

A Study of English Teaching Method of Teacher in Khmer Buddhist High School at Tra Vinh Province in Vietnam

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Abstract

This study focuses on A Study of English Teaching Method of Teacher in Khmer Buddhist High School at Tra Vinh Province in Vietnam. This research aims to study the English teaching method of teachers in Khmer Buddhist high school at Tra Vinh province in Vietnam and to analyze the English teaching method of teachers in Khmer Buddhist high school at Tra Vinh province in Vietnam. And to propose the ways of English teaching method of teachers toward a solution in English teaching for Buddhist high school. The population in this research consisted of 20 teachers and 5 students who are teaching and learning in Buddhist high schools. The researcher used the qualitative method. The tools are focused on an interview with teachers and students for collecting Frequency and Percentage analysis data.

The results of this research found that 1. According to interviews with teachers who had in English teaching method in 4 skills in a general test of teachers who are teaching in Khmer Buddhist high school at Tra Vinh in Vietnam. While the English speaking had 7 participants, 5 participants are in English writing and reading, and 3 participants are in English listening, and consisting of 5 participants are liked on English conversation, while 7 participants are liked on English grammar, and 4 participants are liked on English vocabulary and pronunciation, which general test in English teaching method that most teachers are liked on English speaking and English conversation method. 2. The discovering interview questions with

teachers at Khmer Buddhist high school, all of the teachers still get the problems while they were teaching English in the class. When they explained to students, they used the Khmer language 50% and English language 50% while they are teaching, they tried to translate from English into their mother tongue that was the big problem. The solution English teaching needed the students to read understand all the passages but did not force them to translate them. English teacher had created the group to give an idea when they finished class. They had found out the problems how to make students interested and pay attention while they were teaching.

Keywords: English Teaching Method, Khmer Buddhist High School, English teacher

1. INTRODUCTION

English Teaching Method is applied to the badminton English teaching process, can make class teaching livelier, and for students to create a relaxed and harmonious atmosphere in the classroom. And also, it is the problems concerning the teaching as its suitability and compliance with the teacher's needs and expectation; problem in the speaking (versus grammar) institutional problem (Buddhist and high education institutions); teaching material and teachers understanding and motivation to English method. English Teaching Skills at Higher Education Level. From a very elaborate discussion on the roles of a prospective teacher, now we pass on to one of the most specific aspects of teaching, the essential teaching skills, required for every teacher for success in teaching. The term, teaching itself is much controversial, even though we still use it for the matter of convenience.

In Vietnam, schools belong to both government and private sectors. English is taught in the beginning classes at the Buddhist institution but they have English teaching method problems and needs of English teachers. Therefore, it is no surprise that many graduates do not speak English at all. So, the teacher of high school will face difficulty with getting a better job and stand better chances of getting foreign schools for higher studies. For this reason, the majority of the teachers cannot be ensured the policy of giving equal opportunity to everyone in Vietnam society.

Buddhist High school: Buddhist-funded schools conducting Vietnam. These studies mostly being from standard or Grade 4 to 6, one final exam. All the Buddhist high schools follow the National Board Curriculum Vietnam and Buddhist officially the Republic of the social of Vietnam, is a sovereign state located in the Southeast Asian region. And then, this country is trying to better than early time. Such as education, economic and political issues.

Here, the researcher will mention the English teaching method of Khmer teachers in the Buddhist high school of education at Tra Vinh in Vietnam.

2. OBJECTIVES OF RESEARCH

1. To study the English teaching method of teachers in Khmer Buddhist high school at Tra Vinh province in Vietnam.
2. To analyze the English teaching method of teachers in Khmer Buddhist high school at Tra Vinh province in Vietnam.

3. LITERATURE REVIEW

Gai Sheridan (2010) The higher education system in Vietnam is in a phase of rapid and sustained change. Since 1993, when the Fourth Plenum of the Communist Party Central Committee declared education as a priority area for national investment, the proportion of the relevant age group participating in higher education has increased from 2 percent to over 13 percent, and a higher education system that was comprised of small, specialized institutions has been transformed into one in which a small number of leading universities are large, multidisciplinary and progressively developing a research capability. But there are many challenges involved in trying to develop an internationally competitive system against a background of low per capita national income and a continuing legacy of centralized planning.

Crystal, D. (2003) English speaking is the dominant language spoken by many people around the world in both oral and written because it is the lingua franca used for international communication to all aspects of human life such as economic, cultures, business, politics, administration, science and academia.

Yuhong Jiang (2017) Society has had a high expectation for teachers, is more aware of their profound influence on students' growth, and had a better understanding of the value of this profession. And modern education has put forward higher and higher requirements for educational practitioners; the increasingly frequent education reforms keep re-interpreting the standard of "good teacher", forcing teachers to seek self-improvement and professional growth. As a result, scholars and governments of every country, as well as the whole international community are advocating promoting teachers' professional development and improving teachers' professional status. How to build a large team of professional and highly-qualified teachers has become the focus of education in all countries.

Yildizlar, M. (2013) The method used has an important function in teaching. However, before using a method, its rules and limitations must be known, and the users must also know in which classes they are going to use it and for what purposes, and they must understand its positives and negatives. It is impossible to talk about a method or technique that is influential in all fields or every situation. The methods must be selected to reach the predefined purpose and must be organized in this direction. The selected methods must be in a structure that will ensure the consistency and integrity of the learning experiences.

4. RESEARCH METHOD

This study was qualitative research methodology. The researcher took qualitative research using interview questions with teachers and students to keep information and questions relating to English teaching. Every data collection stage was performed step by step to simplify things to be valuable to the study in nature to identify, analyze, and describe the English teaching of teachers at Khmer Buddhist high school in Tra Vinh Province, Vietnam.

1. Population and Focus Group

The populations were randomly chosen from 20 Khmer teachers and 5 students in a Buddhist high school. The schools were chosen from different parts of Tra Vinh province and Tra Vinh city. The participants did vary in their experiences and attitudes. On the other hand, all the Buddhist high school participants were from their educations, the researcher had observed all classes from Khmer Buddhist high schools to collect the research data.

2. The research tools

The methods used to collect data were the documentations and interview questions with teachers and focus group discussions. The main methods used in this study include; (1) General information of teachers, (2) interview questions with 20 teachers and 5 students.

3. Data collection

The number of teachers' interviews that the researcher had taken were 20 teachers and 5 students from the Khmer Buddhist high school. The researcher asked the teachers questions about the English teaching method of the teachers. Except for the high school teacher, to take the English teaching method in their classroom. The total number of the focused questions for the interview, the researcher confined the scope of area in Buddhist high schools in Tra Vinh division in Vietnam, the researcher tried to observe and negotiations with teachers in the interview sections.

4. Data analysis

This survey data analysis has been obtained from the documentations and qualitative research. Regarding the data analysis, the researcher presents the English teaching problems and solutions from the interviewers. Moreover, the researcher has to draw a table of the frequency, percentage.

5. RESULTS

A study of the English teaching method of teachers in Khmer Buddhist school at Tra Vinh Province in Vietnam and the purpose of the English teaching method of Khmer teacher Buddhist high schools at Tra Vinh province in Vietnam. The study aims to analyze data collected from interviews with teachers and students as the following:

1. General information of populations

Table 1: Status of teachers

Status of teacher	Frequency	Valid Percent
Monk	12	60%
Novice	0	0%
Laity	8	40%
Total	20	100%

Table 1. mainly presents the information on statute, referring to the population who are teaching at Khmer Buddhist high school at Tra Vinh Province in Vietnam, concerning with the status, consisting of 12 participants that are monks, accounting for 60%, and laity 8 participants, accounting for 40%. This indicates that most participants are monks.

Table 2: Table of education qualification

Education Qualification	Frequency	Valid Percent
Bachelor's Degree	8	40%
Master's Degree	12	60%
Doctoral Degree	0	0%
Total	20	100%

Table 2. the table shows the education qualification of teachers who are teaching at Khmer Buddhist high school at Tra Vinh Province in Vietnam, consisting of 8 participants that are Bachelor's Degree, accounting for 40%, While 12 participants Master's Degree, accounting for 60%. This indicates that are of most participants are a Master's Degree.

Table 3: Table of experience in English teaching

Experience in English teaching	Frequency	Valid Percent
1-5 years	10	50%
6-10 years	6	30%
11-15 years	3	15%
More than 15	1	5%
Total	20	100%

Table 3. the tale shows of experience in English teaching of teachers who are teaching in Khmer Buddhist high school at Tra Vinh in Vietnam. While 10 participants are in 1-5 years, accounting for 50%, and 6 participants are in 6-10 years, accounting for 30%, 3 participants are in 11-15 years, accounting for 15%, and 1 participant more than 15 years, accounting for 5%. This table had participants that are most of 1-5 years of experience in English teaching.

2. Analyze interview with teacher

Table: 4: General Test in English teaching.

English 4 Skills	Frequency	Valid Percent
Speaking	7	35%
Writing	5	25%
Reading	5	25%
Listening	3	15%
Total	20	100%

Table 4. The tale shows English teaching 4 skills of teachers who are teaching in Khmer Buddhist high school at Tra Vinh in Vietnam. While the English speaking had 7 participants, accounting for 35%, 5 participants are in English writing and reading, accounting for 25%, and 3 participants are in English listening, accounting for 15%. it indicated that most teachers are likely in English speaking.

Table: 5: English teaching method.

English teaching method	Frequency	Valid Percent
Conversation	5	25%
Grammar	7	35%
Vocabulary	4	20%
Pronunciation	4	20%
Total	20	100%

Table 5. The table shows the English teaching method of teachers who are teaching in Khmer Buddhist high school at Tra Vinh in Vietnam, consisting of 5 participants are liked on English conversation, accounting for 25%, while 7 participants are liked English grammar, accounting for 35%, and 4 participants are liked on English vocabulary and pronunciation, accounting for 20%. Which this table in English teaching method that most teachers are like on English conversation method.

3. Results from the interview

According to the researcher had found that the importance of the most important English teaching method used in Buddhist high schools is to write the whole words on the blackboard and ask students to copy on their notebooks. It is a traditional teaching method to teach the monks, it is very convenient and comfortable for them to study. In addition, some monasteries in Tra Vinh are lacking network equipment to study, so it is the only way to use in Buddhist high schools in Viet Nam. Otherwise, Khmer Buddhist high school in Tra Vinh is usually open in early May and close last February. School opens learning properly in a Buddhist monastery and each monastery need to guarantee that have enough instrument and place suitable for them. The abbot has a duty as the head of the school to look after all the students.

6. CONCLUSION

The most important method in English teaching is testing them every week what the teacher had taught from the previous class. Allow them to have more conversations with their friends and always ask them in English. Every day we try to use new vocabulary words and help them have more confidence while speaking English. In the interview with teachers on solutions in the English teaching method, most of them had many ways to improve the academic qualification for English teachers such as knowledge, skills, experience, analysis, and understanding in the English teaching method. In addition, they needed a variety of skills, education, and

training to become proficient in their careers, as well as they needed excellent English communication skills and can explain the material in the curriculum in diverse ways to students who had different learning styles.

Now they had observed too many years back. There were more developed the instrument has enough for teachers and students to learn and found it. They can contact each other easily, computer network also connected easier than before. Electricity had been everywhere to service them.

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