

The teaching process of summarizing literary texts for students in grades 4 and 5 in Vietnam's primary schools

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ABSTRACT: *Literary texts (stories and poems) are the types of texts that are taught in large numbers in the program. Currently, there is still difficulty in summarizing texts in general and literary texts in particular for students in grades 4 and 5. This has caused students' ineffectiveness in the reading comprehension process of texts. The paper presents a four-step process of teaching summary of literary texts to grade 4, 5 students. As a result, students have better ability to summarize texts. Furthermore, students have been developed creative thinking skill and be more active in the learning process.*

Keywords: *Mindmap, text summary, process, primary school.*

I. INTRODUCTION

In the Primary Education Program, teaching the Vietnamese language is a subject that takes up a large amount of time (1505 periods) to help students form and develop their mother tongue. One of the important requirements in teaching Vietnamese reading comprehension in primary schools is text summary skills. The skills have also been clearly shown in the requirements of the 2018 Literacy Education Program, which states students can retell and summarize the main content of stories and poems. The skills will help the process of reading comprehension become more effective.

Literary texts (stories and poems) are the types of texts that are taught in large numbers in the program. Currently, there is still difficulty in summarizing texts in general and literary texts in particular for students in grades 4 and 5. This has caused students' ineffectiveness in the reading comprehension process of texts.

A mind map including systematization of main content with vivid and intuitive images is one of the teaching methods to help students in grades 4 and 5 better perform the task of summarizing literary texts. However, the use of mind maps in teaching summarizing texts in general and literary texts in particular is not specifically noted to instruct students to use effectively. Aware of this situation, our article proposes a process of teaching summarizing literary texts with mind maps for students in grades 4 and 5, towards training and developing literary text summary skills, thereby develops students' creative thinking ability.

II. RESEARCH CONTENT

2.1. The role of mind maps in teaching summarizing texts in primary schools

A mind map (Tony & Barry Buzan 1960) is an effective form and method of teaching, which has been and is being applied in many different industries and fields. This is a creative and systematic way of recording information (keywords), helping learners develop comprehensive study skills.

Mind maps have a concentric structure consisting of main branches and sub-branches radiating from a central theme. Creating a mind map is very simple without requirement for the accuracy of an administrative map or a chart. Therefore, elementary students can completely create and draw mind maps according to their cognitive ability. In particular, in the process of educational innovation, teaching innovation, and the implementation of the

2018 General Education Program, using mind maps is an effective solution to maximize capacity and quality of students.

Teaching text summary for primary school students is not a new case, but it is a difficult for students. The general education program 2018 clearly states the requirements for summarizing texts (reading comprehension) as follows: fourth graders can initially should know how to summarize simple stories and informational texts. Fifth graders should know how to summarize text types including literary and informational texts. Thus, if fourth graders are just introduced to text summary through suggestions and simple textual content, in grade 5, they need to have higher level of text summary skills without suggestions with more information.

Applying mind maps in text summary will be an orientation to help students' learning process become easier. Because through thinking manipulations and systematization of main information of the text into diagrams, students will find it easier to summarize the text. As a result, the effectiveness of teaching summary texts in general and literary texts in particular for students in grades 4 and 5 has been improved.

2.2. Teaching process of summarizing literary texts with mind maps for students in grades 4 and 5

Teaching text summary is integrated in the process of teaching reading comprehension; therefore, teachers need to pay attention to apply mind maps so that it is not formalistic but ensures educational goals of lessons.

In order to better apply mind maps to teaching literary text summary for students in grades 4 and 5, we would like to suggest the following steps:

Step 1: *Instructing students to determine a text layout in the process of reading and understanding the text.*

In the process of teaching reading to students, teachers need to instruct students to determine a layout of the reading passage. This is an important step to help students practice reading and understand the content more easily. The layout needs to be logically divided and expressed with a full meaning embraced by the text.

By determining the correct layout of the text, readers will have an initial picture of the number of events that appear in the text. This will be an important stepping stone to help students identify main branches (main content) in the process of mind mapping to summarize the text.

Step 2: *Instructing students to identify a main idea and main branch of the text by genre*

Students who can divide the text layout mean that they have divided the number of main branches and main ideas for the mind map. However, to know how the main branch and the main idea will be summarized in words, students need to go through the stage of reading and understanding each paragraph. Based on the genre of literary text, teachers can give some suggestions for students to discover the problem and the main content of the text. Problematic and suggestive questions not only help students discover the content of the lesson, but also help them discover the main content of the text containing the information mentioned.

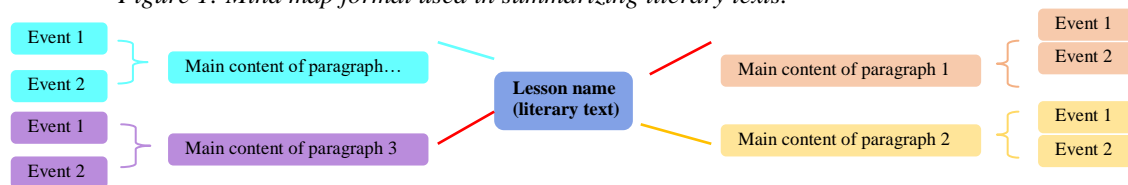
This matter is usually the content of studying lessons with questions established in textbooks. Students learn about the content of the lessons through a system of questions that have solved most of the task of identifying the main branch and the main idea of the summary text. Therefore, before instructing students to practice making or noting the main ideas on the mind map, teachers can invite students to share their ideas and expectations about the main content to be brought up in the map. This step plays an important role to guide students to build a mind map to for accuracy of the main content of the text.

Step 3: *Instructing students to practice making/noting the main ideas on the mind map*

After determining the layout and main content clearly, teachers will instruct students on how to create a mind map in the first lessons so that they can have products that match basic requirements of the mind map.

Mind maps often have the topic (in this case, the title of the lesson) in the center, to be larger and more prominent. Main branches are drawn from the topic. The number of main branches corresponds to the main contents of the paragraph layout. From the main branches, students can draw additional branches to give some milestones, important events, etc. of the main branch. Mind maps are highly individualistic and do not have strict formal regulations, so learners can choose a way to present, color or number of sub-branches according to their preferences and level of details, in accordance with their own cognitive ability.

Figure 1: Mind map format used in summarizing literary texts.



Teachers can also organize students to complete the map in groups to ensure the time and progress of lessons. Students collaborate to create a product according to their own understanding of the content of the literary text being studied. This not only stimulates students' interest in learning, but also develops students' ability to self-study, problem-solving, cooperation, and creative thinking.

Step 4: *Students give out their presentation, teachers/student groups give out their comments.*

After group cooperation, student representatives present their group's mind map product. Presentation of the mind map product is also the process where the student is summarizing the text with the main content systematized in the form of a map. During the students' presentation, teachers should pay attention to the use of words and the logic of the events given by the students to make appropriate adjustments, ensuring brevity and accuracy of the summarized content.

Besides, the collaborative mind mapping and listening and peer group commenting activities are a way for students to understand more about the content and meaning of the lesson. By their own understanding and students commenting and giving suggestions to their friends is also a chance to learn and deepen the main content of literary texts.

Thus, summarizing literary texts is no longer too difficult for elementary students with mind maps. By cleverly applying mind maps to teaching summarizing literary texts, students not only understand the content of the text, but also become more active in the process of reading and understanding the text. Therefore, students can have the ability to read on their own, enjoy reading and build a reading culture for students in school.

2.3. Practice of using mind maps in summarizing literary texts

The Origami cranes

(Vietnamese grade 5, volume one, pages 36 and 37)

Step 1: *Instructing students to determine a text layout in the process of reading and understanding the text.*

The teacher organizes for students to read and identify the text for the lesson:

- + Students discuss in pairs how to divide the text
- + Students share their ideas in front of the class
- + Students/Teachers give comments and conclusions

The teacher comes to divide the text into three paragraphs as follows:

Paragraph 1: From the beginning to “Japan”.

Paragraph 2: From “Two bombs” to “atomic radiation”.

Paragraph 3: From “When Hiroshima” to “644 Origami cranes”.

Paragraph 4: Paragraph 4: The remaining part, from “to be moved” to “peaceful”

Step 2: *Instructing students to identify the main idea and main branch of the text*

The teacher takes turns asking questions to guide the understanding of the lesson:

- When was Sadako exposed to radiation? (The teacher can suggest reading the content of paragraph 3)
- How did she expect to prolong her life? (The teacher can suggest reading the content of paragraph 3)
- What did the children do:
- + To show solidarity with Sadako? (The teacher can suggest reading the content of paragraph 3)
- + To express a wish for peace?

(The teacher can suggest reading the content of paragraph 4)

The teacher organizes and the students give out comment and conclusion

- Sadako was exposed to radiation when the US dropped two atomic bombs on Japan.
- She expected to prolong her life by folding a thousand Origami cranes and hanging und her room.
- The children sent their Origami cranes to Sazako to show solidarity and raise money to build a monument to commemorate those killed by the atomic bomb.

The teacher asks students to discuss in pairs to state the main content of each divided text.

Paragraph 1: The US dropped bombs on Japan.

Paragraph 2: The consequences of the atomic bomb.

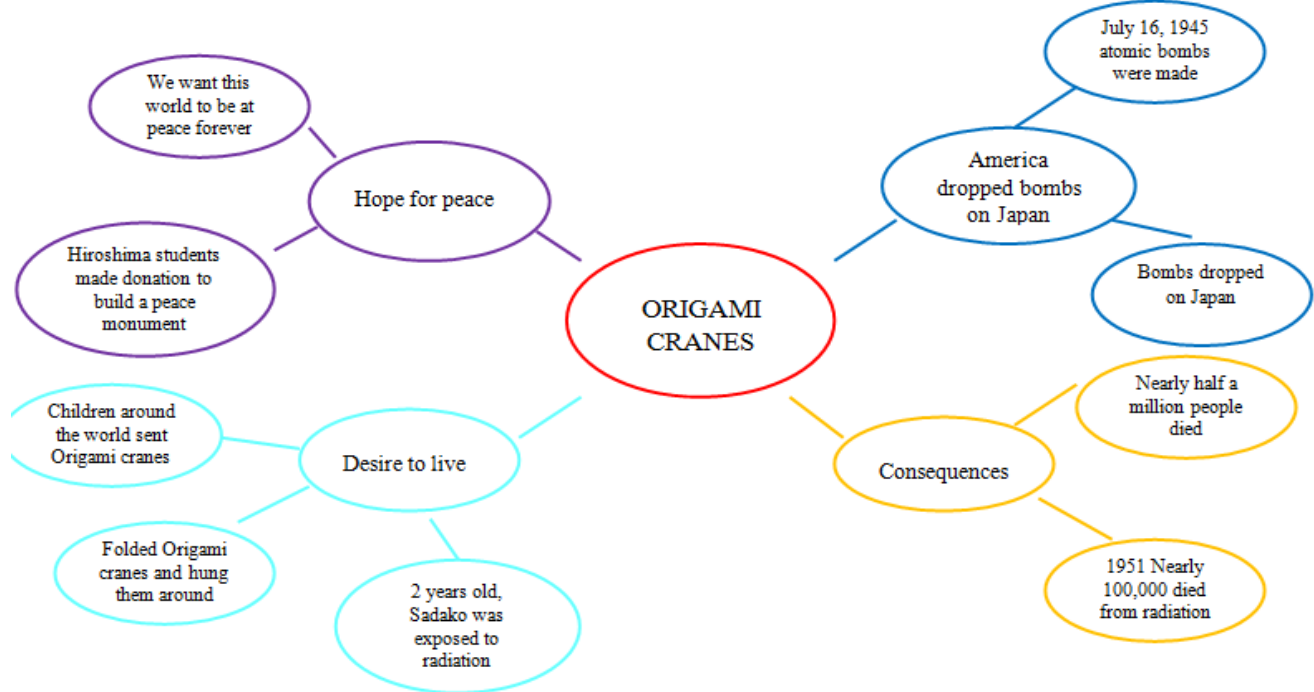
Paragraph 3: Sadako's desire to live.

Paragraph 4: Children's wish for peace

Step 3: *Instructing the students to practice drawing/noting the main ideas on the mind map*

The teacher organizes students to discuss in groups of 4, together to draw a mind map to represent the content of the reading. The teacher can observe and support weak groups of students who still have difficulties in the process of drawing the map.

Figure 2: The mind map for summarizing the lesson “The Origami cranes”



Step 4: Students present their map; the teacher/groups of students give/ gives their feedback.

Group representatives present their mind map (text summary). The teacher and other students listen attentively to supplement and comment on their friend's summary.

This is also an important step for the teacher to assess the results of students' group work as well as the level of understanding of the lesson content.

III. CONCLUSION

Teaching text summary with mind maps is a teaching method that helps students have better reading comprehension skills, practice creative thinking and problem-solving skills. The activity of summarizing literary texts with mind maps can be applied as an extension activity after each lesson. This activity not only helps students to be active but also helps them consolidate and deepen the content of lessons.

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