

Research Article

Vietnamese Language Teaching for International Students in Vietnam through Cultural Tourism Activities

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Abstract: At the present, there are many researches on Vietnamese language teaching methods for international students. However, the study on the organization of cultural tourism activities for international students as a visual teaching Vietnamese method is almost rare. This article approaches the Vietnamese language teaching for international students in Vietnam through cultural tourism activities not from the perspective of teaching language or linguistics but from the interdisciplinary research perspective. Therefore, the article has certain practical and scientific values contributing to the system of studies on teaching Vietnamese for international students in Vietnam. The article's content emphasizes the cultural messenger role of Vietnamese language teachers who directly teach and guide tours for international students in their interactions with learners. At the same time, the article also develops a process for the application of cultural tourism activities in Vietnamese language teaching to international students. The research methods used in the article include method of system-structuralism, observation method, material analysis method and interdisciplinary research approach. They will be appropriately and flexibly applied in the article to clarify the points that the topic mention.

Keywords: Vietnamese studies, cultural tourism, Vietnamese language for foreigner, teaching language methods

Introduction

In recent years, the deep integration process is a favorable condition for people in other countries to know Vietnam and come to Vietnam to learn Vietnamese. The number of Vietnamese language institutions for international students in Vietnam is increasing according to their needs to learn Vietnamese. Vietnamese language becomes an important bridge between Vietnam and the world. It is a means to help international students understand the country and people of Vietnam more, expand Vietnam's international cooperation opportunities, strengthen Vietnam's influence on the international arena. From here, cultural exchanges, contacts and transitions between Vietnam and countries in and outside the region have also become profound with new and somewhat more complex aspects.

Methods of Vietnamese language teaching to international students are varied depending on actual conditions of each teaching institution as well as the ability and qualifications of teachers. The methods of teaching Vietnamese for international students vary depending on the actual conditions of each teaching unit as well as the abilities and qualifications of the teachers. Types of Vietnamese teaching methods for foreigners can be divided into two groups: (1) traditional group includes methods such as teaching through translation of readings, writing exercises, students's repetition follow teacher...; (2) visual group includes methods such as reflecting, questioning, teaching by pictures, by short films, by real situations re-enacted in classroom... An effective Vietnamese language teaching method requires three basic conditions: teacher's communication ability, ability to take lessons from learner and interaction between teacher and learner. The form of integrating teaching Vietnamese into practical cultural tours is a new approach in Vietnamese language teaching to international students as a foreign language. This is a combination of two groups of teaching methods and requires all three basic conditions as presented. It provides many benefits for both learners and teachers. The article approaches the Vietnamese language teaching to international students by cultural tourism activities in Vietnam from a cultural perspective. The results of our research have initially suggested an interdisciplinary research approach (teaching methods, tourism studies and cultural studies) in Vietnamese studies.

1. Theoretical Basis

1.1. Overview of research situation

In recent years in Vietnam, there have been many national and international conferences on Vietnamese studies and Vietnamese language teaching organized. The number of research articles on teaching Vietnamese methods for international students is also quite a lot. In the topic's coverage, some articles can be mentioned as "Some basic features of teaching and expansion vocabulary for students" by Tran Thi Minh Gioi, "Some thoughts on how to teach speaking Vietnamese for foreigners" by Nguyen Thi Hue printed in *Vietnamese language and Vietnamese studies for foreigners* (2003); "Using intermediate language in the process of teaching Vietnamese to foreigners" by Luu Tuan Anh, "Teaching Vietnamese as content or means" by Dinh Lu Giang, "Using images as a means of teaching Vietnamese as a foreign language" by Nguyen Thi Hue printed in *Study and teaching Vietnamese studies for foreigners* (2007); "Applying visual methods in Vietnamese language teaching for foreigners textbook" by Bui Thi Phuong Chi, "Communication grammar – application to teaching languages" by Nguyen Thi Thanh Truc & Luu Tuan Anh printed

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in *Collection of Vietnamese studies* (2013); "Overview of Callan reflex method - application to teach Vietnamese as a foreign language" by Vo Thi Ngoc An printed in *Teaching, study Vietnamese studies and Vietnamese language - Theory and practical issues* (2015)...

The above mentioned articles mainly focus on 3 aspects: (1) teaching Vietnamese as a foreign language, (2) methods of teaching Vietnamese skills, (3) applying methods (mainly visual) in teaching Vietnamese to international students. In general, articles and researches on Vietnamese language teaching by actual tourism activities are almost rare. This research considers cultural tourism as an mediate means and Vietnamese language teaching by cultural tourism activities as an effective method to teach Vietnamese language to international students. This article highlights the connection and organization roles of Vietnamese language teacher, aims to teach Vietnamese language to international students through direct contact with cultural values in tourism activities. This is a scientific and practical approach in Vietnamese language teaching for international students in the current integration period.

1.2. Research methods of this article

The main research methods used in the article are: method of structuralism, observation method, material analysis method and interdisciplinary research approach.

Method of structuralism allows searching and raising models of methods of Vietnamese language teaching to international students by cultural tourism activities, collecting and analyzing initial informations, outlining appropriate criteria, determine the optimal structure of overall teaching process. This method considers teaching Vietnamese to international students is a system, in which teaching by cultural tourism activities as a module is linked to other teaching language methods. Vietnamese language teaching to international students by cultural tourism activities itself is a system of many closely constituted components. Those are people (teachers - Vietnamese teachers, recipients – international students, local communities at tourist sites), lectures's content, study programs, tour programs, places (Vietnamese language institutions, tourist destinations, accommodation, eating places), units (travel companies, local authorities where tourism activities take place)... Each element is a system made up of smaller elements. This method sheds light on the internal structure of components, their characteristics and dialectical relationships in the organization system of Vietnamese language teaching to international students by cultural tourism activities. In particular, people are an important link to help teaching work to be continuously and effectively operated.

Observation method is used in the article to study aspects of Vietnamese language teaching to international students by cultural tourism in a more specific, profound and objective way. The observed object of the article is: (1) international students that the authors have directly taught and guided tours; (2) tourist destinations where the authors have directly worked, experienced and known. Through the actual penetration and observation process, this article identifies the effectiveness of application of cultural tourism activities, the importance of human factors and the necessary characteristics in Vietnamese language teaching activities by tourism to international students.

Material analysis method is conducted on the available secondary materials (books, articles on specialized books and journals, articles on the Internet) with content related to this article's topic. This method supports the first stage of processing materials for the topic, creating high efficiency in reading, collecting informations and processing that information into a complete system in accordance with the content that the topic needs to achieve. On the basis of acquiring and inheriting research points from these materials, the article identifies the theoretical basis, realizes the research objectives and tasks of Vietnamese language teaching to international students by cultural tourism activities.

In addition, to highlight the arguments that need to be demonstrated, interdisciplinary research approach is also applied in the article integrating knowledge and research methods of relevant scientific specializations such as cultural studies, tourism studies, language teaching methods, cultural management, linguistics, ethnology, sociology, psychology... The study of combining Vietnamese language teaching, culture and tourism is the new point of the article compared to other researchs on teaching Vietnamese for foreigners as a foreign language.

2. The Process of Method of Applying Cultural Tourism Activities In Vietnamese Language Teaching For International Students

2.1. The concept of cultural tourism

Cultural tourism is a type of tourism that incorporates tourism activities with traveller's understanding, experience, discovering cultural values that are attractive in the destinations through local material and spiritual heritage. Huynh Quoc Thang (2015) wrote: "Cultural tourism is tourism based on tourism programs and products that mainly exploit cultural values and types such as relics, festivals, arts, beliefs, religions, cuisine... to create conditions for tourists to learn and discover civilizations, culture of ethnic groups, localities and regions..." (p.290). Cultural tourism activities are built on the basis of using destinations's available cultural resources, bringing practical benefits to localities, nations and peoples. In Point 17, Article 3 in Chapter I of Vietnam Law on tourism in 2017 explains cultural tourism "is a form of tourism that is developed on the basis of the use of cultural values which contribute to the preservation and upholding of traditional cultural values and respect for new cultural values of mankind" (Vietnam National Assembly 2018, line 45).

Vietnam is a country rich in cultural traditions and identities, cultural resources are considered key in developing tourism activities. In Point 2, Article 15, Section 1 in Chapter III of Vietnam Law on tourism in 2017 generalizes cultural tourism resources "include cultural, historical, revolutionary, archaeological, and architectural relics; traditional cultural values; festivals, folk literature and other cultural values; creative works by human beings which can be used for tourism purposes" (Vietnam National Assembly 2018, line 195). The cultural values system in Vietnam is a solid foundation to design attractive destinations for Vietnamese language teaching programs through tourism activities that contain high cultural content. It can be said that all the

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places that have cultural resources in Vietnam are places where it is possible to carry out Vietnamese language programs through cultural tourism activities.

2.2. The meaning of teaching Vietnamese language by cultural tourism activities

Based on the purpose of learning Vietnamese language and traveling, international students can be divided into three groups: (1) main purpose is to travel, (2) main purpose is to study Vietnamese language, (3) traveling and learning Vietnamese language. Group 3 is the group that has the purposes most suitable to the research content of this article, but activity level of two purposes may vary depending on the conditions and aspirations of each person. People in group 1 have the main purpose of traveling, but they may still have the desire to learn Vietnamese language. The need to learn Vietnamese language in this group is secondary. People in group 2 have the main purpose of learning Vietnamese language, but if they live in Vietnam for a long time, they may also need to travel in the process of living. The need to travel in this group is secondary. All three groups are likely to have the need to learn Vietnamese language and to travel, if Vietnamese language teaching institutions understand this, there should be specific organizational plans and effective promotion strategies to attract international students to learn Vietnamese language. This will make the difference of the teaching institutions compared to those where merely teaching Vietnamese language and compared to travel companies.

Teaching Vietnamese language to international students by cultural tourism activities should be of interest and should be included in the specific application. There are 5 important effects of this combination. The first is about registration. Students do not need to register hard separately two activities (study and travel) in 2 different places but only need to focus on one place (Vietnamese teaching institution). This institution is responsible for ensuring to organize two activities effectively. The second is about experience. "Cultural tourism has the main purpose of improving knowledge for individuals, this tourism form satisfies the desire for knowledge and the desire to improve culture through travel to strange places to learn and research history, architecture, economy, social regime, life and customs of the tourism country" (Nguyen Minh Tue, Vu Tuan Canh, Le Thong, Pham Xuan Hau & Nguyen Kim Hong, 1999, p.101). The combination of learning Vietnamese language with cultural tourism activities will meet the needs of many foreigners, giving them new and practical experiences. Students will be able to practice communicating in Vietnamese language, visit and practice cultural dialogues with the living environment of local residents, feel and enjoy the beauty of Vietnamese language from the beauty of Vietnamese life through cultural tourism destinations. From here makes their Vietnamese language learning flourish.

The third is about improving the capacity and knowledge of teachers and learners. Teachers themselves must always improve their knowledge of the regions where Vietnamese language teaching activities are organized. At the same time, it is necessary to cultivate more knowledge about regional dialects there to have the best adaptation when students come here to study, minimize cultural shock situation from students, if so, teachers must be brave enough to solve these cases. In teaching - learning Vietnamese language for foreigners, "social communication is considered an important goal. The general tendency of traditional methods to see communication goal is to master the grammatical structure and vocabulary of the target language" (Nguyen Thi Thanh Truc & Luu Tuan Anh, 2013, p.538). Meanwhile, learning Vietnamese language through cultural tourism activities will focus on the social communication capacity of learners such as how they use language rules to express and reflect in reality communication. This learning method will open to students many new and interesting things from the Vietnamese actual living environment. The visual sounds and images, the direct interaction with the indigenous people's living environment will create deeper impressions on the students than the Vietnamese language learning activities in class. These impressions have the effect of increasing the ability to memorize, help to understand clearly and increase the love of Vietnam in the students. The fourth is about brand and revenue of teaching institutions. It is the difference in teaching Vietnamese language with cultural tourism activities that will create the brand of teaching institutions. Whether the brand is sustainable depends on the ability of the teaching institutions to maintain and develop this Vietnamese language teaching method. The success of teaching activities will help increase international students's confidence and loyalty. They will be effective promotional channels for training institutions in general, teachers who teach them in particular to other foreigners who are or are about to learn Vietnamese in combination with tourism. These moves are directly or indirectly generating revenue that helps increase the revenue for training institutions.

The fifth is about promoting Vietnamese culture, increasing national pride and improving people's life quality. "The demand for learning Vietnamese language of foreigners who are studying, doing business and living in Vietnam is growing. For the effort to expand cultural exchanges and promote national culture with international friends, this is a happy fact" (Dao Dong Dien, 2016, p.104). The form of teaching Vietnamese language by cultural tourism activities will help promote international students the images of Vietnam country and people, through the enhancement of understanding among peoples will help increase the friendship between nations. "Tourism is more than just a form of normal entertainment, it also has a much deeper meaning. It expresses the cultural identity, people's spiritual life and is oriented for a modern world" (Trinh Le Anh, 2017, p.31). Vietnamese language class for international students on trips is a miniature international environment, students are representatives of countries outside Vietnam. They will be the channel to promote Vietnam to the world, at least to their countries. This method also helps increase national pride of the teaching staff, of the local communities where international students come. It helps promote good local values, raises community awareness in protecting and responding to changes from integration process. The economic side of those localities has also gradually changed depending on the number of international students coming here. People's lives are improved from having more jobs and increasing income quickly.

2.3. Developing procedures for the method of teaching Vietnamese language for international students by cultural tourism activities

Applying cultural tourism activities to teach Vietnamese language to international students is a type of thinking method by direct interaction with the tourism Vietnamese language environment in order to search, simulate or establish sentence structures, vocabulary, communication methods in Vietnamese as a foreign language of the objects of thought are foreigners. In which, the subjects that organize and carry out activities are Vietnamese language teaching institutions and teachers, the receiving objects are international students, the space to organize learning Vietnamese language is the destinations or tourism localities outside the place where Vietnamese language institutions are located, the time of teaching activities lasts from 1 session (for near destinations) to several days (for long trips, or studying programs with many sessions), the goal of the curriculums is to achieve highest efficiency in teaching Vietnamese language for foreigners. In the scope of this article, we try to develop a process for the method of application cultural tourism activities to teach Vietnamese language for international students that includes the steps in the diagram below (Figure 1). Tours and tourism activities for teaching work will be organized by teaching institutions or teachers themselves.

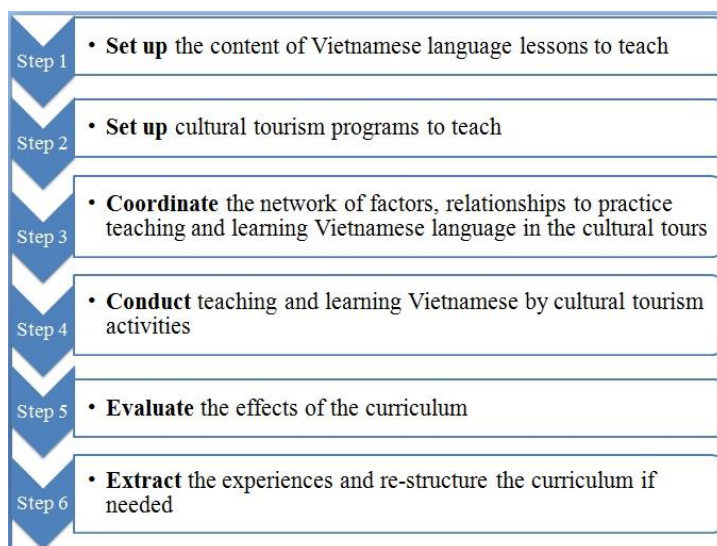


Figure 1: Procedures for the method of application cultural tourism activities to teach Vietnamese language for international students (Luu Tuan Anh, 2019)

Step 1: Set up the content of Vietnamese language lessons to teach. If teaching in flexible ways, which means that depending on the specific situations that teachers will improvise, still need to prepare the most basic contents to guide the whole process of teaching Vietnamese language to international students in cultural tours. cultural tourism. In this step, teachers will prepare the content of lectures (words, sentences, dialogues, grammar points, exercises) based on level of students, topics to be conveyed, tourist destinations, those that students will be exposed to (including people and materials)... Teachers can proceed to print documents, then hand out them to students for reference before or during the tours. In addition, teachers can prepare additional facilities to support teaching such as images, maps.

Step 2: Set up cultural tourism programs to teach. If tour programs are self-designed by teachers, this stage requires teachers to have in-depth knowledge of destinations's routes, including travel time, travel transports between destinations, characteristics of tourist destinations (products, cultural heritages, cultural-social characteristics, economic conditions, natural conditions)... This program must have basic elements: lessons content, transportation, routes, destinations, specific time (of moving, studying organization), study location, dining location, accommodation. It is not recommended to choose to teach Vietnamese language as a tourist destination is too difficult or too far to reach.

Students are the main target of the curriculum, meaning that the curriculum should be designed in accordance with their actual standards, requirements and conditions. Teaching institutions or teachers cannot force them to follow designed curriculums. There are 2 ways to design a cultural tourism program to teach Vietnamese language: (1) from practical experiences in management and teaching, teaching institutions will design tourism programs, then conduct to promote on the information channels so that appropriate students can come to register; (2) teaching institutions are based on the actual situation of their students (Vietnamese language ability, age, desire to study, economic conditions, time...) to build tourism programs for teaching. The establishment of destinations in the program and the establishment of Vietnamese content to teach can be the premise of each other. Teachers can build cultural tourism programs from the prepared syllabus and lecture contents. In contrast, teachers can also rely on the existing cultural tourism programs to build the contents of lecture. The sequential order of these two tasks is arranged depending on actual capacity of teachers and teaching's purpose.

Step 3: Coordinate the network of factors, relationships to practice teaching and learning Vietnamese language in cultural tours. Teachers and teaching institutions need to closely contact with the stakeholders in the program to have specific and effective organizational plans for the teaching activities in tours. Stakeholders include: local authorities, local community of destinations, restaurants, hotels, transportation units. In particular, especially the role of the local communities. Their participation, consensus or support in Vietnamese language teaching activities in localities will be highly effective for the curriculums. In addition, teachers must know how to integrate all existing learning facilities (learning materials, local visual environment, information channels from sources...) to serve the most convenient teaching work.

Step 4: Conducting Vietnamese language teaching and learning by cultural tourism activities. Teachers carry out the teaching Vietnamese language through tourism activities for international students. International students study and practice Vietnamese skills under the guidance of teachers.

Step 5: Evaluate the effects of curriculums. Evaluation criteria include: level of Vietnamese language used by students after the end of the cultural tours (teachers evaluate), curriculum (teachers evaluate), study programs (students evaluate through 4 basic elements according to the diagram of Figure 2), Vietnamese language ability of students in the activities at the destinations (if any, local communities review). From the results obtained through evaluation channels (can use questionnaires or tests, direct assessments), Vietnamese teachers and teaching institutions will have the correct conclusions about the effectiveness of education programs. Teaching institutions build scale of assessments and effectiveness of the whole program based on the teaching objectives. The scale and the evaluation criteria should be identical to the students and student's countries. However, it may depend on differences in capacity, culture, socio-economic conditions of the national groups of students, curriculums will be different and the evaluation criteria will be specific or general.

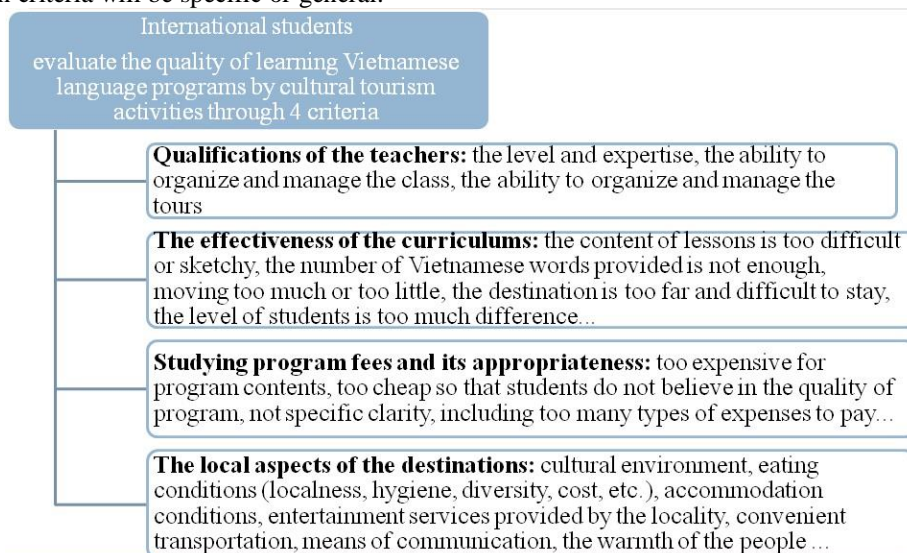


Figure 2: Evaluation criteria of international students for the Vietnamese language teaching programs by cultural tourism activities (Luu Tuan Anh, 2019)

Step 6: Extract the experiences and re-structure curriculums if necessary. From assessment results, teachers and teaching institutions will draw shortcomings in the aspects of curriculums. Since then, the program has been restructured for the following Vietnamese classes.

"Globalization is a term that people often refer to when talking about integration beyond the borders of the territory. It makes people have to choose either to integrate to develop together or to stand alone to become obsolete and eliminated. If they want to develop, then they have to change, transform what is fundamental and inside of their country to better suit the diverse trend in process of globalization" (Luu Tuan Anh, 2017, p.21). Currently, Vietnamese language teaching for foreigners in Vietnam needs to change, more and more diverse in approach methods, how to proceed to be able to integrate well into the globalization trend in the world. "Learning language is now recognized as the process of exploring the ability to use language in accordance with specific communication situations" (Nguyen Thi Thanh Truc & Luu Tuan Anh, 2013, p.542). The method of teaching Vietnamese language with cultural tourism activities proposed here is one of the improvements that need to be studied extensively for widespread use. This method enhances the role of communication activities of international students, while contributing to complete the content of teaching - learning Vietnamese theory in the direction of communication.

3. The Requirements and Roles of Teachers in Teaching Vietnamese Language to International Students Through Cultural Tourism Activities

3.1. Requirements for teachers

In terms of personality, teachers who teach Vietnamese language to foreigners by cultural tourism activities need to have characteristics such as dynamic, enthusiastic, creative, patient, hard-working, flexible and able to accept the strangers. These personalities will create successful teachers who teach Vietnamese language for foreigners. In terms of competence, teachers need to have abilities such as: (1) organize cultural tours (design, administration, tour guide, teambuilding organization); (2) teach Vietnamese language in the environment outside classroom with a lot of pressure and change; (3) be able to combine both tourism and teaching activities smoothly; (4) work as a team (with other teachers, local people or students) and work independently; (5) highly adaptive to differences. Teachers in the teaching programs must be willing to respond to unexpected surprises from natural conditions (topography, weather) and local community's living environment (cultural differences). These differences can affect learners's mentality and health, such as learners feeling insecure with the different personalities of the local people, they are not familiar with the local cuisine, suffer from intestinal diseases, flu because of heatstroke... Under these circumstances, teachers must be calm to find the best solution to problems, if necessary, to coordinate with local people, even with local authorities to quickly resolve any problems that arise during the trips.

In addition to personality and ability, knowledge is also another important requirement of Vietnamese language teachers in cultural tours. Teachers need to have knowledge of Vietnamese language (linguistics), regional and regional culture in Vietnam (geography - culture - social life), teaching methods and ways of organizing tours (method). In addition, there are other requirements for Vietnamese language teachers in tourism programs, such as it is necessary to have time and health to conduct teaching activities (in one session, one day or more per day), know how to use technology to support teaching process, know how to cook in some difficult cases in organizing meals for learners, knowledgeable about health care...

The above four aspects need to be on the teachers in the process of applying cultural tourism activities to teach Vietnamese language for international students can be generalized with the diagram below (Figure 3). These four aspects will be linked and complement each other in the works of organizing and implementing the curriculum, to help them develop the most of their effort to make the curriculums as effective as expected.

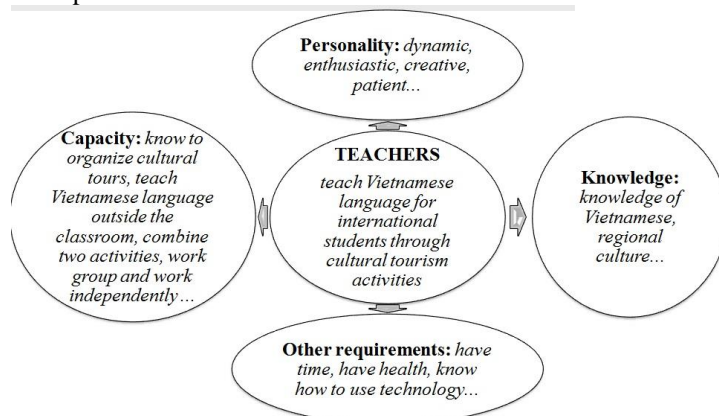


Figure 3: Required aspects of Vietnamese language teachers for foreigners by cultural tours (Luu Tuan Anh, 2019)

3.2. The role of operation and connection in the activities of Vietnamese teachers

In teaching Vietnamese language to foreigners by tourism activities, teachers are the persons who organize teaching activities, guide, manage and even organize tours (in the case of not buying tours from travel companies) for students. It can be said that teachers play a crucial role in teaching Vietnamese language to foreigners by tourism. Teachers organize lectures including tasks such as selecting vocabulary, constructing sentences, dialogue texts and presentations in Vietnamese. The content of lectures is closely related to the routes, tourism destinations, heritage and cultural products, the lives of local people. An example such as teaching *chợ nổi* (floating market) vocabulary in classroom, teacher can let students look up dictionary, use gestures to describe, let students see pictures or watch short videos about the floating market... These methods can help students quickly understand the word *chợ nổi* to apply in practice. Thus, on purpose, teacher have succeeded in communicating what they want to teach. However, in floating markets, if teachers let students immerse themselves in practical tourism activities, the effectiveness of learning *chợ nổi* word will be more practical. Advantage of this teaching method is the vivid visual images and sounds of floating markets that help students comprehend the meaning of words and sentences more clearly and deeply. For example, when coming to Cai Rang floating market in Can Tho, students are immersed in the floating market scene, seeing the living and trading scene on the river, listening to Vietnamese communication among local people here (although students cannot understand all)... These visual images and sounds have two effects: (1) creating motivation and excitement for students to learn and remember the floating market over other methods in the classroom, (2) students apply correctly *chợ nổi* word to actual communication.

The process of receiving *chợ nổi* of foreign students is described in detail through the following diagram (Figure 4). In this process, teacher plays a role to connect throughout activities. First, teacher will organize for students to visit floating markets with boats, motorboats... During this period, students will experience the floating market scene through the senses: hearing (seeing the scene of trading, living, traded products on the river), sight (listening to sounds of selling, exchanging of local people, sound of boats running, sound of water rippling...), touch and taste (sitting on boats, eating specialty fruits, drinking sips of sweet coconut water... trading on the river). Teachers will teach students to speak words and sentences (short to long) related to floating market. The number of words and sentences taught is not too much, not too complicated for students to easily memorize and apply. Teachers repeat these words and sentences many times during the floating market tour, their level of difficulty increases gradually. For example, teachers can teach the words such as: *chợ market*, *sông river*, *chợ nổi floating market*, *tàu ship*, *trái cây fruit* (dừa coconut, bưởi grapefruit, sầu riêng durian, chôm chôm rambutan...), *mua buy*, *bán sell*, *trả giá bargain*... Some sentences may suggest:

- *Chợ Nổi đẹp quá/ có đông người buôn bán/ rộng/ có nhiều loại trái cây*
Floating market is too beautiful/ there are crowded traders/ wide/ there are many kinds of fruit
- *Sông có gió mát/ nhỏ/ có nhiều tàu đang chạy*
The river has cool wind/ small/ there are many ships running
- *Chị ơi, đây là trái cây gì vậy ạ? Trái này bao nhiêu tiền hả chị?*
Dear sister, what is this fruit? How much is this fruit?
- *Kia là con tàu/ những người bán/ trái cây/ những đứa trẻ đang chơi đùa.*
That is the ship/ the sellers/ the fruit/ the children playing

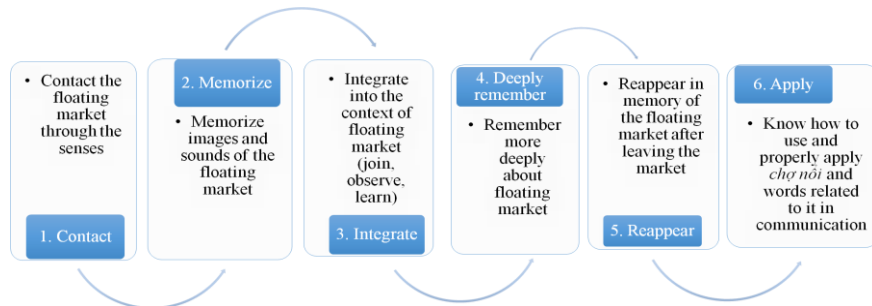


Figure 4: Diagram of the process of receiving chợ nổi (floating market) vocabulary of international students when traveling in the floating market (Luu Tuan Anh, 2019)

Teachers have 3 ways to design Vietnamese lessons for foreign students in cultural tours: (1) teachers will prepare lessons before arriving at tourist destination, during the field trip, teachers impose students in those prepared sentences. Teachers can type on papers and give them to students so that they can practice them, which can be added to English or learner's languages so that they can follow them easily. These materials can help students learn more at home at the end of tours. This design of lectures requires teachers to be knowledgeable about the destinations so that lessons's content can be appropriate. However, it is also somewhat rigid, forcing both teachers and learners to enter within a predetermined framework, which will only be appropriate when placed in a classroom environment with less frequent fluctuations and changes. (2) Teachers will base on the process of guiding students to practice, depending on capacity and level of interest of each student that directly design lectures to teach them. This way works differently on 2 different objects. For active, quick and eager learners, this is an appropriate way to stimulate their Vietnamese language ability. They will actively take notes, record what the teacher says, then go home to listen or review, use dictionary to understand what teacher has conveyed. This learning way helps them remember and understand Vietnamese vocabulary, sentences and grammar. For older, passive learners, they are frustrated because they cannot keep up with what teachers communicate. They will express themselves without cooperating with teacher in response to this way of learning, such as leaving other place, talking privately, still listening but seeming uncomfortable, asking teacher to say more times that interfere with the teacher's communication... In these cases, teachers need to be observant, quickly grasp learners's psychology to have appropriate behaviors and communication ways with the group of students or each subject for them to achieve high efficiency in Vietnamese language learning activities by tours. This requires teachers to have high levels of control in order to avoid creating distractions, not concentrating on students, so that it is difficult for them to remember what the teachers teach after leaving destinations. (3) Teachers skillfully combine both ways to teach, that is, preparing the lesson while being flexible in the lessons depending on the actual communication situation. This is probably the best way to teach Vietnamese to international students in real tourist environments. Teachers must spend more effort to work, but its efficiency will be better.

In order to apply the methods of organizing lectures as mentioned above, Vietnamese language teachers must not only be good at their professional skills but also have ability to organize and manage teaching in tours. Before and after arriving at tourist destinations, teachers should have short presentations in Vietnamese to briefly introduce regional cultural characteristics, local people's living context, historical and cultural values of heritages at tourist destinations. From here, students will have a panoramic view of where they came from, initially stimulating their interest and desire to learn about those places. This has a useful impact on students' recognition process when teachers teach them in tours. Teachers themselves are now performing the function of professional tour guides: organizing, managing and operating tours. Ways of preparing presentations at tourist destinations are similar to the three ways to prepare the teachers' lecture mentioned above.

4. Conclusion

Vietnam today has affirmed its position in the region and the world. Foreigners come to Vietnam for many purposes through activities, most of them have 2 common needs to travel and to learn Vietnamese right in Vietnam. Combining both Vietnamese learning and traveling activities will attract a large number of students to seek teaching institutions. They do not need to worry about many things, do not need to spend too much time and can still satisfy those two life's goals. Any Vietnamese teaching institution that effectively builds Vietnamese language teaching programs in this type of combination will make differences, these differences will help create the brand for those teaching institutions.

Currently, some Vietnamese teaching institutions are also aware of the benefits of combining both teaching and tourism activities, but most of them just stop at organizing sightseeing tours for foreign students to understand more about Vietnamese culture and people as a small part in international exchange programs. If considering the practical application of cultural tourism activities to teach Vietnamese language to foreigners is a method with a specific process as described above, this is a new contribution to the system of methods of teaching Vietnamese as a foreign language in Vietnam in particular, the countries where teaching Vietnamese language and Vietnamese studies in general.

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