

LRC PROFESSIONAL DEVELOPMENT GRANT: SCRIPTING, PRODUCING AND RECORDING OF VIETNAMESE LANGUAGE AUDIO MATERIAL

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Overview

- I. Why did I create audio material for the First Year Vietnamese Course
- II. What is the Vietnamese Language?
- III. How did I create the materials for practicing pronunciation
- IV. How did I evaluate student progress
- V. What was student feedback on using the audio material

I. Why did I design audio material for the First Year Vietnamese Course

- Shortage of Vietnamese language audio materials, especially relating to pronunciation.
- Enabling and helping students to practice more outside the classroom setting.
- Increased teaching and learning efficiency in class.

II. What is the Vietnamese Language?

- A difficult language rated in Category IV as defined by FSI (1100 hours to achieve level 3)
- A tonal language with 6 tones (Chinese: 4 tones, Thai: 5 tones) and complex vowel clusters.

For example:

Bạn Ban bán bàn bản ở bản

or

Tay/ Tai or Ong /Ông or An / Ăn

- Vietnamese has three distinct regional accents: Northern, Central and Southern.

1. The Tone System

| Tone | | Pitch | | |
|--------------|--------|------------|------------------|-----------------------------|
| Name | Symbol | Level | Contour | Other Features |
| Sắc | ú | High | Rising | Tenseness |
| Ngã | ũ | High | Rising | Glottalization |
| Ngang | u | High - Mid | Trailing-Falling | Laxness |
| Huyền | ù | Low | Trailing | Laxness, breathiness |
| Hỏi | ủ | Mid - Low | Dropping | Tenseness |
| Nặng | ụ | Low | Dropping | Glottalization or tenseness |

| | | | | | |
|----------------------|--------------------|--------------------|---------------------|----------------------|---------------------------|
| Ma (ghost) | Mà (but) | Má (mom) | Mả (tomb) | Mã (horse) | Mạ (rice seeds) |
|----------------------|--------------------|--------------------|---------------------|----------------------|---------------------------|

2. Vowel Clusters

| | | | | | | | | | | | | |
|-----|------|------|------|------|------|------|-----|------|-----|------|------|------|
| a | ach | ai | am | ac | an | ang | anh | ao | ap | at | ay | au |
| ã | ãc | ãm | ãn | ãng | ãp | ãt | â | âc | âm | ân | âng | áp |
| ât | âu | ây | e | ec | em | en | eng | eo | ep | et | ê | êch |
| êm | ên | ênh | êp | êt | êu | i | ia | ich | iêc | iêm | iên | iêng |
| iêp | iêt | iêu | im | in | inh | ip | it | iu | o | oa | oac | oach |
| oai | oam | oan | oang | oanh | oao | oap | oat | oay | oăc | oăm | oăn | oăng |
| oăt | oc | oe | oen | oeo | oet | oi | om | on | ong | ooc | oong | op |
| ot | ô | ôc | ôi | ôm | ôn | ông | ôp | ôt | ơ | ơi | ơm | ơn |
| op | ơt | u | ua | uân | uâng | uât | uây | uc | uê | uêch | uênh | ui |
| um | un | ung | uơ | uôc | uôi | uôm | uôn | uông | uôt | up | ut | uy |
| uya | uych | uyên | uyêt | uyn | uynh | uyp | uyt | uyu | ư | ưa | ưc | ưi |
| ung | ước | ươi | urom | uron | uơng | urop | uơt | uơu | ut | uru | y | yêm |
| yên | yêng | yêt | yêu | | | | | | | | | |

3. Word Formation in Vietnamese

TOÁN (mathematics)

| THANH ĐIỀU (TONE) | | | |
|------------------------|------------------------|------------------------|-------------------------|
| ÂM ĐẦU (INITIAL SOUND) | VẦN (VOWEL CLUSTER) | | |
| T | Âm đệm Middle sound | Âm chính Main sound | Âm cuối Ending sound |
| | O | A | N |

4. Differences between Vietnamese accents

| Region | Tone | Initial sound | Vowel cluster | Ending sound |
|-----------------|----------------------------|---|---|---------------------|
| Northern accent | 6 | 23, semi distinguished s/x, tr/ch, r/d/gi | không phân biệt ươu/iu, ươu/iêu | đầy đủ |
| Central accent | 5 Mixed: ử # ữ ử # ự | 23, distinguished s/x, tr/ch, r/d/gi | oi -> oai, anh-> ăn/ân, ach -> ăt, on ->oong, ông->ông, iên->iêng | an -> ang, at -> ac |
| Southern accent | 5 Mixed: ử # ữ | 23, distinguished s/x, tr/ch, r/d/gi | â->ă, ô->ơ lẫn lộn, êch->ot -in, -it, -un, -ut = -inh, -ich, -ung, -uc | n -> ng, t -> c |

<https://www.youtube.com/watch?v=YssVLg21h14>

III. How did I create the materials for practicing pronunciation

- Hinkel (2006) states that pronunciation must be taught contextually and integrated with speaking, for the sake of providing communicative purposes and realistic language learning goals.
- Tergujeff (2010) has offered eight types of pronunciation teaching materials, namely (1) phonetic training, (2) reading aloud, (3) listen and repeat, (4) rules and instructions, (5), rhyme and verse, (6) awareness-raising activities, (7) spelling and dictation and (8) ear training.

1. Content of Vietnamese Elementary 101 Textbook

| | |
|--|-----|
| LESSON 1. GUIDE TO PRONUNCIATION | P1 |
| LESSON 2. NICE TO MEET YOU | P12 |
| LESSON 3. HOW OLD ARE YOU? | P20 |
| LESSON 4. WHAT IS THIS? | P29 |
| LESSON 5. I WANT TO HAVE EGG BREAD | P38 |
| LESSON 6. THE BOOK IS ON THE TABLE | P46 |
| LESSON 7. HANOI IS BEAUTIFUL | P55 |
| LESSON 8. WHAT TIME IS IT? | P65 |
| LESSON 9. I AM A STUDENT | P74 |
| LESSON 10. WHERE IS CHA CA RESTAURANT? | P85 |
| LESSON 11. REVIEW | P93 |

2. Content of Vietnamese Elementary 102 Textbook

| | |
|---|-----|
| LESSON 12. SHE HAS A HEADACHE | P1 |
| LESSON 13. THIS IS MY FAMILY | P10 |
| LESSON 14. PLEASE, FEEL AS YOUR HOME! | P21 |
| LESSON 15. HOUSE RENTAL IN SAIGON IS NOT EASY | P32 |
| LESSON 16. WHAT ARE THEY WEARING TODAY? | P44 |
| LESSON 17. TRAVEL & ENTERTAINMENT IN VIETNAM | P55 |
| LESSON 18. DO YOU LIKE FALL IN HANOI? | P67 |
| LESSON 19. I WANT TO STUDY ABROAD | P78 |
| LESSON 20. REVIEW | P89 |

3. Types of pronunciation exercises:

A, Ă, Ẫ, N, M
 P, R, B, D, Đ
 C, Q, J, L, E, Ê, Ę
 I, K, V, H
 O, Ô, O, Q
 U, U, Y, X

1. Phonetic introduction



2. Listen and Repeat

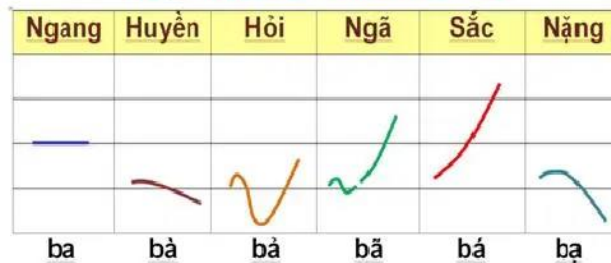


3. Dictation



4. Same or Different

Diagram of 6 tones in Vietnamese



5. Mark the tones



6. Listening Comprehension

4. Types of pronunciation exercises:

Exercise 1. Listen and repeat:

| | | |
|-------------|-----------|----------|
| học | tốt | khóc |
| ông | súp | mọt |
| góc nhọn | đông đúc | đúng lúc |
| chong chóng | côn trùng | sum họp |
| con tôm | om sòm | con út |

Exercise 3. Listen and mark the tones:

| | |
|--|------------------------------|
| 1. Chi ây tên la Hoa. | 5. Đây la thây Hung. |
| 2. Ba ây tên la gì? Ba ây tên la Liên. | 6. Ông ây la người nước nao? |
| 3. Ba Ba năm nay bao nhiêu tuôi? | 7. Ông ây la người Han Quốc. |
| 4. Ba Ba bay mươi chín tuôi. | 8. Chung tôi la người Lao. |

Exercise 2. Listen and decide it's the same (G) or different (K) and write down the words you hear:

| | G | K |
|---|-------|-------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Exercise 4. Listen 5 people introduce themselves and fill the missing information in the table:

| | Tên | Quốc tịch | Tuổi |
|---|-----|-----------|------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

IV. How did I evaluate student progress

- Quizzes and tests
- Audio and video recordings
- Apps: Lino, Padlet, Google docs, Lingt, Blogs
- A mini pronunciation project.

1. Apps for writing, listening and reading skills



<http://linoit.com/home/canvasesPreferences>



<https://columbiau.padlet.org/chungnguyen/elk-pq3cjxj5dt3b2>



https://courseworks2.columbia.edu/courses/105441/gradebook/speed_grader?assignment_id=517051&student_id=413138

<https://www.lingt.com/cn2496/viet10/1/217594/phat-am-pronunciation-30/>

2. Pronunciation Project

A mini project based around pronunciation for 9 students (6 first year students and 3 second year students; 6 heritage students and 3 non-heritage students)

Outcomes and Results:

- All 2nd year students achieved 100% accuracy in marking the tones, reading aloud, speaking and 100% fluency on in reading (part 2, part 4 and part 5).
- They achieved 95% accuracy in writing the words and dictation (part 1 and part 3).
- All 1st year students achieved a range of 90-95% accuracy and fluency in reading aloud and introducing themselves in Vietnamese (part 4 and part 5).
- They achieved 60-75% accuracy in writing the words they heard and marking the tones (part 1 and part 2).
- The most challenging task for the 1st year students is dictation (4 out of 6 made over 30 mistakes (out of 100 words) and 2 out of 6 made 20 mistakes).

V. Feedback from students

- <https://www.lingt.com/217632/viet101/pha-t-am-pronunciation-70/>
- <https://www.lingt.com/217632/viet101/pha-t-am-pronunciation-70/>

References

- Andriani, Agis and et.al (2017) ***The reflection of pronunciation teaching materials: an old paradigm in a new era***. Journal of Teaching & Learning English in Multicultural Contexts Volume 1, Number 2.
- Hinkel, E. (2006). ***Current perspectives on teaching the four skills***. TESOL Quarterly, 40(1), 109–131.
- Tergujeff, Elina. (2010). ***Pronunciation teaching materials in Finnish EFL textbooks***. In A. Henderson (ed.), English Pronunciation: Issues and Practices (EPIP): Proceedings of the First International Conference, June 3–5 2009, Université de Savoie, Chambéry, France.

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