

Current Situation of Educating Students Majoring in English Language Teacher Education in Hanoi, Viet Nam about Traditional Cultural Values

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Abstract

In an era of global integration, educating the young generation in general and students in particular about traditional cultural values plays a very important role in the stable development of a certain country. This paper focuses on finding out the current situation of educating traditional cultural values to students majoring in English language teacher education in some universities in Hanoi, Vietnam. The results show that both students and teachers surveyed agree on the necessity of educating students about traditional cultural values listed in the questionnaires. According to the findings, traditional cultural values education in many different ways does take place but not very often in universities in Hanoi. It is recommended that traditional cultural value education needs to be paid more attention by authorities, university leaders, educators and students; and needs to be developed systematically.

Keywords: values, traditional cultural values, traditional cultural value education.

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INTRODUCTION

Global integration has become an inevitable trend and has been creating the favorable conditions and motivation for different nations, including Vietnam to come closer. In this integration context, which is stated by Tran (2018) “above all are the English language integration and information technology integration” [17, p.343], it is of huge significance to educate students in general and students whose major is English language Teacher education in particular about Vietnam’s traditional cultural values. Educating traditional cultural values to these students is a unique and important task in universities (Nguyen, 2020) [13]. This is because of the fact that pedagogical students are representatives of good traditional cultural values with the choice of very modeling career-a teacher. Meanwhile, English language students are expected to obtain the new and exotic values as they have got English as a tool to connect to the oversea cultures, and they are also considered to be influenced strongly in the value transforming process.

Vietnam’s traditional values are regarded as the good and positive values which were formed and developed in the long historical process of Vietnam, and were passed from one generation to another generation. Students with English language and teacher

education major need to be educated Vietnam’s traditional cultural values to preserve and promote the national cultural identity, to integrate but not to be assimilated.

The identification and evaluation of the situation of educating traditional cultural values to students majoring in English language and teacher education are of great importance, which will provide the basis for proposing measures to improve efficiency and quality of activities of forming and developing traditional cultural values for students.

LITERATURE REVIEW

Values, Culture, Cultural Values and traditional cultural values have become the great concerns of many Vietnamese and foreign researchers. The definition of “Values” was first introduced in the book “The structure of value: Foundations of scientific axiology” by Hartman [8]. “Value” then was defined by Fitcher (1973) as anything that is desirable, popular and admired by a person or by a group of people [5]. The concept of “culture” was stated in “Primitive culture” in 1781 [14] and was developed to completion by UNESCO, the United Nations Educational, Scientific and Cultural Organization in a propaganda on the world development decade of culture [20].

In Vietnam, Ngo in the book “Vietnam Cultural Values System” [16], Tran in the book “Vietnam Cultural Values System in the period of industrialization, modernization and global integration” [15] stated their own perceptions of culture. Looking culture from the relations to human values, Ho stated that culture is the combinations of all human values [12]. According to Pham, culture is a system of material and spiritual values created by a specific human, community and country [7].

Concerning cultural values, Ngo claimed that cultural values are created by human beings; however once they were formed, they can orient people’s goals and activities [16]. Regarding traditional cultural values, Tran thought that Vietnamese traditional cultural values are the main national moral values on which the people in Vietnam base to distinguish the good from the bad, the right from the wrong, the beautiful from the ugly [6]. Based on the era perspective, Ngo considered traditional cultural values to be culture and values attached to pre-industrial society which are different from the ones attached to industrial society.

There are many researches mentioning Vietnam traditional cultural values. One of the most dedicated ones is conducted by Tran entitled “Vietnam spiritual values” [6]. The others are “Development culture” by Nguyen, [11] “Vietnam cultural identity” by Phan [10], “Vietnam Historical Process” by Nguyen [9]. In the researches, the researchers pointed out the different systems of Vietnam traditional cultural values, but there are some repetitive values such as: patriotism, sense of community, solidarity, compassion, etc. Patriotism is believed to be the most typical traditional cultural values of Vietnam.

Educating traditional cultural values has been the topic of concern for some researchers. The research by Nguyen emphasized the importance of national traditional cultural values [2]. Concerning the effects of traditional cultural values, Luong and Nguyen carried out the researched named: “Impacts of Traditional cultural values education on the development of Vietnamese students’ personality” [1]. In addition, Nguyen C.T. and Nguyen H.V. researched on the topic “Traditional cultural values under the challenges of global integration” [3]. Nghiem did a research entitled “Educating patriotism for young generation these days” [19]. The other two researches with the same topic are “Traditional cultural education and its impacts on forming and developing student’s personality” by Bui [18] and “Traditional cultural values and student’s lifestyles” by Dang [4].

These researches show that traditional cultural values have positive meaning, stand for national cultural identity and can be passed to the following generations and can be the motivation for the

development of the society. The researches explained the concepts and roles of traditional cultural values in developing student’s personality, morale and lifestyle from different perspectives. In general, the above-mentioned researches affirmed the significance of educating students who were born and grow up in the peace era and in the economic shift about traditional cultural values.

RESEARCH METHODS

In order to evaluate the current situation of educating traditional cultural values to students with English Language and Teacher Education major in Hanoi, Vietnam, the descriptive method was employed and questionnaires were used as the main instrument to collect data.

Under the circumstance of Covid-19 when all the university classes were being conducted online in Vietnam, the online surveys (designed in Google form) were conducted. The researcher asked for the codes to join classes on Zoom, (four classes of University of Languages and International Studies with 127 students and three classes from Hanoi National University of Education with 90 students). In each class, the researcher explained the objectives of the study, the purpose of the survey and sent the online link (Google Form) to students. The researcher waited for students to complete the surveys and check the adequate number of answered surveys in Google form before leaving the class. For the teachers as the participants of the surveys, the researchers made a phone call to them, explaining the goals of the research and sent the online survey to them via emails.

In terms of scoring method: The answers were collected and processed by using Google Sheets, and the results were extracted from Google Forms and shown in diagrams. Some findings were calculated in percentage and shown in tables.

In terms of the survey subjects: The researcher conducted a survey of 40 teachers and 217 students majoring in English Language and Teacher Education at 2 universities:

- + English Language and Teacher Education Faculty, University of Languages and International studies;
- + English Language and Teacher Education Faculty, Hanoi National University of Education)

The two universities represent other universities in Hanoi which have the above-mentioned major.

RESEARCH RESULTS AND DISCUSSION

1. Teachers’ and students’ evaluation of the necessity of educating students about traditional cultural values

Assessing the level of necessity of educating students about the traditional cultural values, the results are shown in the following chart:

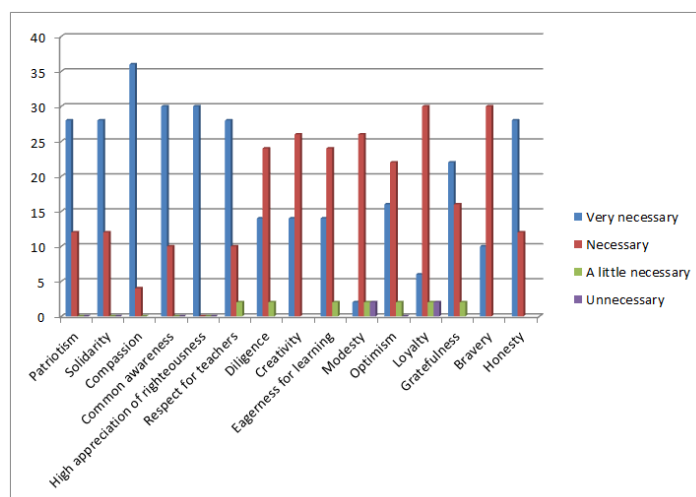


Fig-1: Level of necessity of educating traditional cultural values according to teacher assessments

Survey results indicate that:

Teachers highly appreciate the given values in the questionnaire. The majority of teachers considered the given values to be “very necessary” and

“necessary”. The values regarded as “very necessary” are: patriotisms, compassion, community awareness, high appreciation of righteousness, respect for teachers, gratefulness and honesty.

Table-1: Level of necessity of educating traditional cultural values according to students’ assessments

| No | Values | Very necessary | Pct. | Necessary | Pct. | A little necessary | Pct. | Un-necessary | Pct. |
|----|------------------------------------|----------------|------|-----------|------|--------------------|------|--------------|------|
| 1 | Patriotism | 189 | 87% | 26 | 12% | 2 | 1% | 0 | 0% |
| 2 | Solidarity | 155 | 71% | 61 | 28% | 1 | 0% | 0 | 0% |
| 3 | Compassion | 165 | 76% | 51 | 24% | 1 | 0% | 0 | 0% |
| 4 | Community awareness | 163 | 75% | 53 | 24% | 1 | 0% | 0 | 0% |
| 5 | High appreciation of righteousness | 137 | 63% | 76 | 35% | 4 | 2% | 0 | 0% |
| 6 | Respect for teachers | 141 | 65% | 75 | 35% | 1 | 0% | 0 | 0% |
| 7 | Diligence | 101 | 47% | 107 | 49% | 9 | 4% | 0 | 0% |
| 8 | Creativity | 103 | 47% | 107 | 49% | 7 | 3% | 0 | 0% |
| 9 | Eagerness for learning | 104 | 48% | 107 | 49% | 6 | 3% | 0 | 0% |
| 10 | Modesty | 43 | 20% | 122 | 56% | 50 | 23% | 2 | 1% |
| 11 | Optimism | 116 | 53% | 91 | 42% | 9 | 4% | 1 | 0% |
| 12 | Loyalty | 116 | 53% | 88 | 41% | 10 | 5% | 3 | 1% |
| 13 | Gratefulness | 159 | 73% | 55 | 25% | 2 | 1% | 1 | 0% |
| 14 | Bravery | 104 | 48% | 101 | 47% | 12 | 6% | 0 | 0% |
| 15 | Honesty | 148 | 68% | 64 | 29% | 2 | 1% | 3 | 1% |

Like teachers, students have a high appreciation of the values mentioned in the questionnaire; they mainly regarded them as “very necessary” and “necessary”. The following values are considered to be “very necessary” by students: patriotism (87%), compassion (76%), community awareness (75%), solidarity (71%), gratefulness (73%), honesty (68%), and respect for teachers (65%), high appreciation of righteousness (63%), optimism and loyalty (53% each).

Therefore, it is obvious that both teachers and students highly assess 15 given values in the questionnaire. The common valued assessed highly by teachers as well as students are: patriotism, compassion,

solidarity, community awareness, high appreciation of righteousness, and respect for the teachers. There are differences in the teachers’ and students’ evaluation of some values such as loyalty and optimism. While many students claim that these values are “very necessary”, a lot of teachers evaluate them to be “necessary”. Regarding the value “modesty” the majority of teachers and students doing the survey consider it to be “necessary”, and ¼ of the surveyed teachers and students think that this value is “not very necessary” in educating students about traditional cultural values. In addition, students suggested other values in necessity including: activeness, authority, sympathy, resilience. Those suggested by teachers are: self-discipline, self-responsibility and persistence.

2. General assessment of the frequency of educating students the traditional cultural values

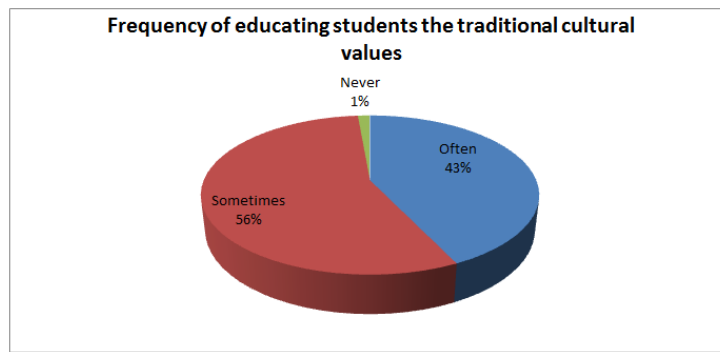


Fig-2: General assessment of the frequency of educating students the traditional cultural values

As can be seen from the pie chart, 56% of the students (217 ones from two universities-Universities of languages and International studies and Hanoi National University of Education) claimed that educating traditional cultural values sometimes takes place in their university. Only 1% of the participants said that educating traditional cultural values does not take place in their university.

Hence, educating students about traditional cultural values does take place in the two universities, yet it takes place from time to time only.

3. Assessment of frequency of educating students about traditional cultural values through integrating in to the curriculum

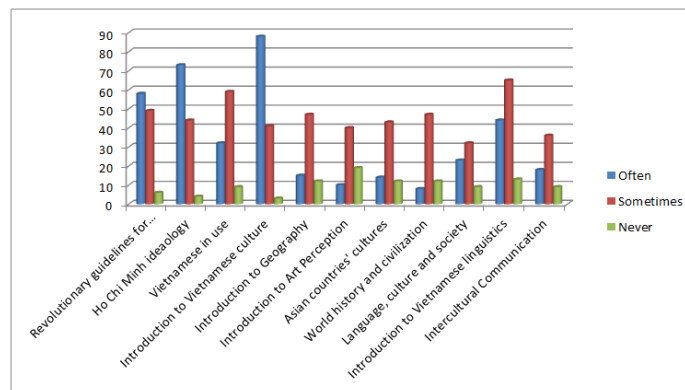


Fig-3: Assessment of frequency of educating students about traditional cultural values through integrating in to the curriculum of University of languages and International studies

At University of languages and International studies, there are only 3 out of 11 subjects in the curriculum through which educating students about traditional cultural values integrated frequently. These subjects are: Revolutionary guidelines for Vietnamese Communist Party, Ho Chi Minh Ideology and Introduction to Vietnamese Culture. For the other subjects, traditional

cultural value education sometimes takes place at the university. 1/3 of the participants reported that the process of educating traditional cultural values never took place when they studied “Introduction to Art Perception” and 1/5 of the participants share the same viewpoint when studying “Asian countries’ cultures”, “World history and Civilization” and “Intercultural communication”.

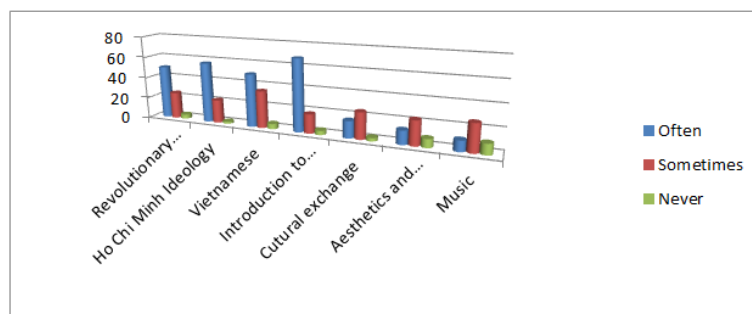


Fig-4: Assessment of frequency of educating students about traditional cultural values through integrating in to the curriculum of Hanoi National University of Education

At Hanoi National University of Education, students think that by integrating into the content of “Revolutionary guidelines for Vietnamese Communist Party”, “Ho Chi Minh Ideology” “Vietnamese in use” and Introduction to Vietnamese Culture, educating traditional cultural values often takes place. In studying “Cultural Exchange”, “Aesthetics and aesthetics education” and “Music”, educating traditional cultural values takes place occasionally. ¼ of the surveyed students claimed that educating traditional cultural values never takes place when they study “music”.

As seen through the survey results, at University of languages and International studies and Hanoi National University of Education, traditional cultural values education integrated into the curriculum

is assessed to be taken occasionally. For some subjects of “University Common Knowledge” such as “Revolutionary guidelines for Vietnamese Communist Party”, “Ho Chi Minh Ideology”, traditional cultural values education takes place more often. Among the subjects of “Specialized Knowledge”, “Introduction to Vietnamese Culture” is the only subject the content of which is integrated in the teaching of traditional cultural values. 20%-30% of the participants think that educating traditional cultural values never takes place when they study some subjects like “Music” “Art Perception” and “Asian countries’ cultures”.

4. Assessment of frequency of educating students about traditional cultural values through participating in different kinds of activities

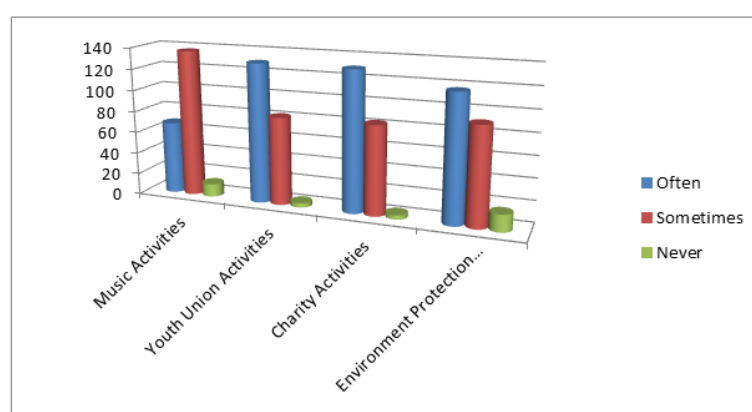


Fig-5: Assessment of frequency of educating students about traditional cultural values through integrating in to the curriculum of Hanoi National University of Education

The chart shows that in general students majoring in English teacher education evaluated that educating students about traditional cultural values often takes place in their university. Youth Union Activities and Charity Activities are considered to be the ones in which traditional cultural values education

takes place the most frequently; meanwhile, Music Activities and Community Services are the in which traditional cultural values education rarely takes place.

5. Assessment of frequency of educating students about traditional cultural values through mass media

Table-2: Assessment of frequency of educating students about traditional cultural values through mass media

| No | Channels of mass media | Often | Percentage | Sometimes | Percentage | Never | Percentage |
|----|---|-------|------------|-----------|------------|-------|------------|
| 1 | Set of cultural behavioral principles at university | 120 | 55% | 82 | 38% | 15 | 7% |
| 2 | School and class slogans | 93 | 43% | 107 | 49% | 17 | 8% |
| 3 | Fan page/website Information | 95 | 44% | 106 | 49% | 16 | 7% |
| 4 | Local propaganda information | 90 | 41% | 108 | 50% | 19 | 9% |
| 5 | Radios and television | 135 | 62% | 80 | 37% | 2 | 1% |
| 6 | Newspapers | 106 | 49% | 102 | 47% | 9 | 4% |

Radios, televisions, newspapers and set of cultural behavioral principles at school, according to the participants are the means of mass media in which educating traditional cultural values takes place the

most often (62%, 49%, 55% respectively). Traditional cultural values education sometimes takes place through other means of mass media.

6. Assessment of frequency of educating students about traditional cultural values through family educating activities

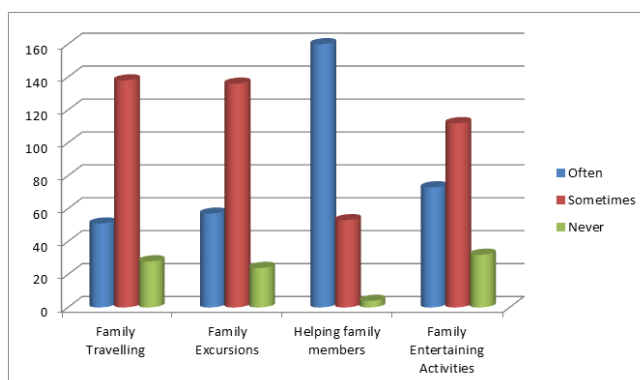


Fig-6: Assessment of frequency of educating students about traditional cultural values through family education

It is believed that to educating students about traditional cultural values effectively, it is necessary to combine school education and family education. If school has an orientation role, family has an important role in developing, nurturing and has a direct impact on the traditional cultural values formation in students. However, according to the survey results, educating traditional cultural values through family education takes place from time to time only. The most frequent activity taken by students is “helping family members”

(accounts for 73% of the survey students). The number of students who regard “travelling” and “family excursion” as “often” account for 20%. Besides, participants also suggest some other means of social media like: Facebook, social groups like zalo, viber, etc.

7. Teachers and students opinions about the causes of the erosion of some traditional cultural values

Table-3: Students’ opinion about the causes of the erosion of some traditional cultural values

| No | Causes | No of students/217 | Percentage |
|----|--|--------------------|------------|
| 1 | Not getting enough attention from the authority | 54 | 24% |
| 2 | Traditional Cultural values education hasn’t been paid enough attention and hasn’t been developed systematically | 130 | 59% |
| 3 | Families haven’t taken notice of educating children about traditional cultural values | 107 | 49% |
| 4 | Young generation was born in favorable conditions | 161 | 74% |
| 5 | The negative effective of market economy | 58 | 26% |
| 6 | The effect of global integration | 121 | 55% |

Based on students’ answers of the open - question, some traditional cultural values which have been being eroded according to students are: compassion, gratitude, loyalty, community services, filial piety, honesty and respect for teachers.

“the young generations was born in favorable conditions and have not experienced the hardship of life” and “traditional cultural value educations have not been paid enough attention and have not been developed systematically”. (74% and 59% respectively).

As can be seen from the table, the main causes of the erosion of some traditional cultural values are

Table-4: Teachers’ opinion about the causes of the erosion of some traditional cultural values

| No | Causes | No of teachers/40 | Percentage |
|----|--|-------------------|------------|
| 1 | Not getting enough attention from the authority | 10 | 25% |
| 2 | Traditional Cultural values education hasn’t been paid enough attention and hasn’t been developed systematically | 24 | 60% |
| 3 | Families haven’t taken notice of educating children about traditional cultural values | 18 | 45% |
| 4 | Young generation was born in favorable conditions | 22 | 55% |
| 5 | The negative effective of market economy | 10 | 25% |
| 6 | The effect of global integration | 24 | 60% |

According to teachers, some traditional cultural values which have been eroded are: courtesy, national pride, compassion, honesty, gratitude, and respect for teachers, patriotism, and toleration.

For teachers, the most important cause leading to the erosion of some traditional cultural values is that traditional cultural value educations have not been paid enough attention and have not been developed systematically. “The young generation was born in favorable conditions and has not experienced the hardship of life” and “negative impacts of global integration” are the second two important causes of the erosion.

CONCLUSION

In the light of the results shown, the following conclusions can be made. Firstly, teachers and students alike agree on the necessity of educating students about traditional cultural values listed in the questionnaires. The core values including patriotisms, compassion, community awareness, high appreciation of righteousness, respect for teachers and honesty are regarded to be “very necessary” by the majority of the participants. The values “diligence”, “creativity”, and “fondness for learning” are also evaluated to be “necessary” in traditional cultural values education these days. These are significant results to orient the plan to integrate the traditional cultural values into the curricular. Secondly, traditional cultural values education in many different ways (by integrating into the content of some social science subjects, by mass media channels, by local propaganda, and by family education) is generally assessed to have taken place but not very often and this kind of education has not been checked and evaluated. Finally, both teachers and students confirm that these days there are some traditional cultural values which are being eroded or even lost. They also pointed out the major causes for this. The main causes of this according to teachers is that traditional cultural value education has not been paid enough attention and has not been developed systematically. For students, apart from this cause, ‘the young generation was born in favorable conditions and have not experienced the hardship of life’ was chosen by many of them.

RECOMMENDATION

The results from the research reveal that traditional cultural values education hasn’t been taken much notice of at universities in Hanoi, Vietnam. It is important that the national authority and board of directors at these universities in Hanoi take action to improve the situation. Additionally, it is of great importance to raise the awareness of teachers, managerial leaders and students about traditional cultural value preservation. Ideally, traditional cultural values need to be self-educated by students-this is the

most effective and long-term way to let them exist forever.

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