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## Current status of word and sentence practice teaching for 3rd grade students towards developing language capabilities at some primary schools in Tuyen Quang province

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### Abstract

The article is based on an investigation and survey of 3rd grade teachers and students regarding the current situation of word and sentence practice teaching with a focus on developing language capabilities at some primary schools in Tuyen Quang province. From the survey of teaching and learning practices of teachers and students, we have assessed the advantages, difficulties, and reasons for word and sentence practice teaching with a focus on developing language capabilities. The results show that the application of teaching methods of practicing words and sentences in the direction of developing language capabilities in some primary schools in Tuyen Quang province, despite some limitations, has brought many significant benefits, generating interest and enthusiasm for developing necessary skills and qualities for success in both learning and life for students.

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### 1. Introduction

Resolution of the 8th Central Conference, 11th term, on fundamental and comprehensive innovation in education and training emphasizes: "Continuing strong innovation in teaching and learning methods in a modern direction; promoting active, proactive, creative use and application of knowledge and skills of learners; overcoming the one-way transmission and rote memorization. Focus on teaching how to learn, how to think, encourage self-learning, laying the foundation for learners to self-update and innovate knowledge, skills, and develop abilities. Transitioning from mainly classroom learning to organizing diverse forms of learning activities, paying attention to social activities, extracurricular activities, scientific research..."<sup>[1]</sup>. Therefore, to effectively implement the goals of Resolution No. 29, we need to have a correct understanding of the essence of innovating teaching methods towards developing learners' competencies and some measures to organize teaching in this direction.

In the primary school curriculum, Vietnamese is a subject of great importance. The main objective of the Vietnamese subject is to contribute to the formation and development of students' general qualities and competencies, developing specialized competencies (language capabilities, literary capabilities) according to the requirements of the comprehensive general education program. In the textbook program of the Vietnamese subject in primary school, it is divided into contents: Reading, Writing, Spelling, Storytelling, Word and Sentence Practice, and Composition. Among them, the Word and Sentence Practice content provides knowledge about words and sentences to help students use words and construct sentences appropriately <sup>[2]</sup>. Teaching Word and Sentence Practice is teaching students how to use words and construct sentences to express their thoughts and feelings. In addition, students can communicate flexibly in everyday situations. However, in current teaching practice, there are still some students who do not know how to flexibly apply those knowledge and skills into communication situations in daily life.

This article investigates the current situation of organizing of Word and Sentence Practice for 3rd grade students towards developing language capabilities at some primary schools in Tuyen Quang province to identify the advantages, difficulties, and reasons.

## 2. Content

### 2.1. Current Situation of Organizing of Word and Sentence Practice Teaching for 3rd grade Students in Some Primary Schools in Tuyen Quang Province

#### 2.1.1. Introduction to Some Surveyed Primary Schools

\* Ethnic Minority Day-Boarding School Dao Vien Primary and Secondary School originated from Dao Vien Secondary School with three levels of education. On May 25, 2004, the school separated to become Dao Vien Secondary School. On June 1, 2023, it merged to become Ethnic Minority Day-Boarding School Dao Vien Primary and Secondary School. The school is located in 1 Hamlet, Dao Vien Commune, Yen Son District, Tuyen Quang Province.

1. Dong Tho Primary and Secondary School is situated in Tan An Hamlet, Dong Tho Commune, Son Duong District, Tuyen Quang Province. The total land area of the school is 16,188m<sup>2</sup>. Geographically, it borders Dong Tho 2 Kindergarten to the east, Tan An Hamlet; the main national road to the west, Da Tho Hamlet; Da Tho Hamlet to the south; and Tan An Hamlet to the north.
2. Dong Tho Primary and Secondary School was established in 1983 as Dong Tho 2 Primary and Secondary School, Dong Tho Commune, Son Duong District, Tuyen Quang Province. In 1987, it was separated into Dong Tho 2 Primary School and Dong Tho 2 Secondary School. On July 14, 2022, according to Decision 4758 of the People's Committee of Son Duong District, Dong Tho 2 Primary School and Dong Tho 2 Secondary School merged to become Dong Tho Primary and Secondary School.
3. Son Nam Primary School was established in 1948 with only one combined 1st and 2nd grade class. It gradually developed, and by 1955, it was officially established as Son Nam Primary School with classes from 1st to 4th grade, with nearly 100 students. Despite the difficulties, the school continued to maintain and develop. In 1981, it merged with Son Nam Secondary School to become Son Nam Primary and Secondary School. In September 1990, it was separated and named Son Nam Primary School based on the separation from Son Nam Primary and Secondary School. Throughout its development, facing various ups and downs, Son Nam Primary School has truly grown and strengthened in terms of infrastructure, human resources, and the quality of students, meeting the development requirements of education today. The school is located on National Highway 2C, Son Nam Commune, Son Duong District, Tuyen Quang Province.

#### 2.1.2. Current State of Educational Activities in Some Primary Schools in Tuyen Quang Province

1. Ethnic Minority Day-Boarding School Dao Vien Primary and Secondary School: The school comprises 13 classes (including three branches: Ngoi Nghin, Khu, and Doan Ket). There are 3 classes in Grade 1, 4 classes in Grade 2, 2 classes in Grade 3, 2 classes in Grade 4, and 2 classes in Grade 5. The total number of staff and teachers is 34, including 5 male teachers and 29 female teachers. There are 4 administrative staff, 28 teaching staff, and 2 accounting and administrative staff. In terms of educational qualifications, there is 1 master's degree

holder, 25 bachelor's degree holders, and 8 college degree holders. The school has a total of 481 students, including 228 female students and 253 male students. Regarding ethnicity, there are 393 students, 319 students from poor households, 20 students from near-poor households, and 51 boarding students.

2. Dong Tho Primary and Secondary School: 100% of the teachers have graduated from university, with over 30% holding master's degrees, including 01 meritorious teacher. They are skilled and dedicated teachers and emulative soldiers selected from reputable secondary schools in the province, possessing solid professional competence, experience in coaching excellent students, international study experiences, good moral qualities, enthusiasm for the profession, and a friendly demeanor towards students and parents. Additionally, the school invites a team of foreign teachers with teaching experience and friendliness towards students.
3. Son Nam Primary School, Son Duong District: Similarly, 100% of the teachers have graduated from university, with over 30% holding master's degrees, including 01 meritorious teacher. They are skilled and dedicated teachers selected from reputable secondary schools in the province, possessing solid professional competence, experience in coaching excellent students, international study experiences, good moral qualities, enthusiasm for the profession, and a friendly demeanor towards students and parents. Additionally, the school invites a team of foreign teachers with teaching experience and friendliness towards students.

### 2.2. Content of Word and Sentence Practice Teaching in the Current Vietnamese Curriculum for Grade 3

A survey was conducted on the content of Word and Sentence Practice in the Vietnamese textbooks for Grade 3 (Volume 1 and Volume 2) of the "Connecting Knowledge with Life" series and the lesson plans for teaching Vietnamese for Grade

#### 3. The results are as follows:

The content of Word and Sentence Practice in Grade 3 continues from Grade 2, reflected in how students keep expanding their vocabulary on various topics. This systematic enrichment of vocabulary helps students to develop and improve themselves. In Grade 2, students learn the uses of the period, question mark, exclamation mark, and comma, and practice writing short paragraphs using these punctuation marks. They also learn about words that denote objects, actions, and qualities. Moving to Grade 3, students will continue to learn other punctuation marks such as the colon, dash, and quotation marks.

They will learn how to use these punctuation marks to write short, coherent paragraphs. Additionally, students will delve deeper into words that denote objects, actions, and qualities, and will understand antonyms and synonyms. Furthermore, they will be introduced to different types of sentences such as declarative sentences, exclamative sentences, and directive utterances, along with the use of similes as a rhetorical device. With a solid foundation and good grasp of the content in Word and Sentence Practice in Grade 3, students will find it easier to learn this subject in the future.

**Table 1:** Statistics of Word and Sentence Practice Content in the Teaching Program and Vietnamese Textbooks for Grade 3 of the “Connecting Knowledge with Life” Series.

Week	The content of Word and Sentence Practice teaching in the Vietnamese curriculum and textbooks for Grade 3 of the “Connecting Knowledge with Life” series			
	Topic	Name of the lesson	Period	
1	Topic 1: FUN EXPERIENCES	Lesson 2: VISITING THE HOMELAND	4 periods	
		Words describing things and activities; Introduction sentences, sentences stating activities	1 period	
Lesson 4: FIRST TIME AT THE BEACH		4 periods		
Words describing characteristics; Sentences stating characteristics		1 period		
Lesson 6: COOKING PRACTICE		4 periods		
Words describing activities; Sentences stating activities		1 period		
Lesson 8: GOODBYE SUMMER		4 periods		
Expand vocabulary about summer. Period, colon		1 period		
Lesson 10: THE WAY TO SCHOOL		4 periods		
Words describing characteristics; Sentences stating characteristics		1 period		
2	Topic 2: THE SCHOOL GATE IS ALWAYS OPEN	Lesson 12: WRITING EXERCISE	4 periods	
		Expanding vocabulary about the school; Questions	1 period	
Lesson 14: THE MEETING OF WRITING		4 periods		
Declarative sentences. Period, question mark, exclamation mark		1 period		
Lesson 16: MY FIRST DAY IN THE YOUNG PIONEERS		4 periods		
Expanding vocabulary about the library. Exclamative sentences		1 period		
3		Topic 3: THE LOVING HOME	MID-TERM REVIEW OF THE FIRST SEMESTER	7 periods
			Lesson 18: SPECIAL GIFT	4 periods
Words describing characteristics; Directive utterances			1 period	
Lesson 20: CONVERSATION WITH MOM			4 periods	
Expand vocabulary about family members. Colon	1 period			
Lesson 22: LET ME HOLD YOUR HAND	4 periods			
Words describing activities, characteristics; Declarative sentences	1 period			
Lesson 24: LITTLE FRIEND IN THE HOUSE	4 periods			
Expanding vocabulary about friends in the house. Comparison	1 period			
Lesson 26: SEARCHING FOR THE SUN	4 periods			
Antonym; Make a directive utterance	1 period			
4	Topic 1: THE COLORS OF NATURE	Lesson 28: THE CHILD'S PATH	4 periods	
		Expand vocabulary about professions; Questions	1 period	
Lesson 30: THE LIGHTHOUSES		4 periods		
Words describing things and activities		1 period		
Lesson 32: THE MAGIC PEN		4 periods		
Expand vocabulary about urban and rural areas. Comparison		1 period		
5		Topic 2: LESSONS FROM LIFE	REVIEW AND EVALUATION FOR THE END OF FIRST SEMESTER	7 periods
			Lesson 2: RAINING	4 periods
Expand vocabulary about natural phenomena. Exclamative sentences, directive utterances.			1 period	
Lesson 4: LOVABLE NAMES			4 periods	
Synonyms; Asking and answering “When?” questions.	1 period			
Lesson 6: THE RED COTTON TREE	4 periods			
Comparison. Asking and answering “Where?” questions.	1 period			
Lesson 8: THE HERD OF ELEPHANTS IN THE TRUONG SON FOREST	4 periods			
Words describing things and activities. Asking and answering questions about time and place	1 period			
Lesson 10: THE LITTLE RABBIT'S PERSIMMON	4 periods			
Synonyms. Hyphen.	1 period			
6	Topic 3: THE LAND OF THOUSAND YEARS	Lesson 12: LEFT HAND AND RIGHT HAND	4 periods	
		Double quotation marks. Asking and answering “With what?” questions	1 period	
Lesson 14: LEARNING A TRADE		4 periods		
Hyphen, double quotation marks		1 period		
Lesson 16: HELLO, IT'S ME		4 periods		
Recognizing declarative sentences, questions for communicative purposes		1 period		
7		Topic 1: THE COLORS OF NATURE	MID-TERM REVIEW OF THE SECOND SEMESTER	7 periods
			Lesson 18: MOUNTAINS IN MY HOMETOWN	4 periods
Words with similar meanings. Comparison methods.			1 period	
Lesson 20: OUR NATIVE LANGUAGE			4 periods	
Expand vocabulary about our country. Exclamative sentences, directive utterances	1 period			
Lesson 22: THE LEGEND OF MR. DUNG AND MRS. DUNG	4 periods			
Double quotation marks, hyphen	1 period			
Lesson 24: CROSSING THE STREAM WITH UNCLE HO	4 periods			
Expanding vocabulary related to festivals. Double quotation marks, hyphens.	1 period			
Lesson 26: ROBOTS ARE AROUND US	4 periods			
Colon, comma. Asking and answering the question “To do what?”	1 period			
8	Topic 2: LESSONS FROM LIFE	Lesson 28: LITTLE THINGS I DO FOR THE EARTH	4 periods	
		Reviewing punctuation marks and sentence types learned.	1 period	
Lesson 30: a common house		4 periods		
Expand vocabulary about the Earth. Review the types of sentences learned.		1 period		
9		Topic 3: THE LAND OF THOUSAND YEARS	Review and final evaluation for second semester	7 periods

This is because the content of Word and Sentence Practice in Grade 4 involves more advanced knowledge of the Vietnamese, requiring students to have a strong foundational knowledge.

### 2.3. Current state of word and sentence practice teaching for 3rd grade students with a focus on language capabilities development in several primary schools in tuyen quang province

#### 2.3.1. Teacher Survey

\* Survey Purpose: To investigate the application of the new textbooks and teaching methods oriented towards developing teachers' capabilities at some schools in Tuyen Quang province in Tuyen Quang province.

\* Survey Subjects: 10 teachers of 3rd grade Vietnamese at three schools: Ethnic Minority Day-Boarding School Dao Vien Primary and Secondary School in Yen Son District; Dong Tho Primary and Secondary School in Son Duong District; Son Nam Primary School in Son Duong District; and

30 teachers of Vietnamese at primary schools across Tuyen Quang province.

\* Survey Content: 1/ The current state of Word and Sentence Practice teaching in 3rd grade with a focus on language development; 2/ The content of Word and Sentence Practice in the current 3rd grade Vietnamese curriculum.

\* Survey Methods: The survey involves planning, selecting teachers and classes, working with teachers on the content, and conducting the survey using the following methods: 1/ Direct classroom observation; 2/ Direct interviews with teachers; 3/ Questionnaire surveys. 4/ Multiple-choice surveys.

\* Survey Time and Location: Time: From October 18, 2023, to November 5, 2023; Locations: Ethnic Minority Day-Boarding School Dao Vien Primary and Secondary Schoolin Yen Son District; Dong Tho Primary and Secondary School in Son Duong District; Son Nam Primary School in Son Duong District; and online surveys via Google Forms.

\* Survey Results:

**Table 2:** Current State of Word and Sentence Practice Teaching in 3rd Grade towards Developing Language Capabilities

No.	Questions		Survey results	
			Quantity	Rate
<b>What difficulties do you encounter in the process of Word and Sentence Practice teaching?</b>				
1	1.1	Facilities and teaching aids are still limited.	10	25
	1.2	The combination and application of some teaching methods are not flexible, the effectiveness is not high, and the time allocation in each lesson is not reasonable.	7	17,5
	1.3	Students are not enthusiastic about group or pair discussions.	5	12,5
	1.4	The format for teaching a Word and Sentence Practice lesson is still monotonous, lacks creativity, and is not truly engaging for students.	11	27,5
	1.5	Other opinions.....	7	17,5
<b>In your opinion, what should be done to make students interested in Word and Sentence Practice lessons?</b>				
2	2.1	Right from the beginning of the lesson, it is necessary to spark curiosity and interest in learning for the students.	8	20
	2.2	Create opportunities for students to learn and interact with many other classmates in the class through group discussions.	4	10
	2.3	During the lesson, it's possible to organize games as warm-up activities or application activities to create excitement and enthusiasm for learning among the students.	40	100
	2.4	Teachers need to relate the lesson to real-life situations during the teaching process.	4	10
	2.5	Other opinions.....	3	7,5
<b>What are the difficulties of 3rd grade students when learning Word and Sentence Practice?</b>				
3	3.1	The students' ability to memorize, understand, and apply knowledge during the learning process is still weak.	10	25
	3.2	The boundary between words or words in Vietnamese is not clearly defined and easily recognizable, so students lack confidence when learning.	8	20
	3.3	The knowledge flow about vocabulary, punctuation marks, comparison techniques, exclamative sentences, exclamative sentences, etc., is new, so students are not yet familiar with them.	9	22,5
	3.4	Because students' cognitive abilities are limited to simple, intuitive thinking, their ability to absorb knowledge is also restricted.	11	27,5
	3.5	Regarding sentence structure, students still have limitations, leading to many mistakes, especially among slower learners.	3	7,5
	3.6	The students' ability to memorize, understand, and apply knowledge during the learning process is still weak.	5	12,5
	3.7	Throughout the learning process, students are not diligent in reviewing the knowledge they have learned.	5	12,5
<b>In your opinion, is it necessary to design a system of exercises for Word and Sentence Practice according to the competency development direction?</b>				
4	4.1	Very necessary	21	52,5
	4.2	Necessary	18	45
	4.2	Not necessary	1	2,5
<b>In your opinion, what percentage of the exercises for Word and Sentence Practice in Vietnamese Grade 3 textbooks are allocated to each level?</b>				
5	5.1	Level 1 - Recognition	14	35
	5.2	Level 2 - Understanding	18	45
	5.3	Level 3 - Application	7	17,5

6	<b>In your opinion, which level of exercises needs to be designed and added? Why?</b>			
	6.1	Level 1 - Recognition	4	10
	6.2	Level 2 - Understanding	6	15
	6.3	Level 3 - Application	11	27,5
7	<b>During the teaching of Vietnamese in Grade 3, do you want to propose adjustments to the Word and Sentence Practice content? If yes, what content do you want to adjust?</b>			
	No suggestions			

The survey results in Table 2 show that teachers mainly encounter difficulties such as: “The format for teaching a Word and Sentence Practice lesson is still monotonous, lacks creativity, and is not truly engaging for students” with 11 votes, accounting for 27.5%; “facilities and teaching aids are still limited” with 10 votes, accounting for 25%. To create interest for students in the lesson, all 40 votes, accounting for 100%, agree that “During the lesson, it's possible to organize games as warm-up activities or application activities to create excitement and enthusiasm for learning among the students”. The main difficulties of Grade 3 students when Word and

Sentence Practice learning are: “Because students' cognitive abilities are limited to simple, intuitive thinking, their ability to absorb knowledge is also restricted”, with 11 out of 40 votes, accounting for 27.5%; “The students' ability to memorize, understand, and apply knowledge during the learning process is still weak”, with 10 out of 40 votes, accounting for 25%. 39 out of 40 votes, accounting for 97.5%, of teachers surveyed agreed that it is necessary to design a system of exercises for Word and Sentence Practice according to the development capabilities direction.

**Table 3:** Content of Word and Sentence Practice Teaching in the Current Grade 3 Vietnamese Curriculum

No.	Questions	Survey Results		
		Quantity	Rate (%)	
1	<b>In your opinion, is the content of Word and Sentence Practice teaching in the current Grade 3 Vietnamese textbooks suitable for students?</b>			
	1.1	Very suitable	10	25
	1.2	Suitable	28	70
	1.3	Not suitable	2	5
2	<b>Do you think students should do additional exercises outside of the textbook during Word and Sentence Practice lessons?</b>			
	2.1	Yes	30	75
	2.2	No	9	22,5
	2.3	No opinion	1	2,5
3	<b>Do you often give students exercise sheets to reinforce their knowledge?</b>			
	3.1	Yes	35	87,5
	3.2	No	1	2,5
	3.3	No opinion	5	12,5
4	<b>In your opinion, which content in Word and Sentence Practice will be difficult for students to comprehend and apply?</b>			
	4.1	Regarding punctuation: periods, commas, etc	10	25
	4.2	Regarding sentence types: exclamative sentences, questions, declarative sentence, etc.	9	22,5
	4.3	Regarding words denoting things, activities.	6	15
	4.4	Regarding simile rhetorical device.	12	30
	4.5	Other opinions.....	3	7,5
5	<b>In your opinion, which of the following content is necessary to help students develop language skills in all four language skills: listening, speaking, reading, writing when learning Word and Sentence Practice?</b>			
	5.1	Frequently engage students in group activities	- Very necessary: 13 - Relatively necessary: 2 - Necessary: 24 - Less necessary: 1 - Not necessary: 0	32,5 5 60 2,5 0
	5.2	Provide appropriate exercises to help students develop their cognitive and creative abilities	- Very necessary: 11 - Relatively necessary: 6 - Necessary: 22 - Less necessary: 1 - Not necessary: 0	27,5 15 55 2,5 0
	5.3	Regularly assign homework to students	- Very necessary: 9 - Relatively necessary: 6 - Necessary: 21 - Less necessary: 3 - Not necessary: 1	22,5 15 52,5 7,5 2,5
	5.4	After each lesson, students will practice sentence construction based on the topic to deepen their understanding	- Very necessary: 12 - Relatively necessary: 3 - Necessary: 24 - Less necessary: 1 - Not necessary: 0	12,5 7,5 60 2,5 0
	5.5	For the vocabulary lesson, in addition to the words in the textbook, the teacher should provide some related words outside the textbook	- Very necessary: 9 - Relatively necessary: 4	22,5 10

			- Necessary: 26 - Less necessary: 1 - Not necessary: 0	65 2,5 0
6	<b>What difficulties have you encountered in the process of planning Word and Sentence Practice teaching?</b>			
	- Limited access to library resources. - Students are not cooperative. - 1st grade students are not accustomed to going deeper. ...			
7	<b>In your opinion, is it necessary to incorporate real-life connections into your Word and Sentence Practice lessons during the teaching process? Why?</b>			
	- Yes, because it helps students grasp the knowledge. - Yes, because it will help students have a richer vocabulary to use. - Very necessary, because if real-life examples are used, related to daily life, students will find it easier to remember, associate, and apply. - Necessary because students can apply the lesson to solve exercises more easily. - Depending on the lesson content, incorporating real-life connections will be applied appropriately.			

The survey results in Table 3 show: 1/ The current content of Word and Sentence Practice teaching in the Grade 3 Vietnamese textbook is suitable for students according to 30 out of 40 teachers, accounting for 75%; 2/ During the Word and Sentence Practice teaching process, 30 out of 40 teachers, accounting for 75%, agree that students should do exercises outside of the textbook; 3/ To reinforce students' knowledge, 35 out of 40 teachers, accounting for 87.5%, believe that students should regularly do exercise sheets; 4/ Regarding difficult content for students to comprehend and apply in Word and Sentence Practice teaching, teachers' evaluations include: about simile rhetorical device, 12 out of 40 opinions, accounting for 30%; about punctuation: periods, commas, etc., 10 out of 40 opinions, accounting for 25%; about sentence types: exclamative sentences, directive utterances, declarative sentences, etc., 9 out of 40 opinions, accounting for 22.5%,...; 5/ Evaluating the necessary content to help students develop language capabilities in all four language skills: listening, speaking, reading, writing during Word and Sentence Practice, there are 42 out of 40 opinions, accounting for 60%, suggesting that students should frequently engage in group activities; 22 out of 40 opinions, accounting for 55%, suggesting providing appropriate exercises to help students develop cognitive and creative abilities; 21 out of 40 opinions, accounting for 52.5%, suggesting regularly assigning homework to students; 24 out of 40 opinions, accounting for 60%, suggesting practicing sentence construction based on the topic to deepen understanding after each lesson; 26 out of 40 opinions, accounting for 65%, suggesting that for vocabulary lessons, in addition to the words in the textbook, teachers should provide some related words outside the textbook; 6/ There are 19 out of 40 opinions mentioning difficulties in the process of planing Word and Sentence Practice teaching such as: limited access to resources; students' lack of cooperation; 1st grade students are not accustomed to going deeper into learning,...; 7/ There are 22 out of 40 opinions evaluating the incorporation of real-life connections into teaching as very necessary.

**2.3.2. Student Survey**

- Survey purpose:** To understand the situation of learning Word and Sentence Practice content and the current Word and Sentence Practice curriculum in Grade 3 Vietnamese program.
- Survey subjects:** 191 Grade 3 students at 3 schools: Ethnic Minority Day-Boarding School Dao Vien Primary and Secondary School, Yen Son District; Dong Tho Primary and Secondary School, Son Duong District; Son Nam Primary School, Son Duong District.
- Survey content:** 1/ Situation of learning Word and Sentence Practice in the current Grade 3 Vietnamese

- program; 2/ Content of learning Word and Sentence Practice in the current Grade 3 Vietnamese program.
- Survey methods:** Planning, selecting classes for survey, working with students on the content, conducting surveys using the following methods: 1/ Direct classroom observation method; 2/ Direct interviews with students; 3/ Questionnaire surveys; 4/ Multiple-choice surveys.
- Survey time and location:** Survey period: From October 18, 2023, to November 5, 2023; Survey locations: Ethnic Minority Day-Boarding School Dao Vien Primary and Secondary School, Yen Son District; Dong Tho Primary and Secondary School, Son Duong District; Son Nam Primary School, Son Duong District.
- Survey Results**  
The majority of surveyed students answered correctly, accounting for more than 50% of the total. Specifically, there are some questions with a relatively high rate of correct answers, such as questions 1 and 2, with rates of 96.34% and 93.72% respectively. This indicates that students have a good understanding of these issues. However, there are also some questions with lower rates of correct answers, such as question 6 with a rate of 57.07%. This may indicate the need for enhanced teaching and practice in this area.

There are few incorrect or unanswered responses for some questions. However, there are some questions with relatively high rates of incorrect or unanswered responses, such as question 7 with an error rate of 38.53%. This may indicate the need for improvement in students' understanding and application of grammar knowledge. Some exercises were left incomplete by a portion of the students, such as questions 4 and 5, with a rate of 42.93%. This may suggest the need to create conditions that stimulate interest and diligence in the learning process.


The results from Table 5 show that: The proportion of students who feel interested and very interested in the Word and Sentence Practice lessons in Vietnamese class accounted for 65.45% and 26.18% respectively. This may indicate that the teaching method has attracted the attention and interest of the students. The majority of students reported feeling confident in using words in both speaking and writing, with the confidence rate being 54.45% and 33.51% respectively. This could be the result of their opportunities to practice and apply vocabulary and grammatical structures in real-life situations.

A significant number of students often or occasionally apply the knowledge from the lessons to daily communication. This

could be the result of teachers creating opportunities for students to practice and apply knowledge in real-life situations. The majority of students completed the exercises, such as crafting a self-introduction sentence after studying the Introduction Sentence lesson. This may indicate that they have understood and effectively applied the knowledge. The

majority of students (179 out of 191 students, accounting for 93.72%) spent time studying the lessons and completing Word and Sentence Practice exercises. This may be an important factor in helping them continue to improve and develop their language skills.

**Table 4:** Situation of Word and Sentence Practice Learning in the Current Grade 3 Vietnamese Program.

No.	Questions	Survey Results	Rate (%)							
1	<b>In your opinion, what is a thing?</b>									
	1.1	Correct answer	184	96,34						
	1.2	Incorrect answer	7	3,66						
2	<b>Give the words: light brown, big, tiny, white, yellow, fragrant. Which word is the word for color?</b>									
	2.1	Correct answer	179	93,72						
	2.2	Incorrect answer	12	6,28						
3	<b>What is the colon in the following sentence used for?</b>									
	Chú Tư đi chợ huyện về, mang theo rất nhiều thứ: thịt bò, rau cải, cây ớt con, măng khô, bánh rán... (Uncle Tu came back from the district market, bringing with him many things: beef, vegetables, chili plants, dried bamboo shoots, donuts...)									
	3.1	Correct answer	163	85,34						
	3.2	Incorrect answer	28	14,66						
4	<b>Find the words indicating characteristics in the following verse:</b>									
	Rừng xanh hoa chuối đỏ tươi Đèo cao nắng ánh dao gài thắt lưng. (The green forest with red banana flowers, The high mountain pass with sunlight, the knife is clipped to the belt)									
	4.1	Correct answer	109	57,07						
	4.2	Incorrect answer	82	42,93						
5	<b>Look at the picture, find and write at least 3 words that represent the activity</b>									
										
	5.1	Correct answer	109	57,07						
	5.2	Incorrect answer	82	42,93						
6	<b>Insert a period or comma in the blank box in the following paragraph:</b>									
	Sau trận mưa to <input type="checkbox"/> mọi vật đều sáng và tươi đẹp <input type="checkbox"/> Những đóa hoa râm bụt thêm đỏ chói <input type="checkbox"/> Bầu trời xanh như vừa được gội rửa <input type="checkbox"/> Mây đám mây bông trôi nhờn nhờn sáng rực <input type="checkbox"/> lên trong ánh sáng mặt trời. (After the heavy rain <input type="checkbox"/> everything was bright and beautiful <input type="checkbox"/> The hibiscus flowers turned red <input type="checkbox"/> The sky was blue as if it had just been washed <input type="checkbox"/> A few floating cotton clouds were shining <input type="checkbox"/> in the sunlight.)									
	6.1	Correct answer	109	57,07						
	6.2	Incorrect answer	34	17,80						
	6.3	No answer	48	25,13						
7	<b>Arrange the following words and phrases into a complete sentence:</b>									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">sự cố gắng,</td> <td style="width: 15%;">Bằng</td> <td style="width: 15%;">Thỏ</td> <td style="width: 15%;">chạy thủng</td> <td style="width: 15%;">Rùa đã</td> <td style="width: 15%;">trong</td> <td style="width: 15%;">cuộc thi.</td> </tr> </table>			sự cố gắng,	Bằng	Thỏ	chạy thủng	Rùa đã	trong	cuộc thi.
	sự cố gắng,	Bằng	Thỏ	chạy thủng	Rùa đã	trong	cuộc thi.			
7.1	Correct answer	118	61,47							
	7.2	Incorrect answer	73	38,53						
8	<b>Match the words in column A with column B to form a complete sentence:</b>									
	<b>COLUMN A</b>		<b>COLUMN B</b>							
	The swarm of bees		Are racing each other, singing in the garden of trees.							
	The birds		Swims playfully under the water.							
The school of fish		Flies out to seek flowers.								
	8.1	Correct answer	179	93,72						
	8.2	Incorrect answer	12	6,28						

The survey results from Table 4 show that:

**Table 5:** Content Word and Sentence Practic Learning in the Current Vietnamese Program for Grade 3

No.	Questions		Survey results	
			Quantity	Rate (%)
1	<b>Are you interested in the Word and Sentence Practice lessons in Vietnamese?</b>			
	1.1	Very interested	125	65,45
	1.2	Interested	50	26,18
	1.3	Normal	15	7,85
	1.4	Not interested	0	0,00
2	<b>Are you confident to use the words in the lesson when speaking and writing?</b>			
	2.1	Very confident	104	54,45
	2.2	Confident	64	33,51
	2.3	Normal	18	9,42
	2.4	Not confident	4	2,09
3	<b>Do you regularly apply the knowledge of Word and Sentence Practice you have learned in your daily communication?</b>			
	3.1	Often	105	54,97
	3.2	Occasionally	71	37,17
	3.2	Rarely	15	7,85
4	<b>After studying lesson 2: Introduction sentence, Can you introduce yourself by constructing a sentence? Please provide an example.</b>			
	4.1	Complete	180	94,24
	4.2	Incomplete	11	5,76
5	<b>Do you often spend time learning knowledge and doing exercises to practice words and sentences?</b>			
	5.1	Yes	179	93,72
	5.2	No	12	6,28

### 2.3.3. Comments

#### Advantages

##### For teachers:

- Teachers have the opportunity to help students develop language capabilities from an early stage, establishing a solid foundation for success in language learning later on.
- Teaching words and sentences to 3rd grade students in a way that develops language capabilities helps create a familiar and comfortable environment, allowing students to absorb language knowledge and skills naturally.
- Learning vocabulary and sentences not only helps students understand and use language accurately but also enhances confidence in communication. Teachers can create practical activities for students to practice and improve their communication skills.
- Through learning words and sentences, students are encouraged to use logical and creative thinking in organizing their ideas and expressing their thoughts. Teachers can use creative exercises to encourage students to develop this ability.
- Knowledge and skills in words and sentences are essential foundations for learning more complex languages in the future. Teachers helping students understand and apply them effectively will help them continue to develop and succeed in future language learning.

##### For students

- Students will have a better understanding of the structure and function of words and sentences in language. Consequently, they can use language more accurately and flexibly in communication and writing.
- When students know how to use words and sentences accurately, they will be more confident in participating in communication activities, expressing opinions, and conveying their thoughts clearly and accurately.
- Understanding the structure of words and sentences also helps students develop reading and writing skills. They will easily recognize and understand various types of

sentences, from simple to complex, thereby improving their reading comprehension and writing skills to meet requirements.

- Through analyzing the structure of words and sentences, students will be encouraged to use logical and creative thinking to organize their ideas and express their thoughts more deeply and coherently.
- Students have the opportunity to build a foundation for language learning, fostering a love for language, thereby encouraging them to continue learning and developing their language skills positively.

#### Difficulties

##### For teachers

- Limited infrastructure and teaching resources may affect the quality of teaching. Improving infrastructure is necessary to provide better conditions for learning and teaching.
- Teaching methods need to be more flexible and time allocation should be more reasonable to enhance effectiveness. Investing in teacher training on effective teaching methods is essential.

##### For students

- Students face difficulties in understanding and applying knowledge. Providing flexible teaching methods and more practice is necessary to support students in deeper understanding of the content.
- The boundary between words and sentence construction skills is limited and needs special attention and support. Practical activities can be used to improve these skills.
- Students need encouragement and support in reviewing the learned knowledge to reinforce and enhance their language proficiency.

#### Causes

- Limited infrastructure conditions (especially internet systems, computers, projectors, etc.).
- Weak capability in using information technology of both teachers and students.

- Some students lack awareness in learning and practicing language.

### 3. Conclusion

The article on the current situation of word and sentence practice teaching to 3rd grade students towards developing language capabilities at some primary schools in Tuyen Quang province shows that: the surveyed primary schools have applied teaching methods focusing on developing language capabilities for 3rd grade students. The application of teaching methods for word and sentence practice towards developing language capabilities at some primary schools in Tuyen Quang province has brought many important benefits to students, from generating interest and enthusiasm to developing essential skills and qualities for success in learning and life.

### 4. Acknowledgement

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