

# VIETNAMESE

## GENERAL INFORMATION

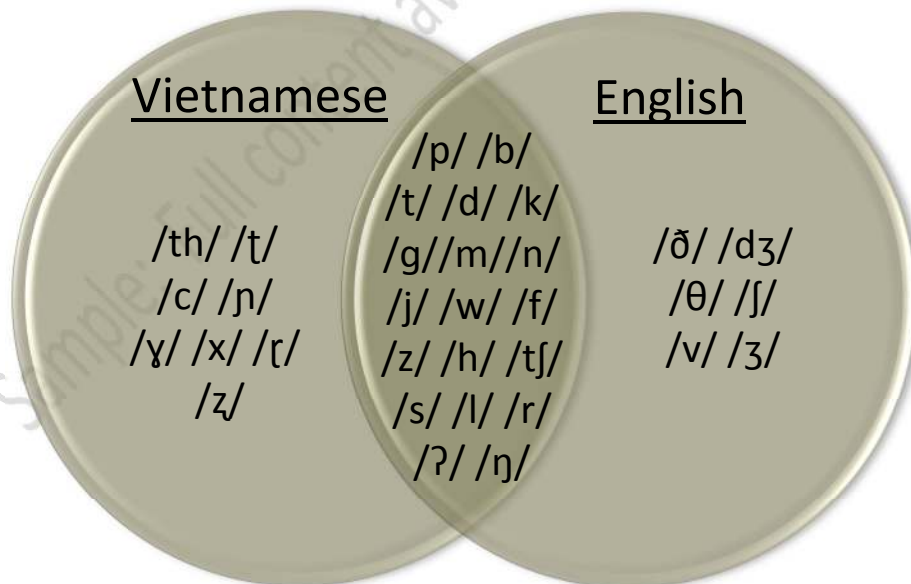
- **Number of speakers:** More than 1.5 million speakers of Vietnamese in the United States (2010 U.S. Census)
- **Writing system:** The Vietnamese alphabet (quốc ngữ) in use today is a Latin alphabet with additional diacritics for tones, and certain letters.
- **Language Family:** Austro-Asiatic—Mon-Khmer—Viet-Muong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

## DEVELOPMENTAL NORMS FOR SPEECH

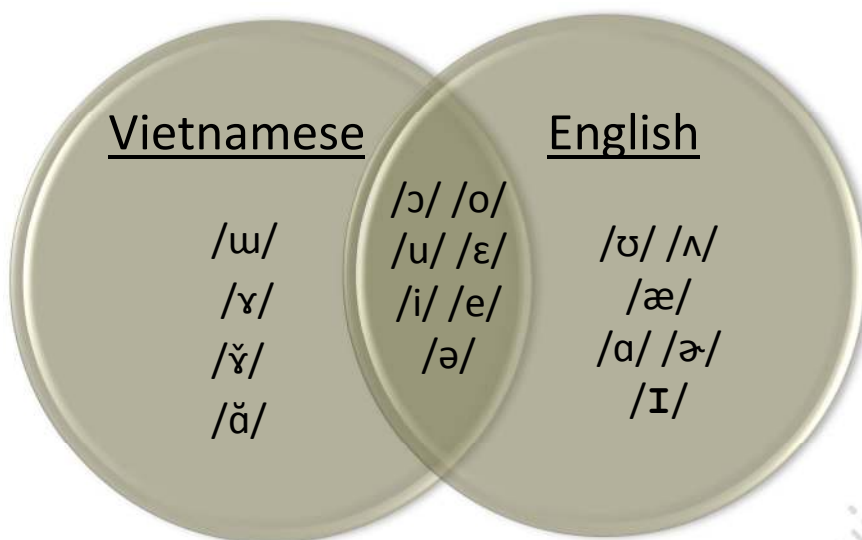
After an exhaustive search, developmental speech norms for Vietnamese could not be found.

## CONTRASTIVE ANALYSIS FOR SPEECH

### Venn Contrast: Vietnamese & English Consonant Phonemes



## Venn Contrast: Vietnamese & English Vowel Phonemes



### PHONOLOGY AND PHONOTACTICS

<b>Second Language Influenced Error Pattern:</b>	<b>Example:</b>
<b>Voiceless “th” (θ) replaced with /t/ or /s/ in all positions</b>	thumb – tum mouth – mous
<b>Voiced “th” (ð) replaced with /d/ or /z/ in all positions</b>	they – dey the – dee
<b>/v/ replaced with /b/ in all positions</b>	very – bery
<b>j replaced with /j/ or vice-versa in initial position</b>	jello – yellow
<b>/r/ distorted in all positions, often resembling a trilled /r/ in initial position</b>	/r/ can be distorted in a variety of ways
<b>Final consonants omitted or substituted</b>	<u>Omissions</u> wait – way eat – ee pass – pa <u>Substitutions</u> Off – op Bad – bat Tub – tup
<b>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.</b>	
<b>Omission or distortion of consonant clusters</b>	didn’t – din street – seet clean – cuh-lean
<b>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”.</b>	

## 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>
<b>Possessives</b>	Noun + (prepositional phrase containing pronoun)	____'s (singular nouns) ____s' (plural nouns)	I took the shoe of him.*/I took his shoe.
<b>Adjectives</b>	Adjective follows noun	Adjective precedes noun	The ball red is deflate.*/The red ball is deflated.
<b>Plurality</b>	Quantifiers precede the noun	Add an /s/ to the noun	We saw three bird in tree.*/We saw three birds in the tree.
<b>Verb tense</b>	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.
<b>Question formation</b>	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?
<b>Negation</b>	<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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