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### Annotations of Vietnamese Words for Primary School

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#### Abstract

This article lists and classifies annotations in Vietnamese textbooks for grade 3: How to annotate, how to explain words in annotations: Explanation by definition; Explain by comparing synonyms, synonyms, synonyms or antonyms.

Explain by describing, explain by analyzing words into sounds, and explain each sound. On that basis, comment and analyze the relationship between the annotated object and the annotation.

**Keywords:** Word Meanings, Notes, Elementary School Students

#### 1. Introduction

In Vietnam, Vietnamese is a mandatory subject for all students in the country at all levels. The role of this subject is to provide students with linguistic knowledge, the Vietnamese system, operating rules and forming communication activities. The annotations in texts in Primary Vietnamese textbooks play a role in helping Primary students better understand the meaning of words; At the same time, complete and fill gaps in the text (in a certain text, students do not clearly understand the meaning of a sentence or annotated words to help students understand the meaning). The article "Surveys annotations in grade 3 Vietnamese textbooks, statistics the number of annotated words and annotated descriptions in the text, and points out the relationship between the annotated object and the annotated annotation". Since then, there have been contributions in curriculum development and textbook compilation in program development and assessment criteria for elementary Vietnamese subjects.

#### 2. Content

##### 2.1 Overview

In Vietnam, many authors are interested in the issue of word meaning. Nguyen Van Tu<sup>[8]</sup> divided these different concepts into 7 main trends (1) Meaning as object: According to this viewpoint, the relationship between word and object is very close. Every word must have a meaning and every thing must have a name; (2) Meaning is symbol: The meaning of a word is not directly related to the object but is its symbol. Meaning is considered mechanically as a synthesis of symbols; (3) The meaning of a word is a concept; (4) The meaning of a word is the relationship between thing and object; (5) Meaning function of word; (6) The meaning of words is the invariant of information; (7) Meaning reflects reality: The meaning of the word is considered to be the reflection of objective objects into human consciousness. Do Huu Chau<sup>[1]</sup> believes that: The meaning of a word is a class of meanings that includes fixed elements, common to all members of society and has entered the semantic relationship network of the vocabulary, that is, it has been structured. This layer of meaning is divided into lexical meaning and grammatical meaning; is a class of social-psychological meanings (also known as associative meanings, associative meanings) which are meanings that are not yet fixed, temporary, and personal in nature. Le Quang Thiem<sup>[5]</sup> decomposed the meaning system of words into clear hierarchical components and then described and analyzed them specifically. Accordingly, "the lexical meaning of a word is a system, this system includes two types: The meaning system of single-meaning words, the meaning system of polysemous words. The meaning of a word is an existence, but it is not a unitary one but can be divided into component parts called semantic features. When semantic features participate in forming a meaning system, it is an element that creates meaning. Meanings combine together to form meaning as a system. This system level is the meaning system of monosyllabic words<sup>[5]</sup>. In the meaning system of polysemous words, In addition to the system of each individual meaning in a word, there is also a system of meanings, each of which is a component that forms the meaning system of a polysemous word. The meanings of a polysemous word form a higher hierarchical level – that is, the constituent meanings. The author calls this level the 2nd level system to distinguish it from the 1st level system which is the meaning system of

univocal words in which the definition is the element. Meaning is the basic element of vocabulary meaning. So, the meaning of words and strokes means elements of different levels such as layers of meaning and fields of meaning. The combination of semantic strokes creates meaning. This is the meeting point in the thoughts of many researchers.

Regarding the meaning of creating new words, Do Huu Chau believes that the development of the meaning of Vietnamese words is due to a simple reason to meet the need to create new words and resolve the conflict between infinity on the one hand. Of things and phenomena in objective reality with one side being the finiteness of linguistic elements<sup>[1]</sup>. And the author believes that that is the driving force behind the change in meaning. He mentioned a number of cases such as: 1. Due to the change of the thing or phenomenon being named, the word must change its conceptual structure; 2. Due to taboos, the meaning of words also changes. But according to the author, the main driving force driving the transformation of meaning is still the needs posed by communication, some intellectual needs, some rhetorical needs. According to Nguyen Thien Giap, changing meanings is due to many different reasons: “due to the phenomenon of taboo, wanting to express oneself figuratively, or wanting to keep it a secret in a certain group of people”<sup>[3]</sup>. In this content, the author also emphasizes: Socio-psychological factors have a significant influence on changing the environment of words.

Author Do Viet Hung affirms: “In addition to meeting the need for naming, the annotation of words also comes from the reason the speaker wants to renew his or her expression”<sup>[4]</sup>. The change in the meaning of words often brings unique things, especially in literary language.

This shows that the meanings of words are linguistic concepts. The meaning of words contains people's understanding of the essential properties of things and phenomena in the objective world.

### 2.2 Structural model of Vietnamese textbooks 3

The structure model of Vietnamese 3 textbooks is divided by topic:

Each week - The learning topics of the book are divided into 5 subjects, respectively:

1. Practice reading
2. Practice words and sentences
3. Spelling
4. Tell stories
5. Practice writing

Through studying the above section, we can see that the concept of words and word meanings has been raised by many opinions by researchers. At the same time, words and word meanings have been known to people for a long time in the world and in Vietnam, with many the trend shows that this is an important issue, attractive to researchers because of its practical significance in communication activities. In educational activities, studying Vietnamese words and their meanings is very important. Through this, we also know the structural model of Vietnamese textbooks for grade 3 divided by topics through weeks and lesson structure.

### 2.3 Survey on the current status of annotations in textbooks

#### 2.3.1 The position of the “footnote” section in the text

In each reading text, after the text content is the annotation, so the annotation is after the reading content.

#### 2.3.2 Survey results

Annotation is additional information that fills out the main text. But to achieve clarity and perspective, scientific writing is indispensable. Etymologically, a note is different from a glossary, but the definitions of these two words in dictionaries are not consistent. In fact, scientists don't care about their differences either. Finding an article about the annotation concept is even more difficult. Starting from that situation, the following article focuses on specific insights about (1) The dictionary meaning and usage of the word “annotation”; (2) Describe the position of the annotation in the text; (3) Analyze the relationship between the annotated object and the annotation; (4) Survey the current status of annotations in social science works. Below are the survey results:

	Presenting concepts, and demonstrative words			Provide synonyms, antonyms and words that need explanation			Other	
	Criteria	Quantity	%	Criteria		%	Quantity	%
	Concept	129	40	Synonym	43	13.3	69	21.3
	Denotative words	32	9.9	Antonym	0	0		
				Words need explanation	50	15.5		
<b>Total</b>		161	49.9		93	28.8	69	21.3

#### 2.3.3 Comment

Through the survey of annotations in reading exercises in Vietnamese textbooks for grade 3, there are 93 reading exercises corresponding to 323 annotated words, of which: Concepts account for 40%, demonstrative words account for 9.9%, synonyms 13.3%, words need explanation 15.5%, other 21.3%.

Thus, the annotation using conceptual words accounts for the most 40% because it is the easiest to understand annotation and suitable for the cognitive psychology of elementary school students. Example: Reading exercise “Spring door” from the platinum caption: *Precious metal, white; Meaning in the article: Bright white*<sup>[5: 110]</sup>. The meaning of the word *platinum* helps students recognize colors easily and understand through the explanation of the

word.

**Example:** Reading exercise "Southern sunshine" from *folk song notes: Songs passed down among the people, often with unknown interpretation*<sup>[5: 95]</sup>. The meaning of the word *folk song* has helped students think of the songs in daily life that their grandparents often sing at home as folk songs, especially helping elementary school students gradually approach music. Vietnamese folk literature genre.

But besides that, the author used captions in foreign languages, names of places, names of characters, names of things and phenomena... accounting for 21.3%, ranking 2nd highest, according to my understanding because of the author's interpretation. We want students to gradually approach and become familiar with foreign languages in order to form students between studying Foreign Language

and Vietnamese because Foreign Language begins to be included in the 3rd grade curriculum. Such intertwining makes Students remember for a long time and are not surprised when pronouncing English.

**Example:** Reading exercise "Precious land, beloved land" from the caption *Ethiopia: A country in northeast Africa* <sup>[5: 85]</sup>.

=> Through this reading exercise and the explanation in the lesson, it helps elementary school students access foreign languages and at the same time helps 3rd grade students know the geographical location of Ethiopia as a country. The country is located in northeast Africa.

Example: Reading exercise "Meeting in Luxembourg" from the caption *Luxembourg: A small country in Europe, next to Belgium, Germany and France* <sup>[6: 99]</sup>.

=> The explanation in the lesson helps elementary school students access foreign languages and at the same time helps 3rd grade students know the geographical location of Luxembourg, which is a small country in Europe, next to Belgium, Germany and France.

Example: Reading exercise "Beautiful scenery of rivers and mountains" from Nghe An's caption: *Nghe An and Ha Tinh regions in general*.

=> From the above annotation, it has been clarified and clearly indicated the place name of Xu Nghe land in Ha Tinh province.

Example: Reading exercise "A highland primary school" from the annotation *Sung Thai: A commune in Yen Minh district, Ha Giang province* <sup>[5: 119]</sup>.

=> From the above annotation, it has been clarified and clearly indicated that Sung Thai commune: Is a commune in Yen Minh district, Ha Giang province in Ha Giang province.

Example: Reading exercise "Son of the Central Highlands" from *Nup notes: Military hero Dinh Nup, a Ba-Na person, was very famous in the resistance war against the French colonialists* <sup>[5: 104]</sup>.

=> This is a way to explain the names of historical figures. Helps 3rd grade students know the names of historical figures who contributed to the revolution in the resistance war against the French colonialists.

Demonstrative words account for the lowest 9.9% compared to the remaining words because students' recognition and understanding of demonstrative words is still slow.

**Example:** Reading exercise "Community house in the Central Highlands" from the annotation on *agricultural tools: Tools used for farming (hoes, plows, harrows, sickles...)*

=> The annotated word "farm tools" in this lesson belongs to an ancient word used to generalize farming tools, making it difficult for 3rd grade students to know the meaning of the word "farm tools" in the lesson.

Example: Reading exercise "Soldiers return to the village" from the caption: *Loving, not wanting to leave* <sup>[6: 8]</sup>.

=> The annotated word *bn ron* belongs to the class of Chinese Dialect words, helping students who have difficulty understanding the meaning of words.

Thereby, the author agrees that explaining and annotating concepts after each reading exercise is reasonable to help students understand the lesson quickly. According to the explanation, annotations in foreign languages are added to the curriculum because they help students access foreign literature and form ways to compare Vietnamese literature and foreign literature. And explaining more place names

helps students grasp the provinces and cities in Vietnam.

### 3. Conclude

The survey results help us recognize and better understand the dictionary and usage meanings of the word "annotation", describe the position of annotations in the text, and analyze the relationship between the object being annotated. Compatible with annotations, surveying the current status of annotations in social science works.

Words and meanings of Vietnamese words have a close relationship with each other and at the same time the object relationships are annotated with annotations. Helping elementary school students in general and 3rd grade students in particular understand in a concise, easy-to-understand manner with annotated words. Therefore, the study and survey of annotations in Vietnamese textbooks for grade 3 has both theoretical significance and practical value. Especially in the preparation period for changing primary school Vietnamese textbooks, researching and surveying annotations in grade 3 Vietnamese textbooks is more valuable than ever.

### 4. Acknowledgement

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