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Using Educational Games in Teaching Sentences and Sentence Components Vietnamese Language for Grade 4

Thang Thu Trang

Graduate Student, Class K26, Major in Education (Primary Education), Hanoi Pedagogical University 2, Vietnam

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*Corresponding author: Thang Thu Trang

Graduate Student, Class K26, Major in Education (Primary Education), Hanoi Pedagogical University 2, Vietnam

Abstract

The curriculum for teaching sentences and sentence components in Grade 4 aims to form and develop students' habits of using words correctly, speaking and writing in sentences, being aware of using cultural Vietnamese in communication, developing logical thinking, and fostering positive emotions in students. Teaching this content in Grade 4 will be more effective and engaging if educational games are used appropriately and scientifically. This article will focus on studying the use of several educational games in teaching sentences and sentence components in the Grade 4 Vietnamese language program.

Keywords: sentences and sentence components, educational games, Grade 4 Vietnamese.

1. INTRODUCTION

Teaching about sentences and sentence components in the Grade 4 Vietnamese language program is significant, as it is a necessary and mandatory content for students. However, the nature of teaching this content in "Word and Sentence Exercises" is to provide vocabulary and sentence structures to students, which can lead to many rules and formulas that may feel boring and difficult for students to grasp. To address this challenge in teaching, various methods and teaching techniques can be used, such as group learning, games, case studies, project-based learning, role-playing, problem-solving, and corner-based learning, to activate students' thinking and actions and encourage active participation in the learning process. However, games may be the most effective way

to spark curiosity and the need for exploration among students. Games are an active and modern teaching method aimed at achieving the goal of "learning while playing, playing while learning." This article will focus on designing several educational games for teaching sentences and sentence components in the Grade 4 Vietnamese language program, hoping to help students receive these concepts more actively and effectively.

2. RESEARCH CONTENT

2.1. Curriculum for Teaching Sentences and Sentence Components in the Grade 4 Vietnamese Language Program

The content for teaching sentences and sentence components in the Grade 4 Vietnamese language program is clearly defined in the 2018 national education curriculum. In this article, the author will limit the study of this content to the textbook series "Connecting Knowledge with Life."

Week	Title
	Sentences
	Two Main Components of a Sentence
	Practice with the Subject
	Practice with the Predicate
	Practice with the Two Main Components of a Sentence
	Adverbials
	Adverbials of Time and Place
	Adverbials of Cause and Purpose
	Adverbials of Means

2.2. Learning Games

In modern education, learning games have become an important method for teaching and learning for students, especially for fourth graders. Learning games are defined as activities designed with clear rules and specific learning content. These games not only aim to entertain but also play a crucial role in developing students' thinking, skills, and independence.

The essence of learning games lies in the combination of learning and play, creating a dynamic learning environment that stimulates creativity and curiosity among students. Learning games help fourth graders enhance their observation skills, listening, and awareness of the surrounding world, while also developing language skills through interactions with peers. When participating in games, students not only consolidate knowledge but also learn how to work in groups, communicate, and self-assess their own abilities.

When designing learning games for teaching sentences and sentence components to fourth graders, each game includes three main parts:

- **Game Content:** This is the learning task, built under specific language requirements, such as finding synonyms, antonyms, classifying words, or forming complete sentences. The content in the vocabulary and sentence practice games is engaging, encourages thinking, and inspires students' interests, helping them acquire knowledge of vocabulary and sentence structure naturally while reinforcing what they have learned. The game content plays an important role, helping students engage with and master the lesson through a fun game format.
- **Game Actions:** These are the activities in which students participate during the game. For vocabulary and sentence practice, game actions may include finding the right words to fill in sentences, arranging words into complete sentences, or discussing and collaborating in groups to solve exercises related to grammar and vocabulary. The

more diverse and rich the actions are, the more opportunities students have for positive participation, creating excitement, motivation, and also stimulating the spirit of learning, making it easier for them to remember and apply knowledge.

- **Game Rules:** Each game has clear rules, helping students understand how to participate and interact. The rules not only help organize the game in an orderly manner but also determine the level of task completion for students. In vocabulary and sentence practice, the rules usually define criteria for selecting the right words, arranging sentences accurately, or completing tasks within a defined time frame. Following the game rules helps students form a sense of discipline, while also providing a basis for teachers to assess students' levels of knowledge acquisition.

These three elements are closely interconnected to create a complete learning game. When the game concludes, students not only have fun but also develop deeper insights into vocabulary and sentences. The results of the game not only help students become more independent in their learning but also serve as a basis for teachers to evaluate teaching effectiveness and adjust methods accordingly.

2.3. Designing Learning Games for Teaching Sentences and Sentence Components in 4th Grade

Teaching sentences and sentence components in the 4th grade plays a foundational role in helping students develop grammar skills and communication abilities. The main feature of teaching sentences and their components is guiding students to master the basic structure of a complete sentence, which includes the subject, predicate, and other components such as adverbials. Recognizing and analyzing the components of a sentence helps students understand the function of each part, enabling them to construct grammatically correct sentences and express ideas clearly and coherently.

Teaching sentences and their components can be quite complex for 4th graders, as they must understand both the theory and practice analyzing specific sentences. To create interest and make learning easier, integrating learning games is necessary, helping students naturally and creatively absorb knowledge. Based on the characteristics of teaching sentences and their components, the author proposes the following two games:

- **Talented Doctor:** In this game, students play the role of "grammar doctors," tasked with "curing" sentences that have incorrect structures, jumbled order, or missing components by correcting them into proper sentences. This game not only helps students review and reinforce their knowledge about sentence components but also stimulates analytical thinking and their ability to self-correct sentences.
- **Super Adverbial:** This game focuses on helping students recognize and use adverbials flexibly. Students will be asked to classify adverbials or add appropriate adverbials to specific sentences to clarify the meaning of actions, time, place, or reasons. The game helps students understand the role of adverbials and develop richer and more diverse sentence writing skills.

These games not only help students gain a deeper understanding of sentence structure and components but also create a lively learning environment that stimulates creativity and encourages active participation in learning.

a. Game "Talented Doctor"

Objectives:

- Reinforce knowledge about sentence structure and word order in sentences.
- Train the ability to arrange words in sentences to create coherent and logical sentences.
- Increase enthusiasm for learning, develop logical thinking, and teamwork skills.

Preparation:

- Word cards: Each card contains a sentence with the words mixed up, related to the topic of health and diseases.
- Chalkboard or paper: Write letters on the board or use stiff cards.
- Props: (Fake) items like a stethoscope, thermometer, medicine, etc., to enhance the realistic atmosphere.
- Paper and pens: For groups to write down their answers.

Time: 8 minutes

Game Rules:

- Group Division: Divide the class into small groups.
- Choosing a Doctor: Each group selects one representative to be the "doctor."
- Implementation:
The teacher picks a card and reads the mixed-up sentence aloud. The group's doctor will come up to the board, choose the letters to form words in the sentence, and arrange them in the correct order. If the group answers correctly, they will earn a point.

The group with the highest score will win.

Conclusion: The teacher evaluates and assesses the ability to arrange sentences and use vocabulary of the groups. Example: Exercise 3 in the lesson "Sentence" (Vietnamese 4 textbook, volume 2 – Connecting Knowledge with Life – page 10).

Arrange the words below into sentences. Write the sentences in _____ your _____ notebook.

a) to cure diseases/He/to save people (chữa bệnh/ông/cứu người/đề)

b) examines patients/free/He/for anyone (khám bệnh/miễn phí/ông/cho _____ ai)

c) must exercise/often/you/okay (phải tập thể dục/ cháu/ nhé/ thường xuyên)

d) very/he/is/ compassionate (lắm/ông ấy/thương người)

Objectives:

- To reinforce the ability to arrange words into complete, grammatically correct sentences.

- To consolidate vocabulary related to activities concerning health.
- To develop logical thinking and creativity.
- To increase enthusiasm for learning Vietnamese.

Preparation:

- Patient cards: Each card contains a scrambled group of words that need to be arranged into a sentence (corresponding to sentences a, b, c, and d in the topic).
- Board or large paper: For groups to write their answers.
- Pens: One set for each group.
- Prizes: Stickers, candies, or points to encourage students.
- Doctor's hats, lab coats: (Optional) to create a lively atmosphere.
- Time: 5 minutes.

Game Rules:

- Group Division: Divide the class into small groups (3-5 students per group).
- Role Distribution: Each group will have a "head doctor" and "assistants."
- Distributing the "patient cards": Each group receives a patient card with scrambled words.
- Arranging the "prescription": Group members collaborate to discuss and arrange the words into a complete, grammatically correct sentence.
- Writing the "prescription": The "head doctor" will represent the group by writing the answer on the board or large paper.
- Checking and diagnosing: The teacher will check the answers and correct any mistakes.
- Announcing the results: The group with the most correct sentences and the fastest completion time will be the "best doctor" and receive the prize.

Conclusion:

- The teacher assesses and evaluates the results of the groups.
- Praise groups that have good, creative answers.
- Explain the sentences that many groups got wrong.
- Emphasize the importance of correctly arranging words to form meaningful sentences.
- Relate to real life: explain the meaning of the sentences that have been arranged.

b. Game "Super Adverb"

Objectives:

- To reinforce knowledge of types of adverbs (adverbs of time, place, reason, purpose, etc.).
- To train the ability to recognize and classify adverbs, arranging them in the correct position in a sentence.
- To increase enthusiasm for learning, develop logical thinking, and teamwork skills.

Preparation:

- Cards:
 - Adverb cards: Each card contains one adverb (e.g., early morning, at school, because of the rain, to go play...).
 - Group adverb cards: Each card has the name of one type of adverb (adverb of time, adverb of place...).
- Board or large paper: For groups to stick their cards.
- Colored pens: To decorate.

Time: 8 minutes.

Game Rules:

- Group Division: Divide the class into small groups.
- Distributing cards: Each group receives a set of adverb cards and group adverb cards.
- Execution: Each member of the group will read the adverb cards together and identify the type of adverb. After that, the groups will stick the adverb cards into the correct corresponding adverb categories on the board or large paper. The group that completes this task the fastest and most accurately will win.
- **Conclusion:** The teacher will comment on and assess the groups' ability to classify adverbs.

Example: Exercise 3 in the section "Adverbs of Time and Place" (Vietnamese 4 textbook, volume 2 – Connecting Knowledge with Life – page 57).

Find the adverbs in each sentence of the paragraph below and categorize them accordingly:

"In the corner of the garden, my grandmother plants an orange tree. In December, the oranges turn a bright yellow. The round, juicy oranges look very beautiful. On New Year's Day, my grandmother usually cuts the oranges and displays them on the ancestor altar. Throughout the room, the scent of oranges wafts gently."

(Ở góc vườn, bà tôi trồng một cây cam. Tháng Chạp, cam chín vàng tươi. Những quả cam tròn, mọng nước, trông thật đẹp mắt. Vào ngày Tết, bà thường cắt cam bày lên bàn thờ tổ tiên. Khắp gian phòng, hương cam thoang thoang nhẹ bay.)

(According to Bảo Khánh)

- Objectives:
 - Reinforce knowledge about adverbs, especially adverbs of time and place.
 - Develop skills to recognize and classify adverbs.
 - Enhance quick and accurate thinking skills and teamwork.
 - Increase interest in learning Vietnamese.
- Preparation:

- Sentence cards: Each card contains a sentence with an adverb of time or place (can be taken from textbooks or created independently).
- Two large boards: One board labeled "Adverbs of Time" and another labeled "Adverbs of Place."
- Writing pens.
- Small rewards (e.g., stickers, candies, etc.) to encourage students.
- Time: 8 minutes
- Game Rules:
 - Group Division: Split the class into small groups.
 - Distribute Cards: Each group will receive a number of sentence cards.
 - Arrange: Group members will discuss together to identify the adverbs in each sentence, then stick the sentence cards on the corresponding board (adverbs of time on the "Adverbs of Time" board, adverbs of place on the "Adverbs of Place" board).
 - **Check:** The teacher will review and correct the groups' work.
 - **Winning Group:** The group that arranges correctly and the fastest will win.
- **Conclusion:**
 - The teacher will comment and evaluate the results of the groups.
 - Encourage groups that arranged quickly and accurately.
 - Explain any sentences that many groups got wrong.
 - Emphasize the role of adverbs in sentences, making the writing more lively and clear.
- **Note:** Teachers should create a cheerful and comfortable atmosphere for students to confidently participate. Encourage students to cooperate to complete the task. Evaluate the entire group process, not just the final result.

These games, if utilized, will significantly impact not only the teaching of sentences and their components but also help improve language knowledge and skills for fourth-grade students. At the same time, these games will reinforce the theory of "learning through play, playing through learning."

3. CONCLUSION

Applying educational games not only enhances students' interest in learning but also creates a positive learning environment that supports effective acquisition and practice of knowledge. Flexibly applying various teaching forms and methods is essential in teaching vocabulary and sentences specifically, and teaching in general. Educational games are an effective means to stimulate curiosity, exploration, and ignite students' passion for learning. These games help students grasp knowledge easily while also developing thinking, imagination, and coherent expression skills. Particularly, organizing educational games brings joy and enthusiasm to students' learning. Through this, they also develop confidence, proactivity, and creativity, which are vital in shaping the qualities and working styles of the new workforce.

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