

Teaching Vietnamese as the Official Language for Indigenous Preschool Children in Lai Chau, Vietnam: Exploring Teachers' Beliefs about Second Language Acquisition

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Abstract : In Vietnam, the Vietnamese language is normally used as the language of instruction. The dominance of this language places children who have a different first language such as Indigenous children at a disadvantage when commencing school. This study explores preschool teachers' beliefs about second language acquisition in Lai Chau provinces where is typical of highland provinces of Vietnam and the proportion of Indigenous minority groups in high. Data were collected from surveys with both closed-end questions and opened-end questions. The participants in this study were more than 200 public preschool teachers who come from eight different districts in Lai Chau. An analysis of quantitative data survey is presented to indicate several practical implications, such as the connection between teachers' knowledge background that gained from their pre-service and in-service teacher education programs regarding second language teaching for Indigenous children and their practice. It also explains some factors that influence teachers' beliefs and perspective about Indigenous children and pedagogies in their classes.

Keywords : indigenous children, learning Vietnamese, preschool, teachers' beliefs

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