Discussing Challenges in Learning of Sino- Vietnamese Words in Vietnamese Language by Chinese People

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Abstract

Language constantly changes in response to people's ever changing communication needs, Vietnamese language is also not excluded. A lot of linguists observe that Vietnamese language developed through various stages of language contact. Therefore, apart from the original native Vietnamese language (also known as pure Vietnamese language), there are other borrowed forms which resulted from language contact. The Chinese-Vietnamese language contact started in AD2, 3rd century stretching up to the 10th century, thus leaving profound impact. A large amount of Chinese vocabulary were absorbed and accepted into Vietnamese vocabulary and culture, making existing vocabulary richer. In modern Vietnamese vocabulary, Sino- Vietnamese words are very important. Nowadays there is also an increase of Chinese people learning Vietnamese language, thus the need to teach Sino- Vietnamese words is also rising. Acquisition of Vietnamese vocabulary does not end on grasping of simple vocabulary for communication purposes only, but there is also more and more need for understanding the use of Vietnamese for both spoken and written Vietnamese, especially by learners whose official language is Chinese. Therefore the main aim of this study is to find ways of teaching Sino- Vietnamese words to native speakers of Chinese learning Vietnamese, so as to help them understand and be able to use such vocabulary in appropriate contexts.

Keywords: Sino-Vietnamese vocabulary; Chinese vocabulary; Teaching Strategies

Introduction

The present paper discusses the learning of Sino-Vietnamese words which are found in Vietnamese language by the Chinese people. The researchers observed that the majority of researches that deal with error analysis of Vietnamese learners are mainly done for American and European learners, for Asian students learning Vietnamese; more emphasis is put on Japanese, Korean and Russian students. It is rare to find researches that deal with error analysis for Chinese students learning Vietnamese language. Researches that deal with Sino-Vietnamese words include those that deal with comparison of phonological aspects, grammar or vocabulary system. There are some researches that also specifically explore individual language skills such as, speaking, writing or listening; however there are no researches that focus on learning or teaching of Sino-Vietnamese vocabulary. There is an apparent increase in the need to learn Vietnamese but up to the present researchers have not yet found the best method of teaching Sino- Vietnamese words. Sino- Vietnamese words are an important part of vocabulary in teaching Vietnamese words to Chinese people. The understanding of Sino- Vietnamese words and pure Vietnamese words by Chinese students differs from that of other students, this in turn entails that the types of language transfer errors that occur are also unique. Therefore, there is need to research on the types of challenges faced by Chinese people when learning Chinese words found in Vietnamese language (known as Sino-Vietnamese words).This will in turn help in finding appropriate solutions which will ease the acquisition of Sino-Vietnamese vocabulary by native speakers of Chinese.

Theoretical Framework – Error Analysis Theory

The present study is based on the Error Analysis Theory. As defined by Lu (1984) biased error (error) which is at the centre of the Error Analysis Theory, refers to the differences between inter-language and target language, such errors which are regular and predictable only occur to non-native speakers of a given language during the process of second language acquisition. This theory developed over time and over the years it underwent criticisms and modifications. Researchers such as Nemser (1971), Selinker (1972), Corder (1978) believe that the acquisition of second language is difficult mainly due to the differences between the learner's first language and the target language. They also believe that when learners acquire second language, there is a stage when learners develop an independent language system. This independent language system is neither the learner's mother language nor the second language; rather it is a kind of language that is created by the learner him or herself. Therefore, unlike in contrastive analysis, these researchers put more emphasis on this language created by second language learners themselves, rather than on the differences between first language and second language.

Nemser (1971) proposed the Approximation theory which states that; language that is created by learners when learning second language is a unique language with its own structural properties which can neither be identified with first or second language. Later, Selinker (1972) defining this set of language as Inter-language. Selinker do not put emphasis on Inter-language only, rather he also emphasizes on fossilization and believes that Inter-language results from the following 5 aspects:

(a) Language transfer
(b) Over-generalization of second language's rules
(c) Transfer during language training
(d) Second language learning strategies
(e) Communication strategies

Selinker (1972) in his inter-language researches adopted research methods similar to those used for Error Analysis by Corder (1978), which puts more emphasis on describing second language learners' errors. They both believe that learners' errors provide a window through which one can see and analyze the operation environment of inter-language in the learners' minds. Learners' errors therefore reflect the nature of inter-language. Corder (1978) and Selinker (1972) both believe that the occurrence of errors show that the learner undergoes a long process of hypothesizing and experimenting in the process of establishing inter-language, where sometimes s/he divert from or draw close to the target language until s/he achieves native speakers' proficiency level.

Li (1991) and Liao (2005) both researched on the classification and causes of errors. Though their research methods are similar but their views are different. Liao Lihui's classification is more detailed which include: Errors in expressing and errors in understanding. Errors in expression include pronunciation errors, character writing errors, grammatical errors and language use errors. Li (ibid) on the other hand made a comprehensive analysis of the causes of biased errors; some of the causes include external causes (such as; mother language, knowledge of target language, culture transfer and teacher's misleading teaching methods) as well as cognitive factors and psychological factors. Cai & Niu (2005) summarized all the ideas raised by the above researchers in relation to causes of errors and they came up with the following 5 aspects:

(a) Cross-lingual transfer that is; transfer of first language to second language.
(b) Internal transfer, that is; generalization which results from transfer of target language's knowledge through analogy.
(c) Learning environment, that is: Lessons, textbooks, misleading by teachers as well as the negative impact of the environment.
(d) Communicative strategies.
(e) Cultural influence.

Based on the above review it can be argued that, researchers need to gather more errors that occur during second language learning, as well as examining the causes of these errors. It is only through continuous researches that we will be able to understand the nature of errors that occur in learning of Vietnamese, in order to establish effective ways of correcting learners' errors and improve the teaching of Vietnamese to the native speakers of Chinese. This will also help learners to grasp the best methods of learning Sino-Vietnamese words.

Literature Review

The present research builds on a number of researches which will be reviewed in this section; the main aim is to show the literature available and the areas which still needs researchers' attention. In Vietnamese linguistic researches that examine teaching Sino-Vietnamese words are few if not none; the available researches put more emphasis on grammar and phonological structure of these words. A quick search on the internet done by the researchers showed that there are no researches in the field of teaching Sino-Vietnamese words.

There are however a few researches which were done in the field of errors in learning Sino-Vietnamese words. For example, researches by Nguyen (2006) examined the phonological and grammatical properties of Sino-Vietnamese words, thus inspiring more researchers to start researching on Sino-Vietnamese words. Fang (2004) also explored the phonological and grammatical properties of Sino-Vietnamese words, coming up with a model of adoption and adaptation of Chinese words into Vietnamese language.

More recent researches were done by Vu (2005), who further explored the use of Sino-Vietnamese words in formal situations such as in news reading. Vu Trung Dinh like previous researchers also examined the phonological and grammatical properties of these Sino-Vietnamese words. This researcher's findings also proved to be useful in spoken Chinese and Chinese to Vietnamese translation field, thus inspiring future researchers. Another research which examines the phonological and grammatical properties of Sino-Vietnamese words was done by Nguyen (2007), who wrote a paper with practical contribution to Sino-Vietnamese words and Vietnamese words' phonology.

On the other hand Shu Yali & Nguyen Phuc Loc（2003）researched on differences between 829 Chinese and Vietnamese disyllabic words. His research showed that 65% of Chinese-Vietnamese equivalent words have similar basic meanings, while 29% of them are partially different; only 6% of Chinese-Vietnamese equivalent words are totally different in terms of semantic values. Shu Yali & Nguyen Phuc Loc concluded that Sino-Vietnamese words bring positive transfer in either learning of Chinese by native speakers of Vietnamese and in learning of Vietnamese by native speakers of Chinese. Apart from the above, Phung (2004) did a preliminary research on mono-syllabic words adopted into Vietnamese's vocabulary system.Ou (2005）also did a research on classification of Vietnamese's vocabulary.

From the above review of the available literature, it is apparent that researchers researched more on monosyllabic and disyllabic Vietnamese words with more emphasis to phonological aspects. The research scope for Sino-Vietnamese words is relatively broad; as a result there are a number of aspects related to this group of words which still needs research. Therefore the present study further explores the teaching of Sino-Vietnamese words to foreigners, with specific reference to native speakers of Chinese.

The Concept of Sino-Vietnamese Words

Sino-Vietnamese words might have been called loanwords in Vietnamese language adopted from Chinese language. Researchers have different views regarding loanwords from Chinese in Vietnamese language and there are reasons why the special term Sino-Vietnamese is used instead of loanwords from Chinese in Vietnamese language. Though the terms used to describe these loanwords differ from one linguist to another, they all agree that these words originated from Chinese language. There are different views with regard to loanwords from Chinese found in Vietnamese language, this will be shown below.

In the book "Ways of enriching Vietnamese vocabulary" Nguyen (2003) argued that Sino-Vietnamese words can be classified into two groups which are: those words which were borrowed from the Tang Dynasty and those which were created by Vietnamese people through the use of Chinese words. Nguyen (2007) on the other hand classified Sino-Vietnamese words into 3 groups which are: firstly; loanwords which were borrowed into the Vietnamese vocabulary system during the Tang Dynasty, secondly; loanwords which were borrowed by the Chinese nationalities living in Vietnam and later the words were also borrowed into Vietnamese language, thirdly; words which were created by the Vietnamese using some loanwords from Chinese vocabulary.

The term Sino-Vietnamese vocabulary (words) is widely accepted to refer to the above described groups. According to Nguyen (2007) Sino-Vietnamese vocabulary refer to traditional Chinese words which were borrowed into Vietnamese language during the Tang Dynasty and those words which were created using these loanwords' phonological properties to form new Vietnamese words.

Le (2002) believes that Sino-Vietnamese words originated from Chinese vocabulary but blended with phonological properties borrowed from traditional Chinese of the Tang Dynasty which changed over time to suit Vietnamese's pronunciation habits.

The above different definitions explain why we cannot use the term loanwords in this paper. Some of the Sino-Vietnamese words are not really loanwords from Chinese; rather they are "off-springs" of continuous use of Chinese words or Chinese phonology, so they are a product of Vietnamese people's creativity inspired by their knowledge of Chinese sounds, characters, vocabulary and culture. Though the problem of defining Sino-Vietnamese words still needs unification, however, as already mentioned the total number of Sino-Vietnamese words is almost equal to the number of pure Vietnamese vocabulary, and the use of these words is as frequent as the use of pure Vietnamese words. This entails that we should not be worried about defining the terms used to refer to this group of words, rather we should focus more on how best we can teach them to Chinese natives who might be easily misled by their similarities to Chinese vocabulary.

The Status of Sino-Vietnamese Words

In Vietnamese language, Sino-Vietnamese words occupy a very important position which can be estimated at 60% or above. According to Professor Dao Duy Anh (1933) 25% of the Chinese morphemes which were adopted into Vietnamese language developed into independent words, such morphemes have their original meaning, so there is no need to combine them with other morphemes to form new words. For instance: 房 which is written in Chinese pinyin as 'fang' is pronounced as '*phong*' in Vietnamese, 棋 which is also written as 'qi' in Chinese is also pronounced as '*ky*' in Vietnamese while 外 known as 'wai' in Chinese pinyin is pronounced as '*ngoai*' in Vietnamese.

The remaining 75% of Sino-Vietnamese words are normally meaningful only when the morphemes are combined to form disyllabic or multisyllabic words. Such Sino-Vietnamese words cannot be used alone, they have to be combined with other morphemes with similar meaning, for instance: the morpheme *quan* (军 jun) (army) should be combined with other morphemes as in *quan doi* (军队 jundui) (armed forces) or *quan su* (军事 junshi) (military affairs), *hang* (行 xing) (line/row) should be also combined with other morphemes as in the word *hanh chinh* (行政 xingzheng) (administration) or *cu hanh* (举行 juxing) (to hold: an activity, a meeting, a party) etc. A number of Vietnamese linguists believe that; each Chinese character have a corresponding Sino-Vietnamese word, therefore through analyzing Sino-Vietnamese words, native speakers of Chinese can be able to understand the whole vocabulary of Vietnamese language. This should make learning of Vietnamese easier considering the fact that most of these Sino-Vietnamese words are still in use in Chinese vocabulary system.

Due to the fact that Sino-Vietnamese words are more elegant, more formal compared to pure or original Vietnamese vocabulary, thus they (Sino-Vietnamese words) are more frequently used in formal writings. Native speakers of Vietnamese's habitual thinking can no longer be separated from Sino-Vietnamese words, because these words are developed over a long period of time. In short, the use of Sino-Vietnamese words in Vietnam is really high. For learners of Vietnamese, Sino-Vietnamese vocabulary plays a crucial role, hence for native speakers of Chinese language this set of vocabulary is supposed to be more important since they are more close to their native language vocabulary. Though, this set of vocabulary is expected to be easy for native speakers of Chinese, there are some possibilities of errors since the majority of these words lost their original use and meaning. Hence despite the fact that these words originated from Chinese language native speakers of Chinese language need to relearn these words' new meanings and pronunciation in Vietnamese language in order to avoid biased errors.

Challenges in Teaching Sino-Vietnamese Words and Teaching Strategies

During teaching of Vietnamese to native speakers of Chinese, there are many situations when learners misunderstand Sino-Vietnamese words due to their closeness to Chinese words where they were borrowed. The negative impact of Sino-Vietnamese words is high because they are an important part of Vietnamese vocabulary and at the same time they differ greatly from the language of origin despite maintaining the phonological properties. Below we will discuss some of the factors which lead to errors when native speakers of Chinese learn Sino-Vietnamese words.

a) Learner's objectives: Some students learn Vietnamese for communication purposes while some learn it for research purposes; differences in learning objectives affect learning strategies,

b) Level of the learner: from beginners' level to the higher level, learning and teaching methods differs and change, this in turn affects students' understanding of Sino-Vietnamese words leading to different types of errors.

c) Type of the teacher: Some teachers are experienced in teaching while others are not, those who have good understanding of Vietnamese phonology, semantics, words use and grammar as well as understanding of teaching psychological aspects are likely to be able to help learners have little chances of error occurrences while the opposite is true.

Causes of Semantic Errors

When Chinese people learn Vietnamese language, the most common challenge is the misunderstanding of the meanings of certain words (that is **semantic errors)**, this is due to the following few reasons.

(i)The Homonymic Relationship between Sino-Chinese Words and Original Chinese Words

There are situations where Sino-Chinese words rhyme with original Chinese words yet the meanings of the given words differ greatly. This homonymic relationship can be the source of confusion to learners of Vietnamese language whose native language is Chinese. This situation is likely to occur during the early stages of learning Vietnamese. In such a situation learners of Vietnamese cannot base their understanding on the source words because, though they rhyme, meanings underwent changes over time. If a student uses the Sino-Vietnamese word and its relationship to the original Chinese word as the base of understanding in a phrase there will be errors leading to misunderstandings. In the following examples, there is a confusing relationship between the original Chinese words (source), the Sino-Vietnamese words and the original Vietnamese words.

Chinese word	Sino-Vietnamese word and its meaning	Vietnamese word
舒 shu (easy)	*thu* (envelope)	*thu tha*(舒坦)
伞 san (umbrella)	*tan*　(scatter, similar to "散")	*du* (雨伞)
脖 bo (neck)	*bot* (powdery)　*co* (脖子)	
喝 he　(drink)	*hat* (sing)	*uong* (喝)
快乐 kuaile (happy)	*khoai lac* (having sex)	*vui ve*(快乐)
改良 gailiang (improve)	*cai luong* (Vietnamese performance)	*thay doi (*改变)
大家 dajia (everyone)	*dai gia* (rich and authoritative person) *moi nguoi (*大家)	
非常 feichang　　(very)	*phi thuong* (rare, unimaginable) *vo cung (*非常)	

As can be seen from the above examples, the Sino-Vietnamese words differ from the original Chinese words where they were borrowed from in terms of meaning, also, the phonological properties slightly changed over time. In such cases, Chinese natives learning Vietnamese language are expected to know the original Vietnamese words which have direct equivalence with the Chinese words in terms of meaning.

This happens in such examples as the following: in a phrase *Ho uong rat nhieu* (Chinese: 他们喝了很多) which means that "he drank too much"; the Sino-Vietnamese word used here is likely to cause learners to misunderstand the phrase as *Ho hat rat nhieu* (他们唱了很多) which means "he sang a lot". In this case though the Sino-Vietnamese word *hat* (sing) originated from the Chinese word 喝 he (drink), these two differ in terms of meaning, so the learner should use the word from pure Vietnamese which is *uong* (喝). Also, in the phrase like *Moi nguoi se bi danh chet* (大家会被打死) the Sino-Vietnamese word used here again is likely to cause learners to understand the phrase as *dai gia se bi danh chet* (有钱人会被打死), which means a rich person will be beaten to death. This is because the Sino-Vietnamese word *dai gia* which originated from the Chinese word 大家 dajia (everyone), though it is read almost as the source word it has another meaning.

(ii) **Sino-Vietnamese Homonymies with two different Meanings in Chinese**

During the Chinese and Vietnamese language contact there are certain Chinese words with close pronunciation which were borrowed into Vietnamese language and later their pronunciation lost their original tones, thus creating homonmies. Such words are pronounced the same yet their meanings are different.

For example, the Chinese words "艰 jian" and "贱 jian" which are differentiated by first tone and second tone respectively in Chinese are both read the same in Vietnamese as "*gian*", such words are confusing when used in phrases such as the following phrase: *gian Anh ay lam an rat gian nan* ("他的工作做得很 gian) which can be also understood as *Cong viec cua anh ay rat cuc kho* (Chinese: 他的工作很艰难) meaning "His job is very hard", but this can be also understood as *Cong viec cua anh ay rat gian ac* (Chinese: 他做的工作是不良的) which means "His job is bad".

Also, the Chinese words "劝 quan" and "圈 juan" are both read as *khuyen* in Sino-Vitnamese vocabulary, thus they are likely to cause errors. In the phrase *Co ay co khuyen roi* (她 *khuyen* 了) this word *khuyen* might be confusing because it can be interpreted as *Co ay co deo hoa tai roi*（她戴上圈子了）meaning "She is putting earrings" or *Co ay co khuyen can roi* (她劝了) which means "She tried to persuade" .

Such ambiguous situations are common in many languages; however in this case, the challenge is that unlike in Chinese where the words are written differently using different characters, when these words with different characters yet pronounced almost the same, they were transliterated into same word which can be used in different environments to refer to different things. Thus this is a challenge not only to native speakers of Vietnamese, but mainly to native speakers of Chinese learning Vietnamese who are used to these words' tonal variations.

(iii) Adoption and Adaptation of Chinese Words into Vietnamese Culture

There are a number of Chinese words which after being adopted into Vietnamese vocabulary system had to undergo the process of adaptation. According to Mheta and Zivenge (2009: 158) "one of the common phonological processes found in loan-word adaptation is vowel substitution". Apart from the process of substitution mentioned above, during adoption and adaptation of loanwords, some sounds undergo deletion or modification as well as semantic transformations thus resulting in completely new sounds with new meanings as shown in the following examples.

a). The Chinese word 困难 (kunnan) is known as *khon nan* in Sino-Vietnamese vocabulary which means "difficulty" or "hard", however this word was re-modified into Vietnamese culture and now its meaning is "bastard" .

(b). When the Chinese word 颠倒(diandao) "upside down", was adopted into Sino-Vietnamese vocabulary it was slightly changed into *dien dao*. However, though the phonological changes are slight but its semantic futures underwent transformation thus, it does no longer refer to "upside down", but it now refers to a type of neuropathic disease.

(c). The Chinese word 利用 (liyong) "to utilize or to take advantage" which is read as *loi dung* in Sino-Vietnamese vocabulary also lost its other meaning of "utilizing", people in Vietnam understand this word as a derogatory term which means to take advantage of somebody in an oppressive way.

(d). The Chinese word 要点(yaodian) is also known as *yeu diemin* inSino-Vietnamese vocabulary meaning "key point" or "main point", however after being adopted into Vietnamese culture this word is now understood as "weakness". It is now a derogatory word.

Based on the above examples it can be noted that a number of Chinese words which were borrowed into Vietnamese language underwent phonological adaptation, and later experienced semantic transformation. This therefore entails that though these Sino-Vietnamese words might resemble the words in the source language (Chinese) phonetically, however their semantic equivalence varies depending on the semantic transformations that happened over time. This situation makes acquisition of Sino-Vietnamese words by native speakers of Chinese more challenging.

(iv)Morphemic Inversion during Adoption and Adaptation of Chinese Words into Vietnamese

There are a number of Chinese words which after being adopted into Vietnamese, for some reasons underwent morphemic inversion, in such situations the first morpheme would be put at the end position while the morpheme at the end is put on the beginning of the word as shown in the following examples:

Original Chinese word	Sino-Vietnamese Word	English meaning
面色	*sac dien*（色面*）	colour of face
热闹	*nao nhiet*（闹热*）	bustling with noise and excitement
命运	*van menh*（运命*）	fate
释放	*phong thich*（放释*）	release

Such morphemic inversions can easily confuse learners especially those whose native language is Chinese because such student understand the "correct version" in their native language, yet their native languages' correct morphemic order is considered wrong in the target language. This is not only confusing but certainly the main cause of biased errors.

(v) Two Sino-Vietnamese Morphemes Combined to form a New Word

If learners use their understanding of Vietnamese words pattern to explain the meaning of such words which are combinations of two morphemes that make up a completely new word, the probability of misunderstanding the word is high. Such errors are likely to happen during the early stages of learning Vietnamese, for example: *hau* (from Chinese 后 hou) a word which refers to front, and *qua* (from Chinese 果 guo) which refers to fruits can be combined to form the word *hau qua* "Chinese 后果 houguo" which means results. Such a word cannot be understood in terms of its morphemes because *hau qua* does not refer to "front fruit" rather it refers to "results". The same situation can also occur if we combine the morpheme *hai* (from Chinese 海 hai) which means sea and *quan* (from Chinese 关 guan) which means to close, if learners meet the word *hai quan* "海关" they are likely to interpret it as "closing the sea" yet this word refers "customs".

(vi) Sino-Vietnamese Words Versus the Meaning of Pure Vietnamese Words

There are also a number of Sino-Vietnamese words which co-exists with pure Vietnamese words, as in the following examples.

Sino-Vietnamese words	Pure Vietnamese words	English meaning
Giang son（江山）	*song nui*（江与山）	rivers and mountains
Thien dia（天地）	*troi dat*（天与地）	sky and earth
Sinh（生）	*de*（生）	give birth

This situation has its own advantages and disadvantages; while one might argue that this helps learners to have a wide choice of vocabulary, but in some situations these words differ in terms of the environments they are used, at the end learners do not know which word to use. The majority of pure Vietnamese words are mainly used in spoken language, while the Sino-Vietnamese words are used specifically in formal environments due to their elegance. In newspapers, news, textbooks, stories etc, Sino-Vietnamese words play a very important role, however they are not popular in spoken Vietnamese. Using Sino-Vietnamese words in spoken language easily lead to some errors or unusual phrases as in the following examples:

a). Ga mai ha sinh 8 qua trung   which should be *Ga mai de 8 qua trung*
(母鸡刚 *ha sinh*（诞生）八个鸡蛋)   (母鸡刚生八个鸡蛋)
 The hen gave birth to* eight eggs   *(instead of:* The hen laid eight eggs)
b). *Lua bi huy diet ro*   which should be *Lua bi dap tat roi*
（火被 *huy diet*（毁灭）了）。 （火被灭了）
The fire was ruined   (instead of: the fire was put off)

Based on the examples given above, it is therefore necessary to develop appropriate teaching methods in order to reduce some of the errors noted above. Below a few suggestions will be discussed.

Sino-Vietnamese Teaching Strategies

From the examples which indicate the causes of biased errors stated above, we can see that it is necessary to design different teaching strategies for different students depending on the errors they make. Firstly, we can use inter-language (it could be learner's mother tongue or any other previously learnt Vietnamese words) to explain Sino-Vietnamese words.

All the Sino-Vietnamese words have equivalent vocabulary in the pure Vietnamese vocabulary. Both Sino-Vietnamese words and pure Vietnamese vocabulary co-exist, their meanings are totally equivalent, however the choice and use of these words seem to be determined by the environment and speaker's personal interest. Therefore, when teaching Sino-Vietnamese words, it is possible to use these equivalent words to help the learner have a better understanding of the vocabulary being taught. However, there is need to be careful in terms of making the learner understand environments when to use such words.

Another method will be to give learners methods of combining multi-syllabic Sino-Vietnamese words which are normally combined following the verb-object, surbodinate-modificative or coordinative morphemic combination as shown in the following examples:

a) Verb-object morphemic combination: *an com* 吃饭 chifan (to eat), *doc sach* 读书 dushu (to read books) etc

b) Surbodinate-modificative morphemic combination：*gia son* 假山 jiashan (artificial mountain), *hong ky* 红旗 hongqi (red flag), *doc gia* 读者 duzhe (reader), *benh nhan* 病人 bingren (patient) etc.

c) Coordinative morphemic combination：*yen tinh* 安静 anjing (quiet), *toi lui* 来回 laihui (make a round trip), *xuat nhap* 出入 churu (come in and go out), *cong thuong* 工商 gongshang (industry and commerce) etc.

When teaching word construction patterns learners should be taught the relationship between different morphemes in a word and how they combine and affect the meaning depending on the type of combination. For instance, verb-object morphemic combinations differ from subordinate-modificative morphemic combinations because the former tends to describe an action while the latter tends to describe nature of a situation where the first morpheme modifies the adjacent morpheme. Alternatively, the teacher can provide the prefixes and postfixes for Sino-Vietnamese words which can be used for word creation as in the following examples：

a). *Gia* 者(zhe): *hoc gia* 学者 xuezhe (learner), *thinh gia* 听者 tingzhe (listener), *tac gia* 作者 zuozhe (author) etc.

b).*Vo* 无(wu): *vo tai* 无才 wucai (untalented), *vo danh* 无名 wuming (unknown/nameless), *vo ly* 无理 wuli (unreasonable) etc.

The above suggested methods will be useful for those learners of Vietnamese language whose native language is Chinese. Apart from using the above suggested methods, teachers can also directly use Chinese words to help these native speakers of Chinese to understanding the Sino-Vietnamese words in Vietnamese language. In short, our argument is that; a teacher teaching Vietnamese language to native speakers of Chinese should be somebody who understands Chinese language and such a teacher should study the origin of Sino-Vietnamese words. This will help the teacher to predict possible errors as well as implementing appropriate teaching strategies to reduce the occurrence of the errors described in this article.

Conclusion

Based on this discussion it can be argued that teaching of Sino-Vietnamese words is not merely giving an explanation of the meanings of the words, rather more emphasis should be put on how these words are used in daily life in Vietnamese language. In teaching both pure Vietnamese words and Sino-Vietnamese words our main aim is not only on clarifying the phonological aspect of the words, what matters most is the semantic aspects of the words and use of these words in specific linguistic environment. This is the other best way which can help to reduce foreign students' errors during acquisition of Vietnamese vocabulary. In fact, native speakers of Vietnamese language often make errors in using Sino-Vietnamese words. The majority of teachers also find it challenging to teach Sino-Vietnamese words, hence for native speakers of Chinese learning Vietnamese it is even more difficult to recognize, understand and be able to use these Sino-Vietnamese words. Apart from discussing the semantic errors that occur when native speakers of Chinese acquire Vietnamese vocabulary, the present study also suggested some teaching methods for Sino-Vietnamese words. It is our hope that this research will contribute to the teaching of Vietnamese language as well as to the broader field of linguistics.

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