

**On Establishing Vietnamese Language Proficiency for Speakers of Other Languages: A
Case Study Involving Japanese and Australian Students¹**

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Abstract

The paper focuses on the levels of Vietnamese proficiency that have been used to assess the language competency of speakers of other languages. The investigation has been grounded upon the results gained through research done on over 20 students in Japan and the same number in Australia. Among the many factors that affect the students' language acquisition, the paper points out major aspects related to the learners in their attainment of Vietnamese proficiency, especially motivation and learning strategies. While there have been differences in perceptions of communicative competence between Vietnamese native speakers and speakers of other languages, the study also suggests the notion of "appropriateness" and its implications for assessing and testing at various language levels

1. Introduction

Vietnamese has been taught as a foreign language in many parts of the world. Over the last decades, learning Vietnamese has become fashionable in Japan, and in Australia, it has been ranked among the 14 key languages other than English (LOTE Vietnamese). This study examines how some native speakers of Japanese have acquired a level of Vietnamese proficiency in comparison with the same number of Australian.

Past research on second language (L2) acquisition (Clément, Smythe & Gardner, 1978; Larsen-Freeman & Long, 1991; Lightbown and Spada, 1993; Cook, 1996) has proven that such factors as aptitude, age, motivations, individual differences, previous language learning experience, language pedagogy, and even the willingness to communicate (WTC) with social support (MacIntyre, Baker, Clement & Conrod, 2001; Kubota, 2003). are most influential factors in L2 learning outcomes. This study also examines the learning strategies which are "operations commonly employed by the learner to aid the acquisition, storage, retrieval and use of information" (Oxford 1990, p.8).

As with language proficiency research in terms of controlled use of prosody, stress and intonation (Gumperz and Kaltman, 1980; Collins & Michaels, 1980, Bennett, 1980; Erikson, 1980), contextualization cues in speech such as "back channel" cues are also of particular importance in performance standards on oral proficiency. Since such contextual factors as setting, topic and address are also indicators of communicative proficiency, learning styles and self-concept

produce better results on these communicative measures (Ramírez, 1984). The study looks at this aspect to point out the extent to which the learning styles affect Vietnamese language proficiency.

2. Aim of Present Study

The paper examines the factors affecting levels of Vietnamese language proficiency in the Japanese students in contrast with those of Australian students. Three of the questions for investigation regarding the level of Vietnamese proficiency as an L2 are:

1. What motivation for learning Vietnamese do Japanese and Australian students have?
2. What are the differences in learning strategies between Japanese and Australian students in learning Vietnamese?
3. The extent to which learning styles influence performance on linguistic and communicative competence tests.

It is hoped that answering these questions will contribute to the understanding of proficiency in Vietnamese in cases where Vietnamese has been learned as a second language.

3, Previous study

3.1 Among the research on factors affecting the proficiency of L2, in her work Kutobta (Kubota, *ibid*, p.11) investigated native English learners' proficiency in Japanese and concluded that while such factors as age, initial motivation, and personalities do not greatly affect the learners' proficiency, the network with the speakers of the target language, integrative motivation, and meta-cognitive strategies are of significance to the learners' proficiency. However, pioneering in investigation motivation and social-milieu connection, Gardner (1979 & 1985) pointed out that motivation which is made up of effort, desire to achieve a goal and attitudes towards the target language showed strong influence for high achievement in L2. Wider than Gardner's model of motivation, Clément (1980) tried to account for motivation in the individual in relation to social setting. Subsequent research (Clément & Kruidenier, 1985; Shekan, 1989; Gardner & MacIntyre, 1991; Sammy and Tabuse, 1992) all show the crucial roles of motivation, but in their later stages of L2 language, integrative motivation is more effective than instrumental motivation at the earlier ones.

3.2 Recent studies on learning strategies based on questionnaires and proficiency tests (Politzer & McGroarty, 1985) point out that different groups may have different norms of behaviors in L2 learning, including classroom behaviors, learning behaviors during individual study, and interactions with others outside the classrooms. While some researchers focus on meta-cognitive strategies (O' Malley, 1985) which involve the learning process, planning, monitoring of comprehension or production and self-evaluation besides cognitive strategies and social mediation, others (Chesterfields, 1985; Shekan, 1989) look at the level of proficiency that might influence the learning strategies. Conversely, appropriate language learning strategies resulted in improved proficiency and greater self-confidence (Oxford, 1990).

3.3 A number of studies in assessing the proficiency of L2 such as, the International Second Language Proficiency Ratings (ISLP) (Wylie, 2004), The Australian Second Language Proficiency Ratings (ASLPR) (Ingram & Wylie, 1979), The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (1986), and Foreign Service Institute Oral Interview Test (FSI, 1970), all have in common a basis in providing guidelines for both curriculum developers and teachers in overall programs of language teaching. Pertaining to the Vietnamese language, so far there has not been a well-recognized one and most proficiency tests are institutionally-based. Cummin's model of attributed-based interdependent language proficiency (Rivera, 1984, p.80) implies that the construct of proficiency is not unitary and the extent to which communicative performance is determined by relatively stable attributes of the individual involving personality traits and learning styles are of paramount significance.

Based on previous studies, the following hypotheses could be made about the learners of Vietnamese at intermediate levels:

1. Both Japanese and Australian students have integrative motivation in learning Vietnamese.
2. Japanese students in general have different learning strategies from those of Australian students.
3. The communicative performance of the participants is greatly influenced by their learning strategies.

4. Method

4.1 Participants

The data was collected from 20 students learning Vietnamese at “intermediate level” and above, meaning that after having attended more than one year’s training in the language program at tertiary levels, in year 2 and year 3 at university. The first group consists of 10 participants from Nagoya University of Commerce and Business Administration (Nagoya, Japan) and the second group comprises the same number from The Australian National University (Canberra, Australia). For the Japanese group, the age ranges between 19-26 and all are undergraduates. For the Australian group, the age range between 20-33, one of which is in a graduate program. All of them started learning Vietnamese at tertiary level. Their learning history could be summarized as follows:

Table 1: The Japanese participants’ histories (up to the point of interview)

ID	Gender	Language learning history	Length of stay in Vietnam
A	Male	Studied Vietnamese for 3 years. Majored in Commerce. Stayed in Vietnam for 9 months as exchange student.	12 months
B	Female	Studied Vietnamese for 3 years. Majored in Commerce. Stayed in Vietnam for 6 months as exchange student.	6 months
C	Female	Studied Vietnamese for 3 years. Majored in Commerce. Stayed in Vietnam for 9 months as exchange student.	12 months
D	Female	Studied Vietnamese for 3 years. Majored in Commerce. Stayed in Vietnam for 6 months as exchange student.	9 months
E	Female	Studied Vietnamese for 3 years. Majored in Commerce.	3 weeks
F	Female	Studied Vietnamese for 2 ½ years. Majored in Commerce. Staying for 9 months as exchange student.	12 months
G	Male	Studied Vietnamese for 2 years. Majored in Commerce. Stayed in Vietnam for 9 months as exchange students.	12 months
H	Female	Studied Vietnamese for 3 years. Majored in Commerce.	nil
I	Female	Studied Vietnamese for 2 years. Majored in Commerce.	nil
J	Female	Studied Vietnamese for 1 ½ years. Majored in Commerce.	2 months

Table 2: The Australian participants’ histories (up to the point of the interview)

ID	Gender	Learning history	Length of stay in Vietnam
L	Female	Studying Vietnamese for 2 ½ years. Majored in Asian Studies. Staying in Vietnam for 6 months.	6 months
M	Male	Studying Vietnamese for 2 ½ years. Majored in Biology	3 weeks
N	Female	Studying Vietnamese for 1 ½ years. Majored in Asian Studies.	0
O	Male	Studying Vietnamese for 1 ½ years. Majored in Asian Studies.	2 months
P	Male	Studying Vietnamese for 2 years. Majored in Law	2 months
Q	Female	Studying Vietnamese for 1 ½ years. Majored in Asian Studies.	6 weeks
R	Male	Studying Vietnamese for 1 ½ years. Majored in Asian	4 weeks

		Studies.	
S	Female	Studying Vietnamese for 1 ½ years. Bachelor in Psychology. Working towards Associate degree in Asian Studies.	8 weeks
T	Male	Studying Vietnamese for 1 ½ years. Majored in Asian Studies	0
U	Female	Studying Vietnamese for 1 ½ years. Graduate student in Finance.	5 weeks

At the point of the interview, some are ready for exchange programs, staying at least 6 months in Vietnam. All the participants do not have any immediate family relations with the speakers of Vietnamese.

4.2 Research tools

The research tools used in this study are the Strategy Inventory for Language Learning (SILL) designed by Oxford (1989-91) for both native speakers of English (version 5.1, 1989) and speakers of other languages (version 7, 1991), with the interviews structured by the author aiming at investigating the motivation of the participants in learning Vietnamese. The language used in the interviews is Vietnamese, and in the SILL English. The length of the interview is maximally 20 minutes each, with open-ended questions.

5. Results

5.1. Motivation

When asked the major reasons for learning Vietnamese, most participants in both groups showed positive attitudes towards the goals in learning the language. All of them started learning the language at tertiary levels, having no prior learning at the point of the interview. Among the 7 reasons for learning the language, both groups showed a high need to understand the target culture (30% and 40% for the Japanese and Australian groups respectively) as well as career orientation (30% for both groups). None of the participants in both groups learned the language just for an opportunity to travel to Vietnam on exchange programs (one-year exchange program or the “Frontier Spirit” program (short-term stay) at NUCBA, and A Year-in-Vietnam at ANU). In both groups common 10% of the participants were encouraged by friends and families, but as to the network with native speakers, the Australian groups showed 20% whereas the Japanese just 10%. This reflects the practical social setting of the Vietnamese communities in both countries. However, compared to the percentage of the participants who were motivated by the choice of

Vietnamese as an “easy” elective and the interest in Vietnamese as an area language, the Australian group did not have any while the Japanese one had 10% of the participants with each these motives. Below is the summary of the motivations of both groups.

Table 3: The motivation of the Japanese and Australian groups

Motivation	Japanese group	Australian group
Understanding Vietnamese culture	3	4
For future job-related opportunities	3	3
Having opportunities to travel to Vietnam on exchange programs	0	0
Having friends or a network with Vietnamese people	1	2
Taking up Vietnamese as a better choice for electives	1	0
Interested in learning Vietnamese as an area language.	1	0
Encouraged by friends/families/ teachers	1	1

From the above summary, the integrative motivation in learning Vietnamese is a striking feature (40% for the Japanese and 60% for the Australian groups), accounting for the need to communicate with native speakers within and outside of the countries of the participants. Other than this, about the same percentage of participants in both groups show the orientation of their future career right from the process of learning the language. This supports the findings in a study made by Kubota and Skoutarides (1994), which indicates that the Australian students are very-career oriented with regard to studying a foreign language (Japanese), and in the study made by Chau Hoang (1998) which indicates the Japanese investment scenario in Vietnam which made learning Vietnamese fashionable in Japan.

5.2 Learning strategies

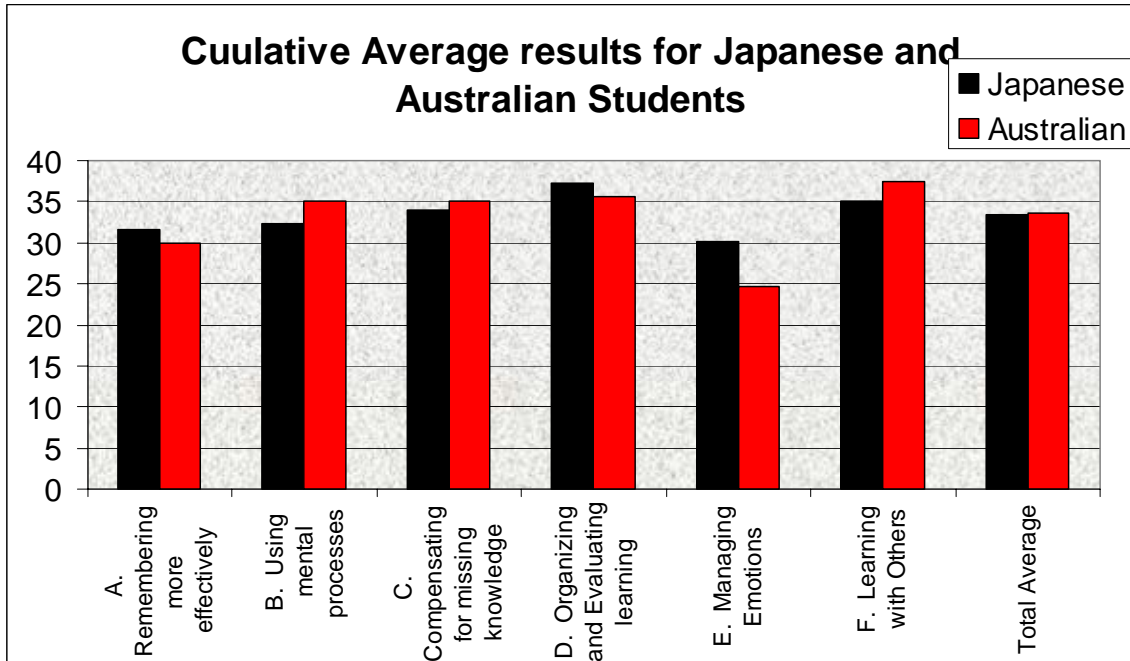
There are 6 groups of strategies in both Oxford’s SILL questionnaires concerning the participants’ learning strategies, which can be summarized as follows: Memory strategies (9/15 questions), Cognitive strategies (14/25 questions), Compensation strategies (6/8 questions), Metacognitive strategies (9/16 questions), Affective strategies (6/7 questions) and Social strategies (6/9 questions). The participants were asked to respond to each of the questions regarding their learning strategies in learning Vietnamese, by including, using a scale from 1 to 5, which represented their behaviors as follows:

1: “Never true of me”;

- 2 : "Usually not true of me";
 3: "Somewhat true of me";
 4: "Usually true of me";
 5: "Always or almost always true of me" (Appendices 1 and 2).

The recorded results could be summarized in the following chart:

Table 4



>From this result, the participants in the Japanese group showed a higher level of use of memory, meta-cognitive and emotion managing strategies than those in the Australian group, whereas in social strategies, the participants in the Australian indicated a higher level of usage of strategies for mental processes, compensating for missing knowledge and learning with others.

Pertaining to memory strategies, association with prior knowledge, and trying to use what is learned (items 1, 2, 8, 9: Appendix 1, and 1, 2, 13, and 15 in Appendix 2) is popular in both groups, whereas acting out physically Vietnamese words is more popular in the Japanese participants only (items 7 : Appendix 1; 11: Appendix 2). While remembering words with mental images tend to be an inclination of the Australian participants, the Japanese participants indicate a tendency employing visual images. As to cognitive strategies, the participants in both groups indicate practice and imitation as popular behaviors for learning the spoken language. Inference

is also a shared strategy in both groups of the study (items 24 & 25 : Appendix 1; and 41 & 44: Appendix 2) in compensating strategies. For meta-cognitive strategies, the study shows that the Japanese participants are much more sensitive to mistakes (item 31: Appendix 1) than the Australian ones (item 62: Appendix 2). This is also reflected in affective strategies, in which the Australian participants indicate a lower level of usage than the Japanese group (items 68, 70: Appendix 2, and 42 & 43: Appendix 1), though these strategies are the least popular ones in both groups, compared with the total average. Moreover, what is significant from the study is the difference in the use of social strategies in both groups. Apparently, the Australian participants show a higher level of usage of social strategies than the Japanese ones, while in fact, both groups indicate seeking for help from native speakers of Vietnamese (items 48 in Appendix 1, and items 72, 73 & 77 in Appendix 2). Though the numbers of respondents in this study is too small, from the interviews regarding motivation (table 3), and the result of the Australian participants (item 79: Appendix 2), integrative motivation shows a complex of attitudinal, and goal directed factors, as Gardner pointed out (Gardner, 2002, p.1), in learning the culture of the place where Vietnamese is spoken.

6. Discussion

The findings in this study support the hypotheses that both the Japanese and Australian students have integrative motivation in learning Vietnamese though their primary orientation changed. In their turn, the Japanese students in general have different learning strategies from those of the Australian ones, most obviously in their affective, social and cognitive strategies. The extent to which communicative performance of the participants is greatly influenced by their learning strategies is quite obvious. Yet in the framework of this study, there are other factors that need to be taken into consideration to find out to what extent the learning strategies and motivation can establish the attainment of Vietnamese proficiency levels at university from different psychological perspectives, namely, personalities and anxiety levels and the overall Vietnamese language proficiency rating as well as the relationship between sub-strategies of learning and the levels of proficiency .

To sum up, among the most important things we learn from this study is that investigating the differences in motivation and learning styles of each student population such as we find in these Japanese and Australian groups, will enable us to construct an adequate level of academic proficiency based on the cultural and psychological perspectives of the students, and their

identification with the community of the target language. Perhaps we should then look at the concept of “appropriateness” in the Vietnamese language proficiency rating in relation to the students’ cultural behavior influencing their learning strategies, given all that in the context of the same text books, teaching methods and language framework.

5. Conclusions and suggestions for further research

This study is just the first step looking at factors that affect Vietnamese language proficiency such as motivation and learning strategies in small groups of Japanese and Australian students. The level of proficiency of the participants investigated is at intermediate level, that is, an attainment after a minimum of 3 semesters of language learning. Nevertheless, there are differences in sub-strategies of learning in both groups, and the relationship between these sub-strategies with other levels of proficiency has not been identified, nor other important variables, namely, personality, anxiety, length of stay in the country, the network with the community, and attitudes towards the culture of the target language. To that end, the following suggestions for further research are offered:

- ◆ Would the same results be obtained if the study were replicated with students at advanced levels and with larger student populations?
- ◆ What should the results be if other factors and variables are included in the study?
- ◆ What should the appropriateness in Vietnamese proficiency rating be like for intermediate and advanced levels?
- ◆ What psychological constructs might characterize the successful learners of Vietnamese as a foreign language, and as a “second language” for heritage students?

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APPENDIX 1:**STRATEGY INVENTORY FOR LANGUAGE LEARNING (for Japanese students)**

- 1: “Never or almost never true of me”
 2: “Usually not true of me”
 3: “Somewhat true of me”
 4: “Usually true of me”
 5: “Always true of me”

Strategy	1	2	3	4	5
Part A					
1. I think of relationships between what I already know and new things I learn in Vietnamese	1	0	2	3	4
2. I use Vietnamese words in a sentence so I can remember them.	0	1	4	3	2
3. I connect the sound of new Vietnamese words and an image or picture of the word to help me remember the word.	3	0	0	5	2
4. I remember a new Vietnamese word by making a mental picture of a situation in which the word might be used.	1	2	2	4	1
5. I use rhymes to remember new Vietnamese words.	3	3	0	3	1
6. I use flashcards to remember new Vietnamese words.	5	2	2	0	1
7. I physically act out new Vietnamese words.	2	2	2	4	0
8. I review Vietnamese lessons often.	0	0	4	4	2
9. I remember Vietnamese words or phrases by remembering their locations on the page, on the board or on a street sign.	0	3	2	3	2
Part B					
10. I say or write new Vietnamese words several times.	0	0	3	4	3
11. I try to talk like native Vietnamese speakers.	0	1	4	1	4
12. I practice the sounds of Vietnamese.	0	2	1	3	4
13. I use the Vietnamese words I know in different ways.	0	2	6	1	1
14. I start conversations in Vietnamese.	0	1	4	1	4
15. I watch Vietnamese language TV/ DVD shows spoken in Vietnamese or go to movies spoken in Vietnamese.	3	2	0	2	3
16. I read for pleasure in Vietnamese.	3	2	2	2	1
17. I write notes, messages, letters or reports in Vietnamese.	3	0	2	2	3
18. I first skim a Vietnamese passage(read over the passage quickly) then go back and read carefully.	1	2	3	2	2
19. I look for words in Japanese that were similar to new words in Vietnamese.	1	2	2	3	2
20. I try to find patterns in Vietnamese.	1	1	5	0	3
21. I find the meaning of a Vietnamese word by dividing it into parts	2	2	2	2	2

that I understand.					
22. I try not to translate word-for-word.	2	3	3	1	1
23. I make summaries of information that I hear or read in Vietnamese.	2	4	1	2	1
Part C					
24. To understand unfamiliar Vietnamese words, I make guesses.	0	0	2	8	0
25. When I cannot think of a word during a conversation in Vietnamese, I use gestures.	0	0	1	5	4
26. I make up new words if I do not know the right ones in Vietnamese.	3	2	2	2	1
27. I read Vietnamese without looking up every new word.	0	4	2	2	2
28. I try to guess what the other person will say next in Vietnamese.	1	1	2	4	2
29. If I can't think of a Vietnamese word, I use a word or phrase that means the same thing.	2	0	3	3	2
Part D					
30. I try to find as many ways as I can to use my Vietnamese.	0	1	4	2	3
31. I notice my Vietnamese mistakes and use that information to make me do better.	0	0	3	5	2
32. I pay attention when someone is speaking Vietnamese.	0	0	3	4	3
33. I try to find out how to be a better learner of Vietnamese.	0	1	2	5	2
34. I plan my schedule so I will have enough time to study Vietnamese.	0	0	2	7	1
35. I look for people I could talk in Vietnamese.	0	1	5	2	2
36. I look for opportunities to read as much as possible in Vietnamese.	0	3	1	4	2
37. I have clear goals for improving Vietnamese skills.	0	3	2	2	3
38. I think about my progress in learning Vietnamese.	0	1	5	1	3
Part E					
39. I try to relax whenever I feel afraid of using Vietnamese.	0	1	3	4	2
40. I encourage myself to speak Vietnamese even when I am afraid of making a mistake.	0	2	1	5	2
41. I give myself a reward or treat when I do well in Vietnamese.	3	3	1	3	0
42. I notice if I am tense or nervous when I am learning Vietnamese.	0	1	5	4	1
43. I write down my feelings in a language learning diary.	5	2	1	0	2
44. I talk to someone else about how I feel when I am learning Vietnamese.	1	3	3	2	1
Part E					
45. If I do not understand something in Vietnamese, I ask the other person to slow down or say it again.	0	2	1	4	3
46. I ask Vietnamese speakers to correct me when I talk.	1	0	3	4	2
47. I practise Vietnamese with other students.	3	5	1	0	1
48. I ask for help from Vietnamese speakers.	0	0	3	5	2
49. I ask questions in Vietnamese.	0	1	4	3	2
50. I try to learn about the culture of Vietnamese speakers.	0	1	2	3	4

APPENDIX 2**STRATEGY INVENTORY FOR LANGUAGE LEARNING (for Australian students)**

1. = *Never or almost never true of me*
2. = *Generally not true of me*
3. = *Somewhat true of me*
4. = *Generally true of me*
5. = *Always or almost always true of me*

	PART A	1	2	3	4	5
	When learning a new Vietnamese word (for questions 1-12)					
1	I create association between new material and what I already know	0	0	1	8	1
2	I put a new word in a sentence so that I can remember it	0	3	2	4	1
3	I put the new word in a group with other words that are similar in some way (for example, words related to clothing or feminine nouns)	0	1	3	5	1
4	I associate the sound of the new word with the sound of a familiar word	1	2	3	3	1
5	I use rhyming to remember it.	6	2	2	0	0
6	I remember the word by making a clear mental image of it or by drawing a picture	2	1	3	4	0
7	I visualize the spelling of the new word in my mind.	1	0	0	7	2
8	I use a combination of sounds and images to remember the new word	0	2	5	3	0
9	I list all the other words I know that are related to the new word and draw the lines to show relationship	3	5	1	0	1
10	I remember where the new word is located on the page, or where I first saw or heard it	1	1	4	2	2
11	I use flashcards with the new word on one side and the definition or other information on the other.	3	2	2	0	3
12	I physically act out the new word	7	1	1	0	1
	When learning new Vietnamese material (for questions 13-15)					
13	I review often	0	1	4	5	0
14	I schedule my reviewing so that reviewing sessions are initially close together in time and gradually become more widely spread apart	1	5	4	0	0
15	I go back to refresh my memory of things I learned much earlier	0	1	1	6	2
	PART B					
16	I say or write new expressions repeatedly to practice them	0	1	1	5	3
17	I imitate the way native speakers talk	1	0	1	5	3
18	I read the story or dialogue several times until I can understand it	0	1	0	5	4
19	I revise what I write in Vietnamese to improve my writing	0	2	2	4	2
20	I practise the sounds or alphabet of the Vietnamese language	1	0	5	1	3
21	I use idioms or other routines in Vietnamese	0	3	4	3	0
22	I use familiar words in different combinations to make new sentences	0	2	3	4	1

23	I initiate conversations in Vietnamese	1	2	2	3	2
24	I watch TV shows or movies/videos in Vietnamese	3	1	4	2	0
25	I try to think in the new language	0	1	3	4	2
26	I attend and participate in out-of-class event where Vietnamese is spoken	2	1	3	1	2
27	I read for pleasure in the new language	2	3	3	2	0
28	I write personal notes, messages, letters, or reports in Vietnamese	2	3	2	2	1
29	I skim the reading passage first to get the main idea, then I go back and read it more carefully	0	1	1	5	3
30	I seek specific details in what I hear or read	0	0	4	5	1
31	I use reference materials such as glossaries or dictionaries to help me Vietnamese	0	0	0	5	5
32	I take notes in class in Vietnamese	1	3	1	3	2
33	I make summaries of new language material	1	2	4	1	1
34	I apply general rules to new situations when using Vietnamese	0	1	2	5	2
35	I find the meaning of a word by dividing the word into parts which I understand	0	2	4	3	1
36	I look for similarities and contrasts between Vietnamese and English	1	2	4	1	1
37	I try to understand what I have heard or read without translating it word-for-word into English	0	0	3	5	2
38	I am cautious about transferring words or concepts directly from English to Vietnamese	0	0	3	4	3
39	I look for patterns in Vietnamese	0	1	2	5	2
40	I develop my own understanding of how Vietnamese works, even if sometimes I have to revise my understanding based on new material	0	1	1	5	3
	P A R T C					
41	When I do not understand all the words I read or hear, I guess the general meaning by using any clue I can find, for example, clues from the context or situation	0	0	3	1	6
42	I read without looking up every unfamiliar word	0	3	1	5	1
43	In a conversation I anticipate what the other person is going to say based on what has been said so far.	0	5	1	3	1
44	If I am speaking and cannot think of the right expression, I use gestures or switch back to my own language momentarily.	0	0	2	4	4
45	I ask the other person to tell me the right word if I cannot think of it in a conversation.	0	0	1	5	4
46	When I cannot think of the correct expression to say or write, I find a different way to express the idea; for example, I use a synonym or describe the idea.	0	1	0	5	4
47	I make up new words if I do not know the right ones	5	3	2	0	0
48	I direct the conversation to a topic for which I know the words.	0	4	3	2	1
	P A R T D					
49	I preview the Vietnamese lesson to get a general idea of what it is about, how it is organized, and how it relates to what I already know.	0	3	2	4	1
50	When someone is speaking Vietnamese, I try to concentrate on what the person is saying and put unrelated topics out of my mind.	0	0	2	4	4
51	I decide in advance to pay special attention to specific Vietnamese aspects, for example, I focus the way Vietnamese speakers pronounce certain sounds	0	3	1	5	1
52	I try to find out all I can about how to be a better Vietnamese language learner by reading books or articles, or by talking with others about how to learn	1	1	3	4	1
53	I arrange my schedule to study and practice Vietnamese consistently, not just when there is the pressure of a test.	0	1	3	6	0

54	I arrange my physical environment to promote learning, for instance, I find a quiet, comfortable place to review.	0	0	2	6	2
55	I organize my Vietnamese notebook to record important language information.	0	2	5	2	1
56	I plan my goals for language learning, for instance, how proficient I want to become or how I might want to use Vietnamese in the long run.	0	3	4	0	3
57	I plan what I am going to accomplish in language learning each day or each week.	1	4	3	2	0
58	I prepare for an upcoming language tasks (such as giving a talk in Vietnamese) by considering the nature of the task, what I have to know, and my current Vietnamese skills.	0	0	4	5	1
59	I clearly identify the purpose of the language activity; for example, in a listening task I might need to listen for the general idea or for specific facts.	0	0	2	6	2
60	I take responsibility for finding opportunities to practice Vietnamese.	0	3	1	3	3
61	I actively look for people with whom I can speak Vietnamese.	1	2	2	3	2
62	I try to notice my language errors and find out the reasons for them.	0	1	2	3	4
63	I learn from my mistakes in using Vietnamese.	0	0	1	4	5
64	I evaluate the general progress I have made in learning Vietnamese.	0	2	3	5	0
P A R T E						
65	I try to relax whenever I feel anxious about using Vietnamese.	0	0	4	4	2
66	I made encouraging statements to myself so that I will continue to try hard and do my best in learning Vietnamese	1	4	2	3	0
67	I actively encourage myself to take wise risks in learning Vietnamese, such as guessing meanings or trying to speak, even though I might make some mistakes.	0	2	3	4	1
68	I give myself a tangible reward when I have done something well in my Vietnamese learning.	7	2	1	0	0
69	I pay attention to physical signs of stress that might affect my Vietnamese learning.	3	3	1	3	0
70	I keep a private diary or journal where I write my feelings about learning Vietnamese.	9	1	0	0	0
71	I talk to someone I trust about my attitudes and feelings concerning the Vietnamese learning process.	4	1	2	2	1
P A R T F						
72	If I do not understand, I ask the speaker to slow down, repeat, or clarify what was said.	0	0	1	4	5
73	I ask other people to verify that I have understood or said something correctly.	0	1	2	6	1
74	I ask other people to correct my pronunciation.	0	2	1	5	2
75	I work with other language learners to practice, review or share information.	0	4	4	0	2
76	I have a regular Vietnamese learning partner.	4	2	1	2	1
77	When I am talking with a native Vietnamese speaker, I try to let him or her know when I need help.	0	1	0	7	2
78	In conversations with others in Vietnamese, I ask questions in order to be as involved as possible and to show I am interested.	0	2	1	5	2
79	I try to learn about the culture of the place where Vietnamese is spoken.	0	0	1	0	9
80	I pay close attention to the thoughts and feelings of other people with whom I interact in Vietnamese.	0	1	5	3	0