

DISCUSSION ON USING ENGLISH IN TEACHING CHILDREN AND STUDENTS

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ABSTRACT

Teaching English for children can start from early ages 2-3 years old and we need to continue teaching English both grammars and vocabulary for them till their school ages. As Rahman (2016) Stated that Students still have many problems or difficulties in mastering vocabulary. Most students have difficulty with grammar, word meanings, spelling and translation.

In our country, Uncle Hob became a model to learn vocabulary systematically, learning each word, by asking the native speakers. The one who learned little by little without a manual.

Hence, English teaching methods need to be more creative when teaching children and students to attract more learner study spirit.

Last but not least our paper pointed that both English teachers and learners need to equip themselves with good knowledge and study tools.

KEY WORDS: English teaching, quality of education, creative methods

JEL: A21, A22

1. Introduction

First, Khalil & Eke (2020) specified that Teaching methodology has a significant impact on the learning process of students. The English language has changed over time.

The current strong digital transformation process has enabled learners to have more learning tools such as e-learning, mobile learning, collaborative/social learning, etc. microlearning... very quickly, anytime, anywhere and on many different media and tools (computers, tablets, phones...). The smart and brave young generation needs to know how to exploit the advantages of technology and social networks to serve learning, especially self-study, as well as for their work and life; at the same time know how to control and limit themselves so as not to be dragged, lost and negatively affected by bad information channels, games and trends online. In addition, young people also need to learn and improve themselves in terms of language, communication style, and skills to deal with the surroundings, to avoid overusing online communication, to communicate in a virtual environment, to use acronyms, slang that ignore the standard word system, ignore the actual social interaction, interact with real people.

(source: <https://www.bqllang.gov.vn/tin-tuc/tin-tong-hop/> , access date 30/5/2022)

Research questions:

Question 1: What are Educational methods of teaching English?

Question 2: What are Ideologies of President Ho Chi Minh and VI Lenin on teaching languages for the youth?

2. Literature review

LTN Hanh, DTN Huy, DT Hien. (2021) pointed that President Ho Chi Minh has views in educating foreign languages and he himself study many languages.

Beside, Le, K., & Nguyen, M. (2021) pointed that there is relation between education and politics engagement.

Learning English in a specific context is bound to precise needs analysis and development of a particular curriculum to make the learning interactional and meaningful (Zare-Behtash, Zadeh & Banaruee, 2017). Wappa (2019) opines that the main aim of ESP "is to satisfy the use of English needs of the learners in specific domains".

Resolution 25-NQ/TW of the Central Committee (X item) "On strengthening the leadership of the Party in youth work in the period of accelerating industrialization and modernization" continues to affirm the role of the Party. of youth and the Party's responsibilities towards youth. The resolution states: "Youth is the backbone of the country, the future owner of the country, the shock force in the construction and defense of the Fatherland, one of the factors determining the success or failure of the career. industrialization, modernization, international integration and socialism... Taking care of and developing young people is both a goal and a driving force to ensure the stability and sustainable development of Vietnam".

Next authors summarize related studies as follows:

Table 1- Summary of previous studies

Authors	Year	Content, results
Mantero, M., & Iwai, Y	2005	Japan give many examples (good) in Reframing English language education
Prabu	1990	he believes that no method can achieve the level of excellence in ESL/EFL teaching. According to Prabu (1990), "It all depends on teaching context". He further categorizes the variables that can affect the teaching context, and out of these categories, the most common relate to "social situation, educational organization, teacher-related factors, and studentrelated factors" (Prabu, 1990, p.162). These variables are diverse and discrete, and he thinks that it is not practically possible to list them all in an organized way.
Khalil & Eke	2020	In Saudi, show that 73% of the English language teachers prefer to use the Communicative Language Teaching (CLT) along with other teaching methods. The findings shed light on some highly useful teaching methods that have proved successful in EG and ESP classes. The researchers expect the study will be significant in contributing to the most appropriate methods used in Saudi Arabia for language teachers. Hopefully, teachers wishing to teach in the future will have an insight into the teaching methods that fulfill the requirements of the students.

Bell	2007	A knowledge of methods is equated with a set of options, which empowers teachers to respond meaningfully to particular classroom contexts. In this way, knowledge of methods is seen as crucial to teacher growth
Puspitasari	2019	shows that the method used by English teachers in teaching English subject is the eclectic method. There are no different methods in teaching English subject. The difficulties encountered by the English teachers in teaching English subject include classroom management, and limited learning sources.
NT Hoa, DTN Huy, T Van Trung	2021	We need Implementation of students's scientific research policy at universal education institutions in Vietnam in today situation and solutions
PN Tram, DT Ngoc Huy	2021	We can approach education Based on Ho Chi Minh's Ideology,

(source: author synthesis)

3. Methodology

To give out suggestions on teachign English for the youth, the study will use uses qualitative analysis as a combination of different methods such as description, interpretation, synthesis and analysis as well as examples to illustrate from different sources such as dictionaries, libraries, literary works, to collect phrases that are commonly used in English materials.

4. Main findings

4.1 Educational methods of teaching English

We will discuss how to improve 4 English skills below:

First, Speaking:

We would suggest that: Good pronunciation will help people understand what you say more clearly even if you don't know many words. There are 3 levels of pronunciation skills and most English learners need to improve their pronunciation.

Then, Listen to English more

Most English learners read too much and listen too little. But when children learn English, they listen first, then speak, and finally learn to read and write. If you want to develop your English speaking ability, take the time to listen more! Listen while you read the text with your eyes and then read it out loud. Try to imitate the pronunciation you hear in the lesson.

Next, Practice reading aloud

When you speak English, there are two main difficulties: the difficulty of thinking to choose the words to say and the difficulty of pronouncing the words correctly.

And Reading English text out loud will help you pronounce it without having to think about the words to say. It will help your mouth and lips get used to English pronunciation naturally. Read each text out loud twice. Read slowly for the first time and focus on pronouncing each word correctly. Circle difficult words and repeat them ten times. Moreover, read faster and focus on speaking fluently, and with a natural intonation.

Then, Learn phrases, not individual words

Whenever you learn a new word, try to put it in a complete sentence. For example, with the word "sunglasses". You can create several sentences: How much is this?

Second, Listening:

You need to practice both listenting main ideas and for details.

According to British Council, Imagine you're a detective scrutinizing the buildings you've seen before like a superhero. This time, instead of getting into the big picture, you're looking for something specific and don't care about anything that doesn't match what's on your list. Similarly, when listening to details, you are interested in a particular type of information - perhaps a number, name, or object. You can omit anything that is not relevant. This way, you can narrow your search and hear the details you need.

In a listening test, if you are asked to write a person's age, listen for words related to age ('old', 'young', 'year', 'birthday', etc.) number of words that can represent the person's age. If it's conversation, you can wait to hear someone start the question with the question 'How old are you...?'

Third, Writing:

We will recommend that:

Don't get stuck figuring out what to write. You can write anything. You can write about what you do, what you hear or see, a piece of news or make up a story yourself.

Note, Write more than one piece of scratch paper

Drafting means that you write only a preliminary paragraph. Sometimes, your writing gets better when you take a break and then write the next two or three. When you re-read or re-write, you often realize the messages more clearly. You will create things that you never thought of when writing your first draft, which you can add to later drafts.

In addition, Use online resources to write grammatically correct.

You don't need to know all the grammar. Use online resources such as Grammarly, Grammarcheck, Grammarbook.com to help you answer grammar questions as they arise.

Then, Creativity in thinking.

It will be extremely boring if you write about the same topics every day. Try writing a story with different contexts and tenses. If you're writing a story about a child, it's not just about how often they cry. You can be the mother telling a story about her child, you can also be in the position of that girl/boy to write. Standing in the shoes of a pregnant woman, thinking about her unstoppable crying baby – have you ever thought about it?. Don't write stereotypes, be creative.

Next, Find someone to edit your post

Having a friend who understands English to correct your writing is essential. A few friends reading the article will help you generate many different ideas. You can ask them to edit the entire article or a small part that you feel is not good. It's easy for outsiders to spot mistakes - mistakes you might not see.

Then, Find the best place to write

You can choose different places and times of day to write. You can write at night, or try to get up 15 minutes earlier to write in the morning. There can be trouble while practicing writing where there is a lot of noise. Find a place that is as quiet and comfortable as possible. Experience shows that the environment also has a great impact on your ability to write.

Then writing articles (practice) for journals also good way to study English well.

Fourth, Reading:

There are some good solutions as:

When building a house, you won't get everything done all at once. The builders will have to create a temporary structure to keep the house balanced and as a foundation to build the taller sections. That temporary structure is called scaffolding.

Scaffolding is also a learning method. The idea here is that in order to master a skill you need to work on smaller pieces that can help you acquire that knowledge and skill.

The same goes for mastering English reading and comprehension skills. To really understand what you're reading, you need to learn other skills first. You also need to practice reading quickly (or read slowly), stop the habit of choosing difficult titles and start looking for books that are suitable for your current level. Start with the easier, smaller ones and read at a slower pace, then gradually increase the difficulty.

If you want to improve your "understanding" skills, you need to focus and have research. This means that reading requires a special amount of time: wholeheartedly engaged in reading, avoiding distractions from outside factors or thoughts, a quiet, silent reading environment. noise and other impacts.

When choosing a book/newspaper to read, there are two things you need to remember: (1) you find the content interesting and (2) appropriate to your level.

Of course, you can challenge yourself by choosing content with a slightly higher difficulty than your current level. However, do not be too difficult because you will not be able to fully grasp the author's point.

Some online websites to help you choose the right book to read: Listopia (Goodreads) has tons of great book lists created by book lovers just like you; Your Next Read allows you to search for books similar to the one you just read or you can explore other book lists.

Before reading, quickly skim the content (don't read every word) and after reading, do the same, while summarizing what you can remember. You can write or say a few sentences that briefly describe the content of the document. This way, you can see how much you understand the author's point and what still isn't quite clear.

Not only books, newspapers, you can read emails, blogs, tweets.... The more content you read in English, the deeper you understand the language.

Don't just read one type of content, diversify to understand how words change in different contexts and you'll find English much more enjoyable.

Figure 1 - Teaching English for children



(source: internet)

4.2 Ideologies of President Ho Chi Minh and VI Lenin on teaching languages for the youth

First of all, Uncle Ho created for himself a foreign language "environment" - a factor that has a great impact on being fluent in a foreign language like a native. People write words on the most obvious places, like on their arms. Wherever he went, he immediately learned that foreign language, even though every day, he was busy making a living by hard work. With a regular, regular and persistent study method. Once talking to a young man, Uncle Ho said: To learn a foreign language, Uncle must persevere in memorizing ten words every day, studying anywhere and anytime for the period of memorization, sometimes writing those words on his arm to fit. do just look at it for memory. The next day, I learned ten other words, and gradually accumulated it like I put my daily savings into a tube. When he mastered French, Uncle decided to go to England in the hope of understanding some more knowledge and knowing English. English is similar to French, but English is easier to learn, writing is not as difficult as French, so it is easy for Uncle to know French. Uncle studied, exchanged and found a job to save some money to buy learning tools for learning foreign languages. Every evening, Uncle tried to learn and improve his English vocabulary. In addition to studying, Uncle Ho also learns about the history of England, is eager to learn and understands the culture here.

(source: <https://www.bqllang.gov.vn/tin-tuc/tin-tong-hop/>, access date 30/5/2022)

In addition to being very fluent in French, through his exciting revolutionary activities, President Ho Chi Minh also cultivated many languages of different ethnic groups, including English. Uncle came and lived in England for quite a long time (about 4 years: from 1913-1917) with one of the clearly defined purposes from the beginning, to learn English. Here, in order to have money to pay for his life and study, Uncle Ho did many hard jobs such as sweeping snow, burning furnaces, and working as a kitchen assistant for the Charleston hotel. Every day he has to work from 9 to 10 hours in poor conditions of clothing, but he still spends a small amount of money earned to study English on the weekly rest day. Thanks to his persistent study, he was able to use English quite well and from there he began to approach famous literary works written in English, study world history and think about the future. of the colonial peoples. Through many documents, Uncle Ho speaks English well, is fluent in British and American culture and history. Uncle has translated many passages, many excerpts from the British, American and other newspapers to include in his writings. Arriving in the Soviet Union in 1923, Uncle Ho immediately started learning Russian. Experiencing many dangers and hardships, in a short time, Uncle Ho heard and said a number of sentences commonly used in daily life. That determination made Uncle Ho's comrades surprised. With an eagerness to learn, in about 5 years in the Soviet Union, Uncle Ho was able to master Russian quite fluently, which in general is not very close to Vietnamese. With his self-taught and self-accumulated Russian language, Uncle Ho participated in activities in the International Council of Peasants and attended Oriental University under the Executive Committee of the Communist International. Later, he joined the doctoral class in the History

Department of the Institute for the Study of Ethnic and Colonial Issues, and he also received document translation from Russian into Vietnamese. Also during the time of living and working in Lenin's country, Uncle Ho wrote many articles for a number of newspapers such as "The Life of Bakinsky Workers", "The Whistle", "Red Magazine", "New Times", "Truth"...He has traveled to many places, contacted many people and classes in the world's largest country, so his ability to use Russian is becoming more and more fluent. One of Uncle Ho's comrades in Moscow once remarked: "Until now, the famous people in the world who came to the Soviet Union to speak Russian were Comrade Morit Tore (General Secretary of the French Communist Party). , the American black artist Pol Rooson and now there is comrade Ho Chi Minh as the third person".

(source: Telling Uncle Ho's story, volume 2, Education Publishing House).

On the other hand, According to Lenin, the future of communism belongs to the youth. If the entire youth population cannot be involved in the cause of building a new society, it will not be possible to build a communist society.

The task of the youth and the task of the Communist Youth Union, according to Lenin, can be summed up in one word: that task is LEARNING. But learning what? Lenin specifically pointed out that: "The Youth Union and all young people in general want to follow communism, they must learn communism". Learning communism, according to Lenin, is "to absorb all human knowledge, that knowledge must be rethought from the point of view of modern education, not something by heart".

(source: VI Lenin: Complete Volume, Publishing House. Moscow Progress, 1977, t. 41, p. 364)

Young people themselves must have the most serious attitude towards learning. They must not follow the way of learning rice, cramming with knowledge, but must learn communism by grasping knowledge of basic things, understanding all practical things; acquired knowledge must be brooded in consciousness, must be absorbed critically; to associate each step of their learning, education and training with the participation in the common struggle of all workers. Therefore, "if you are a member of the Youth Union, you must put all your work and all your energies into serving the common cause. It is through this process of work that young people become true communists..., practical results help them become communists".

(source: VI Lenin: Complete Volume, Publishing House. Moscow Progress, 1977, t. 41, p. 375)

5. Discussion and conclusion

In our era of deep integration, the ability to fluently use at least one foreign language is an almost mandatory requirement for everyone, especially for young people, students, and staff. Ministries, civil servants, workers, because we will not be able to integrate without equipping ourselves with a means to communicate with the world which is using language.

Next, In order to educate and learn communism, Lenin demanded: For communists, "must organize and unite the entire youth generation, set an example in education and discipline. Only then can the construction of a communist society be completed".

Schools must not frame training, education and learning in schools, separate from vibrant life. "Our school must make young people, while studying, become participants in the struggle for the liberation of the exploited. The Communist Youth League is only worthy of its title as an association of the young communist generation if its step-by-step study, education and training are linked with participation in the common struggle of all. workers...".

(source: VI Lenin: Complete Volume, Publishing House. Moscow Progress, 1977, t. 41, pp. 364-375)

Figure 2 - Teaching English



(source: internet)

Research limitations

The author needs to do more research on teaching English for improving common errors.

ACKNOWLEDGEMENT

The author would like to thank the editors and friends who supported the publication of this article.

CONFLICTS OF INTEREST

There is no conflict of interest

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