many mistakes. In terms of applied linguistics, in order to use the correct types of Vietnamese classifier, in addition to mastering the association structures of classifier and nouns, it is necessary to learn about their scope of use.

III. CONCLUSION

In learning Vietnamese as learning a foreign language, the error language in general and the error using classifiers in particular reflect the show learning process of Lao foreign students. In the cases of errors in using Vietnamese words that we survey, the main statistics are interlingual errors. Because they just learned Vietnamese, when not remembering, mastering the association structures of Vietnamese classifiers and their usage, the negative transfer, applying the association structures in the first language to apply set for Vietnamese. Through errors using Vietnamese classifiers of Laos students, teachers will have appropriate methods in teaching to help learners avoid errors and master the structures of using classifiers, special cases in type of Vietnamese classifiers.

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