

Review Article

## Measures to Develop Vietnamese Vocabulary for 3–4-Year-Old Thai Ethnic Children through Literature Appreciation in Kindergartens in Nghe an Province

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**Abstract:** Developing Vietnamese vocabulary for ethnic minority preschoolers is a vital task in early childhood education, especially for 3–4-year-olds, as this is the "golden" stage of language development. For Thai ethnic children in Nghe an province, Vietnamese is not their mother tongue, so accessing and using Vietnamese in a learning environment remains difficult. This paper focuses on clarifying the current status of developing Vietnamese vocabulary for 3–4-year-old Thai ethnic children through literature appreciation activities at several kindergartens in Nghe An province. The research results serve as an important practical basis for proposing appropriate measures to develop Vietnamese vocabulary, contributing to improving the quality of language development education for preschool children from ethnic minority communities.

**Keywords:** Vocabulary Development, 3–4-Year-Old Children, Thai Ethnic Group, Literature Appreciation, Measures.

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## 1. INTRODUCTION

Language plays an especially important role in the comprehensive development of preschoolers; it is a tool for communication, thinking, and acquiring knowledge. At the age of 3-4, children's vocabulary develops strongly in both quantity and quality, creating a foundation for later learning and social communication activities. However, for ethnic minority children in general and Thai ethnic children in particular, developing Vietnamese faces many obstacles due to the influence of their mother tongue and a communication environment primarily using ethnic languages.

In the current Preschool Education Program, literature appreciation activities are identified as an effective means of developing language for children. Through poems, stories, and folk verses, children are exposed to a rich vocabulary, vivid images, and emotional language, thereby gradually expanding their vocabulary and improving their ability to use Vietnamese. However, reality at kindergartens in ethnic minority areas shows that organizing these activities has not yet effectively achieved the desired results [3].

Stemming from this reality, this research was conducted to survey the current status of developing

Vietnamese vocabulary for 3–4-year-old Thai ethnic children through literature appreciation activities, thereby providing a basis for proposing appropriate educational measures.

## 2. RESEARCH CONTENT

### 2.1 Research Objectives

The study aims to survey the current status of developing Vietnamese vocabulary for 3–4-year-old Thai ethnic children through literature appreciation activities at several kindergartens in Nghe An province. Based on that, it assesses teachers' level of awareness and implementation, as well as the advantages and difficulties in the process of developing Vietnamese vocabulary for children. This serves as a basis for proposing appropriate measures to improve the efficiency of language education for Thai ethnic children at the preschool level [9].

### 2.2 Research Subjects

The research subjects are 3–4-year-old Thai ethnic preschoolers at several kindergartens in Nghe An province - who are in the early stage of forming and developing their Vietnamese vocabulary. Additionally, the subjects include preschool teachers, who directly

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organize and guide literature appreciation activities and play a key role in selecting appropriate content, methods, and forms of education suited to the children's characteristics. Most teachers possess the capacity and experience in childcare and education, are trained in the preschool specialty with a college degree or higher, love their profession, and have achieved many accomplishments in teaching. Furthermore, the children's parents are also important subjects who are responsible for coordinating closely with the school to support and create a Vietnamese communication environment at home, contributing to promoting children's vocabulary development and Vietnamese language usage effectively and sustainably.

### 2.3 Research Methods

#### Theoretical Research Method

Studying and analyzing documents, books, textbooks, and scientific works related to the development of language and Vietnamese vocabulary for ethnic minority preschoolers to establish a theoretical basis for the topic.

#### Practical Research Method

Surveying the current status at several kindergartens in Nghe An province through observation, interviews, questionnaires, and analysis of children's activity products to collect data for the research.

- Observation method: We conducted direct observations of children's learning and play activities, especially literature appreciation activities, to record their level of word understanding, pronunciation ability, and use of Vietnamese in communication.
- Conversation method: Through exchanges and conversations with preschool teachers and children, we collected additional information about the activity organization process and the advantages and difficulties in developing Vietnamese vocabulary for Thai ethnic children.
- Google Forms survey method: We built survey forms and collected opinions from teachers and parents via Google Forms to assess the current status, awareness, and measures being applied in developing Vietnamese for children.
- Product analysis method: Researching teachers' educational plans (lesson plans) and the products of 3–4-year-old preschoolers to evaluate the current status.
- Mathematical statistics method

### 3. Measures to Improve the Quality of Vietnamese Vocabulary Development for 3–4-Year-Old Children Suitable for the Local Context

#### 3.1. Principles for Proposing Measures

Proposing measures to develop Vietnamese vocabulary for 3–4-year-old Thai ethnic children through literature appreciation activities must ensure several basic principles. First, measures must be implemented

systematically, closely linked, and performed regularly in accordance with the preschool education program. Additionally, measures must stem from reality, meeting the conditions of facilities, teaching staff, and local linguistic-cultural characteristics. At the same time, measures must be feasible and suitable for the cognitive abilities of 3–4-year-old children and the organizational capacity of teachers. Finally, the proposal must ensure scientific accuracy, based on the theoretical framework of preschool language development and in line with current educational goals.

#### 3.2. Specific Measures to Develop Vietnamese Vocabulary for 3–4-Year-Old Children Suitable for the Local Context

##### 3.2.1. Measure 1: Using Visual Aids and Supporting Technological Means to Develop Vietnamese Vocabulary for Thai Ethnic Preschoolers

###### 3.2.1.1. Purpose

The use of visual aids and supporting technological means aims to help 3–4-year-old Thai ethnic children understand the meaning of Vietnamese words in a specific and vivid way, suitable for the cognitive characteristics of their age. By combining images, sounds, and technological tools, this measure contributes to increasing word memorization, helping children link Vietnamese words with real-world objects and phenomena, thereby gradually forming and expanding their Vietnamese vocabulary during literature appreciation activities.

###### 3.2.1.2. Content

The content of this measure focuses on the effective exploitation of various types of visual aids and technological means in organizing literature appreciation activities, specifically including:

- Using a variety of visual aids such as: illustrative pictures, models, real objects, hand puppets, and word cards linked to poem and story content to directly illustrate the meaning of Vietnamese words.
- Applying information technology in educational activities such as: displaying images, short videos, electronic picture books, and illustrative sounds suitable for the content of literary works.
- Combining the teacher's speech with pointing, stating, and naming actions to help children link Vietnamese words with specific images, objects, and actions.
- Creating opportunities for children to observe, listen, repeat, and use new Vietnamese words through interaction with tools and technological equipment.

###### 3.2.1.3. Procedure

Teachers carry out this measure through the following steps:

- Before organizing the activity, the teacher selects and prepares adequate visual aids and

technological means suitable for the content of the literary work, ensuring the images are clear, vivid, and close to the children's lives.

- During the literature appreciation process, the teacher uses visual aids to illustrate the meanings of new words, combining reading poems or telling stories with pointing and brief, easy-to-understand explanations.
- The teacher displays images and videos or uses electronic picture books to create interest, helping children hear, see, and observe simultaneously, thereby increasing the ability to acquire and remember Vietnamese words.
- Through a system of open-ended questions, the teacher encourages children to name objects, characters, and actions and repeat new Vietnamese words; promptly correcting pronunciation errors and inaccurate word usage for children.
- After the activity, the teacher reinforces the children's vocabulary through language games, small group activities, or individual activities to help children re-apply Vietnamese words in familiar situations.

### **3.2.2. Measure 2: Selecting Appropriate Literary Works with Rich and Familiar Vocabulary to Enhance Vietnamese for Thai Ethnic Preschoolers**

#### **3.2.2.1. Purpose**

This measure aims to expand the Vietnamese vocabulary of 3–4-year-old Thai ethnic children by providing regular exposure to literary works with familiar content and clear language, suitable for the children's psychological characteristics and life experiences. By choosing appropriate works, children become familiar with a system of close, easy-to-understand Vietnamese vocabulary, contributing to improving their ability to receive, remember, and use words in communication and learning activities.

#### **3.2.2.2. Content**

The content of the measure focuses on selecting and effectively exploiting literary works to develop Vietnamese vocabulary for children, including:

- Selecting literary works (poems, stories, folk verses) with themes close to the children's daily lives such as family, nature, animals, and familiar activities.
- Prioritizing works with short sentences, simple and easy-to-understand vocabulary, and word repetition to help children remember words naturally.
- Focusing on exploiting familiar words and keywords that appear multiple times in the work to serve as a basis for expanding children's vocabulary.
- Combining the explanation of new word meanings using simple language with illustrative pictures and demonstrating actions.

#### **3.2.2.3. Procedure**

Teachers carry out the measure through the following steps:

- Before the activity, the teacher selects a literary work suitable for the age, linguistic characteristics of Thai children, and vocabulary development goals.
- During the process of reading poems or telling stories, the teacher emphasizes central words and explains the meanings of new words with brief speech, combined with pictures and illustrative gestures.
- After becoming familiar with the work, the teacher organizes for children to use the learned words through a system of open-ended questions, language games, retelling short segments, or role-playing characters.
- The teacher promptly encourages and corrects pronunciation errors and inaccurate word usage, helping children use Vietnamese correctly and more confidently.

### **3.2.3. Measure 3: Applying the "Supplementary Bilingual" Method in Organizing Literature Appreciation to Enhance Vietnamese Vocabulary for Thai Ethnic Preschoolers**

#### **3.2.3.1. Purpose**

This measure aims to help Thai ethnic children understand the meaning of Vietnamese words more easily through support in their mother tongue at a reasonable level, thereby reducing language barriers and creating a foundation for children to gradually form and expand their Vietnamese vocabulary in a natural and effective way.

#### **3.2.3.2. Content**

The content of the measure focuses on using bilingualism as a supporting tool in literature appreciation activities, specifically including:

- Using the Thai language to explain the meanings of new words and difficult sentences in the initial stage, then emphasizing and repeating them in Vietnamese.
- Comparing and contrasting Vietnamese words with equivalent words in the Thai language to help children deeply understand word meanings.
- Limiting the overuse of the mother tongue; prioritizing the use of Vietnamese in organizing activities and communication to increase children's exposure time to Vietnamese.
- Encouraging children to answer, name, and express themselves in Vietnamese during their participation in activities.

#### **3.2.3.3. Procedure**

Teachers implement the measure according to the following steps:

- When introducing a new word in a work, the teacher can quickly explain it in the Thai

language if necessary, then repeat and use that word in Vietnamese in various contexts.

- The teacher asks open-ended questions, encouraging children to answer in Vietnamese; if a child answers in Thai, the teacher translates it back into Vietnamese for the child to hear and repeat.
- Throughout the activity, the teacher gently corrects pronunciation errors and incorrect word usage, creating a comfortable mindset for children when using Vietnamese.
- Gradually reduce support in the mother tongue once the children have become familiar with and understand the meanings of Vietnamese words.

### **3.3.4 Measure 4: Diversifying the Forms of Organizing Literature Appreciation to Consolidate and Expand Vietnamese Vocabulary for Thai Ethnic Preschoolers**

#### **3.3.4.1. Purpose**

This measure aims to create interest for children when approaching literary works while increasing opportunities for children to use Vietnamese in many different forms of activity, thereby consolidating and expanding Vietnamese vocabulary naturally and effectively.

#### **3.3.4.2. Content**

The content of the measure focuses on organizing diverse forms of becoming familiar with literary works, including:

- Organizing activities such as creative storytelling, expressive poetry reading, dramatization, storytelling through pictures, storytelling with puppets, and language games.
- Integrating individual, small group, and collective activities so that all children have the opportunity to participate and use Vietnamese.
- Encouraging children to retell stories in their own way, ask questions to friends, and exchange and share feelings about characters and the content of the works.
- Combining literature activities with other educational fields such as music, visual arts, and physical movement to expand situations for using Vietnamese words.

#### **3.3.4.3. Procedure**

Teachers implement the measure through the following steps:

- Selecting the form of activity organization suitable for the content of the work and the children's abilities.
- During the activity process, the teacher creates a friendly communication environment, encouraging children to boldly use Vietnamese.
- After the main activity, the teacher organizes reinforcement activities such as games, role-

playing, or drawing based on story content so that children can repeat and use learned words.

- The teacher observes, provides timely support, and encourages children, helping them form the habit of using Vietnamese in different situations.

### **3.3.5. Measure 5: Coordinating Family and School in the Process of Organizing Literature Appreciation to Expand Vietnamese Vocabulary for Thai Ethnic Preschoolers**

#### **3.3.5.1. Purpose**

This measure aims to create consistency and continuity in the process of developing Vietnamese vocabulary for 3–4-year-old Thai ethnic children between the school and home environments. Through close coordination between teachers and parents, children increase their exposure time to Vietnamese not only in the classroom but also in daily activities at home. This contributes to consolidating, expanding, and maintaining Vietnamese vocabulary in a natural and sustainable way.

#### **3.3.5.2. Content**

The content of the measure focuses on building a regular link between teachers and parents in supporting children to become familiar with literary works, specifically including:

- Propagandizing and raising awareness for parents about the role of developing Vietnamese vocabulary for Thai ethnic children before entering primary school.
- Guiding parents on how to chat, tell stories, and read simple poems in Vietnamese to children at home.
- Providing a list of poems and stories children have learned in class so that parents can review them with the children.
- Encouraging parents to create a Vietnamese communication environment in the family through daily life situations such as eating, playing, and observing nature.
- Coordinating the monitoring and regular exchange regarding the progress level in children's vocabulary and their ability to use Vietnamese.

#### **3.3.5.3. Procedure**

Teachers carry out the measure according to the following steps:

- Through parent meetings, class Zalo groups, or direct exchanges, the teacher shares the goals of developing Vietnamese vocabulary for children and guides parents on how to support at home.
- After each theme, the teacher sends the content of poems and stories learned along with some central keywords for parents to review with the children.
- Guiding parents to use simple questions in Vietnamese such as: "What do you see?", "Who

is this?", "Which character do you like?" to encourage children to answer in Vietnamese.

- Encouraging parents to be patient and not apply pressure when children mispronounce; encouraging gentle correction and creating a comfortable mindset for the children.
- The teacher records the child's progress and engages in two-way communication with parents to adjust supporting measures appropriately.

### 3.3. Testing

#### 3.3.1. Purpose

Testing was conducted to verify the suitability, feasibility, and effectiveness of the measures to develop Vietnamese vocabulary for 3–4-year-old Thai ethnic children through literature appreciation activities at Chau Thanh Kindergarten. Through this, the research evaluates the impact level of the measures on children's ability to listen, understand, and use Vietnamese, while considering the applicability under the actual conditions of the school. The testing results serve as a practical basis to adjust, perfect, and propose the replication of measures in the coming time.

#### 3.3.2. Content

The testing content focuses on applying several measures to develop Vietnamese vocabulary for 3–4-year-old Thai ethnic children through literature appreciation activities at Chau Thanh Kindergarten.

First, teachers increase the use of visual aids and supporting technology such as pictures, picture books, short videos, and animations suitable for the content of poems and stories. These means help children easily link Vietnamese words with specific objects and phenomena, thereby improving their ability to recognize, remember, and use words. During the activity organization process, teachers focus on open-ended guidance, asking simple questions, and encouraging children to name objects, characters, and actions in Vietnamese.

Additionally, the supplementary bilingual method is applied flexibly. Teachers primarily use Vietnamese when organizing activities, while using the Thai language at a reasonable level to explain new words and difficult content. This approach helps children clearly understand the work, increases vocabulary memorization, and gradually forms the habit of using Vietnamese in learning activities.

+ Topic 1: Teaching children to read expressive poetry:

"Tet has arrived" (Tết đã về)

Theme: Tet and Spring

Age: 3-4 years old

+ Topic 2: Telling a story to children: "Who returns first"

(Ai về trước)

Theme: Tet and Spring

Age: 3-4 years old

#### 3.3.3. Organization of Testing

Content	Level of expression (quantity, quality, scope, and ability to apply vocabulary from literary works)	Score	Rating
The ability of 3-4-year-old Thai ethnic children to use Vietnamese vocabulary through literature appreciation at Chau Thanh Kindergarten	- Child remembers and uses many words, phrases, and short sentences from the poems and stories learned. - Child correctly and fully understands the meanings of words within the context of the work. - Child uses words accurately and appropriately with clear pronunciation. - Child uses a variety of word types (nouns, verbs, adjectives) in expression. - Child proactively applies vocabulary from the work during storytelling, communication, and role-playing. - Child knows how to use literary words to express personal emotions and thoughts.	4	Excellent
	- Child remembers and uses some words and phrases from the work. - Child understands the basic meanings of words in poems and stories. - Child uses words relatively correctly, though occasionally inappropriate for the context. - Child applies vocabulary from the work during communication.	3	Good
	- Child remembers only a few words from the work; repetition is fragmented. - Child does not clearly understand the meanings of many words in the poems and stories learned. - Child's word usage is still wrong or inaccurate.	2	Average

	<ul style="list-style-type: none"> <li>- Child has a narrow vocabulary range; primarily uses familiar daily words.</li> <li>- Child applies vocabulary from the work infrequently and requires significant support.</li> </ul>		
	<ul style="list-style-type: none"> <li>- Child does not remember or understand Vietnamese words in literary works.</li> <li>- Child is confused when answering questions about the works or poems.</li> <li>- Child uses many incorrect words and has unclear pronunciation.</li> <li>- Child has a very poor vocabulary; expression is difficult to understand when communicating with the teacher and peers.</li> </ul>	1	Weak

Our group organized experimental teaching for two lessons, which can be accessed via the following links:

[https://www.canva.com/design/DAG9RuWA\\_4E/lj-Z2Fk6HeCAKPChVK3fVQ/edit?utm\\_content=DAG9RuWA\\_4E&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAG9RuWA_4E/lj-Z2Fk6HeCAKPChVK3fVQ/edit?utm_content=DAG9RuWA_4E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

### 3.3.4. Experimental Results and Evaluation

Although the organizational process still encountered certain difficulties, the experimental lessons on the topic “Developing Vietnamese vocabulary for 3–4-year-old Thai ethnic children through literature appreciation activities” brought positive and clearly convincing results. Observation and evaluation results showed that the children's level of interest, attention, and active participation reached approximately 85-90%, a significant increase compared to the pre-experimental stage when this rate only fluctuated between 65-70%. This indicates that the applied measures contributed to creating a vivid learning environment suitable for the children's age and linguistic characteristics.

Regarding the ability to memorize the content of the works, about 80% of children remembered the title of the poem “Tet has arrived” or the story “Who returns first,” which is about 20-25% higher than before the experiment. Simultaneously, 75-80% of the children understood and identified key vocabulary and main images in the works, such as the names of objects, characters, and actions, whereas this rate previously only reached about 50-55%. The ability to answer simple questions about the content of the work in Vietnamese or a combination of Thai and Vietnamese also improved markedly, with about 70-75% of children meeting the requirements, an increase of nearly 25% compared to the beginning.

In addition, the children's skills in observation, memorization, and linguistic expression showed significant progress. About 80% of the children initially knew how to use Vietnamese words in short sentences, while also forming cooperation skills when participating in small group activities. Compared to before the experiment, the children became bolder and more confident in communication, especially with the support of visual aids, technology, and the supplementary bilingual method.

However, the experimental results also showed that about 20-25% of the children did not yet participate

truly actively; some children had difficulty expressing ideas in complete Vietnamese sentences, and errors in word order due to the influence of the mother tongue still appeared. This indicates that the development of Vietnamese vocabulary for Thai ethnic preschoolers needs to be conducted regularly, continuously, and systematically through diverse forms of activity organization.

Overall, the data obtained from the experimental process confirmed the suitability, feasibility, and initial effectiveness of the proposed measures. This is an important practical basis to continue adjusting, perfecting, and replicating the organization of literature appreciation activities to improve the quality of Vietnamese vocabulary development for 3–4-year-old Thai ethnic children at Chau Thanh Kindergarten.

### 3.4. General Comments

After the process of theoretical research, current status analysis, and organizing the pedagogical experiment at Chau Thanh Kindergarten, the study draws several basic conclusions:

First, the system of proposed measures was built on the basis of ensuring systematicity, practicality, and feasibility, with a close link between selecting literary works, organizational methods, and building a supporting linguistic environment. The selection and adaptation of literary works suitable for the psychological and cultural characteristics of Thai ethnic children play a fundamental role, creating interest and a prerequisite for measures such as supplementary bilingualism or diversification of organizational forms to be effective.

The experimental results show that the positive approach brought clear efficiency in developing Vietnamese vocabulary for the children. Through open-ended, interactive, and experiential activities, the children showed clear progress in their ability to listen, understand, and use Vietnamese words. The children's

vocabulary was expanded in both quantity and quality; children gradually moved from a passive to an active state of communication, becoming more confident when using Vietnamese in learning activities.

The proposed measures contributed to improving the educational environment, forming a friendly Vietnamese environment rich in practice opportunities. The coordination between the school and the family created continuity in the linguistic environment, helping children consolidate their vocabulary not only in the classroom but also in daily activities, thereby gradually narrowing the language barrier in a natural and sustainable way.

In addition to the results achieved, the implementation process also brought important lessons regarding pedagogical skills, handling situations in multicultural classrooms, and flexibly applying educational methods to local practical conditions. Despite limitations in experimental time and some individual cases, the proposed measures basically met the research objectives.

In summary, the experimental results confirm that developing Vietnamese vocabulary for 3–4-year-old Thai ethnic children through literary works is entirely feasible and effective if there is appropriate investment in learning materials, scientific organizational methods, and close coordination between the school and the family. This is an important practical contribution of the topic, creating a foundation for the children's learning and language development in subsequent stages.

#### 4. CONCLUSION

Developing Vietnamese vocabulary for Thai ethnic preschoolers is a task of important significance, contributing to improving the efficiency of childcare and education and creating a solid foundation for the learning process at subsequent educational levels. Based on the analysis of the current status, the study proposed five measures to develop Vietnamese vocabulary for 3–4-year-old Thai ethnic children through literature appreciation activities, including:

- 1) Using visual aids and supporting technological means;
- 2) Selecting appropriate literary works with rich and familiar vocabulary;
- 3) Applying the supplementary bilingual method in a reasonable way;
- 4) Diversifying the forms of organizing literature appreciation;
- 5) Coordinating family and school in the process of organizing literature appreciation.

The measures were built on theoretical and practical bases, suitable for the conditions of the school and the characteristics of Thai ethnic preschoolers, possessing feasibility and the ability to be applied in preschool education practice.

From the above research results, it can be affirmed that the flexible and synchronous application of the proposed measures will contribute to improving the effectiveness of Vietnamese vocabulary development for Thai ethnic preschoolers, while also improving the quality of organizing literature appreciation activities in kindergartens.

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