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IMPROVEMENT OF VIETNAMESE VOCABULARY FOR 5TH GRADE TAY STUDENT

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SUMMARY OF PH.D. EDUCATION DISSERTATION

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LIST OF THE AUTHOR'S PUBLISHED WORKS RELATING TO THE DISSERTATION

Journal Articles:

1. Tran Thi Kim Hoa (2014), "Thinking for the 4th graders through the correct use of words during the teaching hours in Vietnamese", *Education Journal*, no. 331, page 39 -41.
2. Tran Thi Kim Hoa (2014), "Some measures teach vocabulary extensions for elementary students", *Education Journal*, no. 335, page 46-47.
3. Tran Thi Kim Hoa (2015), "Spell correction measures for ethnic minority pupils in some northern mountainous provinces", *Journal of Educational Science, no.*119, page 58 - 59, 62.
4. Tran Thi Kim Hoa (2017), "Some games designed to develop vocabulary for elementary school children from ethnic minorities", *Educational Equipment Magazine,* no. 146, page 27-30.
5. Tran Thi Kim Hoa (2017), "Explain the ability to use Vietnamese words of Tay ethnic minority pupils", *Tạp chí Ngôn ngữ và Đời sống*, số 261, page 48-51.
6. Tran Thi Kim Hoa (2017), "Develop the capacity to use the Vietnamese word for ethnic minority pupils through word exercises", Journal of Science and Technology, Thai Nguyen University, no 172, page 17- 20.
7. Tran Thi Kim Hoa (2017), "Building the Capacity Development Task for Vietnamese Language Use for Tay Grade 5 Students", *Educational Equipment Magazine,* no. 155, page 68 -70.
8. Tran Thi Kim Hoa (2017), "Some cross-language expressions in using Vietnamese words of Tay ethnic minority pupils", *Journal of Educational Science, no,* 142, page 97 - 99.
9. Tran Thi Kim Hoa (2018), "Evaluation of word competency of ethnic minority pupils", *Educational Equipment Magazine,* no.169, page 46-48.
10. Tran Thi Kim Hoa (2019), "A number of theoretical issues about the development of Vietnamese language skills for grade 5 Tay students through the system of exercises" *Education Journal*, no. 450, page 33 -36.

2. Scientific research topic

1. *Development of the competency to use Vietnamese words for primary school students of ethnic minorities in the Northern mountainous area,* Thai Nguyen University-level Project, 2017-2018, Project leader.

PREAMBLE

1. REASON TO CHOOSE THE TOPIC

1.1. Competency-based approach is a fundamental and key orientation in teaching in general and in teaching of the mother tongue in particular in many countries around the world. General education in our country is implementing the transition from content-based approach to competency-based approach. The *Project on Renovation of the post-2015 general education curriculum and textbooks* by the Ministry of Education and Training, *Resolution No. 88/2014 on innovation of general education curriculum and textbooks* (passed on 28/11/2014 at the 8th session, the 13th National Assembly) also emphasized the development of the general education program towards developing learner capacity. Teaching language in high school, for that reason, is not only to form the language ability in learners, but also, more importantly, to develop the communication ability in students.

1.2. The Decision 53/CP by the Government Council (1980) affirmed the meaning and importance of Vietnamese: "*Standard language is the common language of the Vietnamese ethnic community. It is an indispensable means of communication between localities and ethnic groups throughout the country, helping localities and ethnic groups to develop equally in terms of economy, culture, science and technology as well as to strengthen the national solidarity and exercise the rights of national equality*".

The Ministry of Education and Training determines that improving the quality of Vietnamese language teaching for ethnic minority students in primary schools is a key task to enhance the quality of education in ethnic minority areas. There are specific guiding documents (No. 7679/BGD&DT-GDTH dated August 22, 2008; No. 8114/BGD&DT-GDTH dated September 15, 2009; No. 145/TB-BGD&DT dated April 2, 2010) and many Vietnamese language training classes for ethnic minority students for both managers at all levels and teachers. Currently, the Ministry of Education and Training has been implementing many methods of teaching Vietnamese for ethnic minority students. The education sector has implemented Vietnamese language teaching for ethnic minority students in a large and widespread way. Although many successes have been achieved through programs and projects, but now finding an optimal solution for each subject and each region is still a difficult question. The quality of primary education is still a major challenge for development of ethnic minority education.

1.3. Conducting a mid-term exam and a status survey (Excervise sheets No. 1 and 2) of grade 5 Tay students in some primary schools in the provinces of Cao Bang, Bac Kan, Lang Son, Thai Nguyen, we find that most students are quite confused in using Vietnamese words when making sentences, expressing their thoughts, especially using words about nature, human qualities, vocative words, etc. In many cases, grade 5 Tay students use systematic wrong words and these errors are common in many localities and are made under rules, especially for errors of using words due to negative transfer process when learning Vietnamese.

1.4. Grade 5 is considered a bridge between primary and secondary education levels, and is also an important prerequisite for students to continue studying at higher levels, contributing to improving the quality of education in mountainous areas and bridging the gap between mountainous and lowland areas. We need to equip Tay ethnic minority students with the necessary language to help them eliminate inferiority complex and become more confident in learning and communication. In fact, the curriculum and textbooks have not been designed properly and we have not yet built teaching materials suitable for students in grade 5 Tay ethnic minority students in particular and primary school students of ethnic minorities in the northern mountains in general. This makes many teachers in ethnic areas face difficulties in

teaching. Moreover, the above solutions are mostly administrative; sometimes the lack of flexibility can lead to overloading for students. Therefore, finding solutions based on linguistic bases and the ability to receive Vietnamese in the right audience is still an open task. This thesis will try to reach the audience from this perspective, starting with the use of Vietnamese words of grade 5 Tay students.

Stemming from the above urgent problems, the topic "***Development of Vietnamese language competency for grade 5 students of Tay ethnic group***" is a valuable and meaningful experience for the development of the Vietnamese teaching program in mountainous and ethnic minority areas in general and in areas with Tay students in particular.

2. Research purpose

On the basis of surveying the status of teachers' teaching and grade 5 Tay students' ability to use Vietnamese words, the proposed topic builds a system of exercises to develop the ability to use words for grade 5 Tay students, contributing to improving the effectiveness of teaching words in particular and teaching Vietnamese for Tay students in general.

3. Research object and population

3.1. Research population

Study Vietnamese language teaching for grade 5 Tay students.

3.2. Research object

The system of exercises to develop the ability to use Vietnamese words for grade 5 Tay students.

4. Scientific hypothesis

In the process of teaching Vietnamese language for grade 5 Tay students, if the teacher builds a system of exercises to train words suitable to the characteristics of the age, close to the psychology of ethnic minority students, and close to communication activities in life, it will work to develop vocabulary, thereby contributing to developing communication skills for learners.

5. Research tasks

- Studying issues of language theory and theory of Vietnamese language teaching.
- Surveying and assessing the practice of teaching, learning words and using words in Vietnamese subject in grade 5 Tay students in the direction of developing communication competency.
- Surveying and assessing the situation of grade 5 Tay students' using Vietnamese words.
- Developing a system of exercises to develop the ability to use Vietnamese words as a mainstream measure affecting both content and method, contributing to improving the quality of teaching Vietnamese words on both two aspects: receiving and creating language.
- Conducting a pedagogical experiment to check the feasibility of the system of exercises and orientations for organizing the proposed exercises.

6. Scope of research

- The system of exercises and key orientations for organizing the practice of Vietnamese language exercises in the viewpoint of developing the word use capacity that is developed and applied on grade 5 Tay students.

7. Research methods

7.1. We use **methods of analyzing and synthesizing documents** when accessing resources related to the thesis topic.

7.2. To clarify the practice, we conduct **investigations and interviews**. The results obtained from practice will be analyzed and processed by mathematical statistical methods to ensure the accuracy and reliability, thereby guiding the proposed construction of the system of exercises.

7.3. **Experimental pedagogical methods** help us review the feasibility and evaluate the

effectiveness of materials and measures to organize teaching.

8. Contributions of the thesis

8.1. Reasoning

- The thesis synthesizes and systematically analyzes the views of teaching Vietnamese words in the direction of communication; thereby describing and explaining the concept, the goal of developing communication competency for learners, creating a premise for proposal of capacity models of using Vietnamese words and corresponding exercises.

- The thesis inherits achievements of language science and pedagogical science on teaching Vietnamese words for ethnic minority students. The thesis proposes teaching Vietnamese at the level of words, contributing to clarifying the relationship between semantics, syntactics and pragmatics.

8.2. Practicality

- Reflecting the current situation of teaching Vietnamese words and using Vietnamese words in the locality, seeing the difficulties of teachers and students in this area.

- Developing a system of exercises to develop Vietnamese language skills for grade 5 Tay students.

- Conducting experiments at a number of primary schools in Cao Bang, Bac Kan, Lang Son and Thai Nguyen to assess the results and suitability of the system of exercises for grade 5 Tay students.

9. Structure of the thesis

Chapter 1
OVERVIEW OF RESEARCH SITUATION

1.1. Studies on competency and language competency

1.1.1. Studies on competency

Competency is the “key word” to find information about Vietnam's general education program after 2015. This is a concept derived from the Latin “competentia”. The term ‘competency’ in linguistics is associated with the name of the famous linguist Noam Chomsky. Competency can be understood as proficiency or ability to perform a certain task. As an object of psychology and education, competency is described as a complex psychological attribute, converging many factors such as knowledge, skills, techniques, experiences, willingness to act, and responsibility. J. Coolahan, in the *Symposium on Basic Competencies*, sees competency as fundamental capabilities based on the knowledge, experience, values and penchant of a human being developed through educational practice. This means talking about capacity is about ability to perform (know-how).

In recent years, in the journey of fundamental and comprehensive renovation of Vietnamese general education, scientists have published many works and articles on building a general education program according to the competency approach. Do Ngoc Thong, Nguyen Thi Hanh, Nguyen Minh Thuyet, Nguyen Thi Hong Van, etc., in their writings, have raised the general understanding of competency. Associated with teaching activities, author Nguyen Minh Thuyet said: “Competency is the integration of many components such as knowledge, skills, operational readiness, cooperation ability, ability to mobilize new information sources for students to solve problems in life”

1.1.2. Studies of linguistic competency

Communication competency is a basic element in the structure of competency to form in learners. Speaking of this special competency, it is impossible not to mention the research achievements of Noam Chomsky. The distinction between the *implicit knowledge of language*

and the *actual usability of language* in daily life has been set up since the 1960s by a description of *competence* and *performance*. From Chomsky's proposal, it is possible to see the distinction and intimate relationship between language knowledge (in the direction of understanding to use) and the ability to operate language to achieve effective communication. After Chomsky, the works of Cambbell & Wales (1970), Hymes (1972), Canale & Swain (1980), Bachman (1990), Celce-Murcia M. & Dornyei Z., Thurrell S. (1995) have inherited and criticized step by step to formulate a broader conception of "communication competency". Over time, there are differences in how to set problems and interpretations of communication competency. Based on the viewpoint of author Nguyen Xuan Khoa about the instrumental capacity and task of developing speech, we, in teaching words for primary school students, focus on the following two basic competencies:

- **Language competency**: ability to understand and grasp concepts, characteristics and effects of word devices.

- **Ability to use language**: including ability to organize and organize words; ability to use words in context, ensuring cultural and social standards...

1.2. Studies on developing the word competency for students

1.2.1. Studies in the world

Word is one of the components of any language. It can be said that most documents about mother tongue teaching refer to the problem of teaching words.

In the second half of the twentieth century, there were many scientific works discussing the teaching of language in general and the teaching of words in particular, including the books and articles on the issue of teaching words to primary school students. In France, since the 1950s, in "*Vocabulary in Primary Schools*", Charles Houdiard has carefully analyzed the lexical characteristics of primary school students in terms of quantity and quality. From there, Charles Houdiard could determine the basic task of teaching words in primary school is to help students enrich their vocabulary, to correct their vocabulary and to actively capitalize their words. These conclusions are still valid today.

1.2.2. Studies in Vietnam

In Vietnam, after the August revolution, Vietnamese has been used to teach all subjects in the school. Vietnamese subject was also gradually formed at all levels of education and are increasingly adjusted accordingly. However, the problem of teaching words to students in schools is concerned by experts quite late. In 1980, when words were separated into an independent subject in the Vietnamese language reform program in primary and secondary schools, many experts were interested in teaching words to high school students in general and primary school students in particular. In the 70s, 80s and 90s of the twentieth century, there were a number of articles discussing teaching words to students.

1.3. Studies on Vietnamese language teaching for ethnic minority students

Right from the 70s of the twentieth century, the concept of teaching Vietnamese for ethnic minority students as the Second Language has been mentioned by Pham Toan and Nguyen Truong in the book '*Methods of teaching Vietnamese language to ethnic students'*. In the late 1990s and after 2000 (when implementing the new Primary Program), the issue of teaching Vietnamese for ethnic minority students was more interested and researched. The topic '*Some solutions for teaching Vietnamese for ethnic students at primary level*'; materials for teacher training, such as the *Method of teaching Vietnamese for ethnic minority students in primary schools* (Project for developing primary school teachers), *Guidelines for teaching Vietnamese for ethnic minority students in primary schools* (Primary Project for Friends of Children), etc. show that teaching Vietnamese for ethnic minority students means teaching a

second language. Also discussing ethnic minority students' ability to use Vietnamese language, author Nguyen Minh Thuyet has the article '*Impacts of bilingual factors on ethnic minority students' ability to use Vietnamese language*' (Journal of Educational Research, Vol. 8/1984). The article addresses the influence of mother tongue for students who learn Vietnamese as a second language, which is one of the features that we need to pay attention to in making measures to enrich the vocabulary for ethnic minority students.

SUMMARY OF CHAPTER 1

It can be seen that the research results in the scientific works and articles that we have reached so far are not only in theoretical orientations but also in practice . The research results help gradually solve problems and difficulties in developing the word capacity for students. That is an important premise for us to synthesize the theoretical and practical bases for the topic; build a system of exercises to develop Vietnamese language skills for grade 5 Tay students.

Chapter 2
THEORETICAL AND PRACTICAL BASES

2.1. Theoretical bases

2.1.1.1. Concept of words

The word is the basic unit, the central unit of language. Without words, there is no sentence, no text. In the linguistic system, the word is the true signal unit consisting of two aspects: the form and the content. The form is materialistic and is a collection of three components: phonetic form, structural form, and grammatical form. The content is spiritual; because of the spirit, it is not easy to grasp the meaning of a word.

Accordingly, we approach the concept of words based on the second trend, which is also the trend mentioned by many Vietnamese textbook authors today, namely: *The Vietnamese word is one or several fixed and unchanging syllables of phonetic form according to morphological relations (such as number relationship, gender relationship, etc.) and syntax in sentences, lies in a certain type of structure, available to all members of Vietnamese society, the largest in the Vietnamese and the smallest to create sentences.*

2.1.1.2. Method of forming words in Vietnamese

In principle, word structure is the movement in a language to produce words for the language, serving new needs in terms of expression that society poses. Word structure movements produce not just a single word but a series of words in the same type. In order to create words, there must be word composition elements and word methods.

2.1.1.3. Meaning of words

a. Concept of meaning of words

In the Vietnamese Semantic Vocabulary, Do Huu Chau (2006) states that "the meaning of the word is a spiritual entity". According to him, the meaning of the word consists of 4 components corresponding to 4 important functions that the word undertakes, including: "a. Denotative meaning corresponding to the denotative function. b. Significative meaning corresponding to the significative function. c. Connotative meaning corresponding to the connotative function. These three significant components are collectively referred to as the lexical meaning" and "d. Grammatical meaning corresponding to the grammatical function".

b. Semantic structure of words

Modern semantics has proved that the meaning of words is a reflection of objective reality into consciousness and is expressed in language. That reflection exists in the word in the form of a structure because a bunch of elements (also known as meanings) are combined

together under a certain rule, controlling, regulating each other and having organic relations with each other, organized according to certain rules.

c. Transformation of the meaning of a word

Transformation of the meaning of the word is a "method to create new words in addition to word repeating or combining methods". The transformation of the meaning of the word is essentially taking a word to express things or events that are closely related to each other in some way. Thus, among meanings of a word, the meanings of a word still have certain relationships.

d. Phenomenon of changing the meaning of a word

The meaning of a word is formed based on an existing meaning of the word called the change in meaning of the word.

2.1.1.4. Words in communication activities

Word is a kind of language unit that has many aspects. Those aspects exist in the word at the same time, and together form its external form and internal means. In the communication activity, the aspects of the word are realized. In turn, we consider aspects such as realization in phonetic and word composition aspect, realization in semantic aspect, realization of grammatical and functional properties of words, transformation and conversion of words in communication activities.

2.1.2. Word competency

2.1.2.1. Competency concept

Competency can be understood as proficiency or ability to perform a certain task. As an object of psychology, education, competence is described as a complex psychological attribute, converging many factors such as knowledge, skills, techniques, experiences, willingness to act and responsibility. J. Coolahan in the Symposium on Basic Competencies to see competence as fundamental capabilities based on the knowledge, experience, values and penchant of a human being developed through practice education. This means that talking about capacity is about performance (know-how).

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2.1.2.2. Communication competency is a basic element in the structure of competency to form in learners. Speaking of this special competency, it is impossible not to mention the research achievements of Noam Chomsky. From the above models, it can be seen that *communication competency* is a widely used concept, which refers to a whole range of competencies with close relationships, such as *language competency* (understanding of the language system), *discourse competency* (ability to arrange and organize words to create a coherent discourse); *linguistic, cultural and social competency* (ability to express words in accordance with the context, topics and social relations); *strategic competency* (ability to use verbal and nonverbal communication strategies).

As a part of linguistic competency, the **word competency** is the vocabulary that the individual accumulates along with the skills to apply that vocabulary in the process of creating and receiving texts. Saying so means that the word competency of each individual is not naturally born, but formed and developed in the process of training his/her own language.

Those who actively practice the language skills will have good word competency and rich vocabulary, be able to reflect quickly in the process of listening, speaking, reading and writing, know how to apply that vocabulary flexibly, create accurate and effective expressions to achieve communication goals.

2.1.3. Capacity model of Vietnamese words

The current Primary Vietnamese Program considers "practicing Vietnamese language skills (listening, speaking, reading, writing) to study and communicate" as the primary and top goal. Developing communication competency is a way of posing inherent problems and developing from the foundation of teaching reasoning of a period. The author Bui Minh Toan also emphasized the importance of forming knowledge and language skills: "Talking about language communication activities, it is impossible not to care about *using words and understanding words*". Directly discussing the ability to use language in language teaching in primary schools, author Nguyen Tri analyzed and affirmed: "When switching to using words in communication, listening, speaking, reading and writing skills experience a qualitative transformation to create *personal verbal competency* (listening competency, speaking competency, reading competency and writing competency). Speaking skills are to stop at the level of mastery of speech manipulation. Speaking competency is to include both mastery of speech manipulation and mastery in thinking of intellectual manipulation". The mastery of speech and intellectual manipulation in language practice is a manifestation of verbal competency. This entails the internal movement of the language teaching content.

2.1.4. Characteristics of grade 5 students of Tay ethnic group

2.1.4.1. Characteristics of awareness and interest

N.A. Mentsinxcaia in *The foundations of teaching theory* has affirmed: "The age index of psychological development differs from the physical development index in that it is extremely variable and fluctuating in a wide range." Stepping through the threshold of the preschool, from the "6-year turning point", primary school students possess psychological and thinking qualities such as visualization, movement ability to replace symbols with simple concepts, "dynamic" in interest and attention.

The outstanding feature in the thinking of some ethnic minority students is the instable intellectual work habits; they hesitate to think and brainstorm. Many children do not understand the lesson but do not know which part of the lesson they do not understand. They have a habit of thinking one way, easily recognizing what others say.

2.1.42. Characteristics of Vietnamese language learning of grade 5 Tay students

When going to school, Kinh students have basic Vietnamese capital to understand the world around them. They learn a language used for about 5 years before going to school with a vocabulary of about 4,000 - 4,500 words and basic sentence structures. In addition, they have time and opportunity to use Vietnamese continuously with many people for various purposes in life outside the school. As for ethnic minority students, however, before going to school, they only master Tay language and develop awareness in Tay language rather than Vietnamese. Their Vietnamese capital is very small or they fail to use Vietnamese correctly in pronunciation and use. When going to school, they just start to learn Vietnamese and they have to learn Vietnamese based on their experience of Tay language.

2.1.4.3. Characteristics of Tay language

Tay language is a communication tool of Tay people. Tay language belongs to Tay - Thai language group. In terms of type, Tay language belongs to an isolating language type. - Vietnamese has the 'tumbling' tone while Tay language does not have this tone. Vietnamese words with the 'tumbling' tone will be pronounced as 'heavy' or 'sharp' tones in Tay

language. For example, "*xã hội chủ nghĩa*" will be read by the Tay people as association or '*xá hội chủ nghía'* or '*xạ hội chủ nghĩa'*.

- Word semantics: In teaching new languages to learners, to help students understand the meaning of a word, we can describe the object that the word represents, state the concept of things, phenomena. Particularly, we need to compare one word to another. For example, in Tay language, there is no word that means "uống" (drinking) or "hút" (smoking); thus, "kin" means *eating, drinking, smoking*. On the other hand, because Tay language has "*nhẹt"* besides "kin", "kin" has a neutral expression nuance while "*nhẹt"* has a disparaging expression nuance.

2.1.4.4. Ethnic minority students' use of Vietnamese words

According to a natural trend, ethnic minority students have the habits of using Tay language during the process of learning Vietnamese. As a consequence, the same factors between Vietnamese and Tay language create favorable conditions for them while different factors hinder them and make it difficult for them to learn Vietnamese. This is the reason for ethnic minority students to make mistakes using Vietnamese language such as pronunciation errors, word errors, sentence errors, etc.

2.1.5. Role of the exercises in developing Vietnamese word competency for grade 5 Tay students

Developing Vietnamese word competency for primary students in general and ethnic minority students in particular through the system of exercises is an effective measure in both content and teaching method. Exercises are understood as "difficult problems to be asked to do" (*according to English Dictionary*). In the *Vietnamese Dictionary*, author Hoang Phe provides a clear understanding of the exercise, considering it as "an article for students to apply what they have learned."

2.2. Practical bases

2.2.1. Content of teaching Vietnamese words in Vietnamese subject

The current Vietnamese Primary Textbook basically meets the requirements of the Education Law on textbooks: "Textbooks specify the requirements for knowledge content and skills prescribed in the curriculum of the subjects in each grade of general education, meeting the requirements of the general education method"[1]. The set of books is designed as a learning scenario of learning. However, with this scenario, students are unable to "present themselves"; speaking in the scientific language, the ability to help students learn by themselves is limited. The activities guided in the set of books are mainly under school rules, lack games and physical activities in accordance with the dynamics of children. The number of case exercises in accordance with the communicative-oriented language teaching perspectives is not much. In short, the set of books has not yet completely escaped the influence of traditional textbooks. It still shows the image of a serious teacher, while the image of a young, playful teacher, playing with her students in games such as disguising themselves, selling goods, fake fighting, etc. to train abilities to communicate, cooperate, respond to situations that arise in reality seems more appropriate for children.

2.2.2. Actual situation of teaching Vietnamese words by teachers

In the process of teaching, teachers have a leading role, who organize and control all cognitive activities of learners. Teachers in ethnic minority areas are also a bridge to bring Vietnamese language to ethnic minority students. The survey of 150 teachers shows the following results: 17 teachers are Kinh people (11.3%), 133 teachers are ethnic minority people (Tay, Nung, Dao, Thai, Muong, Cao Lan, San Chi, San Diu, H' Mong) (88.67%). Most ethnic teachers are

[1] Clause 2, Article 3 of the Education Law.

only able to speak their mother tongue; they cannot write their mother tongue. The number of teachers who can communicate in Tay language is 89 people (59.3%) while 64 teachers (40.7%) cannot communicate in Tay language. This is a big obstacle for teachers in teaching. As a result, the language barrier between teachers and students is inevitable.

2.2.3. Current situation of grade 5 Tay students' use of Vietnamese words

After practical approach, assessment of the ability to receive and use Vietnamese words of grade 5 Tay students through observation, interview, survey of 428 writing exercises (the examination in the middle of semester I) as well as through the exercise cards, we have obtained some valuable results, creating a premise for proposing a system of exercises to develop Vietnamese language ability for grade 5 Tay students.

Through a survey of the status of teaching and learning Vietnamese words for grade 5 Tay students, we have some comments as follows:

Teachers are mostly able to teach based on their experience and based on the selective application of teaching principles for ethnic minority students in general and Tay students in particular.

Because teachers are from different ethnic groups, their ability to communicate in Tay language with Tay students is limited. It can be seen that nearly 60% of students in the class are ethnic Tay. Therefore, the language barrier is also an obstacle to improving the quality of teaching and learning Vietnamese for ethnic minority students.

Teachers also rely heavily on textbooks and have not actively designed materials for their teaching work.

Teachers have not yet effectively classified the students in the class.

The language level of the students is very weak. Most of grade 5 Tay students cannot express what they want to say, want to express. They cannot write a complete paragraph as required.

The Vietnamese environment is limited in schools, which hinders students from learning Vietnamese. Students feel that the current Vietnamese language program is difficult and not suitable for them.

Summary of chapter 2

In this chapter, we have presented some basic knowledge about theory and practical survey to implement the topic "*Development of Vietnamese language ability for fifth grade students of Tay ethnic group*". In theory, the thesis analyzed some general arguments about words such as systematics and regularity, the requirements of using words, and psychological bases as well as grade 5 Tay students' characteristics of Vietnamese learning. This knowledge directly or indirectly influences the formation of exercises to develop Vietnamese language ability for grade 5 Tay students. In addition, the results obtained from the survey of the status of teaching and using words allow us to confirm the urgency of forming a system of exercises to develop vocabulary competency suitable for grade 5 Tay students and to further improve the ability to use Vietnamese language for Tay students in particular and for ethnic minority students in general.

Chapter 3
DEVELOPING VOCABULARY SKILLS FOR GRADE 5 TAY STUDENTS THROUGH THE SYSTEM OF EXERCISES

In order to improve the efficiency of using Vietnamese words for ethnic minority students, we have many solutions, methods and measures. However, in this thesis, we will go into the formation of an exercise system to help Tay ethnic minority students overcome the mistakes that they often make.

3.1. Principles of formation of the exercise system

3.1.1. Ensuring the goal of developing communication skills for students

Speaking of the ability to use words refers to the ability of the speaker to use words in various communication activities. It can be affirmed that the basis of the communication pathway in language teaching is the profound recognition of the social function of language. The source of

of integration in developing the competency to use Vietnamese words for grade 5 language, as said by Karl Mark, “is as ancient as consciousness”, “and similar to consciousness, language is born only by demand and necessity for communication”.

3.1.2. Ensuring the principle Tay students

The exercise system must be a combination of capacity development requirements, including potential capabilities (knowledge of Vietnamese words such as concepts, effects, association rules, characteristics about the meaning, etc.) and action capabilities (the ability to use words correctly and effectively).

3.1.3. Ensuring the flexibility and activeness of students' activities

If the current Primary Vietnamese program with integration and communication characteristics has effectively solved the problem of skill training, then in the journey of innovation, it is necessary to continue to focus on the educational perspective aimed at the ability of action that has been already strong and thriving since the late twentieth century. For the formation of the system of exercises to develop the competency of using Vietnamese words, *the principles of basic pedagogy such as communication, integration, and visualization need to be thoroughly grasped, with attention to aesthetic criteria, systematism and creativity.*

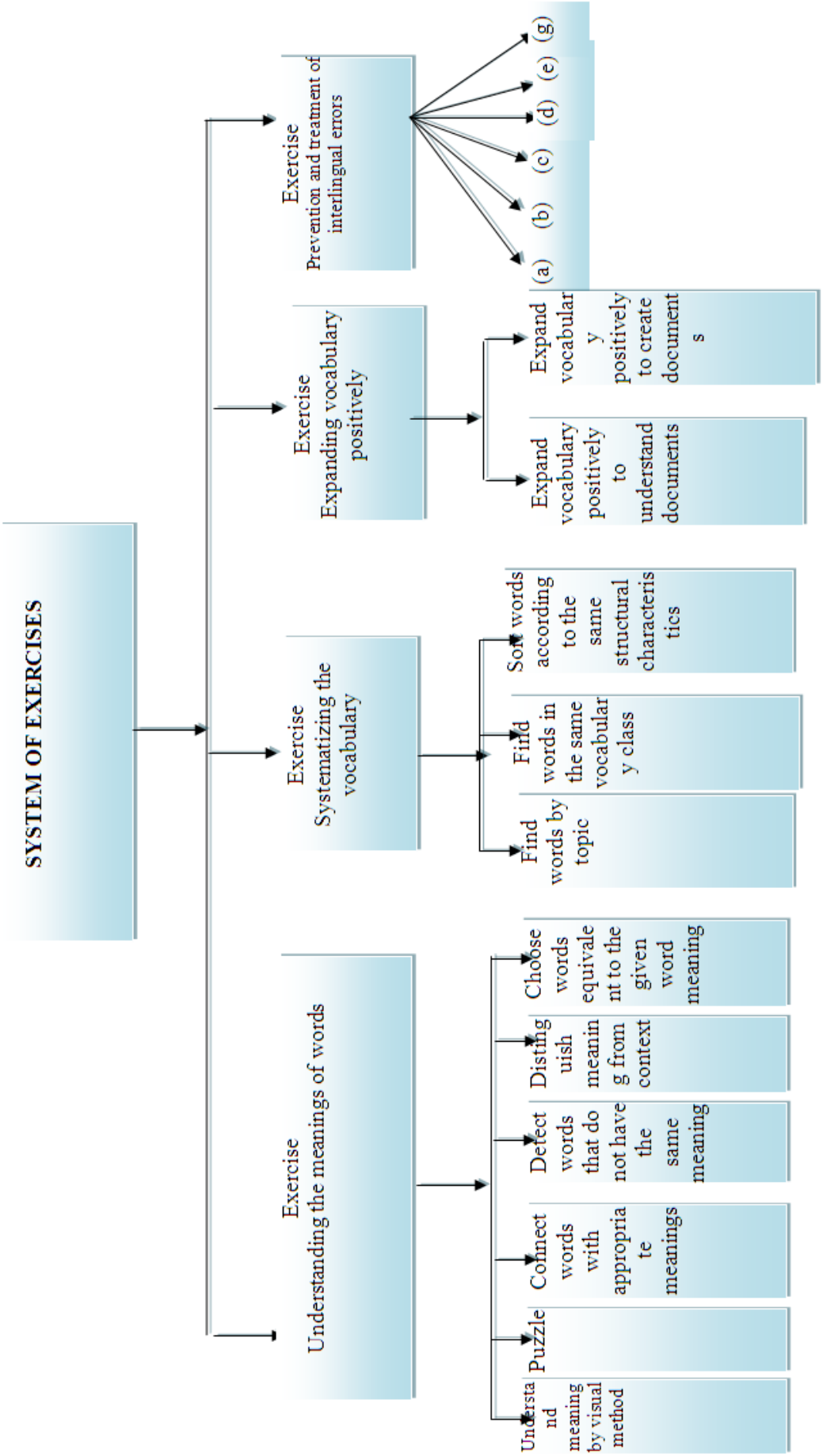
3.1.4. Ensuring the appropriateness in teaching Vietnamese for ethnic minority students

The exercises designed must aim at the first goal of teaching the students to speak, that is, the exercises should ask students to develop speech, which will be a good basis to help them succeed in reading and writing.

Designing the exercise system must be based on the language available for students. This exercise will help students expand their vocabulary and reinforce how to use words.

Finally, the exercises must be based on cultural knowledge and life experience of ethnic minority students. The design of Vietnamese teaching programs and methods for ethnic minority students should take advantage of the experience of using Tay language, while helping them overcome the effects of the habits of Tay language in the process of learning Vietnamese. It would be more reasonable if the cultural content in the primary Vietnamese language program in ethnic minority areas follows the following priority order: Vietnamese culture, ethnic culture and foreign culture. Students need to learn Vietnamese starting from close reality with them such as forest, mountain, river, stream, village, house on stilts, etc. This helps ethnic minority students see the attractiveness of learning Vietnamese, helping them to understand the meaning quickly. Therefore, when building the exercise system, we will prioritize the selection of topics and themes about nature and forests.

3.2. SYSTEM OF EXERCISES



3.2.1. Group of exercises to understand the meaning of words

The Vietnamese vocabulary of grade 5 Tay students is not much. The most important thing is to help them increase their vocabulary. To do that, teachers have to provide new words and the first job is to make them understand the meaning of words. The meaning of a word is the whole spiritual content that that word suggests when we come into contact with it. When teaching the meaning of words to students, we must teach the denotative meaning first and teach the significative meaning later because the denotative meaning of the word is the language of things in real life (According to Do Huu Chau) while the significative meaning of the word is the conceptualization language of things. Teaching the denotative meaning of the word first will be suitable for students' ability to absorb knowledge and help them expand and develop vocabulary.

3.2.1.1. Exercises to understand meanings of words by visual method

This is a group of exercises where the main materials are pictures and real objects containing words that students need to explain. Depending on the type of exercises, teachers can choose different forms of exercises.

The goal of this type of exercise is to create excitement for students with visual images, elicit students' imagination and associations to help students understand the meaning of words and then use words learned properly in communication activities.

The structure of the exercise connecting pictures with words includes two following parts:

+ The materials are pictures and the word has a meaning corresponding to a picture.

+ Students are asked to match words with their pictures.

This set of exercises has two types:

Illustrative exercises:

a. Linking a picture to a given word

In this type of exercise, pictures and words to explain will be given. Students are asked to establish correspondence. In order to do this exercise, the teacher asks students to look carefully at the pictures, and may ask the students more about the pictures so that they can better understand them. When students come up with words, (linking the right word to the right picture) that means they understand the meaning of the word.

Example: Observe the following pictures and show what things in your hometown are

The teacher will organize the game "linking pictures".

Purpose: To help ethnic minority students understand the meaning of words through pictures with close objects in their lives.

Preparation: - The teacher prepares 2 sets (each set contains a picture and three word cards) as follows:

How to play: - The teacher chooses 2 teams (each team consists of 2 students).

- Ask students to observe the picture and put the right word card into the appropriate details in the picture.

- The team that sets the word card into the appropriate details faster will win

- The teacher asks students to read out the cards aloud.

→ This exercise is used in the theme “People with Nature”

3.2.1.2. Crossword exercise

*** Purpose**

This is a form of exercise that has been used to teach words in the current textbook program. However, the form of *crossword exercises* that are put into teaching words is quite limited because there is only one lesson in Vietnamese Textbook for grade 5 students, Volume 2.

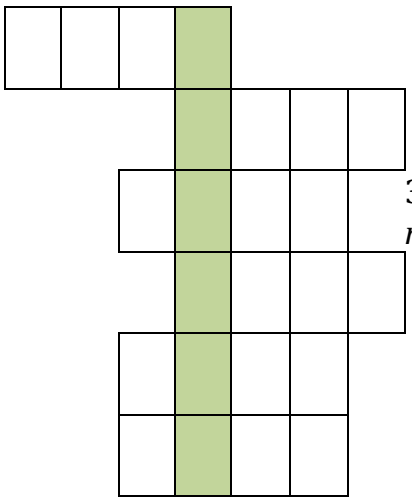
* **How to organize**

A *crossword exercise* includes horizontal cells. Each horizontal row will have a hint for students to fill out and each small cell is a letter. The number of hints is corresponding to the number of horizontal rows. After filling out the horizontal rows, students will find the keyword that is a marked vertical row. The crossword construction exercise develops the ability of Vietnamese words through using words as linguistic materials. A keyword can be a word or an idiom/proverb related to the subject being studied.

*** Illustrative exercises**

Exercise 1: Find the keyword based on the information as follows:

a/Horizontal rows are missing words in the following sentences:



1. Anh em như thể tay..... (*Siblings are like …*)
2. Trái nghĩa với từ “ác” là..... (*Antonym with the word “evil” is .....)*
3. ..... như nâng trứng, hứng như hứng hoa. (..... *like raising eggs, catching it is like catching a flower)*
4. Một con .....đau cả tàu bỏ cỏ. (*One ..... is in pain, the whole train will leave the grass.)*
5. Quẳng ..... lo đi mà vui sống. (*Stop ..... worries and enjoy life.)*
6. Phất như ..... gặp gió. (*Flying up is like ..... with the wind.)*

b/ Find the keyword in the vertical row:

3.2.1.3. Exercises to match words with appropriate meanings

Structure of the word matching exercise with the appropriate meaning consists of two parts:

+ Linguistic materials include words and meanings corresponding to words.

+ Students are asked to match the word to the right meaning

Illustrative exercises:

Exercise 1: Connect the word in column A to the appropriate meaning in column B

A		**B**
(1) expectations		(a) trust and expect something
(2) desire		(b) the dream that is too great, far beyond the practical ability, difficult to achieve.
(3) aspirations		(c) what you want
(4) ambition		(d) put a lot of trust in a person.
(5) hope		(e) what you really want
		(g) all of your hope lost

Suggestions in column B are often clarified, easy to understand and remember; sometimes these are suggestions through a negative structure (no, not yet) combined with antonyms, for example: *cơm chưa chín là sống (undercooked rice is raw rice), Nó không cao cũng không thấp là vừa vừa (medium is neither high nor low), trái nghĩa với thiện là ác (the opposite of good is evil), mất hi vọng là thất vọng (loss of hope is disappointment), etc.*

When students have practiced a lot with this type of exercise, the teacher can give out the types of exercises with a given word and many meanings and then students to choose the correct meaning of the given word.

3.2.1.4. Exercises to detect words that do not have the same meaning

This is a form of exercises to understand the meaning of a word. It is similar to the form of exercises to interpret the meaning of a word through synonyms and antonyms in the current Vietnamese textbook program. However, exercises to interpret the meaning of a word through synonyms and antonyms are not used by current textbooks to teach interpretation of words. Therefore, this is considered a new form of word interpretation exercises proposed by the thesis.

The structure of this exercise consists of two parts:

+ Linguistic materials include words or texts

+ Students are asked to discover which word does not have the same meaning as the other words

Illustrative exercises:

Exercise 1: Strike through a word that does not have the same meaning as the remaining words in each row of the following words and clearly state the common meaning of the remaining words in each word group:

a. pervading, vibrant, subtle, fragrant, sweetscented

Group of words (a) used to describe ....

b. glittering, glistening, shimmering, shaky, sparkling

Group of words (b) used to describe ....

c. showy, brilliant, colorful, cheerful, striking

Group of words (c) used to describe ....

3.2.1.5. Exercises for recognizing word meanings based on context

The form of exercises to recognize the meaning of words based on context is used in the Reading subject. The text introduced in the Reading subject will be the topic of that lesson in the corresponding week. Then, learners are asked to find words from the topic or words according to some connotation definition in the text or poem paragraph.

The structure of the exercise consists of two parts:

+ Linguistic materials include a sentence, a line of verse, a text paragraph or a poem paragraph

+ Requirements: define the definition of words in context.

Illustrative exercises

Exercise 1: Please circle the first letter of the correct answer for the word ”self-important” in the sentence: *Tôi nghĩ là cậu ta vừa được phần thưởng nên kiêu căng* (I think he is self-important because he has just been rewarded).

a. happy and rejoicing

b. considering yourself more than others; disregard others

c. free-handed and generous

d. having the attitude of loading it over somebody, browbeating somebody, insisting upon something, because of relying on one’s authority

3.2.1.6. Exercises on choosing a word with the same meaning as the given word

This exercise helps students understand the meaning of words by comparing and contrasting words with the given sample word.

The process of implementing exercises is as follows:

- The teacher gives the exercises to the students in the form of a question.

- Students use thinking skills to understand the requirements of the exercises, identify tasks to solve the exercises.

- The teacher gives a word, suggesting the meaning of the word so that students have a basis to relate to the meaning so that they can choose the right word with the same meaning as the given word.

Illustrative exercises:

Exercise 3: Marking "x" in □ for the right word(s) with the same meaning as *Một nắng hai sương (hard working; toil and moil)*

- ☐ Buôn tảo bán tần
- ☐ Dầm sương dãi nắng
- ☐ Chung sức chung tay
- ☐ Thức khuya dậy sớm
- ☐ Đồng cam cộng khổ

3.2.2. Group of exercises to systematize vocabulary

The purpose of this type of exercise is to help students find words related to a certain topic (prescribed by the lesson). The more words a student can find, the richer his/her vocabulary will be. This is one of the basic measures to help students "enrich" their vocabulary.

How to organize:

- The teacher states the requirements of the task through a question or an imperative sentence. For example: Look for words with the meaning about the good qualities of people you know.

- Students must use their listening (reading) ability to identify tasks to be performed.

- After that, the teacher gives a sample example to realize and concretize exercise requirements, and gives suggestions for students to find words.

- The teacher gives a sample word '*nhân hậu' (good-hearted*). This word is a fulcrum for students to find other words.

The teacher helps students understand the requirements of the exercise through direction and orientation, while sample words are stimulating words to help students find words.

When making statistics on what students find (write words on the board), the teacher should note words students discover and remove words that are not related to the topic.

Illustrative exercises

3.2.2.1. Exercises to find words by topic

Here, we give the form of exercises to find words by topic in a text for students to do at the Reading time. The topic is ***Giữ lấy màu xanh*** *(keep green).*

Example 1: The game "Relay".

Purpose: - Help students find the word descriptive aroma of cardamom in a given text and give them the skills to write right and write quickly.

- *Preparation*: the teacher writes the passage in the "Cardamom Season" on a big piece of paper

Thảo quả trên rừng Đản Khao đã vào mùa.

Gió tây lướt thướt bay qua rừng, quyến hương thảo quả đi, rải theo triền núi, đưa hương thảo quả ngọt lựng, thơm nồng vào những thôn xóm Chin San. Gió thơm. Cây cỏ

thơm. Đất trời thơm. Người đi từ rừng thảo quả về, hương thơm đậm ủ ấp trong từng nếp áo, nếp khăn.

(Cardamom in the Dan Khao forest is in season.

The westerly winds go through the forest, bring the cardamom scent around the mountainside, bring sweet and fragrant cardamom flavor into Chin San hamlets. Fragrant wind. Aromatic plants. Aromatic sky and earth. People who go from the forest of cardamom bring the sweet and fragrant cardamom aroma in the folds of their clothes and scarf.)

(Excerpt from The "Cardamom Season" Vietnamese Textbook for grade 5 students, Vol. 1)

How to play: - The teacher chooses 2 teams to play. Each team includes 2-3 children.

- The teacher hangs the piece of paper with the paragraph and asks the teams to look for the words about the cardamom scent in that paragraph. Each student, in turn, writes a word that describes the cardamom scent on the paper and runs down quickly for other team members to write next words. The team that finds as many right words as possible in the fastest way will win.

→ Exercises used for the topic ***Giữ Lấy Màu Xanh*** *(Keep Green).*

To do this exercise, students must read the lesson carefully, identify the topic, grasp the semantics of the words in the text, and then find the words related to the topic.

3.2.2.2. Exercises to find words according to the same vocabulary class

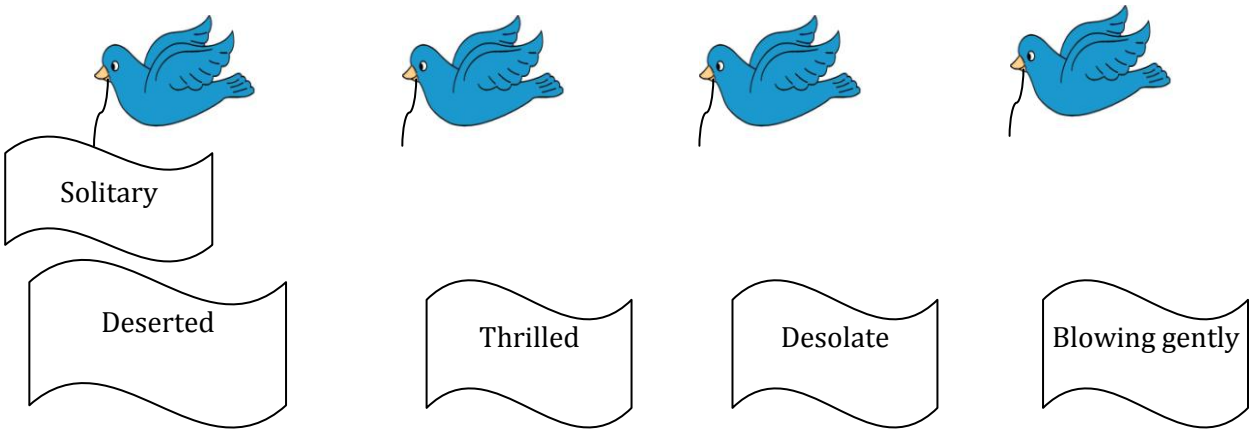
This type of exercise is primarily designed in the form of word - fulcrum. Word - fulcrum is also called stimulating word, which helps students have hints and orientation in finding words and better understand the requirements of the exercises. For students who are still poor in Vietnamese vocabulary, such as grade 5 Tay grade students, the word - fulcrum is considered a pedagogical measure that the teacher needs to pay attention when formulating this exercise for students.

Example 1: Game: "Birds find words"

Purpose: Help ethnic students find synonyms in a given range of words

- This is to help students improve their reading skills and agile conduct

Preparation: The teacher prepares 2 sets of pictures and word cards as follows:



How to play: Choose 2 teams to play. Each team includes 2 or 3 children. Teams are tasked with finding words that contain the same word meaning with the word card that the first bird brings and then attach these words to the next birds. The team that finds more right words in the faster way will win.

3.2.2.3. Exercises to find and sort words by meaning field

For example: Based on the meaning, arrange the following words into 3 groups: *hardworking, loyal and grateful, diligent, dauntless, assiduous, honest, fearless, taking*

pains to do something, sincere, courageous, truthful, industrious, straightforward, bold.

Honest	Brave	Laborious

In the above example, the words that need to be selected by each group share a semantic sign (all belong to the same association system). Accordingly, the words in the same group with the word "honest" include *loyal and grateful, honest, sincere, truthful, straightforward*; the words in the same group with the word "brave" include *dauntless, fearless, courageous, bold*; the words in the same group with the word "laborious" include *hardworking, diligent, assiduous, taking pains to do something, industrious.*

3.2.3. Group of exercises to enrich vocabulary positively

- Goal

+ Reception exercises: Understand the meaning of words, discover the beauty of using words, use the very word means to cut meaning, comment, respond to reception language products as the goal of the exercises. Essentially, reception exercises have a close relationship with the creation exercises. When acquiring the value of the art of words (reception), the learner also has the golden key to go to the world of creation of words (creation) and vice versa.

+ Creation exercises: Based on the understanding of Vietnamese words and the accumulated vocabulary, the exercises help develop students' ability to operate words by making sentences/paragraphs, reading a conversation, or conducting a monologue.

3.2.3.1. Group of exercises to use words in receiving texts

Exercise 1: Read the following paragraph silently: *Những cơn gió sớm đẫm mùi hồi từ các đồi trọc Lộc Bình xôn xao xuống, tràn vào cánh đồng Thất Khê, lùa lên những hang đá Văn Lãng trên biên giới, ào xuống Cao Lộc, Chi Lăng. Sông Kì Cùng đã nhạt hết màu đục đỏ bối rối suốt mùa lũ, bây giờ con sông đã ủ mùi thơm trong vắt lượn quanh co khắp đất Lạng Sơn vào mùa hồi chín.*

("*Anise forest in Lang land*", according to To Hoai)

What are the words "xôn xao xuống", "tràn vào", "lùa lên", "ào xuống" used for?

a. Saying the power of the wind

b. Showing the beauty of Lang Son land.

c. Describing the strong spread of anise scent in the wind

3.2.3.2. Group of exercises to use words in text creation

Exercise 2: Select the appropriate words to fill in the blank in the paragraph below:

(uốn lượn, trùng trùng điệp điệp, lộc xanh, ban mai, ông mặt trời, tràn đầy)

Buổi sáng mùa xuân, phong cảnh thị xã vùng cao quê em thật tươi đẹp. ..... vừa thức dậy ló ra ngọn cây. Ánh nắng ..... tỏa xuống mặt đất xua đi cái giá lạnh của đêm. Cảnh vật như bừng tỉnh, ... sức sống. Những dãy núi đồi ..... dần dần hiện ra giữa màn sương mờ ảo. Trên những cành cây khẳng khiu, trơ trụi giờ đã chi chít những ..... . Xa xa, dòng suối Nà Đàn ..... như một dải lụa. Nước suối trong xanh in bóng mây trời.

(According to Nguyen Hoang Long)

(Answer: *ông mặt trời, ban mai, tràn đầy, trùng trùng điệp điệp, lộc xanh, uốn lượn*).

3.3.4. Exercises to prevent and treat interlingual errors

According to applied linguists such as S.P. Corder, an error occurs when the learner does not have a full understanding of the language. This type of error is systematic, repeated many times, should be paid attention to, and is the object of error analysis. According to this suggestion, we only examine errors with high frequency. That is the type of error that most Tay students in grade 5 make in the process of learning Vietnamese. These errors need to be identified and corrected by learners.

The structure of this exercise group consists of two parts:

+ Linguistic materials: give examples of errors due to negative transfer

+ Requirements: students find errors and find solutions to fix errors

Illustrative exercises

3.3.4.1. Confusion between the 'tumbling' tone and the 'sharp' tone

Exercise 1: Select the appropriate words in parentheses to fill in the following sentences:

a. Em rất yêu bạn, và bây giờ bạn ấy đã là bạn thân nhất của em .....(mãi mãi/mái mái)

I love my friend so much and now he/she is my best friend .....(mãi mãi/mái mái)

b. Sáng sớm, mẹ em lên ..... ngô để giẫy cỏ. (bãi /bái)

Early in the morning, my mother goes to the corn ..... to remove grass. (bãi /bái)

c. Có ..... hôm trời mưa rất to, nước suối cuồn cuộn chảy. (nhứng/ những)

it rains heavily during ... days; the spring water flows strongly. (nhứng/ những)

d. Mấy cái áo này có .... như nhau (cỡ/cớ)

These shirts have the same .... (cỡ/cớ)

3.3.4.2. Confusion of vocative pronouns

Exercise 3: If you are Hoang Thai Thuy, I will use which following way to greet your teacher and introduce yourself:

a) Chào cái cô giáo. Tao tên là Hoàng Thài Thụy
b) Chào cô giáo. Tao là Hoàng Thài Thụy.
c) Em chào cô ạ ! Em tên là Hoàng Thài Thụy

3.3.4.3. Confusion of the quantity adverbs *những, các (*these, those)

Exercise 3: Fill *những, các* in the following sentences

a. Trong lớp mình, (1) ..... em nào là người Tày? (2) .....em nào là người Nùng?

In our class, who are Tay people? who are Nung people?

b. Trong (1) ..... em, (2) ..... em nào biết đánh trống?

Among you, who knows how to play drums?

c. (1) ..... em đã làm hết bài tập chưa? (2) ..... ai chưa làm hết, ở lại lớp làm tiếp. (3) ..... ai đã làm hết được nghỉ.

Did you do all the homework? Who hasn't done it yet must stay in class to continue. Who has done all the homework can get home.

3.3.4.4. Confusion of the verbs about activities - *về/ tới/ đến*

Exercise 2: Fill *về/ tới/ đến* in the following sentences:

a. Mùa xuân đã … trên khắp bản làng quê em. *(It is spring now in my village)*

b. Đường từ nhà ..... trường phải đi qua một con suối. *(There is a stream along the way to our school)*

c. Thời rất chăm chỉ, ngày nào em cũng ..... trường để học chữ. *(Thoi is very hard-working. He goes to school everyday to learn words)*

d. Nó…nhà tôi chơi vào mùa hè năm ngoái. *(He/she stayed at my house last summer)*

3.3.4.5. Use of redundant types of words

Exercise 1: Correct the following sentences:

a. Ở khu vườn của nhà trường, chúng em trồng rất nhiều cây ăn quả như: *cây quả bưởi, cây quả hồng, cây quả vải…*

(In the school garden, we plant a lot of fruit trees such as: pomelo, persimmon, litchi, etc.)

b. Ông nội em rất thích ăn món *cá kho quả trám*.

(My grandfather loves to eat fished cooked with canarium.)

c. Bà em trông rất nhiều loại cây ăn quả nhưng em thích nhất là *cây quả mít*.

(My grandmother plants a lot of fruit trees, but my favorite fruit tree is jackfruit.)

d. Màn đêm yên tĩnh, *cái ông mặt trăng* chiếu sáng khắp bản làng.

(Tonight is quiet. The moonlight shines throughout the village.)

3.3.4.6. Confusion when using verbs *ăn, uống,hút; mặc, đội, đi, đeo*

Exercise 4: Please select the appropriate words *đi, đội, quàng, mặc* to fill in the blanks in the sentences below

a . Hàng ngày đi học dưới tán cọ lúp xúp, Ngọt và các bạn nhiều khi không cần ..... mũ mà vẫn mát.

(Going to school under the foliage of palm trees everyday, Ngoc and her friends do not need hats but still feel cool.)

b. Hôm nay cô giáo Bé .....chiếc áo chàm của dân tộc Tày trông rất xinh.

(Today, teacher Be looks very beautiful when wearing an indigo shirt of the Tay people.)

c. Đường đi bộ từ nhà tới trường xa và nhiều đá tai mèo, các bạn phải ..... những chiếc giày ba ta có đệm thêm đế lót bằng cao su.

(Walking path from home to school is far with many dangerous cliffs, students have to wear shoes with rubber soles.)

d. Sương muối buốt quá, Len phải ……thêm khăn len để đến trường.

(Hoarfrost is very cold. Len must wear a wool scarf before going to school)

3.3. Orientation to use the system of exercises for students of grade 5 of Tay ethnic group

3.3.1. Purpose of using the system of exercises

- Exercises should align with specific capacity development goals.
- Exercises should be appropriate to the psychological and cognitive characteristics of grade 5 Tay students.
- Depending on the function and the type of exercises, the teacher chooses the appropriate method of organization.
- The teacher ensures systematic in organizing exercises.

3.3.2. How to use the system of exercises in Vietnamese subject

To develop the ability to use Vietnamese words through a combination of exercises, the exercise system should be structured in specific “forms” of a learning unit. On that basis, we have analyzed the teaching content, selected the appropriate model to design some lessons.

For practical exercises (including creation and reception), it is possible to structure language-themed exercises (without designing activities such as “warm-up”, “basic”, “practice”, etc.). Exercises are linked in specific sequences, tied to specific language operations. The connection between reception and perception is also reflected in the model: reading comprehension - language practice - creativity. Naming for Vietnamese activities is also based on the goal of capacity development.

Summary of chapter 3

Designing the system of exercises to develop the capacity to use Vietnamese words for grade 5 students of Tay ethnic group is one of the ways to bring students into language activities, an opportunity for ethnic minority students (they are often shy, afraid of communicating, etc.) to be able to experience communication with words with a completely different sound shell, but expressing completely the same thought, a sketch somehow about life. The logic in developing Vietnamese language ability through the system of exercises is reflected in the building of capacity models and the concretization by the system of practical exercises. The system of exercises is developed on the following principles: Ensuring the goal of developing the capacity to use words for students; ensuring the principles of integration in developing the capacity to use words; ensuring the suitability and positive feature of students' vocabulary capacity. The system of Vietnamese language competency development exercises for grade 5 Tay students of 3 groups: vocabulary enrichment exercises, word use exercises, and exercises to prevent and solve interlingual errors. In each group of exercises, there will be multiple sub-groups of exercises and exercise forms to maximize the benefits of these types of exercises. Through the system of exercises, language knowledge is concretized along with the skills of listening, speaking, reading and writing, which are trained thanks to the hypothetical communication situations in each type of exercises. The system of exercises has been designed and structured towards competency development, while being integrated into a number of experimental models. The analyses of the principles of using exercises, the application and organization of exercises in Vietnamese hours contribute to bringing the designs into teaching activities in primary schools, ensuring that the exercises are applicable and can promote their effects in the preparation of linguistic competency and language use competency of grade 5 Tay students.

Chapter 4
PEDAGOGICAL EXPERIMENT

4.1. Purpose of pedagogical experiment

Experimental results are to verify the scientific, effective and enforceable aspects of the system of exercises presented in chapter 3. Therefore, experiment is an important stage and has a special position in the topic research.

4.2. Experimental objects, location and time

4.2.1. Experimental objects

Experimental objects of the thesis are grade 5 Tay students who learn Vietnamese.

* Students: Two classes of students are selected for experiment and control in each school who have the same level of awareness and there is not too much difference in their learning competency and learning habits.

* Teachers: Teachers who participate in experimental teaching and control are experienced teachers in teaching grade 5 students. These teachers both teach and manage students. They well understand psychological characteristics and Vietnamese language skills of students.

4.2.2. Experimental location

With the desire to experiment the scientific hypothesis in different areas for accuracy, honesty and objectivity of the thesis, we conduct experiments at 4 primary schools in 4 different provinces as follows:

- Cao Bang: Hong Dinh Primary School - Quang Uyen district
- Bac Kan: Hoang Tri Primary School - Ba Be district
- Lang Son: Trung Thanh Primary School - Trang Dinh district
- Thai Nguyen: Linh Thong Primary School - Dinh Hoa district

4.2.3. Experimental time and process

- Experimental time is implemented in the two academic years of 2015 - 2016 and 2016 - 2017. We put the exercises in key and extracurricular Vietnamese language lessons.

4.3. Experimental content

To evaluate the initial effectiveness of experimental designs, we use two sets of measuring tools, including:

- Exercise cards (test questions)
- Observation and interview cards (for teachers and students)

4.4. Experimental lesson plan

Experimental lesson design is an important and decisive stage for the content that has been proposed during the experimental process. Due to the limited scope of the thesis, in this section, we only present and select the illustration with 3 teaching periods.

4.5. Assessment of pedagogical experiment

4.5.1. Quantitative aspect

Table 4.3. Statistic table of results of test score 1

Group		Score										Average score
		1	2	3	4	5	6	7	8	9	10	
Control	Quantity	0	3	6	10	11	12	19	14	8	0	6.12
	%	0	3.61	7.22	12.04	13.25	14.45	22.89	16.86	9.63	0	
Experiment	Quantity	0	0	0	3	7	8	24	21	19	5	7.49
	%	0	0	0	3.44	12.64	14.94	17.24	24.13	21.83	5.74	

- Total number of students participating in the control: 83
- Total number of students participating in the experiment: 87

Table 4.4. Statistics table of results of test score 2

Group		Score										Average score
		1	2	3	4	5	6	7	8	9	10	
Control	Quantity	0	2	5	11	10	15	14	12	3	0	5.89
	%	0	2.8	6.94	15.27	13.89	20.83	22.22	19.44	4.16	0	
Experiment	Quantity	0	0	0	2	11	7	13	21	22	6	7.58
	%	0	0	0	2.44	9.75	8.53	15.85	25.61	26.82	7.31	

Test # 1

Class	Result					
	Well completed		Completed		Not completed	
	Quantity	%	Quantity	%	Quantity	%
Control	8	9.63	61	67.45	19	22.88
Experiment	24	27.57	60	68.95	4	3.44

Test # 2

Class	Result					
	Well completed		Completed		Not completed	
	Quantity	%	Quantity	%	Quantity	%
Control	3	4.16	51	76.38	18	25.01
Experiment	28	34.13	52	65.84	2	2.44

The difference in scores after assessing test # 1 between the two groups of control and experiment is specified in the chart below:

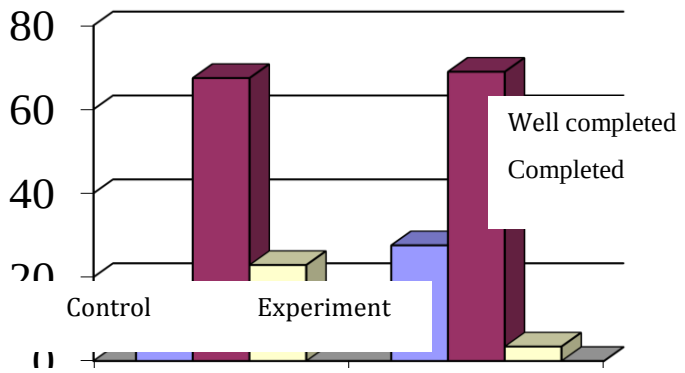


Figure 4.1. Test # 1

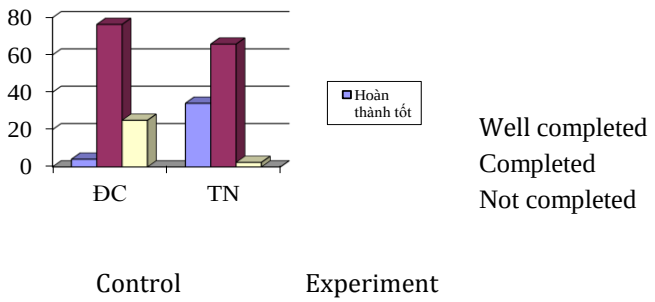


Figure 4.2. Test #2

4.5.2. Qualitative aspect

Along with the experiment through the exercise cards, survey cards and teaching observation hours in the control class and the experimental class, the results are recognized in the following basic aspects:

a. Level of excitement

b. Students' ability to solve exercises

c. Ability to generalize and systematize knowledge through exercises

4.6. Overall assessment of the experimental process

In general, experimental results have proved that the scientific hypothesis of the thesis is correct. During the experiment, we have comments and evaluations as follows:

- Pedagogical experiment is conducted in a scientific way and in the right process. Experimental teaching plans have a strong impact on the development of receiving and

creating abilities. Based on the exercises introduced in textbooks, ideas and proposals are integrated and selected to introduce to students. Experimental lesson plans are also boldly experimenting exercises to help students gain a deeper understanding of the word usage rules, the value and effectiveness achieved when putting Vietnamese words into communication activities. In addition, efforts in design and organization also bring an exciting and effective learning atmosphere. Students interact positively with language units and collaborate on experimental implementation.

- The capacity and experience of teachers participating in experimental teaching is one of the factors that helps to transfer design ideas to learners accurately and effectively. The teachers also express their agreement with the issues that the researcher set out to promote Vietnamese language ability for students.

- Pedagogical experiment is an important step in the process of studying and experimenting thoughts of developing Vietnamese word capacity for grade 5 Tay students through the system of exercises.

Summary of chapter 4

In chapter 4, we have experimented with exercise groups: exercises to understand meaning and exercises to use words. The experiment is conducted in four classes of grade 5 students in four provincial districts in two rounds. In parallel with the experimental teaching in class, we conduct experiments using the system of exercises to develop Vietnamese language competency for grade 5 Tay students. The experiment is conducted in two independent rounds with grade 5 Tay students of four schools in four districts in four mountainous provinces.

Experimental results have confirmed the right direction, as well as the science of the topic. In the control class, students basically understand the requirements of the exercises and initially know how to solve the exercises. However, there are still some students who are confused, lack confidence in giving answers; some students are shy and dare not speak their thoughts, but when they are suggested by teachers, they can give very accurate answers. Therefore, the activeness and initiative of students in solving exercises is not high.

The experimental effect is very clear. Students are more proactive in determining the requirements of the exercises. Students know how to use the exercises they have done to solve the same types of exercises that teachers offer to reinforce knowledge for students. When giving answers, the students show their confidence in the results of their work and explain quite convincingly why they give these answers. The ability of students to explain how to solve the exercises and their final answer has demonstrated that they have understood the lessons and are able to apply the learned knowledge to solve similar situations in practice. Therefore, the level of “well completed” assessment increases significantly. The level of “not completed” assessment decreases significantly compared to the control class.

From the above results, it can be affirmed that the system of Vietnamese language competency development exercises for grade 5 Tay students has a certain value and effectiveness in teaching Vietnamese language. Through the exercises given by the teachers, the students are really active, proactive and confident in participating in the exercises. The ability to remember and apply knowledge is raised. The system of exercises proposed by the thesis has been consulted by experts and teachers who have experience in teaching Vietnamese for ethnic minority students in the northern mountainous provinces. Most of the consulted teachers think that the system of exercises is suitable to the cognitive ability of the learners, and also positively assess the practicality and feasibility of the thesis.

Because the experimental time is not long and there are difficulties in the remote

distance of experimental schools and in travel conditions, we can only experiment the system of exercises at four schools. However, the writer believes that with the enthusiasm of the teachers working in ethnic minority areas and the ability to apply creatively the research results, we will get better results in the future.

CONCLUSIONS AND RECOMMENDATIONS

1. CONCLUSIONS

1.1. The current textbook is a general writing book for students across the country. With few linguistic materials related to the life of mountainous people, forming a system of exercises to develop Vietnamese language competency for grade 5 students of Tay ethnic group is a practical and important job.

1.2. The thesis summarizes the basic issues of communication, teaching words according to the competency perspective. From these theoretical and practical studies, we believe that teaching Vietnamese words from the competency perspective to develop Vietnamese language competency for grade 5 students of Tay ethnic group needs to meet basic competencies (competencies to understand and use means of words to create, produce language, receive language, etc.). We also propose models of Vietnamese word use competencies as well as graphs of corresponding exercise system.

1.3. The thesis has studied to clarify the concepts: Vietnamese words, teaching Vietnamese words in the direction of developing communication competency. At the same time, on the basis of scientific works on Vietnamese teaching methods and applied designs, the thesis diversifies teaching materials, affirms the role and importance of the system of exercises in developing the learner competency. The results from the status survey also help the researcher to establish the basic criteria of the groups of competencies that need to be developed, students' characteristics of reception and creation, etc., thereby forming the principles for building the system of exercise for Vietnamese language competency development for grade 5 Tay students.

1.4. Based on the theoretical and practical bases studied in chapter 2, we propose three groups of exercises: exercises to enrich words, exercises to use words (expressed in two aspects of reception and creation); exercises to prevent and fix common errors of grade 5 Tay students in the process of learning Vietnamese. Principles for building include: ensuring the goal of developing learner communication competency (communication principles); ensuring the integration principle between teaching the language and teaching literature, teaching reception and creation; ensuring the suitability and promoting the activeness of students. Along with the system of exercises, the thesis provides a number of orientations and principles for applying exercises in Vietnamese lessons and notes for specific groups and exercises. The groups of these exercises are verified through pedagogical experiment and the experimental subjects are grade 5 students of Tay ethnic group in Cao Bang, Bac Kan, Lang Son, Thai Nguyen. We believe that the results of experiment will be an accurate measure of the reliability and feasibility of the topic that the thesis researches.

2. RECOMMENDATIONS

2.1. In response to the requirements of fundamental and comprehensive innovation of Vietnamese education after 2015, strategic planning needs to be carefully invested and synchronized in terms of objectives, content and method of teaching organization. Therefore, it is necessary to have a strategy of teaching Vietnamese language to ethnic minority students in accordance with each ethnic region, building separate programs and materials for ethnic minority students. In the immediate future, the educational management agency should have detailed instructions on the content of the specific teaching program and methods for primary schools in each ethnic region. It is necessary to adjust the linguistic

materials in the current textbook program, supplement the topics relevant to the region, omit the content difficult and inappropriate to students.

2.2. In order to orient the competency development into practice, it really creates qualitative changes in linguistic competency and communication competency of grade 5 Tay students. The content of teaching Vietnamese should be profoundly understood in the principle of “simplifying the process of identification, classification, analysis” and “optimizing the use process”. Besides, the proposals on teaching content and methods must necessarily take into account the ability to apply in each student object, each unit of study. The vocabulary of Tay ethnic minority students in grade 5 is limited. They cannot absorb the words in textbooks easily because these words are mostly close to the life and culture of Vietnamese people. Teachers need to explain, illustrate and relate lessons to grade 5 Tay students’ life and culture, enabling them to remember and know how to use Vietnamese language. Teachers should relate to their daily life and national culture, giving them a natural connection to obtain the deeper understanding of the meanings of Vietnamese words. Teachers should diversify exercises and contexts for students to learn new words better. Teachers should give suggestions, guesses, games and exercises using new words in real communication. Teachers need to build a Vietnamese learning environment for Tay students in particular and ethnic minority students in general. Building a Vietnamese learning environment for Tay students in families and communities is an essential issue. The school needs to build a Vietnamese learning environment for students in a comprehensive way: the physical environment and the spiritual environment. It is necessary to promote sightseeing activities, extracurricular activities, arts, sports to create a joyful and inspiring atmosphere for students.

2.3. In view of the competency development of students, the evaluation of students will not take the ability to reproduce the knowledge that has been learned as the center of the evaluation. Students will be evaluated based on their competency and ability to apply knowledge in different situations. Therefore, it is necessary to have appropriate evaluation forms. Questions and exercises must be classified in accordance with students' level of awareness.

The thesis recommendations are the initial results of our research and have been tested by experiment. However, in order to achieve more efficiency, it is necessary to apply exercises flexibly and creatively, select solutions that are suitable for students of ethnic minorities, learning content, characteristics, nature of teaching activities, etc. No matter how exercises are applied, the most important thing is to promote the activeness and initiative of students participating in learning activities.