

Improving the quality of training for Lao students at Quang Binh University

Nguyen Thi Hoai An, Ma¹

Abstract

Over the years, Quang Binh University has constantly innovated and improved the quality of high-quality human resource training for Quang Binh province and surrounding areas. From the school year 2007 - 2008, Quang Binh University was assigned by the Provincial People's Committee to support the training of human resources for the border provinces of the People's Democratic Republic of Laos for the first course. By 2021, Quang Binh University has trained 14 courses for Lao students. The training of Lao students at Quang Binh University is divided into two phases: the preparatory Vietnamese training for 1 year and the major training for 4 years. From teaching the foundation of the Vietnamese language, introducing the culture of the country and people of Vietnam to intensively training of skills, Quang Binh University has trained a team of bachelors with professional qualifications and proficient capacity for Laos.

Keywords: Lao students, preparatory Vietnamese training, Quang Binh University

¹ Lecturer, Faculty of Basic Sciences, Quang Binh University

1. Introduction

Global integration periods require high-quality labor with professional qualifications and foreign language ability. Innovations and improvements in teaching quality are particularly significant to the quality of training and the quality of human resources in the future. In trainings of Lao students, the teaching of specialized Vietnamese provides knowledge and helps learners initially approach career requirements. Nonetheless, from studying preparatory Vietnamese to acquiring specialized knowledge, Lao students have faced many difficulties. To satisfy high requirements of economic communities, it is practical to improve the quality of Vietnamese language training for Lao students. In this situation, it is imperative to renew our teaching—specifically learning organization and evaluation methods to help Laotian students accumulate knowledge more effectively. This is an important premise for the school to train workforce for Laos with full skills, knowledge, experience, solid skills.

2. Objective

1. Evaluation of the results of Vietnamese language training for Lao students over the past 10 years.
2. Gradually improve the program and teaching methods to improve the quality of Vietnamese language training for Lao students so that they have a basis to study at their chosen at university.
3. Lao students need to master listening, speaking, reading, and writing skills. In the future, they will become high-quality human resources for the socio-economic development of Laos.

3. Literature Review

Based on the reference to the Vietnamese language training program of prestigious universities and the Language Development Institute, the teaching staff in charge of teaching Vietnamese to Lao students has compiled a Vietnamese learning program from basic knowledge to practice-advanced Vietnamese, consistent with the learning ability of Lao students. In addition, learners are provided with basic Vietnamese textbooks, advanced Vietnamese for foreigners and necessary study materials. The learning content has a reasonable balance between theory and practice to create conditions for Lao students to learn Vietnamese. Each lesson is designed in a system that provides the necessary amount of vocabulary, common sentence patterns for students to perfect skills in listening, speaking, reading and writing. We use and refer to the basic Vietnamese and intermediate Vietnamese use for non-Vietnamese speakers by author Nguyen Viet Huong, Hanoi National University Publishing House.

4. Conceptual Framework

In line with the requirements of educational innovation, according to the policy of the Ministry of Education and Training of our country, converting to the form of training according to the credit system, the teaching program in the pedagogical university has taken appropriate measures. adjusted accordingly, and has continuously revised their curriculums. Innovate teaching methods and evaluate learning results gradually improve the overall training quality.

5. Research Methodology

1. Methods of language-cultural analysis
2. Methods of analysis–statistics
3. Comparative comparison method

6. Results of the research paper

Cooperation in education and training for Lao students is one of the top priorities at Quang Binh University. Quang Binh University provided Vietnamese language training for Lao students from 2007-2008 school year. Every year, the number of Lao students studying at the school increased steadily. With the spirit of close cooperation and the special solidarity between the two countries Vietnam-Laos, the process of training Lao students at Quang Binh University took place regularly and achieved many notable successes. In total, the school has trained 14 Lao students to study Vietnamese preparatory language (2007-2021), 10 graduate courses (Course 50-Course 58) and 03 studying majors. Almost all of the graduates from Laos have met the recruitment needs of working units in Vietnam and Laos.

Table 1. Summary of the number of Lao students from 2007 to 2021

No.	Academic year	Amount	Note
1	2007-2008	16	Course 1
2	2008-2009	15	Course 2
3	2009-2010	17	Course 3
4	2010-2011	5	Course 4
5	2011-2012	21	Course 5
6	2012-2013	20	Course 6
7	2013-2014	32	Course 7
8	2014-2015	80	Course 8
9	2015-2016	82	Course 9
10	2016-2017	65	Course 10
11	2017-2018	50	Course 11
12	2018-2019	56	Course 12
13	2019-2020	67	Course 13
14	2020-2021	66	Course 14
Total		592	

Source: Department of Scientific Management and International Relations

From the 2020-2021 school year, the Vietnamese Language Training Program increased the duration of communication practice, advanced practice and specialized Vietnamese lessons by augmenting the number of periods from 885 periods to 1005 periods. The training program also adjusted the specialized Vietnamese module from 5 credits to 7 credits and improved the Advanced Vietnamese Practice module from 4 credits to 6 credits, adding the 4-credit Practice of Vietnamese Communication module (after the 4-credit base Vietnamese module) with 4 lessons: Culture, commerce, education, and health.

Table 2: One-year preparatory Vietnamese language training program for Lao students

No.	Term	Time
1	Vietnamese basis 1	6 credits (90 tiết)
2	Vietnamese basis 2	6 credits (90 periods)
3	Vietnamese basis 3	6 credits (90 periods)
4	Vietnamese basis 4	6 credits (90 periods)
5	Practice communicating in Vietnamese	4 credits (60 periods)
6	Advanced Vietnamese 1	6 credits (90 periods)
7	Advanced Vietnamese 2	6 credits (90 periods)
8	Advanced Vietnamese 3	6 credits (90 periods)
9	Advanced Vietnamese 4	6 credits (90 periods)
10	Specialized Vietnamese	7 credits (105 periods)
11	Practice Advanced Vietnamese	6 credits (90 periods)
12	Practice at the end of the course	2 credits (30 periods)
	Total	67 credits (1005 periods)

Source: Department of Scientific Management and International Relations

Table 3: The majors of University of Quang Binh Lao students registered to major subjects

No.	Majors	Industry code	Note
1	Primary education	7140202	
2	Political Education	7140205	
3	Mathematics Education	7140209	
4	Pedagogy of Chemistry	7140212	
5	English Education	7140231	
6	English language: + General English + English for Tourism - Business	7220201	
7	Accountant + General accounting + Business Accounting	7340301	
8	Business administration	7340101	
9	The law + Economic - Commercial Law + Administrative Law - Justice	7380101	
10	Software technology	7480103	
11	Information Technology	7480201	
12	Electrical Engineering	7520201	
13	Forestry	7620201	
14	Rural development	7620116	
15	Natural resources and environment management	7850101	
16	Biology Education	7140213	

Source: Department of Scientific Management and International Relations

7. Conclusion and Discussion

Improving the quality of Vietnamese language training for foreign students from Laos has considerably facilitated rapid developments of their training careers, contributing to the overall better quality of human resources and creating a brand for the school in the context of global integration and expansion of international relations. Incontrovertibly, cooperation among regional higher education institutions is further strengthened, inducing multilateral educational opportunities across different regions. Renovating teaching methods, forms of evaluation and grading in teaching Vietnamese, is definitely a favorable stepping stone for foreign students in Laos to study majors at schools and schools.

After completing the Vietnamese preparatory program, Lao students can continue to study more advanced specialized Vietnamese courses (the Department of Natural and Social Sciences).

Teaching Vietnamese to Lao students from the perspective of proficient communication has assisted students to gain confidence in using Vietnamese and communicating with Vietnamese teachers and friends

8. Suggestion

Firstly, design the curriculum suitable for learners to meet the requirements of innovation and socio-economic development in the current context.

The second: compile Vietnamese textbooks for foreigners in a more appropriate and effective way.

The third: increase the duration of communication practice sessions.

The fourth: establish a club to teach Vietnamese to Lao students by Vietnamese students

The fifth: improve the quality of the contingent of teachers teaching Vietnamese to Lao students, appointing lecturers to train and retrain the Lao language.

For each specific major, lecturers can provide certain forms of fundamental vocabularies as a foundation for students to gradually form specialized knowledge on the basis of Vietnamese-Lao bilingualism.

In addition to common exercises, we need to diversify workload to hone and test reading, writing, listening and speaking skills. The forms of objective assessments should be applied regularly in class, during practice hours by doing written tests, giving presentations, and writing essays, to name but a few.

9. References

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