

# VIETNAMESE - EDE BILINGUAL EDUCATION IN PRIMARY SCHOOLS IN DAK LAK PROVINCE, VIETNAM

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**Abstract** - In Dak Lak, the Ede has the second largest population (after the Kinh). In the process of communication, the Ede language has a language contact relationship with Vietnamese. Therefore, the phenomenon of Vietnamese - Ede bilingualism is clearly shown in communication and the primary education program in the area. Based on an overview of theoretical issues on bilingualism, bilingual education, and the role of bilingual education, the article presents the current situation of Vietnamese - Ede bilingual education in some primary schools in the area. Dak Lak provinces, such as Vietnamese - Ede bilingual teachers; Students' attitudes towards learning Vietnamese - Ede bilingual; Conditions of Vietnamese - Ede bilingual education of teachers and students. From there, propose solutions to improve the quality of Vietnamese - Ede bilingual education, such as Strengthening the management of Vietnamese - Ede bilingual education; Improving teaching capacity for teachers; Renovating the content and teaching methods of bilingual Vietnamese - Ede; Examining and evaluating the results of Vietnamese - Ede bilingual students; Increase investment in facilities and equipment for Vietnamese - Ede bilingual teaching; Building a bilingual Vietnamese - Ede environment for family, school, and society.

**Keywords:** education, bilingual, Vietnamese - Ede, Dak Lak province, Vietnam.

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### INTRODUCTION

With 54 ethnic groups living in the territory, Vietnam is a multi-ethnic, multi-lingual country. According to the results of the 2009 Vietnam Population and Housing Census of the General Statistics Office, Dak Lak province has 47 ethnic groups. Therefore, bilingual symbols in the process of language contact between ethnic groups are inevitable. The Ede people in Dak Lak have the second largest population (after the Kinh people), in the process of community, the Ede language has a language contact relationship with Vietnamese. The phenomenon of Vietnamese - Ede songs is shown in communication and the primary education program of Dak Lak province. The majority of Ede people use their mother tongue fluently and through the program of teaching Vietnamese - Ede songs at the primary school level, Ede primary school students can use Vietnamese in learning, communicating, and studying actively.

The content of the study outlines the theoretical issues of bilingualism, bilingual education, and the role of Vietnamese - Ede bilingual education in primary schools in Dak Lak; Analysis of the current situation of Vietnamese - Ede bilingual education in three primary schools: Chu Van An Primary School; Nguyen Du Primary School; Cu Chinh Lan Primary School in the school year 2021-2022 in Dak Lak province on issues such as teaching staff of Vietnamese - Ede bilinguals, students' attitudes towards learning Vietnamese - Ede bilinguals, conditions Vietnamese - Ede bilingual education of teachers and students.

The research results contribute to providing more references on improving the quality of Vietnamese - Ede bilingual education for the education sector in Dak Lak province and local authorities at all levels in the area. Thereby, implementing solutions, such as Strengthening the management of Vietnamese - Ede bilingual education; Improving teaching capacity for teachers; Renovating the content and teaching methods of bilingual Vietnamese - Ede; Examining and evaluating the results of Vietnamese - Ede bilingual students; Increasing investment in facilities and equipment for Vietnamese - Ede bilingual teaching; Building a bilingual Vietnamese - Ede environment for family, school, and society.

## 1. RESEARCH METHODS

Access to research authors' documents on bilingualism, bilingual education, Vietnamese teaching methods in primary schools, languages of ethnic minorities in Vietnam, and language policy, situations, and policies languages in multi-ethnic countries including Vietnam... From there, generalize the theoretical issues related to the research content. At the same time, learn the content of the summary reports on the implementation of teaching and learning Ede from the 2004-2005 school year to the 2021-2022 school year of the Department of Education and Training of Dak Lak province to grasp data to analyze the current situation bilingual education in the area.

Make a survey form to survey primary schools: Chu Van An, Nguyen Du, and Cu Chinh Lan in the school year 2021-2022 in Dak Lak province, about the following contents: Vietnamese - Ede bilingual learning results for grade 3 students, 4, 5; Attitudes of grade 5 students, between Vietnamese-Ede bilingual learning compared to other subjects; Conditions for teaching and learning Vietnamese and Ede languages.

Analyzing, synthesizing, comparing, and contrasting: Based on survey data, analyze and evaluate the results of Vietnamese - Ede bilingual learning of Ede students; Compare students' attitudes between Vietnamese - Ede bilingual learning compared to other subjects; Explain conditions for teaching and learning Vietnamese and Ede languages at Chu Van An Primary School; Nguyen Du School; Cu Chinh Lan School for the school year 2021-2022.

## 2. RESULTS AND DISCUSSION

### **Bilingualism and Vietnamese-Ede bilingual education in Dak Lak province**

#### *The concept of bilingualism*

Research on bilingualism, Doan Van Phuc said: "Bilingualism is the phenomenon where a speaker can know and use two/or more than two languages in the communication process. A bilingual person is someone who can alternately use two or more languages. Bilinguals are people who, in addition to their mother tongue, can know at least one other language enough that they can communicate about one of the certain areas of interest strong to them" (Phuc, 2015, p.10). On the other hand, there may be many people who, even though they are not fluent (may not even know) in their mother tongue, can use many other languages to communicate. This is a type of "unequal bilingualism", causing the phenomenon of bilingualism (diglossia) but is quite common in many multi-ethnic and multilingual countries, including Vietnam.

Currently, there is a tendency to use the concept of bilingualism as multilingualism, and vice versa. When talking about multilingualism, people also talk about bilingualism in a social community. When talking about the phenomenon of bilingualism, people often talk about the capacity of bilingual people, individuals who are "culturally bilingual" and "naturally bilingual". Bilingualism refers to a community's ability to use more than one language. Example: Most of the ethnic minorities in Vietnam are bilingual communities: ethnic minority language - Vietnamese even though the bilingual ability of individuals in that community is very different.

Regarding the concept of "bilingualism", scientists have reached a consensus: "Bilingualism is the phenomenon of equal use of two languages in communication in a person or a community of people" (Vietnam Encyclopedia Compilation Center, 1995, p.108). This is an important issue of profound social significance for multi-ethnic and multilingual countries and is an issue that scientists are interested in researching in the following fields: Linguistics, Ethnology Science, Sociology, Psychology, Education...



### *Vietnamese-Ede bilingual education*

According to the International Encyclopedia of Linguistics by William Bright, “Bilingual education is the use of two languages at the same time to teach, to develop bilingual skills for learners. Depending on different goals, there are different forms or types of bilingualism. Each form has a different program, materials, and methods of teaching and learning” (William, 1992, p.236)

According to Doan Van Phuc, “The concept of bilingual education here is understood as the use of two/or more languages in the teaching-learning process, where each language is used for teaching-learning in whole or in part that educational program” (Phuc, 2015, p.10)

Vietnamese - Ede bilingual education is a form of teaching at the primary level for Ede students at the same time in both Vietnamese and Ede languages so that these students can use their mother tongue and common language fluently Vietnamese in communication. In Dak Lak province, teaching Vietnamese - Ede bilinguals in primary schools is an important language development process for Ede students. This is an issue that the party organization, the government, and the education sector of the province are concerned about.

The objectives of bilingual education are: To enhance the education of the common plan age for ethnic minorities, to provide them with a language tool capable of communicating in all circumstances of the country to ensure equality. equality in a multi-ethnic environment; must ensure for ethnic minorities to best enjoy their mother tongue education, to provide them with a linguistic means to satisfy the retention and promotion of the community's cultural identity in daily life. Bilingual education is the purpose, orientation, and content of knowledge transfer of the Vietnamese language school and teaching ethnic minority language/literacy knowledge to ethnic students.

The characteristics of bilingual education are shown: students, in addition to learning the common Vietnamese program, also learn their mother tongue with the following skills: listening, speaking, reading, and writing; some subjects are taught in the mother tongue, by bilingual teachers. So teachers can understand students' questions in their mother tongue. Answers are always made in the respective language.

Primary schools with 70% or more Ede students are educated in the form of bilingualism. When they go to school, they can use Vietnamese and Ede languages in their studies. Ede language has been taught as an official subject, tested, and scored for summaries like other subjects. Dak Lak province has a policy of continuing to expand Vietnamese-Ede bilingual education in primary and lower secondary schools in areas with a large number of Ede ethnic groups, contributing to language conservation and development writing, and cultural identity of the Ede people. This is also a measure to overcome the language barrier and improve the educational situation of the locality and ethnic minority region.

#### *The role of Vietnamese - Ede bilingual education in primary schools in Dak Lak province*

The mother tongue is the medium that students naturally use in communicating and absorbing knowledge effectively when they go to school. If the school only teaches in Vietnamese to ethnic minority students, going to school becomes difficult and stressful for them. In addition to acquiring natural and social knowledge in the program, ethnic minority students also have to learn Vietnamese and use Vietnamese to communicate and think. This is also one of the reasons leading to the fact that children in ethnic minority areas are afraid to go to school, leading to illiteracy or reduced knowledge proficiency.

Therefore, along with learning Vietnamese, ethnic minority students need to learn their mother tongue and use their mother tongue to communicate, think, and receive knowledge, thereby promoting their creativity passionate about learning. Ethnic minority students can use their mother tongue well to have more favorable conditions to acquire Vietnamese. Mother tongue will be a bridge to help ethnic minority students acquire Vietnamese language and life knowledge. Teaching will be more effective if the language taught at school is also the language children use at home, which creates a good connection between family, school, and society. Education in the mother tongue is an important step in eradicating illiteracy for ethnic minority children, and at the same time, creating conditions for them to be confident



and promote their creativity in learning. The language of instruction for children must be integrated with their mother tongue and Vietnamese from the moment they enter the gate of primary school.

The case of only using Vietnamese in teaching ethnic minority students makes them not confident enough, right from the beginning of school. Because, before going to school, children have gone through a natural development of their mother tongue. Children learn their mother tongue in a family, community, and social environment, and the habits of using their mother tongue flexibly have been formed. Therefore, it is necessary to include the mother tongue in teaching so that students can contact and get acquainted with Vietnamese, they have enough confidence to learn Vietnamese. Vietnamese has always been the unified language of the entire people. However, due to the habit of using their mother tongue, when switching to using Vietnamese in the educational environment, ethnic minority students will inevitably face initial difficulties. That affects their communication and thinking activities.

For Ede primary school students, bilingualism is an urgent need, not only to help them use their mother tongue in communication but also to preserve and develop language and cultural values of the Ede. Through bilingual education, students have broadened their understanding of nature and society; relations, language, and cultural contact of the ethnic groups in the area. The content of the reading exercises in the Ede language book helps them foster their thoughts and feelings, and form a good personality; understand more about the culture of the community, the culture of other ethnic groups in Vietnam.

### **The situation of Vietnamese-Ede bilingual education in some primary schools in Dak Lak province**

#### *About the teaching staff*

The Ede language teaching program in Dak Lak is carried out according to the process of continuing education from primary school to lower secondary school. Currently, the primary school has been taught from grade 3 to grade 5, concentrating in localities with a large number of indigenous ethnic minorities; the lower secondary level is concentrated in boarding schools for ethnic minorities. Although the implementation period has only been about 10 years, the Ede language teaching program has achieved many good results. Students are passionate about learning and applying Ede language skills to acquire other subjects very effectively. The summary report on the implementation of Ede language teaching and learning in the 2021-2022 school year of the Department of Education and Training of Dak Lak province, has identified "the goal by 2025 in the province to have: 100% of ethnic minority schools. boarding schools in districts and cities, 28% of primary schools and 7% of junior high schools in the Ede ethnic minority area are taught and studied Ede language and script" (Department of Education and Training of Dak Lak Province, 2022).

However, the reality of teaching and learning the Ede language in high schools is facing many difficulties. Although the Ministry of Education and Training has issued guidelines for teaching ethnic minority languages in the national education system, the network of staff involved in the management and teaching of ethnic language education is still thin. Professional training for this team has not been paid enough attention to. According to the assessment of the Department of Education and Training of Dak Lak province: The teaching staff of Ede language, in general, is still lacking and weak, and not properly trained, although the number of students learning the Ede language is increasing, the number of teachers is increasing remained unchanged, even decreased.

According to the report of the Department of Education and Training of Dak Lak province, in the 2004-2005 school year, "primary level has 305 classes with 7,856 students, 185 teachers, by the school year 2021-2022, there are 452 classes, 10,271 students, but only 128 teachers. Although the number of students learning the Ede language has increased, the number of students in the final grade has decreased, as in the 2021-2022 school year, the number of students in grade 5 is only about 50% of the number of students in grade 3. One of the reasons is the lack of teachers, so many schools only arrange teaching in the first grade. Teaching Ede language at the lower secondary level is also difficult because of the lack of teachers, some teachers of natural subjects also have to teach Ede language. Out of a total of 142 ethnic language teachers, nearly 50% are part-time teachers. Currently, there is no document guiding the implementation of the Ede language program in high schools. Therefore, the

distribution of the program still depends on each school, there is no consistency, making it difficult to direct the test as well as improve the quality of teaching. According to the statistics of the Department of Education and Training of Dak Lak province, the school year 2021 - 2022 "teaching Ede language is implemented in 75 primary schools in 13 districts, towns and cities with 452 classes and 10,271 students; 12 boarding schools for ethnic minorities with 34 classes and 1,639 students" (Department of Education and Training of Dak Lak Province, 2022).

Regarding teaching methods, a part of teachers in primary schools does not yet have suitable bilingual teaching methods for ethnic minority students. The bilingual teachers are mostly Kinh people, with professional qualifications and good moral character, but their understanding of Ede language is still limited. Some Ede teachers who teach bilingual Vietnamese - Ede are not proficient in speaking and writing skills in Ede language and are still confused about how to analyze and interpret knowledge of Ede phonetics and grammar.

Survey results on Vietnamese - Ede bilingual education

Grade	Subject	Number of students		Result							
		Total	Ede	Excellent		Good		Average		weak	
				Total	Ratio %	freq	Ratio %	freq	Ratio %	freq	Ratio
3	Vietnamese	57	57	12	21,1	17	29,8	26	45,6	2	3,3%
	Ede lang	57	57	22	38,6	24	42,1	11	19,3		
4	Vietnamese	58	57	8	14,0	18	31,6	27	47,4		
	Ede lang	58	57	19	33,3	21	36,9	17	29,8		
5	Vietnamese	77	77	9	11,9	21	27,6	46	60,5		
	Ede lang	77	77	21	27,6	25	32,9	30	39,5		

Table 1. Vietnamese - Ede bilingual learning results for students in grades 3, 4, and 5 of Chu Van An Primary School in the school year 2021-2022.

According to the survey results in Table 2.1 at Chu Van An Primary School, the percentage of students who are good at Vietnamese and Ede is still low in all grades. In grade 3, the average number of students is quite high and especially there are still weak students. There is also a disparity in the percentage of good grades.

Vietnamese subject: The higher the grade, the percentage of students who are good at Vietnamese gradually decreases. The number of students with good results in Vietnamese is relatively high, but it is still lower than the percentage of students who are quite good at Ede. The number of students achieving average results in this subject accounts for a high percentage and increases gradually through each grade. In grade 3, there are still weak students.

Ede language subject: The percentage of students who are good at Ede language increases by grade. Accordingly, the percentage of this subject also increased. The average student rate decreased significantly; There are no weak students in all grades. Their Ede language learning results have improved over the years.

Grade	Subject	Number of students		Result							
		Total	Ede	Excellent		Good		Average		weak	
				Total	Ratio %	freq	Ratio %	freq	Ratio %	freq	Ratio
3	Vietnamese	66	61	8	13,1	15	24,6	31	50,8	7	11,5
	Ede lang	66	61	14	22,9	11	18	29	49,5	7	9,6



4	Vietnamese	70	62	9	14,5	20	32,3	32	51,6	1	1,6
	Ede lang	70	62	20	32,3	27	43,5	14	22,6	1	1,6
5	Vietnamese	76	69	8	11,6	26	37,7	35	50,7		
	Ede lang	76	69	20	29	29	42	20	29		

Table 2. Vietnamese - Ede bilingual learning results for students in grades 3, 4, and 5 of Nguyen Du Primary School in the school year 2021-2022.

According to the survey results in Table 2.2 at Nguyen Du Primary School, the percentage of students who are good at Vietnamese and Ede subjects is still low in all grades compared to the average student rate. The average number of students is quite high in all grades, there are still weak students in grades 3 and 4 and there is a difference in the ratio of good and good.

Vietnamese: The percentage of excellent students is still too low in all grades. Fair students account for a higher proportion and there is a gradual increase across grades but still at a modest level. The average number of students is high. In grades 3 and 4, there are still weak students.

Ede subject: The rate of good Ede in grade 4 is high, decreasing in grade 5. Accordingly, the rate of good in this subject also increases from 18% in grade 3, up to 43.5% in grade 4 and 42% in grade 5. The average percentage of students decreased in grade 4 but increased in grade 5. The percentage of weak students decreased from 9.6% to 1.6% and there were no more weak students in grade 5.

Grade	Subject	Number of students		Result							
		Total	Ede	Excellent		Good		Average		weak	
				Total	Ratio %	freq	Ratio %	freq	Ratio %	freq	Ratio
3	Vietnamese	78	67	8	11,9	13	19,4	36	53,7	10	15
	Ede lang	78	67	10	14,9	21	31,3	32	47,8	4	6
4	Vietnamese	72	70	9	12,8	15	21,4	38	54,3	8	11,5
	Ede lang	72	70	20	28,6	22	31,4	25	35,7	3	4,3
5	Vietnamese	68	67	11	16,4	16	23,9	38	56,7	2	2,9
	Ede lang	68	67	19	28,4	25	37,3	22	32,8	1	1,5

Table 2.3. Vietnamese - Ede bilingual learning results for students in grades 3, 4, and 5 of Cu Chinh Lan Primary School in the school year 2021-2022.

Vietnamese: According to the survey results in Table 2.3, the percentage of good students has increased across grades, but this rate is still very low. The number of students who are good at Vietnamese is higher than the number of students who are good at this subject, but it is still lower than the rate of good students in Ede. The number of students with TB accounts for a high percentage and increases gradually across grades. The number of weak students is still in all three grades 3, 4, and 5.

Ede language subject: The percentage of students who are good at Ede language at Cu Chinh Lan Primary School is higher than the number of students who are good at Vietnamese and this percentage increases gradually with the older grade. Accordingly, the student rate is quite high, the average student rate has decreased but remains at a high level and there are still weak students through grades 3, 4, and 5.

From the statistics of Vietnamese and Ede learning results of students in the three primary schools mentioned above, it has been shown that: the quality of Vietnamese - Ede bilingual learning of Ede students in the school year 2021 - 2022, progress has been made across grades, from grade 3 to grade 5. However, the percentage of students who are good and good in these two subjects is still low. In general, in all three primary schools above, the percentage of students who are quite good and good in Vietnamese is still low, while in the Ede language, the percentage is higher. However, this percentage

is still modest. The average number of students is quite high, especially in grade 3. It shows that the progress of Ede students in learning Vietnamese - Ede bilingualism is still slow, there is a difference between schools bilingual learning outcomes. This result has affected other subjects, making the overall teaching quality of primary schools with a large number of Ede students in the area not high.

The above statistics show that Ede students have better and better results in the Ede language than in Vietnamese. Because they are acquainted and use their mother tongue from family and friends, while Vietnamese are only acquainted when entering school. Vietnamese and Ede are two languages of different origins, so learning and using these two languages fluently at the same time is still very difficult for most Ede children. On the other hand, the limited physical conditions, teaching equipment, and bilingual teaching staff of the schools as well as the difficult family economic situation of the Ede ethnic group have also affected a lot to the environment learning outcomes of Ede students.

*Students' attitudes towards Vietnamese - Ede bilingual learning*

No	Subject	Total number of students surveyed	Favorite number of students	Ratio %
1	Maths	77	66	85,7
2	Technical	77	62	80,5
3	Geography - History	77	69	89,6
4	<b>Vietnamese</b>	<b>77</b>	<b>53</b>	<b>68,8</b>
5	Art	77	74	96,1
6	Morality	77	45	58,4
7	Science	77	52	67,5
8	Singing	77	62	80,5
9	Information	77	45	58,4
10	English	77	37	48,7
11	Exercise	77	39	50,6
12	<b>Ede language</b>	<b>77</b>	<b>61</b>	<b>79,2</b>

*Table 4. Survey results on attitudes of 5th-grade students, Chu Van An Primary School in the school year 2021-2022 between Vietnamese - Ede bilingual learning compared to other subjects.*

The survey results of students in grade 5, Chu Van An Primary School in the 2021-2022 school year between Vietnamese and Ede subjects compared to other subjects, show that: For Vietnamese, there are 53/77 favorite students, accounting for 68.6%; For Ede language: 61/77 students liked it, accounting for 79.2%. The percentage of students who love other subjects is quite high such as Math 85.7%, Fine Arts 96.1%, and Geography - History 89.6%. The number of students interested in learning Vietnamese - Ede bilingualism is quite high, but compared to other subjects, this rate is still at an average level.

No	Subject	Total number of students surveyed	Favorite number of students	Ratio %
1	Maths	62	51	82,3
2	Technical	62	57	92
3	Geography - History	62	60	96,7
4	<b>Vietnamese</b>	<b>62</b>	<b>43</b>	<b>69,4</b>
5	Art	62	58	94
6	Morality	62	34	54,8
7	Science	62	44	71
8	Singing	62	50	81
9	Information	62	35	56,5
10	English	62	39	62,9
11	Exercise	62	48	76
12	<b>Ede language</b>	<b>62</b>	<b>49</b>	<b>79</b>

*Table 5. The results of the survey on the regime of students in grade 4 Nguyen Du Primary School in the school year 2021-2022 between Vietnamese-Ede bilingual learning compared to other subjects.*

The results of the survey on attitudes of grade 4 students at Nguyen Du Primary School in the 2021-2022 school year towards Vietnamese and Ede subjects compared to other subjects show that: For Vietnamese, there are 43 /62 students liked it, accounting for 69.4%; Ede language subject: 49/62 students liked it, accounting for 79%. This rate is lower than in other subjects. Students love subjects such as History, Geography, Arts, singing ... compared to two subjects Vietnamese and Ede. Because the subjects of History and Geography help them to interact with the outside world through pictures and lesson knowledge, while the subjects of Fine Arts, Singing, and Music are highly entertaining, students have a lot of interest in learning.

No	Subject	Total number of students surveyed	Favorite number of students	Ratio %
1	Maths	60	49	81,7
2	Technical	60	47	78,3
3	Geography - History	60	54	90
4	<b>Vietnamese</b>	<b>60</b>	<b>36</b>	<b>60</b>
5	Art	60	57	95
6	Morality	60	36	60
7	Science	60	45	75
8	Singing	60	50	83,3
9	Information	60	32	53,3
10	English	60	35	58,3
11	Exercise	60	56	93,3
12	<b>Ede language</b>	<b>60</b>	<b>49</b>	<b>81,7</b>

*Table 6. Survey results on attitudes of 5th-grade students at Cu Chinh Lan Primary School in the 2021-2022 school year between Vietnamese-Ede bilingual learning compared to other subjects.*

The results of the survey on the attitudes of students in grade 5, Cu Chinh Lan Primary School in the 2021-2022 school year between Vietnamese and Ede subjects compared to other subjects, show that: For Vietnamese, there are 36/60 students liked it, accounting for 60%; Ede language: 49/60 students liked it, accounting for 81.7%. The rate of students' interest in these two subjects is quite high, but it is lower than that of other subjects such as Geography - History, Fine Arts, and Physical Education. The percentage of students who like the Ede language is higher than that of Vietnamese. That shows: students love to learn their mother tongue before learning Vietnamese. Mother tongue is the foundation to help children become more confident and bold when learning and communicating.

The above survey data shows that the percentage of students who like subjects such as Physical Education, Fine Arts, Geography - History is higher than in Vietnamese and Ede subjects. The percentage of students interested in the Ede language is higher than in Vietnamese. Because, primary schools: Chu Van An has 100% Ede students, Nguyen Du has 89% Ede students, Cu Chinh Lan has 92% Ede students... they use their mother tongue to communicate in the family and at school with friends, so learning the Ede language is more convenient than learning Vietnamese. That proves the strength and importance of the mother tongue for Ede students. Students who learn well their mother tongue will have conditions to acquire Vietnamese and other subjects.

*Conditions of Vietnamese - Ede bilingual education for teachers and students*

No	Infrastructure	Total number of students surveyed	Number of students with conditions to use	Ratio %
1	Ede language learning books	77	29	37,7
2	Supporting document	77	10	13
3	Vietnamese -	77	27	35,1



	Ede bilingual environment			
	Illustrations	77	30	39
	TV, Radio	77	41	53,2
4	Have lessons, do homework	77	47	61

*Table 7: Results of the investigation of conditions for teaching and learning Vietnamese and Ede languages at Chu Van An Primary School in the school year 2021-2022.*

The data table on conditions for teaching and learning Vietnamese and Ede languages at Chu Van An Primary School shows that: 37.7% of students can use Ede language books; 13% of students have materials to support learning; 39% of students were exposed to pictures; 53.2% of students can watch TV and listen to the radio about their ethnic language. Bilingual environment: only 35.1% of students have conditions to use Vietnamese - Ede bilingual every day outside of school... The percentage of students who regularly study and do homework at home is 61%. These factors also affect the quality of students' Vietnamese - Ede bilingual learning.

No	Infrastructure	Total number of students surveyed	Number of students with conditions to use	Ratio %
1	Ede language learning books	62	22	35,5
2	Supporting document	62	15	24,2
3	Vietnamese - Ede bilingual environment	62	24	39,7
	Illustrations	62	32	51,6
	TV, Radio	62	45	72,6
4	Have lessons, do homework	62	51	82,3

*Table 8: Results of the investigation of conditions for teaching and learning Vietnamese and Ede languages at Nguyen Du School in the school year 2021-2022.*

The data table on conditions for teaching and learning Vietnamese and Ede languages at Nguyen Du Primary School shows that: 35.5% of students are allowed to use Ede language books; 24.2% of students have materials to support their learning. Mass media reach students in Vietnamese - Ede bilingual: 51.6% of students were exposed to pictures of ethnic minorities; 72.6% of students can watch television, and listen to the radio about their ethnic language. 39.7% of students have access to a bilingual environment. There are 82.3% of students regularly study and do homework.

No	Infrastructure	Total number of students surveyed	Number of students with conditions to use	Ratio %
1	Ede language learning books	60	16	26,6
2	Supporting document	60	13	21,6
3	Vietnamese - Ede bilingual environment	60	24	40
4	Illustrations	60	25	41,6
	TV, Radio	60	48	80
5	Have lessons, do homework	60	35	58.3

*Table 9: Survey results on conditions for teaching and learning Vietnamese and Ede languages at Cu Chinh Lan School in the school year 2021-2022.*

The data table on conditions for teaching and learning Vietnamese and Ede languages at Cu Chinh Lan Primary School shows that: 26.6% of students can use Ede language books; 21.6% of students have materials to support learning. 41.6% of students were exposed to pictures of ethnic minorities; 80% of students can watch TV, or listen to the radio about their ethnic language. Regarding the bilingual

environment: 40% of students at school have conditions to use Vietnamese - Ede bilingual every day outside of school. The percentage of students who regularly study and do homework is 82.3%.

The above results show that: Ede students still lack specialized tools, equipment, and reference books to learn the Ede language. Mass media reaching students in Vietnamese - Ede bilinguals is also limited. The bilingual environment for students is also not favorable. The percentage of students who regularly study and do homework is better. These factors also affect the quality of Vietnamese - Ede bilingual learning of Ede students.

### **Solutions to improve the quality of Vietnamese - Ede bilingual education in some primary schools in Dak Lak province**

#### *Strengthening the management of Vietnamese - Ede bilingual education in primary schools*

Building and perfecting the Vietnamese - Ede bilingual education system synchronously in primary schools with a large number of Ede students. Implement fundamental and comprehensive renovation of education to bring Vietnamese - Ede bilingualism into teaching as an official subject for ethnic minorities in Dak Lak. Promote administrative reform, implement unified management, and perfect the state management apparatus on bilingual education. Implement synchronous decentralization of management, and coordination between ministries, branches, and localities in the state management of Vietnamese - Ede bilingual education. Strengthen the work of testing and evaluation in teaching Vietnamese - Ede bilingual by educational administrators at all levels in the locality. Develop a bilingual teaching plan according to the activities of the school year, semester, monthly, and weekly and take measures to organize the implementation of the plan on schedule. Promote the application of information technology in educational management at all levels, especially in schools with a large number of Ede students in the province.

*Enhancing teaching capacity for teachers.* The team of Vietnamese - Ede bilingual teachers needs to be fostered in their professional expertise as well as their knowledge of the Vietnamese language and the culture and language of the Ede people. According to the regulations of the Ministry of Education and Training, primary school teachers are trained to teach all 11 official subjects of primary school. Ede language teachers need to have the training and retraining programs. This program should be integrated into the primary school teacher training program at the college and university level combined with short-term training classes assigned by the Provincial People's Committee to the Department of Education and Training to organize. Primary school teachers teaching bilingual Vietnamese - Ede must be trained according to the knowledge standards of the Ministry of Education and Training, and at the same time must master the skills of listening, speaking, reading, and writing in Ede. Priority is given to the selection of training and retraining of Vietnamese - Ede bilingual teachers who are Ede people. There should be material and spiritual incentives to motivate teachers and administrators of bilingual teaching.

#### *Innovating the content and teaching methods of bilingual Vietnamese - Ede*

Clearly define goals for each stage (class, grade level), from which to develop appropriate program content, methods, and teaching Vietnamese - Ede bilingual. It is necessary to study and understand the cultural and psychological characteristics of Ede ethnic students to design lesson content, allocate time, and arrange a reasonable study place. In the bilingual education program, the design of Vietnamese and Ede language lessons should be suitable for Ede and Vietnamese students. Because it would not be reasonable to apply the same type of textbook to two students with unequal language starting points.

For bilingual education to be effective, it is necessary to promote the activeness and initiative of students, using a combination of methods: communication practice, role-playing, model training, language analysis, and demonstration theory, discussion, problem posing and problem-solving, using visual media, group discussion, and organizing games associated with teaching content in a reasonable way to improve the effectiveness of bilingual teaching. It is possible to organize many forms of Vietnamese - Ede bilingual teaching. Teachers let students work independently, in groups, and class. Depending on the subject, the teacher offers an appropriate form of activity. Linking theory with practice, giving students more speaking, writing, and communication activities. The content of the

lesson has questions and exercises related to the specific cultural life, living environment, and communication of students.

The cooperative learning method in groups is meaningful and has positive effects. All students have the opportunity to work and practice, help each other, solve difficult problems, and find new things in the lesson, creating a positive learning attitude. This method helps them get used to the cooperative working style to learn bilingually in the most effective way.

*Test and evaluate the results of students' Vietnamese - Ede bilingual learning*

The examination and assessment of students are carried out in two ways: regular and periodic. In principle, the learning content stated in the program must be tested and evaluated. However, for each content, there will be a different way of checking. Reading, writing, listening, and speaking skills are assessed by face-to-face questioning in class. The skills of using words to make sentences, and knowledge of spelling rules, vocabulary, and grammar can be assessed by an objective multiple-choice question system. The skills of writing a poem or a paragraph are assessed by a written test in both Vietnamese and Ede languages. In addition to teacher evaluation activities for students, teachers need to organize students to self-assess and comment on each other through activities outside of class time and self-study hours.

*Increase investment in facilities and equipment for Vietnamese - Ede bilingual teaching*

The State and local authorities at all levels, invest annual funds to purchase equipment, provide enough bilingual books to teach Vietnamese - Ede and design electronic lesson plans for schools with bilingual education. Viet - Ede. It is necessary to mobilize all forces and all sources of funding to invest in facilities and equipment for Vietnamese - Ede bilingual teaching. Encourage teachers to make their teaching aids to directly teach students. This is important content and especially for mountainous areas when teaching and learning conditions are still lacking. Teachers making teaching aids need to identify each type suitable for the content of each lesson.

Radio and television stations in the Central Highlands provinces also increased the duration and improved the quality of programs in ethnic minority languages to better serve the needs of the people to listen to and watch television. Every month, Ethnic and Mountainous Photojournalism (Vietnam News Agency) publishes bilingual publications: Ede, Jarai, K'ho, and M'nong, provided free of charge to villages, schools, etc. in the Central Highlands. This issue of photojournalism needs to be beautifully presented, rich in content, and easy to understand. This is also a useful reference source for practical teaching and learning of Ede in schools in Dak Lak.

*Building a bilingual Vietnamese - Ede environment for family, school, and society*

Building a bilingual environment at home. Building a bilingual environment at home. Along with the general development of society, the life of the Ede people has gradually improved. Mass media such as television and radio are already present in many families. Moreover, the number of young Ede parents who know Vietnamese is increasing day by day. These are good conditions, serving as the basis for building a Vietnamese-Ede bilingual environment in students' families. However, some parents are still not fluent in Vietnamese, so it is difficult to help their children learn bilingualism at home. Therefore, teachers need to guide parents to check their children's learning in a bilingual environment (their ability to use bilingualism); Ask students' families to arrange a study corner and remind their children to actively listen to the radio, watch TV, read lessons and exchange listening and reading content in Vietnamese and Ede for family members or friends, teacher.

Create a Vietnamese - Ede bilingual environment inside and outside the classroom. In addition to learning Ede in class, teachers create conditions for children to communicate with each other in both Vietnamese and Ede. At the same time, teachers guide students to use two languages Vietnamese - Ede in school movements such as art, wall newspaper, painting, storytelling, etc. to use Ede and Vietnamese for other students understand, and contribute to the practice of Vietnamese - Ede bilingual listening, speaking, reading, and writing skills for Ede students.



Building a Vietnamese - Ede bilingual environment in the community. At present, the economic, social, and infrastructure life of ethnic minorities have improved a lot. The demand for cultural exchange and trade exchange between regions and regions is growing. Therefore, the number of Vietnamese - Ede bilinguals in the community is increasing. Therefore, educational institutions and authorities need to mobilize villages to participate in creating a Vietnamese - Ede bilingual environment: Communicating with students in both languages in community activities; Developing radio programs for children in the Ede language; Organizing collective activities; Using posters, slogans, and advertisements in public places in Vietnamese and Ede languages; Enhancing Vietnamese - Ede bilingual capacity for local people through training on agricultural development techniques; Dissemination of learning policies and laws; Community cultural activities...

### CONCLUSION

Bilingualism is a phenomenon where a speaker can know and use two or more languages in the process of communication. A bilingual person is someone who can alternately use two or more languages. In Dak Lak province, teaching Ede students at the same time Ede and Vietnamese so that they can use their mother tongue and Vietnamese fluently. Bilingual education plays an important role in contributing to the development of Ede and Vietnamese languages, building a multicultural and multilingual community, and promoting economic, cultural, social, and security development in the Central Highlands. The current situation of Vietnamese-Ede bilingual education in some primary schools in Dak Lak province has many shortcomings: The teaching staff is limited in quantity and quality. Ede students are still slow to absorb Vietnamese, thereby affecting their knowledge of other subjects. The processes of management and bilingual teaching have not been synchronized and unified like teaching regular subjects. Students attitude is still afraid to learn Vietnamese, preferring to learn their mother tongue. The conditions for teaching and learning Vietnamese-Ede bilingualism of teachers and students are not guaranteed, which has affected the results of Vietnamese-Ede bilingual teaching.

To improve the quality of Vietnamese - Ede bilingual education in primary schools in Dak Lak province, it is necessary to strengthen solutions, such as: Strengthening educational management in teaching Vietnamese - Ede bilinguals in elementary; Improving teaching capacity for teachers; Renovating the content and teaching methods of bilingual Vietnamese - Ede; Examining and evaluating the results of Vietnamese - Ede bilingual students; Increase investment in facilities and equipment for Vietnamese - Ede bilingual teaching; Building a Vietnamese - Ede bilingual environment in family, school, and society.

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