

**MINISTRY OF EDUCATION AND TRAINING  
HANOI UNIVERSITY OF PEDAGOGY 2**

**TRAN THI LAN**

**Enhancing Grade 5 Students' Communication Skills Through Educational  
Games**

**Major: Education**

**Code: 9 14 01 01**

**SUMMARY OF THE DOCTORAL DISSERTATION IN EDUCATIONAL  
SCIENCES**

***SUPERVISOR***

**Associate Professor, Dr Dang Thanh Hung**

**HA NOI, 2017**

**MINISTRY OF EDUCATION AND TRAINING  
HANOI UNIVERSITY OF PEDAGOGY 2**

---

***SUPERVISOR***

**Associate Professor, Dr Dang Thanh Hung**

***Examiner 1:***

***Examiner 2:***

***Examiner 3:***

**The dissertation will be defended at the Doctor's Thesis Defense  
Committee meeting at Hanoi 2 University of Education on .....,.....**

**THESIS CAN FIND OUT AT THE LIBRARY OF HANOI  
PEDAGOGICAL UNIVERSITY**

## INTRODUCTION

### 1. Reason for selecting the topic

In the era of the 4.0 scientific revolution, where science, technology, and engineering have made significant advancements, there is a growing risk of various professions being replaced by artificial intelligence. Consequently, the role and significance of human workers are increasingly important and need to be "upgraded" and emphasized. The education of communication skills is a critical mission for elementary schools, as it lays the foundation for the holistic development of students' personalities. However, the education of communication skills for students within school settings needs to be prioritized in the objectives of subjects or extracurricular activities. For elementary students, play is an essential and intrinsic need, as important as eating, sleeping, and studying. While games are commonly used in elementary schools, teachers often need a more specific understanding of play, games, and their potential benefits, resulting in the underutilization of games' effectiveness. Educating communication skills through collaborative learning approaches, such as group work, discussions, project-based learning, and integrated themes, has shown promising outcomes in developing students' communication skills. However, these studies need a more precise definition of communication skills as one of the fundamental learning skills, often discussing it in a general and theoretical manner without sufficient focus on skill development. Remarkably, the issue of communication skills at the elementary school level still needs to be addressed.

Furthermore, using games to teach communication skills is an area that has yet to receive much research attention. Given these reasons, our research focuses on "Educating Communication Skills for Grade 5 Students through Games" to shed light on the current situation and theoretical aspects of using games as a practical approach for educating communication skills in Grade 5 students. We aim to provide valuable insights and solutions to foster the development of communication skills while enhancing the overall quality of communication skills education in elementary schools.

### 2. Research purpose

Based on theoretical research and an evaluation of the current situation, the dissertation proposes measures to enhance the effectiveness of educating communication skills for Grade 5 students through games.

### 3. Subject and object of the study

#### 3.1. Subject of the study:

The educational process in elementary schools for Grade 5 students.

#### 3.2. Object of the study:

The educational measures for communication skills for Grade 5 students through games in elementary schools.

### 4. Scientific hypothesis

Education of communication skills for students is a vital task in elementary schools, contributing to the overall quality of education and students' personal development and confidence in their age-appropriate activities. However, the education of communication skills for students is limited due to various reasons. If the educational measures for communication skills are designed and implemented using suitable games, creating an environment that encourages students to communicate and experience, providing multiple opportunities to develop their skills, it can contribute to enhancing communication skills and improving academic performance.

### 5. Research objectives

5.1. Identify the theoretical foundation and current situation of educating communication skills through games in elementary schools.

5.2. Propose educational measures for communication skills for Grade 5 students through games.

5.3. Conduct pedagogical experiments and evaluate the research results through pedagogical experiments.

### 6. Research methods

#### 6.1. Methodological approach and research approach

During the dissertation research, we adhered to the following viewpoints, methodologies, and research approaches:

##### 6.1.1. Systemic-structural perspective:

Education of communication skills through games is a comprehensive system that includes educational elements such as objectives, principles, content, forms, evaluation of educational outcomes, and these elements are interdependent and interconnected.

#### 6.1.2. Integrated perspective:

Integrating the education of communication skills through games into various subjects and educational activities helps avoid redundancy in content and promotes the development of new knowledge and understanding. It creates a favorable environment for communication skills education, stimulates creativity, and fosters student interest in different games across various subjects.

#### 6.1.3. Activity perspective:

Students' communication skills are developed and enhanced through activities. Therefore, for the education of communication skills to be effective, diverse games should be organized, allowing students to experience actively, take initiative, and adapt to real-life situations.

#### 6.2. Research methods:

##### 6.2.1. Theoretical research methods.

##### 6.2.2. Practical research methods.

##### 6.2.3. Other research methods.

#### 7. Research scope

#### 8. Research content

The dissertation focuses on using educational games (games used in educational activities with educational purposes) as a means to educate communication skills for Grade 5 students, referred to as educational games. The educational measures for communication skills are limited to school-level and focus on specific practical skills that are relevant and essential for Grade 5 students.

#### 9. Research area

The dissertation conducts surveys on the current situation of teachers and Grade 5 students in selected primary schools in Hanoi, including representative

schools from urban areas (5 schools), rural areas (5 schools), and mountainous areas (5 schools).

#### 10. Research timeline

The survey will be conducted in the first semester of the 2021-2022 academic year, while the pedagogical experiments will take place in selected elementary schools in Me Linh district during the second semester of the 2021-2022 academic year.

#### 11. Main arguments to be defended

Communication skills are among the essential modern learning skills and crucial social skills that need to be educated for elementary students. These skills can be effectively educated through suitable games, contributing to improving students' attitudes and academic performance.

Educating communication skills for elementary students through games offers significant advantages, as games inherently possess a deep social nature and provide opportunities for communication and collaboration. Each game can educate specific communication skills, while different games can address various communication skills.

The effectiveness of educating communication skills through games depends on game design, the playing process, teacher guidance, the learning environment, and appropriate assessment methods aligned with each game.

##### Research contributions:

The dissertation clarifies the scientific understanding of communication skills at the elementary school level and the education of these skills through games. It identifies fundamental communication skills that need to be educated for elementary students.

The dissertation identifies the existing limitations in educating communication skills through games for Grade 5 students in selected elementary schools (representing urban, rural, and mountainous areas) in Hanoi, analyzing and evaluating the factors influencing this educational process.

The dissertation develops a design technique for integrating various content (science, art, technology, daily activities, social aspects, culture,

economics, learning, environment, etc.) into games to educate communication skills for Grade 5 students.

The dissertation proposes educational measures for communication skills through games for Grade 5 students, contributing to enhancing students' attitudes and academic performance. The research results of the dissertation will serve as a valuable reference for elementary school teachers, parents, and individuals interested in elementary students' education and development.

Structure of the dissertation: The dissertation structure includes: (1) Introduction, (2) Content, (3) Conclusion and recommendations, (4) List of related works, (5) References, (6) Appendices.

The content part of the dissertation consists of 4 chapters:

Chapter 1: The theoretical foundation of educating communication skills for Grade 5 students through games.

Chapter 2: The current situation of educating communication skills for Grade 5 students through games.

Chapter 3: Educational measures for communication skills for Grade 5 students through games.

Chapter 4: Pedagogical experiments.

## **Chapter 1**

### **THEORETICAL FOUNDATIONS OF EDUCATING COMMUNICATION SKILLS FOR GRADE 5 STUDENTS THROUGH GAMES**

#### 1.1. Research Overview

##### 1.1.1. Studies on Communication, Skills, and Communication Skills

1.1.1.1. Studies on Communication Communication is a fundamental and essential aspect of human life. Through communication, individuals engage in social relationships within the community, acquire social and cultural knowledge, and develop their identities. Communication also enables individuals to understand and affirm their values based on societal norms. Therefore, communication has been recognized as an important concept from an early age.

Communication research is diverse and primarily focuses on the psychology of communication, cultural behaviour in communication, and effective language usage. In education, there has been more emphasis on studying communication skills for students in general. However, in-depth studies on communication skills and their education for elementary school students still need to be completed.

1.1.1.2. Studies on Skills Skills have been a research subject with various perspectives. Different viewpoints exist regarding skills, and although some perspectives have not fully captured the essence of skills, these studies have deepened the understanding of the nature of skilful actions.

#### 1.1.1.3. Studies on Communication Skills

Research on education for elementary school students in Vietnam is limited, particularly in educating communication skills through educational games. While previous studies on communication, skills, and communication skills have yet to extensively explore the education of communication skills for Grade 5 students, they have provided a solid theoretical foundation for our research.

#### 1.1.2. Studies on Educating Communication Skills through Games

In general, communication skills education for students of different age groups is organized through diverse forms and methods, including a few studies on educating communication skills through games for children in general. These studies have addressed the educational tasks of communication skills at various levels, such as exploring the communication context, understanding children's psychology, listing individual games, and proposing solutions to develop communication skills. However, there is still a need to establish a systematic design process to help teachers facilitate the development of communication skills through games. This research aims to fulfil that gap.

### 1.2. Games in Elementary Schools

1.2.1. Concepts of Play and Games Approaching different perspectives, we define games as a combination of players' actions (perception, communication, interaction, etc.) and appropriate rules that combine these actions to achieve specific purposes and benefits.



### 1.2.1.2. Educational Games

There are different interpretations of educational games. In the pedagogical theory, any games related to education, as methods, forms of organization, and practice, are considered educational games regardless of their content and nature.

## 1.2. Communication Skills in Elementary School

### 1.2.1. Concepts of Communication, Communication Skills, and Education of Communication Skills

#### 1.2.1.1. Concept of Skills

This study adopts the concept of skills according to Dang Thanh Hung: Skills are actions performed with technical proficiency, flexibility in different conditions and environments, based on life experiences and knowledge about the job, motor abilities, and other biological, psychological, and social conditions of individuals to solve problems and achieve predetermined goals or success criteria according to standards or regulations.

#### 1.2.1.2. Concept of Communication Skills

Based on various perspectives, we agree with Dang Thanh Hung's viewpoint that communication skills are "a type of action with technical proficiency that helps parties engage in communication, carried out voluntarily based on knowledge related to the job, motor abilities, and other biological, psychological, and social conditions of individuals to achieve predetermined communication goals or benefits."

#### 1.2.1.3. Educating Communication Skills through Games

Based on the concepts of communication skills and games, we believe that "Educating communication skills through games is organizing opportunities for students to use language and non-verbal means to play and develop specific communication skills."

## 1.2.2. Some Communication Skills for Elementary School Students

### 1.2.2.1. Basic Communication Skills

In this study, we adopt the classification by V.P. Dakharov, who categorizes communication skills into four basic groups: (1) Skills that play an

active role in communication (2) Skills that demonstrate passivity in communication (3) Skills that regulate appropriate balance in communication (4) Skills that express specific and understandable information These skill groups are represented through ten specific skills: establishing relationships in communication, balancing the needs of the sender and receiver, listening, self-regulating emotions and behaviors, self-monitoring and evaluating the receiver, expressing specific and understandable information, being flexible and adaptable in communication, persuading the receiver in communication, controlling the communication process, and being sensitive in communication.

#### 1.2.2.2. Communication Skills to Be Educated through Games

Based on the analysis of the ten small communication skills by V.P. Dakharov, we find that educational games can help educate the following communication skills for students: listening, self-regulating emotions and behaviors, expressing specific and understandable information, being flexible and adaptable in communication, being sensitive in communication, controlling the communication process, and persuading the receiver in communication. In this study, we choose the following three specific skills to observe and evaluate during the experimental process: (1) Listening skill in communication, (2) Skill of expressing specific and understandable information, (3) Skill of self-regulating emotions and behaviors.

#### 1.2.3. Characteristics of Communication for Grade 5 Students

### 1.3. Games in Elementary Schools

#### 1.3.1. Concepts of Play and Games

Approaching different perspectives, we define games as a combination of players' actions (perception, communication, interaction, etc.) and appropriate rules that combine these actions to achieve specific purposes and benefits.

##### 1.3.1.1. Play game

##### 1.3.1.2. Educational Games

There are different interpretations of educational games. In the pedagogical theory, any games related to education, as methods, forms of

organization, and practice, are considered educational games regardless of their content and nature.

### 1.3.2. Requirements of Games

### 1.3.3. Classification of Games in Elementary Schools

#### 1.2.3.1. General Principles of Game Classification

#### 1.2.3.2. Classification of Games

- (1) Group 1: Games for cognitive development
- (2) Group 2: Games for value development
- (3) Group 3: Games for motor development

1.3.4. General Structure of Games The structure of educational games consists of the following basic components:

- (1) Game name,
- (2) Game objectives,
- (3) Preparation of tools and equipment,
- (4) Game rules,
- (5) Number of players,
- (6) Game actions,
- (7) Game outcomes.

### 1.3.5. Design Principles and Criteria for Game Selection

#### 1.3.5.1. Principles of Game Design

Games must have specific educational significance.

The game's purpose must align with the objectives of the lesson or part of the curriculum and the objectives of communication skills education.

Games must be suitable for the students' psychological characteristics, the instructors' capabilities, and the school's material conditions.

The organization of games should be diverse and rich, helping students to vary their learning activities in class and integrate intellectual activities with learning tasks.

Games must be attractive to students. They should be played at appropriate times during the lesson to maintain students' interest and effectively guide them

to focus on other lesson content. Game instructors should be selected based on their competence, matching the game's requirements.

Games should promote teamwork and cooperation. Games often involve elements of collaboration, and it is essential to consider the element of "competition" to design games that avoid unhealthy competition. This stimulates positive efforts from each student, fosters teamwork spirit, and encourages friendship.

Games should be adaptable to different environments and easy to participate in. [44]

#### 1.3.5.2. Criteria for Game Selection and Design

#### 1.3.6. Role of Games in Educating Communication Skills and Teaching in Schools

Games create a fun and interactive environment for communication and learning.

Games serve as an active teaching method with the learner at the center.

Games enhance students' motivation for learning.

Games promote cooperation and competition.

#### 1.4. Educating Communication Skills through Games in Elementary School

Educating communication skills through games is a pedagogical process with specific objectives, content, methods, means, and forms employed by teachers to help learners develop the ability to apply their knowledge, experiences, and communication skills to specific situations effectively, based on the enhanced interaction, support, and interdependence among communication participants.

##### 1.4.1. Principles of Educating Communication Skills through Games

##### 1.4.2. Objectives of Educating Communication Skills through Games

The objectives of educating communication skills through games for elementary school students are as follows:

To help students understand the process of communication, the cultural aspects of communication, and the significance of communication skills in solving personal issues.

To assist students in orienting themselves in communication situations, making choices, learning and practicing communication skills in a cultural and rule-compliant manner to handle challenges in daily group activities.

To facilitate the development of students' communication needs, the expression of a friendly and cooperative attitude in communication situations.

#### 1.4.3. Content of Educating Communication Skills through Games

(1) Education of awareness about communication skills

(2) Guiding students to learn and practice communication skills through games

(3) Education of emotions and communication culture

#### 1.4.4. Forms of Educating Communication Skills through Games

1.4.4.1. Education through in-class games

1.4.4.2. Education of communication skills through after-school activities

#### 1.4.5. Evaluation of the Process of Educating Communication Skills through Games

##### Conclusion of Chapter 1

In summary, research on communication skills and communication skills through games has been conducted at various levels and in different environments, but it is still limited and not comprehensive. To date, there has been no study on educating communication skills through games for Grade 5 students, specifically in the context of educational games. Communication skills are composite skills comprising various component skills. Educating communication skills for elementary school students requires selecting simple skills that are repeated through specific actions associated with students' learning and play activities in schools. In this study, we have chosen three specific communication skills to observe, evaluate, and focus on educating for students. By identifying specific objectives for educating communication skills through games, we have synthesized and clarified the theoretical foundations of games, educational games, and approaches to educating communication skills through games.

## Chapter 2

### **THE CURRENT STATUS OF COMMUNICATION SKILLS EDUCATION THROUGH GAMES FOR 5TH GRADE STUDENTS**

2.1. Overview of the Economic, Cultural, and Educational Situation in Cau Giay District, Me Linh District, Ba Vi District, and Hanoi City

2.2. Overview of the Survey on the Current Status

2.1.1. Survey Objectives

To assess the current state of communication skills education through games in selected elementary schools in Me Linh District, Ba Vi District, Cau Giay District, and Hanoi City.

2.1.2. Survey Participants

A total of 155 teachers in 5th grade and 1,300 students in 5th grade were surveyed. Additionally, 15 lesson plans were examined.

2.1.3. Survey Locations

The research selected three districts in Hanoi City that represent diverse economic, social, and community conditions. Ba Vi District was chosen to represent the mountainous region (surveying 5 elementary schools), Me Linh District represents the agricultural area (surveying 5 elementary schools), and Cau Giay District represents the urban and city center (surveying 5 elementary schools).

2.1.4. Survey Content

The benefits, necessity, and significance of incorporating communication skills education through games (Question 1, Question 2, Question 3).

The current state of communication skills education through games (Question 4, Question 5, Question 6).

The existing communication skills of 5th grade students (Question 7, Question 8).

Factors influencing the implementation of communication skills education through games (Question 9).

2.1.5. Survey Methods

a) Questionnaire Survey

A questionnaire for teachers consisting of 9 questions (Appendix 1).

A questionnaire for students consisting of 5 questions (Appendix 2).

b) Interviews In-depth interviews conducted with 10 5th grade teachers to gain deeper insights into the content, format, and methodologies of game-based communication skills education (Appendix 3).

c) Observation

Classroom observations and extracurricular educational activities involving games were conducted to understand the organization and objectives of game-based activities, as well as the communication skills of students.

d) Study of Teaching Records

Analysis of teachers' lesson plans (15 lesson plans) and student educational outcomes. e) Data Analysis Statistical analysis using mathematical formulas with the support of SPSS software version 20.0 to process the survey data.

#### 2.1.6. Criteria and Evaluation Scale for Survey Results

The dissertation establishes an evaluation scale based on 3 objectives: Good, Achieved, and Need Improvement. These correspond to a scale of 3, with a maximum score of 3 and a minimum score of 1, following a decreasing order of objectives and two criteria (Consciousness and Action). The average value holds significance in the interval scale, with a distance value of  $(\text{Maximum} - \text{Minimum}) / n = (3-1) / 3 = 0.66$ . Consequently, the evaluation scale is as follows: Need Improvement from 1.0 to  $< 1.66$ ; Achieved from 1.66 to  $< 2.33$ ; Good from 2.33 to  $\leq 3.0$ . The dissertation constructs the survey questionnaire based on a Likert scale (5-point scale), corresponding to a scale of 5 (Maximum score: 5, Minimum score: 1) based on decreasing objectives. The distance value is  $(5-1) / 5 = 0.8$ . Hence, the survey results are categorized as follows: Objective 1 from 1.0 to  $< 1.8$ ; Objective 2 from 1.8 to  $< 2.6$ ; Objective 3 from 2.6 to  $< 3.4$ ; Objective 4 from 3.4 to  $< 4.20$ ; Objective 5 from 4.20 to  $\leq 5.0$ .

### 2.2. Analysis of Survey Results on the Current Status

#### 2.2.1. Awareness of Communication Skills Education through Games

#### 2.2.2. The Current State of Communication Skills Education through Games

#### 2.2.3. The Current State of Communication Skills of 5th Grade Students

#### 2.2.4. Factors Influencing the Process of Communication Skills Education for 5th Grade Students

### 2.3. Findings on the Practice of Communication Skills

#### Education through Games for Elementary School Students

### 2.3.1. Regarding Communication Skills

Through the survey, it is evident that teachers have a clear understanding of the role and benefits of communication skills for students and individuals in modern society. Consequently, they have implemented various educational activities, including communication skills education through games, to foster student development. However, due to various factors (as analyzed above), the level of students' communication skills remains relatively low. Thus, specific solutions are necessary to enhance the communication skills of 5th grade students and elementary school students in general.

### 2.3.2. Designing and Using Games

Designing and using games present significant challenges for teachers in the process of communication skills education for 5th grade students. Teachers often face difficulties in designing games that effectively promote communication skill development. Additionally, selecting suitable games from the wide array of educational options is not easy, as not all games serve the purpose of communication skills education. Furthermore, organizing games within a large classroom setting, with limited time for each subject, proves challenging. The incorporation of extracurricular activities is also constrained when multiple objectives need to be integrated into the activities.

### 2.3.3. Communication Skills Education through Games

The initial implementation of communication skills education through games in elementary schools indicates a lack of clarity regarding purpose and objectives. This is evident in teachers' lesson plans and school educational documents. Consequently, the subsequent stages of implementing communication skills education through games in schools are limited in effectiveness.

#### Conclusion of Chapter 2

The current state of communication skills education in schools reveals limitations, particularly in the design and organization of games within the classroom setting. Teachers often feel hesitant to incorporate games due to various reasons, including limited time for subjects, extensive curriculum content, and the time-consuming process of designing and preparing game activities. As a result, the effectiveness of communication skills education, especially through games, falls short. Based on the analyzed current state, specific solutions are proposed to address these limitations and challenges in Chapter 3.

## **Chapter 3**

### **EDUCATION STRATEGIES FOR COMMUNICATION SKILLS DEVELOPMENT THROUGH GAMES FOR 5TH GRADE STUDENTS**

#### 3.1. Basic principles of communication skills education through games

3.1.1. The principle ensures the development of communication skills for students through organizing games



3.1.2. The principle ensures fitness and is suitable for 5th grade students

3.1.3. Principles to ensure effectiveness in educating communication skills through games

3.2. Education Strategies for Communication Skills Development through Games

3.2.1. Design Process and Selection of Games for Communication Skills Education

3.2.1.1. General Process of Game Design

Below is the general process for designing an educational game with the objective of communication skills development.

(1) Preparation:

Step 1: Determine the specific objectives for each game content (including the lesson/activity objectives and specific communication skills education objectives).

Step 2: Identify the type and name of the game (which can be value-based, cognitive, or physical games).

Step 3: Design the content of each game (crossword puzzles, play sheets, multiple-choice questions, images, etc.).

Step 4: Design the game rules, progression, and organization.

(2) Game Organization:

Step 1: Introduce the game, rules, and gameplay to the students.

Step 2: Select students to participate in the game (if it's a whole-class activity, this step is not necessary).

Step 3: Facilitate student participation, guide the gameplay, supervise, and ensure adherence to the rules.

Step 4: Announce the winning team/player and provide rewards if applicable.

(3) Conclusion:

Allow students to reflect on key issues through the game, such as the purpose of the game, the content related to the game, and how to play effectively.

Assess the outcomes, effectiveness, and impact of the teaching and learning activities on the students.

Utilize the evaluation results to improve teaching methods, identify new learning needs, and encourage active student participation in future activities.

\*Our proposed teacher activities include: (1) Establishing lesson objectives (2) Selecting design content (3) Researching and collecting various toys and materials for preparation (4) Estimating the group size, suitable location, and appropriate timing (5) Conducting game design activities

3.2.1.2. General Process for Game Selection

Step 1: Evaluate the fundamental components of the game

Step 2: Supplement and adjust the game as needed

### 3.2.2. Building Techniques for Designing Communication Skills Education Activities with Games

#### 3.2.2.1. Design Techniques for Communication Skills Education Activities with Games in Classroom Settings

Since the game content is a part of the lesson, game activities are integrated into the overall lesson process. The timing of game activities depends on the lesson structure and can be conducted as either the first or final activity within the lesson progression.

**Step 1: Design lesson objectives** The objectives of the lesson should also reflect the objectives of the game, as the game is an organized component of the lesson. In addition to demonstrating the objectives related to the lesson's academic competencies, the objectives of communication skills education can also be included in this section.

**Step 2: Design teacher and student preparations** The teacher needs to clearly specify the materials for themselves and the materials for the students. Accurate identification of the necessary materials ensures accurate and complete preparation.

**Step 3: Design teaching and learning activities** Design teaching activities with the game (the game content is a part of the lesson).

Lesson title

Objectives

Teacher and student preparations

Main teaching and learning activities

Teacher's Activities	Students' Activities
<p>Activity 1: Warm-up - Duration: Objective of Activity 1: Steps to be followed:</p> <p>Activity 2: Exploration - Duration: Objective of Activity 2: Steps to be followed:</p> <p>Activity 3: Practice, Application - Duration: Objective of Activity 3: Steps to be followed:</p> <p>Activity 4: Application, Reinforcement - Duration:</p>	<p>During the learning process, students actively perform tasks as requested by the teacher:</p> <ul style="list-style-type: none"> <li>• Maintain organization</li> <li>• Listen to instructions/tasks</li> <li>• Form teams/groups as required</li> <li>• Actively participate in completing tasks as instructed by the teacher</li> <li>• Follow the rules of the game</li> <li>• Evaluate the results, provide feedback on individual and team activities.</li> </ul>

Objective of Activity 4:	
Steps to be followed:	

Games can be used in warm-up activities to introduce lessons, as well as in exploration or practice activities as part of the teaching content. Teachers can also use games in application activities to reinforce and review lesson knowledge.

Illustration of lesson plans using games as part of the lesson content (Appendix 7).

3.2.2.2. Techniques for designing communication skills education activities with games in extracurricular activities

Extracurricular activities in primary schools are collective activities outside of regular classes, such as free play activities at school, group activities (flag ceremonies, class activities, Scout activities, etc.). To educate communication skills through organizing extracurricular games, we have developed a process for organizing games outside the classroom in two stages:

Stage 1: Designing a program for organizing extracurricular activities.

Stage 2: Organizing extracurricular activities.

3.2.3. Organizing guidance on using educational games

3.2.3.1. Some activities that provide models for communication skills

(1) Activities that demonstrate emotions and attitudes.

(2) Activities that convey messages through body language.

(3) Activities that provide positive listening models.

3.2.3.2. Organizing guidance on using games to educate communication skills

3.2.3.2.1. Games in the classroom

(1) Games used for introducing new lessons

To have a successful teaching hour from the first activity of a lesson, "Introduction" is considered a very important start to the lesson carried out by the teacher in a very short time. It is usually done at least 2 minutes and at most 5 minutes before starting a new lesson. The introduction part usually takes up a small amount of teaching time but is crucial in generating initial interest for students in the lesson. Therefore, when choosing or designing games, teachers need to ensure clear objectives, time constraints, and achieve the goal of introducing the lesson while enhancing student interaction and communication, creating interest for them. Example: Teaching the lesson "Expanding Vocabulary about the Motherland - TV5, Lesson 1" with the goal of introducing the lesson and developing communication skills. Teachers can organize a crossword puzzle game to introduce the lesson; teach new content or review and reinforce the lesson, topic, or theme.

(2) Games used for teaching new lessons

Using games to teach new lessons is a commonly used and effective teaching method in primary schools. Depending on the lesson and the content of the activities, teachers can organize games for students to play at specific stages. Example: Game: "Who Listens Best" can be organized alongside reading practice activities to help students develop purposeful listening skills.

### (3) Games used for review and reinforcement

Games used in review and reinforcement activities serve as a summary of a lesson, topic, or focal point. When using games in review and reinforcement activities, they should be concise, focused on the key points that need reinforcement in the lesson. The time dedicated to this activity is only 3-5 minutes. For example, in a reading comprehension lesson, teachers can have students play a role-playing game to reenact the story, or a game of "fastest and correct" to systematize vocabulary based on specific topics. Example: Reinforcing the lesson "Practice Vocabulary and Sentences: Pronouns (Week 9 - TV5, Lesson 1)" With the goal of reinforcing the knowledge of pronouns learned and developing communication skills, teachers can organize a game called "Fastest and Correct" for students to systematize pronouns according to the topic.

#### 3.2.3.2.2. Games in extracurricular activities

In school, besides learning activities, students also participate in collective activities and free play activities. Collective activities have significant meaning for 5th-grade students. Through these activities, students learn new communication skills, such as communicating with team leaders, team members, stars, and their peers in the League Command, as well as developing presentation skills in front of a crowd, organizing activities, and cooperating. These activities provide opportunities for students to communicate in different environments and develop flexibility in communication and problem-solving.

#### 3.2.4. Designing and creating an environment that encourages the development of communication skills

Creating a comfortable psychological environment between teachers and students, as well as among students, helps students feel at ease and be ready and willing to actively cooperate in game activities. Encouraging students to voluntarily engage in cooperative actions during game activities.

Building a positive psychological environment between teachers and students and among students.

Creating a suitable and safe physical environment.

### 3.3. The relationship between measures to educate communication skills for students through games

The communication skills education measures through educational games for 5th-grade students have been proposed to impact the following factors: Establishing a process for designing and selecting games for communication skills

education; Developing a process for communication skills education through games for 5th-grade students; Organizing guidance for communication skills education through games; Designing an environment for communication skills education through games; Evaluating communication skills education activities through games; and conditions for implementing communication skills education through games.

The communication skills education measures through games are implemented in specific forms and conditions within students' perception of values, communication skills, practice, and experience of using these skills in various communication situations and providing opportunities for students to solve their own problems with specific purposes in cooperation with others.

## **Chapter 4**

### **PEDAGOGICAL EXPERIMENT**

#### 4.1. Overview of the Experiment

##### 4.1.1. Objectives

4.1.2. Experimental Scale and Location The aim is to validate the scientific nature of the hypothesis and the feasibility of implementing communication skills education measures for 5th-grade students through games.

School Name	Class Name			
	Experimental Class	Number	Control Class	Number
Tien Phong Primary School	5A	30	5B	30
Chi Dong Primary School	5A	30	5B	30
Trang Viet Primary School	5A	30	5B	30
3	3	90	3	90

##### 4.1.3. Experimental Content

##### 4.1.3.1. Experimental Subjects

The experiment involves 5th-grade students from Tien Phong Primary School, Trang Viet Primary School, and Chi Dong Primary School, located in Me Linh District, Hanoi. Based on the number of students, their learning quality, and the initial level of communication skills, 30 students were selected from each class to participate in the experiment. The principle was to ensure an equal number of students, similar learning outcomes, and comparable initial communication skills between the experimental and control groups.

##### 4.1.3.2. Measurement and Evaluation Methods

Assessment of Students' Communication Skills: Listening skills to the communication partner; Clarity and comprehensibility in expression; Self-

regulation of emotions and behavior skills. In this study, communication skills were evaluated using a 3-level scale: Proficient skills, Some skills, Lack of skills.

#### 4.1.4. Experimental Process and Methods

##### 4.1.4.1. Experimental Process

Step 1: Selection of the experimental and control groups;

Step 2: Training of collaborators;

Step 3: Lesson planning;

Step 4: Execution of the experiment.

##### 4.1.4.2. Pre-Experimental Survey Results

Academic Achievement (End of the First Semester): Both the experimental and control groups were assessed as completed. Thus, the academic results of the experimental and control groups were equivalent.

##### 4.1.4.3. Experimental Method

Controlled experiments were conducted with equal program conditions, content, teaching conditions, class size, and initial skill levels. The experimental group received instruction using educational games and the designed teaching process, while the control group received regular teaching.

##### 4.1.4.4. Experimental Conclusion

At the conclusion of the experiment, the results of the experimental and control groups were analyzed and synthesized to evaluate the students' progress in communication skills and their learning outcomes through games. Evaluations were conducted multiple times during the experiment, comparing the results at the beginning, middle, and end of the process. A test assessing learning outcomes was administered at the end of the experiment using a multiple-choice format with comparable difficulty levels for both the experimental and control groups.

#### 4.1.5. Measurement and Evaluation Methods for Results

##### 4.1.5.1. Evaluation of Learning Outcomes

a) Evaluation Technique: Observing the implementation of communication skills as designed for each game.

b) Procedure: Observations were made in groups, with each group comprising 6 students. Each teacher observed and recorded the progress of students in demonstrating communication skills during the game.

##### c) Evaluation Criteria

Criteria for Evaluating Communication Skills: In this study, communication skills were evaluated using a 3-level scale: Proficient skills, Some skills, Lack of skills. As per current regulations, the evaluation of elementary school students' learning outcomes is typically categorized as completed or not completed based on observations. However, the designed test for evaluating learning outcomes used a 10-point scale to measure specific knowledge acquisition through games.

#### 4.1.5.2. Method for Evaluating the Effectiveness of Measures

##### a) Testing Effectiveness

The effectiveness of the measures was tested using specialized statistical analysis software (SPSS) through the One-Way ANOVA method to analyze mean differences. The One-Way ANOVA analysis process is outlined in Figure...

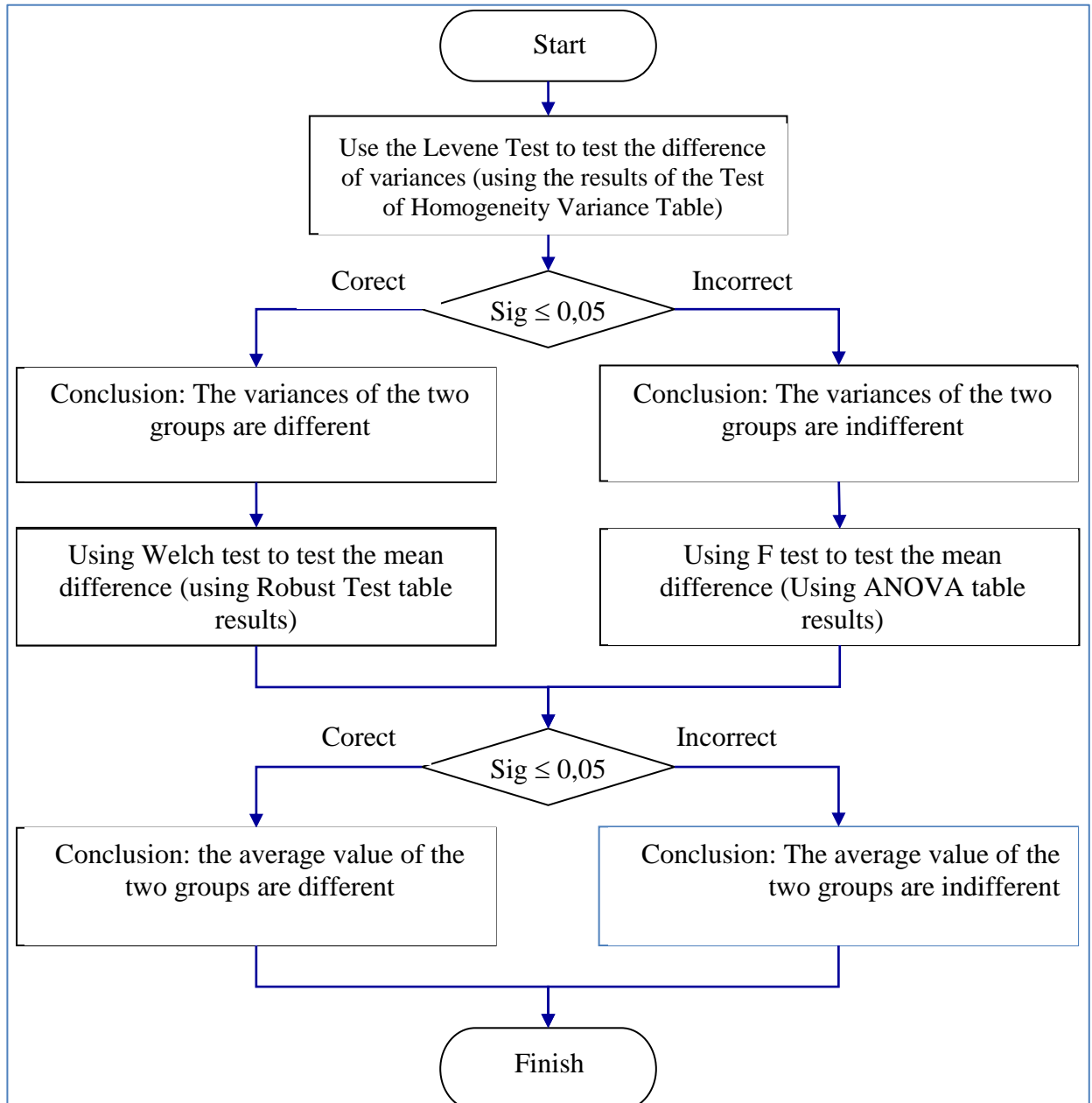


Figure 4.1: One-Way ANOVA Analysis Process using SPSS Software

##### b) Evaluating the Level of Impact

The level of impact is assessed using the method of Cohen's standardized mean difference (SMD), described as follows:

$$SMD = \frac{M_{TN} - M_{DC}}{SD_{DC}}$$

In which: SMD is the standardized mean difference, M\_TN is the mean value of the experimental group,

$M_{DC}$  is the mean value of the control group,  $SD_{DC}$  is the standard deviation of the control group.

According to Cohen (1998), the level of impact is categorized into different levels ranging from negligible to very large, based on the following criteria (Table...):

Table 4.2: Criteria for Evaluating the Level of Impact

Value	Level of Impact
> 1,00	Very large
0,80 – 1,00	Large
0,50 – 0,79	Average
0,20 – 0,49	Small
< 0,20	Very small

#### 4.2. Analysis of Experimental Results

4.2.1. Analysis of Pre-Experimental Positive Communication Levels in the Experimental and Control Groups

4.2.2. Analysis of Post-Experimental Positive Communication Levels in the Experimental and Control Groups

4.2.3. Analysis of Progress in Students' Communication Skills through Games

4.2.4. Analysis of Improved Communication Skills Cases

#### 4.3. Overall Evaluation of Experimental Results

4.3.1. Regarding the Effects of Games

The results of the experiment demonstrate that games are highly suitable for the psychological characteristics of 5th-grade students. The games provided students with scientific experiences, elicited their interest, enthusiasm, and active participation, particularly in effective communication during learning, which brought great joy to the students. The games effectively educated students in communication skills, making them more agile, confident, and courageous in their communication. They understood the power of teamwork, learned to share, and collaborated to accomplish tasks while maintaining the quality of their learning.

4.3.2. Regarding the Improvement of Communication Skills

Through the games, students' communication skills improved significantly, with the "lack of skills" category nearly eliminated. The "some skills" and "proficient skills" categories increased substantially compared to before the experiment. Each student possesses inherent potential for action or creative ideas, and if properly nurtured, they can perform and utilize their abilities effectively. Games provide one of the many ways to unleash the latent potential within students.

Conclusion of Chapter 4



The preliminary experimental results indicate that the communication skills education measures for 5th-grade students through games have had a positive impact on improving their communication skills and learning outcomes. After the experiment, students' communication skills showed significant improvement across all three skill categories. The level of positive communication also noticeably increased. Quantitative and qualitative analyses, along with scientific measurements and tests, have confirmed the effectiveness of communication skills education measures through games.

The scientific experimental results also demonstrate that communication skills education measures through games positively affect students' learning outcomes. The active experience in developing communication skills has encouraged students to be more engaged in their studies, and having good communication skills is conducive to achieving better learning outcomes.

The experimental results have confirmed the scientific hypothesis of the study. The communication skills education measures for 5th-grade students through games have been proven to impact their cognitive development in learning.

## CONCLUSION

"Learning through play" is a contemporary educational approach that aligns well with the psychological characteristics of elementary school students. Developing communication skills requires a prolonged, continuous, and ongoing process of student training. Therefore, integrating communication skill education through games should be a regular practice among teachers across various subjects and experiential activities within the school environment.

In this thesis, we have formulated a theoretical framework for educating communication skills through games for 5th-grade students. This framework consolidates existing research on communication, communication skills, and the effectiveness of game-based communication skill education for students. The thesis categorizes educational games and elucidates their structure and role in fostering student learning. It identifies seven fundamental communication skills that can be imparted to 5th-grade students and highlights three specific skills with corresponding indicators and manifestations for observation and evaluation.

The practical implementation of communication skill education in elementary schools has also shed light on several unresolved challenges that need to be addressed to enhance the quality of education and promote the development of students' communication skills. Educators and school administrators acknowledge the significance and objectives of communication skill development within the school context. However, they have yet to emphasize finding solutions to effectively integrate communication skill education into classroom instruction, starting from the goal-setting phase. This oversight has resulted in shortcomings when organizing education within the classroom, thereby leaving many students lacking sufficient communication skills or possessing only rudimentary proficiency.

Drawing from the findings of both theoretical research and practical experiments, this thesis proposes a systematic design process and selects a range of games to facilitate communication skill education and its implementation through game-based approaches.

The experimental results clearly demonstrate that communication skill education through games has yielded positive outcomes in terms of enhancing communication skills and academic performance among 4th and 5th-grade students. The findings firmly support the scientific hypothesis posited in this study, providing compelling evidence that communication skill education through games significantly contributes to the development of students' communication abilities.

**PUBLICATIONS RELATING TO THE THESIS**

1. Tran Thi Lan (2017), "Using language games in teaching words and sentences for 5th grade students", Scientific Journal of Hanoi University of Education 2, No. 47.

2. Tran Thi Lan, Dam Thi Hoa (2018), "Communication skills education for elementary school students", Educational Management Magazine, No. 3, March 2018.

3. Tran Thi Lan, Dam Thi Hoa (2020), "A Number Of Organization Methods Of Educating Communication Skills For Students Of Grade 5", Attending the ICE2020 International conference reporting in English from February 1-3, 2020 at Udon Thani Royal University, Thailand. ISBN 978-616-8097-11-3.

4. Tran Thi Lan, Dam Thi Hoa, Luong Phuc Duc (2020), "Designing Educational Games To Develop Communication Skills For 5th Graders", Attending the ICE2020 International conference reporting in English from February 1-3, 2020 at Udon Thani Royal University, Thailand. ISBN 978-616-8097-11-3.

5. Tran Thi Lan and Dam Thi Hoa (2023): Communication Skills Education through Games for Elementary School Students. RESEARCH AND ANALYSIS JOURNAL OF APPLIED RESEARCH, ISSN: 2394-6709, DOI:10.47191/rajar/v9i7.09, Volume: 09 Issue: 07 July-2023, International Open Access, Impact Factor- 8.174, Page no. 419-42.