

VIETNAMESE

GENERAL INFORMATION

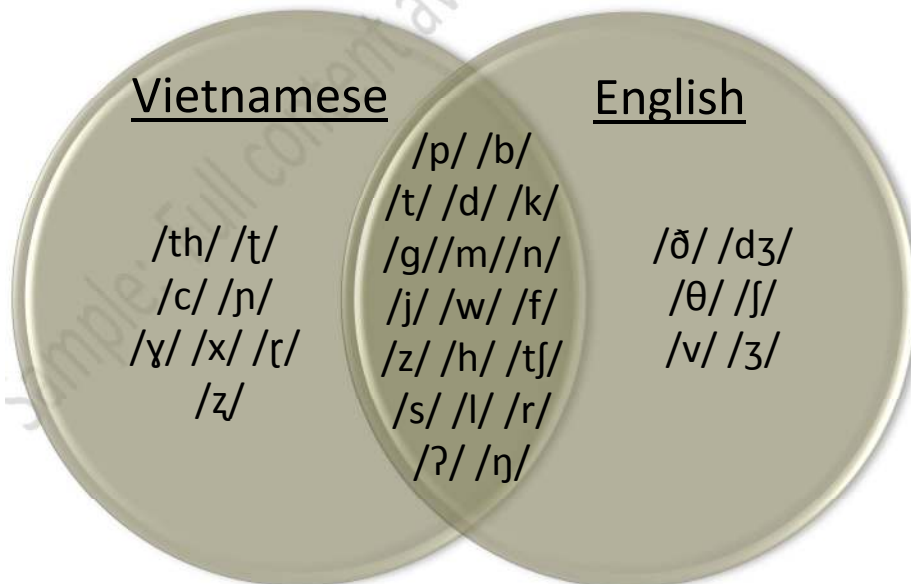
- **Number of speakers:** More than 1.5 million speakers of Vietnamese in the United States (2010 U.S. Census)
- **Writing system:** The Vietnamese alphabet (quốc ngữ) in use today is a Latin alphabet with additional diacritics for tones, and certain letters.
- **Language Family:** Austro-Asiatic—Mon-Khmer—Viet-Muong
- **Official language in:** Vietnam and among approximately 3 million people residing in other locations around the world

DEVELOPMENTAL NORMS FOR SPEECH

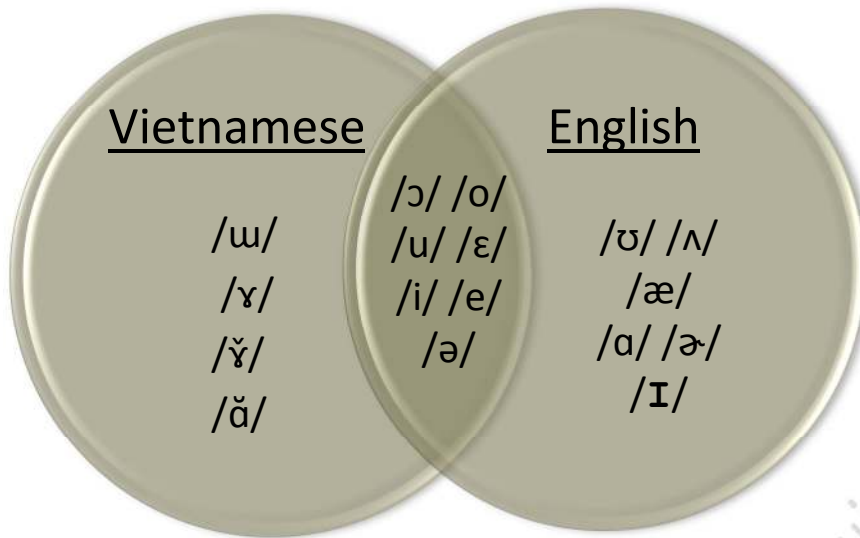
After an exhaustive search, developmental speech norms for Vietnamese could not be found.

CONTRASTIVE ANALYSIS FOR SPEECH

Venn Contrast: Vietnamese & English Consonant Phonemes



Venn Contrast: Vietnamese & English Vowel Phonemes



PHONOLOGY AND PHONOTACTICS

Second Language Influenced Error Pattern:	Example:
Voicless “th” (θ) replaced with /t/ or /s/ in all positions	thumb – tum mouth – mous
Voiced “th” (ð) replaced with /d/ or /z/ in all positions	they – dey the – dee
/v/ replaced with /b/ in all positions	very – bery
j replaced with /j/ or vice-versa in initial position	jello – yellow
/r/ distorted in all positions, often resembling a trilled /r/ in initial position	/r/ can be distorted in a variety of ways
Final consonants omitted or substituted	<u>Omissions</u> wait – way eat – ee pass – pa <u>Substitutions</u> Off – op Bad – bat Tub – tup
In Vietnamese, final consonants are voiceless stops (/t/, /k/, /p/ or nasals (/m/, /n/, /ŋ/); whereas, in English, many more consonants are allowed in this position.	
Omission or distortion of consonant clusters	didn’t – din street – seet clean – cuh-lean
Consonant clusters do not exist in Vietnamese. Vietnamese syllables are mostly CV. In English, there are a variety of consonant clusters, such as /kst/ in “mixed” and /ŋz/ in “meetings”.	

DEVELOPMENTAL NORMS FOR LANGUAGE

After an exhaustive search, developmental language norms for Vietnamese could not be found.

CONTRASTIVE ANALYSIS FOR LANGUAGE: MORPHOSYNTAX

Note: Sentences marked with an asterisk (*) are not grammatical.

<u>Feature</u>	<u>Vietnamese</u>	<u>English</u>	<u>Second Language Influenced Error</u>
Possessives	Noun + (prepositional phrase containing pronoun)	____'s (singular nouns) ____s' (plural nouns)	I took the shoe of him.*/I took his shoe.
Adjectives	Adjective follows noun	Adjective precedes noun	The ball red is deflate.*/The red ball is deflated.
Plurality	Quantifiers precede the noun	Add an /s/ to the noun	We saw three bird in tree.*/We saw three birds in the tree.
Verb tense	Context and addition of words before or after the verb convey the tense	2 forms in present tense: I eat You eat He eats We eat You all eat They eat 1 form in regular past tense: <i>-ed</i>	I am eat.*/I am eating. She eat.*/She ate. Boy read.*/The boy will read.
Question formation	Questions words are used with intonation in a subject-verb-object structure	Word order inversion or addition of <i>do</i>	Who want eat?*/Who wants to eat?
Negation	<i>No</i> precedes the verbs When the copula is used, the negation phrase "không phải" is required	<i>Not</i> comes before an auxiliary verb <i>Do</i> comes before a main verb	I no want play.*/I don't want to play It no car me.*/That is not my car

HOME CORNER

I am a speech-language pathologist, and I am thrilled to be a part of such a meaningful profession. I will also acknowledge that a substantive part of what I bring to the table is my experience growing up bi-culturally. Growing up in a small, rural town in Texas,

my school days, though impactful, felt alienating. I would put my best effort towards academic tasks. I assimilated to the task at hand, and (unintentionally) I, as a 7-seven-old, learned to discount my cultural background. There were times when I could think of a better word, a Vietnamese word (!), to best describe a situation. I would bring the best, homemade lunches to school. Alas, due to snarky comments and my own sensitivities, I, too, brought bologna sandwiches and Doritos.

Over time (and with adult perspective), I embraced and validated what my parents, immigrants from Vietnam, provided and provided and provided. My culture, *my stories*, are made up of family, food, generational hardship, and personal successes. Now, each time I walk into a room to assist with an evaluation, interpret at a meeting, or conduct therapy, I feel like I am making my parents proud. I am not only providing a resource for my clients and students, but I am able to bring something that cannot be quantified on a standardized test or IEP paperwork. And, I am ever-so-grateful for the opportunity to acknowledge and validate these life matters.

Phuong Lien-Palafox, M.S., CCC-SLP, Bilingual Speech-Language Pathologist

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