

Substitution in the Reading Passages in Grade 5 Vietnamese Textbook (The “Knowledge Connecting with Life” Series)

Nguyen Thi Thu Ha¹, Giap Thi Hue²

^{1,2}Faculty of Primary Education, Thai Nguyen University of Education, Vietnam

ABSTRACT: The world is one of the important methods of linking documents, helping to avoid repetition and maintain coherence for text. The article focuses on surveying the types of permission in 62 reading of Vietnamese textbooks in grade 5, the book "Knowledge connection with life", including the Great Pronouns and The Synonyms. The results show that the position is flexibly used, intentionally, contributing to the creation of the theme link and increases the effectiveness of communication. From there, the article gives pedagogical suggestions to help students identify and apply the position in reading and writing.

KEYWORDS: substitution; textual cohesion; reading comprehension; Grade 5 Vietnamese textbook; primary education

1. LITERATURE REVIEW

In Vietnam, researchers such as Diep Quang Ban, Tran Ngoc Them and Nguyen Minh Thuyet have determined the importance of the position in the linking system. The position in Vietnamese has clearly demonstrated the role of connecting, saving expression and suggesting implications. In the educational environment, the permission is a tool to help students develop their ability to reason and receive text more effectively. However, the specific analysis of the position in the elementary school textbook, especially in grade 5, is still limited.

2. METHODOLOGY

The study uses qualitative methods through content analysis of 62 readings in the 5th grade Vietnamese textbook (Vietnam Education Publishing House, 2022). All potentials are encoded and classified into two groups: pronouns and synonyms. Each case is collated according to context, association function, and expression value.

3. RESULTS AND DISCUSSION

3.1. Statistical Overview

	Pronominal Substitution				Synonymous Substitution			Total
	Interrogative Pronouns	Demonstrative/ Referring Pronouns	Personal Pronouns	Descriptive Synonyms	Temporary Synonyms	Dictionary-based Synonyms	Negative Synonyms	
Frequency	1	51	143	44	31	13	0	283
Percentage (%)	0,35	18,02	50,53	15,55	10,96	4,59	0	100

Looking at the table above, the topic has statistics the number of permits used is 283 times in the readings, in which the magnetic miracle accounts for more than 2 times larger than that of the same. Specifically, the number of times the use of the magnetic position is 195 times (accounting for 68.9%) and the position means that 88 times (accounting for 31.1%) and is divided into many different small types.

In the Great Pronouns, it is easy to see that the great pronouns have the largest number of times to use up to 50.53%, followed by the type of pronouns that are indicated and replaced with 18.02%, finally the type of suspicion accounts for only 0.35% of the total number of allowances in the work.

Besides, the world is synonymous with 4 types, but in the reading in Vietnamese textbooks in grade 5 (the set of knowledge connected to life), the negative type with the number of appearances is 0 times. Through the statistical table, we found that in the world synonyms mean that the most described with the largest amount accounted for 15.55%, followed by the trend of clinical

Substitution in the Reading Passages in Grade 5 Vietnamese Textbook (The “Knowledge Connecting with Life” Series)

synonyms accounting for 10.96% and finally the same type of dictionary accounting for 4.59% of the total number of permission use in the work.

Through statistics, we also realize that the negative meaning in the reading in Vietnamese textbooks in grade 5 (the book of knowledge connected to life) does not appear. Therefore, we will proceed to describe the characteristics of 6 types of potential (specifically the pronoun question, the pronoun, the pronouns are indicated and replaced, the dictionary means, the meaning of the description and the timely meaning).3.2. Pronominal Substitution

3.2.1. Interrogative Pronouns

If the other types of positions appear quite a lot in the reading, through statistics, the kind of suspicion of suspicion only appears once in the poem "The world in the book page" (Thế giới trong trang sách).

(1) “Bài học nào trong trang sách thiết tha

Nhân nghĩa bao đời cha ông gìn giữ

Như dòng sông sẽ chảy về biển cả...”

(Thế giới trong trang sách - tập 1 - trang 105) (1) “Which lesson is in the book

Humanity of his father preserved

Like the river will flow to the sea ... ”

(World in the book page - Episode 1 - Page 105)

In the poem "The world in the page", the author was very skillful to use the position in the last stanza. Here, the pronoun question "which" is used in the conclusion - "Which lesson in the book is earnestly" to replace the word "humanity" in the language of the language - "Humanity has preserved the father of the father". With the permission, the author helps us to understand the meaning of the lesson that many of the fathers have preserved through the book page or in other words, the role of books in human personality education.

In the readings, the kind of suspicion of suspicion only appear once but it is enough to prove the uniqueness of this link method. Usually, the element often stands in the following sentence (meaning after the element) but in this example, the element appears before the element. With the unique position of the element and the element has created curiosity and interest in the reader. Besides, the pronoun question still has the common characteristics of the position, which is the text link.

3.2.2. Personal Pronouns

The great pronouns are the most used type of 62 readings. With the number of use of 143 times, here we can draw some characteristics of this type. In a paragraph like a great pronoun can appear many times with the same pronoun. The pronouns claiming: grandfather, boys, surname, them, him, him, y, grandmother, brother, sister, ... can replace the nouns indicating people, indicating animals or things. Here are a few illustrative examples:

- The type of using the pronouns expressing people:

(2) “Ta Quang Bửu còn là tấm gương của việc học toàn diện. Ông xuất sắc ở nhiều lĩnh vực: toán, lí, hóa, sinh, triết học,... đặc biệt là ngoại ngữ. Ông sử dụng thành thạo tiếng Anh, Pháp, Đức, Ba Lan; có thể đọc hiểu tiếng Nga, Trung, Hy Lạp cổ và La-tinh. Chỉ tự học tiếng Nga trong ba tháng mà ông đã có thể dịch trôi chảy các tài liệu quân sự tiếng Nga...”

(Tấm gương tự học - tập 1 - trang 94)

(2) “Ta Quang Bửu is also an example of comprehensive study. He excelled in many fields: Math, Physics, Chemistry, Biology, Philosophy, ... Especially Foreign Language. He is proficient in English, French, German, Polish; can read and understand Russian, Chinese, Greek and Latin. Only self-study Russian in three months that he has been able to translate Russian military documents ...

(Self -study mirror - Episode 1 - Page 94)

In the excerpt from the article "Self -study example" (episode 1, page 94), the author cleverly used the great pronoun to create a coherent link between sentences. The element of "Ta Quang Bửu" appeared at the beginning of the paragraph replaced by the element - the pronoun "Ong", helping the content become elaborate, avoiding the word repetition and ensuring the logic in expression. The pronoun calls "he" is often used to express respect for those who have status, age or admirable characters. Therefore, using the position in this paragraph not only plays the role of linking sentences but also has a solemn nuance, showing the author's respect for the character mentioned. If the author continues to repeat the proper noun "Ta Quang Bửu" in each sentence, it will probably produce a long paragraph and lack of connection between sentences. On the contrary, the use of pronouns helps maintain coherence and remain solemn, contributing to clearly portraying the image of a erudite, talented and respectable person. The position in this case is not only a tactics that link the text but also contribute to improving the value of expressive, helping readers feel more deeply about the spirit of self -study and the will of continuous rise of Ta Quang Bửu, a good example worth learning and following.

- Type of use of pronouns expressing animals or things:

The pronouns calling not only for nouns indicating the people in the language but can replace the nouns indicating animals and things.

Substitution in the Reading Passages in Grade 5 Vietnamese Textbook (The “Knowledge Connecting with Life” Series)

(3) “Tôi chợt nhận ra, trên những ngọn cau cao, chim sẻ thì nhau cất tiếng hót. Tôi lắng tai nghe. Dân đồng ca chim sẻ khi bổng khi trầm, khi nhanh khi chậm, xôn xao vòm không gian. Chúng đang hát về cái gì vậy? Tôi không thể biết được.”

(Bài ca về mặt trời - tập 1 – trang 72)

(3) “I suddenly realized, on the tall areca, **the sparrow** competed to sing. I listen to the ears. The sparrows when the sparrow is so deep, when it is slow when it is slow, stirring the space. What are **they** singing about? I can't know.”

(Songs about the Sun - Episode 1 - Page 72)

The pronouns claiming to “them” in this example are used to replace the “sparrow” element to link the first and third sentences. “Sparrow” here is an unknown animal in quantity, so the author uses the “they” to help readers visualize the number of “sparrows” in the context is a group of organisms including many individuals. The use of the pronouns of “they” not only helps to avoid repeating words, but also helps readers visualize the number of sparrows in the description context. Thereby, the author helps readers feel the natural world close, lively with the image - sparrow together forms a natural “co -song” in the space.

3.2.3. Demonstrative and Referential Pronouns

With 51 times using the specified and replacement phrase, it also accounts for a significant part in the linked method. The pronouns are indicated and replaced as words like: Hey, there, there, all ... In which the pronoun “this”, “it”, “that” is used quite a lot in 62 statistics. We clarify the characteristics of this type through the example:

(4) “Thầy giáo nói: “Em đừng nghĩ vẽ trứng gà là đơn giản và dễ dàng. Trong một nghìn quả trứng, không thể tìm ra hai quả hoàn toàn giống nhau. Cho dù là cùng một quả trứng, nhưng nếu em nhìn nó từ những góc độ khác nhau thì cũng sẽ thấy những hình dạng khác nhau. Hơn nữa, ánh sáng cũng là yếu tố ảnh hưởng đến hình dạng của vật. Muốn thể hiện chính xác quả trứng trên giấy, không thể bỏ qua sự khổ luyện.”

Ngừng một lát, thầy nói tiếp: “Trong quá trình vẽ, em chú ý đến những điều gì? Thầy muốn luyện tầm nhìn cho em, đây là bước đi đầu tiên dẫn đến thành công của hội họa. Chỉ có vẽ tốt quả trứng gà đơn giản này, mới có thể vẽ được những sự vật phức tạp.”

Nghe những lời nói đó, Lê-o-nác-đô bỗng hiểu ra mọi điều và cảm nhận được sự khổ công của thầy.”

(Khổ luyện thành tài - tập 1- trang 103)

(4) “The teacher said,” Don't think that drawing chicken eggs is simple and easy. Of a thousand eggs, it is impossible to find two completely the same. Even if the same egg, but if you look at it from different angles, you will see different shapes. Moreover, light is also a factor that affects the shape of the object. Want to exactly the egg on paper, cannot ignore hard work. ”

Pausing for a while, the teacher continued: “In the process of drawing, what do you pay attention to? I want to practice vision for me, this is the first step leading to the success of the painting. Only drawing this simple chicken egg, can draw these complicated things.”

Hearing **those** words, Le-o-nac-do suddenly understood everything and felt his hard work. ”

(Misery into talent - Episode 1- Page 103)

In the example, the magnitude and replacement is used to link the segment. The pronouns indicated and replaced “that” used to replace the sentences “do not think about ... through hard work” and “during drawing, ... complex things”. In other words, to replace the entire teacher's teaching in previous sentences. Specifically, it replaces the teacher's words about observing chicken eggs in different angles, the importance of light in painting and how to practice to get good drawing skills. Instead of repeating the entire previous sentence, only one pronoun and replacement has created seamless of the meaning between sentences. The use of the position helps the sentence become short, avoiding repeating the content but still ensuring the meaning of meaning. At the same time, the word “that” not only replaces the function but also emphasizes the cognitive process of the character of Le-o-nac-do. With a word “that” we understand that every teacher's teaching, the boy always remembered. Thus, the permission used here not only helps the paragraph become coherent but also contributes to the effect of the author's ideology.

The above examples show that the magneticization and replacement is very diverse and rich. The pronouns are indicated and replaced (this, that, that ...) is used to replace the previous words, phrases and sentences. It can be seen that the magnitude and replacement is an important role in creating links between sentences and maintaining the link in the text. The indicated pronouns like “this”, “that” not only avoid repeating words but also creates a close connection between the mentioned information and the next content. The outstanding feature of this type is the ability to replace flexibly for nouns, nouns or even an idea content in the text, helping the sentence become short but still clear. In addition, the use of pronouns can also contribute to emphasizing or suggesting meaning, creating associations for readers. As a result, the magnitude of the indications and replacement is not only an effective means of linking documents, but also contributing to making words more natural and smoother.

3.3. Synonymous Substitution

3.3.1. Dictionary-based Synonymous Substitution

The most prominent feature of this type is mainly the synonym that the dictionary is used to avoid repetition and sentence links. The synonyms can be nouns, verbs, adjectives. That is expressed through the example below:

(5) “Các bạn nhỏ và dân làng cười vui. Cảnh đồng hoa cũng như đang vui cười hạnh phúc.”

Substitution in the Reading Passages in Grade 5 Vietnamese Textbook (The “Knowledge Connecting with Life” Series)

(Cánh đồng hoa - tập 1 - trang 14)

(5) "The children and the villagers **laughed happily**. Flower fields as well as being **happy**"

(Flower field - Episode 1 - Page 14)

In the work "Flower field" we come across a very beautiful image that the author uses the meaning of the dictionary. In it, the element is "laughing and laughing" and the element is "fun laughing". In terms of semantics, these two verbs have a meaningful relationship when they express their joy and radiance. Although there is a magnetic position swap, this does not change the meaning of the sentence in expressing content and thought. Evoke a picture with a harmony between people and scenery. As Nguyen Du's poetry wrote: "The scene of the scene is not sad/ The sad person is never happy." If in the verse of Nguyen Du, the tragedy of Kieu is tinged to the scene, here the joy is also expressed by the author like that. It is joy from people (small friends and villagers) spread to the scenery (flower field). Help readers feel things seem to have a strangely close and friendly spirit. Since then, it creates a vivid picture with a happy, bustling atmosphere that is clearly portrayed. Thus, this replacement not only helps to avoid repeating machinery but also makes the sentence flexible transformation, contributing to making the text more flexible and emotional. This is an important characteristic of the position, which helps the text not only have a close link but also rich in expressive.

3.3.2. Descriptive Synonymous Substitution

The same way of describing is one of the types that bring high artistic value in the reading. In this mean, there is a huge difference to other types. That is shown in the function of providing sub-information that is most noticeable. That is shown in the following example:

(6) "**Xa-ha-ra**, sa mạc lớn nhất châu Phi đang ở ngay trước mắt tôi.(...) **Sa mạc hai triệu năm tuổi** và những cồn cát lùi dần lại phía sau."

(Xin chào, Xa-ha-ra - tập 1 - trang 76)

(6) "Xa-ha-ra, the largest desert in Africa is in front of my eyes. (...) **Desert two million years old** and sand dunes gradually backward.

(Hello, Xa -ha -ra - Episode 1 - Page 76)

In the excerpt "Hello, Xa-Ha-Ra", the author used the position to describe subtly to create a close link between sentences, and provided more information about the object mentioned. Specifically, the "Xa-ha-ra" element was replaced by the "two million - year - old desert": "Xa-Ha-Ra" is the name of a large desert in Africa that is replaced by the phrase describing "two million - year - old desert". This replacement gives the text values in both content and artistic values while clearly showing the characteristics of this type.

One of the important characteristics of the position means the ability to add information about the nature or characteristics of the object through the relationship between the element and the element. Here, the phrase "*two million-year-old desert*" acts as an extension of information, helping readers better understand the time of the existence of Xa-Ha-Ra. This replacement is not coincidentally, it is very delicate artistic intention: Instead of just repeating the name of the place, the author has integrated an important information about the age of the desert, helping the sentence become rich in description and arousing the interest and curiosity of the reader.

3.3.3. Temporary Synonymous Substitution

The timeline means that the way that appears is also relatively much in the reading. This is the type of instability that elements and factors are not synonymous, but the semantic relationships are in the same way - species. Factors with narrow external (breed) as a element, and elements with wide external (species) do so. Below is an example to see the characteristics of this type:

(7) "Thế là cậu thấy được **chim chóc trên trời, thiên nga trong hồ nước, dãy núi cuối làng...** Quan sát mỗi **sự vật**, cậu lại liên tưởng đến một câu chuyện kì diệu, rồi kể cho cha nghe."

(Trải nghiệm để sáng tạo - tập 1 - trang 98)

(7) "So you saw **the birds in the sky, the swan in the lake, the mountain range at the end of the village**, ... Observing every **things**, he thought of a wonderful story, then told his father."

(Experience for creativity - Episode 1 - Page 98)

The interim synonyms are used here with the element "birds in the sky, swans in the lake, the mountain range at the end of the village, ..." and the "things". "Things" have a common sense of phenomena, animals, animals, and entities that exist in the surrounding environment. First of all, in terms of semantic nature, "things" are common nouns, covering and not directly with each specific factor listed in the previous sentence. Instead, it plays a role in gathering individual entities into a broader range, helping readers understand that the character not only observes a few specific scenes but is approaching the overall phenomena and objects around. This reflects the characteristics of the interim synonym: using a broad meaning to replace a narrower word collection, creating a flexible conversion in the circuit.

Substitution in the Reading Passages in Grade 5 Vietnamese Textbook (The “Knowledge Connecting with Life” Series)

4. CONCLUSION

The results reveal that substitution is richly and subtly used in Grade 5 Vietnamese reading passages, especially pronominal and synonymous substitution. Beyond structural cohesion, substitution supports meaning construction, character development, emotional expression, and creative thinking. It enhances textual fluency and expressiveness, facilitating student comprehension and literary appreciation. Teaching substitution should be integrated systematically to promote holistic language development in primary education. Teachers may design practice tasks in reading and writing to develop learners’ coherent and effective expression. Future studies should explore broader cohesion devices in textbooks to propose practical pedagogical innovations in Vietnamese language teaching.

REFERENCES

- 1) Diep Quang Ban. (2001). Text and Cohesion in Texts. Hanoi: Education Publishing House.
- 2) Tran Ngoc Them. (2003). Cohesive Systems in Vietnamese Texts. Hanoi: Education Publishing House.
- 3) Nguyen Minh Thuyet. (2005). Practical Vietnamese. Hanoi: Vietnam National University Publishing House.
- 4) Ministry of Education and Training. (2018). Vietnamese Language Curriculum – Primary Level. Hanoi.
- 5) Vietnam Education Publishing House. (2022). Grade 5 Vietnamese Language Textbook – Connecting Knowledge to Life Series.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.