

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH – TIẾNG ANH THƯƠNG MẠI

Sinh viên : Phạm Thu Hương

Giảng viên hướng dẫn: Ms. Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG 2021

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

**A STUDY ON DIFFICULTIES OF BILINGUAL LEARNING
AND SOME SUGGESTIONS FOR ENGLISH MAJOR
STUDENT AT HAI PHONG MANAGEMENT AND
TECHNOLOGY UNIVERSITY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH – TIẾNG ANH THƯƠNG MẠI**

Lớp : NA1901T

Sinh viên : Phạm Thu Hương

Giảng viên hướng dẫn: Ms. Nguyễn Thị Quỳnh Hoa

HẢI PHÒNG 2021

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Phạm Thu Hương

Mã SV: 1512752013

Lớp: NA1091N

Ngành: NGÔN NGỮ ANH – TIẾNG ANH THƯƠNG MẠI

Tên đề tài: A study on difficulties of bilingual learning and some suggestions for English major student at Hai Phong Management and Technology University

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

.....
.....
.....
.....
.....
.....

2. Các tài liệu, số liệu cần thiết

.....
.....
.....
.....
.....

3. Địa điểm thực tập tốt nghiệp

.....

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

.....

.....

Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

.....

Đề tài tốt nghiệp được giao ngày tháng năm 20

Yêu cầu phải hoàn thành xong trước ngày tháng năm 20

Đã nhận nhiệm vụ ĐTTN

Đã giao nhiệm vụ ĐTTN

Sinh viên

Người hướng dẫn

Hải Phòng, ngày tháng năm 2020

TRƯỞNG KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

..... **Ti**
nh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

.....

.....

- 1. Đánh giá chất lượng của đề án / khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)**

.....

.....

.....

.....

.....

- 3. Ý kiến của giảng viên hướng dẫn tốt nghiệp**

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

.....
.....

Phần nhận xét của giáo viên chấm phản biện

.....
.....
.....
.....

2. Những mặt còn hạn chế

.....
.....
.....
.....

3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

ACKNOWLEDGEMENT

First of all, I would like to send my sincere thanks to all my teachers at the Faculty of Foreign Languages, Hai Phong Management and Technology University who have handed me basic knowledge to complete this study.

Secondly, I wish to express gratitude to my supervisor – Mrs. Nguyen Thi Quynh Hoa, the English teacher of Faculty of Foreign Language, who has always been willing to give me valuable advices and suggestions in order that I can complete this study successfully.

Thirdly, I am equally indebted to my classmates for their suggestions and encouragements in the process of my study.

Last but not least, I would like to express my special thanks to my family members who gave me their love, care, support and encouragement so that I could accomplish my study.

Hai Phong, December 2020

Student

Phạm Thu Hương

TABLE OF CONTENT

ACKNOWLEDGEMENT

PART I: INTRODUCTION

1. Rationale
2. Aims of the study
3. Research questions
4. Methods of the study
5. Design of the study

PART II: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

1. Bilingualism
 - 1.1. Defining
 - 1.2. Bilingual education – the reason it should be required
 - 1.3. The age which is suitable for bilingual learning
2. Comparing bilingual to monolingual learning
 - 2.1. Bilingual
 - 2.1.1. Advantages
 - 2.1.2. Disadvantages
 - 2.2. Monolingual
 - 2.2.1. Advantages
 - 2.2.2. Disadvantages
3. The objective and subjective influences on bilingual learning
 - 3.1. Objectivity
 - 3.2. Subjectivity

CHAPTER II: METHODOLOGY

1. Sample and sampling
2. Instruments
3. Data collection
4. Data analysis

CHAPTER III: DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS

1. Data analysis and findings
2. Bilingual models are taught at Hai Phong Management and Technology University
3. Difficulties of bilingual learning at Hai Phong Management and Technology University
 - 3.1. Knowledge
 - 3.1.1. Grammar
 - 3.1.2. Vocabulary
 - 3.1.3. Pronunciation
 - 3.2. The skills
4. Suggested solutions
 - 4.1. Write diary
 - 4.2. Reading
 - 4.3. Listening
 - 4.4. Set goals

PART III: CONCLUSION

SURVEY QUESTIONNAIRE

REFERENCE

PART I: INTRODUCTION

1. Rationale

When the world is developing day by day, demand to expand knowledge is more and more focused. Previously, when applying for jobs, candidates with English abilities will be given priority. Nowadays, English becomes a popular language over the world, knowing more than one language (in addition to the mother tongue) is an advantage alongside other skills.

Foreseeing develop trend, Hai Phong Management and Technology University (HPU) has applied bilingual training to students for many yeas, especially English major students. During many years of teaching, the school and lecturers always change appropriate methods to improve students' abilities. However, bilingualism is a new method of learning, so it is unavoidable that there are difficulties in the learning process.

The topic “ *A study on difficulties of bilingual learning and some suggestions for English major student at Hai Phong Management and Technology University*” helps point out the difficulties on bilingual learning of HPU English major students, thereby giving some suggestions to help improve bilingual receptive. The other side of the coin is that not only English major students but also other students can refer to improve learning efficiency.

2. Aim of the study

The research aim at:

- Find out some difficulties on bilingual learning of English major student at Hai Phong Management and Technology University
- Give some suggestion to help student overcome their problems

3. Research questions

The students begin bilingual learning from second year to Autumn term of final year at Hai Phong Management and Technology University, so the study focus on answering following questions:

- What is difficulties of bilingual learning for English major student at Hai Phong Management and Technology University?
- Some suggestion to improve the problems?

4. Methods of the study

In order to achieve the aims of the study mentioned above, the quantitative method (survey questionnaire) was used to collect information and evidence for the study.

All the recommendations included in the study were based on the data analysis.

5. Design of the study

My graduation is divided into three parts:

Part I: Introduction is the introduction of my study including rationale, aims of the study, research question, scope of the study, methods of study, and design of the study.

Part II: Literature review consists of three main chapter: theoretical background, methodology and data analysis, findings and suggested solutions

Part III: This part is conclusion of the study

PART II: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

1. Bilingualism

1.1. Defining

Today, the definition of bilingualism is still unclear. Bilingual definitions range from minimum fluency in two languages, to an enhanced level of proficiency that allows a speaker to function and appear as a bilingual native.

"A bilingual person really knows both languages perfectly."

In my opinion, this is not entirely true. Because one of the main misconceptions about bilingualism is that they are proficient in speaking, listening, writing, and reading languages as well as having a perfect knowledge of their respective cultures. In fact, bilingual people often don't speak both languages well, and that's because they use each language in different contexts, activities, and domains. It can spoil the confidence of bilinguals as they go through life thinking that they are not bilingual and that something wrong happens to them if they are not equally fluent.

"The bilingual can be translated on the spot, otherwise, they are not real bilingual".

Similar to the first misconceptions, I disagree. Obviously the local translation and the speed of translation cannot tell if a person is truly bilingual or not. Even monolingual ones, it's quite difficult sometimes. Because it is understandable to spend a very short amount of time choosing the right word. In bilingual, it is the same. Usually, this is understood by monolinguals as a lack of language proficiency. However, it has nothing to do with lack of proficiency. Sometimes the simple word does not exist in the second language or the word is simple in

language A but it does not exist in language B. The reason is that each language is learned and used in different situations, to Finding the word equivalent out of context requires a lot of concentration and can take a bit of time to reach your brain. This is the reason why bilingualism is not necessarily good at translating. (1) Simply put, bilingualism is the ability to use two languages. However, identifying bilingualism is a difficult problem because individuals with different bilingual characteristics can be classified as bilingual. A person may describe himself as bilingual but may only be able to communicate and communicate verbally. Others can read fluently in two or more languages. A person can speak bilingual by learning and using them at the same time (bilingual at the same time) or they can become bilingual by learning a second language after their first. This is called sequential bilingualism. Bilingual means different things to different people. (2)

1.2. Bilingual education – the reason it should be required

There are so many reasons for learning the second language. Because “*The limits of my language mean the limits of my world.*”– Ludwig Wittgenstein

Opening a new world. Starting to learn a new language means learning about this cultural. Because bilingual means speaking with people in different language and different cultural. Bilingual can use social codes and step into another culture. In other words you are able to step into another culture. Rudolf Steiner a famous pedagogue says: “Each language says the world in its own way”.

Better ability to focus. Bilinguals find it easier to focus and can avoid distractions (Dr. Judy Willis, 2012) (3). Indeed, the part of the brain called the executive function, which is used for staying focused has proven to be stronger in bilinguals. Every time a bilingual speaks, both languages are actually active, and the brain has to work to suppress one language while the other is being used. That mechanism employs the executive function of the brain more regularly in bilinguals which makes it become more efficient.

Intellectual Gymnastic. Learning another language stretches your mind intellectually. People who are monolingual do not need to recognise sound patterns and make inferences because they use a sound and a way of reasoning in this language. Research even shows that learning a language would help delay Alzheimer disease (Dr. Ellen Bialystok) (4).

In the same way, about the multitasking the executive function of the brain, which gives bilinguals better cognitive control over information that allows them to switch tasks. Bilingual kids can switch from one activity to another faster and are better at doing multiple tasks at once than monolinguals (Ellen Bialystok, 1999) (5).

In my opinion, being bilingual means constantly switching from language A to language B to explain thinking in a different way. It helps me to remember new words in another language. Moreover, you have been exposed to two sets of sound patterns rather than one. This gives you more chances to encounter known sounds

in the new language. All this combined makes learning an additional language easier.

As Professor Clyne (6) says: “They bilingual have a better sense of the arbitrary nature of words, and the difference between form and meaning.” Because people who know more than one language have deeper appreciation of what is a language. They know that there is more than one way to label a word and that a word can have different connotations.

The classic concept of bilingualism is defined by Bloomfield (1933: 55 cited in Chin and Wigglesworth, 2007: 5) as “native-like control of two languages” whereas Mackey (1962: 52) defines it as “the ability to use more than one language” and Weinreich (1963: 1) defines bilingualism as „the practice of alternately using two languages”. Moreover, several classifications of individual bilinguals are introduced in current academic books such as based on language proficiency; the term „balanced bilinguals” refers to those who are equally competent in two languages from birth, and the term „dominant bilinguals” refers to those who are more confident in one language than another (Butler and Hakuta, 2006; Chin and Wigglesworth, 2007; Baker, 2011; Pavlenko, 2012). (<https://asian-efl-journal.com/wp-content/uploads/theses/MA-Dissertation-Akiko-Asada.pdf>)

Finally, it is about job opportunities. Obviously, knowing more than one language is not only how you are intelligence but also about what can you do with your job. So, being bilingual means many doors are opening.

1.3. The age which is suitable for bilingual learning

“Teaching young children a second language is beneficial in many ways”- Advantage of bilingual brain (7) is the topic of a writing on website of Michigan State University. The writing has shown that between the ages of 0-3, the brains of young children are uniquely suited to learn a second language as the brain is in its most flexible stage.

“Bilingual children that learn a second language from an early age sound like a native in both.”

A study (2) conducted by a director of the cognitive neuroscience laboratory for language and child development at Dartmouth College (Hanover) has demonstrated that after the teen years, the brain changes and makes it extremely challenging for an adult to learn a foreign language.

A study of 17,000 British children learning French at school has shown that children who had started learning at the age of eleven performed better at second language proficiency tests, compared to those that had started at around eight years of age. So far, that particular study is the largest one of children learning a foreign language in a classroom setting, ever. These findings were consistent with those of other studies of Danish students learning English and Swiss children learning French. Also, it has been found that adolescents who learn a foreign language before they turn 15 have a better pronunciation of the second language, which is described as almost native-like. Again, learning the second language as soon as, the pronunciation skill also more developed.

On the other hand, children older than 15, as well as adults, are found to be better at learning a new language than younger children. This is because there are

experiential and cognitive limitations in young children than adolescents and adults don't have, which allows them to learn faster.

In short, when we older get more difficult to learn second language and the best time for learning a new language is before 18 years old.

2. Comparing bilingual and monolingual

2.1. Monolingual

2.1.1. Advantages

“Preserve the purity of Vietnamese”

Choose Vietnamese as an example to demonstrate the advantage of a monolingual. What should we understand "purity"? It means state of not being mixed with anything else, no residue, completely healthy. Clarity in Vietnamese is an open matter, covering all things related to the use and influence of the Vietnamese. The inherent nature of Vietnamese and how to use it properly is the purity of Vietnamese. We use language as the leading means of communication between people; for Vietnamese people, using Vietnamese is the most important means, ensuring effective communication. Since the integration of our country began, new phenomena gradually language appeared. New words have been formed to add to concepts and semantics that were lacking in previous Vietnamese language. Along with positive side, the negative side is also manifested with many "different" ways of speaking and writing among young people, completely losing the inherent identity of Vietnamese. One of many common phenomena that is mixing English when communicating in Vietnamese. For this reason, the benefit of monolingualism is that it is easier to preserve the purity of the mother tongue

So if there is an advantages, it is not having the phenomenon of mixing English while communication.

2.1.2. Disadvantages

If your mother tongue is English or Spanish then you are lucky because they are considered international languages. even so, in this age of global mobility and borderless communication, you will be considered obsolete if you only know one language.

"The limits of my language are the limits of my world"? - Ludwig Wittgenstein

In my opinion, Wittgenstein understood that a language contains walls. A language restricts your thought and your mind to a specific format; any given language is created to express the reality of a specific land or country. That's why Inuits (a member of a Native American people who live in the areas of Alaska, Canada, East of Serbia and Greenland) have so many words about snow and people living in a desert have probably none. How can explain snow to someone that has never seen and does not have a word for that? Describe it as cold water or as water that looks like stone? whatever you do it will not be able to express to the other person the reality correctly.

Imagine that Mohammed had actually had seen God. A great vision of God in all his glory. How he can express that in a language of tribes who live in the desert .People who their every day dictionary contain words of war, courage, riches, love and division, etc. Inevitably Coran becomes a book that has a lot to do with wars , the opposite of war and division which is Peace and Unity. If Mohammed was born few centuries later he would express everything in a more sophisticated way like

Avicenna did . But in his own age no one would understand God like that . They were simple people who needed to believe in something they could understand .

The same with all religions or philosophies .Language is restricting them so much .That two religions that actually speak about the same God but they cannot recognize each other if it is not as translations in same language.

In short, monolingual is like an invisible wall, it limits human access to the outside world and new sources of knowledge.

2.2. Bilingual

2.2.1. Advantages

About the brain

The brain like any other muscle, it loves to function and in fact being fluent in two or more languages is one of the best ways to keep them healthy and help prevent degeneration or dementia. In fact, bilingual people have noticeable symptoms of Alzheimer's disease (<https://www.sciencenews.org/blog/growth-curve/bilingual-brain-prepped-more-second-language>) five years later than people who are monolingual. This is a significantly longer period of time than what modern medicine can do. Surprisingly, this benefit is worth noting even for illiterate people. It also boosts attention control. This means being able to focus on what is relevant and disregarding what is not, because multiple-language speakers tend to separate two different codes or languages by focusing their attention on one and not letting the other interfere.

Bilingual also can greatly benefit the personal development since we were a child. For instance, due to the different cultural influence and the higher level of acceptance towards other cultures that is implied by bilingual. People who had

access to bilingual education will also learn much sooner that there are many difference ways to live and that our cultural norms should not necessarily be considered as a gold standard. Consequently, the overall personal development of bilingual students maybe forested much more compared to regular student.

Knowing about two cultures

Many studies show that bilinguals score higher on tests, show more open-minded and cultural acumen, and have a more relaxed outlook when looking at things from a different perspective (cultural) others edge. Therefore, knowing bilingual is considered to make people who are bicultural (if you use more than two languages) have a great advantage in today's borderless world and have vital skills when moving, getting acquainted with new cultures as well as new people.

Language helps us understand this world and can even influence the way we see and describe the world, which is according to a recent study of German and English speakers

(<https://www.theguardian.com/commentisfree/2015/apr/27/world-view-learn-another-language>). For example, there is no doubt that Finnish and Arabic speakers can describe the world differently. However, Arabs rarely need 40 snow-related words like the Finns (<https://everything2.com/title/Finnish+words+for+snow>) and have big differences in the way an Arab describes experience about a wonderful land in winter. If a person knows both Finnish and Arabic, these two relatively different descriptions will likely lead to a broader view.

Job opportunities

For individuals, the benefits of bilingualism are mainly depending on industry, location, and level of employment. For example, a study of Canada in 2010 found

bilingual workers had a 3 to 7% higher income than monolingual co-workers. Workers who speak both the official languages of this country (English and French) help them earn a higher income, even when they do not have to use a second language while working. In the US, studies have shown that speaking a foreign language can increase your salary (at least) by 1.5 - 3.8%, for the most valuable is German, due to relative few of people can speak and German is so importance in global trade. In India, the importance is even greater, English speaker gets a 34% increase in income per hour worked.

Management that knows two or more languages is also increasingly valuable and sought after: Employers and industry leaders think they are better equipped to manage relationships and business teams across the board bridge.

2.2.3. Disadvantages

Being bilingual has a lot of advantages which includes better salaries, ability to appreciate several cultures, interaction with more people. Recent studies have shown that bilinguals possess better cognitive functions, have the ability to learn more words and languages, process information in new ways, come up with solutions to problems, good listening skills and improved communication skills. The ability to analyse different aspects of a language (sounds, syntax and words). The benefits of being bilingual are so immense that one cannot but wonder if there are any disadvantages to being bilingual?

It might seem like there are only benefits, but don't be deceived. There are certain drawbacks to learning two languages (or more than two languages). It is common for children raised with two simultaneous languages to take longer to begin saying their first words - **Language Fluency Delay**: Most times, speech delay is often confused with language delay. According to research, it has been discovered that speech delay is not as a result of bilingualism, however since an individual is trying to learn or master two languages, he or she (especially children) may take a longer time being fluent in these languages resulting in language fluency delay. Monolingual children are usually compared with their monolingual age group, without considering the fact that they have to learn twice the vocabulary of their monolingual peers. In extreme cases, some children don't speak at all. However, if your child is in this category, don't panic just yet, he should be able to speak in time. This makes sense because they need to pay more attention and become familiar with more vocabulary and different phonetics. Moreover, they tend to mix up the languages even they do learn the languages more easily, it's hard for them to know when to use one or the other - **Mixing Languages**: It is a common sight to see people start a sentence with one language and then finish it with another.

People tend to use whatever words they find easily to communicate and express themselves. So, if they lack the words to use in a language, they simply fill it up with words from another language. For instance, an English speaker that equally speaks Italian, can speak in English and employ Italian grammar. Moreover, people who are bilingualism's vocabulary is usually more limited. The total number of words they know is greater than that of someone who is monolingual, but the number of words in each language separately is not.

There are also some other disadvantages of bilingualism such as:

Reading and Writing: Speaking can be a natural process, reading and writing is not, and it requires a lot of attention, time and effort. Except for an individual who makes decisions and endeavors towards literacy in the secondary language, they may not be able to read or write in the secondary language.

Receptive Bilingualism: Receptive bilingualism is the ability of an individual to speak a particular language, understand another language but cannot speak. Mostly, this is caused by a real need for the language, lack of exposure to that language. Lack of vocabulary is a factor to consider when learning a receptive bilingual language.

Prejudice: Bilingualism is not as celebrated as we think it is. Most people think of them as special, but some consider them to be strange or bizarre individuals. Immigrants, especially, look different and are somehow still connected with their culture. They have a strange voice that makes them stand out and characterize them differently. The kids can sometimes badly count against each other to attack anyone else with them. Bilingual adults are considered proud people, who speak only because trying to "show off" makes their friends jealous, especially if they've tried learning the language before and fail. It is a huge challenge for bilinguals trying to mingle with their peers.

3. The objective and subjective influences on bilingual learning

3.1. Objectivity

Most of the objective reasons come from the environment and learning conditions. For example, students in large cities will have more access to new language learning than students in small cities or children raised in a bilingual family are more likely to develop language. languages were earlier than children from single language families (but this does not mean that children can speak faster because bilingual children take longer to memorize two different languages) . Besides, some disadvantages of bilingualism are also objective factors affecting bilingual education. prejudice, for example, children may not want or not communicate with their parents in their mother tongue or second language (if pronounced mixed) because they can feel their native language. is "strange" (where they live) or is teased by friends for their pronunciation.

In short, families need to pay more attention if they intend to let their children learn bilingual early.

3.2. Subjectivity

The subjective reasons leading to the difficulty of bilingual learning mostly come from learning habits. Although a preference for a language also plays an important role in its ability to absorb that language. However, being able to use a language with the skills of listening, speaking, reading and writing is not easy. Listening and speaking for example, these two skills can be mastered over time. but reading and writing skills and knowledge of words and grammar are not the same; they need an investment of both time and hard work.

In short, to be able to use two languages (or more than two), it takes time to learn and practice.

CHAPTER II: METHODOLOGY

1. Sample and sampling

The sample was drawn from survey of thirty 3rd year English major students who are also learning Chinese and Japanese. They were at the age of 20 to 24. Students who are learning English – Chinese is 57% and English – Japanese is 43%. The number of male and female students was not equal.

Most of the students interviewed answered that they had not learned Chinese or Japanese before. They started learning second language in their 2nd year of university.

For Japanese class, they are trained based on the textbook "Minna no Nihongo" (みんなの日本語) - Each level includes 8 books: textbook, Vietnamese translation, exercise book, grammar practice, reading practice, listening practice, Chinese vocabulary lesson and exercises; was first published in 1998. After 20 years of use, the authors have released a new 2018 version that is more complete and accurate. This is one of the most prestigious Japanese language textbooks today. Officially used at schools and Japanese language centers around the world.

For Chinese class, it is the "Chinese textbook" - BEIJING FOREIGN STUDIES UNIVERSITY - The Chinese Language Textbook is a series of books published by Beijing Language University. This is the standard textbook widely used in Chinese Universities and Centers. The curriculum is compiled in the direction of communicative practice. But also briefly introduced the grammatical structure of modern Chinese.

2. Instruments

2.1. Survey questionnaire

The survey questionnaire was used to get more information from student's personal experience in learning process.

The survey questionnaire consists of two sections:

Section 1: Student's personal information include class, gender, age

Section 2: Student's opinion on bilingualism of English department at Hai Phong Management and Technology University

2.2. Interviews

The researcher gave interviews to students to get more reliable information for the study.

3. Data collection

The survey done with support from 28 students of NA23 class who were present. Before filling in the survey voluntarily, students were asked by person who made survey about responsibility for their answers and about giving their opinions as honestly as possible, which was crucial to the success of this investigation. After questions were answered, the questionnaires were collected.

4. Data analysis

The data were analyzed with two parts including: personal information and students' opinions on bilingualism of English department at Hai Phong Management and Technology University.

CHAPTER III: DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS

1. Data analysis and findings

1.1. Student's personal informaton

The survey subject consists of 30 3rd year students at Hai Phong Management and Technology University who are learning English, Chinese and Japanese, age from 20 to 24 years old. Almost of them are 22 years old, in which, the number of students who study English and Chinese is 18 students, students study English and Japanese is 12 students.

English – Chinese <i>(number of student)</i>	English - Japanese <i>(number of student)</i>	Total <i>(number of student)</i>
18	12	30
57%	43%	100%

Table 1. the number of English major students who learn more than one language at

HPU

1.3. Student's opinion on bilingualism of English department at Hai Phong Management and Technology University

The survey asked about the second language which student are learning showed almost students of English major think bilingualism is important (43% for Agree). i strong agree with them because advantage of bilingual is too much. They also think vocabulary, grammar and pronunciation is difficult when they study two languages. some of them think they must remember too many new words and grammar of two language are not same, it makes them feel do not have motivation in studying. Beside, students usually get more difficult when they change between languages (68% for Agree and Strong Agree). About listening skill, speaking skill, reading skill and writing skill, there are 46% of student think writing skill is most difficult; 36% and 28% are percentage of students who think listening skill and reading skill are also very difficult. Almost of student comment that because they think it is nescesary so they focus on them. But about 18% students think reading skill is more difficult because they can not remember the word. However, Chinese and Japanese are different so the students' assessment is some different. I have divided and summarized in 2 separate parts.

Part one is English – Japanese class

Questions	Strong Disagree	Disagree	Normal	Agree	Strong Agree
Do you like the second language (Chinese/ Japanese) which you are learning at university?	3	0	4	2	3
Do you think bilingualism is important?	1	0	2	5	3

Do you often have difficulty switching languages?	0	0	5	6	1
Do you have need of planning for learning bilingualism?	0	1	3	5	3

Will you keep learning bilingual language even after graduating from university?	0	1	2	7	2
When you learn two languages, which skill is difficult?	Listening 5	Speaking 5	Reading 3	Writing 3	
What is difficulties in learning bilingualism?	Vocabulary 6	Pronunciation 5	Grammar 6	Other 3	

Table 2. The survey completed by 12 students of English – Japanese class- Survey summary

As the summary, students are not completely interested in their second language, but there are 10 out of 12 students think bilingualism is important. So maybe they choose to study Japanese because they understand the importance of bilingualism. For the question of difficulty in the transition between two languages, it can be seen that the number of students with difficulty and without difficulty is almost the same; Students without difficulty were 5 out of 12 students. From that one can guess, students of English - Japanese class have difficulties not entirely due to the curriculum. Then, in terms of study plan, there is only 1 student who does not need to plan. Most students choose to continue learning a second language even after graduating from university. In question about the skills, because more than 1 skill is selected, it can be seen that for students English - Japanese class, listening and speaking skills are some more difficult than literacy skills. Then, the question about vocabulary, pronunciation and grammar, which almost all students think that is so difficult.

Chinese is also a language with hieroglyphics. However, learning Chinese is not the same as Japanese. This is a summary of assessments of students in English - Chinese class on issues when learning bilingual.

Questions	Strong Disagree	Disagree	Normal	Agree	Strong Agree
Do you like the second language (Chinese/ Japanese) which you are learning at university?	1	4	8	3	2
Do you think bilingualism is important?	0	2	3	7	6
Do you often have difficulty switching languages?	0	0	3	10	4
Do you have need of planning for bilingualism?	0	0	7	10	1
Will you keep	0	1	6	8	3

learning bilingual language even after graduating from university?					
When you learn two languages, which skill is difficult?	Listening 6	Speaking 4	Reading 3	Writing 11	
What is difficulties in learning bilingualism?	Vocabulary 10	Pronunciation 4	Grammar 9	Other 2	

Table 3. The survey completed by 18 students of English – Chinese class - Survey summary

The table showed that the English-Chinese class students do not have much interest in the second language they are studying. However, most of the students are aware of the importance of bilingualism, which is made clear because 13 out of 18 students agree and strong agree that bilingualism is important. Moreover, 12 out of 18 students choose to continue learning the second languages even after graduating from university. Based on the students' assessment of the difficulty of skills, vocabulary, pronunciation and grammar, it can be concluded that the students of English-Chinese class do not have too much difficulty in

pronunciation but learning vocabulary and grammar is not easy for them. Besides, listening and writing skills of Chinese is also a problem for students. However, nearly all students have a study plan.

When looking at the survey, you will not understand why I asked the question "*Do you like the second language which you are learning at university?*". In my opinion, hobbies or desires affect a person's ability to work and absorb problems a lot. Certainly, when working that makes you excited, creating fun, the working performance will definitely be different from when you have to do a boring job that you do not like. As a student at Hai Phong Management and Technology University, I think teachers are always looking for a way to help evoke interest in each subject. This should be greatly appreciated.

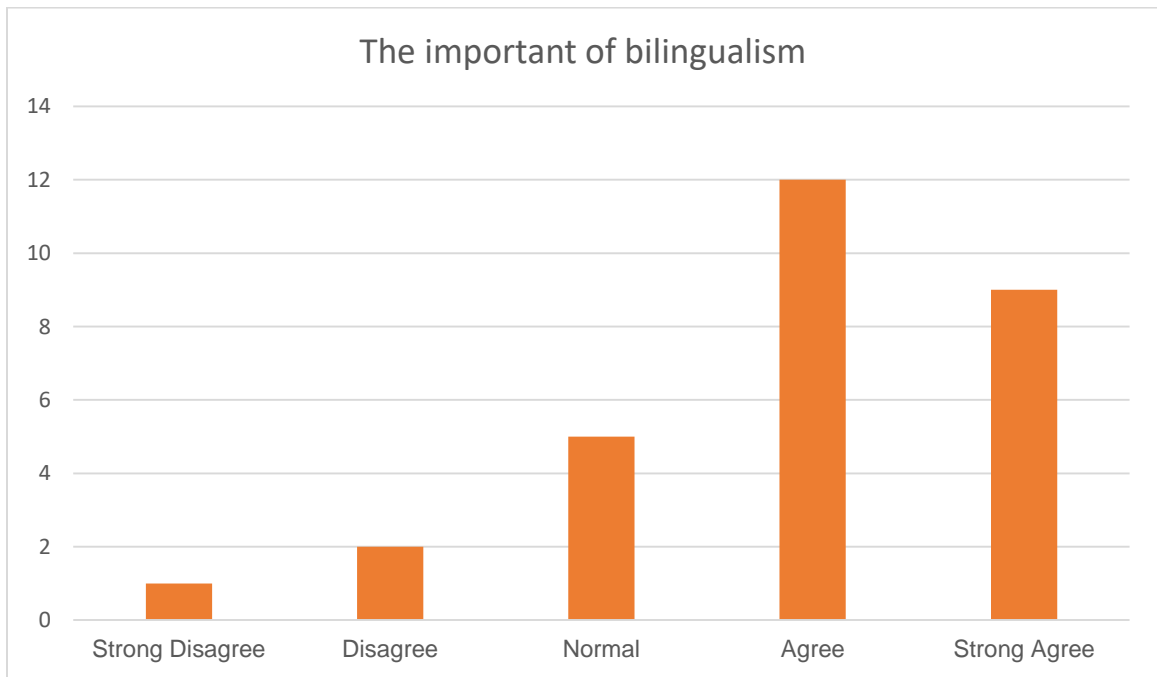
China is a neighboring country to Vietnam with the second developed economy in the world. There are many Chinese companies operating not only in Hai Phong but also in the entire territory of Vietnam. Therefore, having the second language is Chinese also partly creates an advantage for students of Hai Phong Management and Technology University.

Beside, in recent years, Japan is both an ideal destination for Vietnamese workers and a country with a strong investment in Vietnam; many Japanese companies recruiting human resources with fluent in Japanese is high priority.

It can be seen that Vietnam is an attractive destination for many countries with developed economies. This is both an opportunity and a challenge for the young generation. Equipping yourself with more than one language is definitely essential.

Look and summary table above, in general, students of both classes prepare and have studying plan for themselves. They also intend to maintain second language learning. This proves the efforts and foresight of the students.

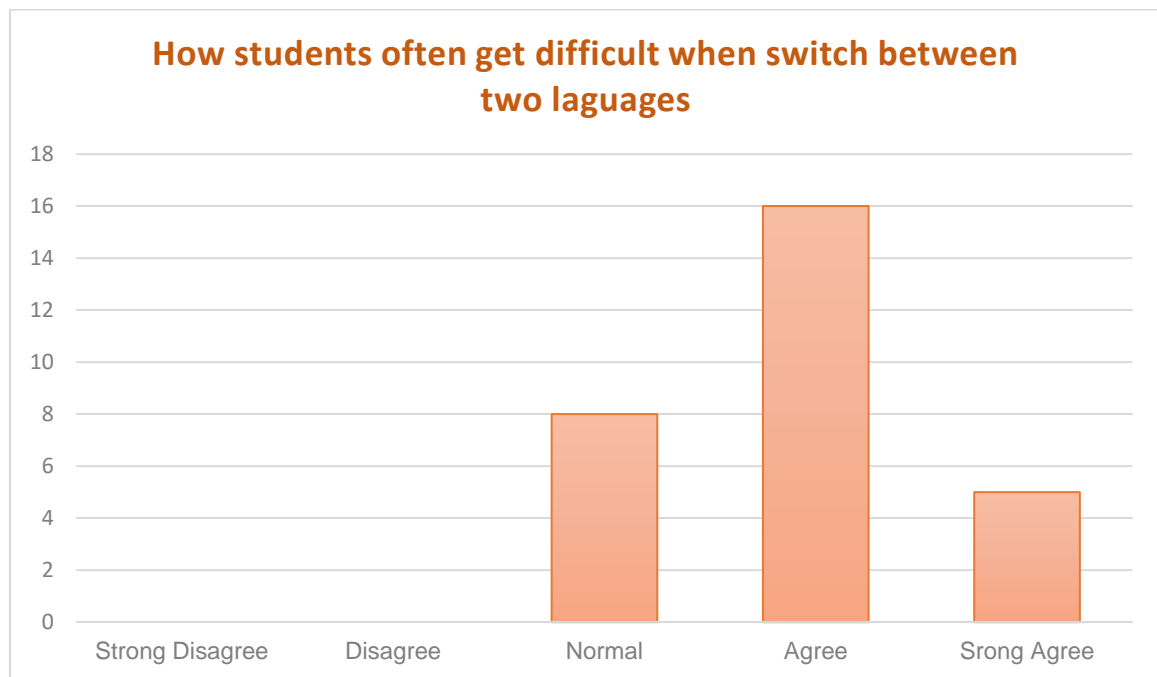
Moreover, the question: “*Do you think bilingualism is important?*” - Following survey summary of two classes – give me a better overview of the reasons and motivations that help students approach the second language



This question poses for the purpose of proving that students of 22nd English major have a good understanding of the role of bilingualism, which is one of the learning motivation for students. During the survey and information exchange, I realized that almost all students were very active in learning the second language. According to students' opinion, due to the lesson is not enough time for second languages, so students

who want to improve their skills need to study more at language centers or spend time studying at home. making own study plan helps students to use both languages relatively, which is an advantage for students when applying for jobs after graduation or will help students wishing to study abroad in China or Japan is less of confusion.

Beside, the question: “ *Do you often have difficulty switching language?*” showed that even students spend time to study second language but they still get difficult when they use two language at the same time.



2. Bilingual models are taught at Hai Phong Management and Technology University

At Hai Phong Management and Technology University (HPU), student of English major are trained in 4 skills of listening, speaking, reading and writing. For each skill, there will be a lecturer teaching that skill. In

addition to English, student also learn about Vietnamese and how they are different. Beside English, Chinese and Japanese is also in education system. HPU more and more improve the quality of teaching. although Chinese and Japanese are not the main training language, but also are trained in the same four skills as English.

3. Difficulties of bilingual learning at Hai Phong Management and Technology University

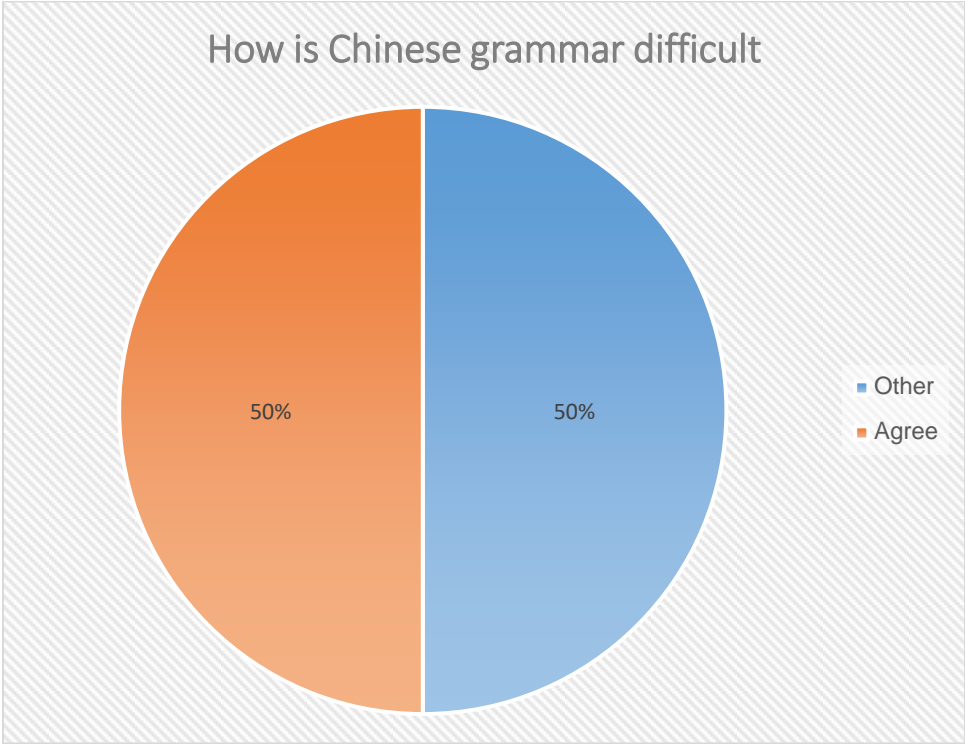
3.1. Knowledge

As an English student of Hai Phong University of Management and Technology, in the course of study, I find that there are certain difficulties that affect my ability to absorb new knowledge. for example, the length of a lesson is sometimes not enough for teachers to convey the lesson. So sometimes the lesson is interrupted, making it difficult for new knowledge can be system.

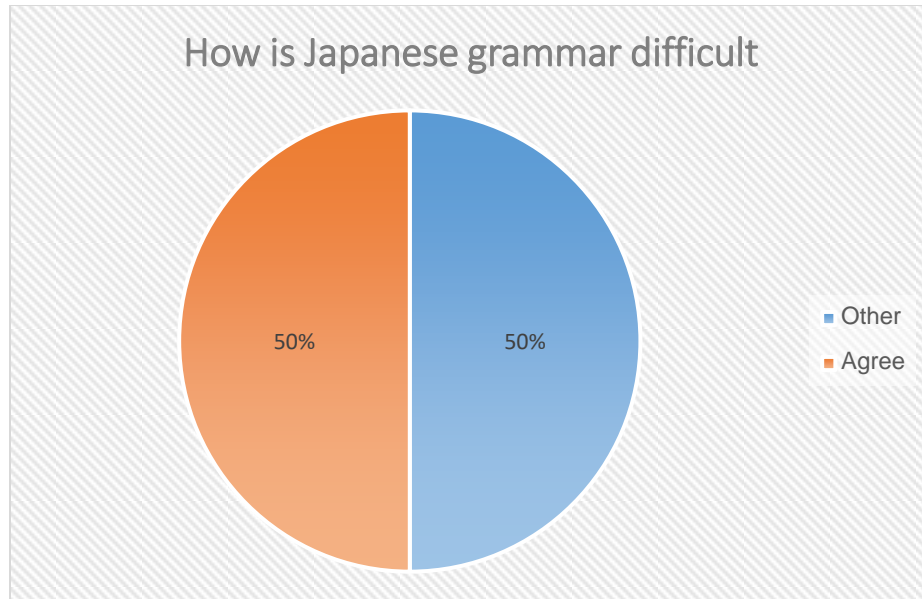
3.2. Grammar

In my opinion, grammar is a very important part of the process of learning any language. Basic grammar processing will help students get better in that language. However, learning bilingual seems to make it difficult to memorize and confuse the grammar of two different languages. Besides, the fragmentation of the lessons makes memorizing more difficult. This requires students to be more proactive in learning.

In the survey, I set a question to ask students's think – “ What is difficulties in learning bilingualism?”



50% students think grammar is difficult because they can not tap in grammar of two languages at the same time. The same question for English – Japanese class then the number of students agree is also 50%



3.3. Vocabulary

If grammar is body, then vocabulary is the soul. Memorizing and using vocabulary flexibly makes bilingual speakers more professional. However, this is also a disadvantage of bilingual learning. Continuously changing between languages can lead to language confusion.

About vocabulary, students of English – Chinese class think many new words and some students told that there are some words look so same, it makes they too difficult to memorize and realize them; that is why there are ten students agree vocabulary is difficult.

3.4. Pronunciation

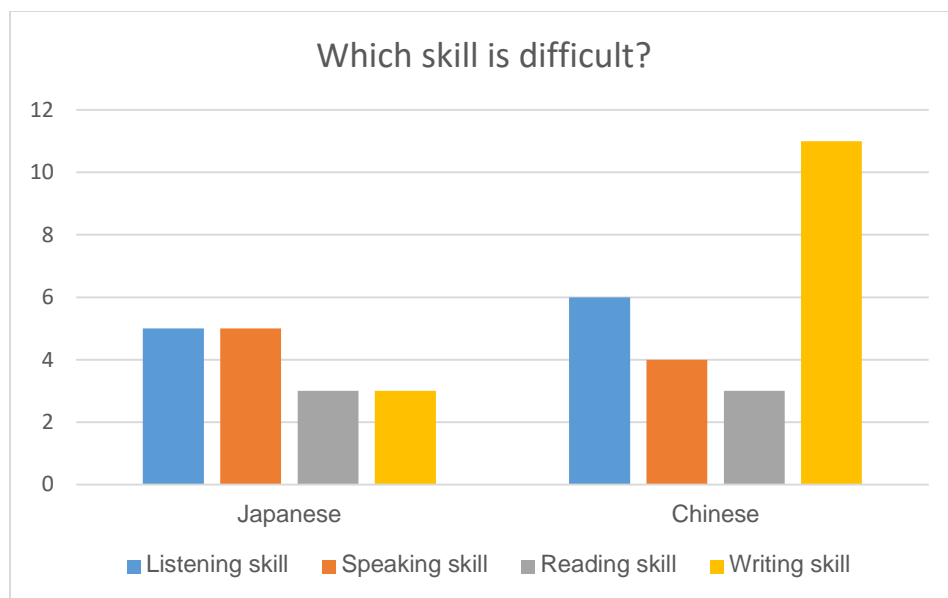
If you are also a bilingual, sometimes language confusion happens when pronouncing a similar word in another language. For example, “restaurant” in English is pronounced (the UK) /ˈres.tər.ənt, ˈres.tə.rant/ And in Japanese is resutoran (レストラン)

It will not be easy for students to remember pronunciation of new words if they do not practice.

4. The skills

In fact, listening skill, speaking skill, reading skill and writing skill are closely related. For example, a person may be good at speaking, not good at reading, but they certainly do well in listening. Because to be able to speak well, that person needs to hear and understand well, from which to give the correct answer. Besides, the ability to think sentences of writing skills is also a useful part. In order for the sentence to become fluent and sound professionally, it not only requires an understanding of the culture of the language, but also requires the speaker to know the basic grammar of the language being used.

For the question **“Which skill is difficult?”**



While the difficulty level of Japanese in each skill is almost the same, for Chinese it is different, writing skill is the most difficult for students. Some students told that they spent long time for writing Chinese but it still is not easy.

In short, the skills are complementary, so to be a professional bilingual speaker practice regularly to be able to use all skills.

5. Suggested solutions

How to learn two languages well at the same time? In my opinion, keep learning two languages or more than two languages is not difficult, it is about how to make it work and here is some solutions was suggested.

5.1. Write diary

I think early day, you can feel it take so many time and easy to feel lazy. However, keeping do it for a week, then you will get worthy results. Writing diary helps me remember grammar and i can get some new words while i write.

5.2. Reading

I think an hour per day is not too much for reading. Beginning, I start reading some conversations in only 30 minutes, try to pronounce each word and match the intonation that has been heard before. I keep doing it about 1 month and then, I can read faster and improve score. Any kind of book can help you, as long as you take the time to read.

5.3. Listening

I usually spend relax time for drama or listen to some music. When I start learning Korean, it was quite hard time for me because it is too difficult to listen what they are talking about. The sound concatenation is both similar and different from English, so I encountered many difficulties. I searched for movies or songs with subtitles and try to listen carefully. You should try.

5.4. Set goals

Unlike English, I recently learned Korean. I encountered a lot of difficulties because Korean is hieroglyphics. During the first 3 months of learning Korean, I set a goal for myself to read and pronounce the words correctly in any passage I encountered. It was not easy. After 3 months of study, I continued to set the goal of being able to communicate with Koreans basically. After that, after 6 months of studying Korean, now I can read and communicate with Korean (equivalent to TOPIK level 1b).

PART III: CONCLUTION

In learning process, I realized many difficulties to bilingual students. This study is written with the aim of clarifying the difficulties in the bilingual learning process for student of English major. Then give some suggestions to help students improve their learning efficiency. Besides, it can help teacher understand about the student's weaknesses when studying bilingual.

REFERENCES

1. Foundation of Bilingual Education And Bilingualism – Colin Baker. Clevedon, England: Multilingualism Matters, 1993. xvi + 319 pp.
2. Bilingualism and Bilingual Education: Politics, Policies and Practices in a Globalized Society - Dr. B. Gloria Guzman Johannessen
3. Ellen Bialystok, 1999
4. <http://thebilingualsystem.com/what-is-bilingualism-2/>
5. <https://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/BI.pdf>
6. <https://www.psychologytoday.com/intl/blog/radical-teaching/201211/bilingual-brains-smarter-faster>
7. https://www.huffingtonpost.ca/2012/04/02/benefits-of-being-bilingual_n_1396671.html
8. <https://www.theage.com.au/education/towards-a-bilingual-nation-20060220-ge1s86.html>
9. https://www.canr.msu.edu/news/advantages_of_a_bilingual_brain#:~:text=Bilingual%20children%20may%20have%20a,classroom%20as%20well%20as%20life.
10. <https://dictionary.cambridge.org/dictionary/english-japanese/restaurant>
11. <https://www.youtube.com/watch?v=1y1CM0Mtmps>

APPENDIX
SURVEY QUESTIONNAIRE
(for students)

This survey questionnaire is designed for the study on some difficulties encountered by second-year English majored students in learning English listening skill online at Hai Phong Management and Technology University. Your assistance in completing the following items is highly appreciated. All the information provided by you is of great use and solely for the study purpose.

Thank you very much for your cooperation.

Please put a tick (v) or write the answer where necessary. You can use English and Vietnamese language.

I. Personal information

- Class:.....
- Your gender

Male	
Female	

- Your age:.....

II. Your opinion on bilingualism of English department at Hai Phong Management and Technology University

1. Do you learn English – Chinese or English – Japanese?

English - Chinese	English - Japanese

2. Do you like the second language (Chinese/ Japanese) which you are learning at university?

Strong Disagree	Disagree	Normal	Agree	Strong Agree

3. Do you think bilingualism is important?

Strong Disagree	Disagree	Normal	Agree	Strong Agree

4. What is difficulties in learning bilingual?

Vocabulary	
Pronunciation	
Grammar	
Other	

5. Do you often have difficulty switching languages?

Strong Disagree	Disagree	Normal	Agree	Strong Agree

6. When you learn bilingualism, which skill is difficult?

Listening	Speaking	Reading	Writing

Why?.....
.....
.....

7. Do you have need of planning for bilingual learning?

Strong Disagree	Disagree	Normal	Agree	Strong Agree

8. Will you keep learning bilingual language even after graduating from university?

Strong Disagree	Disagree	Normal	Agree	Strong Agree