

Teaching Parts of Speech to Grade 4 Students in Vietnam Within the Vietnamese Language Subject

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ABSTRACT: In the context of comprehensive educational reform, improving the quality of teaching is an urgent requirement to meet the goal of training a high-quality workforce. Parts of speech are an important component of the Vietnamese language curriculum at the primary level, as they not only provide students with basic linguistic knowledge but also foster language thinking and communication competence. However, due to limitations in conceptual thinking and linguistic analysis, Grade 4 students still face difficulties in identifying and using parts of speech. Based on a survey of 15 teachers and 215 Grade 4 students at three primary schools in Vietnam, this paper proposes several methods for teaching parts of speech in Vietnamese language lessons, aiming to provide teachers with orientations for instruction and to enhance teaching effectiveness in line with the spirit of educational innovation.

KEYWORDS: teaching, parts of speech, students, education, language

1. INTRODUCTION

In the context of comprehensive educational reform in Vietnam, improving the quality of teaching at all levels has become an urgent requirement to meet the goal of training a qualified workforce capable of adapting to the period of integration and development. Innovation in teaching methods and forms of classroom organization, oriented toward the development of learners' competencies and qualities, has become a central focus of the reform process. This requires teachers not only to act as transmitters of knowledge but also as facilitators and guides, enabling students to actively acquire and flexibly apply knowledge in practice.

At the primary level, the Vietnamese Language subject plays a foundational role in shaping and developing linguistic competence—one of the core competencies of students. Through this subject, students are trained simultaneously in four skills: reading, writing, speaking, and listening. These skills provide the basis not only for learning other subjects effectively but also for communicating successfully in daily life.

Parts of speech are an essential component of the primary Vietnamese Language curriculum. Teaching parts of speech at this stage not only equips students with fundamental linguistic knowledge but also contributes to the development of language thinking and enhances their ability to use Vietnamese effectively in both academic and communicative contexts. However, this content is relatively challenging, as primary students still have limited capacity for conceptual thinking and linguistic analysis, which often leads to difficulties in identifying and using parts of speech accurately.

This paper proposes several teaching strategies for introducing parts of speech to Grade 4 students in Vietnam within the Vietnamese Language subject. The aim is to provide teachers with practical orientations for teaching this content, thereby contributing to improved teaching effectiveness in line with the spirit of educational innovation.

2. SOME TEACHING STRATEGIES FOR PARTS OF SPEECH FOR GRADE 4 STUDENTS IN VIETNAM WITHIN THE VIETNAMESE LANGUAGE SUBJECT

2.1. Basic Concepts

2.1.1. Concept of Parts of Speech

"Parts of speech are word classes defined based on common features of meaning and grammatical form." [3, p. 55]

2.1.2. Basic Parts of Speech Taught in the Grade 4 Vietnamese Language Curriculum

2.1.2.1. Nouns

Nouns are words with a generalized meaning used to denote entities, including human beings (*student, doctor*), animals (*dog, cat*), plants (*tree, flower*), objects (*pen, table*), natural phenomena (*rain, wind*), abstract units (*love, belief*), and temporal units (*year, month*).

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2.1.2.2. Verbs

Verbs are words that denote actions (*eat, go, run*) or states (*remember, happy, remain, break*) of entities.

2.1.2.3. Adjectives

Adjectives are words with a generalized meaning that denote attributes or qualities of entities and phenomena. These attributes may relate to physical appearance (*tall, short, round, long*), color (*red, blue, purple, yellow*), sound (*noisy, quiet*), or taste (*sweet, sour, spicy*), among others.

2.2. Current Situation of Teaching Parts of Speech to Grade 4 Students in Primary Schools in Vietnam

To investigate the current state of teaching parts of speech to Grade 4 students in some primary schools in Vietnam, we conducted a survey with 15 teachers and 215 Grade 4 students from three primary schools in Thai Nguyen province. These schools include Dong Tien Primary School, Doi Can 2 Primary School, and Luong Ngoc Quyen Primary School.

2.2.1. Objectives and Content of the Survey

- To examine the ability of Grade 4 students to identify and use parts of speech in some primary schools in Vietnam;
- To investigate the current practices of teaching parts of speech in the Grade 4 Vietnamese Language subject in these schools.

2.2.2. Survey Methods

The study primarily employed the survey method, including task-based worksheets for students and questionnaires (Anket) for teachers.

2.2.3. Survey Results

2.2.3.1. The Current Ability of Grade 4 Students in Identifying and Using Parts of Speech in Some Primary Schools in Vietnam

Table 1. The Current Ability of Grade 4 Students in Identifying Parts of Speech in Vietnam

School	Class	Total number of worksheets	0 errors	1 errors	2 errors	3 errors	4 errors
Dong Tien Primary School	4A1	36	6	16	7	4	3
	4A2	38	5	16	9	6	2
Doi Can 2 Primary School	4A2	33	7	13	6	4	3
	4A4	36	6	15	7	6	2
Luong Ngoc Quyen Primary School	4A2	37	8	16	7	4	2
	4A3	35	7	14	7	5	2
Total		215	33	87	41	27	14

The survey results show that Grade 4 students' ability to identify parts of speech remains limited. Out of a total of 215 worksheets, only 39 students (accounting for 18.1%) were able to correctly identify all words denoting entities, actions, and qualities. The majority of students made 1–2 errors (61.9%). This indicates that they had a certain level of understanding of parts of speech but still confused one category with another. About 20% of students made multiple errors (3–4 errors), demonstrating that a significant proportion still encountered difficulties in distinguishing between different parts of speech. Thus, in general, Grade 4 students' ability to recognize and use parts of speech is not consistent. Most students remain hesitant and are unable to clearly differentiate among categories of words. This reality highlights the necessity of innovating teaching methods and diversifying instructional approaches to help students firmly grasp and proficiently use parts of speech in communication.

2.2.3.2. The Current Situation of Teaching Parts of Speech in Grade 4 Vietnamese Language Classes at Some Primary Schools in Vietnam

To gain a clearer understanding of the methods currently employed by teachers in teaching parts of speech to Grade 4 students, we further investigated the extent to which teachers apply different teaching methods and techniques in practice. The results are as follows:

Table 2. Teaching methods most commonly used by teachers in teaching parts of speech to Grade 4 students

Method	Number of teachers using	Percentage (%)
Language analysis	15	100.0
Group discussion	10	66.7
Learning games	3	20.0
Other methods	2	13.3

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The survey results show that in teaching parts of speech in Grade 4, teachers mainly rely on the language analysis method (100% of teachers reported using this method). This is a familiar approach that helps students analyze linguistic data in order to derive concepts.

However, the almost complete dependence on this method indicates that teaching practices have not undergone significant innovation. In addition, 66.7% of teachers reported using group discussion. Yet, if group discussions are limited to traditional forms, they may not fully meet the competency-based orientation. Only 20% of teachers employed learning games, and 13.3% applied other methods. These figures reflect teachers' cautiousness in adopting new techniques. Thus, although certain positive results have been achieved, the teaching of parts of speech still shows limitations, highlighting the need for more feasible and effective measures.

2.3. Proposing Some Teaching Strategies for Parts of Speech for Grade 4 Students in Vietnam within the Vietnamese Language Subject

2.3.1. Applying Active Teaching Techniques

2.3.1.1. Using the "Placemat" Technique to Help Students Form the Concept of Parts of Speech

In the *Vietnamese Language 4* textbook (the *Canh Dieu* series), when introducing new knowledge about parts of speech, students are often guided through exercises such as: "*Find the words denoting entities in the following sentences*", "*Find the words denoting actions or states in the following sentences*", or "*The bolded words below describe the characteristics of which entities, actions, or states?*". With these types of exercises, in order for students to acquire knowledge actively, independently, and thoroughly, teachers can apply the Placemat technique.

Illustrative example:

Organizing the lesson on Nouns [5, p. 8].

PRACTICE WITH WORDS AND SENTENCES

Nouns

I. Observation

1. Find the words that denote objects in the following sentences:

a) Mother assigned Hong to take care of the house, sweep, and clean.

(According to BICH THUAN)

b) The tailorbird picks up worms, catches termites that destroy crops and trees.

(TO HOAI)

c) The rains in the next crop season help the fields gradually turn green again.

(According to TINH LE and NGUYEN CUONG)

(1) Preparation

The teacher prepares large sheets of paper (A0 or A1 size) for each group, divided into four sections in the corners and one section in the center.

(2) Procedure

+ The teacher projects the exercise instructions onto the screen.

+ Individual work:

Each student in the group works independently, writing in their personal section the words denoting entities they find (for example: *mother, Hong, house, crops, trees, rain, season, field...*). This stage ensures that all members participate and have the opportunity to express their ideas.

+ Group work:

After completing the individual part, students discuss to compare, add, and agree on a common list. The results are recorded in the central section of the sheet.

(3) Presentation and Sharing

+ A representative of each group presents the results to the class.

+ Other groups may give comments and additions.

+ The teacher consolidates the knowledge: The words found denote people, objects, natural phenomena, and time. Such words are called nouns.

A similar process can be applied when teaching verbs and adjectives.

From this organization, the effectiveness of the Placemat technique in forming the concept of parts of speech for students becomes evident.

First, this technique ensures that every member participates, with no student left passive or "sitting out".

Second, students have the chance to both work individually and collaborate in groups, thereby fostering independence alongside a spirit of sharing.

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Third, through the process of observation, note-taking, discussion, and reporting, students not only arrive at the answers but also understand the essence of the concept, thereby building sustainable knowledge.

Thus, the use of the Placemat technique in teaching parts of speech plays an important role in helping Grade 4 students independently explore, generalize, and firmly grasp linguistic knowledge.

2.3.1.2. Using the Jigsaw Technique to Help Students Classify Parts of Speech

In the Grade 4 Vietnamese Language Textbook (the *Canh Dieu* series), in addition to exercises requiring students to find words in sentences, there are also exercises that ask students to “Sort the words into appropriate groups.” This type of exercise requires students not only to identify words but also to classify them according to given criteria. For this kind of task, the use of the “Jigsaw” technique is highly suitable. Students have the opportunity to explore one small aspect in depth while learning from one another to complete a more comprehensive picture of knowledge.

Illustrative Example:

Organizing the lesson on *Adjectives* [5, p.91].

2. Sort the bold words in Exercise 1 into the appropriate groups:

indicating shape

indicating color

indicating *characteristics*

(1) Preparation

Students are required to prepare paper and pens.

(2) Procedure

- + The teacher projects the exercise instructions on the screen.
- + The teacher divides the class into three “expert groups” and assigns specific tasks:
 - Group 1: Find words indicating *shape*.
 - Group 2: Find words indicating *color*.
 - Group 3: Find words indicating *characteristics*.

Each expert group works together, discusses, and records the results on the prepared paper. Then, students regroup to form “jigsaw groups” consisting of members from all three expert groups. In the new group, each student presents their expert findings in turn. Other members listen, take notes, add ideas, and complete a classification chart of adjectives (shape, color, characteristics).

(3) Presentation – Sharing

- + A representative from each jigsaw group presents the results.
- + Other groups contribute additional ideas, and the teacher gives feedback and concludes: “Adjectives are words that describe the characteristics of objects, activities, or states. These characteristics may relate to shape, color, or qualities.”

A similar procedure can be applied when guiding students to classify nouns and verbs.

The use of the Jigsaw technique in classification tasks like these has several advantages. First, it requires students to participate actively and take responsibility for their part of the work (since each student is an “expert” in one area of knowledge). Second, during the exchange in jigsaw groups, students act both as transmitters and receivers of knowledge, making learning a two-way process and helping to reinforce understanding. Finally, this organizational form also cultivates collaboration, presentation, listening, and critical thinking skills—important competencies emphasized in the 2018 General Education Curriculum.

2.3.1.3. Using the Mind Map Technique and the One-Minute Paper Technique to Help Students Systematize Knowledge of Word Classes

a. The Mind Map Technique

To systematize knowledge of word classes, teachers can employ the mind map technique. This is a method of visualizing knowledge through images, colors, and interconnected branches, helping students easily memorize, compare, and generalize knowledge.

The mind map technique can be implemented in various ways, depending on students’ cognitive levels. In classes where the overall level of students is average, teachers may provide a partially completed mind map with several keywords already given and prompt students to add the remaining words. In classes where students are more proficient, teachers may provide only the central concept and main branch keywords, requiring students to develop the sub-branches. For higher-level classes, teachers can guide students to independently design and complete their own mind maps.

The use of mind maps can also be integrated with other teaching methods and techniques, such as games or the Gallery Walk technique, to enhance engagement and effectiveness. For example, the teacher can prepare word cards with key terms and organize a competition where groups race to attach the cards onto a blank mind map. This activity not only reinforces memory but also creates an energetic learning atmosphere. At a more advanced level, students may design their own mind maps according to

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their group's understanding, then display their products around the classroom for a "gallery walk" activity. Groups will visit, observe, discuss, and provide feedback on each other's work.

The outstanding advantage of using the mind map technique in teaching word classes to 4th graders is that it provides students with a comprehensive and visual overview of content that is often difficult to retain. Mind maps not only help learners achieve long-term memory but also encourage them to compare, categorize, and generalize knowledge. The process of designing and presenting mind maps allows students to practice creative thinking, collaborative skills, presentation, and critical reflection. These are all qualities and competencies emphasized in the 2018 General Education Curriculum, ensuring that students not only master linguistic knowledge but also develop well-rounded learning and communication skills.

b. The One-Minute Paper Technique

To systematize knowledge of word classes, in addition to the mind map technique, teachers can also employ the One-Minute Paper technique.

The procedure is as follows:

After completing a sequence of lessons on word classes, the teacher checks students' mastery of the content by asking each student to select one word class and present their understanding of it. The time allocated for each presentation in front of the class is one minute.

The application of the "One-Minute Paper" technique offers several advantages in teaching word classes.

First, this technique enables students to review and consolidate what they have learned, focusing on the core aspects instead of memorizing fragmented information.

Second, the short time frame compels students to generalize, articulate ideas concisely and clearly, thereby fostering presentation skills and logical thinking.

Third, the teacher can quickly assess the extent of students' understanding, identify areas where misconceptions remain, and make timely pedagogical adjustments.

In this way, the One-Minute Paper technique not only supports students in systematizing knowledge but also provides teachers with an efficient means of evaluating the effectiveness of the teaching and learning process.

2.3.2. Integrating the Teaching of Word Classes with Other Learning Activities

Teaching word classes to Grade 4 students should not be confined only to "Vocabulary and Sentences" lessons; rather, it needs to be flexibly integrated into other learning activities (such as reading lessons and writing lessons) within the Vietnamese Language subject.

2.3.2.1. Integrating the Teaching of Word Classes with Reading Lessons

In reading lessons (specifically during the reading comprehension stage), alongside guiding students to explore the content of the text, teachers can embed questions related to the knowledge of word classes that students have just learned in their "Vocabulary and Sentences" lessons. This approach not only helps students grasp the content of the reading passage but also trains their ability to identify and apply linguistic knowledge in specific contexts. For example:

When teaching the lesson *"The Chalk Mark on the Desk"* [5, p.12], after students answer the question, *"What features of the new friend caught Minh's attention?"*, the teacher may add: *"In the story, which nouns are used in the two sentences describing the new friend?"* In this way, students both understand the story's content and consolidate their recently learned knowledge about nouns.

Similarly, in the lesson *"Huong's Aunt"* [5, p.86], the comprehension question *"What did Huong do after talking with her friend?"* has the answer: *"After talking with her friend, Huong wrote a letter to Aunt Thu but did not send it."* After guiding students to answer this question, the teacher may further ask: *"According to you, what do the words 'write' and 'send' in the sentence you just answered refer to as verbs?"* This question helps students reinforce their knowledge of action verbs learned in the previous lesson.

Integrating the teaching of word classes with reading comprehension in this way has several advantages:

- Teachers do not lose much time nor disrupt the lesson flow, since only a few brief questions are added in combination with the existing comprehension questions.

- Grammatical knowledge is tied to a specific context, making it easier for students to understand, remember, and perceive the knowledge as more relevant and practical.

- Students recognize the organic relationship between Vietnamese language knowledge and reading comprehension. Nouns, verbs, adjectives in particular, and Vietnamese knowledge in general, are no longer abstract concepts but practical tools for constructing texts and conveying meaning.

- This type of integration helps form a habit of reading with a linguistic orientation, training students to pay attention to word usage during reading, thereby developing their ability to analyze and appreciate texts in a comprehensive manner.

2.3.2.2. Integrating the Teaching of Word Classes with Writing Lessons

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In Grade 4 Vietnamese, writing instruction not only develops students' ability to produce texts but also provides a favorable context for them to apply their knowledge of word classes. Instead of treating grammar and composition as two separate domains, teachers can integrate word class instruction into writing lessons to help students use Vietnamese accurately, vividly, and effectively.

Writing instruction for Grade 4 students includes the following components:

- Writing reports;
- Writing paragraphs expressing feelings about a character, imaginative paragraphs, or reasons for liking a story;
- Writing narratives recounting a story that was witnessed or participated in;
- Writing letters;
- Writing instructional paragraphs guiding how to carry out a task;
- Writing descriptive essays (describing animals or plants).

With these writing tasks, teachers can integrate word class instruction directly during the writing process, particularly in assignments involving personal reflections or descriptive writing. For instance:

In a lesson requiring students to express their thoughts about a character in a story they have studied (or read or heard), the teacher may guide students to use nouns to identify and describe aspects of the character's appearance. Similarly, when students write descriptive essays about plants, the teacher can encourage them to observe, list, and name parts of the plant (emphasizing these as nouns) such as *tree trunk, stem, branch, leaf, flower, fruit*. This practice makes students' descriptive writing more detailed, complete, and vivid while teaching them how to apply nouns in specific contexts.

For descriptive essays about animals, the teacher can suggest that students select verbs to depict the animal's activities (*running, jumping, stalking prey, catching mice*), and adjectives to express impressions and feelings about the animal (*lively, adorable, agile, intelligent*). This integration enables students to draw upon their knowledge of word classes while also expressing their emotions and attitudes in descriptive writing.

Integrating word class instruction into writing lessons yields several clear benefits:

- Students recognize the practical value of word classes: nouns, verbs, and adjectives are not abstract concepts but tools for expressing ideas and emotions in their writing.
- Students practice using words accurately, richly, and expressively, making their paragraphs and essays more vivid and natural.
- Through writing, students consolidate grammatical knowledge and practice language use in meaningful communicative contexts. Consequently, the quality of their writing improves, and their overall proficiency in Vietnamese develops more comprehensively.

2.3.3. Organizing Experiential Activities to Develop Word Class Usage Skills in Communication

In teaching Vietnamese language knowledge in general, and word classes in particular, if teachers only stop at providing definitions and having students complete textbook exercises, the knowledge may become dry and disconnected from real life. Students might remember the definitions but remain confused when applying them in everyday communication. Therefore, to overcome this limitation, organizing experiential activities is essential.

Through such experiences, students not only encounter familiar real-life situations but also directly use nouns, verbs, and adjectives to name objects, describe actions, express qualities, and convey feelings. This serves as an effective pathway to transform grammatical knowledge into a genuine tool for communication, while simultaneously helping students practice and develop their linguistic competence in line with the orientation of the 2018 General Education Curriculum.

Below are several activities that teachers can organize to help students practice the use of word classes.

2.3.3.1. Activity: "Visiting a Village Market"

a. Objectives

- To help students apply their knowledge of nouns, verbs, and adjectives in a communication situation closely connected with real life.
- To develop skills in using language (including word classes) appropriately to the context: naming objects (nouns), expressing buying-selling activities (verbs), and describing characteristics and qualities of products (adjectives).
- To create opportunities for students to engage in practical experiences, thereby enhancing their interest, confidence, and communication skills in Vietnamese.

b. Procedure

(1) Preparation

The teacher and students prepare some real objects or illustrated cards of familiar items (vegetables, fruits, school supplies, candies, etc.) and divide the class into groups: the "sellers" and the "buyers."

(2) Organizing the activity

The teacher guides students in simulating buying-selling activities. The "buyers" use nouns to name the items (e.g., *mango, pen, notebook*), the "sellers" use verbs to introduce, persuade, and negotiate (e.g., *sell, weigh, give, pay*), and both sides employ adjectives to describe and persuade (e.g., *delicious, cheap, beautiful, good*).

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(3) Product

At the end of the activity, each group writes a short dialogue (5–7 sentences) that took place during the market session and underlines the nouns, verbs, and adjectives they used.

(4) Reflection and consolidation

The teacher and students analyze and comment on the use of word classes in the dialogues. Finally, the teacher summarizes and consolidates the knowledge.

2.3.3.2. Activity: “Exploring the World Around You”

a. Objectives

- To help students apply their knowledge of nouns, verbs, and adjectives through observation, note-taking, and classification of objects and phenomena in everyday life.
- To form the habit of linking linguistic knowledge with real-life contexts, enabling students to recognize word classes naturally and accurately.
- To stimulate students’ interest in learning while developing communication skills, linguistic thinking, and group collaboration abilities.

b. Procedure

(1) Preparation

The teacher selects an observation site (such as the school garden, playground, park, or a small local market).

The teacher prepares an observation worksheet with three columns—nouns, verbs, adjectives—and distributes one to each student.

(2) Organizing the activity

The teacher guides students to observe the scenery, people, and activities in the chosen location.

Students are asked to fill in their worksheets:

- + In the *noun* column, list the objects or phenomena observed.
- + In the *verb* column, list the activities or states of those objects or phenomena.
- + In the *adjective* column, list the characteristics of those objects or phenomena.

Students then work in groups to compare and consolidate their results, creating a statistical chart or designing a small poster to display the word classes they identified.

(3) Reporting and sharing

A representative from each group presents their product to the class. The teacher and students together provide feedback and additions. Finally, the teacher summarizes the key knowledge.

It can be said that organizing experiential activities to practice the use of word classes in communication carries significant pedagogical value in Grade 4 Vietnamese teaching.

First, this approach links grammar knowledge with real-life communication contexts, helping students realize that word classes are not abstract concepts but practical tools to name objects, describe attributes, express activities, and convey feelings in daily interaction. As a result, students clearly see the practical application of word classes in reflecting the surrounding world.

Through experiential participation, students practice skills in observation, note-taking, analysis, selection, and the appropriate use of word classes for communicative purposes. This activity goes beyond consolidating linguistic knowledge, aiming to develop essential learning skills and communication competence. In addition, students strengthen collaboration, discussion, and presentation skills, which fosters greater confidence and assertiveness.

Moreover, this approach encourages students to be active, autonomous, and creative, turning grammatical knowledge into a practical tool for both learning and life. This marks the shift from “learning to know” to “learning to do,” aligning with the competency-based orientation of the 2018 General Education Curriculum.

3. CONCLUSION

In summary, the proposed measures above have proven to be highly effective in teaching word classes to Grade 4 students. The use of active teaching methods and techniques enables students to independently form concepts, classify, and consolidate knowledge. Integrating word class instruction with reading and writing helps connect grammar knowledge with other language skills. Meanwhile, experiential activities serve as a bridge that takes knowledge beyond the classroom and into real-life communication contexts.

The synchronized combination of these measures creates a coherent system in which each approach supports and complements the others. As a result, the quality of Vietnamese language teaching is enhanced, and students are better able to use the language flexibly and creatively in both learning and everyday life.

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