

APPLYING THE FLIPPED CLASSROOM MODEL IN TEACHING VIETNAMESE TO DEVELOP LANGUAGE SKILLS FOR 4TH-GRADE STUDENTS IN VIETNAM

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ABSTRACT

The article publishes the results of research on language competence and how to apply the flipped classroom model in teaching Vietnamese to develop language competence for 4th-grade students. The research results have been tested in training students in Primary Education and have been experimentally tested in some primary schools. After the experiment, the research team adjusted and completed the forms, exercises as well as how to apply the flipped classroom model in teaching Vietnamese for 4th-grade students in primary schools.

Keywords: Flipped Classroom, Development, Language Competence.

1. INTRODUCTION

1.1. Statement of the problem

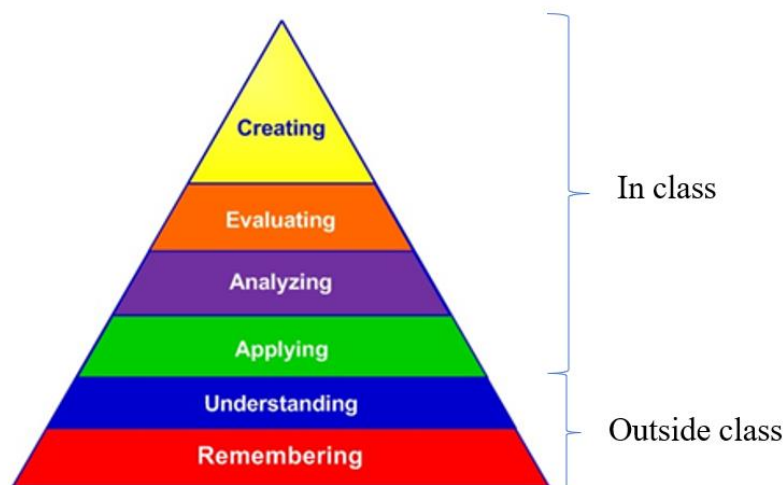
Grade 4 is the golden time in the process of language development for students. Applying the flipped classroom model creates conditions for students to be proactive in learning, thereby better developing listening, speaking, reading, and writing skills, helping them use language effectively in learning and communication. Diverse learning tasks, assigned to students directly or on digital platforms, play an important role in the process of preparing lessons, learning lessons to achieve the goals set before class, creating the premise to help students explore and apply knowledge effectively, and develop language skills.

2. MAIN RESEARCH RESULTS

2.1. *Flipped classroom model*

Flipped classroom is a teaching strategy and a type of blended learning. Teaching content is often delivered online and outside the classroom. Exercises are done in the classroom. This teaching method is different from the traditional teaching method in which theoretical content is taught in class and exercises are mainly done outside the classroom.

According to Bergmann & Sams (2012), flipped classroom helps students ***control their own learning speed***, easily access materials multiple times and improve the quality of learning. According to Bloom (1956) with Bloom's Taxonomy of Cognition, students need to understand and remember knowledge before they can apply, analyze and create. Flipped classroom helps students achieve higher levels of cognition through interactive activities and feedback in class.



2.2. Developing language competence for 4th-grade students in teaching Vietnamese

Developing language competence is the process of improving and expanding an individual's ability to use language, from basic to advanced levels, to effectively meet the needs of communication, learning, and creativity in life to meet educational goals and social needs.

The process of developing language skills for 4th-grade students in teaching Vietnamese closely follows the following objectives:

- Developing the ability to use Vietnamese. Accordingly, students can write the name of an organization according to the rules; expand vocabulary according to the topic; use Vietnamese dictionaries, idioms, proverbs, and Sino-Vietnamese dictionaries proficiently; use nouns, verbs, and adjectives effectively in receiving and creating texts; use sentences and punctuation effectively; write topic sentences, create paragraphs, and essays according to the structure and genre of the text; analyze and effectively use rhetorical devices in communication.
- Developing reading skills. Accordingly, students can read fluently, expressively, ensuring a speed of 80-90 words/minute; analyze, infer, deeply understand different types of texts and apply them effectively in practice.
- Developing writing skills. Accordingly, students can write with correct spelling, organize ideas and express content truthfully, clearly, logically, in the right style of the text, achieve the highest communication goals.
- Developing speaking and listening skills. Accordingly, students can speak clearly and effectively on a topic; tell a story fluently; discuss and express opinions convincingly.

Teaching activities aim at each specific requirement, according to each level of recognition, understanding, and application of knowledge and skills. By performing corresponding learning tasks, students gradually form knowledge and skills, and develop the ability to use Vietnamese in reading, writing, speaking and listening.

2.3. Teaching content of Vietnamese subject for grade 4

The content of the Vietnamese subject program for grade 4 is specifically implemented through lessons in the textbook by topic. Each lesson is built on a topic. For example, the Vietnamese textbook for grade 4, Connecting knowledge with life, has 2 volumes:

- Volume 1 includes 32 lessons on the topics: Each person has a different identity; Experience and discovery; Joy of creation; Wings of dreams.

- Volume 2 includes 30 lessons on the topics: Live to love; Remember the source of water when drinking; My homeland; For a peaceful world.

In each topic, there will be many lessons. The lesson content is designed according to a flexible structure from Reading the text to Writing or Speaking - Listening, Practice. The Reading section consists of texts in the genres of poetry, stories, informational texts and annotations, reading comprehension questions. The content of the Writing section includes requirements for practicing spelling, writing paragraphs, and writing essays in the program. The content of the Speaking - Listening section includes requirements for practicing speaking, storytelling, and discussion. The content of the Practice section aims to develop knowledge and skills in using Vietnamese for students. The lessons demonstrate pedagogical ideas based on the approach to learners' abilities, modernity, and international integration.

2.4. Applying the flipped classroom model in teaching Vietnamese to develop language skills for 4th-grade students

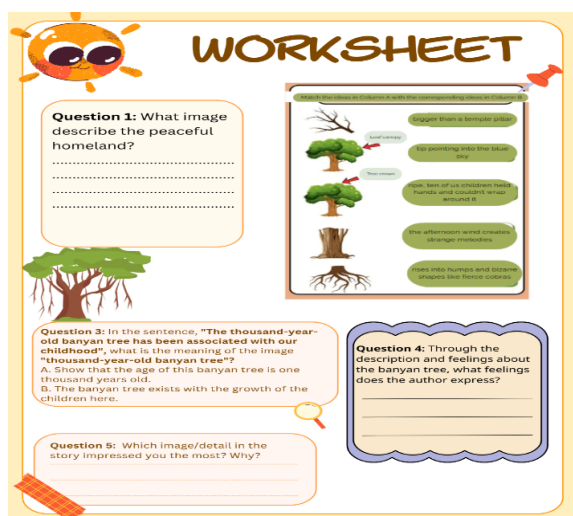
2.4.1. Applying the flipped classroom model in teaching Reading

Teaching Reading in the Vietnamese 4 program aims at the requirements for reading techniques and reading comprehension. Students must ensure the requirements for reading correctly, fluently, expressively and at a reading speed of 80-90 words/minute, reading and understanding specific content, main content, implicit content, meaning of the text and relating, comparing and connecting with students' experiences to develop students' thinking and intelligence. To achieve these requirements for each individual student, we need to apply the flipped classroom model to enhance the ability to self-study and actively acquire knowledge in each individual student. Students have time and opportunities to practice and develop reading skills effectively. During class time, teachers collect students' feedback on reading and comprehension skills, edit and explain further, assign group discussion exercises to solve complex problems, deepen knowledge, and improve students' reading comprehension skills. The end of the lesson is to acknowledge students' progress, lessons learned, and points to note about knowledge and skills that need to be further practiced.

Example: Topic: My Homeland - reading The Banyan Tree of My Homeland (Textbook Vietnamese 4 - Book series Connecting knowledge with life):

• Read before class

Teachers prepare videos for students to listen to and practice reading expressively, then give feedback on their reading comprehension via the worksheets. Youtube link: <https://www.youtube.com/watch?v=oK2zGeuCjdlk>



By implementing the reading and comprehension practice requirements, students have been able to study individually, develop their autonomy and self-study skills, and develop their language skills.

• During reading instruction in class

+ First, teachers check the students' completion of the assigned learning tasks by submitting reading videos and homework worksheets.

+ Next, teachers check the quality of students' lesson preparation through learning the lesson, based on the results of self-study and self-research at home, teachers will expand the lesson content to suit the students' knowledge. Teachers ask questions to delve into the content of the reading, giving open-ended questions such as "*How is the author's love for his homeland formed?*" Teachers ask application questions: "*So for you, how is love for your homeland nurtured and developed?*". *What role does love for your homeland and more broadly, love for your country play in the spiritual life of each person?*"

• After teaching reading in class

For author Nguyen Khac Vien, the banyan tree of his homeland is the image imprinted in his mind and through the description of this object, readers can feel the thoughts and feelings of a child who loves his homeland. So for you, what familiar images does your homeland appear through? Describe the beauty of your homeland through a painting or an infographic to express your love for your homeland.

(Suggestions: familiar images such as dikes, communal house roofs, areca trees, bamboo fences, fruit gardens, childhood kites,)

Evaluation criteria:

- + Painting products
- + Form: using bright colors, objects appearing in the painting clearly.
- + Meaning of the painting: expressing the unique features of your homeland and exuding a simple, familiar beauty.
- + Infographic products

- + Form: clear design, realistic images, harmonious layout.
- + Meaning of design: shows my love for my homeland, shows.

2.4.2. Applying the flipped classroom model in teaching Writing

Applying the flipped classroom model in teaching writing aims to develop self-study capacity and creative thinking in writing; improve the ability to use written language flexibly and practice the skills of outlining, developing logical writing and enhancing interaction, feedback and editing writing.

Example: Writing an imaginary paragraph (Textbook Vietnamese 4 - Book series Connecting knowledge with life):

• Before teaching writing in class

+ Teachers rely on the lesson content and prepare questions, the structure of the content of that writing and assign homework tasks for students to complete those tasks. For the Writing an Imaginary Paragraph lesson, teachers prepare a video about the content of the story Son Tinh Thuy Tinh told through the narration of the character Son Tinh. Teachers ask students to answer the following questions:

Link video: <https://heyzine.com/flip-book/6804391009.html>

WORKSHEET
Watch a video and answer questions

Question 1: What fairy tale is the video about?

Question 2: Who is the storyteller?

Question 3: Is the content in the video different from its original plot?

Question 4: In your opinion, what new impressions or feelings do you get from the story being told through the voice of the main character?

+ After students answer the questions on the worksheet, they will complete the layout model from the imaginary story they just heard.

Write an imaginary paragraph to play the role of Son Tinh recounting the fight with Thuy Tinh (The story of Son Tinh and Thuy Tinh)

Introduce:

Body:

Ending:

+ Through completing the layout sheet about the story Son Tinh Thuy Tinh as told by the character Son Tinh, students can initially visualize the layout of an imaginary paragraph.

• **While teaching writing in class**

+ Teachers ask students to share the results of their homework discussion in front of the class, share the content they have learned at home (share the answers in the worksheet) and quickly ask students to draw a structure for that type of essay. During the discussion in class, students draw a structure for the imaginary paragraph.

+ Teachers will then help students finalize the correct structure for that type of essay.

Introduce	Introduce the name of the story or event that suggests associations and imagination for you.
Body	Tell or describe what you imagined about the story or event in the way you choose. Note • Need to create surprise and interest for readers • Can use personification and comparison to make the writing more vivid
Ending	Mention your thoughts or suggest further ideas.

• **After teaching writing in class**

+ After the lesson, teachers give students a topic asking them to write an imaginary paragraph so that they can apply the structure of writing an imaginary paragraph to write a finished product. Teachers ask students to write and post it on forums such as Blogs so that their classmates can learn and comment on their work.

+ From each student's product, teachers ask each group to choose the most outstanding imaginary paragraph to film a group drama video.

2.4.3. *Applying the flipped classroom model in teaching creative storytelling*

Applying the flipped classroom model in teaching creative storytelling aims to promote creative thinking and storytelling ability, enhance initiative and self-learning ability, and promote the effectiveness of lessons in grade 4.

Example: Listen and tell the story *Going to the grandmother's hometown* (Textbook Vietnamese 4 - Book series Connecting knowledge with life):

• **Before teaching creative storytelling in class**

Teachers ask students to observe and practice presenting the story content according to each picture. Listen to the teacher tell the story through the video and memorize the story content. Then, students perform the tasks in the exercise sheet in the Flipbook to recreate the plot and learn the story content. Students do the task prepared in the Flipbook related to issues about characters, plot, story content, etc.

Kể chuyện: Về quê ngoại

Yêu cầu 1: Em hãy lắng nghe audio kể chuyện sau đây và sắp xếp lại các bức tranh sau:

Bà ngoại



Cậu cho Bình lên thuyền chơi nhé



Vô ốc đẹp quá!







Task 2: Listen again and answer the questions:

What is the main content of each picture?

Picture 1: _____

Picture 2: _____

Picture 3: _____

Picture 4: _____

In the story, who is the main character?

Give the story another name.

If you were Binh, would you often visit your grandmother? Why?

• While teaching creative storytelling in class

+ After preparing at home, teachers ask students to retell the story based on the pictures and can ask students to retell the story based on the knowledge they have learned in the Flipbook.

+ Teachers ask students to act as storytellers in groups according to the pictures corresponding to different sections in the story.

• After teaching creative storytelling in class

Teachers give homework to students in the Flipbook: After listening to the story Going to the Grandmother's home, what are your feelings? Tell a memory of yours with your grandparents. Students are able to express their thoughts and tell memorable things about themselves with their grandparents. Through this activity, students have the opportunity to express their feelings for their grandparents and students further enrich their love for their homeland and country.

2.4.4. Applying the flipped classroom model in teaching vocabulary and sentence practice

Applying the flipped classroom model in teaching Vietnamese vocabulary and sentence practice for grade 4 aims to develop language reception and usage skills (listening, speaking, reading, writing), enhance self-study, self-research, develop language thinking and creativity of students.

Example: Lesson on *Adverbs of Means* (Textbook Vietnamese 4 - Book series *Connecting knowledge with life*):

• Before teaching vocabulary and sentence practice in class

Teachers assign the task of studying the lesson through videos and practicing through worksheets so that students can consolidate their knowledge of adverbs. This worksheet includes 6 sentences with the types of adverbs they have learned, students will fill in the KWL table with the names of the adverbs they have learned (adverbs of time, place, cause, purpose).

Exercise 1: Match the adverbs in column A with their corresponding functions in column B.

Column A	Column B
In the sky.	Adverbs of cause
Autumn sky	Adverbs of Place
Because of difficult situation,	Adverbs of Purpose
With strong will.	Adverbs of time

Exercise 2: Identify the adverbs in the following sentences:

- Under the river, flock of fish is swimming happily.
- Beautiful days, in the morning, pigeons fly out in flocks.
- To achieve high results in the upcoming exam, Lam has been trying hard.
- Because of sickness, Mai had to be extra math class.
- From dried young palm leaves, craftsmen sew hats to protect against the sun and rain.



• **While teaching vocabulary and sentence practice in class**

Teachers correct the worksheets and teach what students want to know about adverbs of means. Then, students present what they have just discovered about adverbs of means. Teachers continue to raise the issue for students to discuss and distinguish adverbs of means from the adverbs they have learned, and practice the application exercises to practice the skills of using adverbs in reading comprehension and creating texts. Teachers spend a lot of time correcting and helping students gain experience lessons.

• **After teaching vocabulary and sentence practice in class**

Teachers give homework to students, which requires students to identify the components in a sentence, make sentences with adverbs of means and write a paragraph with adverbs of means with the topic My Homeland.

Review adverbs of means

Exercise 1: Find the appropriate adverbs of means to fill the blanks.

a) The artist created a beautiful picture with just _____.

b) In order to _____, I got up early to prepare and had breakfast at home.

c) The female volunteer completed the mission incredibly quickly by _____.

Exercise 2: Identify the adverbs, subjects and predicates in the following sentences. What type of adverb do you find?

a. The sun had just risen, the farmers went to work in the fields.

b. With her skillful hands, Lan knitted a very beautiful scarf.

c. With her mother's help, Nga finished her first dish.

d. In the distance, the boat slowly approached the shore.

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3. CONCLUSION

The flipped classroom is a teaching model that creates many opportunities for students to be autonomous, self-study, independent, creative, and improve their language skills. The Vietnamese language program for grade 4 requires much more advanced knowledge and skills than grade 3. Therefore, students need to access lessons at home through digital documents, video lectures, and learning tasks at the level of recognition and understanding. Thereby, students have the opportunity to learn, explore content, and solve problems of the lesson according to their own capacity development needs. In the classroom, teachers focus on practical activities, discussions, problem solving, and personalizing learning to help students practice reading, writing, speaking, and listening skills more thoroughly and deeply. This teaching model not only brings initiative and confidence, but also increases interest in the subject, but also promotes critical thinking, communication skills, and practical language application for students. Therefore, the flipped classroom is an effective teaching model in developing language skills for primary school students, especially 4th-grade students.

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