Analysis of Vietnamese Adult Learners' Phonological Biases in Chinese

Take the Great Wall Chinese Language Classes for Adults in Vietnam OLK12 and OLK15 as an Example

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Abstract. With the increasing pace of China's opening up to the outside world in recent years, Chinese as a second language is being acquired by more and more international students. However, the impact of the epidemic has hindered the teaching of Chinese, and most people have shifted their classes to the Internet, bringing convenient conditions for teaching Chinese and learning Chinese as a second language. The purpose of this paper is to study OLK12, a zero-based Chinese adult class, and OLK15, a business Chinese adult class in Vietnam, to draw the classification and causes of phonetic errors, and to analyze the similarities and differences between the students of the two levels of errors, as to draw the important and difficult points of teaching and learning, and to draw the implications for teaching Chinese as a second language.

Keywords: Teaching Chinese as a second language · Adult classes · Phonological bias · Teaching difficulties · Second language teaching

1 Introduction

In recent years, more and more Vietnamese students have chosen Chinese as a second language acquisition. The research on second language acquisition in China mainly focuses on the application of pedagogy, the study of language ontology from the perspective of second language acquisition, the influence of mother tongue migration and other factors on second language acquisition, the implications for teaching, and the study of adult second language acquisition [1]. This paper focuses on Vietnamese adult students of different levels in Chinese language teaching, analyzes their phonological errors in learning Chinese, and draws suggestions for teaching [2].

2 Research Process

2.1 Research Subjects

The research subjects of this paper are the Great Wall Chinese in Vietnam Adult Basic Class OLK12 and Adult Business Chinese Class OLK15. The research subjects are presented in the form of a Table 1.

Table 1. Basic information of students in OLK12 and 15 adult classes. (The chart is drawn by the author)

OLK12	OLK15
Name	Name
Lin's Sea Swallow	Nguyen Van Hung
Fan's Autumn Fragrance	Green plum
Chen Fangyu	Wu Qiu Xiang

2.2 Research Methodology

This paper mainly adopts a corpus collection and literature research method. Through the phonological biases collected in the process of teaching Chinese [3], we build a small corpus, classify, and analyze the causes, and then combine it with previous studies to draw relevant conclusions and suggestions [4]. This corpus includes the number of students in each class, phonetic errors in each class, types, and times of errors. For space reasons, the following is presented in tabular form.

2.3 Source of Corpus

The corpus for this study is mainly derived from the phonological biases in vocabulary and texts collected from students in the classroom.

3   Bias Presentation and Classification

The phonetic changes of each word listed in this paper are based on the tone, tongue position or timbre of Chinese Pinyin. According to Table 1, the total number of deviations occurring in the OLK12 class was 64 cases and 13 types of deviations. After analysis, it can be seen for the OLK12 adult class, the most frequent phonological biases are yinping-deprecatory and deprecatory-yinping. They can be regarded as a pair of phonetic error groups [5]. For Vietnamese adult OLK12 learners at the elementary level, among the four phonetic sounds in Chinese, yinping and yangping appeared the most biases and were the most difficult to be successfully acquired.

According to Table 2, for the OLK15 adult class, Yinping-Desheng and Desheng-Yinping tone deviations accounted for majority of the deviations, and the deviations occurred most frequently, so that Yinping and Yangping were the most likely to have tone deviations and the most difficult to be acquired in the OLK15 Vietnamese adult Chinese class [6].

4   Reasons for the Appearance of Bias

4.1 The Influence of Vietnamese Vocal Tones

Vietnamese Mandarin (standardized on Hanoi speech) has six tones, i.e., six tone classes [7], with the flat (also called cross), genitive, question, fall, sharp and heavy tones [8]. In general, the six tones in Vietnamese are lower than those in Chinese, especially the

Table 2. "Winning in China: Basic Part 3" biased corpus collection (The chart is drawn by the author)

Type of bias	Corpus Collection
Yinping-light voice	Almost, the
Yinping-Deaccent	Hanging, internal medicine, fever, injury, bathroom, rent, day before, rental, including, rent-free period, though, room, next, water cube, contract, arrangement
Yangping-upper voice	Bird's Nest
Declension-light voice	Accounts, business, passports, incidental, temptation, trade, users
Deprecated-Yinping	Registration fee, medical record book, immediately, see, medicine, cold, get well soon, know, need
Deponent-Yangping	or
a-e	Leave note, leave request
ao-iao	Anxious, best, building, towards, bird's nest, looking
an-ian	Whiteboard
ang-iang	Food Market
e-e	Direct, some
ou-iu	Fret
s-x	Consumption, selection
zh-j	Staff

yinping and de-voicing, which are 44 and 211 respectively in Vietnamese, and this is why Vietnamese students generally have a lower pitch, often not reaching the 55 tones Chinese heavy yinping.

4.2 The Chinese Tones Themselves Are More Difficult

There are four tones in Chinese, the yinping, yangping, rising and going tones. They each have their own different tone values: 55, 35, 214, and 51. Overall, it seems that each tone has a wide range of tones and a wide span of tones to distinguish meaning [9]. Other native English speakers or other native speakers do not have the concept of tones when they read aloud or learn, so the concept of tones needs to be learned from scratch, and for most international students tones in Chinese are the most difficult to be successfully acquired.

4.3 Learner Motivation

Learner motivation is particularly important when learning a second language [10]. From the perspective of the subjects in this paper, the eight students in the OLK12 adult class were all motivated by the need to learn Chinese for work, which is typical of instrumental motivation. Two of the students in the OLK15 adult class were instrumentally

motivated, while the other two were internally motivated or a combination of internal and instrumental motivation. In summary, among the 14 students in OLK12 and 15 classes, instrumental motivation accounted for majority of students.

5 Suggestions for Teaching Chinese Tones

5.1 Rationalization of Vietnamese Tones to Chinese Tones

Since Vietnamese is very similar to Chinese tones, teachers can make use of this when teaching tones by listing out the tones in Vietnamese and the tones in Chinese, so that students can observe, recognize, and perceive the similarities and differences between them; and on this basis, they can teach students the correct tones to understand the difference between Vietnamese tones and Chinese tones, which can The students will understand the difference between Vietnamese tones and Chinese tones, so as to avoid the negative transfer of Vietnamese tones.

5.2 Learning Intonation in Speech Flow

It has been found that when reading a word or a syllable alone, students rarely make intonation errors. But in words or in sentences, this is not uncommon. The reason for this is that phonetic changes occur in the speech stream. This is very common in Chinese, but many students do not understand it.

6 Conclusions

Overall, although the current situation provides some conditions and conveniences for online Chinese teaching, it is still a big challenge for Southeast Asian students to learn Chinese phonetics accurately and efficiently. Chinese teachers are faced with many restrictions when conducting online teaching, and sometimes they may not be able to convey voice information in a timely, efficient, and accurate manner. This poses a greater challenge to Chinese teaching. Challenges and opportunities coexist. In the process of Chinese teaching, we should adjust measures to local conditions according to time, find our own position, be flexible when facing students from different countries, integrate teaching materials and materials according to the national pronunciation trend and pronunciation characteristics, and find out the pronunciation teaching methods suitable for students in their respective countries.

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