

## USING DIGITAL LEARNING MATERIALS TO SUPPORT THE DEVELOPMENT OF DESCRIPTIVE WRITING SKILLS FOR PRIMARY SCHOOL STUDENTS

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### ABSTRACT

The article shows research findings on descriptive writing ability and the use of digital learning materials to support the development of descriptive writing skills for elementary school students from ethnic minority backgrounds. The research results were tested in the training of Primary Education Major students and implemented in several elementary schools. After conducting experiments, the research team adjusted and improved the website's design, templates, exercises, and methods for using digital learning materials in teaching descriptive writing at the elementary level.

**Keywords:** Descriptive Writing, Development, Capacity, Smart Learning Materials.

### 1. INTRODUCTION

#### 1.1 Statement Of Problem

Writing is a creative thinking activity using language, requiring writers to be proficient in the language they use and regularly engage in thinking in that language. Elementary school students, particularly those from ethnic minority backgrounds, often encounter difficulties in thinking, expressing, and writing due to their recent acquisition of the Vietnamese language. Exercises on digital platforms actively support the development of observation, analysis, inference, synthesis, and generalization skills regarding the writing subject and the structured thinking, idea formulation, expression in writing, and development of writing skills for elementary school students.

### 2. MAIN RESEARCH RESULTS

#### 2.1. Digital learning materials in teaching descriptive writing

Digital learning materials are a collection of electronic media used for teaching, such as electronic textbooks, electronic reference materials, electronic lectures, videos, images, audio, educational software, exercises, tests, etc., that have been digitized.

In the context of teaching descriptive writing, teachers can use digital learning and platforms to optimize the teaching process and enhance students' capacity in descriptive writing.

The article proposes a system of digital learning materials used in teaching descriptive writing, including video lectures on teaching descriptive writing, handouts to build knowledge and skills in descriptive writing, and exercises to hone descriptive writing skills. Through self-study, students

can enhance their descriptive writing skills by connecting with various digital materials on internet platforms.

**2.2. Descriptive writing skills of primary school students**

Description is the use of language to create vivid imagery, bringing forth a specific scene, person, or object that captures the reader's attention and evokes profound emotions. The describer must grasp the prominent and distinctive features of the scene they intend to describe and express them with richly evocative language, depicting the form, size, color, sound, taste, and the range of emotions such as joy, sadness, surprise, and fascination elicited by the scene. The requirement for description and descriptive writing is to accurately portray reality, in detail and in sequence. Descriptions should be subtle and lively, infused with human emotion, embedding emotions into natural and vividly depicted features. A complete descriptive piece should have a clear purpose for the description (to express what idea, and achieve what purpose...), a complete structure (including an introduction, body, and conclusion), expressive language, emotional depth, and accurate depiction.

Basic characteristics of descriptive writing include aesthetic communication and the expression of the writer's emotions. The describer needs to adhere to an aesthetic ideal, embodying a particular aesthetic concept and evoking specific aesthetic emotions in the reader. Vividness and imagery are the prominent features of descriptive writing. To achieve vividness and imagery, the descriptive details must be unique and distinctive. If the uniqueness is lost in the description, the writing becomes formulaic and hollow. Another requirement for vividness and imagery is conciseness, which involves depicting images and emotions vividly. Therefore, the language in descriptive writing must be rich in emotion and imagery. The prose should convey the writer's emotions, vividly portraying the object of description. The language typically consists of adjectives, verbs, the use of figurative language, comparisons, and metaphors. Thanks to the coordination of adjectives, verbs, and literary devices, descriptive language always shines brightly in the reader's mind, eliciting impressive emotions and images of the object being described.

**The descriptive writing ability of elementary school students is determined as follows:**

Number	Indicators	Expression of Capability
1	The ability to communicate through written language	<ul style="list-style-type: none"> <li>- The student wants to express and share new things, along with their special emotions about the described subject to convey those impressions and feelings to the reader.</li> <li>- Depending on the purpose of communication, the student will choose who to write to.</li> </ul>
2	The ability to choose the described subject.	<ul style="list-style-type: none"> <li>- The student chooses a subject to describe that makes a strong impression</li> </ul>

		<p>on them because of its interesting and unique characteristics, having emotions about its goodness and beauty.</p> <ul style="list-style-type: none"> <li>- Depending on the communication target, the student will choose what parts of the subject to describe.</li> </ul>
3	The ability to observe	<ul style="list-style-type: none"> <li>- Observing the described subject: its shape, color, etc., along with analytical thinking and inference to have profound perceptions.</li> <li>- Discovering unique, novel, and interesting points that evoke special emotions about the described subject.</li> </ul>
4	The ability to express in descriptive writing	<ul style="list-style-type: none"> <li>- The student will use language to express what they have observed logically and systematically, as well as convey their emotions and impressions about the unique beauty of the described subject.</li> <li>- They will effectively use figurative language, such as similes, metaphors, personification, etc., to accurately and vividly depict the characteristics of the described subject, aiming to arouse the reader's imagination and feelings</li> </ul>
5	The ability to compose in descriptive writing	<ul style="list-style-type: none"> <li>- The student chooses how to convey descriptive sentences, including both general and specific features, conveying emotions and impressions, and emphasizing imagery and meaning to elicit aesthetic feelings and present new perceptions to the reader.</li> <li>- They employ versatile, flexible, imaginative, and emotive sentences, rich in sound, rhythm, and aesthetic value.</li> </ul>

### 2.3. Teaching Descriptive Writing in Primary Schools

Based on the 2018 Primary School Vietnamese Language Curriculum, teachers define the content and requirements for descriptive writing (paragraphs, essays), and develop teaching activities

appropriate to the characteristics of the subject. The relationship can be described in the following table:

Grade	Requirement for descriptive writing	Teaching activities to develop competency qualities
Grade 1	<p>Writing process</p> <ul style="list-style-type: none"> <li>- The first step is to answer the questions: Who are you writing about? What are you writing about?</li> </ul> <p>Writing Practice:</p> <ul style="list-style-type: none"> <li>- Fill in the blanks with the appropriate words to create sentences about the appearance or actions of the character in the picture below based on the prompts.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the characteristics of descriptive sentences</li> <li>- Developing the skill of filling in missing information in sentences describing the appearance and actions of characters in pictures or stories based on prompts.</li> <li>- Practicing filling in information to complete sentences describing the appearance and actions of characters in picture stories.</li> <li>- Improving writing skills through a system of fill-in-the-blank exercises to practice writing complete sentences.</li> </ul>
Grade 2	<p>Writing process</p> <ul style="list-style-type: none"> <li>- Identify the content by answering the question: "What are you writing about?"</li> <li>- Write a draft</li> <li>- With the guidance of the teacher, correct punctuation errors, capitalization, and word usage.</li> </ul> <p>Writing practice:</p> <ul style="list-style-type: none"> <li>- Write 4-5 sentences describing a familiar object based on prompts.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the content and structure of a paragraph describing a familiar object.</li> <li>- Developing writing skills: identifying the object to be described; selecting characteristics; drafting; and editing errors (word usage, sentence structure, punctuation, capitalization, etc.).</li> <li>- Writing a paragraph of 4-5 sentences describing a familiar object based on prompts.</li> <li>- Enhancing writing skills through exercises on vocabulary usage, sentence expression, and constructing descriptive paragraphs about objects.</li> </ul>
Grade 3	<p>Writing process:</p> <ul style="list-style-type: none"> <li>- Know how to write in steps: determine the writing content; form some main</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the content and structure of a paragraph describing an object.</li> </ul>

	<p>ideas; write into a paragraph; edit errors (word usage, sentence structure, punctuation, capitalization) based on prompts.</p> <p>Writing practice:</p> <ul style="list-style-type: none"> <li>- Write a short paragraph describing an object.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing writing skills following the process: identifying the object to be described; forming some main ideas; writing into a paragraph; editing errors (word usage, sentence structure, punctuation, capitalization) based on prompts.</li> <li>- Practicing writing a short paragraph describing a familiar object based on prompts.</li> <li>- Enhancing writing skills through exercises on vocabulary usage, sentence expression, and constructing descriptive paragraphs about objects.</li> </ul>
<p>Grade 4</p>	<p>Writing process:</p> <ul style="list-style-type: none"> <li>- Knowing how to write in steps: determining the writing content; observing and finding materials to write; forming the main idea for the paragraph or article; writing the paragraph or article; editing (structure, word usage, sentence structure, spelling).</li> <li>- Writing paragraphs or articles that express the main theme, and idea; suitable for the requirements of the type of document; having an introduction, body, conclusion; sentences and paragraphs are connected to each other.</li> </ul> <p>Writing practice:</p> <ul style="list-style-type: none"> <li>- Being able to write an article describing animals, plants; using personification and descriptive words to highlight the prominent characteristics of the object being described.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the content and structure of an article describing animals, plants; using personification and descriptive words to highlight the prominent characteristics of the subject being described.</li> <li>- Developing writing skills following the process: determining the object to be described; observing, finding materials; forming some main ideas for the paragraph, article; writing a complete paragraph, article; editing errors (structure, word usage, sentence structure, spelling, etc.); expressing the main theme, idea; suitable for the requirements of the type of document; having an introduction, development, conclusion; sentences and paragraphs are connected to each other.</li> <li>- Practicing writing articles describing animals, plants; using personification and descriptive words to highlight the prominent characteristics of the subject being described.</li> <li>- Enhancing writing skills through exercises on vocabulary usage, sentence expression, constructing paragraphs, articles describing animals, and plants; using personification and</li> </ul>

		<p>descriptive words to highlight the prominent characteristics of the subject being described.</p>
<p>Grade 5</p>	<p>Writing process:</p> <ul style="list-style-type: none"> <li>- Knowing how to write in steps: determining the purpose and content of writing (writing for what, about what); observing and finding materials for writing; forming the main idea, outlining the article; writing the paragraph, article; editing (structure, word usage, sentence structure, spelling).</li> <li>- Being able to write paragraphs, texts that clearly and coherently express the main theme, key information; suitable for the requirements of the type; having an introduction, body, conclusion; sentences, and paragraphs connected to each other.</li> </ul> <p>Writing practice:</p> <ul style="list-style-type: none"> <li>- Being able to write a descriptive passage about a person, a landscape using comparisons, personification, and descriptive words to highlight the characteristics of the subject being described.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the content and structure of a descriptive essay about a person, a landscape using comparisons, personification, and descriptive words to highlight the characteristics of the subject being described.</li> <li>- Developing writing skills following the process: determining the object to be described; observing, finding materials; forming some main ideas for the paragraph, article; writing a complete paragraph, article; editing errors (structure, word usage, sentence structure, spelling, etc.); clearly and coherently expressing the main theme, key information; suitable for the requirements of the type, kind of document; having an introduction, development, conclusion; sentences, and paragraphs connected to each other.</li> <li>- Practicing writing essays describing people, landscapes using comparisons, personification, and descriptive words to highlight the characteristics of the subject being described.</li> <li>- Enhancing writing skills through exercises on vocabulary usage, sentence expression, constructing paragraphs describing people, landscapes using comparisons, personification, and descriptive words to highlight the characteristics of the subject being described.</li> </ul>

**2.3. Digital Learning Resources to Support the Development of Descriptive Writing Skills**

### 2.3.1. A theoretical knowledge system about descriptive writing and how to write descriptive essays

Knowledge about types of paragraphs and descriptive essays includes: concepts of paragraphs and descriptive essays; How to write paragraphs and descriptive essays. How to write the introduction, body, and conclusion in conventional and creative ways.

The theoretical system built on the website is specifically as follows:

The screenshot shows a website titled "Learning website for all" with a green header. The main content area is titled "Hệ thống kiến thức lý thuyết về văn miêu tả và cách làm bài văn miêu tả". It features a list of topics under "Hệ thống kiến thức lý thuyết":

- 1. Văn miêu tả con vật
- 2. Văn miêu tả cây cối

Below this list is a "Tham gia" button. A second section, also titled "Hệ thống kiến thức lý thuyết", shows a detailed view of "1. Văn miêu tả con vật" with a dropdown menu. The menu items are:

- 1.1. Cách viết đoạn mở bài
  - 1.1.1. Viết mở bài theo cách thông thường
  - 1.1.2. Viết mở bài theo cách sáng tạo
- 1.2. Cách viết đoạn thân bài
  - 1.2.1. Viết thân bài theo cách thông thường
  - 1.2.2. Viết thân bài theo cách sáng tạo
- 1.3. Cách viết đoạn kết bài
  - 1.3.1. Viết kết bài theo cách thông thường
  - 1.3.2. Viết kết bài theo cách sáng tạo

### 2.3.2. A system of video lectures teaching descriptive writing

The teaching videos show students how to practice study sheets, learn about the characteristics of paragraph types, descriptive essays, and practice sheets to form observation and idea-finding skills to collect documents. , create an outline for a descriptive essay. Students observe the video and follow the instructions to easily achieve results. Vivid images and thoughtful instructions will stimulate thinking and create learning excitement for students.

### 2.3.3. A system of study handouts to form knowledge and skills in descriptive writing

The study sheet system includes the following types of sheets: (1) *Sheet for understanding the characteristics of a descriptive essay*, (2) *Observation sheet*, (3) *Sheet for outlining and completing the essay*, (4) *Marker sheet assessment (including individual assessment and peer assessment)*. As follows:

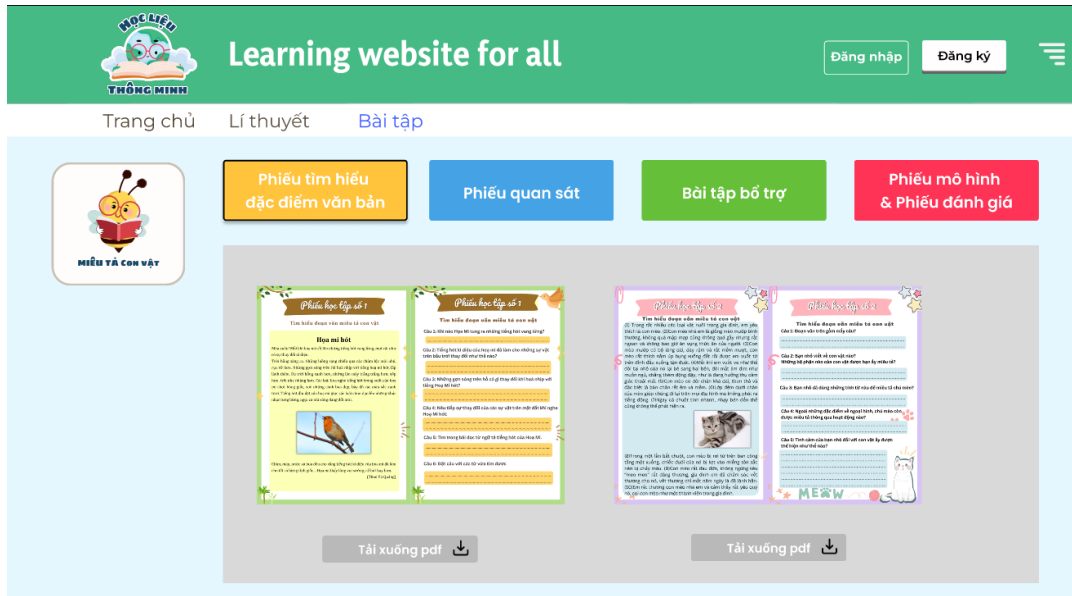
(1) *Sheet for understanding the characteristics of a descriptive essay*



\* **Purpose:** Students can identify characteristics of a descriptive essay.

\* **Content:** An excerpt/ A descriptive essay from the authors; Questions for students to understand the text.

\* **Method:** Teacher applies the flipped classroom theory. The teacher distributes worksheets and assigns tasks to students to complete at home before class. Students read the text and answer the questions (essay)

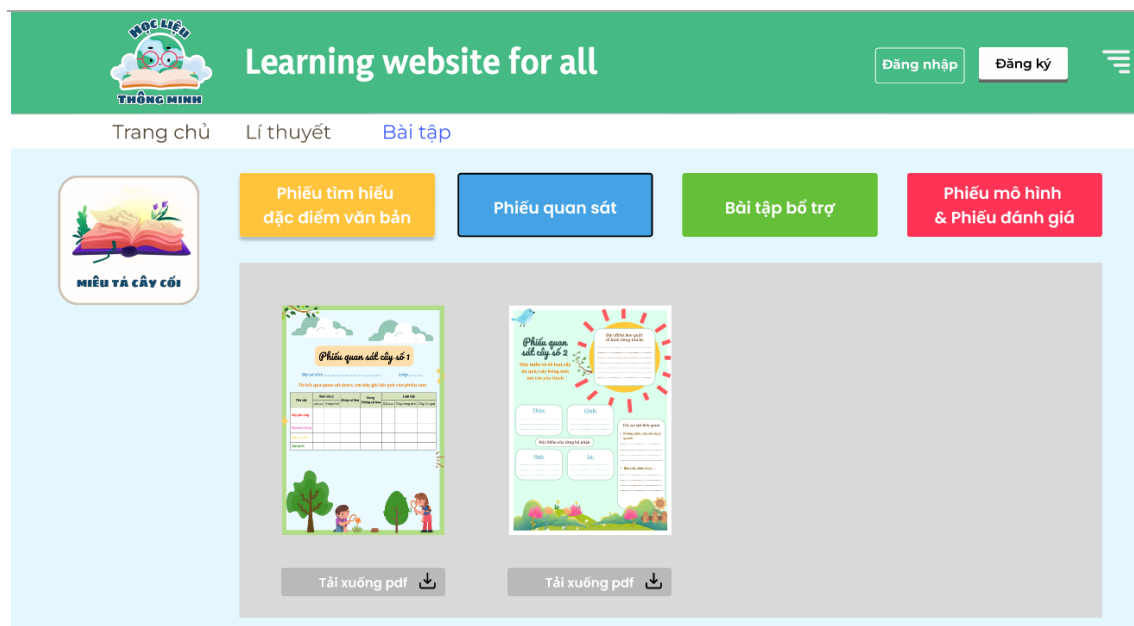


(2) Observation sheet

\* **Purpose:** Practice observation skills, select unique details, receive comments, compare associations and expressions in observation.

\* **Method:** Teacher guides students on how to observe; Organize for students to observe and complete questionnaires at home or organize outdoor observations. Students observe the subject and complete the questionnaire (essay or multiple choice)



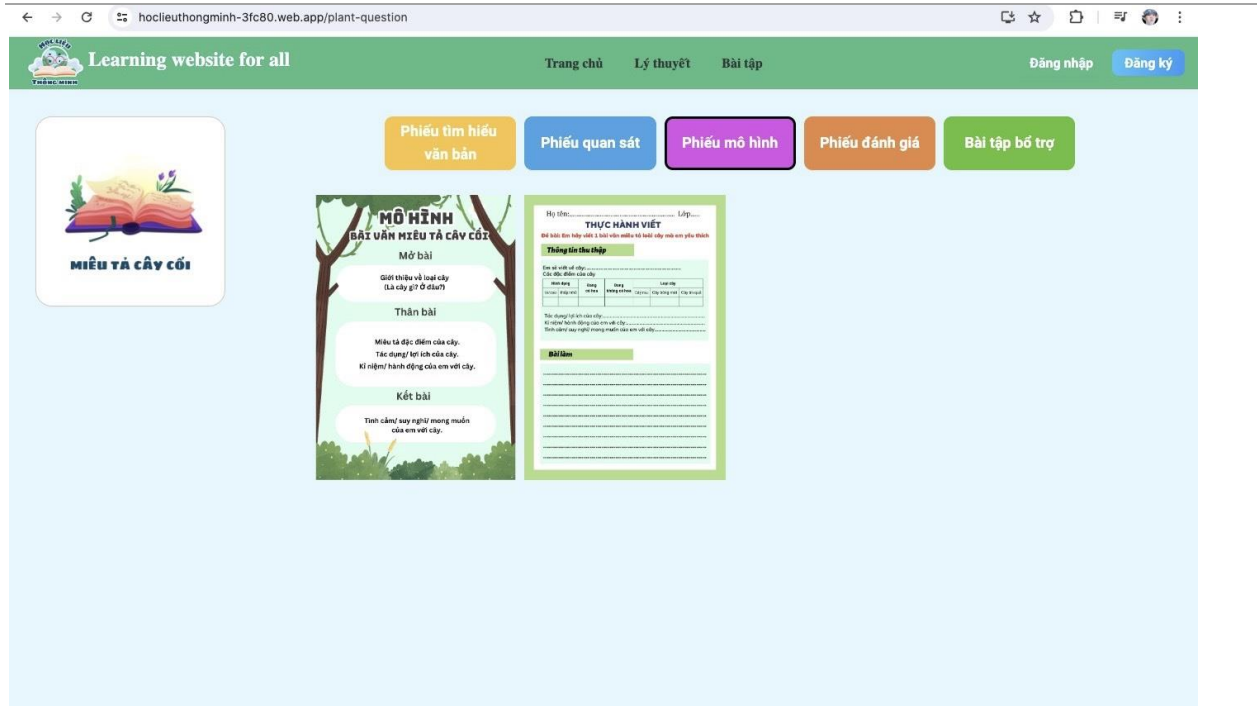


### (3) Sheet for outlining and completing the essay

\* **Purpose:** Help students practice outlining skills and arrange ideas in a coherent and reasonable essay. From there, students complete their own essays.

\* **Content:** Exercises following the steps to create a descriptive essay.

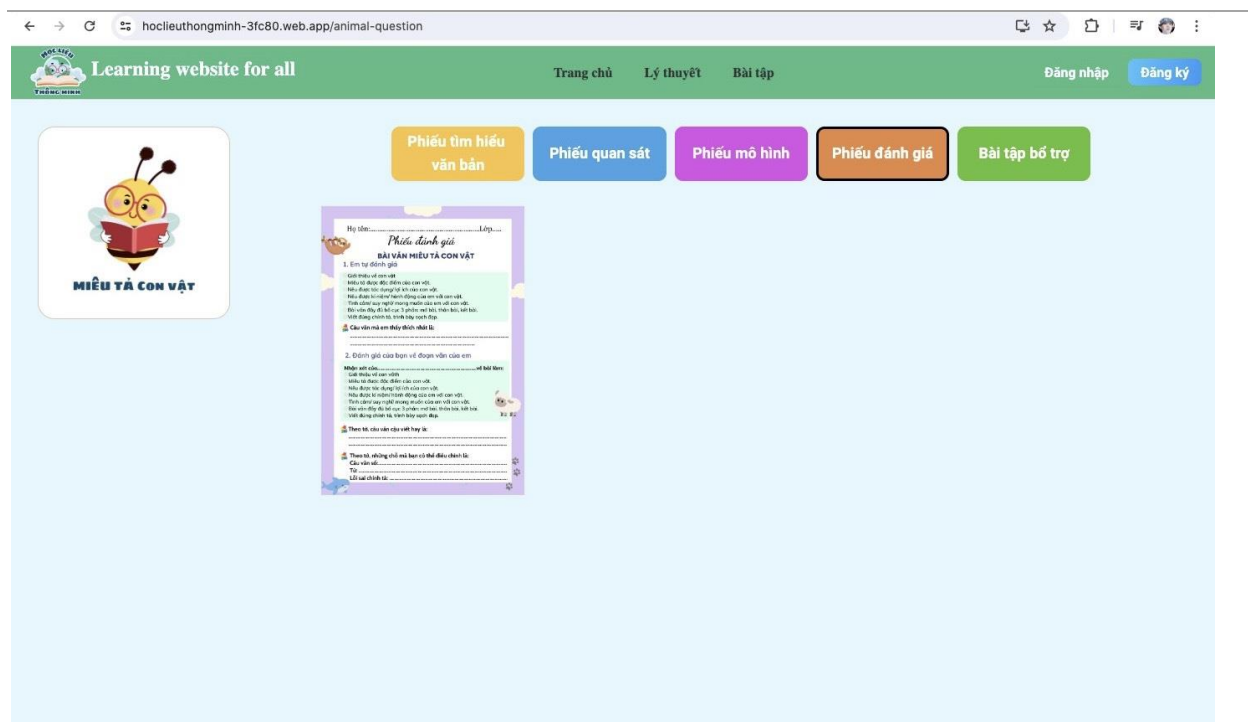
\* **Method:** After completing worksheet (1) *Sheet for understanding the characteristics of a descriptive essay* (2) *Observation sheet*, teachers and students draw a model of a descriptive essay together. The teacher distributes (3) *Sheet for outlining and completing the essay*, students need to complete the sheet during class time or complete it at home and post it on the website in case there is not enough time. (essay)



**(4) Evaluation sheet**

\* **Purpose:** Students re-read the article, check errors, compare criteria for self-assessment, thereby initially being able to supplement or correct errors in the article. After students evaluate themselves, let them evaluate their group mates.

\* **Method:** Teacher distributes the form to students after students have completed **sheet (3) for outlining and completing the essay** (self-essay).



### 2.3.4. A system of exercises to practice and enhance descriptive writing skills

Some types of exercises on the website include:

**Type 1:** Fill in the blanks by choosing the given word/words (multiple choice)

**Type 2:** Correcting errors in word usage in sentences (multiple choice)

**Type 3:** Fill in appropriate words in the sentence (autobiography - students fill in on their own) - no scoring, only reference sample answers are given

**Type 4:** (Drag and drop) Arrange the words into complete sentences => Students drop them into the appropriate position (multiple choice).

**Type 5:** Use the given words to complete the sentence. - No scoring, only reference sample answers (essay).



**Type 6:** Students observe the picture and write a sentence describing the picture. - No scoring, only reference sample answers (essay)




**Type 7:** (Arrange) Students rearrange to form a complete paragraph (multiple choice)



**Type 8:** Give 1 paragraph, 1 missing sentence; Students choose the answer with appropriate sentences to fill in the blanks. (multiple-choice)

**Type 9:** Students write their own introduction/body/conclusion for a topic. - No scoring, only reference sample answers (essay)

**Type 10:** Students write a complete essay themselves. (Students print out the worksheet to do, then upload a photo of their work) (self-study)

Classification of knowledge	Types of exercises	Illustration
<p><b>Using words exercises:</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>+ Providing more vocabulary for students</li> <li>+ Training students in the skill of choosing descriptive and evocative words to fill in sentences/paragraphs appropriately, making sentences grammatically complete and rich in images of expressive content.</li> <li>+ Training students in the skills of mobilizing words, choosing word replacements, detecting and correcting errors, dynamic needs, enhancing associations and imagining to choose words with high expressive and expressive value when writing descriptive text.</li> </ul>	<p><b>Type 1: Fill in the blanks by choosing the given word/words (multiple choice)</b></p> <p><b>Type 2: Correcting errors in word usage in sentences (multiple choice)</b></p> <p><b>Type 3: Fill in appropriate words in the sentence (autobiography - students fill in on their own) - no scoring, only reference sample answers are given</b></p>	<p><b>Câu hỏi 1.</b> Cho câu văn sau: "Chim vành khuyên có mình ..... nhưng vô cùng đáng yêu." Chọn một từ thích hợp để điền vào chỗ trống:</p>  <p>A. to lớn B. mềm mại C. nhỏ nhắn</p> <p>Đáp án chính xác là <b>C. nhỏ nhắn</b></p> <p><b>Câu hỏi 4.</b> Tìm lỗi trong câu văn sau: Rễ mọc thành nải, cứng và dài, đâm sâu vào lòng đất giúp cây có thể đứng vững.</p>  <p>A. nải B. đâm sâu C. đứng vững</p> <p>Đáp án chính xác là <b>A. nải</b></p>

		<p>Câu hỏi 4. Viết các từ thích hợp để hoàn thành văn sau: Mỗi mùi khế như một ...</p>  <p>Nhập đáp án</p> <p>Xem gợi ý</p> <p>Đáp án gợi ý là <b>tuổi</b> <b>gương</b> <b>uốn</b> <b>cong</b> <b>chĩa</b> <b>ra</b></p>
<p><b>Sentence expression exercises</b> <b>Purpose:</b> - Students can write a sentence describing a part of the described object  - Training students to use redundancy, absolute adjectives, and personification to express vivid, descriptive, and evocative sentences about the content.</p>	<p><b>Type 4: (Drag and drop)</b> <b>Arrange the words into complete sentences =&gt; Students drop them into the appropriate position (multiple choice).</b></p> <p><b>Type 5: Use the given words to complete the sentence. - No scoring, only reference sample answers (essay).</b></p> <p><b>Type 6: Students observe the picture and write a sentence describing the picture. - No scoring, only reference sample answers (essay)</b></p>	<p>Câu hỏi 14. Em hãy sắp xếp lại các từ sau để được câu văn hoàn chỉnh</p>  <p>C. Lá non lớn nhanh    A. đứng thẳng    D. và    E. cao chòng chành tay    B. cuộn tròn như những chiếc tai thỏ</p> <p>Xem đáp án</p> <p>C - A - D - E - B</p> <p>Câu hỏi 8. Viết các từ thích hợp để hoàn thành văn sau: Những chiếc gai/chú lính đứng trang nghiêm/</p>  <p>Nhập đáp án</p> <p>Xem gợi ý</p> <p>Đáp án gợi ý là <b>Những</b> <b>chiếc</b> <b>gai</b> <b>khé</b> <b>giống</b> <b>những</b> <b>chú</b> <b>lính</b> <b>đứng</b> <b>trang</b> <b>nghiêm.</b></p>

		<p>Câu hỏi 16. Quan sát tranh và viết các câu văn miêu tả thích hợp.</p>  <p>Nhập đáp án</p>
<p><b>Paragraph construction exercises</b> <b>Purpose:</b> - Students know how to arrange sentences into a correct paragraph; Practice writing a complete introduction, body, and conclusion for your descriptive essay topic</p>	<p><b>Type 7: (Arrange) Students rearrange to form a complete paragraph (multiple choice)</b></p> <p><b>Type 8: Give 1 paragraph, 1 missing sentence; Students choose the answer with appropriate sentences to fill in the blanks. (multiple-choice)</b></p> <p><b>Type 9: Students write their own introduction/body/conclusion for a topic. - No scoring, only reference sample answers (essay)</b></p>	<p>Câu hỏi 18. Em hãy sắp xếp lại các câu văn để thành đoạn văn hoàn chỉnh</p>  <p>E. Điều em ấn tượng nhất của Năm là đôi mắt chú tròn xoe, đen lay lay, luôn nhìn mọi người với dáng vẻ ngây thơ. A. Chú to như một cái tổ con con của nhà em, với bộ lông vàng nhạt mềm mại. B. Năm là chú chó có mà bố đã mua tặng em trong phiên chợ ở Hà Giang năm ngoái. C. Không chỉ có vậy, cái đầu của chú to như cái nắm tay của em, với hai cái tai nhỏ vẫn còn đang cụp xuống. F. Ngoài ra, cái mõm của chú ta ngắn và tròn như quả bầu non mới nhú. D. Cuối cùng là cái mũi thì đen bóng, khi nào cũng ướt ướt, cũng cứng vào tay em đôi chút cứng.</p> <p>Xem đáp án B - A - D - E - F - D</p> <p>Activate Windows</p> <p>Câu hỏi 19. Chọn đáp án có câu văn phù hợp để điền vào chỗ chấm. Đôi chân thoăn thoắt leo trèo. Vành khuyên lách mỏ vào, tìm bắt sâu trong từng khe vó rách lượp tướp. Sâu to sâu nhỏ, sâu non sâu già tình quái, ranh ma lẩn trốn, nhưng chạy đàng trời! Vành khuyên bắt hết, bắt hết. Tiếng chim lịch lịch lịch trên cành bằng lăng, trên ngọn cây sấu..... Vành khuyên như hát cho cây nghe. Nâng xuân hứng lên.</p> <p>A. Vành khuyên bắt sâu rất giỏi B. Đàn chim bay đi kiếm mồi C. Vành khuyên vừa bắt sâu tìm mồi vừa thú thi trò chuyện D. Vành khuyên vừa bắt sâu tìm mồi vừa thú thi</p> <p>Đáp án chính xác là C. Vành khuyên vừa bắt sâu tìm mồi vừa thú thi trò chuyện</p> <p>Activate Windows</p>
<p><b>Essay writing exercises</b> <b>Purpose:</b> Students practice writing a complete descriptive essay</p>	<p><b>Type 10: Students write a complete essay themselves. (Students print out the worksheet to do, then upload a photo of their work) (self-study)</b></p>	

4. CONCLUSION



Teaching writing is teaching to create speech products according to one's own way of thinking and thinking. Therefore, how to help students get thinking results and have material to write into words and messages through their essays is necessary. The system of learning sheets forms knowledge and skills in descriptive writing, images and videos enhance the ability to observe, collect documents, understand lessons and exercises to practice skills in using words, making sentences, and constructing sentences. Paragraphs and essay writing are effectively conveyed to students on a digital platform. Our research results initially bring positive changes to the quality of teaching descriptive writing for 4th grade students. If we continue to research more deeply and apply it in teaching other types of essays, we will definitely It will certainly bring a certain effect to the development of elementary school students' writing ability, laying a solid foundation for students' learning to write essay types at higher levels.

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