



# Investigating the Present State of Communication Skills Education via Play for Fifth Grade Pupils in Hanoi City, Vietnam

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## ABSTRACT

The significance of effective communication skills in the contemporary society cannot be overstated. Consequently, educational institutions in Vietnam consistently emphasize the cultivation of communication skills among students through a plethora of dynamic and engaging activities, encompassing both scholastic and recreational pursuits. This paper delves into the existing landscape, offering an evaluation of the accomplished strides, while also addressing the persisting constraints within the domain of communication skills education via playful methodologies, specifically focusing on primary schools within select districts of Hanoi city. These observations pave the way for forthcoming research endeavors aimed at surmounting these limitations and further amplifying the strengths inherent in furnishing students with adept communication skills.

**KEYWORDS:** Communication skills, gamification, primary school students

## 1. An Overview of the Economic, Cultural, and Educational Landscape of Cau Giay, Me Linh, and Ba Vi Districts, Hanoi City

Hanoi, the illustrious capital and one of the two exceptional urban enclaves of the Socialist Republic of Vietnam, is ensconced in the northwestern quadrant of the Red River Delta. This bustling metropolis comprises a mosaic of the central plain intertwined with undulating terrains to its northern and western fringes. Encompassing a sprawling expanse of 3,359.82 square kilometers and teeming with a populace of 8.33 million, Hanoi stands as the preeminent city directly governed by the central authority in Vietnam. It clinches the coveted mantle of the second most populous urban center, underscored by the second highest population density among the 63 provincial administrative divisions, albeit with a variable distribution.

Hanoi, an indomitable political, economic, and cultural epicenter, has etched its prominence across the annals of Vietnamese history. As the citadel of power, it incubates myriad pivotal cultural, recreational, and athletic landmarks. Moreover, it is the chosen crucible for a medley of international political and sporting affairs. Reverberating with the resonance of traditional craft hamlets, Hanoi constitutes one of the triumvirate of northern Vietnam regions aglow with festive traditions. A confluence of gastronomic

marvels, Hanoi's culinary tapestry is a magnetic draw for visitors.

In the chronicles of 2019, Hanoi's administrative prowess was underscored by securing the second rank in gross domestic product (GRDP) within Vietnam. It also secured the eighth position in per capita GRDP and clinched the 41st position in GRDP growth rate. Distinguished by UNESCO as a "City for Peace" on July 16, 1999, Hanoi stands as a bastion of cultural heritage. Within its realm rests the Imperial Citadel of Thang Long, an emblem recognized and immortalized by UNESCO as a world heritage site.

With its intricate interplay of economic dynamism, cultural effervescence, and educational endeavors, Hanoi's distinct districts, including Cau Giay, Me Linh, and Ba Vi, contribute distinct threads to the vivid tapestry that is Hanoi City.

### 1.1. Unveiling Cau Giay District

Nestled to the west of Hanoi's vibrant city core, Cau Giay District unveils a tapestry of affluence, where socio-economic vitality intertwines seamlessly with an elevated standard of living. This symbiotic relationship between prosperity and quality of life lends itself to a steadfast commitment to nurturing and advancing education and training. A synopsis of the 2022-2023 academic year underscores the paramount achievements within Cau Giay's primary education domain [1]:

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**(1) Educational Landscape:**

**Institutional Canvas:** The district proudly hosts a conglomerate of 26 educational institutions, encompassing an ensemble of 772 classes that collectively nurture 32,689 budding minds. The distribution is as follows:

**Public Institutions:** The district is graced with 12 public schools, orchestrating a symphony of 451 classrooms, catering to an assemblage of 24,127 students.

**Private Enterprises:** This educational kaleidoscope also boasts 14 non-public establishments, providing 321 classrooms for 8,562 students.

**(2) Harvested Educational Fruits:**

While the scholastic year unfolded, Cau Giay District's pedagogical endeavors reaped an abundant harvest. This harvest is notably characterized by:

Number of Grade 4 & 5	Number of Students	Competence						Quality					
		Good		Pass		More effort needed		Good		Pass		More effort needed	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
315	14071	11878	84.41	2193	15.59	0	0.00	11987	85.19	2083	14.80	1	0.01

**1.2. Embarking into Me Linh District**

Journeying to the outskirts of Hanoi, we unfurl the canvas of Me Linh District. Situated to the northern fringes of the city, Me Linh stands shoulder-to-shoulder with the Noi Bai International Airport, 29 kilometers distant from the city's core. Inhabitants of Me Linh District tread a path predominantly etched in agriculture, which interweaves harmoniously with the presence of industrial enclaves and time-honored craft villages. The scholastic tapestry woven in the crucible of Me Linh during the 2022-2023 academic year, as meticulously reported by the Department of Education, unveils a narrative of its own [2]:

**(1) Educational Landscape:**

**Institutional Mosaic:** The precincts of Me Linh District are graced by an assemblage of 30 primary educational sanctums, of which 29 are public, with a solitary private primary and secondary institution also contributing to this rich milieu. The holistic compilation encompasses 649 classes, a testament to growth from the prior year's 3 classes. The cradle of learning nurtures a cohort of 25,155 fledgling learners.

**Collective Crew:** Anchoring this educational voyage is a faculty marked by synergy and dedication. With a teacher-to-class ratio of 1.5 (comprising 969 teachers for the 649 classes), the district ensures adequate human resources to deliver the primary education curriculum. The educational ensemble further encompasses 25 General teachers at the helm, each steering a distinct school. Accompanying them are 32 diligent individuals attending to library upkeep and equipment maintenance, their roles tailored per grade (1st grade: 2 staff; 2nd and 3rd grades: 1 staff). Further bolstering this constellation are 79 administrative staff members, who diligently discharge responsibilities ranging from clerical duties to finance, accounting, and school health, ensuring that the standards of universal primary education Level 3 were met by 2022.

**(2) Fruits of Learning:**

**Educational Orchard:** The district, with its relentless pursuit of pedagogical excellence, has successfully sustained and augmented the echelons of primary education quality.

**Learning Fruits of Grade 4 & 5**

Well-finished		Finished		Unfinished	
Number	%	Number	%	Number	%
5734	53.4%	4985	46.5	12	0.1

About competence & Quality:

Competence						Quality					
Good		Pass		More effort needed		Good		Pass		More effort needed	
Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
7118	66.3	3613	33.7	0	0.0	7208	67.2	3521	32.8	2	0.01

**1.3. Unveiling Ba Vi District**

As we journey further, we arrive at the embrace of Ba Vi District, a realm characterized by its semi-mountainous terrain adorned with 7 mountainous communes nestled within the Ba Vi mountain region, while 24 communes and towns grace the sprawling plains. This district, with its expansive natural expanse spanning 428.0 square kilometers, stands as the largest within the embrace of the Hanoi capital. Yet, despite its grandeur, socio-economic conditions here exhibit nuances of limitation, particularly pronounced in the mountainous domains where a tapestry of ethnic minorities weave their lives [3]:

**(1) Educational Landscape:**

The primary echelons within Ba Vi District encompass a total of 34 primary schools, accompanied by 2 secondary schools with primary-level students. This educational domain encompasses an assembly of 28,171 pupils dispersed across 823 classrooms - an adjustment reflecting a reduction of 755 students and 19 classrooms when juxtaposed with the previous school year. A granular breakdown illustrates the following distribution:

- Grade 1: 143 classrooms nurturing 4,611 students.
- Grade 2: 158 classrooms accommodating 5,292 students.
- Grade 3: 162 classrooms fostering 5,596 students.
- Grade 4: 170 classrooms guiding 5,920 students.
- Grade 5: 190 classrooms cultivating 6,752 students.

**(2) Educational Achievements:**

**Subject Mastery:**

**Mathematics:** Of the 28,078 students, a noteworthy 27,876 attained the commendable status of "Good Completion" or "Completed," constituting a remarkable 99.3% accomplishment - an incremental gain of 0.1% from the previous year. A mere 202 students, representing a rate of 0.7%, navigated the path labeled "haven't completed," exhibiting a 0.2% reduction compared to the prior period.

**Vietnamese Subject:** Similarly, among the 28,078 students, an impressive 27,882 demonstrated "Good Completion" or "Completed," signaling a commendable 99.3% achievement - a commendable 0.2% improvement. Merely 196 students, encompassing a rate of 0.7%, found themselves in the realm of "haven't completed," showcasing a 0.2% dip from the preceding period.

**Science:** Among the 12,629 students, a staggering 12,624 harnessed the commendable status of "Complete well" or "Completed," crafting a resounding 99.9% attainment. A

meager count of 5 students, accounting for a rate of 0.1%, ventured into the territory of "haven't completed."

**History - Geography:** Within the realm of 12,629 students evaluated, a dominant 12,617 established their prowess through the mantle of "Complete well" or "Complete," composing a resolute 99.9% triumph. Only 12 students, resonating at a rate of 0.1%, charted a course into the "haven't completed" realm.

**Capacity Assessment:**

**Grades 1, 2, 3:** A cumulative 15,447 students underwent evaluation, resulting in a resounding 99.6% attaining "Good" or "Pass" designation, with a mere 0.4% venturing into the terrain of "Need to try."

**Grades 4 to 5:** Amid a 12,629-student cohort, an overwhelming 99.8% staked their claim within the "Good" or "Pass" classification, while a modest 0.2% navigated towards "Need to try."

**Quality Evaluation:**

**Grades 1, 2, 3:** An assemblage of 15,447 students found themselves under the gaze of evaluative scrutiny, resulting in an impressive 99.8% aligning with the realms of "Good" or "Pass," with a fractional 0.2% embarking on the path dubbed "Need to try."

**Grades 4 to 5:** Among a collective of 12,629 scholars, an astonishing 99.9% etched their presence within the contours of "Good" or "Pass," with a mere 0.1% steering towards "Need to try."

**2. Delving into the Survey Landscape**

**2.1. The Purpose Behind the Inquiry**

The crux of this endeavor lies in a comprehensive evaluation of the practicality of imbuing communication skills through the conduit of games within select primary schools. Specifically, our gaze falls upon the pedagogical realms of Me Linh District, Ba Vi District, and Cau Giay District, all enfolded within the intricate tapestry of Hanoi.

**2.2. Those Under the Spotlight**

The quintessence of our survey unfolds through the voices of 155 teachers orchestrating the educational symphony for 5th-grade apprentices. Simultaneously, 1,300 inquisitive 5th-grade students lend their perspectives to our narrative. Amidst this pedagogical tableau, a total of 15 meticulously scrutinized lesson plans cast their influence. Delving deeper, the essence of our inquiry is encapsulated within the realm of these numbers:

**Table 2.1: A Canvas of Survey Data**

District	Primary School	Number of teachers	Number of students	Number of Lesson plans for grade 5
Me Linh	Tien Phong B	12	115	1
	Tam Đong	12	93	1
	Tien Thinh	10	86	1

	Dai Thinh B	11	71	1
	Thach Đa A	12	75	1
Ba Vi	Ba Trai A	12	62	1
	Phu Chau	10	74	1
	Minh Quang A	12	65	1
	Phu Son	11	64	1
	Cam Linh	12	66	1
Cau Giay	Nghia Tan	9	118	1
	Nam Trung Yen	7	120	1
	Nghia Đa	8	95	1
	Mai Dich	9	99	1
	Quan Hoa	8	97	1
Total	15	155	1.300	15

### 2.3. The Canvas of Survey Domains

This thesis, with its discerning lens, casts its spotlight across a triad of distinctive districts within Hanoi, each woven with economic, social, and cultural nuances, collectively epitomizing a microcosm of diversity. In this tableau, Ba Vi District emerges as the pinnacle of mountainous terrain, encompassing 5 elementary schools. Me Linh District, emblematic of rural life, opens its doors across 5 primary schools. And nestled at the heart of urban dynamism, Cau Giay District ushers in the urban narrative through 5 surveyed primary schools.

### 2.4. The Tapestry of Survey Elements

Within the embrace of our inquiry, a multi-faceted mosaic of dimensions unfolds:

**The Virtue of Gamified Education:** We unfurl the canvas to explore the benefits, necessity, and profound meaning entwined within the gamification of communication skills education.

**Laying Bare the Pedagogical Reality:** Our inquiry navigates the terrain of reality, illuminating the contours of communication skills education through the prism of games.

**Unmasking Student Communication Skills:** We delve into the very fabric of 5th-grade students' communication skills, weaving an intricate portrait of their abilities.

**A Closer Look at Influential Factors:** The tendrils of our inquiry extend to encompass the factors that interweave, shaping the teaching of communication skills via games.

### 2.5. Navigating the Path of Inquiry

Our journey unfolds through a suite of methodologies:

**a) Questionnaires for Teachers:** A survey instrument thoughtfully crafted to glean insights from educators.

**b) Interviews with Depth:** Candid dialogues unfurl as we engage in in-depth interviews with 10 teachers from the 5th grade echelons. These exchanges unfold to elucidate the very essence of content, form, and methodologies underlying game-based communication skills education.

**c) Observational Insight:** Immersion forms the cornerstone as we step into the classroom and beyond, absorbing lessons and extracurricular activities interwoven with games, unveiling the orchestration and intended outcomes of such endeavors.

**d) Scrutiny of Pedagogical Records:** The annals of teaching come to light through a meticulous analysis of teachers' lesson plans, spanning 15 carefully curated specimens.

**e) Data Unveiled:** The dance of data is illuminated through the prism of mathematical statistical formulations, supported by the capable embrace of SPSS software, version 20.0.

### 2.6. The Yardstick of Assessment

Drawing inspiration from the foundation of primary school evaluation outlined in Circular 22/2016/TT-BGDĐT and Circular 27/2020/TTBGDĐT, the thesis constructs an evaluative tapestry tailored to the cognitive realms of primary school students. Embodied within a 3-point scale, the criteria encompass "Good," "Obtain," and "It is necessary to try." A range of scores spans from 3 points down to 1 point, allowing for nuanced classification based on the attributes of "Consciousness" and "Action." Transcending this scale, a spectrum unfolds:

"Need to try": From 1.0 to < 1.66

The average score: From 1.66 to < 2.33

Good score: From 2.33 to  $\leq$  3.0

The inquiry then dons Likert's hierarchical scale, offering a spectrum from 1 to 5:

Range 1: From 1.0 to < 1.8

Range 2: From 1.8 to < 2.6

Range 3: From 2.6 to < 3.4

Range 4: From 3.4 to < 4.20

Range 5: From 4.20 to  $\leq$  5.0

### 3.1. Gaining Insight into Awareness

In the pursuit of fostering communication skills, teachers become the architects of awareness, wielding the keys to unlock understanding and facilitating profound student

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engagement. Thus, we embark on a journey to discern the perceptions held by educators regarding communication skills education, unraveling their understanding of its core tenets.

Indeed, the utilization of games within the realm of learning has surged in recent decades. This surge has found a fervent ally within comprehensive educational innovation, where games stand as a potent and effective pedagogical methodology. As the pages of practice unfurl, the multitude of benefits that games bestow upon communication skills education, and education at large, comes to vivid fruition within teachers' consciousness.

The necessity to articulate and align communication skills education with the distinct ages and grade levels of students becomes paramount. This necessity stands as a lodestar, guiding teachers as they meticulously carve a path toward imparting essential communicative prowess to their young apprentices. Within this framework, a spectrum of 7 communicative skills emerges, and our inquiry seeks to gauge the resounding importance accorded to these skills as perceived by educators.

The tapestry of exploration broadens, encompassing observation and experimentation upon the 5th-grade cohort. In this juncture, we tread upon the terrain of unveiling the essentiality of these skills within the context of student interactions and learning dynamics.

**Table 3.1 The necessity of communication skills for primary school students**

Communication Skills	Degree					Average Value	Overall comment	Rating
	Very Necessary	Necessary	Relatively Necessary	Less Necessary	Not Necessary			
1. Listening skills	37.42%	51.61%	10.97%	0.00%	0.00%	4.265	Very Necessary	III
2. Emotional control skills	40.00%	50.32%	9.68%	0.00%	0.00%	4.303	Very Necessary	I
3. Effective skills	38.06%	51.61%	10.32%	0.00%	0.00%	4.277	Very Necessary	II
4. Flexible Skills	27.10%	54.84%	17.42%	0.65%	0.00%	4.084	Necessary	IV
5. Sensitivity	26.45%	49.68%	23.23%	0.65%	0.00%	4.019	Necessary	VII
6. Process Control Skills	25.16%	54.84%	18.71%	1.29%	0.00%	4.039	Necessary	VI
7. Persuasive skills	30.32%	45.81%	23.87%	0.00%	0.00%	4.065	Necessary	V

The palpable manifestation of communication skills education through games resonates across multiple dimensions of the pedagogical voyage. At the forefront of our inquiry lies a pivotal curiosity – do educators recognize the indispensable need to cultivate these skills, and do they strategically anchor their endeavors in fostering the foundational communicative abilities of their young charges? The survey casts an illuminating light upon these inquiries.

Central to our exploration is the faculty's discernment of the requisite threshold for educational skills. A symbiotic parallel journey involves their orchestration of educational activities, tethered closely to the bedrock of fundamental communication skills, within the framework of gamification. The canvas of survey responses unveils a prevailing sentiment, with a resounding majority of teachers affirming the unequivocal necessity of these foundational skills. This chorus of voices resounds in unity, heralding the indispensability of these skills as nurtured through game-based methodologies.

Upon this tapestry of response, the educators' conviction magnificently blossoms. In their realm of pedagogical

wisdom, the cultivation of listening acumen emerges as a beacon of priority. This skill, interwoven with the quintessence of self-regulation over emotions and behaviors, occupies a resplendent pedestal of necessity. Furthermore, the delicate art of articulating thoughts with lucidity, tailored to the receptive spectrum of 5th-grade sensibilities, stands fortified as an essential cornerstone in this nurturing endeavor. The symphony of survey insights harmoniously reverberates, underscoring the educators' cognizance of these foundational competencies and their resolute dedication to nurturing them through the enlivening prism of educational games.

**3.2. Illuminating the Fabric of Game-Infused Communication Skills Education**

As our expedition into the realm of communication skills education through games deepens, our focus pivots toward a meticulous dissection of its actual enactment. In this stride, we navigate the terrain of specificity, delving into the tangible actions that underpin the pedagogical orchestration of communication skills education for 5th-grade protégés. This unfolding narrative, entwined with the frequency of these

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actions, paints a vivid tableau of pedagogical engagement. The spectrum of inquiry is calibrated across a gamut of degrees - ranging from "very often" to "never," each shade adding depth to the portrait.

Our findings, carefully harvested through the tapestry of survey responses, crystallize within the framework of Table

3.2. This tableau stands as an eloquent testimony, eloquently showcasing the levels of implementation that permeate the landscape of activities meticulously designed to nurture communication skills. Within this context, the tableau serves as an aperture through which we glimpse the dedicated efforts and pedagogical intricacies meticulously woven into the educational journey of 5th-grade students.

**Table 3.2: Unveiling the Spectrum of Activities for Teaching Communication Skills to 5th Grade Students**

Students' communication activities	Degree					The average value	General assessment	Rating
	Usually	Often	Relatively often	Seldom	Never			
<b>Planning</b>	0.00%	10.97%	30.32%	55.48%	3.23%	2.490	<b>Seldom</b>	IV
<b>Selecting activities</b>	0.00%	50.32%	36.77%	9.03%	3.87%	3.335	<b>Relatively often</b>	II
<b>Designing activities</b>	0.00%	3.23%	26.45%	62.58%	7.74%	2.252	<b>Seldom</b>	VI
<b>Preparing tool/equipment</b>	0.00%	63.23%	19.35%	16.13%	1.29%	3.445	<b>Often</b>	III
<b>Organizing activities</b>	0.00%	10.97%	20.65%	67.10%	1.29%	2.413	<b>Seldom</b>	V
<b>Encouraging students' communication</b>	0.00%	16.13%	62.58%	20.65%	0.65%	2.942	<b>Relatively often</b>	I

### 3.3. The Virtues and Constraints of Game-Based Instruction

The integration of games within the pedagogical realm bears a tapestry of benefits, widely acknowledged and embraced by educators. Yet, when the lens narrows to the realm of honing specific skills, such as communication prowess, the landscape reveals an undulating terrain marked by a certain degree of restraint. Within this dynamic, an intricate matrix unfolds, dissecting the evaluation of contents from the very genesis of communication skills education planning.

A closer contemplation of teachers' pedagogical methodology illuminates the subtleties. An overwhelming majority of educators (50.32%) draw upon existing games, meticulously tailored to the specific contours of lesson contents or the thematic essence of an activity. The creation of distinct, standalone games for individual pedagogical pursuits remains a rarity (at 62.58%). In a candid conversation with Teacher N.T.H, the rationale behind this inclination is artfully unveiled. She offers insight into the intricate choreography of game design, noting the substantial time and creative energy required to forge a novel game replete with the requisite structural integrity. Instead, she echoes the sentiment of many, who prefer to harness preexisting games, imbued with suitability, while also allowing minor adjustments to tailor the gameplay to their students' needs.

The symphony of educators' orchestration continues as they assemble the tools and resources that underpin the game-based educational experience. The careful preparation of conducive environments, aligned with the requirements of the game, remains a priority for a significant proportion (63.23%). However, a subset of educators, acknowledging the preciousness of time, admit to a relative rarity in orchestrating such gameplay (67.10%). Yet, when the curtain rises on the game, a harmonious focus emerges, with an earnest emphasis on stimulating student interaction and the spirit of shared learning (62.58%).

In our tireless pursuit of unveiling the essence of communication skills education through games, we venture further, beyond the realm of questionnaires. With a panoramic sweep, we delve into teachers' meticulously curated lesson plans. This meticulous endeavor unravels across the landscape of 15 surveyed schools, where 15 sets of lesson plans emerge as the focal point of scrutiny. Within these, the spotlight glows upon 5 subjects - Mathematics (315 periods), Vietnamese (175 periods), Ethics (35 periods), Science (70 periods), and History, Geography (70 periods). This encompassing voyage traverses a total of 665 periods within a single General Arrangement (GA), casting its gaze upon a sum of 9,975 lessons nested within these 15 lesson plans. This

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journey of exploration is driven by an unwavering commitment to unraveling the following facets:

**The Cadence of Games:** Discerning the number of games adroitly woven into the fabric of teaching.

**Pedagogical Purpose:** Gauging the deployment of games aligned with distinct educational objectives.

**Lesson Landscape:** Peering into the spectrum of lessons enriched by the infusion of educational gaming.

And get the following result:

**Table 3.3. Summary of lesson survey results**

Survey content	Number	%
Number of Activities	2775	27.8%
Number of activities for communication purposes	553	5.54%
Number of lessons designed for communication purposes	689	6.91%
Total	9975	100.00%

The realm of research casts a revealing light upon the utilization of games as an instructional tool within the classroom, yet unveils its confines within the broader educational tapestry. The pedagogical landscape resonates with a harmonious amalgamation of game-based methodologies intertwined with teaching forms and strategies, steered by the overarching objectives of subjects such as mathematics, reading, writing, listening, and speaking. While games find their vibrant place in the opening act of lessons, conjuring an atmosphere of engagement and intrigue, the intricacies of game rules, play mechanisms, and assessment tend to be tacitly assumed rather than explicitly detailed within the lesson plan's design. The familiarity surrounding game dynamics often obviates the need for explicit elucidation.

In the realm of communication skills education, the spotlight narrows, unveiling a modest presence of game utilization. The rationale is deeply embedded within the educator's focus on the distinct subject's objectives. While a quantitatively limited subset of games, meticulously selected for their inherent potential to foster communication skills, serve as the pedagogical conduit, an undercurrent of indirect skill development is discernible. The nuanced conclusion underscores the reality that communication skills education remains a thread woven on the periphery, often eluding its status as a mandated focal point in teaching. This omission is manifest in the scant representation of articles concerning communication skills education within lesson plans, accounting for a mere 5.54%.

The reverberations of these tendencies extend their echoes upon the realm of 5th-grade students' communication skills. A comprehensive assessment, anchored within the framework of teacher evaluations, unfurls a landscape painted with varying hues.

### 3.3. Assessment of the current state of communication skills of 5th grade students

The communication skills of these young apprentices, as perceived by their educators, predominantly nestle within the realms of "average," spanning an expressive spectrum from

54.19% to 59.35%. Within this panorama, the echelons of "good" communication skills grace the landscape, encompassing a range from 27.10% to 33.55%. An enclave of endeavor-driven proficiency occupies a smaller enclave, comprising 8.39% to 14.19%. The synthesis of these insights, while suggesting a predominant evaluation of communication skills hovering around the middle spectrum, underscores a lingering presence of skill fragility. This prompts an imperative call to action - a dedicated pursuit of education and refinement, aimed at elevating students' communication skills to a higher echelon.

**Table 3.4. Teacher's assessment of communication skills of grade 5 students**

Communication skills	Degree		
	Good	Pass	More effort needed
1. Listening skills	33.55%	58.06%	8.39%
2. Emotional control skills	32.90%	54.84%	12.26%
3. Effective skills	31.61%	57.42%	10.97%
4. Flexible Skills	31.61%	54.19%	14.19%
5. Sensitivity	32.90%	55.48%	11.61%
6. Process Control Skills	27.10%	58.71%	14.19%
7. Persuasive skills	31.61%	59.35%	9.03%

## 4. Findings: Nurturing Practical Communication Skills through Game-Based Education for Elementary Students

### 4.1. The Essence of Communication Skills

The survey's tapestry unravels a tapestry wherein educators are acutely attuned to the pivotal role and wide-ranging dividends that communication skills yield, not merely for students in their care, but as a fundamental societal asset. This cognizance propels them towards a diverse spectrum of educational initiatives aimed at cultivating these skills. A rich mosaic takes shape – from embedding communication skills within classroom subjects to extracurricular undertakings, and spanning even to immersive forays like field trips. Amidst

this tapestry, the venerable platform of educational gaming stands as a robust pillar. However, amidst this array of efforts, the assessment outcomes underscore a resounding truth – a dearth of students attaining a commendable mastery in communication skills. This accentuates the need for well-defined, targeted interventions to foster the communication skills of 5th-grade students and their primary school counterparts at large.

#### **4.2. The Conundrum of Game Design and Utilization**

At the heart of the pedagogical landscape lies the intricate artistry of game design and utilization – a terrain riddled with challenges. Teachers grapple with the dual challenge of crafting games that holistically nurture communication skills and navigating the labyrinth of available educational games. The selection process, fraught with complexities, necessitates sifting through a myriad of options to discern those that intricately align with skill development goals. Once chosen, the orchestration of gameplay within the classroom milieu presents a logistical jigsaw puzzle. Overcrowded classrooms and constrained instructional hours intersect with the multifaceted demands of multifunctional activities. The very essence of integrating goals into these dynamic pursuits introduces an added layer of complexity.

#### **4.3. The Emerging Phases of Game-Based Communication Skills Education**

A subtle vignette unfolds within the nascent strides towards communication skills education through games in primary schools. A noticeable dearth exists in articulating the precise purpose and intent of this endeavor within lesson plans and educational records. This lack of clarity casts a shadow upon the overarching mission, rendering subsequent stages of implementation less potent and coherent. The scaffolding of comprehensive communication skills education via game-based methods remains a nebulous aspiration, awaiting a more crystalline manifestation.

#### **5. Conclusion: Navigating the Path Forward**

The panorama of communication skills education within the educational fabric reveals a rich yet enigmatic tapestry. The narrative echoes a symphony of educators, grappling with multifaceted challenges that culminate in limited efficacy. The landscape's contours unveil a perceptible reluctance in fully embracing game-based pedagogies, driven by the pressures of time constraints, content dissemination, and the formidable task of lesson preparation. Yet, within this enigma, a profound insight emerges – students inherently gravitate towards learning when presented in the guise of play. Educational games, when thoughtfully harnessed, burgeon into powerful conduits for the development of communication, cooperation, and social skills.

Amidst this tapestry, the thread of communication skills education through games appears to be ensconced within a broader educational ambit. Regrettably, it stands as a peripheral pursuit, bearing a share of the responsibility for students' communication skills languishing within an arena of averageness. The resounding imperative is to navigate a trajectory that transcends these limitations. A clarion call beckons educators to chart a course towards innovative, robust strategies that breathe life into communication skills education through games. In this realm, the status quo is a mere beginning; the zenith beckons through diligent and insightful measures.

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