



Received: 28-02-2024
Accepted: 08-04-2024

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Comparative Analysis between Vietnamese Reduplicative Words with Hmong Language Reduplicative Ones to Propose Measures to Correct Mistakes in using Vietnamese Reduplicative Words for Hmong Primary School Pupils in Vietnam

Dr. Phung Thi Thanh

Tan Trao University, Tuyen Quang, Vietnam

Corresponding Author: **Dr. Phung Thi Thanh**

Abstract

Our article “Comparative analysis between Vietnamese reduplicative words with Hmong language reduplicative ones to propose measures to correct mistakes in using Vietnamese reduplicative words for Hmong primary school pupils in Vietnam.” Shows that the similarities and the differences in type, formation, meanings middle of the Vietnamese reduplicative word with the Hmong language reduplicative ones. These similarities and differences create linguistic interferences that help us correctly predict the errors in using Vietnamese reduplicative words of Hmong primary school pupils. To prove this prediction to be correct,

we have surveyed, totaled up, and analyzed the causes of errors in using Vietnamese reduplicative words due to language interference of Hmong primary school pupils in Vietnam. From there, we propose and conduct effective experiments to prove the feasibility of measures to correct errors in using Vietnamese reduplicative words for the Hmong primary school pupils in Vietnam. This research has practical significance in language education is to contributes to improving the quality of Vietnamese language teaching for the Hmong primary school pupils in Vietnam.

Keywords: Comparative Analysis, Type, Formation, Meanings, Vietnamese Reduplicative, Hmong Language Reduplicative, Hmong Primary School Pupils

1. Introduction

Vietnamese and Hmong are both isolated linguistic types, syllabic and tonal languages. The characteristics of this linguistic type govern the type, structure, and meaning of reduplicative words in these two languages. Research results comparing the Vietnamese reduplicative words with the Hmong language reduplicative ones have shown similarities and differences in type, structure, and meaning between them. Therefore, it is very necessary to contrastive analysis between Vietnamese reduplicative words with Hmong language reduplicative ones to propose solutions to overcome mistakes in using reduplicative words in the above languages. Stemming from this situation, we carry out a comparative analysis of Vietnamese and Hmong reduplicative words to point out the similarities, and differences in the structure, and meaning of the reduplicative words in the two these languages. From there, contributed to helping Hmong primary school pupils learn Vietnamese well.

The history of Vietnamese research shows that Vietnamese reduplicative words have been researched and published about the concept, formation, and meaning with the concept of human meaning which are words formed by a unique word-forming method (Chau, 1999, p. 41-54, our translation) ^[1]. Therefore, the fact that Hmong primary school pupils made mistakes in using Vietnamese ligatures should be overcome by Comparative analysis between Vietnamese reduplicative words with Hmong language reduplicative ones. Thereby, the researcher can point out the similarities and differences leading to the linguistic interference between Vietnamese reduplicative words and Hmong language reduplicative ones. This is the main cause of making mistakes in using Vietnamese reduplicative words in primary school pupils of Hmong primary school pupils. Comparative analysis has been researched, developed, and applied by some authors around the world in teaching and learning foreign languages. The results of the contrast analysis between foreign languages and Vietnamese have also been published. In this study, the author presented the research results: Comparing each position in the syllable structure, considering the system of vowels, first and last consonants in Korean and Vietnamese, along with the contrast in sound, and tone (Sook, CM 2006, p.

69, our translation)^[2]. These are some new findings that can be applied to practice and correct pronunciation errors in Korean-Vietnamese bilingual teaching.

In Vietnam, comparative analysis has also been studied. Comparative analysis is a branch of Linguistics. The term comparison is often used to refer to a method or sub-field of research that primarily involves subjects from two or more languages. The purpose of this study is to clarify the similarities and differences or just to clarify the different characteristics. (Thiem 2004, p. 37, our translation)^[3].

Research results on some basic features of the Hmong language in Vietnam have been published by author Nguyen Van Loi with the content that there is a remarkable phenomenon in the Hmong language, which is the phenomenon of verb and adjective reduplication to emphasize action, state, nature; reduplicative nouns to index many. Neither of these reduplicating changes the phonetic shell of the word. (Loi 1972, p. 164-165, our translation)^[4].

The comparative study of languages is also aimed at identifying and analyzing linguistic interference. In contrast to analyzing Vietnamese with languages of ethnic minorities in Vietnam, the Phenomenon of phonetic, and phonetic interference in Hmong - Vietnamese bilingual conditions have been researched and published by author Nguyen Van Loi. The author also recommended that special attention should be paid to the Vietnamese rhyme system in the program to teach Vietnamese phonetics to the Mong people because this is where interference often occurs. (Loi, 1988, p. 124-127, our translation)^[5].

In the process of teaching Vietnamese to Hmong primary school pupils, communication methods are used in both stages listening-speaking and reading - writing by teaching dialogue in class with specific questions. Regarding this issue, we have presented the survey results of 892/1445 (61,7%) dialogue pairs containing questions in teaching conversations and have shown that: The questions in the teaching dialogue are highly systematic. (Thanh, 2001, p. 105, our translation)^[6].

Also in the above research direction, we have carried out the empirical analysis, and description and have shown that: the Hmong Lenh tone system in Sa Pa - Lao Cai province consists of 8 tones with distinct phonetics and phonology characteristics. (Thanh, 2005a, p. 253, our translation)^[7]. In the scientific report on the Contrastive analysis of Vietnamese and Hmong Lenh language's tonal systems, we also concluded: Although the Vuv tone in Hmong Lenh is similar to the Vietnamese Interrogative tone, it is pronounced like the Vietnamese Low pitch tone. In particular, the Hmong Lenh language does not have any tones similar to the Vietnamese Broken rising tone of the Vietnamese language. (Thanh, 2005b, p. 198, our translation)^[8]. Then, I published the research results Contrastive analysis of Vietnamese syllables with Hmong syllables and showed that: Unlike Vietnamese syllables, Hmong syllables have no prevocalic sound written with u, o; have no nuclear sound written with iê, uo and no final sounds written with n, m, p, t, c, ch. (Thanh, 2006, p. 255, our translation)^[9]. To apply the results of this study to practice Vietnamese syllable pronunciation skills for Hmong teachers at Lao Cai Pedagogical College, we have stated: The comparison of Vietnamese syllable structure with that of Hmong is essential to help Hmong teachers practice the correct pronunciation of Vietnamese syllables as required by the training program. From there, they can become qualified

teachers of Vietnamese pronunciation for Hmong students to follow. (Thanh, 2009, p. 25, our translation)^[10].

Regarding the Phenomenon of phonetic-phonological interference of initial sound consonants in Hmong - Vietnamese bilingual conditions and solutions to overcome mistakes in pronunciation of Vietnamese initial sound consonants of Hmong teachers. This research has shown that: In terms of articulation position, the Hmong initial sound consonants system has more positioning series than the Vietnamese initial sound consonants system. (Thanh, 2011, p. 12, our translation)^[11].

Phonetic and phonological characteristics of a language are a very important basis for training the pronunciation standard of that language. Therefore, we have tested and confirmed the feasibility of a solution using phonetic and phonological characteristics to train the phonetic standard of the Course of Training to practice pedagogy regularly at Lao Cai pedagogical college. (Thanh, 2012a, p. 32, our translation)^[12].

Regarding the teaching of Hmong words, in the scientific report developing a Hmong language training program for Hmong teachers in primary schools in ethnic minority and mountainous areas, we have mentioned the Vietnamese reduplicative words and the Hmong language reduplicative ones. (Thanh, 2012b, p. 35, our translation)^[13].

To correct Vietnamese pronunciation mistakes for Hmong ethnic students, we have shown that it is necessary to rely on Vietnamese phonetic characteristics to guide, and correct pronunciation mistakes in Vietnamese rhymes for Hmong ethnic students. (Thanh, 2013, p. 82, our translation)^[14].

Next, we have also shown that it is necessary to rely on characteristics of Hmong initial sound consonants to guide, and correct pronunciation mistakes of Hmong rhymes for Vietnamese students. (Thanh, 2014, p. 51, our translation)^[15].

We also compared and confirmed that: The application of research results comparing the Vietnamese initial consonant system with the Hmong initial consonant system will help improve the quality of language and bilingual education, develop curricula, and compile bilingual textbooks Vietnamese - Hmong. (Thanh, PT 2015a, p. 19, our translation)^[16]. After that, we published the solution of using Vietnamese phonetic-phonological features to practice Vietnamese syllable pronunciation for ethnic minority students. This practical and useful solution will help ethnic minority students have an understanding of the language they need to learn and study methods and have a solid basis to practice Vietnamese pronunciation more effectively. (Thanh, 2015b, p. 225, our translation)^[17].

In the same direction as this research, we proposed to apply some teaching methods such as the action visual method, using Vietnamese phonological, and phonological features, and using the interpreting method (using the mother tongue) to practice and correct Vietnamese pronunciation for ethnic minority students. (Thanh, 2016a, p. 692, our translation)^[18].

Regarding the development of the Hmong language, we clearly stated: In the process of development, the Hmong language has limited simplification of the initial sound consonants. (Thanh, 2016b, p. 452, our translation)^[19].

In a more complete comparative analysis, we suggested: Contrastive analysis of the vocabulary and grammar systems of Vietnamese with Hmong languages for application in the compilation of Vietnamese - Hmong and Hmong - Vietnamese bilingual books, teaching Vietnamese to the

Hmong people or vice versa is a worthy research direction concerned in the current period. (Thanh, 2016c, p. 270, our translation)^[20].

Regarding solutions to correct pronunciation mistakes in Hmong, we also showed the difference between the phonetics and phonemic systems of Hmong and Vietnamese. This is one of the causes leading to Hmong pronunciation mistakes of Hmong language training students in Tuyen Quang province. (Thanh, 2018, p. 65-66, our translation)^[21]. At the same time, the solution of using Hmong phonetics and phonemes to practice and correct the pronunciation of Hmong initial consonants for students of Hmong language refresher course in Tuyen Quang province proposed and successfully applied, will help learners reduce difficulties in learning and communication in Hmong. (Thanh, 2019a, p. 22, our translation)^[22]. We also presented one of the causes of Vietnamese pronunciation mistakes of Lao international students is the difference between the phonetics and phonology systems of Vietnamese with the Hmong language and Lao language. (Thanh, 2019b, p. 61, our translation)^[23]. At the same time, we have proposed and successfully tested solutions to help Lao international students from the Hmong ethnic group have access to phonetics, and phonology characteristics and have an effective method to practice the pronunciation of Vietnamese syllables correctly. (Thanh, 2019c, p. 44, our translation)^[24].

Continuing the research direction of comparative analysis, we have published the results of the Contrastive Analysis between Vietnamese Half-Open Rhymes with Lao Half-Open Ones. The results of this study not only contribute to clarifying some theoretical issues with Eastern languages but also has practical implications in language education, a compilation of bilingual Vietnamese - Lao or Lao - Vietnamese textbooks to help Lao people learn Vietnamese well and vice versa. (Thanh, 2020a, p. 51)^[25]. A larger research scope is a Contrastive analysis of the phonetic system - phonology of Vietnamese with Lao to better teach Vietnamese to Lao students as well as help Lao people to learn Vietnamese better. (Thanh, 2020b, p. 83, our translation)^[26]. In addition, our successful proposal and application of the solution Using Praat software to practice and correct Vietnamese pronunciation errors for Lao students has helped Lao students practice the correct pronunciation of Vietnamese syllables. (Thanh, 2021a, p. 38, our translation)^[27].

About using the Interpreting method-Mother tongue use method to teach specialized Vietnamese to Lao students, the following should be noted: All words and sentences are related and compared with the mother tongue. All readings and language documents are also translated into the learners' mother tongue. The new grammatical phenomena are compared with equivalent grammatical phenomena in the mother tongue to show the similarities and differences between them. Vietnamese language teachers need to prevent mistakes that learners may make due to their habit of using their mother tongue. (Thanh, 2021b, p. 435)^[28].

We tested the initiative using the Total Physical Response method to correct errors in using reduplicative words in practice Conversation module (under the Basic Vietnamese Program) for Lao students at Tan Trao University, and obtained positive results. That helped Lao students to overcome the errors of using reduplicative words to create

sentences in Vietnamese conversation practice significantly. (Thanh, PT 2022, p. 37-38, our translation)^[29].

Next, the initiative Use a combination of several methods to correct errors in Vietnamese practice for students majoring in Primary Education at Tan Trao University is an experimental step to meet the urgent requirements of the research, teaching of Vietnamese language for students majoring in Primary Education at Tan Trao University in particular and in Vietnam in general. (Thanh, PT 2023, p. 37, our translation)^[30].

Reviewing the relevant research history so far, it can be seen that the comparative analysis of Vietnamese reduplicative words with Hmong reduplicative ones still has problems that need to be studied. Therefore, we have set out a research task and published the results in this paper as a pilot step to contributing to improving the quality of Vietnamese language teaching for Hmong primary school pupils in Vietnam.

To carry out the proposed research task, we define the survey limit as Vietnamese reduplicative words and Hmong reduplicative ones. In this article, we will use the Vietnamese recorded Vietnamese script to record examples in Vietnamese. The examples in the Hmong language will be recorded by us using the Hmong script prescribed for use in Decree No. 206-CP Hanoi dated November 21, 1961, of the Government Council of Vietnam.

Regarding the method, we have used research methods for include systematic methods, statistical methods, alternative methods, the phonological descriptive analysis method, the same analysis method, the comparative analysis method, the contrastive analysis method, the interference analysis method, and the mistake analysis method.

2. Main results

2.1 Similarities in type, structure, and meaning of Vietnamese reduplicative words and Hmong language reduplicative ones

Vietnamese reduplicative words and Hmong language reduplicative ones have the same thing they are both structured in the same way. It is the method of repeating all or part of the syllable form. Therefore, the words of these two languages have similarities in type, structure, and meaning.

2.1.1 Similarities in types between Vietnamese reduplicative words with Hmong language reduplicative ones

In terms of types, Vietnamese reduplicative words and Hmong reduplicative ones can be classified based on the following bases:

Based on the number of reduplicative of the basic morpheme, Vietnamese and Hmong languages reduplicative words are divided into the two-syllable reduplicative word, the three-syllable reduplicative word, the four-syllable reduplicative word.

For example, 1a: *đều đặn* (regular); *mơ màng* (dream); *làm lụng* (work, labor); *vui vẻ* (glad; merry); are the Vietnamese two-syllable reduplicative words.

For example, 1b: *Blus bông* (mượt mà: velvety; smooth); *chuk char* (hồng hào: ruddy; pink); *njêhns njôngr* (tin tưởng: to trust; confidence); *đux đao* (lắc lư: swing, sway); *giv gangs* (mảnh khảnh: fragile; frail); *jangv jaos* (nhún nhường: humble; modest); *jăngz juôr* (ngiêng ngả; nguệch ngoạc: to

scribble; to scrawl), are the Hmong language two-syllable reduplicative words.

Based on the degree of influence of the mode of reduplicative in the reduplicative words, the two-syllables reduplicative words in Vietnamese and Hmong languages can both continue to be classified into the whole reduplicative words and the partial reduplicative words.

For example, 2a: Xa xa (a little far); hồng hồng (a little pink); xanh xanh (a little green); rào rào (cascading noise); nhanh nhanh (a little fast); are Vietnamese two-syllable whole reduplicative words.

For example, 2b: Chôngz chôngz (đông đảo: very crowded; very mass); tsours tsours (thưa thót: very sparse); ntau ntau (nhiều nhiều: very much); sei sei (nhanh nhanh: Very fast); are the Hmong language two-syllable whole reduplicative words.

The partial reduplicative words in Vietnamese and Hmong languages can both be classified into phonetic reduplicative words and rhyme reduplicative words.

For example, 3a: dịu dàng (lightly; softly); nhả nhỏ (grin); trống trải (exposed; desolate); sạch sẽ (clean); nhẹ nhàng (lightly); are Vietnamese phonetic reduplicative words.

For example, 3b: đrôds đrênhl (toang hoang: Ruin); greiv (graiv) grouk (nhỏ nhen: Pettiness); jis juôr (méo mó: distortion), are Hmong languages phonetic reduplicative words.

For example, 4a: luôm thuôm (sloppy); lênh bênh (float); toang hoang (wide open); ... are Vietnamese rhyme reduplicative words.

For example, 4b: pluôds guôr (xơ xác: poverty); truôds kuôr (ngốc nghếch: Stupid); luôz puôz (ngoa ngoắt: Sharp-tounge; exaggerated); are Hmong languages rhyme reduplicative words.

Hmong language three-syllable reduplicative words are similar to Vietnamese three-syllable reduplicative words in that they are all reduplicative initial sound consonants that have varying rhymes and tones.

For example, 5a: sạch sành sanh (clean out of); tất tần tật (all; whole; whole lot; as a whole); are the Vietnamese three-syllable reduplicative words.

For example, 5b: nzuôr nzux nzas (hây hây: Whiffing; whiff); are the Hmong language three-syllable reduplicative words.

However, the Hmong language has very few three-syllable reduplicative words.

The four-syllable reduplicative word of the Vietnamese and Hmong language are both formed by a turn-back reduplicating almost all of them, with a change in one rhyme part and the tone of one syllable in a two-syllable reduplicative word.

For example, 6a: gập gà gập ghềnh (very bumpy); khập khà khập khiễng (very limping); nhả nhả nhỏ nhỏ (very grin); lam nham lở nhỏ; nham nham nhỏ nhỏ (very rough and variegated); nhỏ nhỏ nhăng nhăng (very ridiculous);... are the Vietnamese four-syllable reduplicative words.

For example, 6b: hnaor kãngz hnaor kuôr (nghe nhớ nghe quên: listen remember listen forget; lẫn lẫn: confused; in one's dotage); kraor saz kraor kêl (or: kreir saz kreir kêl: gập ghềnh: rough; bumpy) are the Hmong language four-syllable reduplicative words.

2.1.2 Similarities in structures between Vietnamese reduplicative words with Hmong language reduplicative ones

In terms of structure, Vietnamese and Hmong language reduplicative words are both structured by methods of partial reduplicative ones of the basic morphemes or the whole reduplicative.

Both Vietnamese and Hmong language reduplicative words are composed of basic morphemes and reduplicative elements of that base morpheme in the following structural patterns: Two-syllable reduplicative word, three-syllable reduplicative word, four-syllable reduplicative word.

Similarities in structures between Vietnamese reduplicative words with Hmong language reduplicative ones:

The two-syllable reduplicative words in modern Vietnamese and Hmong languages are composed of a basic morpheme and the element which is reduplicated the whole basic morphemes for the first time (the whole reduplicative words), or the partial basic morphemes for the first time (partial reduplicative words: the phonetic reduplicative words, the rhyme reduplicative words).

2.1.2.1 In these two languages, the whole reduplicative words have the same structure as the base morphemes preceded and the element that repeats the entire base morpheme for the first time

For example, 7a: ngày ngày (every day; day after day); từ từ (slowly); chiều chiều (afternoon); đêm đêm (night's night); are Vietnamese two-syllable reduplicative words that are formed by the basic morphemes and being duplicated whole for the first time.

For example, 7b: caz caz (ngoan ngoan: obedient); tus tus (đâu đâu: everywhere); yangx yangx (thường thường: usually); zâu zâu (nhỏ nhỏ: a little small); are the Hmong language whole reduplicative words formed by the basic morphemes being duplicated whole for the first time.

For example, 8a: tím tím (purple); trắng trắng (not quite white); đo đỏ (measure red); môn môn (young and fresh); chậm chậm (slowly); are whole reduplicative words that change the tone of one syllable without the meaning of the front in Vietnamese two-syllable reduplicative words.

For example, 8b: mangx mangv (từ từ: slowly); lênhx lênhs (đầy đầy: flatly); are whole reduplicative words that change the tone of one syllable without the meaning of the front in the Hmong language two-syllable reduplicative words.

2.1.2.2 In Vietnamese and Hmong languages partial reduplicative words the same are composed of the morpheme before or after the base morpheme and the element that the first reduplicated a part of that basic morpheme (the phonetic reduplicative words, the rhyme reduplicative words)

2.1.2.2.1 Vietnamese phonetic reduplicative words and Hmong language ones are also composed of the preceding basic morpheme or behind the basic morpheme and the element that the first reduplicated a part of the initial sound that basic morpheme

For example, 9a: khôe khoẻ (healthy); đẹp đẽ (nice); mát mẻ (cool); lạnh lẽo (cold); nhẹ nhàng (lightly, softly); trống trải (exposed, desolate); thẳng thắn (straight forward); vừa

văn (fit), are Vietnamese phonetic reduplicative words are composed of the preceding basic morpheme and the element that the first reduplicated a part of the initial sound that basic morpheme.

For example, 9b: nzas nzaol (hiu hátt: blow gently); nzuôx nzaos (rung rinh: quite); zôngx ziv (dễ dàng: easy), are the Hmong language phonetic reduplicative words are composed of the preceding basic morpheme and the element that the first reduplicated a part of the initial sound that basic morpheme.

For example, 10a: khập khiễng (limping); man mát (cool); chan chát (symmetrical); mập mờ (vague, faint equivocal); ngọt ngọt (sweet); are Vietnamese phonetic reduplicative words are composed by the base morpheme behind and the first repetition of the initial sound that basic morpheme.

For example, 10b: đao đis (mờ mịt: obscure, qua quýt: perfunctorily); đhuz đhour (nức nở: sobbed); nxux nxi (mỉm mỉm: smile); are the Hmong language phonetic reduplicative words are composed of the pairing behind basic morpheme and the element that the first reduplicated a part of the initial sound that basic morpheme.

2.1.2.2.2 Rhyme-reduplicative words in Vietnamese and Hmong languages are both rhyme-reduplicative words consisting of two syllables with the same rhyme

Rhyme reduplicative words in Vietnamese and Hmong languages both have a base morpheme in front of a reduplicative morpheme.

For example, 11a: co ro (huddle oneself up; stop); lẫn cấn (forgetful); lờ đờ (glassy; dull; lack-luster); are Vietnamese rhyme reduplicative words have a base morpheme in front of a reduplicative morpheme.

For example, 11b: jaov chaok (vòng vèo: roundabout); khaor khao (cứng cáp: sturdy); sênh zênhl (ngân nga: hum a tune); phăngz măngx (luống cuống: get into an agitated state); đruôx đhuôk (lụp xụp: dark and low); are Hmong language rhyme reduplicative words have a base morpheme in front of a reduplicative morpheme.

Vietnamese and Hmong languages rhyme reduplicative words are both have a base morpheme behind a reduplicative morpheme.

For example, 12a: lao xao (hubbub); lều nghều (long and thin); lim dim (half-closed); lúng túng (awkward); luống cuống (embarrassed); bối rối (confused); loanh quanh (wander; roam); chênh vênh (tottery); loạng choạng (staggered); bút rút (fidgety); are Vietnamese rhyme reduplicative words have a base morpheme behind a reduplicative morpheme.

For example, 12b: lôngx côngx (ngỗ nghịch: naughty); tsuôz luôz (toang toác: speak loudly); are the Hmong language rhyme reduplicative words have a base morpheme behind a reduplicative morpheme.

2.1.3 Similarities in the meaning of Vietnamese reduplicative words with Hmong language reduplicative ones

In terms of meaning, most of the whole reduplicative words in Vietnamese and Hmong languages have the same meaning of expressing images (figures) and sounds (phonics).

For example, 13a: lều nghều (long and thin); liêu xiêu (precarious); chan chát (symmetrical); ... are whole reduplicative words in Vietnamese.

For example, 13b: ntus ntaos (mập map: chubby); khux khuôr (xào xạc: rustling); ntus ntao: (nở nang: well-developed); are whole reduplicative words in the Hmong language.

In terms of meaning, the reduplicative words in the Hmong language are the same as the reduplicative words in Vietnamese, adding nuances of meaning so that the base morpheme has no individual meaning.

For example, 14a: máy móc (machinery) in Vietnamese.

For example, 14b: jông juôs (beautiful) in the Hmong language.

On the other hand, nuance is also adding nuances of meaning so that the base morpheme is more specific in meaning.

For example, 15a: mềm mại (soft) in Vietnamese.

For example, 15b: jus joul (noisy) in the Hmong language.

Both Vietnamese whole reduplicative words and Hmong language whole reduplicative ones have means to increase strongly in character.

For example, 16a: vò vồ (be solitary; be lonely) in Vietnamese.

For example, 16b: laz laz (very red) in the Hmong language.

2.2 Differences in type, structure, and meaning of Vietnamese reduplicative words with Hmong language reduplicative ones

2.2.1 Differences in the type of Vietnamese reduplicative words with Hmong language reduplicative ones

About the type, the Vietnamese and the Hmong language's reduplicative words are both divided into the two-syllable reduplicative word, the three-syllable reduplicative word, and the four-syllable reduplicative word. However, unlike Vietnamese, the Hmong language is very limited to the three-syllable reduplicative word.

2.2.2 Differences in the structure of Vietnamese reduplicative words with Hmong language reduplicative ones

Vietnamese and Hmong language rhyme reduplicative words have the same base morpheme after the reduplicative morpheme. But in Vietnamese, the type of reduplicative words with the base morpheme after the reduplicative morpheme make up the majority. In the Hmong language, there are very few types of reduplicative words with a base morpheme after the reduplicative morpheme.

If the Vietnamese three-syllable reduplicative words have the base morpheme at the top, the Hmong language reduplicative words have the base morpheme at the end.

For example, 17a: In Vietnamese three-syllable reduplicative words: sạch sành sanh (the base morpheme "sạch" at the top), "tắt tắt tắt" (the base morpheme "tắt" at the top),

For example, 17b: In the Hmong language three-syllable reduplicative word, "nzuôr nzux nzas" (the base morpheme "nzas" at the end),

However, the Hmong language has very few three-syllable reduplicative words compared to Vietnamese.

Unlike Vietnamese, most of the Hmong language's partial reduplicative words are often combined after or interspersed with the verb "uô" (do) or the numeral "iz" (one).

For example, 18: Hmong language partial reduplicative words: uô njàur njàuv (lúc nhúc: teem with; crawl); uô đuz đăngl (chệnh choạng: staggering; un-steady; tottery); uô

đhuz đhuôk (xộc xệch: untidy; slovenly; lỏng lẻo: loose; slack; lax); uô nqux nqaok (chệnh choạng: staggering; unsteady; tottery; chập chững: staggering; un-steady; tottery; toddle); uô nruz nrênhr (ngờ ngác: be stupefied; ngỡ ngàng: at fault); uô juz uô jour (đùng đả đùng đĩnh; lếch tha lếch thếch: untidy; frumpish); iz zangv zangv (một giuộc: one pack); iz saz iz kêl (khấp khểnh: uneven; bumpy),...

2.2.3 Differences in meaning of Vietnamese reduplicative words with Hmong language reduplicative ones

The whole reduplicative word in Vietnamese means to reduce the nature or intensity of the action.

For example, 19a: đỏ (red) → đỏ đỏ (a little red); yêu (love) → yêu yêu (a little love),

The whole reduplicative words in the Hmong language mean to sharply increase the nature or intensity of the action.

For example, 19b: laz (đỏ: red) → laz laz (đỏ đỏ: very red); nhav (yêu: love) → nhav nhav (yêu yêu: very love).

2.3 Interference in type, structure, and meaning between Vietnamese reduplicative words with Hmong language reduplicative ones

The similarities and the points of the difference in type, formation, and meanings middle of the Vietnamese reduplicative words with the Hmong language reduplicative ones create interference causing errors in the use of Vietnamese words by Hmong primary school pupils in Vietnam. Thereby, we have shown that the cause of these errors is due to interference to suggest solutions. The research has practical implications in language education to correct mistakes in using Vietnamese reduplicative words for Hmong primary school pupils in Vietnam.

2.4 Error in using Vietnamese reduplicative words by Hmong primary school pupils

Through surveying the errors in using Vietnamese words by 200 Hmong primary school pupils in Vietnam, we found that there are some types of errors in using the type, structure, and meaning of Vietnamese reduplicative words.

In terms of type, 128/200 (64%) Hmong primary school pupils often make mistakes indiscriminately, not using the correct two-syllable reduplicative words, three-syllable reduplicative words, and four-syllable reduplicative words of Vietnamese.

Regarding word structure of the word, 142/ 200 (71%) Hmong primary school pupils often make errors by using the wrong structure of the Vietnamese two-syllable reduplicative word and the Vietnamese four-syllable reduplicative word combined after or interspersed with the verb "uô" (do), or with the numeral "iz" (one); using Vietnamese three-syllable reduplicative words with the basic morpheme at the end. This error is due to interference from Hmong language reduplicative words usage.

About the meaning of the word, 178/200 (89%) Hmong primary school pupils often make the errors misuse of meaning reduces to express the meaning of strongly increasing the nature or intensity action the nature or intensity action of the Vietnamese whole reduplicative words. This is also an error caused by the interference of the reduplicative words, due to the influence of the use of the Hmong language's whole reduplicative words.

2.5 Suggest some measures to correct mistakes in using Vietnamese reduplicative words for Hmong primary school pupils in Vietnam

To fix errors in using Vietnamese reduplicative words type, teachers need to explain to Hmong primary school pupils correctly understand the meaning of words, distinguish and use the two-syllable reduplicative word, the three-syllable reduplicative word, the four-syllable reduplicative word in Vietnamese, for the right context.

Want to correct the mistake of using the wrong word structure of Vietnamese reduplicative words for Hmong primary school pupils, the teacher needs to explain to learners the correct structure, and meaning of the word, using Vietnamese reduplicative words without the verb "uô" (do) or the number of words "iz" (one) in front, or interspersed in Vietnamese reduplicative words; using Vietnamese three-syllable reduplicative words with the basic morpheme at the beginning.

To correct the error of using the wrong meaning of the whole Vietnamese reduplicative word for Hmong primary school pupils, the teacher needs to clarify the meaning of the word; to guide the learners to use the Vietnamese whole reduplicative words to correctly express the meaning of reducing or increasing the nature or intensity of the action.

3. Conclusion

Vietnamese and Hmong are both isolated linguistic types, syllabic and tonal languages. The characteristics of this linguistic type govern the type, structure, and meaning of reduplicative words in these two languages. Research results comparing the Vietnamese reduplicative words with the Hmong language reduplicative ones have shown similarities and differences in type, structure, and meaning between them. These similarities and differences create linguistic interferences that help us correctly predict the errors in using Vietnamese reduplicative words of Hmong primary school pupils. To prove this prediction to be correct, we have surveyed, and statistically, analyzed the causes of errors in using Vietnamese reduplicative words due to language interference of Hmong primary school pupils in Vietnam. From there, we propose and conduct effective experiments to prove the feasibility of measures to correct errors in using Vietnamese reduplicative words for the Hmong primary school pupils in Vietnam. This research has practical significance in language education is to contribute to improving the quality of Vietnamese language teaching for the Hmong primary school pupils in Vietnam.

4. References

1. Chau DH. Từ vựng - Ngữ nghĩa tiếng Việt. Nhà xuất bản Giáo dục, Hà Nội, năm, 1999.
2. Sook CM. Một số kết quả đối chiếu ngữ âm giữa tiếng Hàn và tiếng Việt. Khoa học Đại học Sư phạm Thành phố Hồ Chí Minh. 2006; 9:58-70.
3. Thiêm LQ. Nghiên cứu đối chiếu các ngôn ngữ. Nhà xuất bản Đại học Quốc gia Hà Nội, Hà Nội, năm, 2004.
4. Loi NV. Một số nét về tiếng Mèo ở Việt Nam. Tìm hiểu ngôn ngữ các dân tộc thiểu số ở Việt Nam. Tập I. Ủy ban Khoa học xã hội Việt Nam. Viện Ngôn ngữ học, Hà Nội, 1972, 139-171.
5. Loi NV. Hiện tượng giao thoa ngữ âm - âm vị học trong điều kiện song ngữ Hmông - Việt. Tiếng Việt và các

- ngôn ngữ Đông Nam Á. Nhà xuất bản Khoa học xã hội, Hà Nội, 1988, 123-127.
6. Thanh PT. Tính hệ thống của câu hỏi trong hội thoại dạy học trên lớp. The systematic character of questions in teaching dialogues in classes. Bộ Giáo dục và Đào tạo. Trường Đại học Sư phạm Hà Nội. Tạp chí Khoa học Sư phạm. Journal of Science Hanoi University of Education Series Education Science. Khoa học Giáo dục, Hà Nội. 2001; 3:105-112. ISSN: 0868-3719
 7. Thanh PT. Hệ thống thanh điệu tiếng Hmông Lênh vùng Sa pa, Lào Cai. ("Tonal System of Hmong Lanh in Sapa area - Lao Cai."). Kí yếu Hội thảo Quốc tế Ngôn ngữ học Liên Á lần thứ VI. (The 6th. Pan-Asiatic International Symposium on Linguistics.). Đại học Quốc gia Hà Nội. Trường Đại học Khoa học Xã hội và Nhân văn. Viện Khoa học Xã hội Việt Nam. Viện Ngôn ngữ học. Nhà xuất bản Khoa học Xã hội, Hà Nội, 2005a, 249-258.
 8. Thanh PT. Phân tích đối chiếu hệ thống thanh điệu tiếng Việt và tiếng Hmông Lênh. Kí yếu Hội thảo Ngữ học trẻ 2005 - Diễn đàn học tập và nghiên cứu, Hà Nội, 2005b, 192-199.
 9. Thanh PT. Phân tích đối chiếu âm tiết tiếng Việt và tiếng Hmông. Kí yếu Hội thảo Ngữ học trẻ 2006 - Diễn đàn học tập và nghiên cứu, Hà Nội, 2006, 250-256.
 10. Thanh PT. Phân tích đối chiếu cấu trúc âm tiết tiếng Việt với tiếng Hmông để rèn kĩ năng phát âm âm tiết tiếng Việt cho giáo sinh người Hmông Trường Cao đẳng Sư phạm Lào Cai. Bản tin Khoa học Giáo dục. Trường Cao đẳng Sư phạm Lào Cai, số 2-2009, Lào Cai, 2009, 23-25.
 11. Thanh PT. Hiện tượng giao thoa ngữ âm - âm vị học về phụ âm đầu trong điều kiện song ngữ Hmông - Việt và giải pháp khắc phục lỗi phát âm phụ âm đầu tiếng Việt của giáo sinh người Hmông. Bản tin Khoa học Giáo dục Trường Cao đẳng Sư phạm Lào Cai, Lào Cai. 2011; 2:12-13.
 12. Thanh PT. Sáng kiến kinh nghiệm Sử dụng đặc điểm ngữ âm - âm vị học tiếng Việt để luyện và sửa lỗi phát âm âm tiết tiếng Việt cho giáo sinh - sinh viên Sư phạm người dân tộc thiểu số trong giờ Rèn luyện nghiệp vụ sư phạm thường xuyên ở trường Cao đẳng Sư phạm. Trường Cao đẳng Sư phạm Lào Cai, 2012.
 13. Thanh PT. Xây dựng chương trình bồi dưỡng tiếng Mông cho giáo viên người Mông dạy tiếng Mông trong các trường tiểu học vùng dân tộc và miền núi. Kí yếu Hội thảo Khoa học Quốc gia Đào tạo nhân lực phục vụ phát triển kinh tế - xã hội tỉnh Sơn La và vùng Tây Bắc trong tiến trình hội nhập. Bộ Giáo dục và Đào tạo. Trường Đại học Thương mại - Trường Cao đẳng Sơn La. Nhà xuất bản Thống kê, 2012b, 31-42.
 14. Thanh PT. Một số giải pháp khắc phục lỗi phát âm vần tiếng Việt cho học sinh người dân tộc Mông. ("Some solutions to correct Vietnamese language pronouncing mistakes made by Mong ethnic students."). Bộ Giáo dục và Đào tạo. Tạp chí Giáo dục - Tạp chí Lí luận - Khoa học giáo dục. Bộ Giáo dục và Đào tạo. Journal of Educational Science Ministry of Education and Training. Số đặc biệt. 2013; 10:80-82, 85.
 15. Thanh PT. Một số biện pháp khắc phục lỗi phát âm phụ âm đầu tiếng Mông cho học viên Trường Cao đẳng Sư phạm Lào Cai. (Some solutions overcome the mistake in spelling beginning consonant of Mong language made by students of Lao Cai Teacher Training College.). Bộ Giáo dục và Đào tạo. Tạp chí Giáo dục - Tạp chí Lí luận - Khoa học giáo dục. Bộ Giáo dục và Đào tạo. Journal of Educational Science Ministry of Education and Training. 2014; 10:49-51.
 16. Thanh PT. Đối chiếu hệ thống phụ âm đầu tiếng Việt với tiếng Mông để khắc phục lỗi phát âm phụ âm đầu tiếng Mông cho học viên người Kinh ở Trường Cao đẳng Sư phạm Lào Cai. Bản tin Khoa học Giáo dục Trường Cao đẳng Sư phạm Lào Cai, Lào Cai. 2015a; 2:18-19.
 17. Thanh PT. Giải pháp rèn kỹ năng phát âm trong thực hành "Tiếng Việt và phương pháp phát triển ngôn ngữ." cho sinh viên người dân tộc thiểu số theo hướng tiếp cận năng lực người học ở Trường Cao đẳng Sư phạm Lào Cai. Ủy ban nhân dân tỉnh Lào Cai. Trường Cao đẳng Sư phạm Lào Cai. Kí yếu Hội thảo khoa học "Đổi mới phương pháp dạy học và kiểm tra - đánh giá theo hướng tiếp cận năng lực trong các trường cao đẳng, đại học miền núi phía Bắc. Lào Cai, 2015b, 220-225.
 18. Thanh PT. Đổi mới phương pháp dạy học phát âm tiếng Việt cho học sinh dân tộc thiểu số cấp tiểu học. Trường Đại học Sư phạm Hà Nội. Khoa Ngữ Văn. Kí yếu Hội thảo khoa học Đổi mới nghiên cứu và giảng dạy Ngữ văn trong nhà trường Sư phạm. Nhà xuất bản Giáo dục Việt Nam, 2016a, 689-700. ISBN: 978-604-0-08132-2
 19. Thanh PT. Linguistic features of Mong in Viet Nam in the common development trend of some languages of the same type in Southeast Asia. Tan Trao University - Viet Nam (TTrU), Sakon Nakhon Rajabhat University - Thailand (SNRU), Hanoi University of Culture (HUC). Proceedings of the International Scientific Conference "Cultures and Languages in the Interrelation among Southeast Asian countries". Nhà xuất bản Đại học Thái Nguyên, mã số, 2016b, 447-453. ISBN: 978-604-915-421-8
 20. Thanh PT. Phân tích đối chiếu hệ thống ngữ âm - Âm vị học Việt - Mông để đề xuất giải pháp khắc phục lỗi phát âm tiếng Việt cho học sinh người dân tộc Mông.". (Chuyên khảo). Nhà Xuất bản Đại học Thái Nguyên, Mã số, 2016c. ISBN: 978-604-915-403-4
 21. Thanh PT. Sửa lỗi phát âm cho học viên các lớp bồi dưỡng tiếng dân tộc Mông trên địa bàn tỉnh Tuyên Quang. Báo cáo tổng kết đề tài khoa học và công nghệ cấp sơ sở. (Đề tài loại A, được đề cập trong phê duyệt tại Quyết định số 490/QĐ-ĐHTT, ngày 16 tháng 7 năm 2018 Về việc công nhận kết quả nghiệm thu đề tài, tài liệu tham khảo thực hiện năm 2017 - 2018 của Hiệu trưởng Trường Đại học Tân Trào), Tuyên Quang, 2018.
 22. Thanh PT. Sử dụng đặc điểm ngữ âm - âm vị học tiếng Mông để luyện và sửa lỗi phát âm phụ âm đầu tác xát tiếng Mông cho học viên các lớp bồi dưỡng tiếng Mông ở tỉnh Tuyên Quang. Báo cáo sáng kiến Đề nghị xét, công nhận cấp tỉnh. (Sáng kiến được đề cập trong phê duyệt tại Quyết định số 141/QĐ-UBND ngày 20 tháng 02 năm 2019 Về việc công nhận Sáng kiến cấp tỉnh của Chủ tịch Ủy ban nhân dân tỉnh Tuyên Quang.), Tuyên Quang, 2019a.
 23. Thanh PT. Thực trạng và giải pháp sửa lỗi phát âm tiếng Việt cho lưu học sinh Lào qua môn Tiếng Việt cơ sở tại Trường Đại học Tân Trào. Báo cáo tổng kết đề tài khoa học và công nghệ cấp sơ sở. (Đề tài loại A, được đề cập trong phê duyệt tại Quyết định số 837/QĐ-ĐHTT ngày 12 tháng 7 năm 2019 Về việc công nhận kết quả đánh giá, nghiệm thu nhiệm vụ Khoa học công

- nghệ cấp trường năm học 2018 - 2019 của Hiệu trưởng Trường Đại học Tân Trào), Tuyên Quang, 2019b.
24. Thanh PT. Sử dụng Bảng Mẫu tự ngữ âm quốc tế để rèn kỹ năng phát âm tiếng Việt qua môn Tiếng Việt cơ sở cho lưu học sinh Lào ở Trường Đại học Tân Trào. Báo cáo sáng kiến Đề nghị xét, công nhận cấp tỉnh. (Sáng kiến được đề cập trong phê duyệt tại Quyết định số 947/QĐ-UBND, ngày 10 tháng 9 năm 2019 Về việc công nhận Sáng kiến cấp tỉnh của Chủ tịch Ủy ban nhân dân tỉnh Tuyên Quang.). Ủy ban nhân dân tỉnh Tuyên Quang. Trường Đại học Tân Trào, Tuyên Quang, 2019c.
 25. Thanh PT. Contrastive Analysis between Vietnamese Half-Open Rhymes with Lao Half-Open Ones. IOSR Journal of Humanities and Social Science (IOSR-JHSS), International Organization of Scientific Research. 2020a; 25(6):43-52. E-ISSN: 2279-0837, P-ISSN: 2279-0845. Doi: 10.9790/0837-2506124352. <www.iosrjournals.org> June, the year 2020.
 26. Thanh PT. Phân tích đối chiếu hệ thống ngữ âm - âm vị học tiếng Việt với tiếng Lào. Báo cáo tổng kết đề tài khoa học và công nghệ cấp sơ sở. Tuyên Quang, năm 2020. (Đề tài loại A, được đề cập trong phê duyệt tại Quyết định số 806/QĐ-ĐHTTTr ngày 28 tháng 8 năm 2020 Về việc công nhận kết quả đánh giá, nghiệm thu đề tài, tài liệu tham khảo cấp trường năm học 2019 - 2020 của Hiệu trưởng Trường Đại học Tân Trào). Ủy ban nhân dân tỉnh Tuyên Quang. Trường Đại học Tân Trào, Tuyên Quang, 2020b.
 27. Thanh PT. Sử dụng phần mềm Praat để luyện và sửa lỗi phát âm cho lưu học sinh Lào trong thực hành học phần Ngữ âm tiếng Việt (thuộc Chương trình Tiếng Việt cơ sở) ở Trường Đại học Tân Trào. Báo cáo sáng kiến Đề nghị xét, công nhận cấp tỉnh. (Sáng kiến được đề cập trong phê duyệt tại Quyết định số 341/QĐ-UBND ngày 19 tháng 4 năm 2021 Về việc công nhận Sáng kiến cấp tỉnh của Chủ tịch Ủy ban nhân dân tỉnh Tuyên Quang). Ủy ban nhân dân tỉnh Tuyên Quang. Trường Đại học Tân Trào, Tuyên Quang, 2021a.
 28. Thanh PT. Combining diversified teaching methods in training Specialized Vietnamese for Laotian students at Tan Trao University, Vietnam. วารสารครุศาสตร์ มหาวิทยาลัยราชภัฏสกลนคร (Online) ปีที่ 1 ฉบับที่ 3 เดือน พฤษภาคม - สิงหาคม 2564. Journal of Education Sakon Nakhon Rajabhat University (Online), 2021b, 431-441. ISSN 2697-5270, <https://edu.snru.ac.th/topics/6725>, the year 2021
 29. Thanh PT. Sử dụng phương pháp Trực quan hành động để sửa lỗi dùng từ láy trong thực hành Học phần Hội thoại (thuộc Chương trình Tiếng Việt cơ sở) cho lưu học sinh Lào ở Trường Đại học Tân Trào. (Sáng kiến được đề cập trong phê duyệt tại Quyết định số 242/QĐ-UBND ngày 18 tháng 3 năm 2022 Về việc công nhận Sáng kiến cấp tỉnh của Chủ tịch Ủy ban nhân dân tỉnh Tuyên Quang), Tuyên Quang, 2022.
 30. Thanh PT. Sử dụng phối hợp một số phương pháp để sửa lỗi thực hành tiếng Việt cho sinh viên ngành Giáo dục Tiểu học ở Trường Đại học Tân Trào. Báo cáo Đề nghị xét, công nhận hiệu quả áp dụng, phạm vi ảnh hưởng của sáng kiến. (Sáng kiến được đề cập trong phê duyệt tại Quyết định số 211/QĐ-UBND ngày 30 tháng 3 năm 2023. Quyết định Về việc công nhận sáng kiến có hiệu quả áp dụng, phạm vi ảnh hưởng ở cấp tỉnh (đợt
- 1 năm 2023) của Chủ tịch Ủy ban nhân dân tỉnh Tuyên Quang), Tuyên Quang, 2023.