

Myth and Reality in Learning Vietnamese at a China's Border University

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Abstract

With the implementation of Belt and Road Initiative and the cooperation between China and non-Anglophone countries, less commonly taught foreign languages (LCTFL) have been valorized at many Chinese universities particularly at China's border provinces. Adopting Spolsky's language policy as a theoretical framework, this study examines language learning experiences of Vietnamese majors at a China's border province. Based on a longitudinal ethnography between October 2022 and March 2023, data were collected from semi-structured interviews with Chinese undergraduates and postgraduates majoring in Vietnamese, classroom observation, field notes and relevant written documents. Findings show that learning Vietnamese language has been discursively promoted as potential for educational upward mobility and employment project at institutional level. However, a close examination of Vietnamese majors' experiences indicates that there are a series of inconsistencies between what is discursively promoted and what is actually practiced. The ideological interplay of learning Vietnamese between institutional promises and individual practices has been unpacked in relation to social, economic and cultural factors. This study can shed lights on language policy and planning for creating a better understanding of learning and teaching LCTFL in China's border provinces.

Keywords: Vietnamese, language policy, Belt and Road Initiative, ASEAN

1. Introduction

As a developing country adjacent to Southeast Asian countries, China needs more communication and cooperation with Southeast Asian countries with great development potential. Obviously, this requires a lot of inter-disciplinary talents who can not only speak Southeast Asian languages, but also understand Southeast Asian national conditions. Therefore, the cultivation of "small language" talents has received unprecedented attention in China, especially in Yunnan, and the "small language" craze continues to heat up. The border area of Yunnan is connected with Vietnam by mountains and rivers, and is a settlement of ethnic minorities. With the construction of China-ASEAN free Trade area, the construction of China-ASEAN economic belt, and the implementation of Pan-Beibu Gulf economic cooperation, the political, economic and various aspects of Yunnan, Vietnam and ASEAN countries have become increasingly close, and its language and its language usage have become increasingly complex and diverse. With the deepening of the construction of China-ASEAN free trade area, the trade growth potential between China and ASEAN countries is huge. At the same time, Yunnan Province is actively integrating into the national policy the Belt and Road Initiative and striving to promote the construction of a radiation center for South Asia and Southeast Asia, which provides broad employment prospects for students majoring in small languages in South Asia and Southeast Asia. The Belt and Road Initiative, first proposed by Chinese leaders in September 2013, aims to deepen regional cooperation and connectivity by combining the Maritime Silk Road with the Silk Road Economic Belt. This year is 2023, and the Belt and Road Initiative has been going on for ten years. In this decade, with the deepening of the exchanges between China and Vietnam, a large number of Vietnamese professionals with solid basic skills of Vietnamese language, strong cross-cultural communication ability, as well as certain research and innovation ability are cultivated.

Based on the context and background, this study is going to explore the myth and reality in learning Vietnamese, the inconsistency between the beliefs in common and actual practice in learners' learning process. As the

theoretical significance, the research reveals the interactions and relationship between language policy, university management and language practices of language learners under the framework of Spolsky's model of doing language policy and planning (LPP) by drawing on an ethnographic paradigm. For the practical meaning, this study will give new thinking to policy makers and implementers in Vietnamese language teaching which is how to align language practice and language beliefs with language management in language policy. The study therefore can arouse attentions on the university management and teaching practices on how to empower language learners' proficiency for meeting the multi-faceted requirements of cultivating less commonly taught foreign language personnel in the context of the deeper communication between China and Vietnam.

2. Literature Review

In the study of foreign language learning, we can find an obvious point, that is, due to the dominant position of English, the study of English learning is extensive, and even has too much attention, which leads to the phenomenon of neglecting the development of other languages, especially small languages. Hu noted that when he was participating in the development of the English syllabus at various levels, he noted that the Ministry of Education used to let the English syllabus go first and then let other languages follow. In practice, these languages other than English have some difficulties, because English majors usually enter with ten years of instruction in English, while undergraduates in other languages have to start with the alphabet. Whether it is literature course or language knowledge course, English curriculum standard is not fully applicable to these language curriculum standards (Hu, 2018). Duff in his thesis, he pointed out that the majority of recent researches on language on motivation has reportedly focused on English as a target language, typically in relatively homogenous, secondary and postsecondary second language learning (Duff, 2017). Wiley and Lukes in their thesis promulgate the phenomena of English-only and standard English Ideologies in the world. From the view of language policy and language management to figure out the English dominant beliefs (Wiley & Luke, 1996). It can be seen apparently that the English dominant environment will have an impact on how we treat languages other than English.

However, since the Belt and Road Initiative was put forward in 2013, the writer has found that the research on languages other than English has increased significantly in the past ten years. Many scholars have attached great importance to the learning of small languages and pointed out the existing problems of small languages. In Wu's article, Wu Hong has studied the construction of minority languages in universities. In terms of the goal, it is pointed out that it is necessary to establish compound small language talents combining language ability training with professional training, and put forward the humanistic training of small language teachers and talents, and put forward new requirements for small language teaching materials (Wuhong, 2011). Lu Jinsong pointed out that under the background of the increasing demand for high-quality innovative small language talents, colleges and universities should change the training mode of small language talents, establish the training goal of complex small language talents, and further improve and perfect the curriculum, teaching system and teaching methods (Lu Jinsong, 2011). Li Jia also analyzed the teaching of small languages in her paper and pointed out the existing problems. In her research, she mainly took Yunnan, the border province between China and Vietnam, as the research site, and pointed out the existing problems of small language teachers, such as the limited number of senior education talents, and the overall level of teachers in the middle level (Li Jia, 2019). At the same time, Li Jia and Dong Juan analyzed the unprecedented opportunities for language teaching in Southeast Asia under the background of the new era, such as good employment prospects for students; It has language advantages in overseas study, tourism and foreign trade, etc. At the same time, it also analyzes the difficulties and challenges faced by Southeast Asian language teaching, such as the lack of teaching resources, weak teachers, heavy teaching tasks, weak scientific research ability, teachers with multiple positions (Li & Dong, 2019). So, in a word, in these ten years, the researched in small languages are emerging in endlessly under the context of globalization.

However, although the research in learning small languages these years has been promoted, the study for Vietnamese learning that can be found is limited. Among the thesis in Vietnamese, the author finds these articles mainly concentrated in the problems in promoting Vietnamese learning or more attention should be paid in Vietnamese talents cultivating. For example, from the perspective of language economics, Chen Shilei analyzed the phenomenon of "Vietnamese fever" in Guangxi Jing nationality area in his research, and pointed out that the emergence of "Vietnamese fever" has many reasons, such as ethnic, historical, economic and practical reasons (Chen, 2012). Nong Lifu reviewed the modern education cooperation between China and Vietnam, and made prospects, he pointed out that in the education cooperation between China and Vietnam, there are still the following problems in China's education, such as the weak teaching staff, teachers from both sides exchange teaching experience, some students are not clear about the purpose of learning, and have tired of learning ideas

(Nong Lifu, 2012). Su Liying analyzed the current situation of the demand for Vietnamese talents and predicted the future. Based on the exchange and cooperation between Southeast Asia and China, her article focused on the in-depth reasons for the rise in the demand for Vietnamese talents in recent years, and proposed that Vietnamese talents need not only quantity but also quality to meet the needs of the society (Su, 2008). Above the all, the study centers on the implementation or the cultivating of the Vietnamese learning. However, the papers that from the Vietnamese students are limited. Thus, in author's study, the study moves around from the perspective students, and from real experience process to discuss the myth and reality in learning Vietnamese.

The study explores the language beliefs and language practice that Vietnamese learning students possess and experience in their real learning process. By analyzing the data of interviews and the data of observations, the implementation of language policy will be showed in front of the readers. It aims to illustrate the language policy which the government or university present in society, the language belief that is influenced by the language policy, and the language practice that what Vietnamese students actually do in their learning process. In the research process, it is obvious that these three main questions are dealt with.

- (1) What are the values that have been discursively promoted by learning Vietnamese at a Chinese border university?
- (2) What are the perceptions of Chinese students learning Vietnamese language in China?
- (3) What might be the inconsistencies between discourse and reality?

3. Theoretical Framework

In the framework, this study uses Spolsky's language policy as the theoretical support. Language policy can be understood as the explicit and implicit policies used in an attempt to change the language behavior of individuals within a society (Spolsky, 2004). Basically, Spolsky diverged the language policy into three parts, the first part is language management, the second part is language belief and the third part is called language practice. Regarding the language Management, it is the first explicit and detailed account of Spolsky's work on Language Management. In fact, Spolsky introduced the term "language management" in his book *Language Policy* (2004). The author applies the concept of domain proposed by Fishman (1972) to the theory of language management, and believes that different registers have different language policies. Language management theory has three assumptions: First, language policy attempts to explain individual language choices, it is the deep reason that can influence language users for choosing languages and why learn the specific language. Second, language policy consists of language practice, language belief and language management. Third, each component of language policy can help explain language choice. For the language belief, language belief are beliefs about the value and status of a language, a language variety, or a feature. The ideology of a language or language variety originates from the status of the users, and the economic or social value of the number of users of the language or language variety which are brought by the use of the language. Language beliefs may be organized into ideologies, more elaborate combinations of the values shared by certain members of the community. The status of a variant or variety derives from how many people use it and the importance of the users, and the social and economic benefits a speaker can expect by using it. People from different communities may have different language beliefs and values. Those who values may be stigma of others because of different culture, geographical, education background. For the language practice, language practices are the observable behaviors and choices—"what people actually do" rather than "what people think should be done" (Spolsky, 2004). They are the linguistic features chosen; the variety of language used. They constitute policy to the extent that they are regular and predictable (Spolsky, 2009). To be more specific, language practices refer to what actually happens in the context. For example, what variety do people use for each of the communicative functions they recognize, what variants do they use with various interlocutors, what rules do they agree for speech and silence. (Spolsky, 2012).

In a word, according to Spolsky, language policies are constituted by three interdependent but independent elements. They are language practice, language beliefs, and language management. Among them, language practice refers to the visible language behavior and choice that we cannot really see by our eyes, that is, the language features people actually choose and the language varieties they use. Language belief refers to the views on the value and status of a language, language varieties or language features. Language management refers to the explicit ways that individuals or groups with power change language practices or beliefs of participants in a domain. Each component of language policy, both interrelated and independent, can help explain language choice. Language practice can give the explain for language learning and establish the necessary conditions for language choosing. Language beliefs is the explain for the values behind language choice. Language management can make influence for language learners and users to change their own language practices or beliefs. Here, the writer uses the language policy to illustrate the learning process of Vietnamese students, during

the whole process, language management like the government policy, language beliefs like the idea of the society, and language practice like the actual practice which students do have influence among each other.

4. Methodology

4.1 Choosing a Chinese University as the Research Cite

China, as a neighbor of Vietnam, has long embraced in-depth exchanges and contacts with Vietnam. Here, the author chooses a university in China as the research place. The university is located in Yunnan Province, a border province of China, which borders Vietnam. The choice of a university located in China and at the border of China is carefully considered by the author. Under the background of globalization, the development of majors related to non-lingua franca in small language colleges and universities has shown great vitality. At present, the major of small language in border provinces, especially in Yunnan Province, is in full swing. Under the strong support of the national and provincial Party committee and government policies, and under the favorable geographical position and diversified climate environment, Yunnan Province's efforts to develop non-common language major conforms to the development needs of The Times. Colleges and universities in Yunnan Province have made innovations not only in the establishment mode of majors, but also in the way of opening courses. This research place can not only explore the learning process of Chinese students learning Vietnamese, but also deeply study the language perception and understanding of students in the border of China and Vietnam.

The Vietnamese major in this CU (Chinese University) has 5 teachers, including 1 professor and 4 lecturers. All of the teachers have studied in well-known universities in Vietnam and have a solid professional background. In addition, every year, the Vietnamese major employs 1 to 2 senior teachers from well-known universities or research institutions in Vietnam as foreign teachers, and also invites domestic well-known experts for professional guidance. Thus, this university is typical research cite for studying the Vietnamese learning. Picking up it as our spot is a reasonable and right choice.

4.2 Participants

At this study, the writer chose eight Vietnamese major students as the participants to explore the myth and reality in their learning process. The participants which include 6 girls and 2 boys, they are 2 postgraduate students, 2 senior students and 4 freshmen. However, there are 3 freshmen who are learning Vietnamese at their first year, now they are not in Vietnamese major, they chose to change their major according to the school's policy. The observation has been conducted from the year of 2022 to the year of 2023 which lasts for the whole year. It is obvious in Vietnamese learning experience students have some changes and different choices for learning this language. During the interactions with the participants, the writer uses semi-structured interview, participant observation and online interactions to communicate with the Vietnamese students. By these ways, the dynamic changes of the students can easily be grasped by the author. The table below are the basic information about the participants.

Table 1. The basic information of participants

	Participants	Gender	Age	Language background	
Postgraduate	P1	Female	23	Chinese English	Vietnamese
	P2	Female	23	Chinese English	Vietnamese
	P3	Female	23	Chinese English	Vietnamese
The senior men	P4	Male	22	Chinese Vietnamese	English
	P5	Female	19	Chinese English	Vietnamese
The freshmen	P6	Male	18	Chinese English	Vietnamese
	P7	Female	18	Chinese Vietnamese	English
	P8	Female	18	Chinese Vietnamese	English

4.3 Data Collection and Analysis

These eight participants are chosen as the sample randomly. In order to dig out the real perceptions about the Vietnamese students, the data is mainly collected in the class where the Vietnamese students perform themselves and after class where the participants give their actual ideas about the Vietnamese learning. By using the semi-structured interview, the author made some questions to get the kinds of information about the participants. The part of the questions is below.

- (1) Do you choose the Vietnamese by yourself?
- (2) Do you have the idea of changing major?
- (3) Why you choose to change major?
- (4) What are your perceptions before learning this language?
- (5) How you face the challenges in your learning process?
- (6) What's your understanding for Vietnamese learning now?
- (7) Do you think that learning Vietnamese has impact on you? What impact?
- (8) What is the myth that you feel in learning Vietnamese?
- (9) What is the reality do you think in this language?
- (10) How do you face the inconsistency in learning Vietnamese?

By interviewing these questions, the basic information of the students in learning Vietnamese language can be easily got. The questions of these interviews were thus formulated on the basis of insights that were gained from the first phase of data collection, and the participants were asked about general language-related experiences and insights at the university from over the learning years. At the same time, their perceptions and the future choice toward this language can be also attained. After the deep analysis of the materials in the semi-conducted interviews, there are many findings as we can discuss.

5. Findings

5.1 Institutional Promises in Learning Vietnamese

With the deepening cooperation and exchanges between China and Southeast Asian countries, Southeast Asian languages are also experiencing a revival in China. Whether it is the Belt and Road Initiative (2013) or the Lancang-Mekong Cooperation (2014), small languages have received more attention and more support. Both in language management and language ideology, institutional promises in learning Vietnamese seem to be prospectus and hopeful. Under the context, two aspects which are promises in language management and language ideology will be illustrated by the author.

5.1.1 Promises in Language Management

For the part of language management, the promises in language management are based on the powerful policy preference such as the Belt and Road Initiative or the cooperation of Lancang-Mekong that caused social and economic needs in all works of life. The economic communications made the talents who have the ability of Vietnamese qualification urgently needed.

There are some quarters from the policy preaching in studying Vietnamese. The points are explicitly expressed on the websites of the Chinese official news:

The goal of the cultivation talents in 2013 (Ministry of Education):

In order to achieve the goal of expanding the scale and improving the quality of small language talents in Yunnan, Yunnan will strive to achieve 100,000 small language students in Yunnan and 20% of the total number of students learning Southeast Asian and South Asian languages in the province through three years of efforts. Yunnan's education Department will set up a leading group with an office to strengthen guidance and inspection on the training of small language talents in universities.

The preaching of the small languages needs in 2023 (China News):

On April 10, the Made in China website (hereinafter referred to as "MIC International Station") launched five new sub-language sites, namely Hindi, Thai, Turkish, Vietnamese and Indonesian, to provide local language support for Chinese suppliers. Since the launch of MIC International Station in 1998, the launch of minor language sites. Up to now, the platform has a total of 15 minor language sites, providing Chinese suppliers with rich language services and exploring potential business opportunities.

The importance of the small language cultivation in 2023 (Website of the People's Political Consultative Conference)

Promote language communication. Improving language communication ability has become an important means for countries to reduce transaction costs, promote economic development, strengthen discourse ability, enhance international influence, and promote cross-cultural communication. It is suggested to establish a working mechanism for language communication and communication under the Belt and Road Initiative, study and formulate a regional language service platform under the Belt and Road Initiative, and open up multi-level channels for language and cultural exchange. Promoting language exchanges between China and countries along the Belt and Road. Increasing the training of minority language talents under the Belt and Road Initiative

Also, the cultivation of university, institution has really increased with the policy preference and social needs preached. In the Chinese university (CU) where our research site locates the Vietnamese language is highly valued. The Vietnamese language major in the research cite focuses on the cultivation of “dual-compound” talents, that is, the cultivation of talents who combine foreign language and literature with regional and national studies. The Vietnamese major offers a complete system of language courses and humanistic quality courses for undergraduate students. In addition to the traditional courses of listening, speaking, reading, writing and translating, in addition, courses such as “Vietnamese Literature”, “Vietnamese History”, “Sino-Vietnamese Relations”, “Introduction to Linguistics”, “Selected Vietnamese Classics”, “Vietnamese Film and Television Business Card Appreciation”, “Southeast Asian History and Culture” and “Second Foreign Language” (usually English) are offered to improve students' humanistic quality. The Vietnamese major also carries out small class teaching, implements the customized training mode, and cultivates multi-skill and wide-caliber practical talents. In addition to studying in the language target country for half a year, students can also choose courses of other majors in the university on a voluntary basis, and obtain a second major degree or other certificate according to their personal learning conditions, so as to realize the specialty school-running characteristics of “two teaching platforms for professional courses at home and abroad, students” internship abroad, and employment in China and Southeast Asia”.

As we can see the preaching the promising discourse of learning Vietnamese in the public occasions whether in the university websites or in the official files are really give us the images that learning small language has great promise and prospect. Thus, our language ideology is deeply influenced by the language management.

5.1.2 Promises in Language Ideology

The short of Vietnamese talents aroused the idea that students will get high accomplishments after their learning. The Vietnamese Language major has the opportunity to cooperate with Hanoi Normal University, Hanoi National University and other Vietnamese universities to train students. It seems to be getting the chance to go abroad is so easy. As our research cite preached in the official website, it has sent four students of grade 2014, grade 2015, grade 2016 and grade 2017 to study in Vietnam. In recent years, it has maintained close contact with many well-known universities in Vietnam, exchange visits and mutual learning, go out and bring in students, creating good learning opportunities for students. The ideology in learning Vietnamese which high accomplishments can easily get is obvious. Small language means the small learning number, less competition will be existed.

What's more, the ideology in future which will get good employment in such a popular major also highly possessed. The graduates will be mainly engaged in diplomacy, foreign trade, cultural exchange, press and publication, education, scientific research, management and other work. Excellent graduates can be recommended to domestic first-class universities or our own to study for master's degree without examination. graduates will also have the chance to pass the examination to study for master's degree in higher institutions at home and abroad. The employment rate of all graduates is higher than other majors which has been recognized and praised by the society and the industry.

广西龙州县2021年招聘2名越南语专业紧缺人才简章

发布时间：2022-01-05

因我县越南语专业人才紧缺，经中共龙州县委人才工作领导小组同意，决定招聘越南语专业紧缺人才2名。

一、招聘岗位及人数

招聘岗位：龙州县外事和边境事务局外事股

岗位工作：越南语翻译

招聘人数：2人

Figure 1. The employment information

5.2 Interplay between Discourse and Practice in Learning Vietnamese

5.2.1 Actual Language Practice in Learning Vietnamese

Language practices in learning Vietnamese seems to be not the way we possess the ideology in our heart. Firstly, the concern of the quality of faculty arouses much attention. Vietnamese teachers in schools specializing in Vietnamese are relatively weak. Through literature search, the author summarizes the current situation of professors, associate professors, lecturers and teaching assistants specializing in Vietnamese in colleges and universities in Yunnan Province in the form of a table. From this, we can see that in Yunnan Province, which has a large number of contacts with Vietnamese, Vietnamese teachers are lacking and at a medium level. The number of teachers with the title of professor is only less than 2%. It can be seen that most Vietnamese teachers in junior colleges, especially those who just graduated from the school, are undergraduates and lack teaching experience.

In addition, Vietnamese learning has limited practical teaching conditions in Yunnan. Like lack of learning resources There is still a lack of good teaching materials in some subjects, especially in audio-visual speaking and writing. Students majoring in Vietnamese mainly rely on paper materials and textbooks to study, and there is a lack of domestic website materials. Although many versions of Chinese-Vietnamese and Vietnamese-Chinese dictionaries have been published, they have played a positive role in Chinese-Vietnamese teaching and students' learning. However, these dictionaries both have deficiencies: some dictionaries have no explanatory parts of speech, no example sentences, or few example sentences, and some dictionaries make mistakes. Such dictionaries are not complete. Therefore, it is necessary for experts from China and Vietnam to work together to compile an authoritative Chinese-Vietnamese and Vietnam-Chinese dictionary to serve the quality of educational cooperation and exchanges between the two countries.

Table 2. The number of teachers and students

Universities 'name		Teachers 'number			Students 'number
Yunnan Universities	Minzu	2Associate lecturers	Professors	3	100
Yunnan university		1 professor 4 lecturers			81
Yunnan university	Normal	1 professor	2 associate professors	2 lecturer	259
Yunnan University	Agricultural	1 associate lecturers	professor 2 assistants	2	130
Southwest University	Forestry	3 lecturers			141
Red River College		2 associate lecturers	professors	2	138
WenShan University		1 associate lecturers	professor 3 assistants	2	89
Kunming College	Metallurgy	1professor assistant	3 lecturers	1	149
Yunnan College of Police	Vocational of Judicial	1 lecturer 1 assistant			25
Yunnan College of Mechanical and Electrical Technology	Vocational of	1 lecturer 1 assistant			97

There are some excerpts that the author interviews the eight participants. The low expectations on learning Vietnamese language are a common characteristic among the students. The ideas of Vietnamese are so Strange for the beginners and is not fashionable like learning English also lingers out in Vietnamese learners' heart. The enthusiasm for learning Vietnamese is generally low.

I was surprised to be transferred to Vietnamese, when I knew that I was opposed to learning Vietnamese, and I didn't really want to learn it. (Interview with P6)

Now, I have changed my major to economics, and I think Vietnamese has no future, so I have been preparing since I knew I could change my major in the freshman year. (Interview with P8)

Also, through the interviews, the geographic disadvantage is a great hurdle for the Vietnamese learning students in considering the future. Due to the geographic characteristic, the central or northern part of China do not have a quantity of number of Vietnamese related jobs. Another question for the Vietnamese students is they think they are lack of profitable future; a substantial part of the reason is the payment in the future. According to our findings, the author finds that quite a few students choose to change their major. Or after graduation, taking a job that had nothing to do with Vietnamese.

My hometown is in Hubei Province, and I don't think I will work in Yunnan and Guangxi where Vietnamese is very employable after graduation. Therefore, Vietnamese is a very weak major for me. (Interview with P7)

5.2.2 The Inconsistencies in Vietnamese Learning

The exchanges and cooperation between China and Vietnam in education are getting closer and closer. However, there are also some problems that cannot be ignored, namely, inconsistency, such as poor language foundation of students, weak teaching staff, degree certification is not smooth enough.

Some colleges and secondary schools do not have sufficient teachers and teaching resources, driven by the market economic benefits, in order to attract students to study in the school, so as to open the Southeast Asian language major. At present, the author has learned that the number of students in each class in most colleges and technical schools is almost between 40 and 50, and some schools even have 60 students in each class. Such class structure is obviously not conducive to students' professional learning, and naturally the quality and ability of students are greatly restricted. In this way, a phenomenon is formed, that is, the relatively few teachers, teaching hardware facilities and teaching resources and the relatively large number of students a contradiction, such a contradiction is bound to affect the rise of the teaching quality of these schools and the improvement of the quality and ability of students.

In just a few years, the number of people learning Southeast Asian languages like Vietnamese has skyrocketed, and the number of people actually learning Vietnamese is very different from the number shown online. The true number of students is difficult to calculate accurately. This is because not only students in colleges and universities learn Southeast Asian languages, but also some students in colleges and secondary schools, and even some training schools offer short-term training. This has resulted in a situation where it seems that many people are learning Southeast Asian languages, but few are really proficient in them.

6. Conclusion

This paper focuses on exploring the myth and reality in learning Vietnamese which has inconsistencies in actual learning process. Based on the findings that is above the paper, the language management institutions in Vietnamese learning like university do have some challenges to get over. The quality of Vietnamese teachers should arouse our attention. Most of the non-common language teachers in Yunnan Province are young and middle-aged teachers, and there are fewer teachers with high professional titles. Thus, how to balance the professional title structure and improve the academic and scientific research level of young teachers are problems that need to be considered. What's more, in Vietnamese language beliefs, the procedures and institutional measures which means the language management part do have the great impact on the values and beliefs toward how people think Vietnamese learning. For the language practice in learning Vietnamese learning, it is acknowledged that the interplay of the promises is not identical with the practices that what Vietnamese students actually do and implement. These findings suggest that more attention should be paid for the actually practice in Vietnamese learning, the consistencies in management and practice should attach more importance. This study also can shed on light on the small languages learning which gives a more different perspective. In the training of minority language talents, a training mechanism of "organic connection between middle schools and universities" has been established to increase the number of minority language majors in universities. We should increase the supply of teaching resources for minority languages and publish textbook, teaching AIDS, listening materials and reading books suitable for middle school students to learn minority languages as soon as possible. At the same time, the construction of minority language teachers should be strengthened, and the teacher qualification examination for minority language majors should be set up. However, it is admitted that the paper has some limitations. First of all, the research data collection in this paper is mainly concentrated in Yunnan. Although Yunnan is a typical sample area, there is still a problem of small research scope, which the

author is trying to improve. Secondly, the sample size of the research object may not be large enough. Due to the dispersion of Vietnamese as a small language and the small total sample size, the author will also try to cover the sample of Vietnamese students in various universities at various stages for data collection. For the further study, the writer will deeply increase the scope to find the more phenomenon to supplement the limitations. What's more, to make the Vietnamese learning more reasonable, the more suggestions will be thought.

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