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## **SOME MEASURES FOR TEACHING WORDS AND SENTENCES PRACTICE TO 3RD GRADE STUDENTS IN THE DIRECTION OF DEVELOPING LANGUAGE CAPABILITIES AT SOME PRIMARY SCHOOLS IN TUYEN QUANG PROVINCE**

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### **ABSTRACT**

The article explores theoretical issues regarding capability, teaching language capability development, and the current situation of teaching words and sentences practice to 3rd grade students in developing language capabilities at some primary schools in Tuyen Quang province. Based on survey results, three proposed measures are suggested: 1/ Establishing a system of exercises for words and sentences practice in the direction of developing language capabilities for 3rd grade students; 2/ Teaching words and sentences practice in the direction of developing language capabilities for 3rd grade students; 3/ Assessing and evaluating students. The proposed measures emphasize training in vocabulary, sentence structures, and language comprehension to help students develop confident and proficient communication, reading, and writing skills.

**KEYWORDS:** measures, words and sentences practice, students, capabilities development, Tuyen Quang province

### **1. INTRODUCTION**

Currently, countries worldwide recognize education as a paramount issue, with the development of learners' capabilities considered fundamental to teaching. In Vietnam, Resolution 29 of the 8th Plenum of the Central Committee of the Communist Party of Vietnam, 11th Tenure on fundamental and comprehensive innovation of education and training clearly states: "Keep radically changing the teaching and learning methods towards modernism; encourage the learners' independence, creativity, and application of knowledge; avoid imposition of knowledge, passive learning, rigid memorization. Focus of teaching learning and thinking methods, encourage and enable the learners to update knowledge themselves, improve their intellect, skills, and capacity. Diversify the methods of learning, focus of social activities, extra-curricular activities, and scientific research" [1]. Therefore, to effectively achieve the goals of Resolution No. 29, it is essential to have a correct understanding of the essence of innovating teaching methods towards learners' capability development and implementing specific measures to organize teaching in this direction.

Research on teaching activities following the learner capability development approach has been of early interest to scholars, with numerous studies conducted on this issue. From the 15th to the 18th century, educator J.A. Comenius [14] proposed important teaching principles such as promoting the active involvement of students, teaching at their pace, ensuring perceptibility, and systematicity. Moving into the 18th and 19th centuries, educators like J.J. Rousseau, Pestalozzi [17], and John Dewey [7] emphasized active learning methods, self-discovery, and personal development, laying the foundation for contemporary positive teaching methods. Since the 1990s, many countries have implemented Outcome-Based Education (OBE) programs, focusing on enhancing learners' capability and ensuring quality outcomes [19]. For instance, Malaysia and Australia [6] adopted OBE from the mid-20th century, improving student capabilities and aligning educational goals. New Zealand and Canada also designed capability-based programs to meet 21st-century demands [4]. Global studies and applications of OBE illustrate the importance of developing students' qualities and capabilities, enabling them to effectively handle real-life situations.

Research on capability development for primary school students reveals two main research directions: overall capability development and language capability development. In Vietnam, researchers [3], [5], [11], [12], [15], [18] have focused on developing capability-based education programs emphasizing outcomes and practical application in real-life situations. Meanwhile, authors such as Do Xuan Thao [13], Tran Thi Quynh Nga [9], Le Ngoc Tuong Khanh [8], Nguyen Thu Phuong [10] have delved into language capability development, particularly through teaching Vietnamese to enhance communication and writing skills.

In the primary school curriculum [2], the Vietnamese language plays a crucial role. Textbooks for Vietnamese language lessons include various contents to foster language capability among students, such as reading, writing, spelling, storytelling, words and sentences practice, and composition writing. The words and sentences practice component in the Vietnamese language curriculum provides students with knowledge of words and sentences, helping them use language accurately in communication and writing.

This article is based on theoretical issues and practical teaching of words and sentences practice for 3rd grade students in developing language capability at some primary schools in Tuyen Quang province, aiming to propose measures to enhance teaching quality and meet educational innovation requirements.

## 2. SOME OF THEORETICAL ISSUES AND STATUS OF TEACHING WORDS AND SENTENCES PRACTICE FOR 3RD GRADE STUDENTS IN THE DIRECTION OF DEVELOPING LANGUAGE CAPABILITY IN SOME PRIMARY SCHOOLS IN TUYEN QUANG PROVINCE

### 2.1. Capability and Teaching in the Direction of Developing Language Capability in Primary Schools

In the 2018 general education curriculum, it is stated that “Capability is a personal attribute formed and developed through innate qualities and the process of learning and training, allowing individuals to integrate knowledge, skills, and other personal attributes such as *interest, confidence, and willpower, etc.* to successfully perform specific activities and achieve desired outcomes in specific conditions” [2].

In the process of researching capability development in education, it is important to focus on understanding the differences between two educational methods: capability development teaching and traditional teaching. According to author Do Ngoc Thong (2018), the primary difference between these approaches lies in the fact that with capability development teaching, teachers organize activities where students learn by doing and practicing, drawing conclusions and acquiring knowledge; whereas in traditional teaching, the focus is on lecturing and explaining for students to listen to and observe [16, p.22].

To effectively teach language capability based on capability development, first, it is necessary to clarify the objectives and requirements regarding the language capability that students need to achieve. Second, it is essential to develop and design a rational teaching plan aligned with the curriculum content, while also designing appropriate assessment methods to ensure that the teaching objectives are met.

To help students develop language capability, it is essential to first define what language capability entails. Language capability refers to the ability to use speech and writing in communication, manifested in the skills of reading, writing, speaking, and listening. This is the clearest manifestation of communication capability, a critically important tool for learners. Through the Vietnamese language curriculum, students are nurtured and develop skills in using Vietnamese for learning, growth, and meeting life's demands.

To assist students in developing language capability, it is crucial to first determine the requirements of this capability: reading, writing, speaking, and listening.

## **2.2. Primary School Vietnamese Program and Methods of Teaching Words and Sentences Practice for 3rd Grade**

### *a. Objectives of the Primary School Vietnamese Program*

The objectives of primary school Vietnamese program [2] emphasizes teaching towards capability development, aiming to foster and develop students' abilities and qualities. The curriculum promotes basic language skills such as listening, speaking, reading, writing, and literary capability through a deep understanding of genres such as poetry and stories. Students will learn to read, understand, and evaluate literary works, developing imagination, creativity, and the ability to appreciate beauty and goodness in individuals and the world around them.

The program sets requirements for fundamental qualities and general capabilities of students, such as patriotism, compassion, diligence, honesty, and responsibility. Capabilities such as autonomy, self-learning, communication, teamwork, problem-solving, and creativity are clearly defined, facilitating clear and effective teaching and assessment processes.

***b. Methods of Teaching Words and Sentences Practice for 3rd Grade***

The method of teaching Words and sentences Practice in 3rd grade plays a crucial role in language development for students, helping them master vocabulary and sentence structures, essential foundations for communication. The goal of teaching Words and Sentences Practice is to expand students' vocabulary, systematize knowledge, and develop skills in using words and constructing sentences, thereby enhancing effective communication and promoting comprehensive learning. The Words and Sentences Practice program focuses on topics such as family, school, homeland, aiming to broaden students' vocabulary, understand sentence structures, punctuation, and comparative figure of speech. Principles of Words and Sentences Practice teaching include: practicing listening, speaking, reading, writing skills; integrating knowledge and skills; using images, diagrams, and models to help students absorb knowledge; and ensuring students understand grammar concepts and usage correctly. Teachers employ a flexible approach, combining multiple teaching methods and dividing lessons into theory and practice sessions to ensure students grasp and apply knowledge effectively.

**2.4. Current State of Teaching Words and Sentences Practice for 3rd Grade Students in the Direction of Developing Language Capability in Some Primary Schools in Tuyen Quang Province*****2.4.1. Introduction to Some Surveyed Primary Schools***

Ethnic Minority Day-Boarding School Dao Vien Primary and Secondary School, formerly Dao Vien Lower Secondary School with three educational levels. On May 25, 2004, the school separated to become Dao Vien Secondary School. As of June 1, 2023, it merged into Ethnic Minority Day-Boarding School Dao Vien Primary and Secondary School, located in Village 1, Dao Vien Commune, Yen Son District, Tuyen Quang Province. The school has 13 classes, including three branches: Ngoi Nghin, Khu, and Doan Ket. The total teaching staff is 34, comprising 5 male and 29 female teachers. There are 481 students in total, with 228 female and 253 male students. The majority of students belong to the ethnic group, with 393 coming from poor households and 20 from near-poor households. The school also accommodates 51 boarding students.

Dong Tho Primary and Secondary School is situated in Tan An Hamlet, Dong Tho Commune, Son Duong District, Tuyen Quang Province, covering an area of 16,188 square meters. Established in 1983 and merged multiple times, on July 14, 2022, Dong Tho 2 Primary School and Dong Tho 2 Secondary School officially merged into Dong Tho Primary and Secondary School. The school's entire teaching staff holds university degrees, with over 30% having master's degrees. Teachers are recruited from reputable secondary schools, possessing strong academic capabilities and experience in preparing students for academic excellence. Additionally, the school has foreign teachers participating in teaching activities.

Son Nam Primary School, founded in 1948 with a combined 1+2 class, has undergone various stages of development and mergers. It is located on National Highway 2C, Son Nam Commune, Son Duong District, Tuyen Quang Province. The teaching staff consists entirely of university graduates, with over

30% holding master's degrees. Teachers are selected from reputable secondary schools, demonstrating good ethical standards and extensive experience. Furthermore, the school integrates foreign teachers into its educational activities, fostering a strong commitment to education.

#### ***2.4.2. Current State of Teaching Words and sentences Practice for 3rd Grade Students in the Direction of Developing Language Capability in Some Primary Schools in Tuyen Quang Province***

##### ***a. Teacher Survey***

The purpose of the survey was to understand the implementation of new textbooks and capability development teaching methods by teachers at some primary schools in Tuyen Quang Province. The survey subjects included 30 Vietnamese language teachers teaching 3rd grade at three schools: Dao Vien Primary School, Dong Tho Primary and Secondary School, and Son Nam Primary School in Son Duong District. The survey content included: 1) The current state of teaching words and sentences practice in 3rd grade with a focus on language capability development; 2) The content of words and sentences practice in the current 3rd grade Vietnamese program.

The survey method involved planning, selecting teachers and classes for the survey, working with teachers through direct observation, direct interviews, questionnaires, and tests. The survey was conducted from October 18, 2023, to November 5, 2023, at the mentioned schools and also online via Google Forms.

The survey results showed that the main difficulties teachers faced when teaching words and sentences practice were the monotony and lack of creativity in teaching methods (27.5%), and limitations in teaching facilities and equipment (25%). Most teachers indicated the necessity of designing words and sentences practice exercises oriented towards capability development (100%). The primary challenges students faced were simple thinking skills and applying knowledge (27.5% and 25%). Additionally, teachers highly valued practical activities and group work in lessons to help students develop language capabilities (60%).

##### ***b. Student Survey***

The purpose of the student survey was to understand the learning situation of words and sentences practice content in the current 3rd grade Vietnamese program. The survey subjects included 191 3rd grade students from three schools in Yen Son District and Son Duong District. The survey method involved direct observation, direct interviews, questionnaires, and tests from October 18, 2023, to November 5, 2023.

The results showed that most students had a correct response rate of over 50%, but some questions had lower correct response rates, such as questions 6 and 7. However, most students reported that they were interested in the lessons and felt confident in applying the knowledge in practice. The majority of students completed their assignments and dedicated time to study, which are important factors in improving their language skills.

##### ***c. Comments***

*\*Advantages*

- For Teachers: Teachers play a crucial role in developing students' language capabilities from an early stage. Teaching words and sentences to 3rd graders aims to create a familiar and comfortable environment, helping them learn and use language naturally. Learning words and sentences not only improves language skills but also boosts communication confidence. Teachers can organize practical activities for students to practice these skills and encourage creativity in arranging ideas and expressing thoughts. Knowledge of words and sentences is a critical foundation for learning more complex language in the future, and teachers help students apply them effectively to develop and succeed in their language learning.

- For Students: Students who understand the structure and function of words and sentences will use language more accurately and flexibly in communication and writing. This skill helps them confidently participate in communication activities, express opinions, and convey thoughts clearly and accurately. Mastering words and sentences structures also improves reading and writing skills, helping students recognize and understand different types of sentences, from simple to complex, thereby enhancing their reading comprehension and creative writing abilities. Analyzing words and sentences structures encourages students to use logical and creative thinking to express ideas and thoughts coherently and deeply. This helps students build a solid foundation for language learning, fosters a love for language, and encourages them to develop their language skills more actively.

*\* Challenges*

- For Teachers: There is a need to improve the facilities and teaching equipment to optimize teaching quality. Additionally, it is necessary to diversify teaching methods and allocate time appropriately to enhance teaching effectiveness. Investing in teacher training on effective teaching methods is a critical factor in improving the education system.

- For Students: Students need flexible teaching methods and practice to deepen their understanding of the knowledge. Special attention and support are needed to improve the boundaries between vocabulary and sentence formation. Students need to be encouraged and supported in their review to enhance their language capabilities.

*d. Causes*

Facilities (especially internet system, computers, projectors, etc.) are still limited; Teachers and students' ability to use information technology is still weak; Some students are not aware of learning and practicing languages.

**3. Measures to Organize Words and Sentences Practice Teaching for 3rd Grade Students in the Direction of Developing Language Capability in Some Primary Schools in Tuyen Quang Province**

***3.1. Bulding a System of Words and Sentences Practice Exercises in the Direction of Developing Language Capability for 3rd Grade Students***

### *3.1.1. Purpose of building the measure*

The measures are to create an open-ended exercise system suitable for the language competence of 3rd grade students and the language competence development curriculum. This will encourage active and proactive learning, helping students to master vocabulary, sentence structure, and develop flexible and effective language use skills.

### *3.1.2. Implementation Content and Method of Carrying Out the Measure*

Step 1: Identify lesson types and exercises with specific objectives and requirements for language competence.

Step 2: Based on the exercise system in the 3rd grade Vietnamese textbook, “Connecting Knowledge with Life” determine which level the designed exercises are on Bloom's taxonomy scale combined with modern teaching methods and tools. When designing exercises, expand the knowledge in two directions: 1/ Content expansion includes exercises from lower levels and those from higher levels; 2/ Integrated expansion with other subjects to help students actively, effectively, and enthusiastically engage with the tasks and lessons.

Step 3: Encode the exercises.

### *3.1.3. Illustrative Example*

Step 1: In the teaching of Words and Sentences Practice for 3rd grade based on the textbook “Connecting Knowledge with Life”, clearly identify the lessons and exercise groups, especially the “Vocabulary Expansion” group, aiming to integrate and apply modern teaching methods. There are three groups of exercises:

- Group 1: Design integrated vocabulary expansion exercises through teaching activities of subjects like Natural and Social Sciences, Ethics, and integrate with Reading and Spelling content.
- Group 2: Apply vocabulary expansion exercises through games.
- Group 3: Use vocabulary expansion exercises through multimodal texts.

Step 2: Identify exercise types within each group:

- Integrated vocabulary expansion exercises: Combine with subjects like Natural and Social Sciences and Ethics along with Reading and Spelling content. Teachers provide a rich source of vocabulary to help students expand their vocabulary according to educational themes, enhancing their vocabulary and communication skills.

- Vocabulary expansion games: Use games like “Ring the Golden Bell” “Crossword Puzzle”, and “Find the Theme Word” to encourage student engagement and creativity, combining learning with social interaction to develop real-life application skills.

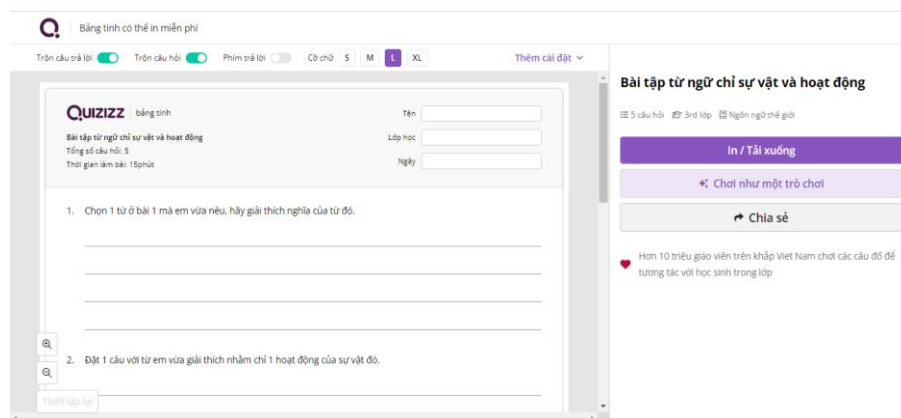
- Vocabulary expansion through multimodal texts: These exercises are designed to improve listening, observation, and precise question-answering skills. Additionally, they help students expand their

vocabulary and knowledge through activities such as exchanging information from reading texts, listening to audio, or watching videos and answering related questions. Students or parents can use phones or tablets to do these exercises both at home and in class via QR codes. This allows teachers to evaluate and provide timely feedback, optimizing learning outcomes.

**Step 3: Encode the exercises.**

Software Quizzes:

<https://quizizz.com/print/quiz/6653697d8efd65816517c944>



**3.2. Teaching Words and Sentences Practice in the Direction of Developing Language Capability for 3rd Grade Students.**

*3.2.1. Purpose of Building the Measure*

The purpose of this measure is to detail the steps and content for teaching words and sentences practice with the goal of developing language proficiency in 3<sup>rd</sup> grade students.

*3.2.2. Implementation Content and Method of Carrying Out the Measure*

- Step 1: Assign students to read the lesson before class.
- Step 2: Implement teaching content according to the Program and lesson plans for grade 3 students.
- Step 3: Evaluate the effectiveness of the lesson by reinforcing knowledge and conducting an end-of-lesson assessment for students
- Step 4: Teachers organize for students to extract key knowledge points from the lesson through guided questions and prompts

*3.2.3. Illustrative Example*

Applying these steps in teaching: Lesson 24 – Session 3: Expanding vocabulary about friends at home. Comparison. (3rd Grade Vietnamese Textbook, Volume 1, p.109)

**Step 1. Assign tasks and disseminate the form of organization of activities.**

- Activity 1: Ask a student to read aloud the requirements of Lesson 1:



Lesson 1: Find words about friends at home in two groups.

- Activity 2: Assign the task to two groups.
- Activity 3: Explain the organizational method of the activity.

Groups work on the exercise and respond after 5 minutes of preparation.

- Activity 4: Ask groups to do the exercise.

Ask the groups to find words about friends at home within 5 minutes.

### **Step 2. Students find words and record results in their notebooks**

#### **Step 3. Organize student presentations**

- Activity 1: The teacher hangs a sub-board on the board for the 2 groups to write down the results. Note: the sub-board has the assignment title written on it.

- Activity 2: Students report their results.

A representative from each group writes the words they found about friends at home on the board.

- Examples of words about friends at home include:
  - Pets: dog, cat, buffalo, cow, chicken, pig, duck...
  - Furniture: table, chair, refrigerator, TV, rice cooker...
- Activity 3: Students follow along, analyze results, and provide additional comments.
- The teacher invites groups and individuals to provide feedback and add information.

#### **Step 4. Teachers organize for students to draw out important knowledge**

- The teacher comments and finalizes the answers.
- The teacher displays some images of pets and furniture to illustrate for students.
- The teacher asks questions to help students identify other pets and furniture in their homes through educational games.
- The teacher organizes for students to express their thoughts on the new words they have just learned. Students are asked to make sentences with these words (depending on the students' abilities in the class).
- The teacher assigns a take-home task to write an essay about a pet or piece of furniture they like.

### **3.2.3. Assessing and Evaluating Students**

#### **3.2.3.1. Purpose of Building the Measure**

The purpose of developing a system of Words and sentences Practice exercises for 3rd graders is to comprehensively and systematically develop their language capability.

### 3.2.3.2. *Implementation Content and Method of Carrying Out the Measure*

Training according to the objective of capability development has become a widespread trend in global education. Evaluating learners' capabilities should focus on what they have learned, done, and resolved during the learning process. Assessment in Vietnamese language often integrates character and general competence assessment, mainly to provide feedback and enhance student capabilities. Process assessments such as Continuous Assessment and periodic evaluations help teachers understand the learning progress of students.

### 3.2.3.3. *Illustrative Example*

Continuous Assessment is an ongoing assessment activity during teaching that helps teachers grasp the actual knowledge students have acquired after each lesson. This allows teachers to be more proactive in understanding students' learning outcomes to enhance teaching quality. Continuous Assessment plays a crucial role in improving education quality by focusing on the holistic and continuous development of students, rather than just evaluating final results. Therefore, Continuous Assessment requires the participation of both teachers and students. Continuous Assessment will have the following characteristics:

- For short-term Continuous Assessment goals, for example, evaluating to improve the skill of constructing sentences for 3rd grade students.
- The assessment task aims to enhance the quality of learning.

*Example:* Assessing the use of exclamative sentences and directive utterance in the words and sentences practice content of 3rd grade students.

Announcement of assessment results: Besides assigning grades, teachers will guide and assist students to ensure effective learning activities.

*Specific example:*

*Assessment:* After assessing the sentence construction skills of 3rd grade students, the teacher noticed that students were still struggling with simple and accurate sentence construction.

*Teacher's guidance:* The teacher guides students on how to construct sentences: "When constructing a sentence, you need to include all the main components such as subject and predicate. Start by identifying who or what the subject is, then add the predicate to say what the subject does".

Continuous Assessment in Vietnamese language uses the following assessment methods and techniques:

- *Observation method group:* Teachers flexibly record through daily activities to assess the listening, speaking, and interaction skills of students. When applying this group of methods, teachers design written tests or text-based assessments to measure reading and speaking skills. Practical exercises are also organized to help students apply these skills, after which teachers observe and evaluate the performance of each group.

- *Question and answer method group*: Teachers should use questioning techniques by asking questions to test students' knowledge and understanding. This technique helps teachers identify the level of mastery, identify weaknesses, and adjust teaching activities suitable to each student's abilities. At the same time, teachers need to use verbal feedback methods to inform students about achievements attained and areas for improvement, providing specific guidance to help students improve and develop their skills.

- *Evaluating learning records and learning products method group*: Teachers can flexibly use tools such as checklists, observation sheets, and real products to assess students' skills in reading and writing. Teachers can carry out comprehensive evaluations using multiple criteria such as language use, text structure, ideas, creativity, and presentation skills. This helps teachers comprehensively assess students' knowledge and proficiency in reading and writing, providing specific feedback to help students improve and develop their skills.

- *Writing test method group*: When applying this method, teachers need to: 1/ Write comments directly on students' work to provide detailed feedback, emphasizing strengths and suggesting improvements. For example, teachers may comment on a 3rd grade student's descriptive essay about a tree; 2/ Cross-check to allow students to draw lessons from their own writing, for example, in a descriptive essay about a tree; 3/ Require students to write their thoughts after reading and understanding a short story to apply it to their daily lives; 4/ Guide students to write information from books read or about a role model in the neighborhood in their academic records; 5/ Conduct short reading comprehension tests, using words and sentences within about 30-40 minutes, including multiple-choice questions.

This translation aims to capture the detailed steps and methodologies involved in the assessment process described in your text.

#### **4. CONCLUSION**

Organizing Teaching of Words and Sentences Practice in the primary school Vietnamese program provides students with knowledge about words and sentences, helping them to use language accurately and write grammatically correct sentences in communication and writing. With the three proposed measures focusing on developing language proficiency starting from grade 3, students build a solid language foundation. Teaching Words and Sentences Practice helps students master the use of word and appropriate sentence structures, enabling them to express their feelings and emotions. Moreover, after learning Words and Sentences Practice, students can apply these skills practically, enhancing their flexibility in communication and problem-solving in daily life.

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