



SURVEY OF ERROR ABOUT THE ORDER OF WORDS IN PHARASAL VERB OF LAO STUDENT WHO LEARNING VIETNAMESE (AT QUANG BINH UNIVERSITY)

Dang Le Thuy Tien

Faculty of social science, Quang Binh university
Email: thuytien165@gmail.com

Abstract

Word order errors is one of the grammatical errors that students often experience in learning Vietnamese as a foreign language. Word order plays an important role in linking basic language units to express a certain meaning. The similarity between Lao and Vietnamese is that both languages take the word order as a means of grammatical and orderly words to play a very important role.

Keyword: Error, word order, learning Vietnames



1. Introduction

Error in word order is one of grammatical errors that students often make in learning Vietnamese as a foreign language. In Vietnamese grammar, word order plays an important role in linking basic language units to express a certain meaning. The similarity between Laotian and Vietnamese is that both languages consider word order as a means of grammar and word order plays a very important role. Wrong word order in sentence can lead to wrong meanings or wrong grammar rules in Vietnamese. In terms of word order type, Vietnamese and Lao have the same type for sentence composition, which is type: SVO, which means in a normal sentence (unmarked), order of components, the sentences are arranged as follows:

S (object) - V (verb) - O (adj)

Through the fact of studying the gradual errors of Laotian students from daily exercises and articles of Laotian students studying Vietnamese for the first year at Quang Binh University, we found that students Laotian members often encounter errors of order in special phrases in noun phrases and verb phrases. Within the scope of this article, we will conduct analysis and presentation of common errors in verb phrases.

2. Theory

2.1. Grammar errors

“The grammar of a language is a set of structures, ways and rules by which words combine to form sentences so that people can communicate with each other”. Thus, it can be understood that grammatical errors are the phenomenon of using incorrectly one or several grammatical units, making the grammatical structure disturbed, leading to mistakes in sentence organization. Grammar errors often appear in the following forms:

- Lack of required elements
- Excess unnecessary elements
- Choose the wrong element to use
- Misuse of elements

In fusional languages such as English, Russian, French, ... grammatical errors often appear in categories such as tense, form, prepositions, word order, varieties, numbers, ... If a Vietnamese learns English, it is very normal to use wrong or confused between tenses, plural or single because in Vietnamese grammar there is no "tense" in category as well as the plural category. For isolating languages such as Vietnamese, Chinese, Thai, etc., the grammatical manner is mostly order of words and function words, so the most common errors are word order and form word.

Grammatical errors are one of the most common types of error. Learners of any level can create wrong language products that lead to not expressing the content they want to convey. Therefore, it is important to give the language instructors a very important task that is to help their students identify errors, correct errors and master the grammar rules to minimize the mistake.

2.2. Error in word order in verb phrases

2.2.1. Features of Vietnamese verb phrases

The verb phrase is a sub-phrase, in which the central element is the verb and the auxiliary component has the function of adding meaning about the way, level, time, place ...for the central verb.



Like noun phrases, phrasal verbs also consist of three parts, which are combined consistently in the following order:

Elements of the phrasal verb	Pre-Center	Center	Postmodification
	<i>Object (O1)</i>	<i>Center(C)</i>	<i>Object (O2)</i>
Example	Đang	Đọc	Báo
	I am reading newspaper		
	Đã	Ăn trưa	Xong
	I had lunch		

- The pre – center of verb phrase (position O1) is not much and adds some grammatical meaning to the main component.

+ In terms of structure: the order of the pre-center is diverse and inconsistent.

• When the previous appendages are composed of many other components, they must be arranged in the order of the preceding elements that govern the latter. [39; tr.120]

Example:

(1) Hằng **đang** học bài. Hồng **cũng đang** học bài

Hang is studying. Hong is also studying.

(2) Mai **không** nấu ăn. Hà **cũng không** nấu ăn. Tôi **cũng sẽ không** nấu ăn.

Mai doesn't cook. Ha also does not cook. I also won't cook.

• When the previous appendage is composed of many components of the same type, it is possible to continue in the same place and not dominate each other, so it is possible to change the order. This is a special case of an auxiliary component for comparison only.

Example:

(1) Hà và Lan **cũng đều** học giỏi như Tuấn - Hà và Lan **đều cũng** học giỏi như Tuấn. (Hà and Lan are both as good as Tuan)

(2) Tuấn **vẫn cứ** đứng đầu lớp - Tuấn **cứ vẫn** đứng đầu lớp. (Tuan is still at the top of the class.)

+ In terms of word class: The preceding sub-part of the verb phrase is mainly adverbs about the aspect relationship, the negation, the frequency of occurrence, the order...

• The adverb indicates the similar progressive (O1sp): cũng (also), vẫn, cứ (still), đều (evenly)

Example:

(1) Bình và Lan **đều** học giỏi. (Bình and Lan both study well.)

(2) Tôi **cũng** nghỉ học hôm nay. (I also quit school today.)

• Time-related adverbs (O1ti): đã, đang, sẽ (were, are, will ...)

Example:

(1) Cô giáo **đang** giảng bài. (The teacher is teaching.)

(2) Tôi **sẽ** đi Hà Nội. (I will go to Hanoi.)

• Adverbs of negation (O1ne): không, chưa, chẳng (no, not yet, not...)

Example:

(1) Tôi **không** làm bài tập nên bị cô giáo mắng.

(I did not do my homework, so my teacher scolded me.)

(2) Tôi **chưa** học xong. (I have not finished my homework.)



- Adverbs indicate the frequency of occurrence (O1fo): hay, năng, ít...(always, usually, often, sometime...)

Example:

- (1) Nó **hay** trốn học đi chơi. (He often skips school to play.)
- (2) Bố tôi **ít** tập thể dục. (My dad rarely exercise.)

- Adverbs indicate order (O1or): hãy, đừng, chớ (please...)

Example:

- (1) Cô **hãy** cố gắng vượt qua khó khăn. (Trying to overcome difficulties.)
- (2) Anh **đừng** hút thuốc ở đây. (No smoking here.)

- Adverbs indicate level (O1le): rất, hơi, lắm (very...)

Example:

- (1) Tôi **rất** sợ phải đi về một mình. (I was afraid to go home alone.)
- (2) Hôm nay trông anh **hơi** buồn. (You look a bit sad today.)

In addition, the preceding appendage of the verb phrase may also be due to the onomatopoeic words or pictographs that have the characteristic descriptive effect mentioned in the verb as the main element.

For example: ung dung bước, rả rích rơi, buồn bã khóc, chăm chỉ học tập..-(cavalier steps, crying, sad crying, study hard ..)

- The postmodification of the verb phrase (position O2) is undertaken by the notional words and phrases (including the subject - predicate phrase), in order to expand the verb content - the main element. This appendix has authentic vocabulary meaning, quantity is very rich, complex organization.

- + Auxiliary words with the function of indicating the completion (O2co): xong, rồi (done, then ...)

Example:

- 1) Quyển sách ấy tôi đọc **xong rồi**. (I finished reading the book.)
- 2) Vấn đề này tôi đã tìm hiểu **rồi**. (I have already investigated this issue.)

- + Auxiliary words of order (O2od): đã, đi, nào, thôi (already, come on, stop)

Example:

- 1) Ăn **đi**. (Let's eat.)
- 2) Chơi đã **nào**. (Let's play.)

- + Auxiliary words indicate the results (O2re): được, mất, ra, phải (gain, lose, exit, right)

Example:

- 1) Tôi nghĩ mãi mà không **ra**. (I think but it don't come out.)
- 2) Nó đi **mất** rồi. (It is gone.)

- + Auxiliary words indicate self-reliance or mutual assistance (O2sr): lấy, cùng (take, together ...)

Example:

- 1) Tôi tự làm **lấy** bài tập. (I do the homework by myself.)
- 2) Làm **cùng** nhau đi. (Do it together.)

- + Auxiliary words indicate degree (O2de): quá, lắm, vô cùng, cực kì (too, very, extremely, extremely ...)



Example:

- 1) Tôi thích **vô cùng**. (I like it so much.)
- 2) Nó vui **lắm**. (It was fun.)

+ Auxiliary words indicate progressive time (O2pt): luôn, ngay, hoài, nữa (right, forever, more, immediately, immediately ...)

Example:

- 1) Mẹ dặn tôi nấu ăn **dần**. (Mom told me to cook gradually.)
- 2) Đi liền **đi**. (Go right away.)

+ Auxiliary words indicate directional function (O2df): ra, vào, lên, xuống, qua (out, in, up, down, through ...)

Example:

- 1) Ông ấy đã đi **xuống** Hải Phòng. (He went down to Hai Phong.)
- 2) Đi **ra** cửa rồi rẽ trái nhé. (Go to the door and turn left.)

+ Notional words (nouns, verbs, adjectives, etc.) have the function of showing the object, the level, the place, the time (O2no)

Example:

- 1) Người Việt có **thói quen ngủ ngày**. (Vietnamese people have a habit of sleeping day.)
- 2) Đêm nay chúng tôi nghe **hát**. (Tonight we listen to sing.)

+ Typical structures (O2ts)

Example:

- 1) Ở đây cấm **không được hút thuốc lá**. (Smoking is prohibited here.)
- 2) Anh ta quyết định lấy **cái Tuyết làm vợ**. (He decided to married Tuyet.)

2.2.2. Features of the Lao verb phrase

A sub-phrase with the main element being a verb. A verb phrase has 4 components which are the main component (verb) auxiliary component before verb, auxiliary component after verb.

- Central components: can be single verbs with 3 subcategories. Example of verb as main element:

- + Intransitive verbs: walking (ຍ່າງ), sitting (ນັ່ງ)...
- + Transitive verbs: write (ຂຽນ), read (ອ່ານ), want (ຕ້ອງການ) ...
- + Transfer verbs: for (ໃຫ້), return (ສົ່ງຄືນ)....
- Pre - center:
 - + Adverbs before the verb indicating direction, such as: to (ເຖິງ), go (ໄປ) ...
 - + The auxiliary verb behind the verb means the time: already (ໄດ້), currently (ກຳລັງ), (ຈະ), will (ຈະ)
 - + Adverbs indicate the progression of the action: ດຽວນີ້, still (ຍັງ) ...
 - + The negative word [ບໍ່] means "no"
 - + Subordinate orders: don't, don't, please ...
 - The postmodification of the verb phrase:
 - + Adverbs have the function of indicating the completion: finished, then (climbing)



- + Adverbs with direction or result function: up, down, on, ...
- + Adverbs of frequency: regular, often ...
- + Adverbs of degree: very....
- + Notional words (nouns, verbs, adjectives, etc.) have the function of indicating the object, manner, level, place, time: book, rice, beautiful...

3. Result

Through a survey of the system of exercises and daily articles of Lao students studying preparatory Vietnamese at Quang Binh University, we have obtained some common errors in the verb phrase such as:

- Error in the pre – center components:

+ Error in subordinate arrangement in progressive auxiliary verbs (O1sp) and center.

Wrong structure: C + O1sp

Example:

1) Anh ta **đi lại** chơi game nữa rồi. (He went to play games again.)

2) Họ uống **lại nữa**. (They drank again.)

+ Error in order of time-related adverbs (O1ti) and center.

Wrong structure: 1) O1ti + C + O1ti; 2) C + O1ti

Example:

1) Anh tôi **vừa kết hôn mới** được 2 tuần. (My brother has only been married for 2 weeks.)

2) Em **sang Việt Nam đã** 7 tháng rồi. (I have been to Vietnam 7 months already.)

3) Tôi **mua mới** quyển từ điển này. (I recently bought a new dictionary.)

+ Error in adverbs indicates the frequency of occurrence (O1fo) and center.

Wrong structure: C + O1fo

Example:

1) Cậu ấy **nói tiếng Việt ít** vì không tự tin. (He speaks little Vietnamese because he is not confident.)

2) Bố tôi **hút thuốc hay** lắm. (My dad always smokes.)

3) Chúng tôi **dậy sớm hiếm khi** vào chủ nhật. (We wake up early rarely on Sundays.)

+ Error in subordinate order from level adverb and center. Wrong structure: C + O1le

Example:

1) Các bạn **cố gắng rất** học bài. (You try to study hard.)

2) Anh ta **buồn hơi** vì thi không tốt. (He was a little sad because the test was not good.)

+ Error in subordinate order from order adverb and center. Wrong structure: C + O1or

Example:

1) Bạn **chơi game đừng** nữa. (Stop playing games.)

2) Bạn **làm bài tập hãy** đi. (Do your homework.)

+ Error in subordinate order with negation adverb and center. This often happens with verbs that have a central component that must be combined with the following auxiliary component. More



specifically, the error usually occurs with the verb "được" (okey). In Vietnamese we often say "do not miss school", "not smoke" (O1ne + C).

Wrong structure: C + O1ne (no) + C (okay)

Example:

1) Bác sĩ nói anh ấy bị ốm **uống rượu không được**. (The doctor said he could not drink alcohol.)

2) Con nhớ **ra ngoài không được** đấy nhé. (Remember, don't going out.)

+ Error in the arrangement of time-related adverb, the similar progressive adverb before the center. The normal order of Vietnamese when there are 2 sub-components and negative before the central element is: O1ti / O1sp + O1ne + C, "will not go out", "did not participate in the contest", "not sad" ...Wrong structure: O1ne+ O1ti + C

Example:

1) Tôi đã gọi nhưng bạn ấy nói **không sẽ đi**. (I called but she said no.)

2) Anh ta **không đã** làm báo cáo 2 tuần rồi. (He hasn't made a report for 2 weeks.)

+ Error in ordering subheadings indicating time and subgroups indicating continuity before the center. This group of errors is quite complicated because in terms of meaning, the prefixes before the basic verb are used as a kind of grammatical-modality, to participate in creating the predicate framework where the verb is central. In addition, when it comes to the auxiliary element of the phrase, it is also necessary to mention the ability of the word to combine and position. Due to the characteristics of affective meaning, the auxiliary elements before the verb are not distributed into clear and definitive positions, creating an association of a common position. The words often combine with each other in an irregular order. So the same time-related adverb and continuation adverb we can say "tôi vẫn sẽ đi tham quan" or "tôi sẽ vẫn đi tham quan", but in another combined case we can say "tôi cũng đã xem phim ấy" but can not say "tôi đã cũng xem phim ấy".

Example:

1) Chị ấy **đang vẫn** dịch bài báo ấy (She is still translating the article.)

2) Mẹ tôi **đang cũng** đi du lịch cùng tôi. (My mother is also traveling with me.)

- Error in the Postmodification:

+ Error in the order of adverb with direction and center functions. Wrong structure: O2df + C

Example:

1) Ông đi **cần thang lên** là sẽ nhìn thấy phòng ngủ. (He goes up the stairs to see the bedroom.)

2) Hey, turn on the light. (Em ơi **bật lên đèn** cho sáng.)

+ Error in ordering the adverb of result and center.

Wrong structure: O2re + C

Example:

1) Tôi sẽ chắc chắn **được làm**. (I will definitely do it.)

2) Tôi **phải ăn** quả ớt nên bị cay quá. (I have to eat chili pepper so it is too spicy.)

+ Error in adverb indicating progressive time and center.



Wrong structure: O2pt + C

Example:

1) Chúng em đi tham quan *hết xong thì lên xe về*. (We finished the tour and got in the car.)

2) Bạn ấy vẫn *chưa xong học bài*. (She still hasn't finished studying.)

+ Error in the order of combining central elements and notional words or structures.

Wrong structure: O2no / O2str + C

Example:

1) Anh ấy bị *xương gãy* cả tay và chân. (He broke his arm and leg.)

2) Trong thời gian *chạy xe* em đã thấy rất nhiều cảnh đẹp bên ngoài. (During the car ride, I saw a lot of beautiful scenery outside.)

In general, verb phrases in Vietnamese and Lao are quite similar. The words that serve as pre – center adverb and postmodification adverb are similar. However, learners still make errors of arrangement between the first elements, sub-element and center. This shows the embarrassment of the learner in using a combination of word groups and has not created the habit of using correctly, thus leading to the misordering of words in the expression process to achieve the communication purpose. Some errors occurred due to language migration reasons. For example, the error in the order of subheadings indicates frequency and subgroups indicate the degree with the central verb. In Vietnamese, adverbs of frequency may appear before the center of the verb phrase; In Lao, in some cases, it is impossible to stand before the central verb such as “luôn luôn”, “luôn”, “ít” (always, little). If in Vietnamese say “Tôi ít tập thể dục” (I exercise less), “Tôi luôn luôn đi học đúng giờ” (I go to school on time always) then the Lao language will say “Tôi tập thể dục ít” or “Tôi đi học đúng giờ luôn luôn”. For Vietnamese level words like “rất, lắm, quá” (very). Vietnamese will have two different sort orders before and after the central verb. For example: “rất vui”; “vui lắm” (Very happy). In contrast, in Lao often the words indicate the level often behind center such as “vui rất”.

In addition to some of the differences mentioned above that cause the error in the learner's second language acquisition process because the learner has translated it directly from the native language into the second language, other causes of error can be cited as the cause of the crossroads, which combines the communication strategy and the cause of teaching transfer. For example, the errors in the ordering of the pre-prepositions in the case of combining time-related adverbs with continuous or sub-conjunctions of time and negative adverbs. These cases are wrong due to their non-fixed coherence, showing the nuances of the preceding subheadings. Some cases of errors in the order of auxiliary adverbs and central verbs such as như “*Chúng tôi nói nghe sẽ được đi tham quan tháng này*”, “*Trong thời gian đi xe khung cảnh đẹp thấy phong phú tự nhiên*” (We heard that we will visit this month, During the ride, the scenery is beautiful and rich in nature)

In addition to some differences that make the error as mentioned above, it is clear, with the similar structure between Vietnamese and Lao, the repetition of some frequent errors is no longer due to moving errors. Because students do not understand the grammar rules of Vietnamese, leading to self-application of existing knowledge to discover the target language,



so that they can correct errors, learn experiences and self-formulate. Correct knowledge in the process of acquiring a second language. Secondly, error stems from the cause of moving teaching. Because, the teachers do not make clearly the distinction between subgroups and the specific structures. Especially, the combination of two adverb and center make confuse for students. Identifying the cause of the error also helps the teacher to have an appropriate approach and method to help the learner correct the error.

We have recorded 97 errors in the order of Vietnamese verb phrases, in this section, we divide the order of errors in the verb phrase by three levels A, B and C, the ratio is as follows:

	Level A	Level B	Level C
Error number	50	27	20
Percent	51,5%	27,8%	20,7%

4. Conclusion

Based on the results of the survey, we found that the majority of errors in word order of the verb phrasal are evenly distributed at level A and level B, errors at level C account for a very small percentage. In the verb phrase, in addition to a small number of interference errors, many other errors are transient errors associated with communication strategies and teaching transfer errors. These errors occur because the learners themselves do not know the grammar rules in Vietnamese, leading to confusion in using and arranging word order and use beyond the scope of the rules of the target language. .

The results of the research are based on a survey of articles and exercises of Laotian students learning Vietnamese. It also partly gives an overview of the errors in word order which Lao students often suffer from based on existing theories and based on the comparison between the grammar of Lao and Vietnamese. In practical terms, we hope to help Vietnamese teachers and learners have a clearer view of Vietnamese grammatical errors, more specifically the errors in common words order of the country people. Apart from learning Vietnamese, it is possible to draw experience in communicating and receiving Vietnamese as a foreign language.

REFERENCES

1. Vu Hoang Phuong Loan (2015), *Survey of grammatical errors in Vietnamese use of Chinese students at some universities in Hanoi*, master thesis of Linguistics, Hanoi University of Science and Technology.
2. Diep Quang Ban (1987), *Single sentence in Vietnamese*, Publishing House of Education.
3. Vietnam Social Science Committee (1983), *Vietnamese Grammar*, Social Sciences Publishing House, Vietnam.
4. Wei Vân Thùy, *The importance of errors in the process of teaching and learning English*.
5. Le A, Phan Phuong Dung, Dang Kim Nga (2017), *Vietnamese*, Hanoi University of Education Publishing House.
6. Nguyen Thi Hoang Oanh (2001), *Collaborative comparative study of English and Vietnamese*, master thesis in Linguistics, Hanoi University of Science and Te