



Developing Vietnamese Competency for Chinese Ethnic Pupils of Primary Schools in District 5, Ho Chi Minh City

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DEVELOPING VIETNAMESE COMPETENCY FOR CHINESE ETHNIC PUPILS OF PRIMARY SCHOOL IN DISTRICT 5, HO CHI MINH CITY

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Abstract: *Topic "Developing Vietnamese competency for Chinese ethnic pupils of primary schools in District 5, Ho Chi Minh City" is an important topic that deserves to be researched for educational innovation towards the development of Vietnamese capacity today. In order to implement this project, we used survey, statistics, classification,... based on the practical situation of Chinese ethnic primary pupils who are living in District 5 of Ho Chi Minh City, we proceeded to enumerate, describe, analyze and synthesize cultural conditions and characteristics expressed in these pupils' ability to learn Vietnamese. Hence,, we offer appropriate teaching and learning methods for each subject with specific content suitable to improve their using Vietnamese ability in this area during the period of our country's development.*

Keywords: capacity development, Vietnamese capacity development, Chinese ethnic pupils, Chinese ethnic pupils of primary school, etc.

1. Introduction

According to the Decision No. 2005/QĐ-BGDĐT dated August 15, 2016 of the Ministry of Education and Training on the Issuance of the Plan for Implementation of the Project "Strengthening Vietnamese language preparation for preschool children and elementary students in ethnic minority-dominated regions and areas during the period of 2016-2020, orientation to 2025" with the aim of "Organizing the implementation of the Project's quality and effectiveness in accordance with the objectives and tasks of the Project in order to raise the quality of standard enhancement. Vietnamese language skills for preschool children, primary school students of ethnic minorities; contribute to improving the quality of education, increasing the readiness for ethnic minority preschool children to go to primary school; improve the quality of general education in ethnic minority areas. And the implementation of the Project ensures efficiency, practicality, mobilizes resources to participate" [6], we offer suggestions on "Developing Vietnamese competency for Chinese ethnic pupils of primary schools in District 5, Ho Chi Minh City" to make a major contribution to the improvement of Vietnamese language ability.

2. Rationale

2.1. Concept of student capacity

According to the Comprehensive General Education Program attached to the Minister of Education and Training's Circular No. 32/2018/ TT-BGDĐT dated December 26, 2018, it clearly explained the general capacity of the school: "Capacity is an individual attribute formed and developed thanks to the available qualities and the process of learning and training, allowing people to mobilize a combination of knowledge, skills and personal

attributes. other interests, beliefs, wills, ... successful implementation of a certain type of activity, achieving desired results in specific conditions" [7]. And author Nguyen Minh Thuyet also said that "Capacity is a combination of existing qualities and learning and training process of learners; Competence is the result of mobilizing a combination of knowledge, skills and other personal attributes such as interest, belief, will, ...; Capacity is formed and developed through activities and shown in success in practical activities" [7].

About regarding the linguistic competence of students, in section IX, section 4. Requirements about the specific competency of students of the general education program issued together with Circular No. 32/2018/TT- The Minister of Education and Training dated December 26, 2018 of the Minister of Education and Training, affirmed, "Students' linguistic competence includes their ability to use Vietnamese and the ability to use foreign languages; Each competency is expressed through activities: listening, speaking, reading and writing. The required language competency for students of each class and grade is specified in the Language Arts program and the Foreign Language curriculum and is implemented in all subjects, educational activities, consistent with the characteristics of each subject and educational activity, in which Literature and Foreign Language are the mainstream" [8].

The new General Education Program emphasizes students' core competencies which are common competencies formed and developed through students' educational activities in all subjects and activities such as creative thinking practices, autonomous learning ability, communicative and cooperative ability, problem-solving and creative thinking skills.

2.2. Chinese ethnic in Vietnam

According to the Vietnamese Wikipedia Dictionary [11] as follows: Chinese in Vietnam are called Chinese ethnic-Vietnamese to avoid controversial terms and discriminatory attitudes (Chinese living in Vietnam hate being called Vietnamese for many reasons). In the past, grandparents used to call Chinese living in Vietnam a "Cắc chú" to read the camp from the word "các chú" because Chinese were not recognized as residents but only temporary residents, also known as "chêch" from the word "Thúc" [叔] in Chaozhou, which means uncle, relative nouns (uncle, aunt,...). Besides, the nouns "Chinese ethnic" or "Ba Tàu" is also called because they often take the train through Vietnam or carry goods through trade with Vietnamese people so the nouns of "người Tàu", "hàng hóa Tàu", "đồ Tàu", etc. were used to call Chinese and goods made from China in Vietnam. In addition, the word "Ba Tàu" has the following explanation: Ba means the three lands where Lord Nguyen allowed Chinese ethnic to come and do business (Cu Lao Pho - Dong Nai Province, Cho Lon - Ho Chi Minh City, Ha Tien - Kien Giang province); The word "Tàu" originated from Chinese vehicles when traveling to Vietnam. There is also another story that Vietnamese people often call in the same order as Mr. Hai (oldest son), Mr. Ba (second son)... For that reason, the Chinese often call solemnly, politely but not less intimate with the Vietnamese who were working in the French agencies at the time was Mr. Hai (anh

Hai) and called himself a younger brother (anh Ba), so Vietnamese people often called him “Mr. Ba Tau” or “anh Ba Tàu”.

From 1986 up to now, with the policy of national renewal, Vietnamese government has started a policy to support the preservation and assurance of Chinese culture in Vietnam. Currently, Chinese ethnic-Vietnamese people are recognized as Vietnamese citizens, not overseas Chinese. “According to the 1999 census, the total number of Chinese people in Vietnam is 862,371 (1.13% of the population in Vietnam), ranked sixth, of which about 50% are Chinese. in the Cholon area of Ho Chi Minh City. They are most concentrated in the commercial districts in District 5, 11 (about 45% of the population of each district), 6, 8, 10 with 5 main language groups: Cantonese, Chaozhou, Fujian, Hainan and Hakka (Hakka sometimes called “He” language). The fact is that for the Chinese community in Ho Chi Minh City, most of the communication in Cantonese is dominant (compared to the rest of the language groups), and Cantonese is the dominant language. in internal business transactions of the Cho Lon Chinese community, other dialect community groups (Chaozhou, Fujian, Hakka, Hainan) also customize the use of Cantonese in business transactions in Cholon region due to its popularity. The rest of the Chinese live in provinces across the country, most of them in many provinces of Western Vietnam. Many Chinese temples and houses in the Cho Lon area and the Hoi An commercial port in the 17th century have been restored and ranked national and international historical relics, now receiving millions of visitors each year. travel. Since 2007, the city government. Ho Chi Minh has organized the annual Chinese Cultural Festival. And according to the 2009 Population and Housing Census, Chinese ethnic in Vietnam have a population of 823,071 people, present in all 63 provinces and cities. The Chinese ethnic reside in Ho Chi Minh City (414,045 people, accounting for 50.3% of all Chinese in Vietnam), Dong Nai (95,162 people), Soc Trang (64,910 people), Kien Giang (29,850 people), Bac Lieu (20,082 people), Binh Duong (18,783 people), Bac Giang (18,539 people)” [11].

Up to now, the number of Chinese-Vietnamese in Vietnam has contributed significantly in many different fields, especially in the fields of business, culture, entertainment, sports,... In Ho Chi Minh City particular, about 30% of the owners of large enterprises, businessmen as well as famous Vietnamese-Chinese people such as: businessman Dang Van Thanh, founder, former chairman of the Board of Directors Sacombank Commercial Joint Stock Bank; businessman Gia Gia Tho, chairman of Thien Long Group Joint Stock Company; businessman Thai Tuan Chi, Chairman of the Board of Directors, General Director of Thai Tuan Group Joint Stock Company, Luong Van Vinh - Entrepreneur, Founder, General Director of My Hao Cosmetics - Cosmetics Joint Stock Company; businessman Khai Khai Thanh, founder and chairman of the Board of members of Binh Tien Co., Ltd. (Biti's footwear brand), poet Ho Dzénh, culture writer Vuong Hong Sen; Ly Lan translator; bodybuilder Ly Duc, Asian champion of gymnastics for 5 consecutive years (1997-2001); singer Lam Truong, music examiner, actor; singer Luong Bich Huu; movie actor Tang Thanh Ha; famous comedian, MC and actor Tran Thanh ... In

short, Vietnamese-Chinese people who have been living in Ho Chi Minh City in particular and the country in general have made great contributions to the development of Vietnam.

2.3. Overview of the research topic

2.3.1. Research purposes

Our paper is interested in developing Vietnamese language skills for Chinese ethnic elementary (first grade) pupils in District 5, Ho Chi Minh City.

We also determine the ability to learn Vietnamese of Chinese ethnic elementary school pupils (first grade) in District 5, Ho Chi Minh City to offer appropriate teaching and learning methods for each subject. Specific content is suitable.

The results of the study contribute to the improvement of Vietnamese ability of Chinese ethnic elementary school (first class) pupils in this area during the development period of the country.

2.3.2. Research mission

To accomplish this article, we set out the following tasks:

a. Determining the ability to use Vietnamese in four skills (listening, speaking, reading and writing) of Chinese ethnic pupils in District 5, Ho Chi Minh City.

b. Specifically analyzing of difficulties in learning Vietnamese of Chinese ethnic pupils in District 5, Ho Chi Minh City.

c. Offering suggestions to overcome existing difficulties.

d. Drawing a conclusion of problems is both academic and practical.

2.3.3. Contributions of the article

From practical issues in improving Vietnamese proficiency, we have surveyed, classified and analyzed the ability to use Vietnamese in four skills (listening, speaking, reading, and writing) of Chinese ethnic pupils in District 5, Ho Chi Minh City. In addition, we identify difficulties in implementation, as well as teaching and learning activities in Vietnam to make suggestions to improve Chinese-ethnic students' Vietnamese competence in four skills (listening, speaking, reading, written) by Chinese ethnic pupils in District 5, Ho Chi Minh City during the period of integration and development of the country.

2.3.4. Research methods

a. Survey, classification and statistics

We conducted surveys, classifications and statistics on the ability to use Vietnamese in four skills (listening, speaking, reading and writing) of Chinese ethnic pupils in District 5, Ho Chi Minh City.

b. Discourse analysis

Based on the levels of Vietnamese using ability in four skills (listening, speaking, reading, and writing) of Chinese ethnic pupils in District 5, Ho Chi Minh City, we elaborately analyze and explain. difficulties to give specific solutions.

In addition to the above research methods, our article also uses a number of other tactics such as systematizing, modeling difficulties in using Vietnamese of Chinese ethnic pupils in District 5, Ho Chi Minh City, we also combine both qualitative and quantitative methods to get results with appropriate comments.

4. Research results

4.1. Ability to learn Vietnamese primary school (first grade) Chinese ethnic pupils in District 5, Ho Chi Minh City

Due to time constraints and conditions, we only conducted surveys from 30 Chinese-ethnic pupils attending first Grade in district 5, Ho Chi Minh City about Vietnamese ability in 4 skills (listening, speaking, reading, writing) through the following table.

Table of number of Chinese elementary (first grade) pupils in their ability to use Vietnamese:

Skills Level of marks	Listening	Speaking	Reading	Writing
< 5	3 (10)	4 (13,3)	13 (43,3%)	15 (50%)
5 - 6.5	17 (56,7%)	15 (50%)	11 (36,7%)	10 (33,3%)
6.5 - 8	10 (33,3%)	11 (36,7%)	6 (20%)	5 (16,7%)
8 - 10	0	0	0	0

From the table of Chinese ethnic primary (first grade) pupils in the Vietnamese language proficiency, the percentage of students with good listening and speaking skills is not high, no students below the GPA, but also no students can listen and speak well and be as fluent as native-Vietnamese speakers. As for reading and writing skills in Vietnamese, they are somewhat lower and slower due to various difficult reasons, both subjective and objective.

4.2. The difficulties and obstacles

From the specific amount of the ability of using Vietnamese in four skills (listening, speaking, reading, and writing) of Chinese primary (first grade) elementary students in district 5, Ho Chi Minh City above, we also investigate the difficulties that these students have confronted as follows:

Firstly, literally their mother tongue is Chinese ethnic pupils while Vietnamese is considered as their second language, so practical learning environment for them is very limited in all four skills (listening, speaking, reading, and writing) and especially their reading and writing skills are still below the high average for many reasons but the first one is not paying much attention and attention from the family.

Secondly, because of influences of their mother tongue pronunciation and other problems related to pronunciation, the environment in the family language is Chinese, when they pronounce Vietnamese, they have a lot of difficulties in speaking sound mark pronunciation. as according to author Pham Tien, *the primary Chinese language* has 4 sign bars: “1. Dash/ hyphen bar “bā”: read high and average almost read unsigned words in Vietnamese (height 5-5); 2. Acute accent bar/ high pitch accent bar (high rising tone marker) “bá”: read like accent bar in Vietnamese, read from medium to high (heights 3-5);

3. Question mark bar “bả”: read almost like the question bar but it is long, read from low and lowest to medium high (height 2-1-4) because the elevation at low level will sound a bit like a heavy accent in Vietnamese; 4. Grave accent bar “bà” is similar to the grave and the grave accent, read from highest to lowest (height 5-1)” [Thanh điệu tiếng Trung, Phạm Tiến].

In Vietnamese, there are 6 sign bars (1. Acute accent bar, 2. Grave accent bar, 3. Dash/ hyphen bar, 4. Question mark bar, 5. Tittle accent/ a broken rising tone marker, 6. Dot/ a low constricted tone marker). So Chinese ethnic pupils often make the mistake of not clearly separating between the question bars and falls as *vẽ đẹp, dáng vẻ - vẽ tranh/ vẽ vờ...*; make mistakes in the first consonant sound like *thác ghênh - thác gênh...*; rhyme like vowels: *a - ă - â...* in words *gặp - gập...* or final consonants: *sao - sau, mắt - mắc...*

Thirdly, their limited vocabulary can prevent them from understanding the teacher's requirements or lectures, which makes it difficult for them to absorb or do not have time to do the given tasks in the classroom, leading to discouragement and the lack of confidence and psychology afraid to going to their class and specially, learning Vietnamese.

Fourthly, time for practicing in class is limited because there are still many other gifted activities in class and at school so the training for more exercises in skills for children is limited.

Fifth, the association between school and students' families is not close enough because many parents of Chinese ethnic pupils are mostly busy with their trade and business and they spend less time with their children, many families entrust their children's education to the school, some families hire their own tutors, but the tutors also do not have much experience and teaching methods. learning is specific to each student so the quality of their learning is not making much progress.

4.3. Discuss proposals for developing Vietnamese competence for Vietnamese proficiency for primary (first grade) Chinese students in District 5, Ho Chi Minh City

From the above issues, we make suggestions and recommendations to overcome difficulties in the process of improving the capacity of using Vietnamese in the four skills (listening, speaking, reading and writing) as follows:

Firstly, it is necessary to create a Vietnamese language environment, through interactive games, fun activities for the whole class to join and to avoid discrimination, ethnic stigma. Besides, creating the mentality “every school day is a happy day” for both teachers and students can also be taken into consideration.

Secondly, each teacher, especially first-grade teacher, needs to well-equipped with specialized skills, professional requirements, solid knowledge as well as to innovate teaching methods flexibly and creatively when preparing appropriate lesson plans. With each student, student-centered to create interest, love the teacher so that they will love the subject more, their learning process will be easier to progress.

Third, each teacher must have specific lesson plans for each student to have appropriate lesson content, to avoid overloading, overburdening for first grade students.

Teachers should have vivid visual teaching aids, but illustrative examples in helping students distinguish spelling errors, as well as pronunciation errors.

Fourthly, teachers need to have specific plans to help pupils expand vocabulary through games, songs ... and especially often discuss with parents about learning ability of children to give direction to train more at home, family as well as in class and at school accordingly.

Fifthly, teachers often self-foster and improve positive learning methods for pupils, helping pupils develop their independent thinking skill and creativity by asking pupils to work in groups, collecting, evaluating and receiving their content lesson carefully.

Sixthly, teachers often renovate teaching methods, apply modern science and technology in teaching activities, combine facilities, techniques and organizational forms of teaching; teachers need to be happy and flexible in handling situations and know how to manage the class according to the smart classroom model.

Seventhly, teachers must always be enthusiastic, love the job, often exchange professional knowledge, teaching experience with peers, draw experience from each lecture hour, adjust teaching methods suitable to learners. students to bring high efficiency in each lesson content.

Eighthly, the leaders at schools should always create favorable conditions for teachers who teach Chinese ethnic pupils. These schools should have seminars about Chinese, Chinese culture and life for teachers who are directly teaching Chinese ethnic pupils to be able to understand better about their pupils.

Ninthly, the departments also need to pay more attention to supporting the development of programs, books, notebooks to support and foster Chinese ethnic pupils so that they can train themselves more when they have them. time. Regularly organize training sessions on developing Vietnamese skills for both teachers and parents to help them become more aware in learning Vietnamese.

5. Conclusion

In short, due to the differences in language and culture between Chinese and Vietnamese, when teaching Vietnamese to Chinese-ethnic pupils, they must always pay attention to psychological issues, culture as well as customs and practices,... of both Chinese ethnic pupils and Vietnamese because they have a positive influence, helping to be more successful in teaching and learning Vietnamese. Teachers and leaders in education should gradually eliminate difficulties to gradually improve Vietnamese using in the four skills (listening, speaking, reading, and writing) of Chinese primary school students in the locality in District 5, Ho Chi Minh City, contributing to promoting and preserving the culture and national identity, as well as "preserving the purity of Vietnamese language" in the integration and development period of Vietnam.

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PHÁT TRIỂN NĂNG LỰC TIẾNG VIỆT CHO HỌC SINH TIỂU HỌC NGƯỜI HOA TRÊN ĐỊA BÀN QUẬN 5, THÀNH PHỐ HỒ CHÍ MINH

Tóm tắt: Đề tài “*Phát triển năng lực tiếng Việt cho học sinh tiểu học người Hoa trên địa bàn quận 5, thành phố Hồ Chí Minh*” là đề tài có giá trị quan trọng, đáng được quan tâm nghiên cứu đối với việc đổi mới giáo dục theo hướng phát triển năng lực ở Việt Nam như hiện nay. Để thực hiện được đề tài này, chúng tôi đã sử dụng phương pháp khảo sát, thống kê, phân loại, ... dựa trên tình hình thực tiễn của các học sinh tiểu học người Hoa sống trên địa bàn Quận 5 thành phố Hồ Chí Minh, chúng tôi tiến hành liệt kê, miêu tả, phân tích và tổng hợp những điều kiện, đặc điểm về văn hóa thể hiện trong năng lực học tiếng Việt của học sinh này. Từ đó, chúng tôi đưa ra những phương pháp dạy-học phù hợp cho từng đối tượng ứng với từng nội dung cụ thể phù hợp nhằm nâng cao năng lực tiếng Việt cho học sinh người Hoa ở khu vực này trong thời kỳ phát triển của đất nước.

Từ khóa: phát triển năng lực, phát triển năng lực tiếng Việt, học sinh tiểu học người Hoa, học sinh tiểu học người Hoa,...