

Developing capacity to perform in some situations of learning Vietnamese for foreigners

Dr. Duong Thi Ngu¹

Abstract

Designing teaching activities according to implementation competency approach is the current general trend in education. In the article “developing capacity to perform in some situations of learning Vietnamese for foreigners”, our research results have shown that: Situational teaching is an activity what the teacher puts the content to be conveyed into the situational events and structures the events so that they are consistent with the pedagogical logic, so that when the learners solve it, they will achieve the intent proposed teaching. In learning Vietnamese as a foreign language, building teaching situations to implementation competency to perform plays an important role, because it is a measure of the learner's output with these skills use Vietnamese.

Keywords: Teaching situations, implementation competency; Practical situations;
Building teaching situation.

¹ Tan Trao University

1. Introduction

In the world: The teaching situation has been studied in the US since 1870 with the name of the professor Christopher Columbus Langdell. Soviet (former) and Polish scientists such as TV. Cudriacep (1967); AM. Machiuskin (1972), I.F. Khalarmov, M.I. Kluglac, V.N. Nikitrenko, E.N. Orlova, O.A. Abbunhinna, N.V. Cuzemina, V. Okon (Poland) (1976), I.Ia. Lecne (1977), ect. In the early 90s of the twentieth century, Western authors such as: L.F.A. Van De, G.W.J. Barendse (1993), D. Dolman (1994), D.R. Woods (1994), K.W. Prichard, R.M. Sawyer (1994), ect, studied the construction and use of situations in a new direction, this is problem based learning - problem oriented learning. In Vietnam, research on case teaching is of interest to educational researchers. The results of the literature review let us conclude: there are two research directions on this issue. First, the problem situations to stimulate learner's thinking in teaching are mainly referenced by the authors to the documents of V. Okon and I.Ia. Lecne. Second, situations for managers and educators (authors Phan The Sung and Luu Xuan Moi, ..). Each research direction has classified teaching situations into many different types. In this study, we classified based on the level of teaching situations: Reinforcement situations are used a lot in practice and reinforcement. Development situations: Use situations to form and develop new knowledge for learners. Inheriting the results of domestic and foreign authors, we build and use reinforcement and development situations in teaching basic Grammar for foreigners to learn Vietnamese in order to develop skills performance for learners. Accordingly, we believe that the teaching situation is an activity where the teacher puts the content to be imparted into the events, and the structure of the events is consistent with the pedagogical logic, so that when learners Solving it will achieve the set teaching goals. In learning Vietnamese as a foreign language, the performance capacity of learners plays an important role, because it is a measure of the learner's output with Vietnamese language skills.

2. Content

1. Psychological basis

According to psychologists, the mechanism of mental action formation through0 each stage with two unequal parts: the orientation part and the implementation part [1, p.82]. This is the basis of educators in the educational process when conducting pedagogical actions to form action skills in each specific field of activity. The performance capacity of learners is different and interdependent with skills. At the same time, the skills and competencies of a certain activity require full knowledge of that activity. Skills are an important condition for the formation of capabilities, whereas competence governs the formation and development of skills. According to psychologists, competence helps people to grasp the knowledge about action correctly and quickly. Whereas, skill is a level of operational comprehension. Without competence in that field of activity, it is not possible to have precise and proficient technique of action.

According to A.V. Petrovski, competence is the most important of the factors or conditions that contribute to the formation of skills. Ability changes according to mastery of skills. Recognizing the interrelationships and differences between skills and competencies is a very important issue from which to identify pathways for learners to develop skills about an activity in the teaching and learning process.

2. Factual basis

Currently, there is no National Standard Program for teaching Vietnamese as a foreign language [3, p.34]. Regarding the curriculum, there are more than 20 sets of Vietnamese language textbooks in general, which are compiled to teach foreigners. These

sets of textbooks are used for teaching both in Vietnam and abroad. However, within the scope of our research, we focus the Vietnamese language teaching textbooks for foreigners and give special attention to the basic Vietnamese grammar teaching curriculum for foreigners. Based on the students, teachers select appropriate textbooks to teach foreigners. One of the key requirements of a good grammar textbook is that the curriculum meets the expectations of foreigners about learning Vietnamese at different levels.

To meet the teaching task, some of universities and colleges with foreign students have compiled textbooks with their own programs to serve the teaching and learning of Vietnamese grammar for international students. In the trend of integration, Tan Trao University is doing task of teaching Vietnamese to Lao's students. The school develops curricula suitable for its students, in which, the basic Vietnamese grammar course is part 3, a compulsory subject of the basic Vietnamese subject in the International Education Program Lao's students. The course consists of 150 periods, conducted in one month [2].

This is the practical basis of the design and use of situations in teaching Grammar for foreigners to learn Vietnamese in general. In addition, sources of information and data to build the case: Knowledge of teachers, experience from colleagues and students.

When designing a teaching situation for the Basic Vietnamese Grammar course for Lao's students, we define the following orientations:

- + The situation must put learners in a simple or complex operation requirement, in order to achieve, practice skills, develop the ability to use Vietnamese grammar set out.

- +The situation focuses on learner's activities in the interaction between learners and between learners and learning materials.

3. Building teaching situation

3.1 Design development situation

Content: Design a development case that implements effective cooperative learning, encouraging learners to share their thoughts and collaborate with each other. The purpose of this situation is to create conditions for all students to research, share, perform the group's learning task, then "teach for their friends" and be interviewed by friends about the content of the lecture submit. And then, switch roles and give attention to listen and share with their friends when they present. Design development scenarios, in the Lesson on Complex Sentences (09 periods), students had previously studied Simple Sentences (08 periods), The conditions for this scenario are: students understood and used Vietnamese simple sentences fluently.

- The method to do situations:

- + Teacher's preparation: study materials, rhythm, programs, and lesson plans, and then select lesson content that is advantageous for the implementation of teaching situations. The contents of the textbooks and documents can be raised into questionable questions that need to be answered; determine the lesson objectives: the lesson objectives must give attention to the formation of two intent: awareness of complex sentences and skill training in using Vietnamese complex sentences in communication activities.

Prepare students: prepare learning materials, study attitude and group interaction.

- Basic steps to conduct the development case

+ Step 1: Students are divided into 2 groups, 2 students each. With the content studied at home, the task of each group is to exchange, discuss, and draft a set of questions around the content lesson. The purpose is to clarify the knowledge contained in the content of the lesson.

Question:

Lesson 1. Identify the components of the subject and predicate in the following sentences:

- a. Trời mưa.(it rains)
- b. Tôi là sinh viên.(I'm a student)
- c. Mùa xuân ấm áp.(Warm spring)
- d. Bạn nam đang cầm quyển sách là lưu học sinh Lào.(The boy who holding the book is a Lao's student)

Lesson 2: How is sentence (d) in Lesson 1 different from the rest?

Lesson 3: Identify the core subject clusters in the following sentences:

- a. Bộ quần áo mới mua giá rất đắt.(this new suit is so expensive)
- b. Quyển sách này bìa đã bị rách.(The cover of this book is torn)
- c. Khi con thức dậy, mẹ đã ở bên.(When the child woke up, his mother was there)
- d. Hoa lan mà bố tôi mới mua khoe sắc trong nắng mới.(The orchids that my father just bought are blooming in the sunlight)

Lesson 4. Comment on the position of the subjects and predicates in the sentences of lesson 3.

+ Step 2: After drafting, the set of questions is divided equally among group members (each student takes charge of one question). Each member of this group looks for another member of the group to form a pair and conducts an interview with questions posed by their group. The members of a pair switch roles, the interviewer becomes the respondent and vice versa. The content of the exchange is recorded by the members.

+ Step 3: After step 2, the members return to their groups and share the partner's answers to their groups. Each person is responsible for a part of the task, the other members support, help, collaborate with each other to complete the answers to all the questions originally drafted by the group, and at the same time add new ideas through the exchange of ideas. your exchangeable (group of friends). Finally, present your group's results to the class.

Lesson 1:

S	//	P
Trời (it)	//	Mưa (rain)
Tôi (I)		là sinh viên (be a student)
Mùa xuân (the spring) //		ấm áp (warm)
Bạn nam (the boy)/ đang cầm quyển sách (holding the book) //		là lưu học sinh Lào (be Lao's student)

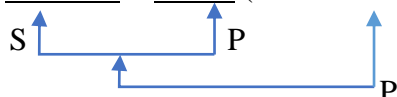
Lesson 2:

- Sentences (a), (b), (c) have a subject and predicate and the sentence core.
- Sentence (d) contains two subject and predicate.

Lesson 3, 4

- Subject is a subject, a predicate.

Bộ quần áo/ mới mua // rất đắt.



- Predicate a subject and predicate.

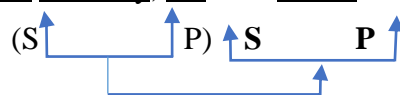
Quyển sách này// bìa / đã bị rách.



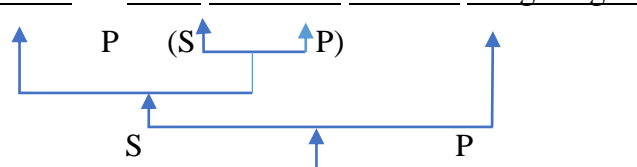
-Subject and predicate both have a subject and predicate

- Subject and predicate in the subcomponent (adverb, predicate, complement)

Khi con thức dậy, mẹ // đã ở bên.



Hoa lan mà bố tôi mới mua// khoe sắc trong nắng mới.



After the groups present their products, the teacher comments, evaluates, and corrects the knowledge. At the same time, comment on the effectiveness of each group's work.

1. Complex sentence concept

A complex sentence is a sentence containing two or more subject-subject clusters, of which only one phrase serves as the core of the sentence.

2. Structure

2.1 Complex sentences whose subject is the subject phrase

2.2 Complex sentences whose predicate is the subject phrase

2.3 Complex sentences with subject and predicate both have subject clusters

2.4 Complex sentences with subject clusters in auxiliary components (state, determine, complement).

So, the three-step interview teaching situation helps learners discover knowledge by themselves on the basis of cooperation and interviews with friends. Next, knowledge of complex Vietnamese sentences - a difficult content in Vietnamese Grammar knowledge is formed and deeply engraved in learner's memory.

3.2 Building teaching situation reinforcement situations

- Content: This is a situation that creates positive interdependence in learning. The highlight of this situation is that students both work individually with high responsibility to create individual products, and must know how to negotiate and exchange with each other to reach a consensus to create a collective product (group); After that, group members check each other's comprehension so that each member can be responsible for presenting the learning results to the group they create.

Basic steps to conduct the development case:

+ Teacher's preparation: Teachers study materials, curricula, programs, and lesson plans, from which to select appropriate content of the lesson; define lesson objectives, design collaborative tasks, develop detailed lesson plans.

+ Students' preparation: Students prepare learning materials, networked computer support facilities, projectors.

- Basic steps to conduct the development case:

+ Step 1: Divide the class into small groups at random.

+ Step 2: Teacher assigns the task in the form of a question, a topic of discussion in front of the class. Guide students how to operate and the principles of operation in groups. Inform students of individual and group evaluation criteria. Support students to identify tasks and achieve intent of each individual, suggest and help students who have difficulty in solving tasks.

Example: Sentence review lesson divided by speaking purpose. Based on the purpose of speaking and the grammatical signs that recognize them, sentences are classified into 4 types of declarative sentences, imperative sentences, interrogative sentences, imperative sentences, and exclamatory sentences.

Question 1: Structure of the above sentence types? For example?

Question 2: Signs to identify the 4 types of sentences above?

+ Step 3: Students take turns asking questions around the issue just discussed to support bad students in the group to ensure that all group members understand, fluently answer one answer and agree on one answer. be able to present group reports.

With question 1 in step 2, the student's question revolves around the structure of declarative sentences, imperative sentences, interrogative sentences, and exclamation sentences. What kinds of words are usually contained or accompanied by declarative sentences, imperative sentences, interrogative sentences, and exclamation sentences?

With question 2 in step 2, the question asked by students revolves around the issue of the signs the above sentence types in terms of punctuation and intonation?

And students can draw out structural features and telltale signs of narrative sentences, imperative sentences, interrogative sentences, exclamation sentences in Vietnamese.

+ Step 4: The teacher calls a random number to present the group report and asks questions around the discussion to check the knowledge grasp of the learners.

Question 1:

1. Structure of the narrative sentence:

Narrative sentence is a sentence used for the purpose of describing, telling, commenting about things.

Narrative sentences are widely used and popular in life.

1. Structure of the interrogative sentence:

Interrogative sentences often contain question words such as:

a. Using interrogative pronouns: who, what, which, when, how, why, how much, how much, when, how long, where, when, where,...(Wh-question).

Teacher asks the question: identify the interrogative pronoun in the following sentences and specify the object of the question?

- Who will teach you Vietnamese this term? ("Who" asks about people)

- What is this? ("What" asks about the animal)

- What is this? ("What" asks about objects, plants, etc.)

- How sick are you? ("How" asks about nature)

- That's the problem, what do you think? (“Why” asks about the situation or characteristics)

- How old are you? (“how much” is often asked by people aged 10 and over to ask about quantity and is often used with nouns)

- How old are you? (“how many” ask about the number of nouns to ask children under 10 years old)

- When are you done? (“When” is used in front of the verb to ask about a future time or time)

- When did you finish? (“When” is used after the verb to ask about the past)

- How long do you go to school? (“How long” asks about time)

- Where are you? (“Where” asks about location, direction)

b. Interrogative adverbs are often accompanied by the ending "or" to express choice: Yes...(or)? Is it...(or) not; has...(or) not yet; then...(or) not yet.

Teacher asks the question: identify the interrogative adverbial in the following sentences?

- Do you satisfied? (or not)?

- Are you going to go?

- Did you go to the doctor today?

c. Interrogative sentences use modal particles at the end of the sentence (à, ư, hả, hử, chứ,...)

The teacher asks the question: The interrogative sentence uses modal particles at the end of the following sentences (à, ừ, hả, á,...) which requires an answer, which does not require an answer?

- Nam đây à? (Is this Nam?)

- Bạn gọi tớ ư? (à) (hả) (Did you call me?)

- Mai bạn rảnh chứ? (Are you free tomorrow?)

*Note: When using these modal particles, they are often accompanied by different emotional nuances, so when using it, it is important to use it for the right audience and communication content.

For example:

- Anh mượn quyển sách này à? (Neutral emotional shades)

- Anh mượn quyển sách này ư? (Shades of surprise)

- Anh mượn quyển sách này ư (á)? (Shades of surprise)

(Do you borrow this book?)

2. The structure of the imperative sentence

Imperative sentences contain the following imperative words:

a. Imperative sentences have imperative adverbs before the predicate: hãy, đừng, chớ, không, không được,...(do, don't, no,...)

The teacher asked the question:

Identify the imperative in the following sentences?

+ Bạn đừng đến muộn nhé. (bạn đến đúng giờ)

(Don't be late (let's come on time))

+ Chúng ta không được ngủ quá khuya (bạn đi ngủ sớm)

(Don't go to bed too late (Let's go to bed early)

Note: In the imperative sentence when using the above auxiliary words will have different effects:

- “Không, đừng, chớ” has a deterrent effect.(Don’t)
- “Hãy” has the effect of advising and encouraging.(Let’s)

b. Imperative sentences have an imperative adverb after the predicate:
“đi, đi thôi, thôi, nào, đi nào, mới, mới được, với, đấy...”

The teacher asked the question:

Identify the imperative in the following sentences?

- + Em đi đi! (You can go now)
- + Chúng ta đi thôi nào! (We go now)
- + Chúng em phải nỗ lực cố gắng hơn mới được! (We have to try work harder)
- + Bạn đưa cho mình quyển sách với! (Can you pass to me that book?)
- + Tối mai rảnh đi xem phim nhé! (Let's go to the cinema tomorrow evening if you have free time)

c. Imperative sentences do not use auxiliary words but only intonation:

The teacher asked the question:

Identify the imperative in the following sentences? (in command)

- + Đứng lại! (Stop!)
- + Ngồi xuống! (Sit down!)
- + Bắn! (Shoot!)

3. Structure of exclamation sentences

Exclamation sentences often contain or are accompanied by exclamation words.

- Exclamatory words

Exclamation sentences containing exclamation words such as: ôi, ôi chao, trời ơi, than ôi, ô kìa,...(oh, oh my god,...) usually put at the beginning of the sentence.

Teacher asks questions: What exclamation sentences below express the meaning of exclamation?

- À, thì ra thế!(Ah, so that's it!)
- Ô kìa! Bạn sao lại chen ngang. (Oh no! Why are you interrupting?)
- Trời ơi! Sao tôi nóng thế này! (Oh my god, why am I so hot?)

Note: Exclamatory words express different shades of emotions: when happy, when surprised, when sad. Therefore, when you have to use exclamation words correctly, you need to give attention to the appropriate emotional tones.

- Adverbs “lạ, thật, quá, ghê, thế, dường nào, biết mấy, biết bao...”

Usually comes after the predicate

Teacher asks the question: What is the effect of the auxiliary words in the following exclamation sentences?

- + Hà Nội đẹp thật! (Ha Noi is so beautiful!)

- + Bạn ấy xinh quá! (She's so pretty)
 - + Chị mua nhiều báo thế! (You buy a lot of newspaper)
 - + Anh hạnh phúc biết bao!(biết mấy) (biết đường nào) (I'm so happy)
 - Use particle: “*thay, nhỉ*”
 - For example:
 - + Chị này đánh đá nhỉ! (She's so shewish)
 - + Anh này hay nhỉ!
- Question 2:

1. Signs to identify the narration

- At the end of a narrative sentence (when writing) there is a period.
- While speaking, declarative sentences often have modal words such as: “*nhé, à*”, ect to express the speaker's attitude, feelings, and emotions.

Teacher asks the question: What is the effect of the modal words in the following exclamation sentences?

- + Em đi nhé. (intimate) (Can I go now?)
 - + Cháu chào ông ạ. (respect) (Hello grandfather)
 - When used for emphasis, the declarative sentence uses a pair of relational words (cả... lẫn). (both)
- For example:

- + Tối nay ăn cả gà lẫn cá nhé. (Can we eat both chicken and fish tonight)
- + Hôm qua, lớp mình học cả sáng lẫn chiều. (Yesterday, we my class study both morning and afternoon)
- + Chúng tôi học cả tiếng Việt lẫn tiếng Anh.(I'm study English and Vietnamese)

2. Signs of identifying questionable sentences:

- Signs (when writing)
- Often use a question mark (?) at the end of a sentence.
- For example:
- Bạn đi học à? (Are you go to school?)
- Chú đã học xong chưa? (Have you finished studying yet?)
- Lớp mình mai đi học đấy à? (Is my class going to school tomorrow?)
- Intonation:
- The intonation of the interrogative sentence usually emphasizes the focus of the question word.

Bạn đi học à?

Chú đã học xong chưa?

Lớp mình mai đi học đấy à?

Note: Usually a question must have an answer (question - answer) but sometimes it is not required (a question to ask) -> it is called a rhetorical question (used in literature).

3. Signs to identify imperative sentences:

About punctuation:

At the end of a sentence, an exclamation mark (!) is often used.

About intonation

Emphasis and stretch on words that carry command and raise voice at the end of sentences.

4. Signs to recognize exclamation sentences

- About punctuation: Exclamation sentences (when writing) at the end of exclamation sentences use an exclamation mark (!)

- About intonation: The intonation is prolonged in exclamation sentences.

+ Step 5: Teacher comments, evaluates each group and corrects the problem. Spend time for students to add (add or remove), perfect the group's learning product.

3. Conclusion and Discussion

Designing teaching situations with activities for each lesson content, based on the lesson objectives, teachers choose knowledge that “entrusts” it to collaborative tasks that create thinking challenges, needs desire to solve problems, develop student's performance capacity. Reinforcement situations and Development situations are built on the level of the teaching situation. Within the framework of the research, we build two situations in teaching Vietnamese grammar for foreigners that not only help learners meet the requirements of language learning but also develop some of competencies, other common features such as the ability to cooperate and solve problems.

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