

# Developing Vietnamese writing skills for first grade students

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**ABSTRACT:** The purpose of this paper is to develop Vietnamese writing skills for first grade students. To achieve this objective, the author conducted a study on their writing abilities using various research methods, specifically, survey research, statistical analysis, classification techniques, etc. Therefore, the author would like to provide practical suggestions for improving their writing skills. These suggestions likely focus on teaching and learning methods that are suitable for students' current level of writing ability. The article's content is a valuable contribution to the reference materials available for teachers and researchers studying the teaching and learning of first grade Vietnamese writing skills, as well as those interested in other languages from around the world.

**KEYWORDS:** Vietnamese; writing skills; Vietnamese writing skills; developing Vietnamese writing skills; first grade students

## 1. Introduction

Based on practical results on the Vietnamese writing ability of first grade students (Vietnamese students and Chinese students) living in District 5, Ho Chi Minh City, Vietnam, the author has observed that their scores are low and they face various difficulties. To address this issue, the author proposes effective methods for teaching Vietnamese writing skills and building a comprehensive system of writing exercises to help these students improve their skills.

The author provides insightful discussions and suggestions that can be beneficial for enhancing Vietnamese writing skills, developing a system of writing exercises and appropriate assessment criteria for these first grade students. This article can serve as a useful reference for teachers and researchers interested in improving students' writing skills, not only in Vietnamese but also in other languages, during the period of educational innovation towards capacity development.

### 1.1. The concept of writing skills

The act of writing has been an important part of human communication since the early signs were formed to record, store, and transmit information. And along with the changes and development of society, economy, culture, etc., the concepts of writing skills have also evolved.

According to Liu and Hansen (2005), writing is the result of using strategies to control the writing process to gradually develop writing, including a series of activities during the writing time such as setting writing goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, and then revising and editing.

Pritchard and Honeycutt (2006) also view writing as a process, and students practice it through various ways. O'Hanlon (2007) simplifies the process of writing by emphasizing that it is a verb-sit down, start writing, with no excuses, stages such as pre-writing, drafting, revising, editing, proofreading, and publishing. According to the Cambridge Dictionary (2023), "writing is the skill or activity of producing

words on a surface of something. The activity of creating pieces of written work, such as stories, poems, or articles.”

Writing is an important human activity and a skill that requires writers to express their thinking and consciousness through the written medium to reflect on a particular issue. To write effectively, writers need to pay attention to spelling, vocabulary, grammatical structure, and semantics.

And to write more accurately, the writer needs to answer questions such as: What is the purpose of writing? When do you write? What form/structure do you write? What content to write? Writing for whom? Writing is also considered a process that includes methods, links, organization by structure, form, word writing, sentence writing, paragraph writing, and essay writing about the requested subject or email writing.

## **1.2. Some characteristics of Chinese living in Vietnam**

According to the Vietnamese Wikipedia (Chinese (Vietnamese), 2023), people of Chinese origin living in Vietnam are referred to as Vietnamese of Chinese origin to avoid controversial terminology and discriminatory attitudes (Chinese living in Vietnam hate being called ethnic Vietnamese for many reasons). In the past, ancestors used the term “*Các/cắt chú*” as an example of a term that was used to refer to Chinese people living in Vietnam as “guests” or temporary residents, likely reflecting the fact that many Chinese immigrants in Vietnam in the past came as traders or laborers and did not have permanent resident status.

Since 1986, with the policy of renewing the country, the Vietnamese government has started a policy of supporting the preservation and promotion of Chinese culture in Vietnam. Vietnamese of Chinese origin are recognized as Vietnamese citizens rather than overseas Chinese living in Vietnam. According to the 1999 census statistics, the total number of Chinese in Vietnam is 862,371 (1.13% of Vietnam’s population), ranked sixth, in which about 50% of Chinese live in Cho Lon (Big Market) area, District 5 of Ho Chi Minh City, Vietnam. Since 2007, Ho Chi Minh has organized the annual Chinese Cultural Festival.

Vietnamese of Chinese origin have made significant contributions to Vietnam in various fields, including business, culture, entertainment, and sports. Many large business owners and entrepreneurs are of Chinese origin, indicating their entrepreneurial spirit and business acumen. The cultural festival organized by the Ho Chi Minh City government shows the government’s recognition of the significant contributions made by the Chinese community.

## **2. Study overview**

### **2.1. Research purpose**

The paper is interested in the Vietnamese writing ability of first grade students (1st-grade students) in District 5, Ho Chi Minh City (Vietnamese and Chinese students) in order to develop their writing skills during the educational innovation period in Vietnam.

### **2.2. Research mission**

To accomplish this paper, the author has outlined the following tasks:

- 1) Determining the Vietnamese writing ability of 1st-grade students as well as those of Chinese origin, in District 5 of Ho Chi Minh City.
- 2) Conducting a detailed analysis of the specific difficulties that are affecting the students in their

writing process.

- 3) Providing recommendations to address the existing difficulties of the group of students in Vietnamese writing skills.

### 2.3. Contributions of the study

The paper contributes to improving Vietnamese language ability through developing the Vietnamese writing skills of first grade students during the educational innovation period in Vietnam.

The research results serve as a valuable reference for educational researchers and teachers who focus on developing writing skills in primary schools.

This article is significant not only in terms of academic theory and practice of teaching and learning, but also because it provides practical guidance on developing Vietnamese writing skills for 1st-grade students in Vietnam, which can be applied to improve the writing skills of students in other languages as well.

### 2.4. Research methods

- 4) Methods of survey, classification and statistics

The author conducted a survey, classification, and statistical analysis of the writing skills of 1st-grade students (Vietnamese and Chinese) residing in District 5, Ho Chi Minh City.

- 5) Discourse analysis method

The author analyzed and explained the difficulties faced by 1st-grade students in their Vietnamese writing skills, based on their proficiency levels.

In addition to the above research methods, the author also employed systematic and modeling techniques to identify the difficulties encountered by these students while learning Vietnamese writing. Furthermore, the author also combined both qualitative and quantitative methods to obtain results with appropriate comments.

## 3. Research results

### 3.1. Vietnamese writing skill scores of the 1st-grade students

Due to time constraints as well as conditions, the author can only conduct Vietnamese 1st-grade writing skill surveys from 30 Vietnamese students and 30 Chinese students in District 5, Ho Chi Minh City as follows (**Table 1**):

**Table 1.** Vietnamese writing skill scores of the first grade students residing in District 5, Ho Chi Minh City, Vietnam.

Writing skills Score level	30 1st-grade Vietnamese students		30 1st-grade Chinese students	
	Number	Percent	Number	Percent
Below average < 5.0	0	0%	0	0%
Average ≥ 5.0–6.4	5	8.3%	14	23.3%
Fairly good ≥ 6.5–7.9	18	30.0%	16	26.7%
Good ≥ 8.0–10	7	11.7%	0	0%

From the results table of these students, the percentage of Vietnamese and Chinese students achieving writing skills is not high.

There were not any students below the average score, but the percentage of Vietnamese students achieving good writing ability was only 11.7%, while there were no Chinese students in good scores.

The percentage of students achieving a fairly good writing ability is also low, with 30% of Vietnamese students and Chinese students only 26.7%.

Although the percentage of Vietnamese students is only 8.3%, the average level of Chinese students is 23.3%. We would like to improve the writing ability of these students at 0% average score, increase the percentage of fair good scores and have a lot of good score students.

### 3.2. Difficulties

Based on the specific level of Vietnamese writing skills among 1st-grade students (Vietnamese and Chinese) in District 5 of Ho Chi Minh City, the author investigated the difficulties that these pupils still face, which are listed as follows:

First, Chinese is the mother tongue of Chinese-origin students, making Vietnamese a second language. Therefore, this poses limitations to their language practice and learning environment, especially their writing skills are still average.

Second, the children have just transferred from kindergarten to the first grade in primary school, and thus have not yet fully adapted to the new learning environment, including a greater volume of lesson content and activities.

Third, 1st-grade students have low concentration abilities, making them easily tired and prone to sleepiness during a long class period.

Fourth, 1st-grade students are still accustomed to their preschool routines, so they are not familiar with the new rules and regulations in primary schools. And their fear psychology of going to school has increased.

Fifth, 1st-grade students are only six years old, so their bodies are still developing, and their bones are gradually perfecting and developing. They may experience difficulties holding or gripping objects. So, they easily get tired when writing and they always feel it very difficult to hold a pen to write.

Sixth, 1st-grade students have limited vocabulary, so they are often prone to misspellings, and grammar mistakes.

Seventh, most of 1st-grade students are just starting to practice writing, so they lack experience in writing Vietnamese correctly.

Eighth, the Vietnamese alphabet differs significantly from other languages, consisting of 29 letters A, Ă, Â, B, C, D, Đ, E, Ê, G, H, I, K, L, M, N, O, Ô, Ơ, P, Q, R, S, T, U, Ư, V, X, Y. The complexity of the Vietnamese alphabet can present a challenge to 1st-grade students learning to write in Vietnamese.

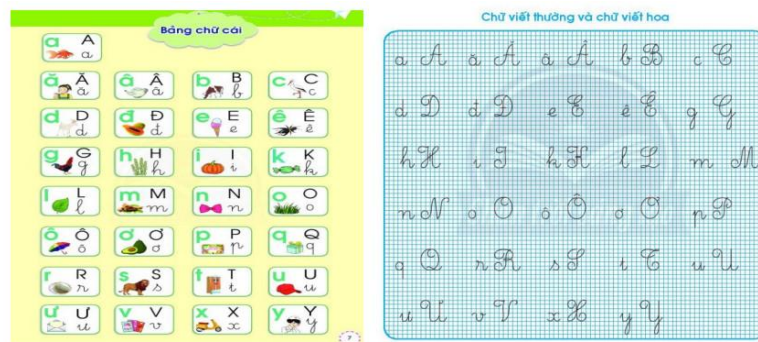


Figure 1. The Vietnamese beautiful capitalized alphabet table (Hung, 2020).

Ninth, 1st-grade students have faced difficulties in assembling rhymes in Vietnamese. The lexical structure of Vietnamese has many differences compared to other languages. Vietnamese vocabulary including six tones. These tones are expressed as Tone 1 = unmarked ( ), Tone 2 = grave accent ( \ ), Tone 3 = tilde ( ~ ), Tone 4 = hook above ( ? ), Tone 5 = acute accent ( / ), and Tone 6 = under dot ( . ).

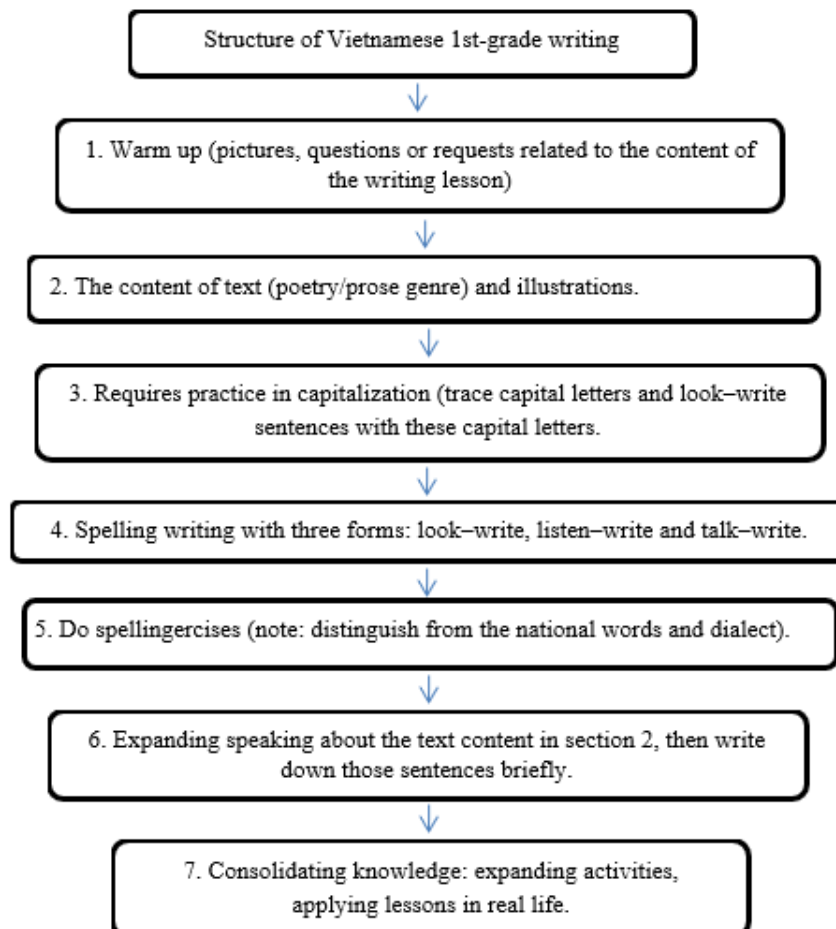
In addition, Vietnamese has circumflex accents in vowel alphabets such as *a-ă-â*, *e-ê*, *o-ô-ơ* with conical accent *â*, *ê*, *ô* (e.g., *cô Trần có một con búp bê đẹp* = *Ms Tran has a pretty doll*), hook accent like *ơ*, *ư* (e.g., *ước mơ to lớn* = *a big dream*), and new moon accent like *ă* (e.g., *búp măng non* = *bamboo shoot*). As a result, these 1st-grade students struggle to distinguish the different tones and accents clearly.

Tenth, the time to practice Vietnamese writing skills in the 1st-grade curriculum is too little.

As many people often say Vietnamese is difficult and Vietnamese grammar is even more challenging, it is common for 1st-grade students or new Vietnamese learners to make spelling and grammar mistakes. However, with the ingenuity of Vietnamese teachers and the combination of various teaching methods, their Vietnamese language ability will be gradually improved.

### 3.3. Suggestions for developing 1st-grade students' Vietnamese writing skills

Based on *The First Grade Vietnamese Textbook—Creative Horizons* (Volume 2) by Hung (2020), the author finds that the structure of lessons on writing skills has unique content and requirements following the model (Model 1):



Model 1. Structure of first grade Vietnamese writing lesson.

From the above issues, the author gives suggestions and recommendations to overcome difficulties in the process of developing 1st-grade students' Vietnamese writing skills as follows:

First, teachers need to ensure professional requirements, good knowledge and especially, always innovate teaching methods flexibly and creatively, prepare lesson plans that are appropriate to the needs of students. Teachers should take pupils into the center of the lessons to create their interest and love, and their students' writing learning process will be easier to progress.

Second, teachers need to be flexible, guide students to master the rules of rhyming and word matching in each content of 1st-grade Vietnamese writing and memorize the meaning of each word in each appropriate context.

Third, teachers should focus more on developing their students' Vietnamese writing skills through looking-writing and listening-writing abilities.

Fourth, teachers should prepare enough teaching facilities to make their teaching lessons livelier, make students have more interest, pay more attention to the content of the lesson, as specifically in this lesson, teachers required:

- Textbooks, 1st-grade writing notebooks, workbooks, teacher's books.
- Illustrated pictures, models, and real objects as topic 26 "Silent friends" in *The First Grade Vietnamese Textbook—Creative Horizons* (Volume 2), teachers should prepare household item pictures, broom pictures or real things, etc.
- The projector is connected to a multimedia board for students to watch Video clips of using brooms to sweep the house and yard.
- Small checkered whiteboard and whiteboard marker or checkered blue/blackboard and dustless chalk.

Fifth, teachers should also use visual and vivid tools, pictures of vocabulary, grammar, songs, word guessing games related to the writing lesson, or some prompting content questions.

Sixth, in order to be more convenient in teaching and learning writing skills for first grade, teachers should prepare writing lessons according to the following steps:

Step 1. Warm-up:

Teachers introduce the picture of household utensils as shown in **Figure 2**, then goes to topic 26. Silent friends, lesson 1. "Cô chổi rơm (The straw broom)" (**Figure 3**) by Thong (2012, pp. 71–72), *The First Grade Vietnamese Textbook—Creative Horizons* (Volume 2) (Hung, 2020) with two requirements (students can play a relay game to name objects):

Question 1: Students name the objects in the picture (table, sofa, vase, television, etc.).

Question 2: Students name three or four objects in their house (wardrobe, bed, table, chair, fan, etc.).



**Figure 2.** Objects in the house (Hung, 2020).



Figure 3. Straw brooms (Internet).

Teachers clearly explain to students about the lesson topic “Silent friends”, who are “silent friends”. (Are objects that are around us such as a wardrobe, a bed, a table, and a chair).

Step 2. Pre-writing:

Teachers should briefly introduce issues related to the topic of the reading to lead students to the content of the writing topic more easily, creating a sense of interest and love for writing skills.

Example: Teachers show a straw broom picture and ask students as follows:

Teacher: Now, look at this picture and tell me what are they?

Students: They are straw brooms.

Teacher: What are straw brooms used for?

Students: They are used for sweeping the house.

Teachers point to each picture and introduce the use of each broom and their shape like a girl wearing a beautiful dress as red broom, yellow broom with tall handle used to sweep the house, the broom with a short handle used for decoration, sweeping kitchen corners, sweeping shelves, etc. But when we sweep the yard, we should use a scrub brush or coconut broom with harder stalks to sweep leaves.

Teachers also explain to students that in Vietnamese, people often call the straw broom *cô* dearly and affectionately (*cô* is a kinship pronoun which used to call an aunt) because the straw broom has the shape of a slender girl, wearing a beautiful dress in personification measures and very useful in our lives.

Step 3. While-writing:

These are activities that are central to the development of students' writing skills.

From the prose genre text “*Cô chổi rơm* (The straw broom)”, the teacher should give the objective of the activities in the writing lesson with the question “What are the goals of the activities in the lesson?”.

For example: the goal of this paper is to help students understand, fulfill the requirements, write the letter *I* correctly (beautiful uppercase); students can distinguish and write short sentences with words that rhyme *ôi, ôm và om, uôi và ui*, etc.; students can distinguish between Tone 3 = tilde (~), Tone 4 = hook above (?).

1) The content of the writing lesson section

Teachers read the sample to the students to listen to the prose genre text “*Cô chổi rơm* (The straw broom)”, with emphasis on words that contain rhymes *ôi, om như chổi, rơm* and difficult words like *vàng óng, vàng tươi*, and *xinh xắn*.

Teachers ask the students to repeat the difficult words again and explain their meaning.

### Cô chổi rơm

Trong họ hàng nhà **chổi** thì cô bé **chổi rơm** vào loại **xinh xắn nhất**. Cô có chiếc váy **vàng óng**, không gì đẹp bằng. Áo của cô cũng bằng những **sợi rơm vàng tươi**. Những **sợi rơm** được tết lại, cuốn từng vòng quanh người, trông cứ như áo len vậy.

Tuy bé nhưng **chổi rơm** rất được việc. Ngày hai lần, chị Thùy Linh mang **chổi** ra quét nhà. Chỉ quét nhà thôi, còn quét sân vườn đã có loại **chổi** khác cứng hơn.

Chị rất quý **chổi rơm**. Chị đã nhờ bà đóng cho chiếc đỉnh sau cánh cửa. Mỗi lần quét nhà xong, chị treo **chổi rơm** lên đấy, vừa đỡ ẩm **chổi**, lại gọn nhà.

Theo Vũ Duy Thông (Hung, 2020)

English prose genre text:

### The straw broom

In the **broom** family, **the straw broom** is the **prettiest**. She has a **golden skirt**, there is nothing more beautiful than her. Her shirt was also made from **bright yellow straw**. **The straw** is braided, wrapped around the body, looking like a sweater.

Although small, **the straw broom** is very good. Twice a day, Thuy Linh brings **the broom** to sweep the house. Only sweeping the house, but also sweeping the garden, there are other types of harder **brooms**.

I really like **the straw broom**. She asked her grandmother to hammer the nail behind the door. After sweeping the house, she hangs **the straw broom** on it, which helps keep **the broom** damp and tidy.

By Thong Vu Duy

Teachers ask students to read the whole prose genre text “*Cô chổi rơm*” silently and then answer:

How many “*chổi*” (broom) words are there in this text? (4 words).

How many “*sợi rơm*” (straw) words are there in this text? (2 words).

How many “*chổi rơm*” (straw broom) words are there in this text? (5 words).

Teachers ask students (in pair work) to find out of the text about the words that have contain rhyme *ôi, ôm, ơm* as *cái nôi ơm, cái nơm, cái thùng nhôm*.

Teachers ask students (in group work) to answer two textbook questions (teachers can suggest which information as paragraph 1—question 1, paragraph 3—question 2).

Question 1. Find the words about the color of the straw broom shirt and skirt. (The straw broom skirt is “*vàng óng* (golden yellow)”, the straw broom shirt is “*vàng tươi* (bright yellow)”.

Question 2. After sweeping the house, where does Thuy Linh hang a straw broom? (After sweeping the house, Thuy Linh hangs a straw broom on the nail behind the door).

In addition, teachers can ask students more advanced questions and prompt students to answer to help students better understand the content of the prose genre text:

Question 3. What is “*được việc*” in the text? (*Được việc* is very good, working a lot of useful things).

Question 4. Why does the author tell the straw broom is very good? (Because the straw broom is used to sweep the house and keep the house clean).

Question 5. Why should we hang a straw broom high after sweeping the house? (We should hang



the straw broom high after sweeping the house so that the broom will not be moldy, last longer and keep the house neater).

2) Writing practice section

Teachers ask students to observe the capital letter *I* in the textbook.

Teachers ask students to take out their notebooks to trace the capital letter *I* as the template.

And then teacher write the capital letter *I* on the checkered grid board, and then ask students to read aloud and write on their small board with the capital letter *I* box as the example:



Figure 4. The capital letter I (Hung, 2020).

Teachers remind students about the size of the capital letter *I*, which is 5 squares high, the hook on the top of the letter has a belly of 2 and a half squares, up to half a square. The hook under the tail of the letter has a horizontal belly of nearly 3 cells, up 2 cells, down 1 box as shown in **Figure 4**.

Teachers also pay attention to students about the bold and bold strokes. For the capital letter *I*, the bar strokes on the upper and lower hooks, while the bold lines on the main body are straight from the top down as shown in **Figure 4**.

Teachers walk around the class to correct students' mistakes (if they have).

Teachers ask students to hold up their board with the capital letter *I* for the teacher and their friends to observe, evaluate, encourage and praise.

Teachers note students clearly about the pencil point for starting and stopping as follows:

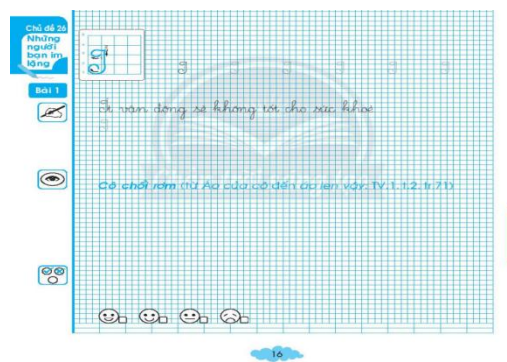


Figure 5. Tracing the capital letter *I* and spelling about “Cô chổi rơm (The straw broom)”.

In **Figure 5**, there are three symbols in the margins of the page:

The hand holding a pen is a symbol that requires students to write according to the given template.

The eye is a symbol that requires students to look at the text to rewrite it.

Circles are symbols to evaluate students' writing ability such as marking  $\checkmark$  or  $\times$  to select smiley faces according to the scale of human faces decreasing from a happy smiley face ( $\leq 8$  points–10 points), a slightly happy face ( $\leq 6.5$  points–7.9 points), a normal face ( $\leq 5$  points–6.4 points), and a sad face ( $< 5$  points).

3) Application writing section

Teachers ask students to observe the sentence “*Ít vận động sẽ không tốt cho sức khỏe* (Less activity is not good for health)” in the writing notebook.

Teachers write boldly “*Ít*” on the board, and explain its meaning (*ít* is less, not much), then continue to write the rest of part.

Teachers ask students to rewrite this entire sentence in their writing notebooks as a model.

Teachers should go around the class to observe, praise, encourage and correct students’ mistakes (if they have). The purpose of this writing section is to test the students’ ability to write correctly and beautifully the capital letter *I*.

4) Spelling with looking-writing section

Teachers spell and ask students to repeat difficult words as  $r + om = rom$  (*chổi rom*),  $t + uoi = tuoi$  (*vàng tuoi*).

Teachers ask students to silently read the prose genre text “the straw broom”, then look at the prose genre text “the straw broom” in the textbook, and write the first paragraph from “*Áo của cô* (her shirt)” to “*áo len vậy* (the sweater)” in their writing notebook.

Teacher let students self-assess their writing notebook with a purple pen, then ask their friends in another row of the table to exchange their writing notebook to cross-review with a blue pen.

Finally, teachers review and mark all of the students’ writing notebook with a red pen.

5) Spelling practice section

a) Teachers ask students to look at three object pictures (**Figure 6**), then replace star images with appropriate rhyme *uôi* or *ui*.



**Figure 6.** Exercise to replace star images with rhyme *uôi* or *ui* (Hung, 2020).

Students answer and then write them on their small board: *cái nôi* (a crib/a cradle), *vợt bắt muỗi* (mosquito racket), and *cái gùi* (a dossier).

Teachers ask students to talk more about some words with rhyme with *uôi* or *ui* (**Figure 7**) and then write them on the board to help students distinguish the correct words:

Words with rhyme with *uôi*: 7a. *búi tóc* (bun), 7b. *bụi cỏ* (grass bush), 7c. *núi non* (mountain).

Words with rhyme with *ui*: 7d. *bụi chuối* (banana bush), 7e. *cá đuối* (ray), 7g. *con suối* (stream).



Figure 7. Words with rhyme *ui* and *uôi* (Internet).

Teachers praise, encourage, and correct students' mistakes (if they have).

b) Teachers ask students to look at three object pictures (Figure 8), and then replace the leaf with a hook above (?) or a tilde (~).



Figure 8. Words with a hook above (?) or a tilde (~) (Internet).

Students answer and then write these words on their small board:

Words with hook above (?): *tủ lạnh* (basket), *cái chảo* (plate), *cửa sổ* (windows).

Words with hook above (?) or a tilde (~): *cối giã tiêu* (pepper mill), *mũ bảo hiểm* (helmet), *Chiếc võng tre* (bamboo hammock).

Teachers praise, encourage, and correct students' mistakes (if they have).

6) Talking-writing part (what students will say when they thank and apologize to someone?)

Teachers give a picture of two situations (Figure 9) and then ask students to say “thank you” and “be sorry” based on the situation in the picture.

Teacher can suggest:

a) Thanking: Con cảm ơn bố/Con cảm ơn bố rất nhiều. (Thank you, Daddy/Thank you very/much, Daddy).

Students often say briefly, but teachers instruct students to say it longer, more fully: Thank you for your fixing the table leg.

b) Apologizing: I am sorry, Mom/I am very sorry, Mom.

Students often say briefly, but teachers instruct students to say it longer, more fully: Con xin lỗi mẹ/Con xin lỗi mẹ nhiều lắm vì con đã làm vỡ chậu hoa. (I am very sorry, Mom because I broke the flowerpot).



Figure 9. Situations for thanking and apologizing (Hung, 2020).

Teacher asks students to write their brief thanking sentence and apologize sentence in their notebooks.

Teachers walk around in the class to observe and correct students' mistakes (if they have).

Teachers ask students to self-assess their writing with a purple pen, and then ask students to exchange their notebooks with their friends to cross-check with a blue pen. Then teachers mark students' work with a red pen.

Teachers comment, praise, and encourage them for their beautiful writing.

Step 4. Post-writing:

This is the last but not least important stage of teaching and learning writing skills.

Teachers test students' understanding by asking students to tell the objects in their house.

Teachers divide the class into three groups (12 students/group) and give an A3 sheet to each group. They write the names of household objects on this paper.

Teachers ask students to stick three finished sheets on the board.

Teachers comment, evaluate, reward, and praise the group for writing a lot of correct names of household items.

Teachers instruct students to find more words according to the suggestions and write the practice in their notebooks at home (at least two words) so that students can expand their vocabulary:

Words with the letter *I*: *quả bí ngô* (a pumpkin), *chú chó ki ki* (a dog ki ki), etc.

Words with rhyme *ui*: *cái đùi cui* (baton), *đùi gà* (chicken thigh), etc.

Words with rhyme *uôi*: *con muỗi* (mosquito), *con ruồi* (fly), etc.

Words with rhyme *om*: *tô com* (rice bowl), *nấm rơm* (straw mushroom), etc.

Words with rhyme *ôm*: *con tôm* (shrimp), *chú chó đốm* (dalmatian), etc.

Words with tone 3-tilde (~): *cái nĩa* (fork), *con hà mã* (hippopotamus), etc.

Words with tone 4-hook above (?): *quả đu đủ* (papaya), *củ tỏi* (garlic), etc.

Finally, teachers remind students that household items and everything around us are very necessary and close to us in the family. Therefore, all of us must respect and love them. We must be gentle when using these objects. We also have to regularly clean and maintain, and keep these items clean; they are our "silent friends".

Teachers and students end their writing skills with the fun song "*Đồ dùng bé yêu* (Baby stuff)" by Dung (2020).

**Đồ dùng bé yêu (Baby gadgets)**

**Chiếc quạt điện** bé cho gió mát ngày hè

(Small electric fan for cool summer days)

**Chiếc máy giặt** xinh xinh cho quần áo trắng tinh.

(Beautiful washing machine for pure white clothes)

**Chiếc ti vi** biết hát vui mái ấm gia đình.

(TV can sing that is fun for the family)

**Chiếc lọ hoa** muốn nói yêu bông hoa đẹp xinh.

(The vase means to say love the beautiful flower).

By Dung Hoàng Quân

Seventh, teachers must have a plan for regular assessment, periodical assessment of first grade's writing skills such as tracing, looking-writing, and listening-writing; assessment of writing content such as writing the right content, writing in a straight line, writing beautifully, and writing practice to expand vocabulary.

Eighth, teachers should make student observation sheets according to the regular and periodic assessment model as follows (Table 2):

Table 2. Monitoring and evaluation sheet of 1st-grade Vietnamese writing skills.

Components	Positive attitude		Cooperation		Content			Accuracy			Score	
	-	+	-	+	Tracing	Looking-writing	Listening-writing	Extended writing	<50%	≥50%		≥80%
<b>Full name</b>												
1. An, Le Nguyen Phuc		++		++	++	++	++	++			-+	9.0
2. Anh, Pham Ngoc Bao		++		++	++	++	-+	-+		+	+	7.5
3. Anh, Tu Hoang (Chinese)		++		++	++	++	-+	-+		+	+	7.5
4. Diep, Do Tran Ngoc (Chinese)		++		++	++	++	-+	-+		+	+	7.5
5. Dinh, Luu Tuan (Chinese)		++		++	++	-+	-+	-+		++		7.0
6. Dung, Nguyen Doan Tien		++		++	-+	-+	-+	-+	++			5.0
7. Dinh, Phan Uyen		++		++	++	-+	-+	-+	++			5.5
8. Duy, Bui Phuong (Chinese)		++		++	++	-+	-+	-+	+	+		6.0
9. Hao, Nguyen Dinh Gia		++		++	++	++	++	-+		+	+	8.0
10. Hoa, Lam Trien (Chinese)		++		++	++	++	-+	-+		++		7.5
...												

Ninth, teachers should take the 1st-grade Vietnamese writing skills assessment tests by combining two test forms: multiple choice questions (multiple choice, paired multiple choice, and true or false test) and essay test form (limited essay test form, and extended essay test form).

Tenth, teachers have to understand the principles of assessment methods as follows:

- The evaluation must ensure validity;
- The assessment must ensure comprehensiveness and flexibility;
- The evaluation must ensure fairness and credibility;
- The evaluation must ensure regularity and systematicity;

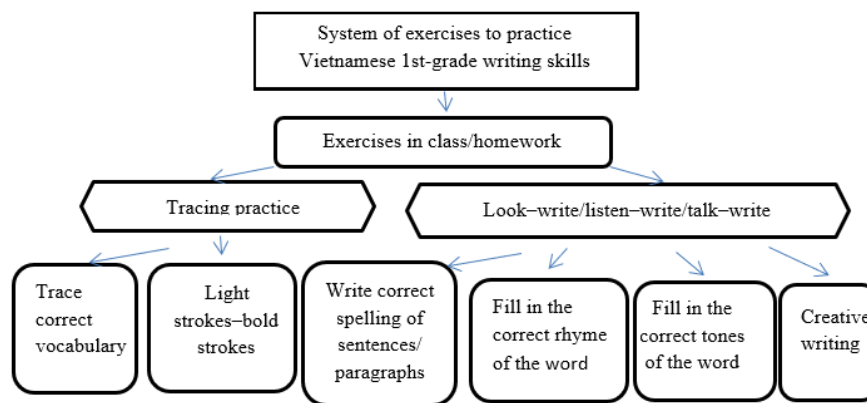
- Assessment must be placed in a practical and sustainable context (student's future development);
- Assessment must be appropriate to the characteristics of each subject.

And when conducting assessments, teachers must be interested in students' results and experiences to get their results (attitudes and development).

Eleventh, teachers should have a clear, detailed, and specific plan to assign class assignments and homework for each student so that teachers can plan to build reading content suitable for each student's level.

Twelfth, teachers should design and build a system of refresher exercises, and practice 1st-grade Vietnamese writing skills with the answer keys to help students practice and assess themselves.

The model of the system of exercises for fostering and practicing 1st-grade Vietnamese writing skills as follows (**Model 2**):



**Model 2.** System of exercises for fostering the practice of 1st-grade Vietnamese writing skills.

Thirteenth, in the model of the system of exercises to foster practice in 1st-grade Vietnamese writing skills, teachers should design exercises according to increasing levels from low to high so that students have more opportunities to practice and improve their reading skills.

Fourteenth, teachers should be flexible in teaching methods, combine traditional teaching methods and modern teaching methods, be creative in teaching 1st-grade Vietnamese reading skills so that students can have a lot of learning and training experiences.

Fifteenth, teachers should carefully guide students to understand the requirements and often encourage students to practice reading exercises in class and at home with plus points and bonus points.

Sixteenth, teachers should have a plan to regularly communicate with students' families by email, phone, group zalo, Facebook, etc., to be more convenient to report students' learning results on a weekly basis and build strong relationships between school and home.

The above issues can help teachers be more convenient in teaching writing skills and students will be more interested in their learning. Students' Vietnamese capacity will develop more and more.

## 4. Conclusion

The development of writing skills in Vietnamese (for both Vietnamese and Chinese students) in District 5, Ho Chi Minh City, is an important issue. In order to be more successful in teaching writing skills, teachers have to understand teaching steps, specific lesson plans on teaching methods, and activities suitable for each lesson content. Teachers must always be creative in designing and building a system of

exercises to foster practice writing skills for students to practice more on their own so that they can consolidate their knowledge, accumulate more and more vocabulary, and grammar, and especially gain more experience in their practicing writing skills.

In addition, students must always have a positive attitude and cooperate in teaching and learning activities that teachers set out, making teaching and learning writing skills more effective, and further developing students' writing skills.

In summary, the article is not only meaningful in terms of academic, theoretical, and practical aspects of teaching and learning activities to develop Vietnamese writing skills for 1st-grade students in Vietnam, but also can be applied to develop writing skills in other languages around the world in the current period of educational innovation towards capacity development.

## Conflict of interest

The author declares no conflict of interest.

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