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CONJUNCTION IN READING TEXTS IN GRADE 5 VIETNAMESE LANGUAGE TEXTBOOKS

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ABSTRACT

This study investigates conjunction as a key cohesive device in reading texts from Grade 5 Vietnamese language textbooks. Building on the theoretical framework of cohesion proposed by Tran Ngoc Them and Diep Quang Ban, the study conceptualizes conjunction not merely as the presence of linking words but as a resource for expressing semantic relations between utterances. The corpus consists of reading texts selected from three textbook series, namely Canh Dieu, Ket noi tri thuc voi cuoc song and Chan troi sang tao. The analysis focuses on identifying pairs of utterances exhibiting cohesive relations and classifying them into additive, adversative, and causal types, while also examining their contextual functions. The findings indicate that conjunction occurs with high frequency and plays a significant role in organizing textual coherence and facilitating readers' comprehension. These results highlight the pedagogical importance of teaching conjunction as a functional and meaning-based resource in primary Vietnamese language education.

KEYWORDS: conjunction; textual cohesion; intersentential relations; primary Vietnamese language; reading comprehension

1. INTRODUCTION

In the teaching of Vietnamese language at the primary level, developing students' reading comprehension is a central objective of the 2018 General Education Curriculum in Vietnam. To comprehend a text effectively, students need not only to recognize vocabulary and sentence structures but also to understand the cohesive relations between sentences. Among the cohesive devices that contribute to textual coherence, conjunction plays a significant role.

However, in current teaching practice, conjunction is often reduced to the identification of linking words such as "and," "but," or "therefore," without sufficient attention to its essential function of establishing semantic relations between utterances. As a result, students' understanding of texts tends to be fragmented and lacks depth.

In response to this issue, this study analyzes conjunction in reading texts from Grade 5 Vietnamese language textbooks. It aims to clarify the types of intersentential relations, the linguistic means used to express them, and the role of conjunction in organizing textual coherence.

2. LITERATURE REVIEW

In Vietnamese text linguistics, conjunction is regarded as an important cohesive device that expresses logical relations between utterances and contributes to textual coherence.

In *The System of Cohesion in Vietnamese Texts*, Tran Ngoc Them argues that conjunction originates from semantic relations between sentences, while conjunctive devices are merely formal realizations of these relations. He also distinguishes between tight conjunction and loose conjunction, corresponding to different degrees of explicitness in cohesive markers.

In *Text*, Diep Quang Ban approaches conjunction as a cohesive device realized through linking words and phrases that signal relationships between sentences or parts of sentences. These devices express various types of relations, such as additive, temporal, causal, conditional, and adversative relations.

Overall, both studies affirm the role of conjunction in organizing textual coherence while complementing each other from two perspectives: Tran Ngoc Them emphasizes the semantic nature of conjunction, whereas Diep Quang Ban focuses on its formal realization. These theoretical perspectives provide an essential foundation for the present study, which investigates conjunction in reading texts from Grade 5 Vietnamese language textbooks.

3. METHODOLOGY

This study employs a qualitative linguistic analysis combined with descriptive statistics to examine the use of conjunction in primary school textbook discourse. The data consist of reading texts selected from three Grade 5 Vietnamese language textbook series currently used in Vietnam, namely *Canh Dieu*, *Ket noi tri thuc voi cuoc song* and *Chan troi sang tao*, ensuring the representativeness of the corpus. The unit of analysis is defined as pairs of utterances exhibiting cohesive relations, rather than individual linking words, in order to capture the semantic nature of conjunction in discourse. The analysis was conducted through three main steps: identifying instances of conjunction based on intersentential relations, classifying them into types of semantic relations such as additive, adversative, and causal, and examining their contextual roles in organizing textual coherence and guiding readers' comprehension. To enhance reliability, the identification and classification were grounded in established criteria from Vietnamese text linguistics and applied consistently across the corpus, while representative examples were used to support the validity of the findings.

4. RESULTS AND DISCUSSION

4.1. General Findings on Conjunction in Reading Texts from Grade 5 Vietnamese Language Textbooks

Based on the analysis of reading texts from three Grade 5 Vietnamese language textbook series, namely *Ket noi tri thuc voi cuoc song*, *Canh Dieu* and *Chan troi sang tao*, a total of 165 instances of

conjunction were identified. The results, summarized in Table 1, indicate that conjunction is used in a relatively diverse manner, including both loose and tight conjunctions, with variations across types and textbook series.

Table 1. A Comparative Distribution of Conjunction Types in Grade 5 Vietnamese Language Textbooks

Textbook Series	Loose Conjunction			Tight Conjunction			Total
	Positional Relations	Logical Relations (Expression)	Logical Relations (Events)	Positional Relations	Logical Relations (Expression)	Logical Relations (Events)	
Ket noi tri thuc voi cuoc song	3	8	6	5	9	21	57
Canh Dieu	4	4	7	2	2	30	58
Chan troi sang tao	3	2	2	10	5	21	50
Total	10	14	15	17	16	72	165
Percentage (%)	6.1	8.5	9.1	10.3	9.7	43.6	100

Overall, tight conjunctions are more prevalent, accounting for 105 out of 165 instances (approximately 64%), while loose conjunctions occur in 60 instances (about 36%). This distribution suggests that textbook authors tend to prioritize cohesive devices that explicitly and directly signal intersentential relations. Such a tendency is appropriate for primary school texts, as the clarity of semantic organization supports students' reading comprehension.

In terms of subtypes, logical relations of events within tight conjunctions constitute the most dominant category, with 72 instances, representing 43.6% of the total. This high frequency indicates that reading texts place strong emphasis on expressing relations such as causality, contrast, opposition, and means, which are essential for structuring content, clarifying narrative developments, and organizing logical reasoning. In this sense, this category plays a central role in establishing textual coherence in primary-level reading materials.

Within loose conjunctions, the distribution is more balanced. Logical relations of events appear in 15 instances, while logical relations of expression-often realized through comparative markers-account for 14 instances. In contrast, transitional expressions serving as linking devices occur least frequently, with only 7 instances (4.2%). These findings suggest that loose conjunctions are primarily used to convey more flexible and nuanced semantic relations, particularly in narrative, descriptive, or expository texts where a natural and stylistically varied flow is required.

Across textbook series, *Canh Dieu* contains the highest number of conjunctions (58 instances), followed closely by *Ket noi tri thuc voi cuoc song* (57 instances) and *Chan troi sang tao* (50 instances).

Although differences are relatively small, they indicate that all three textbook series emphasize textual cohesion. However, notable variations emerge in the distribution of conjunction types. For example, *Canh Dieu* shows a particularly high frequency of logical event relations in tight conjunctions (30 instances), suggesting a focus on causal and contrastive relations in content organization. In contrast, *Chan troi sang tao* has the highest number of positional relations in tight conjunctions (10 instances), reflecting a stronger emphasis on sequencing and temporal progression. Meanwhile, *Ket noi tri thuc voi cuoc song* stands out in logical relations of expression within tight conjunctions (9 instances), indicating a tendency toward explanatory and elaborative discourse organization.

These findings demonstrate that conjunction in Grade 5 Vietnamese language textbooks is not used randomly but strategically employed to organize intersentential relations according to specific semantic orientations. Therefore, further analysis is necessary to examine each category in detail in order to clarify not only their formal characteristics but also their functional roles in structuring meaning and enhancing textual coherence.

4.2. Characteristics of Loose Conjunction in Reading Texts from Grade 5 Vietnamese Language Textbooks

Based on the results presented in Table 1, loose conjunction accounts for 60 out of 165 instances, representing approximately 36% of the total. This category is characterized by the absence or limited use of tightly structured syntactic markers. Instead, it primarily relies on words or phrases functioning at the discourse or semantic level to establish cohesion between utterances.

In the analyzed corpus, loose conjunction is manifested across two main dimensions: (1) the nature and function of the conjunctive devices, and (2) the types of semantic relations they express.

4.2.1. Loose Conjunction in Terms of the Nature and Function of Conjunctive Devices

(1) Transitional Elements as Conjunctive Devices

This type of conjunction occurs with relatively low frequency but demonstrates a clear discourse-linking function. Transitional elements are typically words or phrases that function as insertions; they do not form part of the core syntactic structure of the sentence, yet they play an important role in linking utterances.

Example 1:

“He was described as speaking English ‘so perfectly that even native speakers were astonished.’ *In addition*, he possessed extensive knowledge of music, painting, architecture, and sports...”

(*Ta Quang Buu. A Model of Self-Study - Ket noi tri thuc voi cuoc song*)

The expression “*in addition*” indicates that the second utterance is not independent but is linked to the preceding one through an additive relation, while also extending the informational content. If this element is omitted, the sentence remains grammatically correct; however, the explicitness of the cohesive relation is reduced.

Example 2:

“All of you want to become honorable men. *Therefore*, from today onward, you must follow the rules of the group.”

(Amonashvili. *A Secret Meeting* - *Canh Dieu*)

In the second utterance, the word “*therefore*” functions as a transitional element. It serves as a formal link between the two utterances, indicating that the latter is not an independent statement but is connected to the preceding one. This element contributes to the formal continuity between sentences, ensuring coherence and smooth progression in the text.

Example 3:

“Then the second, third, and fourth cicadas joined in the performance. *In this way*, the cicadas immersed themselves in the symphony of summer.”

(Huu Vi. *Into Summer* - *Chan troi sang tao*)

In this example, the phrase “*in this way*” represents a pattern of “conjunctive expression + pronoun.” The element “*in this way*” functions as a conjunctive device indicating continuation and repetition in a similar manner. Specifically, “*this way*” acts as a demonstrative expression referring back to the content mentioned in the preceding utterance. As a result, the phrase “*in this way*” links the second sentence to the first, indicating that the cicadas continue their action in a similar manner (joining the performance), thereby serving as an intermediate device in establishing cohesion between utterances.

Overall, this type of conjunction exhibits a strong discourse function, helping to organize the flow of ideas in terms of addition, conclusion, or continuation, while not altering the syntactic structure of the sentence.

(2) Conjunctive Devices Expressing Comparison and Contrast

This subtype highlights the semantic flexibility of loose conjunction, particularly in expressing contrastive relations between utterances. This type of conjunction employs words such as *by contrast* and *also* to establish contrastive relations between utterances.

Example 4:

“Long smiled confidently because he was the stamp-collecting champion in the class. Khanh was also pleased as he specialized in collecting bookmarks. *By contrast*, Loan felt somewhat worried because she had not yet decided what to collect.”

(Truong Chi Lo. *A Unique Collection* - *Ket noi tri thuc voi cuoc song*)

In this example, the word “*by contrast*” functions as a conjunctive device that links the utterances through a contrastive relation. It serves to compare the emotional states of the characters within the same context. While Long and Khanh experience confidence and satisfaction due to their established collections, Loan shows concern as she has not yet formed one. Thus, the conjunctive device highlights the difference and opposition between the characters.

Example 5:

“In summer, it was higher and swallows flew gracefully across the sky. *By contrast*, now there are no swallows, and the sky seems to lean down, listening to find whether they are hiding in the bushes or somewhere else.”

(*Xu-khôm-lin-xki. The Autumn Sky - Canh Dieu*)

Here, “*by contrast*” functions as a conjunctive device linking the first and second utterances. It establishes a comparison between two temporal states: in summer, the presence of swallows creates a vivid and lively scene, whereas at present, their absence conveys a sense of emptiness. This device emphasizes the contrast between the two time periods and highlights the change over time.

Example 6:

“It was harvesting season, and the villagers were busy cutting grass. *Similarly*, as in rice harvesting, they used sickles to cut bundles of grass and arranged them neatly in rows across the field.”

(*Huyen Anh. From the Green Fields - Chan troi sang tao*)

In this example, “*similarly*” functions as a conjunctive device expressing comparison between two activities: rice harvesting and grass harvesting. It emphasizes the similarity in the method of execution. By establishing this comparison, the conjunctive device enables readers to more easily visualize the process of grass harvesting through its resemblance to rice harvesting.

Overall, such conjunctive devices not only serve a linking function but also organize comparison and contrast in meaning, thereby enhancing the differentiation between utterances and contributing to the overall coherence of the text.

4.2.2. Loose Conjunction in Terms of Semantic Relations

(1) Positional Relations

This subtype reflects the use of loose conjunction to express positional relations, particularly temporal relations, in organizing the sequence of events in discourse.

Example 7:

“One evening, Andersen stood on the stage, singing and reciting poetry. *Suddenly*, a comet shot across the sky.”

(*Phan The Quan. Experience for Creativity - Ket noi tri thuc voi cuoc song*)

In this example, “*suddenly*” functions as a loose conjunctive device expressing a temporal positional relation, specifically a sudden and disruptive moment. It links the two utterances by indicating that the second event occurs unexpectedly in relation to the first.

Example 8:

“Then the grandfather said:

- All four of us will work together with the villagers, shall we?

Then, just two days later, he took us to Van Chi.”

(*Dao Quoc Vinh. The Poinciana Flower - Canh Dieu*)

In this case, “*then*” serves as a loose conjunctive device expressing a temporal positional relation of succession. It indicates that the subsequent event (the grandfather taking the children to Van Chi) follows the preceding one (his suggestion to the children).

Overall, this type of conjunction helps organize the progression of events and is commonly used in narrative texts.

Example 9:

“Glutinous rice is finely ground, and molasses and malt syrup are mixed with water and cooked over low heat until thickened. The mixture is then combined with roasted ginger slices, ground cardamom, and coarsely crushed peanuts. *Next*, the *che lam* is kneaded thoroughly until elastic, divided into portions, rolled flat, and coated with a thin layer of flour to dry.”

(*Nguyen Thi Viet Hoa. Sweet Winter Chill - Chan troi sang tao*)

In this example, “*next*” functions as a conjunctive device expressing a positional relation of sequence. It organizes the steps of actions in a logical progression, thereby helping readers easily visualize and follow the entire process described.

(2) Logical Relations of Expression**a. Sequence of Expression**

This subtype reflects the use of loose conjunction to express the sequence of discourse, particularly the progression and completion of events.

Example 10:

“A large red hat gradually rose against the early morning sky. *Finally*, it lifted above the treetops.”

(*Phan The Quan. Experience for Creativity - Ket noi tri thuc voi cuoc song*)

In this example, “*finally*” functions as a loose conjunctive device expressing a logical relation of expression, specifically marking the final stage in a sequence. It links the two utterances by indicating that the second one presents the outcome of the process described in the first. While the first utterance depicts the gradual upward movement of the red hat, the second conveys the final result of that process. Thus, “*finally*” emphasizes the completion of an action following a continuous progression, enabling readers to clearly follow both the development and the outcome of the event.

Example 11:

“However, it was very difficult to find a poem suitable for Patty’s pronunciation difficulties. *Finally*, she decided to practice with her to help her overcome those problems.”

(*Adapted from Growing with Love. Poetry Performance - Canh Dieu*)

In this example, “*finally*” serves as a loose conjunctive device belonging to the category of logical relations of expression, specifically marking the concluding stage in a sequence. It indicates that the second utterance represents the endpoint of a prior process of searching and consideration. In particular, the use of “*finally*” suggests that before making the decision, the teacher had made several

unsuccessful attempts to find a suitable poem for Patty. This conjunctive device not only links the two utterances but also signals a shift from the stage of searching to a new stage of action.

This pattern demonstrates how loose conjunction contributes to the organization of discourse by structuring processes and their outcomes.

b. Elaboration and Addition

This subtype reflects the use of loose conjunction to provide additional explanation or supporting arguments, thereby enhancing the clarity and persuasiveness of discourse.

Example 12:

“Even when it is the same egg, if you observe it from different angles, you will see different shapes. *Moreover*, light is also a factor that affects the shape of objects.”

(Adapted from 101 Stories for Future Scientists. Perseverance Leads to Success - Ket noi tri thuc voi cuoc song)

In this example, “*moreover*” functions as a loose conjunctive device belonging to the category of logical relations of expression, specifically elaboration and addition. Semantically, it introduces an additional argument (the role of light) to support the statement presented in the preceding utterance (the influence of viewing angles on shape). Both utterances contribute to a shared communicative purpose, namely to assert that the shape of an object is not fixed but depends on multiple factors. Through the use of “*moreover*,” the author establishes a strong connection between arguments, thereby increasing the coherence and persuasiveness of the text.

c. Verification and Emphasis

This subtype reflects the use of loose conjunction to confirm or reinforce a previously implied conclusion, thereby strengthening the interpretive force of the discourse.

Example 13:

“Three months later, the flowers were in full bloom: globe amaranth in deep purple, marigolds in bright yellow, cockscombs in vivid red... *Indeed*, no one came here to dump garbage anymore.”

(Le Anh Vinh - Bui Thi Dien. A Field of Flowers - Ket noi tri thuc voi cuoc song)

In this example, “*indeed*” functions not only as a linking device but also as a marker of confirmation. It indicates that the observed outcome (no more garbage dumping) aligns with expectations inferred from earlier observations (the flourishing of flowers suggesting environmental improvement). In other words, this conjunctive device highlights the cause–effect relationship between environmental restoration and human behavior, while also reinforcing the validity of the preceding implication. As such, it enhances both the coherence and the persuasive force of the discourse.

These patterns demonstrate that loose conjunction plays a crucial role not only in linking utterances but also in organizing meaning and guiding interpretation in primary-level texts.

(3) Logical Relations of Events

a. Cause-Effect Relations

This subtype reflects the use of loose conjunction to express causal relations between events, thereby contributing to the logical organization of discourse.

Example 14:

“Philit’s father always believed that the saddest thing was to go through a whole day without learning anything. *Therefore*, to maintain and promote the spirit of learning within the family, he required that everyone learn something new each day and share it after dinner.”

(*Truong Can. The Learning Spirit of the Philit Family - Ket noi tri thuc voi cuoc song*)

In this example, “*therefore*” clearly signals a cause-effect relation. It links the first utterance, which presents the cause (the father’s belief about learning), with the second utterance, which expresses the resulting action (establishing a daily learning rule for the family). The use of “*therefore*” indicates that the father’s action is a logical consequence of his viewpoint, thereby enhancing both the coherence and the persuasiveness of the text.

b. Contrastive Relations

This subtype reflects the use of loose conjunction to express contrastive relations between events or states, thereby highlighting opposing aspects within the same discourse.

Example 15:

“Since then, the dove has been regarded as a symbol of peace. *However*, it is very difficult to draw a dove.”

(*Trung Anh. The Symbol of Peace - Canh Dieu*)

In this example, “*however*” clearly signals a contrastive relation between the conventional symbolic meaning of the dove and the practical difficulty of representing it visually. This conjunctive device highlights two opposing aspects of the same object, thereby enhancing both the expressiveness and the persuasive effect of the text.

Loose conjunction in reading texts from Grade 5 Vietnamese language textbooks is characterized by the use of discourse-oriented conjunctive devices that not only serve a linking function but also contribute to the organization of meaning. These devices typically express relations such as positional, additive, confirmatory, and contrastive relations, thereby creating flexibility and naturalness in discourse. However, due to their relatively low degree of explicitness, the identification and interpretation of loose conjunction require readers to possess a certain level of inferential ability.

4.3. Characteristics of Tight Conjunction in Reading Texts from Grade 5 Vietnamese Language Textbooks

According to the results presented in Table 1, tight conjunction is clearly dominant, accounting for 105 out of 165 instances (approximately 64%). Unlike loose conjunction, tight conjunction is characterized by the use of explicit formal markers such as conjunctions, connectives, and functional words, which directly signal semantic relations between utterances. In the reading texts of Grade 5 Vietnamese language textbooks, tight conjunction is mainly realized through three types of relations: positional relations, logical relations of expression, and logical relations of events.

4.3.1. Tight Conjunction in Terms of Positional Relations

The findings indicate that positional relations in tight conjunction occur more frequently than in loose conjunction, primarily serving to express temporal sequence and the progression of events in

narrative discourse. A closer examination of the Grade 5 textbook corpus shows that tight conjunctions expressing positional relations are used more extensively to organize the temporal flow of events.

Example 16:

“The defenders of Class C could not block the ball. *Then*, Manh calmly headed it and sent it neatly into the net.”

(*Le Khac Hoan. The Star of the Football Field - Ket noi tri thuc voi cuoc song*)

In this example, “*then*” functions as a tight conjunctive device expressing a temporal positional relation, specifically succession. It links the two utterances by indicating that the subsequent event (Manh scoring the goal) occurs immediately after the preceding one (the defenders failing to block the ball). The presence of “*then*” contributes to making the narrative more coherent, logical, and vivid.

Overall, tight conjunction in positional relations plays an important role in organizing the temporal axis and the progression of events, thereby making narrative texts clearer, easier to follow, and more suitable for primary school readers.

4.3.2. Tight Conjunction in Terms of Logical Relations of Expression

This group reflects the use of tight conjunction to organize the development of discourse, particularly in structuring sequences of expression and providing additional information.

(a) Sequence of Expression - Coordination**Example 17:**

“Friends cannot be limited to playing with only one person. *And* even I cannot play with just one friend.”

(*Minh Huong. The May Flower Basket - Ket noi tri thuc voi cuoc song*)

In this example, “*and*” functions as a tight conjunctive device establishing a coordinate relation between the two utterances. Its use creates semantic balance, emphasizing the reciprocity of friendship: not only do others need multiple friends, but the speaker also shares the same need. Thus, “*and*” not only serves a formal linking function but also reflects a meaningful relationship between the two statements, contributing to the logical coherence of the text.

(b) Elaboration and Addition**Example 18:**

“In ballet performances, dancers use movements to express meaning instead of words. *For example*, in Swan Lake, performers execute precise spins and gentle steps, like petals unfolding, giving the audience the impression of watching a flock of swans gliding across the lake.”

(*Tue Nhi. The Art of Ballet - Ket noi tri thuc voi cuoc song*)

In this example, “*for example*” functions as a tight conjunctive device belonging to the category of elaboration and addition. It links the two utterances by introducing a specific illustration to clarify the general statement presented in the first. While the first utterance provides a general description of ballet as an expressive art form, the second offers a concrete example (*Swan Lake*) to elaborate and make the idea more vivid and accessible. The use of this conjunctive device not only

supplements information but also enhances clarity and persuasiveness by moving from generalization to specific illustration, thereby contributing to the coherence and expressiveness of the text.

Overall, tight conjunction in this group plays a crucial role in organizing discourse in a clear, logical, and guided manner, particularly in expository and descriptive texts.

4.3.3. Tight Conjunction in Terms of Logical Relations of Events

This group has the highest frequency (43.6%), directly expressing fundamental relations such as cause-effect, contrast, and means.

(1) Cause-Effect Relations

Example 19:

“The sour *ban* fruit is also a specialty of my hometown. *Because* of this fruit, when it is used to cook sour fish soup with goby fish, it is hard to find any dish more delicious.”

(*Le Van Truong. A Childhood Riverside - Ket noi tri thuc voi cuoc song*)

In this example, “*because*” functions as a tight conjunctive device expressing a causal relation, specifically cause. It not only indicates the cause but also emphasizes that the *ban* fruit is the key factor contributing to the distinctive flavor of the dish, making it incomparable to others. This structure highlights the unique culinary value of the fruit, presenting it not merely as a local specialty but as an essential element in creating the characteristic taste of the dish.

(2) Contrastive Relations

Example 20:

“We got off the car under a scorching sun that seemed to burn everything, making everyone’s hair dry and brittle. *But* I forgot about the heat.”

(*Di Li. Hello, Sahara - Ket noi tri thuc voi cuoc song*)

In this example, “*but*” functions as a tight conjunctive device expressing a contrastive relation. While the first utterance emphasizes the harshness of the environment, the second presents a completely opposite psychological state: the narrator no longer feels the heat. The use of “*but*” creates a clear shift in meaning, highlighting the contrast between objective conditions and subjective perception. As a result, the text not only maintains cohesion but also vividly conveys the character’s experience in the desert setting.

(3) Means Relations

Example 21:

“He cherished pure and noble souls. *Through* rich experiences and a compassionate heart, he created a series of works such as The Ugly Duckling, The Little Match Girl, The Little Mermaid, and The Steadfast Tin Soldier...”

(*Phan The Quan. Experience for Creativity - Ket noi tri thuc voi cuoc song*)

In this example, “*through*” functions as a tight conjunctive device expressing a means relation, indicating the means by which a result is achieved. It links the two utterances by explaining how the author’s inner qualities-experience and compassion-lead to the creation of his literary works. This

conjunctive device clarifies the relationship between internal resources and artistic outcomes, thereby strengthening both the cohesion and the explanatory depth of the text.

Overall, tight conjunction in logical relations of events plays a central role in organizing content and structuring arguments, making relationships more explicit, accessible, and persuasive. The analysis also shows that reading texts in Grade 5 Vietnamese language textbooks tend to prioritize explicit conjunctive devices in order to ensure clarity and logical coherence. This tendency is consistent with the cognitive characteristics of primary school students and supports a reading approach that emphasizes understanding intersentential relations rather than merely identifying isolated words.

5. CONCLUSION

Based on the analysis of conjunction in reading texts from Grade 5 Vietnamese language textbooks, this study has identified several important structural and functional characteristics of this cohesive device in discourse.

First, in terms of classification, conjunctions in the analyzed corpus can be categorized into two main types: loose conjunction and tight conjunction, with the latter being dominant, accounting for approximately 64% of all instances. This finding suggests that textbook texts tend to employ explicit conjunctive devices to clearly signal intersentential relations, thereby ensuring coherence and transparency in content organization.

Second, regarding semantic relations, conjunctions are used in a diverse manner, including positional relations, logical relations of expression, and logical relations of events. Among these, logical relations of events-particularly cause-effect and contrast-are the most frequent. This reflects the nature of primary-level reading texts, which emphasize clarifying relationships between events, phenomena, and argumentative structures.

Third, the findings indicate that conjunction functions not only as a formal cohesive device but also as an essential tool for organizing discourse and guiding interpretation. By making intersentential relations explicit, conjunctive devices support readers-especially primary school students-in recognizing the logical structure of texts and achieving deeper comprehension.

From these findings, several pedagogical implications can be drawn. In Vietnamese language teaching, the focus on conjunction should shift from merely identifying linking words to analyzing intersentential relations and discourse functions. Teachers should design learning activities that help students recognize, analyze, and flexibly use conjunctive devices in different contexts, thereby enhancing both reading comprehension and writing competence.

However, this study has certain limitations. The scope is restricted to reading texts in Grade 5 textbooks and does not include classroom-based experimental research. Future studies may address this limitation by investigating the effectiveness of teaching conjunction from a competency-based perspective in real classroom settings.

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