

Assessment of the Impact of the Policy on Ethnic Minority Languages on the Education Sector in DakLakProvince, Vietnam

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Abstract

The article makes statistics of documents related to the policies of the Party and the State of Vietnam on ethnic minority languages; documents of local public authorities on policy implementation for ethnic minority languages. Thereby clarifying several issues about the impacts of ethnic minority language policies on the education sector in Dak Lak province. That is the formation of scientific topics on Ede and Mnong languages; the building of a training program for teachers of Ede language; teaching Ede language to subjects. The research results provide comments and assessments on the impact of the policy on ethnic minority languages on the education sector in Dak Lak province, as a basis for effective implementation of this policy.

Keywords: Assessment impact; policy language; ethnic minorities; education, DakLak province;

Introduction

DakLak Province, Vietnam is located in the center of the Central Highlands, the headwaters of the Serepok River system and part of the Ba River. The average altitude is 400 - 800 meters above sea level, the natural area is 13,125 km², the North borders Gia Lai province, the South borders Lam Dong and DakNong, the East borders Phu Yen and KhanhHoa, the West borders Cambodia with a borderline of 193 km long. The province has 47 ethnic groups and 22 foreigners living together, with a population of 1,733,624 people. Of which the Kinh people are 1,161,532 people (67%), the remaining ethnic minorities are 572,092 people (33%) (Central Population and Housing Census Steering Committee, 2019). Among the ethnic minorities in DakLak, “Ede people have 298,534 people, accounting for 90.1% of the Ede people in Vietnam and 17.2% of the province's population. In this area, the Ede people have the second-largest population (after the Kinh people) (Central Population and Housing Census Steering Committee (Central Population and Housing Census Steering Committee, 2019, p.37).

The policies of the Vietnamese Party and State towards languages in general and ethnic minority languages, in particular, have had a strong impact on the education sector of DakLak province. The public authorities and education sector of DakLak province have given directions, guidance, and timely solutions in implementing the guidelines and policies of the Party and State regarding ethnic minority languages in the locality. Over the past few decades, the Department of Education and Training (Education and Training) of DakLak province has effectively implemented the ethnic minority language policy in teaching ethnic minority languages in the locality.

The article assesses the impact of policies on ethnic minority languages on the education sector in DakLak province on the following contents: Statistics of documents related to policies of the Party and the State of Vietnam on ethnic minority languages; documents of local public authorities on the implementation of ethnic minority language policies. Since then, it has clarified several issues about the impacts of an ethnic minority government on the education sector of Dak Lak province, such as: Forming a system of scientific topics on Ede and Mngong languages; building programs, training teachers (teachers) to teach Ede language; Teaching Ede language to the following subjects: Primary school students, civil servants, and armed forces. The content of the research has contributed more references on assessing the impact of policies on ethnic minority languages on the education sector in Dak Lak province.

Methods

From the perspective of approaching documents and research results of previous authors to clarify some concepts of policy and language policy, creating a premise for the implementation of research contents.

The research uses the following methods: Statistical, synthesis, and classification of documents of the Party and State of Vietnam from the central to the provincial, district, and district levels related to ethnic minority language policies in Dak province on a large scale. Lak is located in the Central Highlands of Vietnam. Investigate, survey, analyze, synthesize and evaluate the impact of ethnic minority language policies on the education sector in Dak Lak province, Vietnam to clarify the results of the following activities: Forming a system of scientific topics about Ede language; Developing programs and training teachers to teach Ede language; Teaching Ede language to subjects in the area.

Results and Discussions

Some concepts

The policy is a political term given by the state subject, such as the central government, local government, and political parties to implement an issue related to social life in the present time. Specifically. The policy is understood as "strategy and specific undertakings and measures to carry out the lines and tasks in a certain historical period. For example economic policy, open-door policy" (Phe 2014,p.225).

State policy implies the conscious influence of society on language. This influence can be caused by the state (or a political party or organization) to orient the functioning and development of language by the political, economic, cultural, and social context of a country at certain points in its history. According to Nguyen Van Khang: "State policy is the political policy and the measures to implement that policy on the language of the State or political organizations within the country or across the country" (Khang, 2014, p.456). We use this concept as a basis to learn about state policy in the article.

From the concept of language policy and policy, it can be understood that ethnic minority language policy in Vietnam is the viewpoint, line, and policy of the Party and State on the recognition and affirmation of the value of the languages of the ethnic minorities. Ethnic minorities to the life of the community and the whole country besides the national language are

Vietnamese. At the same time, through the political system from central to local levels and related organizations and fields, there are specific orientations and solutions in certain times to develop, preserve and promote the role, value of ethnic minority languages in social life.

Employee language policy

The policy of the Party and State of Vietnam on ethnic minority languages

The guidelines and policies of the Party and State towards ethnic minority languages have existed since the 1930s and 1945s. These are the documents of the First Party Congress (1935), the Central Resolution (1941), and the Resolution. Central Committee 7, Course X; Directive 117/CT-TW dated September 29, 1981, of the Central Secretariat; Directive 68/CT-TW dated April 18, 1991 of the Central Secretariat; The Resolutions of the 10th Party Congress (April 2006) and the 11th Party Congress (April 2011) continue to affirm: *"to develop and implement policies to preserve and promote cultural and linguistic values, scripts of ethnic minorities"...*; The guidelines and policies of the Communist Party of Vietnam are realized in legal documents, such as the Constitution (1946, 1959, 1980, 1992), Law as well as sub-law documents. For example, in Article 5 of the 1992 Constitution: "Ethnicities have the right to use their language and script, preserve their national identity and promote their fine customs, practices, traditions, and culture". And Article 133: *"The People's Court guarantees to the citizens of the Socialist Republic of Vietnam the right to use their language and writing before the Court"*. In Article 5, Clause 3, Chapter I of the 2013 Constitution, it is clearly stated: *"The national language is Vietnamese. Ethnic groups have the right to use their language and script, preserve their national identity, and promote their fine customs, practices, traditions, and culture"*.

Many Codes also affirm a consistent policy on ethnic minority languages, such as education laws, cultural heritage laws, criminal procedural laws, etc. For example, Point 2, Article 4, Law on Universal Primary Education Study on August 12, 1991, clearly states: *"Ethnic minorities have the right to use their language and script together with Vietnamese to carry out primary education"*. Section 2, Article 5 of the Education Law 1998 also affirms: *"The State creates conditions for ethnic minorities to learn their language and writing. The teaching and learning of spoken and written languages of ethnic minorities are carried out by the Government's regulations"*. Article 7, Law on Education 2005, recalls: *"The State creates conditions for ethnic minorities to learn their language and writing to preserve and promote their national cultural identity, and to help ethnic minority students. easily absorb knowledge when studying in schools and other educational institutions. The teaching and learning of spoken and written languages of ethnic minorities are carried out by the Government's regulations"*.

Under-law documents of the Government on languages of ethnic minorities, such as Decree 206/CP dated 27/11/1961; Decision 153/CP dated 20/8/1969 on building, improving, and using scripts of ethnic minorities; Decision 53-CP on guidelines for ethnic minority scripts; Decision 253/QD-TTg dated March 5, 2003, Directive No. 38/2004/CT-TTg dated November 9, 2004; Decree No. 61/2006/ND-CP dated June 20, 2006; Decree No. 82/2011/ND-CP stipulating the teaching and learning of ethnic minority languages and scripts in general education institutions and Continuing Education Centers.

Documents of the Ministry of Education and Training, the Ministry of Home Affairs related to teaching and learning the language and writing of ethnic minorities to direct relevant units to

implement the guidelines and policies of the Party and Government. The Ministry of Education and Training has relevant documents, such as Directive 16/CT dated 15/5/1978 on the policy of teaching Khmer script in primary schools; Circular No. 01/GDDT dated February 3, 1997, guiding the teaching and learning of ethnic minority languages and scripts; Decision No. 68/QD BGDDT-TCCB dated January 7, 2005, assigning tasks to units in implementing Directive No. 3/2004/CT-TTg of the Prime Minister, especially for Universities in the area where the residents speak the languages are put into teaching and learning for cadres and civil servants. The Ministry of Home Affairs has issued a document: Decision No. 981/QD-BNV dated June 29, 2006, on selecting ethnic minority languages and assigning provinces to compile materials on teaching ethnic minority languages for officials and civil servants working in ethnic minority areas, the mountains...

The general spirit of the above documents shows the concern of the Party and State, the Government and party organizations and authorities at all levels in the issue of using, preserving, and promoting the role of ethnic minority languages and practicing them Currently providing bilingual education for residents of ethnic minorities.

Documents of agencies in Dak Lak province on the implementation of policies on ethnic minority languages

Resolutions of the People's Council of Dak Lak province

Resolution No. 03/2010/NQ-HDND, Session VII, session 14, dated 9/7/2010, On teaching Ede language in elementary and junior high schools, period 2010 - 2015; Resolution No. 94/2013/NQ-HDND, Course VIII, session 6, dated 19/7/2013, Education and training development planning of Dak Lak province for the period 2011 - 2020, orientation to 2025.

The Resolutions of the Provincial Party Committee, People's Council, Provincial People's Committee have been realized through the organization and compilation of Ede-Viet bilingual teaching and learning materials. These materials were conducted experimentally from the first school year 1981 - 1982 in some districts and towns of the province. After 1975, under the direction of the Education Department of Dak Lak, the Committee for Compilation of Ethnic Letters was established. Several officials and intellectuals from the Ede and Giarai people (such as Y Yan Niê, Y Luat Niê Ksr, Y Cok Mlo, Y Cang Nie Sieng, H'Ble` Nie, Nay Thong, etc.) this work section. This is the nucleus of preparing many materials and lessons to prepare for teaching language (and words) for Ede students (Truong2018, p.55).

Documents of the People's Committee of DakLak province on teaching and learning Ede language

As the highest public authority in the locality, the People's Committee of Dak Lak province has issued many legal documents related to ethnic minority language teaching and learning in the province. In which, documents on teaching and learning Ede language, such as Decision No. 129/QD-UB, dated March 15, 1985, allowing the provincial Department of Education to print the book "Hriam ting" to serve the teaching and learning of Ede. study the secondary school program in the province; Decision No. 134/QD-UB, dated October 13, 1987, Approving the scientific research cooperation topic "Research and compilation of Ede language tool books"; Decision No. 129/QD-UB, dated 3/7/1996, Transferring the Ethnic Language Compilation Board into the

Center for Educational Methods and changing its name to the Research Board for Ethnic Students' Education; Decision No. 3005/1998/QD-UB, dated December 21, 1998, Recognizing and announcing the results of the scientific research project "Compiling textbooks after illiteracy eradication for the Ede ethnic people"; Decision No. 1760/1998/QD-UB, dated 12/10/2004, Establishing the Council for acceptance of Ede language learning books for cadres and civil servants; Decision No. 2025/1998/QD-UB, dated November 9, 2004, recognizing Ede language learning books for cadres and civil servants;...

Besides, there is also the Report No. 52/TTr-UBND, dated June 10, 2010, Proposing the promulgation of the Resolution on teaching Ede language in primary and secondary schools, period 2010 - 2015; Report No. 125/BC-UBND, dated September 28, 2006, Report on Ethnic Language Teaching and Learning in Dak Lak Province.

Documents of the Department of Education and Training and the departments, boards, and branches of Dak Lak province on teaching and learning Ede language

As the agency in charge of education work in the locality, the provincial Department of Education and Training has issued many documents to organize the implementation of teaching and learning Ede and other ethnic languages, such as Decision No. 267/QD-SGDĐT, on 11/5/2012, Establishment of a council of authors to compile bilingual reference books Ede Viet at TH level; Decision No. 785/QD-SGDĐT dated 7/11/2012 Approving the reference book of Ede - Vietnamese bilingual reading, volume 1, 2, 3 at TH level; Decision No. 630/QD-SGDĐT, dated September 17, 2012, Establishing the Steering Committee for the study of dictionaries, the Council of Authors to compile Ede-Vietnamese dictionaries;...

In addition, the Department of Education and Training also issued implementation plans and guidelines for the education of ethnic minority students in 2011-2012 to 2017-2018 school years. Those are documents No. 42/SGDĐT-GDDT dated September 16, 2011: Plan to perform tasks in the 2011 - 2012 school year for ethnic education; No. 1177/SGDĐT-GDDT dated September 27, 2012: Guidelines for the implementation of tasks for the 2012 - 2013 school year for ethnic education; No. 1197/SGDĐT-GDDT dated September 26, 2013: Guidelines for the implementation of tasks for the 2013-2014 school year for ethnic education; No. 1135/SGDĐT-GDDT dated September 16, 2014: Guidelines for the implementation of tasks for the 2014-2015 school year for ethnic education; No. 1121/SGDĐT-GDDT dated September 28, 2015: Guidelines for the implementation of tasks for the 2015-2016 school year for ethnic education; No. 1210/HD-SGDĐT-GDDT dated September 1, 2016: Guidance on the implementation of professional work in ethnic education in the 2016-2017 school year; No. 1445/SGDĐT-GDDT dated 10/10/2016: Guidelines for the implementation of the task of Ethnic Education in the 2016-2017 school year; No. 1121/SGDĐT-GDDT dated September 19, 2017: Guidelines for the implementation of tasks for the 2017-2018 school year for ethnic education.

In addition, the Department of Education and Training also has reported on the implementation of education for ethnic minority students in the spirit of Decision 53-CP and Decree 82/2010/ND-CP, such as: No. 286/BC-GDDT dated December 31st. /2015: Final report on the project of teaching Ede language in high schools in the period 2010 - 2015; No. 22/BC-SGDĐT-GDDT dated 31/01/2018: Report on the implementation of tasks for the first semester of the 2017-2018 school year for ethnic minority education; No. 25/BC-SGDĐT-GDDT dated

February 2, 2018: Report on the implementation of the tasks of the first semester and the direction of the tasks of the second semester of the 2017-2018 school year; No. 01/BC-GDDT dated 06/22/2018: Report on Policy on teaching and learning ethnic minority language (Ede language) according to Decree 82/2010/ND-CP dated October 15, 2010, of the Government.

Along with the documents of the Department of Education and Training, there are also documents of the Department of Home Affairs and districts showing the state policy of ethnic minorities in the area, such as Decision No. 558/QĐ-SNV dated November 26, 2015, of the Department of Home Affairs on the matter. opening ethnic language training classes for commune-level cadres and civil servants in Ea Hleo district; Report No. 15/BC-GDDT dated April 5, 2017, of the Department of Education and Training of Cu Mgar district: Report on teaching Ede language in primary schools for the education of ethnic students; and the guide No. 289/HD-PGDDT dated September 25, 2017: Guidelines for the implementation of primary education tasks in 2017-2018 related to the education of ethnic minority students in this district.

Thus, since its establishment, our Party and State have always respected, preserved and promoted ethnic minority languages and cultures. The teaching of ethnic minority languages and scripts is carried out in parallel with Vietnamese language education in high schools and continuing education institutions for pupils, students, and civil servants on a large scale with ethnic minorities. The Party committees at all levels and the authorities of Dak Lak province have issued resolutions, decisions, and directives on the implementation of the State's ethnic minority foreign policy related to the issue of Ede language teaching and learning in the locality. Therefore, the improvement of ethnic minority's state policy makes a practical contribution to building a new Vietnamese person, building and developing an advanced Vietnamese culture imbued with national identity.

Positive impacts of ethnic minority language policy on the education industry in Dak Lak Province

Forming a system of scientific topics on Ede language

Scientific topics at grassroots, provincial, ministerial and national levels

Implement the state policy of ethnic minorities of the Party and State, Universities, Research Institutes, People's Committee of Dak Lak province; The Ministry of Education and Training, the Ministry of Culture, the Ministry of Science and Technology... have invested a lot of money to implement scientific projects and projects on ethnic minority languages in general, Ede language in particular, in the fields of linguistics. pronunciation, vocabulary, semantics, grammar, dictionary, language, and culture. Such as:

The lecturers of Tay Nguyen University, there are grassroots-level topics, such as Pham Ngoc Dai (2010), the Party Committee of Dak Lak province leading the implementation of ethnic policies. Buon Krong Tuyet Nhung (2010), Collecting and translating common Vietnamese - Ede conversations. Nguyen Minh Hoat (2011), Language Contact (TXNN) Ede-Viet (via nouns). Doan Thi Tam (2011), Characteristics of the class of words indicating social relations in Ede language,... The initial research contents have clarified the leadership role of the Party Committee of Dak Lak province in the implementation of politics. ethnic policies, including the State policy of the Party and the State. At the same time, the research contents have made

statistics and analysis of the semantic structure of common Vietnamese-Ede bilingual conversation sentences; clarify the theoretical issues of rural development, analyze the causes and conditions leading to rural development between the Ede and Vietnamese communities, explain the methods of rural development in the Ede-Viet, thereby realizing the cultural features of the Ede people through use language.

Since the 80s of the twentieth century, implementing the policies of the Party and State on ethnic minority languages, the Party Committee and the government of Dak Lak province have carried out many provincial research projects on the Ede language. Typically there are works of organizations and individuals: Doan Van Phuc et al. (1988), *Hdruom hră hriam klei Ede* (Ede language learning book). Dak Lak Provincial People's Committee (1987-1990), Research and compilation of Ede language tool books. Hoang Van Hanh et al (1992 -1993), Vietnamese - Ede dictionary. In 2004, the Vietnamese - Ede dictionary continued to be additionally researched by the People's Committee of Dak Lak province, the Department of Education and Training, and the Institute of Linguistics. Department of Home Affairs, Department of Education and Training of Dak Lak Province (2004), *Hdruom hră hriam klei Ede* (Ede language learning book). Nguyen Huu Duc (2009), Dictionary of places in Dak Lak province. Doan Van Phuc, Ta Van Thong (2011), Ede Grammar. Y Chen Nie (2013), Collecting, preserving and promoting the rhyming words of the Ede people in Dak Lak province. Ta Van Thong (editor) (2015), Ede - Vietnamese dictionary,... Provincial scientific topics on ethnic minority languages have gradually clarified the research contents of Vietnamese - Ede, Ede - dictionaries - Vietnam serves as a basis for compiling Ede language teaching materials, supplementing Ede vocabulary in comparison with Vietnamese, and creating a premise for Ede language studies in the fields of place names and grammar. , words rhyme. Research results have contributed to economic, cultural, and social development, political stability, and maintaining national security and defense in the area.

Besides provincial scientific projects, there are also ministerial-level scientific projects conducted by lecturers of Tay Nguyen University, such as Tran Van Dung (2004), Current situation, and training solutions for ethnic minority teachers. at Tay Nguyen University. Buon Krong Tuyet Nhung (2007), Collecting and translating Ede folk songs. Doan Thi Tam (2017), in research on Ede customary law, proposes solutions to preserve and promote Ede's cultural identity in the renovation period. Nguyen Minh Hoat (2018), Exploiting the linguistic and cultural values of the Ede epic to apply to education and training in the Central Highlands,... In addition, there are several topics by central research agencies chaired, typically with works by Doan Van Phuc - a leading expert in Ede language who has had many ministerial-level scientific projects, such as A panorama of languages in Vietnam (2009-2010); The issue of mother tongue education for residents using the Cham language in Vietnam today (the case of the Ede language) (2011-2012). The research content of ministerial-level scientific projects has contributed to solving key issues of ethnic minority languages in the region, such as The problem of training ethnic minority teachers at preschool, primary, and secondary school levels, high schools, providing the education industry with intellectuals, contributing to the implementation of ethnic minority state policy in the area. Research results have collected and translated Ede folk songs; clarify the position and function of the Ede language in Dak Lak and the Central Highlands; Studied Ede customary law; Exploiting the value of language and culture applied to education and training in the Central Highlands. At the same time, the research content also contributes to clarifying the issues of linguistic situations in Dak Lak; status of mother tongue

education for Ede people in particular, for ethnic minorities in the Central Highlands in general.

Since the early years of the 21st century, there have been several national-level topics and projects implemented in Dak Lak related to the language and culture of the ethnic minorities in the Central Highlands. It is the project of Investigating, collecting, preserving, translating, and publishing the Central Highlands epic treasures implemented by the Institute for Cultural Research and by the Vietnam Academy of Social Sciences in collaboration with the Central Highlands provinces and the region implemented in the vicinity since October 2001. By 2013, 801 works have been collected with a total of 5,679 cassette tapes (90-minute type); investigated and compiled a list of 388 artists who sang epic stories and folklore. Of these, 85 works have been printed into books, including 30 works of the Ba Na ethnic group, 26 works of the Mo Nong ethnic group, 10 works of the Ede ethnic group, and 2 works of the Cham ethnic group. Especially from 2018-2021, national-level projects chaired by the Institute of Linguistics are being implemented, such as Researching and perfecting policies and laws on ethnic minority languages for the country's sustainable development. , Code: ĐTLXH-07/18; Research on language use in ethnic minority areas, Code: ĐĐL-XH-06/18; Language education in ethnic minority areas of Vietnam. Code: DTDL-XH-08/18. National level projects have achieved achievements in collecting and researching epics of the Central Highlands. In-depth research in the following fields: language use and language education in ethnic minority areas, the impact of ethnic minority public policy on economic, cultural, and social life in Vietnam's ethnic minorities. From there, propose solutions to improve ethnic minority public policy for the country's sustainable development.

Scientific works of individuals studying ethnic minority languages

There have been much research works by scientists, graduate students, graduate students, and university students of domestic training institutions to study Ede language and culture. Typically there are doctoral theses of the authors: Ede phonetics by Doan Van Phuc (1993); Structure from Ede language by Phan Van Phuc (1993); The main features of places in Dak Lak by Tran Van Dung (2005); Comparative method in the Ede customary law document of Truong Thong Tuan (2009); From the Ede noun category of Nguyen Minh Hoat (2012); Words referring to people in Ede by Doan Thi Tam (2012); Words referring to animals in the epic Ede by Nguyen Thi Quynh Tho (2019); Arguments in Ede customary law by Tran Thi Tham (2019); The proper name of the Ede people in the Central Highlands by Dang Minh Tam (2019),...

Since 2018, the Department of Linguistics, Faculty of Pedagogy, Tay Nguyen University has been training masters in linguistics. And there have been more than 30 research master's thesis topics on ethnic minority languages in general and Ede language and culture in particular. For example Le Quang Truong (2018), Impact of language policy on agencies and Ede ethnic minorities in DakLak province. Nguyen Thu Huong (2018), Linguistic situation in EaYeeng commune, Krong Pak district, DakLak province. Tran HuuPhuoc (2018), Characteristics of words indicating animal names and Ede culture through the epic Dam San. Vo ThiChinh (2018), Comparative method in the epic XinhNha. Tran ThiThanhHuyen (2018), Exaggerated rhetoric in the epic KhingJu,...

Doctoral theses and master theses research on ethnic minority languages, mainly focusing on studying Ede language in the following fields: phonetics, phonology; vocabulary, semantics; rhetorical measures; grammar, learning style, sociolinguistics, the relationship between language

and culture, teaching methods of ethnic minority languages. The research results have the value of discovering and explaining the expressive aspects of the Ede language, contributing to stabilizing and developing this language towards perfection and science to meet the communication needs and preserve values. Ede culture. The products of the projects provide more research and teaching materials for the local Ede language.

In addition, research works on ethnic minority languages in general and Ede language in particular in DakLak province is also demonstrated through 56 theses and graduation topics of students majoring in philology and literature. Tay Nguyen University from 2000 to present; 172 articles published in specialized journals, papers at national and international scientific conferences by domestic and foreign researchers. Research works have shown quite a complete picture of ethnic minority languages in general and the Ede language in particular in DakLak province. The research results are evidence of the implementation of ethnic minority public policy in the area.

Developing programs and training Ede language teachers

Building Ede language teaching program

Implement policies and guidelines of the Party and State; the resolutions of the People's Council of Dak Lak province on ethnic minority languages, the Department of Education and Training of Dak Lak province has developed a program to teach Ede language to the following subjects: primary school students, boarding ethnic minority secondary school students; cadres and civil servants working in areas where ethnic minorities live.

The Ede language teaching program in Dak Lak is carried out according to the continuous education process from primary school to lower secondary school. Currently, high school has taught Klei Ede (as a subject in the curriculum) from grade 3 to grade 5, in localities with a large number of Ede people. And Ede Literature at the lower secondary level is taught in ethnic minority schools. Although the implementation period is just over 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 report summarizing the implementation of Ede language teaching and learning in 2018 by the Department of Education and Training of Dak Lak province, has identified "the goal by 2020 in the province to have: 100% ethnic minority schools in districts and cities, 25% in high schools in the province. 5% of secondary schools in the Ede ethnic minority area are taught and studied Ede language and the script" (Department of Education and Training of DakLak Province, 2018).

Currently, there is no document guiding the implementation of the Ede language program in high schools. Therefore, the distribution of programs still depends on each school, there is no consistency, making it difficult to direct the test as well as improve the quality of teaching and learning.

Training a team of Ede language teachers

Implementing Resolution No. 03/2010/NQ-HDND of Dak Lak province on teaching Ede language in primary and secondary schools in the period 2010 - 2015, the Department of Education and Training of Dak Lak province has developed a plan to train and foster teachers. teaching Ede language: "Each school year (2 months in the summer) opens a refresher course for

about 70 teachers, by 2015 the number of Ede teachers will be 300; The number of trained Ede language teachers is 150 people, of which: 2 classes (80 teachers), 12 + 2 + 6-month training system; 2 classes (70 teachers) College of Literature and Education 12 + 3 + 6 months" (Department of Education and Training of DakLak province, 2016).

The team of teachers teaching the Ede language are trained and professionally trained in language, culture, literature, are knowledgeable about the language and culture of the Ede people, and know how to use modern means to support their work. clear teaching content. Depending on the subject build content and assign teachers to teach. Priority is given to teachers who are Ede people living in the Central Highlands to participate in teaching Ede language to the subjects.

However, the reality of teaching and learning Ede 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, and professional training and retraining are still required. The service for this team has not been paid enough attention. According to the assessment of the Department of Education and Training of Dak Lak province: "The teaching staff of Ede language is generally lacking and weak, not properly trained. Although the number of students learning the Ede language is increasing, the number of teachers remains unchanged, even decreasing" (Department of Education and Training of DakLak Province, 2018). Specifically:

According to the report of the Department of Education and Training of Dak Lak province, in the 2004-2005 school year, there were 305 classes in primary school with 7,856 students, 185 teachers; By the 2016-2017 school year, there were 452 classes, 10,271 students, but only 128 teachers. Although the number of students learning the Ede language has increased, it has decreased in the final grade. For example, "in the 2017-2018 school year, the number of 5th graders is only about 50% of the 3rd graders. One of the reasons is the lack of teachers, so many schools only arrange teaching in the first grade. Teaching the Ede language at the lower secondary level is also difficult because of the lack of teachers. Some teachers teaching natural subjects also have to teach Ede language. Out of a total of 142 teachers teaching Ede, nearly 50% are part-time teachers" (Department of Education and Training of DakLak Province, 2018).

Teaching Ede language to subjects

- Teaching Ede language to elementary students

The mother tongue is a medium that students use naturally in communicating and absorbing knowledge effectively when they go to school. If the school only teaches in Vietnamese for ethnic minority students, going to school becomes a "nightmare" or strange and stressful for ethnic minority students. 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 situation 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 mother tongue and be able to use mother tongue to communicate, think, and receive knowledge, thereby

promoting their creativity and passion for learning. Ethnic minority students can make good use of their mother tongue to have more favorable conditions to acquire Vietnamese. Mother tongue will be a bridge to help ethnic minority students acquire the Vietnamese language and life knowledge. Teaching will be highly effective if the language taught at school is also the language children use at home, which creates a good relationship between family, school, and society. Education by 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 elementary school gate.

The report on the evaluation of the implementation results of Decree No. 82/2010/ND-CP of the Fatherland Front Committee of Dak Lak province said, “There are 47 ethnic groups living together in the whole province. Regarding ethnic policy in the field of education: The percentage of ethnic minority students in Dak Lak province accounts for more than 34% of the entire education sector. In the 2016-2017 school year, Dak Lak has 1,012 schools, 17,770 classes with 454,653 students from Kindergarten to high school, of which ethnic minority students have 156,883 students (accounting for 34.8%), 14 schools increased compared to the 2015-2016 school year, 475 classes, an increase of 59 students. The teaching of the Ede language in primary schools in Dak Lak is carried out according to the Ede language program at the high school level issued under Decision No. 48/2007/QĐ-BGDĐT dated August 29, 2007 by the Minister of Education and Training. The program is implemented in 3 school years, each year has 140 lessons conducted in 35 school weeks, 4 lessons per week. The set of Ede language textbooks issued by the Ministry of Education and Training in December 2013 includes 3 books for students in grades 3, 4, and 5. However, up to now, the teaching for students from grade 6 and above, the local education sector. The method of promulgating the program itself, because the Ministry of Education and Training has not yet issued textbooks” (Fatherland Front Committee of DakLak Province, 2020).

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

For Ede high school students, bilingualism is an urgent need, not only to help them use TM in communication but also to contribute to preserving and developing linguistic and cultural values of the Ede people. Through bilingual teaching, students can broaden their understanding of nature and society; relations, rural development, and culture of ethnic groups in the area. The content of the reading exercises in the Ede language book helped them foster their thoughts and feelings, form a good personality, and understand more about the culture of the community and the culture of other peoples in Vietnam.

- Teaching Ede language to civil servants and armed forces

Implementing Directive No. 38/2004/CT-TTg dated November 9, 2004, of the Prime Minister on promoting training and fostering of ethnic minority languages for cadres and civil servants working in ethnic minority and mountainous areas. Ministries, ministerial-level agencies,

Governmental agencies, and People's Committees of provinces and centrally-run cities need to: Thoroughly raise awareness in ethnic minority language training and retraining for civil servants, especially is for leaders and managers at district and commune levels, state employees, officers, and soldiers in the police force and army working in ethnic minority and mountainous areas. This is one of the most important and required tasks. Develop training plans for ethnic minority languages by working requirements for cadres and civil servants under their management who work regularly in fields related to the task of propagandizing and mobilizing ethnic minority people, managing population, maintaining political security, national defense, economic and social development, hunger eradication and poverty alleviation in ethnic minority and mountainous areas.

The People's Committees of Dak Lak provinces have directed the Departments of Education and Training, the Centers of Continuing and Vocational Education, and the Central Highlands Center for Social Sciences and Humanities under the Central Highlands University to organize teaching Ede language for civil servants in Dak Lak. The teaching content is the basic knowledge of the Ede language to help civil servants practice listening, speaking, reading, and writing skills to apply in practice.

According to the statistics of the Education Research Board of Ethnic Students, under the Department of Education and Training of Dak Lak Province, "After 14 years (2005 - 2018) of implementation, the People's Committee of Dak Lak province has directed the Department of Education and Training, the Center for Regular Education regularly organize Ede language lessons for 8,263 officials, civil servants and armed forces working in the locality" (Department of Education and Training of Dak Lak Province, 2018). The above results initially met the urgent requirements of the management and socio-economic development, security, and defense maintenance in the area. The contingent of civil servants and armed forces working in areas with ethnic minorities must know the ethnic minority language to communicate and use in their work. Such as:

The Ede language training course (2016-2018) was organized by the Military Command of Dak Lak Province in collaboration with the Education Research Department of Ethnic Students, the Department of Education and Training of Dak Lak Province for 60 students who are officers and employees of the Ede language. the armed forces in the province participated. The course is held for 3 years, each year the trainees will study for a month, then return to their working unit. The lesson topics are very close, close to the reality of propaganda and mass mobilization at the grassroots. Forms of study, in the morning, learn the theory of word structure, pronunciation; In the afternoon, discuss and exchange articles, focus on learning topics for work; In the evening, students conduct cultural and artistic activities in Ede language and use musical instruments of the Ede people. As a result, all the students are fluent in the Ede language to serve the work in the area where many Ede people live.

However, through practice, many problems of teaching and learning mother tongue in schools for Ede students, as well as teaching Ede language for armed forces officers and civil servants, still need to continue to study and make adjustments certain.

Conclusion

State policy is the undertakings of a state, a party, a social group on language issues and measures to organize the implementation of those policies to influence the linguistic situation and the language's functioning. regional/local, national, or transnational. State policy includes both policies for languages in general and policies for ethnic minority languages in particular. The state policy of ethnic minorities in Vietnam is applied in a specific region/locality. The state policy of ethnic minorities in Dak Lak province is implemented through the system of documents of public authorities in Dak Lak province. Those are the resolutions of the Provincial People's Council; Decisions, Submissions, and Reports of the People's Committee; Decisions, Plans and Reports of the Department of Education and Training on teaching Ede language to high school students, junior high school students, civil servants, and armed forces in the area.

The positive impacts of an ethnic minority government on the education sector of Dak Lak province, such as: Forming a system of scientific projects on Ede language, including scientific projects at provincial, ministerial and national levels; Scientific works of individuals studying ethnic minority languages. At the same time, the ethnic minority state policy has impacted the education and training sector of Dak Lak province through the results of program development, training of teachers to teach Ede language, and organization of teaching Ede language to primary and secondary school students of ethnic minorities, officials civil servants and the armed forces. Through the implementation of state policy and ethnic minority public policy in the locality, the Ede people benefit from socio-cultural benefits, enhanced commerce, and Vietnamese language skills, contributing to improving the lives of communities that know how to apply science and technology into practice in labor and production.

However, the process of implementing the ethnic minority state policy in Dak Lak still faces some difficulties, such as the teaching staff is still lacking in quantity and quality. Due to the difficult life, many families cannot afford to send their children to school. The education sector has not had enough conditions to provide books, documents as well as the most essential needs for teaching and learning the Ede language in high school. The Departments of Education and Training in the districts, lack of staff specialized in the subject of mother tongue when implementing the mass teaching of the Ede - Vietnamese bilingual program also encountered many obstacles. Therefore, it well implements the State policy of ethnic minorities in Dak Lak province, it is necessary to have close coordination of relevant public agencies; Well prepared facilities, and teaching staff. For the ethnic minority public policy to be effective and have a positive impact on the lives of residents, the education sector of Dak Lak province needs to have specific regulations on the program, time, and form of teaching organization for suitable subjects.

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