

USING TEACHING FACILITIES TO SUPPORT KHMER ETHNIC STUDENTS AT SOME PRIMARY SCHOOLS IN SOC TRANG, AN GIANG, AND DONG THAP IN LEARNING VIETNAMESE

Huynh My Linh

Faculty of Primary - Preschool Education, School of Education,

Dong Thap University, Cao Lanh 870000, Vietnam

Email: hmlinhdhdt@gmail.com

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Abstract

This article studies the use of visual teaching aids in supporting Khmer students at some primary schools in Soc Trang, An Giang, and Dong Thap provinces to learn Vietnamese well. Specifically, the article points out the influence of mother tongue on pronunciation and word use of Khmer students at some primary schools in Soc Trang, An Giang and Dong Thap provinces in learning Vietnamese. It also shows that visual teaching aids can facilitate students learning to read, write, speak, and narrate in Vietnamese language, and makes clear the demand for visual support of Khmer students in some schools when learning Vietnamese. From those results, the author proposes the measure related to using visual teaching aids in teaching reading, writing, speaking, and storytelling in Vietnamese for Khmer students at some surveyed primary schools. This study used theoretical research methods to find out the influence of mother tongue on learning Vietnamese of Khmer primary school students, collected information about mispronunciation and the need for visual support of 80 Khmer students in Soc Trang, An Giang and Dong Thap provinces. The results show that students' pronunciation and word use errors are related to the similarities in sounds and meanings of the two languages, and the rate of needing visual support to learn Vietnamese is very high. Therefore, the article proposes to use visual teaching aids to support Khmer primary school students at the above provinces in learning Vietnamese with some specific instructions and examples. The study has limitations on the size of the survey sample and will be improved in next studies.

Keywords: *Khmer, primary school students, visual teaching aids, Vietnamese.*

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SỬ DỤNG PHƯƠNG TIỆN DẠY HỌC HỖ TRỢ HỌC SINH DÂN TỘC KHMER TẠI MỘT SỐ TRƯỜNG TIỂU HỌC Ở SÓC TRĂNG, AN GIANG VÀ ĐỒNG THÁP HỌC TIẾNG VIỆT

Huỳnh Mỹ Linh

Khoa Giáo dục Tiểu học - Mầm non, Trường Sư phạm,

Trường Đại học Đồng Tháp, Việt Nam

Email: hmlinhdhdt@gmail.com

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Tóm tắt

Bài viết nghiên cứu về việc sử dụng phương tiện trực quan trong hỗ trợ học sinh Khmer ở một số trường tiểu học của tỉnh Sóc Trăng, An Giang, Đồng Tháp học tốt tiếng Việt. Cụ thể, bài viết nghiên cứu các vấn đề: sự ảnh hưởng của tiếng mẹ đẻ đến phát âm, dùng từ của học sinh dân tộc Khmer ở một số trường tiểu học thuộc tỉnh Sóc Trăng, An Giang và Đồng Tháp khi học tiếng Việt; khả năng hỗ trợ việc học đọc, viết, nói, kể bằng tiếng Việt của các phương tiện trực quan; nhu cầu được hỗ trợ trực quan của học sinh Khmer ở một số trường khi học tiếng Việt. Từ kết quả đó, tác giả đề xuất biện pháp liên quan đến sử dụng phương tiện dạy học trực quan trong dạy học đọc, viết, nói, kể chuyện ở môn Tiếng Việt tiểu học cho học sinh dân tộc Khmer ở một số trường tiểu học được khảo sát. Bài viết sử dụng phương pháp nghiên cứu lí thuyết để xác định sự ảnh hưởng của tiếng mẹ đẻ lên việc học tiếng Việt của học sinh dân tộc Khmer; phương pháp khảo sát việc phát âm, dùng từ của học sinh và nhu cầu được hỗ trợ bằng phương tiện trực quan của 80 học sinh Khmer ở một số trường tiểu học tại các tỉnh Sóc Trăng, An Giang và Đồng Tháp. Kết quả cho thấy nhiều lỗi sai về phát âm và hiểu nghĩa từ ngữ của học sinh có liên quan đến sự tương đồng về âm và nghĩa của 2 ngôn ngữ, nhu cầu cần được hỗ trợ bằng phương tiện dạy học trực quan của học sinh cũng rất cao. Từ đó, bài viết đề xuất sử dụng phương tiện dạy học trực quan hỗ trợ học sinh Khmer ở các tỉnh nói trên với một số chỉ dẫn và ví dụ cụ thể. Bước đầu, nghiên cứu chỉ dừng lại ở các mẫu khảo sát này, tác giả sẽ mở rộng mẫu khảo sát trong các nghiên cứu tiếp theo.

Từ khóa: *Học sinh tiểu học, Khmer, phương tiện dạy học trực quan, Tiếng Việt.*

1. Introduction

The Khmer ethnic group is an ethnic minority among 54 ethnics in Vietnam. They live mainly in the Mekong Delta region. According to the 2009 census, among 53 ethnic minorities, the Khmer group has the largest population in the country and the largest in the Mekong Delta region (General Statistics Office of Vietnam, 2023). The language internal used in the Khmer community is Khmer and they use Vietnamese to communicate throughout the territory. As a consequence, in addition to learning the language of mother tongue, the Khmer students have to learn Vietnamese and will face more limitations and more difficulties when they are fluent in their mother tongue (Khmer) and learn Vietnamese as a second language. It is necessary to explore the effects of Khmer on learning Vietnamese of the Khmer ethnic students, identify the causes and propose supportive measures.

Currently, the effectiveness of the application of visual teaching facilities in language teaching is highly appreciated. There are many effective measures to help learn language effectively quickly. Among them, the use of teaching facilities and in combination with teaching methods, teaching organization forms is effective and easy way to implement. It is predicted that effective use of audio-visual media resources and in combination with appropriate teaching organization and teaching methods can support Khmer students to learn to read, speak and narrate in Vietnamese well. Therefore, this study conducted a survey to collect information to prove the above prediction in several primary schools in Soc Trang, An Giang and Dong Thap - where a large number of Khmer minority students live.

2. Research content

2.1. Purpose, objects, scope and methods of the study

The purpose of this study is to propose measures to use visual and audio-visual teaching aids in teaching Vietnamese for ethnic students in reading,

writing, speaking, and storytelling in elementary Vietnamese subjects. The object of the research is audio-visual media in teaching Vietnamese and the teaching content of the fields of primary Vietnamese subjects. The study scope is within Khmer ethnic minority students. Theoretical research methods were used to find out the influence of mother tongue when learning Vietnamese of Khmer primary school students. A survey was conducted to collect information about mispronunciation and the need for visual support of 80 Khmer ethnic students in Soc Trang, An Giang and Dong Thap provinces.

2.2. Results and discussion

2.2.1. Population characteristics and differences when learning Vietnamese between Khmer ethnic students and Kinh students

According to the statistics about the population of Soc Trang, An Giang and Dong Thap provinces was updated on September 5, 2023 of the General Statistics Office of Vietnam (General Statistics Office of Vietnam, 2023), there are 21 ethnic groups live together in the Mekong Delta region. There are a large number of Khmer, Chinese people, and the largest population is the Kinh. The Khmer group is the second largest group in the Mekong Delta region, living mainly in the provinces of An Giang, Soc Trang. Ethnic groups living in the provinces of the Mekong Delta in general and Soc Trang, An Giang and Dong Thap in particular, live side by side, creating a cultural blend between ethnic groups covering many fields such as literature, art, culture and education. Because of living close together in the community, before going to school, some Khmer children may have chance to speak Vietnamese in the house with family members, at the preschool with teachers and friends, in the market, in shops, on the rice fields,... However, there is important difference in learning Vietnamese between Kinh and Khmer students. Figure 1 shows the difference in their order of access to learning Vietnamese between Kinh students and Khmer students.

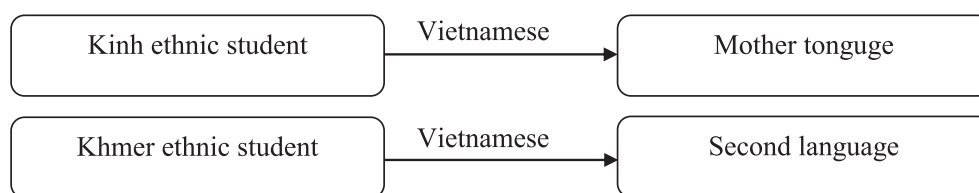


Figure 1. The difference in their order of access to learning Vietnamese between Kinh and Khmer students

The vocabulary and sentence structure of Khmer students may be enough for students to create simple, concise communications with people around them. However, a small number of ethnic students cannot speak Vietnamese before going to elementary school. Children's learning of a second language (Vietnamese) will be influenced by their mother tongue. That is also the reason why ethnic students make mistakes when using Vietnamese vocabulary such as: pronunciation, word use, and sentence structure errors (Mong, 2000).

The results of a questionnaire survey of 80 primary school teachers in Soc Trang, An Giang and Dong Thap showed that their Khmer students made pronunciation

errors and misunderstood the meaning of Vietnamese words which are similar to and easily to cause confusion between Khmer and Vietnamese language. The results of the survey on pronunciation and interpretation of words for students also showed similar results. Teachers of Khmer students were given a card containing 100 words from 20 word pairs that are easily confused when pronouncing and asked their students to read and explain the meaning (*) of the words. A similar sheet properly designed to mark and note cases where students mispronounced and did not understand the exact meaning was also given to these teachers. Below is a summary of word pairs that are mispronounced and not understood correctly by students:

Table 1. Words / syllables that Khmer students in some primary schools in Soc Trang, An Giang and Dong Thap provinces often () pronounce incorrectly**

Parts of word/syllable structure	Elements	Mispronounced word/syllable pairs (words or syllables given / words or syllables pronounced)
Initial consonants	tr/ch v/qu s/x v/d r/g d/r/gi	tre / che, trông / chông vai / quai so sánh / xo xánh về / dề ra / ga, rì rào / ghi gào gió / dó
Final consonants	n/ng t/c t/ch	lan / lang chị út / chị úc ít / ích
Rhymes	ao/au uu/u uyên/iên oan/an uyêt/iêt oa/e	cháu / cháo lưu luyên / lu luyên, thành tựu / thành tụ chuyện / chiện ngoạn / ngạn quyết tâm / viết tâm lòe / lè
Tones	ngã/nặng hỏi/nặng ngang/sắc hỏi/huyền nặng huyền nặng/hỏi hỏi/ngã other tones and “ngang” tone	đã / đạ, mãi / mại, nghĩ / nghị, những / nhụng tủ / tụ, chỉ → chị, nhấn nại / nhấn nài, bẻ / bệ năm / nãm tủ / tù đi chợ / đi chờ hại / hải, hiệu trưởng / hiểu trưởng, mẹ / mẻ, bẻ dừa → bẻ dừa ngũ / ngử áo / ao, cháo / chao, trê / trê, cá đối / cá đôi, viên phần / viên phân, (cái) mùng / mung, (xe) máy / may, (cái) thùng / thung

(*) Students can apply all methods to explain the meaning of words such as: explanation, definition, description of characteristics, making sentences with words, using synonyms and antonyms of words, using Khmer to say the meaning of words, ...

(**) The frequency is over 8 times, corresponding to 10% of the students surveyed.

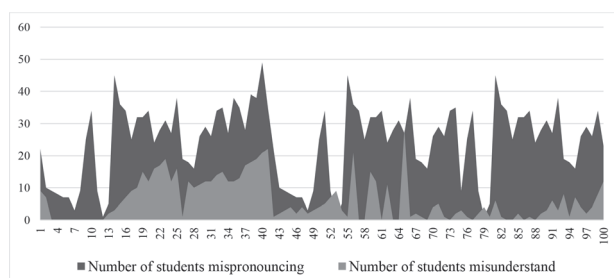


Figure 2. The relationship between mispronunciation and misunderstanding of Vietnamese words by Khmer students

Mispronunciations of initial consonants, final consonants and rhymes of syllables or words are a common problem among primary school students in the Mekong Delta (including Kinh students) (Vo, 2007). However, the inaccurate pronunciation about tones of syllable in Vietnamese is typical of minority students, especially Khmer primary school students. The first reason is that Khmer language does not have syllable tones like Vietnamese language. Khmer students often have difficulty pronouncing the tones of Vietnamese syllables and tend to miss these tones of Vietnamese syllables. The second reason is that some words in Khmer language have similar pronunciations and similar meanings to words in Vietnamese. In this case, the following words have almost the same pronunciation and almost the same meaning in Vietnamese and Khmer languages: áo/ao; tú/tu; cháo/chao, (cái) mùng/mung; (xe) máy/may; (cái) thùng/thung, ...

Figure 2 shows that there is a relationship between mispronunciation and misunderstanding of the meaning of Vietnamese words among Khmer primary school students. Of the 100 words given in the survey, there were 71 words that at least one student both mispronounced and misunderstood or did not understand. Many of the words in the same types of tone in Vietnamese syllable given in the survey were mispronounced and misunderstood by Khmer students at the similar high rates to each other. Pronunciation errors due to the above two reasons can be changed by learning to understand the exact meaning of the words to be pronounced and applying additional measures to help students correct their errors in pronouncing words (Mong, 2000). The meaning of words can be provided verbally, and can also be easily received by the illustrations of pictures,

images, and gestures. The explanation of this term also requires the support of appropriate teaching methods and class organization. Therefore, it is necessary to effectively exploit audio-visual media resources in combination with other teaching methods and organizational forms to help Khmer primary school students learn Vietnamese more effectively.

2.2.2. The main audio-visual teaching aids used to support Khmer primary school students in learning Vietnamese

The phrase "teaching aids" (Oxford University, 2023) is understood as a set of teaching aids. Many scientists around the world also define "teaching aid" in many different ways. Kapur (2015) called "object" or "device" meaning objects or mechanical equipment, Mathew and Alidmat (2013) called "teaching aids" or "equipment" which can also be understood as equipment, and Adalikwu and Iorkpilgh (2013) mentions "teaching materials", "technical teaching devices" and "instructional materials". In Vietnam, the phrases that often appear are "teaching aids" and "teaching aids" which are quite clearly defined in many documents. In particular, Dao Thai Lai defined teaching aids as "a set of material objects used by teachers as means of organizing and controlling learners' cognitive activities" and "is a means of cognition for learners", etc. (Dao, 2006). Circulars of the Ministry of Education and Training of Vietnam on teaching equipment (2009, 2019) call items that support teaching in subjects "teaching equipment".

Mong (2000) also mentioned many teaching devices that can support and help ethnic minority students learn Vietnamese well and have audio-visual purposes such as: radio, television, books, newspapers, local radio speakers, paintings, photos, multimedia projectors, etc. In this article, the author mentions all the minimum teaching equipment for each subject according to each grade level of elementary school prescribed by the Ministry of Education and Training of Vietnam, printing equipment to support teaching, teachers' self-made teaching equipment and many teaching aids with electronic elements for audio-visual purposes are temporarily called visual teaching aids. They are divided into two groups: electronic teaching aids and rudimentary teaching aids (based on the ability to connect to machines). Group 1 includes: radio

stations, audio tapes, television stations, electronic speakers (can read memory cards and play sound), printers, computers, internet networks, multimedia projectors, projectors objects, televisions, and software for teaching writing, reading, and speaking are designed and commercialized on the websites www.vnschool.net, www.schoolnet.v, www.thnt.vn. Group 2 includes: books, newspapers, dictionaries, pictures, photos, signs, panels, posters, catalogs, magazines, restaurant menus, printed handbook, learning content design sheet, etc. Visual teaching aids in these two groups can be used in a special way that paying attention to the purpose of use and the target audience of students to support Khmer students to learn Vietnamese well.

2.2.3. Self-assessment of effectiveness when learning Vietnamese with visual illustrations of Khmer students and their need for support with visual aids

Students were asked about their need for support with teaching aids (the phrase "teaching aids" is more familiar and closer to Khmer primary school students than other phrases mentioned in the article) then they self-assessed the effectiveness of Vietnamese lessons with supporting of teaching aids. 80 Khmer primary school students (from 18 primary schools in Dong Thap, An Giang and Soc Trang answered independently, with the support of reading the content and explanations from the surveyor). We collected the following data:

Table 2. Results of self-assessment of effectiveness when learning Vietnamese with pictures, photos, videos, sounds, real objects, models, diagrams, tables, etc

Cognitive levels	Percentage of students passing (%)		
Remember the name of the lesson	86		
Remember some information, images, and activities related to the lesson	70		
Understand the lesson content	78		
Explain the content and requirements of the exercises: writing sentences, speaking sentences, finding words, writing paragraphs, writing text, etc.	58		

Skill levels	Percentage of students passing (%)		
	Improve	Normal	Lag
Read the text	60	36	4
Write letters correctly (size, process, shape)	58	34	8
Spelling	52	28	20
Talk, Tell stories	68	28	4
Describe	72	26	2

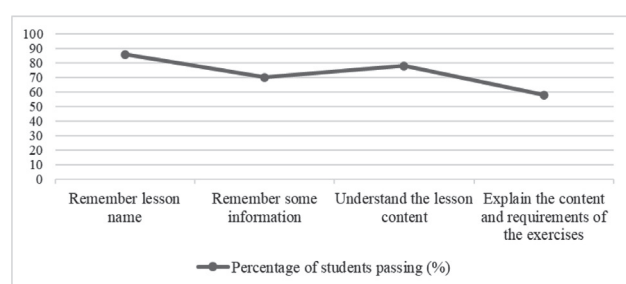


Figure 3a. Percentage of cognitive self-assessment levels when learning Vietnamese with illustrations (%)

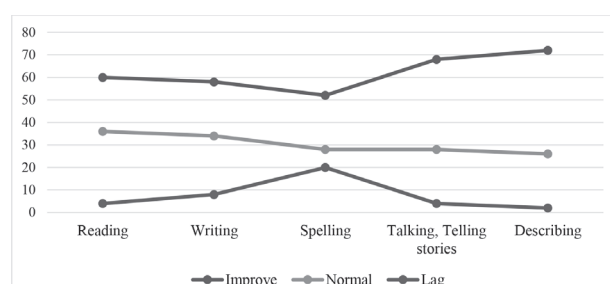


Figure 3b. Percentage of skill self-assessment levels when learning Vietnamese with illustrations (%)

Table 3. Needs illustrated by visual teaching aids and level of needs (%)

Kĩ năng tiếng Việt cần có minh họa	Luôn luôn (%)	Đôi khi (%)	Ít khi (%)	Chưa bao giờ (%)
Write (letters, spelling)	56	30	12	2
Talk, Tell stories	72	22	4	4
Use words and sentences	46	18	6	30
Read the text	68	10	22	0
Writing	68	12	20	0

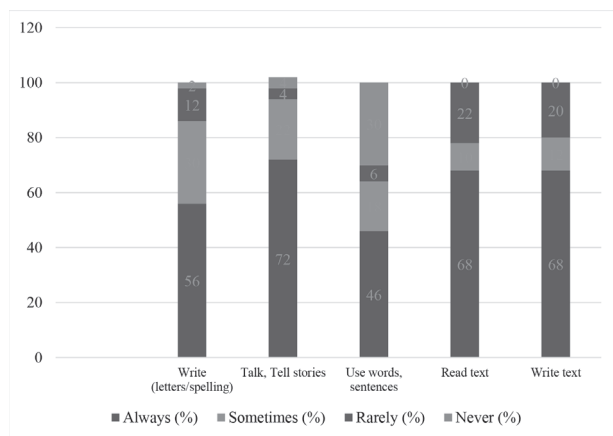


Figure 4. Needs illustrated by teaching media when learning Vietnamese of Khmer students (%)

The results in Table 2 show that 86% of students know and remember the name of the lesson, the name of the topic they are studying, remember the information in the lesson very well (70%), and understand the lesson (78%). Figure 3a clearly shows the cognitive self-assessment levels when learning Vietnamese with illustrations. The levels are inversely proportional to the percentage of students achieved. Specifically, from low to high in the order of Know - Remember - Understand - Explain, the data gradually decreases from 86 to 58. Students' Vietnamese language skills are clearly improved, especially description (72%) and storytelling (68%). Obviously, this is a positive effect of teaching using perceptual teaching aids, stimulating sensory activities. Visual teaching aids contribute to this result. According to Figure 3b, the rate of students self-rating at the improve level is much higher than the normal level. The increase in the percentage of self-assessment of students at lag level in spelling skills match with the decrease in the rate of students rating themselves as at an improvement level in this skill. The data table clearly shows that a large number of students do not spell well. One of the reasons why students misspell words is because they do not clearly understand the meaning of words. Table 3 and Figure 4 show the need for support when learning Vietnamese with teaching aids in all Vietnamese skills, focusing on storytelling (72%), writing and reading (68%). Accordingly, we need to strengthen helping students understand the meaning of new words and expand their vocabulary; Let students observe pictures and pictures so they can have information for speaking and telling; Let them observe reality to gain more knowledge about

life and experience to apply in communication. The activities mentioned above can be carried out by using appropriate visual teaching aids when teaching students Vietnamese. Those visual teaching aids also need to be used in combination with other teaching methods and forms of class organization to achieve high efficiency.

2.3. Proposal on using audio-visual media to support Khmer students learning Vietnamese

2.3.1. Using audio-visual media helps Khmer students expand their vocabulary and reading comprehension

According to Le et al. (2005), reading comprehension includes understanding the meaning of words, understanding the message content of sentences, understanding the main idea of paragraphs, essays, poems, detecting words, images and artistic details of essays and poems. Visual teaching aids can help students do this through their functions such as: presenting paints and images; make sound; movies; presenting the writing and diagrams; presenting multidimensional models; presenting the movements and activities of objects. The explanation of the meaning of new words in the student books in some lessons basically shows the meaning of the words in the text. However, in the lesson there are also dialects and key words to understand the content of the reading that students do not know. Common ways to guide students to learn the meaning of words are to use visual aids such as real objects, models, pictures, gestures, facial expressions, create sentences with the words that need to be explained, and find synonym words, describing the things and characteristics expressed in the words that need to be interpreted. Thus, teaching aids are an effective support for both teachers and students.

For example, in the text "Hạt gạo làng ta" (Rice grains in our village) (Nguyen, 2014, p. 139), the words that students in Southern Vietnam, including minority students, are not familiar with are "quang" (bamboo stick to hang baskets), "trành" (objects look like baskets)", "phân" (organic fertilizer for fertilizing fields), "hào giao thông" (traffic ditch). Teachers can use memory card readers, computers, multi-function projectors to let students listen to the song "Hạt gạo làng ta" (Rice grains in our village) (music composed by Tran Viet Binh, poem written

by Tran Dang Khoa) at the beginning of lesson to stimulate student interest or at the end of the lesson to reinforce content and teach literary appreciation. Besides, teachers can also show students images in the middle of lesson to explain the meaning of the words "cây lúa" (rice planting), "hào giao thông" (traffic ditch), "gầu" (bucket), "quang trành" (bamboo sticks to hang baskets). Thus, using visual teaching aids such as electronic speakers (can read memory cards and play sound), printers, computers, internet, projectors, paintings, and photos as mentioned above can help ethnic students thoroughly understand the content of each new word, sentence, and paragraph through their function of presenting paints and images; their function of playing sounds or presenting writing, their function of summarizing information with diagrams.

2.3.2. Using audio-visual teaching aids to support Khmer students to speaking-listening, watching-telling stories

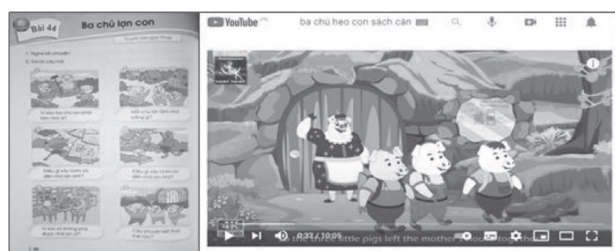


Figure 5. Cartoon corresponding to the story in the textbook

The text of the stories taught in the elementary school curriculum is quite simple and concise, especially for first grade (Ministry of Education and Training, 2018). Some stories were adapted into animated films. Teachers can show movies to students instead of telling stories to students. For example, the story "Ba chú lợn con" (The Three Little Pigs) (Nguyen, 2020, p. 80) has been adapted into an animated film. However, the use of videos to replace teachers' narrations needs to be done effectively, avoid abuse and should follow these steps: (1) Observe and guess the content of stories in the following order: picture → name story → characters in the story → guess the content. (2) Introduce the story's name and create excitement. (3) Listen to stories (or watch movies). (4) Answer the questions based on the picture.

For students who do not speak Vietnamese well, teachers can let students watch the video 3

times, instructing students to answer questions in a sequential manner. For example, based on the suggested question in picture number 3 on the textbook page (Figure 5), the teacher suggests that students and teachers say together:

Teacher: The wolf came to brother pig's house and the wolf was...

Student: scraped the wall of the house.

Teacher: Pig brother replied....

Student: "Go away wolf!"

Teacher: The wolf nudged the house (the hut) and caused it (speaking while pointing to the hut in the picture)

Student: caused the hut to collapse.

Teacher: What did brother pig do?

Student: ran to his younger brother's pig house.

Teacher: Now, please tell it yourself, starting with "The wolf came to brother pig's house and...."

Student: The wolf came to brother pig's house and it scratched the wall of the house. The brother pig replied: "Go away, wolf!". The wolf gave a nudge and the hut collapsed. The older brother pig ran to the younger brother pig's house.

Compared to Kinh students, Khmer students have less vocabulary, less proficiency in sentence patterns and ways of connecting sentences, and less understanding of the relationships of things (which happen frequently in the lives of the Kinh community) when asked to speak, write and tell those stories. Therefore, visual teaching aids such as pictures, photos, movies, and diagrams,... will help students have information to express thoughts in their minds, remember thoughts, and express thoughts into speech.

2.3.3. Using audio-visual teaching media combined with many different teaching methods and organizational forms to teach Vietnamese

Teachers can use visual teaching aids combined with many different teaching methods and forms of teaching organization to teach Vietnamese. Each Vietnamese language skill can often be suited to a few main teaching methods and forms of teaching organization. For example, the model-based training method is combined with visual teaching aids such as large-sized paper, pictures, photos, audio clips,

and short films that are used as models for students to watch and follow. These pictures, photos, sounds, and movies are played or projected through memory card readers and multimedia projectors to teach students how to write, read, write sentences, write paragraphs, speak and tell stories. The teaching method using learning games to teach words and sentences, reading comprehension also requires the support of worksheets that are in the form of multiple-choice questions and images is used to illustrate the meaning of new words both are projected by a multimedia projector.

Lessons on communication etiquette in grades 2



Figure 6. Teaching communication etiquette (saying and responding to greetings, thanks, apologies, etc.) using role-playing methods and learning games with the support of teaching aids in Le Qui Don Elementary School, Dong Thap

For example, in teaching speaking according to communication rituals in grades 1 and 2, teachers can use the support of visual teaching aids to organize games in Vietnamese language. The game "Old snowman" (like Vietnamese Santa Claus) trains the habit of communicating politely in basic communication cases of Vietnamese culture. A student in the class pretended to be a snowman carrying a gift bag and he distributed gifts to children. Teachers use projectors and computers to create a winter atmosphere, Christmas scenes along with the sounds of typical Christmas songs. Students learn new words and expand their vocabulary related to the theme of Christmas and about things in pictures and movies. The remaining students in the class join Santa Claus in a situation that belongs to communication etiquette in the Vietnamese curriculum for grades 1 and 2:

- Hello children! I'm an old snowman! (Hello sir!)
- My name is Van Ha, I am a student of class 2A. (Hello niece!)
- Sitdown please! (Thank you)
- Grandpa, please help me see if I have a gift? (Okay, we'll see now!)

and 3 can be organized using a combination of role-playing methods and the form of organizing classes in pairs, small groups or "fishbowl" techniques with the support of teachers. Multimedia projector (used to show communication situations, show images of communication situations and content of lesson assessment criteria). Teaching organization methods such as language analysis method, method of using learning games, group discussion method, teaching method of raising and solving problems are used in teaching Vietnamese to Khmer students may need the support of visual teaching aids so that students can perform better.

- This is your gift! (Thank you very much!) (Wow! I love it! This is a very nice gift!)

- This is not my gift! Gifts sent to others! (Oh, sorry niece, I gave you the wrong gift! I'll find it for you right away!)

- Congratulations on receiving a beautiful gift! (Thank you! Let's play together!).....

3. Conclusion

From the survey results in the study, the author found that primary school students from the Khmer minority had difficulty learning Vietnamese. They often make some pronunciation errors and do not understand the exact meaning of words for linguistic elements that have confusing similarities between Khmer and Vietnamese. The process of learning Vietnamese as a second language (Vietnamese) is influenced by their mother tongue (Khmer). In addition to the general pronunciation errors of students in the Mekong Delta (including primary school students of Kinh group), Khmer primary school students also make pronunciation errors in tones. In addition, students' vocabulary is limited, and their ability to understand and use words in speaking,

writing, and storytelling still makes mistakes. If visual teaching aids are exploited effectively and combined with a number of different organizational forms or teaching methods, they will definitely contribute to supporting Khmer students in learning to read, speak and narrate using Vietnamese is better. Survey results show that primary school students of Khmer minority have certain difficulties in learning Vietnamese and have high needs illustrated by visual teaching aids when learning Vietnamese. Students' self-assessment of cognition and skills also shows that visual illustration is necessary. Although this study only proposes measures and implementation instructions, it guides future research on a more extensive scale.

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