

Teaching to Develop Language Competence for Preschool Children Aged 24–36 Months

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Abstract—Language is a means of communication that serves the living and learning needs of preschool-aged children. It is also a crucial tool that significantly supports the development of cognition, emotions, social skills, and aesthetics in young children. Therefore, language development is an essential component of nurturing, caring for, and educating children in preschools. Currently, teaching to develop language competence for children aged 24–36 months faces numerous difficulties and challenges. Children in this age group begin to form and develop language rapidly; however, their ability to receive and use language remains limited. Many early childhood education institutions have yet to pay adequate attention to creating rich and age-appropriate language environments. Teaching methods are sometimes imposed and fail to stimulate children’s interest or encourage natural communication. In addition, disparities in language development among children are also a matter of concern, requiring teachers to have appropriate expertise and skills for effective support. Using modern scientific research methods such as document analysis, field surveys, interviews, questionnaires, experiments, and data processing, this paper aims to propose several measures to develop language for children aged 24–36 months. These include enhancing phonetics, vocabulary, grammar, and coherent language through teaching activities. This is an urgent issue that contributes to guiding modern and high-quality early childhood education.

Index Terms—language competence, language development, preschool children, early childhood education, age 24–36 months

I. INTRODUCTION

In the Circular issued on the Preschool Education Program (No. 51/2020/TT-BGDĐT), the Ministry of Education and Training states: “The goal of early childhood education is to help children develop physically, emotionally, intellectually, and aesthetically; to form the initial elements of personality and prepare them for entry into Grade 1. It also aims to develop in children foundational psychological and physiological functions, competencies, and qualities, as well as essential life skills appropriate to their age; to awaken and fully develop their potential abilities, laying the foundation for learning at subsequent educational levels and lifelong learning” (p. 1). To achieve the above goals related to physical, emotional, and cognitive competence as well as character development, the development of language education for preschool children is an essential and foundational task. For language education activities targeting children aged 24 to 36 months, the primary language development goals include: listening and understanding spoken language; repeating sounds, words, and sentences; and using language for communication.

At present, teaching to develop language competence for children aged 24–36 months faces numerous difficulties and challenges. Children in this age group begin to form and develop language rapidly; however, their capacity to receive and use language remains limited. Many preschool institutions have not yet placed sufficient emphasis on creating a rich and age-appropriate language environment. Teaching methods are sometimes rigid or overly directive, failing to stimulate children’s interest or encourage their natural communication abilities. In addition, disparities in language development among children are also a significant concern, requiring educators to have appropriate expertise and skills to provide effective support.

In this context, the paper titled “Teaching to Develop Language Competence for Preschool Children Aged 24–36 Months” aims to propose several measures for enhancing language development in children during this stage. These include focusing on the development of phonetics, vocabulary, grammar, and coherent speech through teaching activities. This is a pressing issue that contributes to the orientation toward modern, high-quality early childhood education.

II. LITERATURE REVIEW

A. Studies on Language Development Teaching for Preschool Children

Several well-known researchers have studied the characteristics of language development in preschool children. For instance, the research group led by Bates (1976) suggested that children begin to utter their first words between 11 and 13 months; from 13 months onward, nouns become dominant; and between 18 and 24 months, two-word sentences appear as combinations of two actions. Pham (2016) proposed stages of language development in children, noting that

after 10 months, children can say a word; by the time they are "babbling like a three-year-old" (p. 8) (lunar age), 97% can say 2–3 words. Gradually, they are able to form simple sentences, become sensitive to the names of objects, enjoy communicating with peers, and their vocabulary expands rapidly—some children's vocabularies grow 7–8 times larger (p. 34). In *Language Education for Preschool Children*, Tran (2017) also described the psychological and linguistic characteristics of preschoolers at various stages. In the book *Preschool Education – Theoretical and Practical Issues*, Nguyen (2007) addressed common pronunciation issues such as stuttering, identifying their causes and proposing corrective strategies to help children achieve proper pronunciation. Numerous studies have examined language development teaching at various preschool stages. Researchers such as Stahl and Fairbanks (1986), White et al. (1990), and Chall (1996) emphasized that teaching word meaning is not just about defining words but also includes discussions about prefixes, suffixes, and word roots. In the paper *The Effects of Long-Term Vocabulary Instruction on Vocabulary Assessment and Reading Comprehension*, the group of Beck et al. (1982) highlighted ways to develop children's vocabulary. They argued that teachers need to vary their language when giving instructions and use diverse methods throughout the school year. Effective vocabulary teaching, according to their research, includes three key elements: Providing both definitional and contextual information about each word's meaning; Encouraging active word learning; Using visual aids to illustrate the meaning of words. Cao et al. (1993), in the work '*Vietnamese Language and Methods of Developing Speech for Children*', and Nguyen (2003), in '*Methods of Language Development for Preschool Children*', focused on clarifying several issues related to language development in preschool children. These authors particularly emphasized structural aspects of language development and sought to answer the question: How do children acquire language units? They agreed that the development of phonetics, vocabulary, and grammar is the path to fostering children's language competence. The textbook *Methods of Language Development for Children Under Six Years Old* (Hoang et al., 2001) and *Theories and Methods of Language Development for Preschool Children* (Nguyen, 1999) clearly outlined the tasks of training pronunciation, expanding vocabulary, using correct grammar, and developing coherent speech to prepare children for formal schooling. They also described specific methods, strategies, and organizational forms for language teaching activities. Furthermore, other works such as *Measures for Developing Coherent Speech in Preschool Children* (Nguyen, 2000) and *Methods for Developing Children's Speech* (Dinh, 2004) approached the topic from an educational science perspective. These authors primarily discussed pedagogical methods and strategies to support children's language development. Several studies have also focused on language development through literary activities. Notable examples include: *Developing Language for Preschool Children through Stories and Poems* (Nguyen, 2003), *Methods of Organizing Activities to Familiarize Children with Literary Works* (Ha, 2018), *Children's Literature and Early Childhood Education* (La, 2021), *Methods for Familiarizing Preschool Children with Literary Works* (La & Le, 2014), *Expressive Reading and Storytelling Methods for Preschool Children* (La & Le, 2015). These authors concur that children's literature is an effective tool for early childhood education, sparking creativity and imagination—especially in fostering language development.

B. Studies on Language Development for Preschool Children Aged 24–36 Months

Ho (2016) in her book '*Vietnamese Mothers Teaching Their Children to Walk with the World*', emphasizes the role of using coherent and expressive language as a reflection of a child's logical thinking ability. Therefore, parents need to pay attention to certain methods for developing children's language skills. Therefore, parents should pay attention to specific methods for supporting language development in young children. For three-year-old children, it is recommended that parents read and tell stories to their children, create fairy tales with the child as the main character, stimulate language curiosity and application, and engage in activities like pretend play and role-playing. In *Designing Exercises to Support Pronunciation Practice and Vocabulary Expansion for Children Aged 24–36 Months*, Nguyen (2018) clarified the psychological and linguistic characteristics of preschoolers aged 24–36 months, as well as factors affecting their language development. Based on theoretical and practical foundations, she proposed principles and processes for designing pronunciation exercises that are integrated with vocabulary-building activities for this age group. The textbook *Vietnamese Language and Methods of Language Development for Preschool Children* by La et al. (2024) investigates general issues of language education for preschoolers. It discusses the linguistic characteristics of the Vietnamese language and presents content, forms, and methods for fostering components of language competence in preschool-aged children. The authors also give specific attention to the linguistic traits and strategies for developing language in children aged 24–36 months through phonetic, lexical, grammatical, coherent, and artistic language activities. In the textbook *Theory and Methods of Organizing Language Development Activities for Preschool Children*, Dinh (2024) highlights two main aspects: theories of language development in preschoolers and methods for organizing relevant educational activities. The author provides a detailed overview of language features, criteria for assessing phonetic, lexical, grammatical, and coherent language skills, and outlines strategies for developing language in 2- to 3-year-old children through activities such as recognition, guided speaking, and structured learning in their third year—focusing on phonetic, vocabulary, and grammar development in Vietnamese. The lesson plan collection *Organizing Educational Activities in the Area of Language Development* by Truong et al. (2021) offers detailed teaching plans for language education targeting the 24–36-month age group in nursery classes. These lesson plans are designed to help children practice correct pronunciation, expand their vocabulary, and use grammatically accurate language in communication.

Based on a synthesis of research studies on language development for preschool children in general and for children aged 24–36 months in particular, we have drawn several observations and evaluations as follows:

First, the studies focus on presenting theoretical issues related to the characteristics of the Vietnamese language; the psychological, cognitive, and linguistic traits of preschool children; and the various factors influencing their language development.

Second, the studies emphasize researching the content, methods, and strategies for fostering language development in preschool children through structured learning activities as well as language-building experiences during free play. Most authors highlight the significant role of literature in positively influencing children's language development.

Third, the studies share a common conclusion: in order to develop language skills in preschool children in general, and in those aged 24–36 months in particular, it is essential to focus on the education and development of phonetics, vocabulary, grammar, and coherent language use.

III. RESEARCH METHODS

A. Literature Review Method

This method is used to examine, select, and study several theoretical issues. Specifically, it involves analyzing and synthesizing theories and classifying and organizing research materials related to the topic of language development teaching for children aged 24–36 months. These materials are grouped according to similar or overlapping themes, forming a systematic and scientific overview of the research issue.

B. Interview Method

This method was employed to conduct interviews with participants, including administrators and teachers from public preschools in Ha Dong District, Hanoi City.

C. Questionnaire Survey Method

This method involved distributing questionnaires to administrators and teachers who are responsible for the care and education of children aged 24–36 months in public preschools in Ha Dong District, Hanoi City. The survey aimed to investigate their awareness of the role and significance of language development for preschoolers, the current state of language development teaching for children aged 24–36 months, and the actual language competence of children in this age group.

D. Data Analysis Method

This method was used to process the information collected during the survey on the current state of language development teaching for children aged 24–36 months, as well as the results of pedagogical experiments. Both quantitative and qualitative data were analyzed. The results provided reliable evidence to affirm the feasibility of the proposed measures.

IV. RESEARCH RESULTS

A. Current Situation of Language Competence Development Teaching for Preschool Children

-Survey Objective: The survey aimed to investigate the current situation of language development teaching for children aged 24–36 months, as well as the actual language competence of children in this age group, in order to provide a practical foundation for the study.

-Survey Participants: The participants included: 200 administrators from public preschools; 500 parents of preschool children; 300 teachers responsible for the care and education of children aged 24–36 months at public preschools in Ha Dong District, Hanoi City; 500 children aged 24–36 months currently attending public preschools in Ha Dong District, Hanoi City

-Survey Content:

1. The awareness of preschool teachers, administrators, and parents regarding the necessity, role, and significance of language development for preschool children.
2. The current state of language development teaching for children aged 24–36 months.
3. The actual language competence of children aged 24–36 months.

-Survey Methods: The data was collected using questionnaires, document analysis, product analysis, observation, and interviews. The collected data was processed and statistically analyzed using software such as SPSS and Microsoft Excel.

-Survey Results: First, the results of the survey on the awareness of teachers, administrators, and parents regarding the necessity, role, and significance of language development for preschool children are presented in the following table:

TABLE 1
AWARENESS OF TEACHERS, ADMINISTRATORS, AND PARENTS REGARDING THE ROLE AND SIGNIFICANCE OF LANGUAGE DEVELOPMENT FOR PRESCHOOL CHILDREN

Subjects	Total	Assessment									
		Not Important		Slightly Important		Neutral		Important		Very Important	
		Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %
Teacher	300	0	0	0	0	0	0	36	12,0	264	88,0
Administrator	200	0	0	0	0	0	0	23	11,5	177	88,6
Parent of the child	500	0	0	0	0	0	0	121	24,2	379	75,8

The results in the table above show that there were no responses for the ratings “Not important,” “Less important,” or “Neutral.” Among the teachers surveyed, 12% rated language development as “Important,” and 88% rated it as “Very important.” The respondents who were school administrators and parents also had the highest proportion of ratings at the “Very important” level. Therefore, it can be affirmed that language development education for children aged 24–36 months is considered very important and essential in the process of nurturing, caring for, and educating children in today’s preschools.

Secondly, regarding the current state of language development education for children aged 24–36 months:

To assess the current status of language development education for children aged 24–36 months, we collaborated with the professional group for this age cohort to examine the contents of their language development teaching plans and directly attended and observed classroom lessons taught by the teachers. The results are presented in the table below:

TABLE 2
SURVEY OF 200 LANGUAGE DEVELOPMENT TEACHING PLANS FOR CHILDREN AGED 24–36 MONTHS IN PRESCHOOL

No	Survey Content	Result					
		Always		Sometimes		Never	
		Quantity	Percentage %	Quantity	Percentage %	Quantity	Percentage %
1	Interest in building a teaching process aimed at developing language for children aged 24–36 months.	73	36,5	127	63,5	0	0
2	Designing teaching activities aimed at developing language for children aged 24–36 months.	69	34,5	131	65,5	0	0
3	Designing teaching activities aimed at developing phonetic skills for children aged 24–36 months.	82	41	115	57,5	3	1,5
4	Designing teaching activities aimed at developing vocabulary for children aged 24–36 months.	93	46,5	99	49,5	7	4
5	Designing teaching activities aimed at developing grammar for children aged 24–36 months.	86	43	105	52,5	9	4,5
6	Designing teaching activities aimed at developing coherent language for children aged 24–36 months.	36	18	153	76,5	11	5,5

The survey results show that the teaching plans have paid attention to the process of language development instruction for children; activities are designed within the teaching plans to aim at developing children’s language competence.

However, these teaching plans mainly focus on overall language development and have not set specific goals or designed specialized activities to develop particular components (phonetics, vocabulary, grammar, and coherent language) for children aged 24 to 36 months. In terms of designing activities that aim to develop phonetics, vocabulary, grammar, and coherent language for children in this age group, there is still a proportion of teaching plans that have *never* addressed these aspects; the proportion of plans that *always* include them is low, while those that *occasionally* do so are the highest. For example, regarding the design of activities aimed at developing coherent language for children aged 24 to 36 months, 18% of plans are at the *Always* level, 76.5% at the *Occasionally* level, and 5.5% at the *Never* level.

The lack of focus in designing activities that target specific components of children’s language competence in teaching plans is one of the reasons for the limited effectiveness in developing language skills for children aged 24 to 36 months.

The results of class observations from a survey of 200 language development lessons for children aged 24 to 36 months are presented in the following table:

TABLE 3
SURVEY RESULTS ON THE CURRENT STATUS OF LANGUAGE DEVELOPMENT LESSONS FOR CHILDREN AGED 24 TO 36 MONTHS IN PRESCHOOL

No	Evaluation criteria	Result	
		Quantity	Percentage %
1	Clearly identify teaching objectives; use appropriate methods and forms of instruction aligned with the goal of language development for children aged 24 to 36 months.	186	93
2	Ability to inspire, motivate, and encourage children's cooperation and effective responses to tasks, including interaction between teacher and children, children and teacher, and among children.	195	97,5
3	Ability to manage the classroom well and provide timely support to help children overcome difficulties during interaction and task completion	182	91
4	Provide timely feedback, evaluation, and encouragement to support children's learning outcomes.	198	99
5	Children's willingness to cooperate, enjoyment of learning, and active participation and response during language development lessons.	162	81
6	The teacher organizes teaching activities in accordance with the phonics instruction approach for children aged 24 to 36 months as designed in the lesson plan.	152	76
8	The teacher organizes teaching activities in accordance with the vocabulary development approach for children aged 24 to 36 months as designed in the lesson plan.	151	75,5
9	The teacher organizes teaching activities in accordance with the grammar development approach for children aged 24 to 36 months as designed in the lesson plan.	143	71,5
10	The teacher organizes teaching activities in accordance with the coherent language development approach for children aged 24 to 36 months as designed in the lesson plan.	140	70

Third, the current state of language competence among children aged 24 to 36 months.

TABLE 4
TABLE SHOWING THE CURRENT STATE OF LANGUAGE COMPETENCE IN PRESCHOOL CHILDREN AGED 24–36 MONTHS

Structure	Elements	Behavioral Indicators					
		Level 1 (Not achieved)		Level 2 (Achieved)		Level 3 (Exceeded)	
		SL	TL%	SL	TL%	SL	TL%
A	A1	91	18,2	356	71,2	53	10,6
	A2	95	19	354	70,8	51	10,3
B	B1	44	8,8	400	80	56	11,2
	B2	43	8,6	403	80,6	54	10,8
	B3	48	9,6	397	79,4	55	11
	B4	48	9,6	400	80	52	10,4
C	C1	90	18	405	81	5	1
	C2	91	18,2	404	80,8	5	1
	C3	98	19,6	399	79,8	3	0,6
	C4	97	19,4	399	79,8	4	0,8
	C5	102	20,4	395	79	3	0,6
	C6	99	19,8	396	79,2	5	1
D	D1	131	26,2	363	72,6	6	1,2
	D2	127	25,4	369	73,8	4	0,8
	D3	111	22,2	387	77,4	2	0,4

Based on the data table, the percentage order from highest to lowest across the levels is: Level 2 (Achieved), Level 1 (Not Achieved), and Level 3 (Exceeded). Among these, Level 1 accounts for less than 26% (ranging from 8.6% to 26.2%), Level 2 holds the highest proportion of preschool children meeting the indicators (ranging from 70% to 80.8%), and Level 3 has the lowest proportion across all indicators (ranging from 0.8% to 11.2%). These results indicate that many children aged 24–36 months still fall under the “Not Achieved” category in terms of language competence, while the proportion of those exceeding expectations is also relatively low. This serves as a practical basis for us to propose educational measures to develop language skills in children aged 24–36 months.

B. Proposed Teaching Measures to Develop Language Competence in Preschool Children

The proposed language development measures for children aged 24–36 months must meet the following basic requirements:

- They should align with the goals of the early childhood care and education program.
- They must ensure a close link between theoretical and practical aspects.
- They must be appropriate to the cognitive and linguistic characteristics of children aged 24–36 months.
- The teaching methods must be suitable for the content, teaching conditions, and the learning audience (i.e., preschool children aged 24–36 months).

Based on the above theoretical and practical foundation, we propose the following educational measures to support language development in children aged 24–36 months:

(a). Group of Measures 1: Methods for Developing Phonological Skills in Preschool Children Aged 24–36 Months

Phonological development in children aged 24–36 months essentially involves teaching them to pronounce sounds correctly. It includes guiding them not only to articulate words and sentences clearly and accurately but also to adjust

their intonation to be expressive and communicative in interactions. The content of phonological development includes: Training children's ability to listen accurately (perceive the expressive aspects of language, maintain attention while listening, and recognize features of speech such as speed, rhythm, pitch, tone, etc.); Developing the articulatory system (tongue, lips, jaw, throat, etc.); Practicing pronunciation (voice training, breath control, correct articulation of Vietnamese syllables); Standardizing phonological norms; Practicing speech intonation; Correcting mispronunciations.

-Visual Method

The visual method in phonological development for children aged 24–36 months utilizes their auditory, visual, tactile, and other sensory channels. However, listening remains the core factor in this educational activity. Some practical ways to apply the visual method in teaching phonological skills include:

Using focus phrases, short model utterances, or simple, easy-to-remember rhymes to stimulate children's hearing and vision. When speaking to the children, teachers should combine speech with sounds like tapping or clapping, or point to printed models. Each sound uttered corresponds to a visual cue, such as a printed word or symbol. This helps children recognize boundaries between spoken and written language. They absorb language through both hearing and sight.

Presenting sequences of syllables/words that share a phonological feature. In this approach, the teacher reads out a sequence of sounds with a shared phonological trait and prints them with visual cues (e.g., bold or colored font) to highlight the recurring feature. This simultaneously stimulates both hearing and sight, helping children understand how different parts of a syllable (initial sound, rhyme, tone) contribute to its structure, and recognize changes in sound when any part is altered.

Reading a sequence of syllables/words in which one differs from the others, and asking children to identify the odd one out. The teacher combines speech with visual pointing to the printed word. This dual-channel method (auditory and visual) helps children distinguish sound components and recognize differences in pronunciation due to variations in syllables or words.

-Verbal Method

The verbal method involves the teacher using spoken language and repetition to help children develop auditory perception and practice correct phonetic listening skills. In this method, the teacher frequently repeats familiar phrases during the child's daily routines and learning activities. Children are also encouraged to recite nursery rhymes, poems, and folk verses related to familiar topics.

Example:

When teaching the topic of animals, the teacher can guide the children to recite the folk rhyme "Con vôi, con voi" (The Elephant):

*The Elephant, the Elephant
The trunk goes first,
The front legs follow,
The hind legs trail behind,
And last of all, the little tail,
That's the end of my elephant tale.*

-Game-based Method Combined with Experiential Practice

In phonological education for children aged 24–36 months, organizing educational games helps children perceive linguistic sounds through various dimensions: articulation methods, articulation points, timbre, rhythm, and repetition of phonemes in different syllabic combinations. Through these games, children "learn through play and play through learning," gaining auditory perception, practicing language, and engaging with language content in a multisensory, experiential way. Therefore, this method proves highly effective in developing phonological skills in young children.

Example: "The Clock" Game

The teacher organizes the game by guiding the children to recite the poem "The Clock" and perform movements in rhythm with the poem. This not only helps children improve their language skills but also gives them an opportunity to have fun and build closer relationships with their teacher and peers. The teacher shows the children how to use their hands to hold their ears, and together they recite:

*Tick tock, tick tock,
The pendulum clock,
Short hand tells the hour,
Long hand tells the minute,
Tick tock, tick tock.*

While reciting, when saying "tick" the child leans to the right, and on "tock", they lean to the left. The reading pace can gradually increase as the children become more familiar with the game.

(b). Group of Methods 2: Educational Methods for Developing Vietnamese Vocabulary for Preschool Children Aged 24 - 36 Months

The group of methods for developing Vietnamese vocabulary for preschool children aged 24 - 36 months includes approaches that influence and create an environment for children to develop a rich and diverse vocabulary, understand word meanings correctly, and use them effectively in communication. To expand children's vocabulary, teachers can focus on words related to personal life (names of people, objects, basic activities), words related to social life (names

and characteristics of festivals, occupations, means of transport...), and words related to the natural world (names of fruits, vegetables, animals, natural phenomena...).

-Visual Method

The visual method in teaching Vietnamese vocabulary to children aged 24 - 36 months helps them perceive sounds and images of words through singing, modeling speech, storytelling, and reciting poems. Teachers should combine printed word samples (so children can imagine the written form) with illustrated images (to help them understand meaning through observation).

Example: When teaching the topic of fruits, the teacher can prepare cards with names and pictures of fruits. During the lesson, the teacher reads out the names while pointing to the written word and the corresponding illustration.

-Verbal Method

In vocabulary development, teachers communicate with children using words associated with objects, images, or models representing the word's meaning. This method should involve explaining, asking questions, and combining with illustrations or games.

Some verbal techniques for children aged 24 - 36 months include:

- Explaining word meanings using definitions, synonyms/antonyms, or contextual situations.
- Explaining words through context: Teachers should use simple, relatable contexts to help children visualize and understand words, expanding their vocabulary thematically.
- Guiding children through steps in a thematic activity: As children engage in guided processes, they naturally interact and acquire vocabulary related to the theme.

-Game-Based Method

Organizing games is one of the most effective methods to develop Vietnamese vocabulary. Teachers can use a variety of games, including traditional games with rhymes, poems, riddles, and modern games like matching or physical games. Through play, children have opportunities to use various word types (nouns, verbs, adjectives, synonyms, antonyms, homonyms), understand meanings, and learn new words.

Example: The "Dragon Snake Climbing the Cloud" language and movement game:

Number of players: At least six

Steps:

1. The game leader appoints one child as the "doctor," while others hold each other's shirts to form a line (the dragon).
2. The dragon begins to weave around the doctor while reciting:

"Dragon snake climbing the cloud

There's a tree shaking

There's a famous house

Asking the doctor

Is anyone home?"

3. The dragon stops in front of the doctor for a response. If the doctor says "Not home," the game continues. If "Yes," the next part begins.

4. The dragon and doctor continue their exchange:

Doctor: "Where is the dragon going?"

Leader: "To get medicine for my child."

"How old is your child?" – "One year old."

"Medicine is bad." – "Two years old."

"Ten years old." – "Medicine is good."

Then the doctor asks for:

"The head?" – "Same bones, same flesh."

"The middle?" – "Same blood, same mother."

"The tail?" – "Catch it if you can!"

5. The doctor chases the tail. The leader protects those behind, and the dragon must stay connected. If the doctor catches the tail, roles are switched.

-Experiential Method

In reality, experiential methods are interwoven with others. Children directly observe, participate in games, and practice using vocabulary. This method emphasizes hands-on experiences with pronunciation, meaning, vocabulary creation, and proper usage in both learning and daily life.

(c). Group of Methods 3: Educational Methods for Developing Grammar in Preschool Children Aged 24 - 36 Months

Based on the linguistic competency framework for children aged 24 - 36 months, grammar development includes teaching children proper word order, correct grammatical usage, and effective communication. It also includes teaching the use of basic function words associated with nouns, verbs, and adjectives.

-Visual Method

In grammar education, the visual method combines speech (audio) and learning cards (word and image cards) to help children perceive grammar using both auditory and visual senses.

Some visual techniques include: Following command sentence cards; Matching sentence content and structure; Rearranging words to form sentences; Expanding sentence components using questions and cards; Using symbolic conventions for content words, function words, sentence components; Word and sentence matching with symbols; Sentence analysis using symbols

Example: Using cards to build sentence complexity:

- Cards: “sky,” “rain,” “afternoon,” “Sunday,” “child got wet”
- Teacher places “sky” before “rain” → child says: “It’s raining.”
- Teacher arranges: “Sunday,” “afternoon,” “sky,” “rain” → child says: “It’s raining on Sunday afternoon.”
- Teacher adds: “child got wet” → child says: “It’s raining on Sunday afternoon, the child got wet.”

Teachers can rearrange cards and use verbal prompts to help children create various sentence forms.

-Verbal Method

In all learning activities, teachers regularly use verbal language to instruct, explain, encourage, and engage children. They use grammatically correct sentences to convey information, emotions, and instructional messages in line with educational goals. These serve as grammatical models for children.

Verbal activities include:

- Asking questions, using dialogue to stimulate curiosity and cognitive exploration.
- Introducing literature (poems, rhymes, stories) to expose children to artistic language and sentence structures.
- Using sample sentences; exploring literature; asking and answering questions; composing and using key sentence types in context.

Example 1: To explore literature, teachers can select short stories, poems, or rhymes with literary value and familiar content. These often contain repetitive or varied sentence structures that children can recite expressively. Through listening and reciting, children experience prosody and practice syntactic patterns.

(d). Group of Methods 4: Educational Methods for Developing Coherent Language in Preschool Children Aged 24–36 Months

Unlike methods focused on the development of phonetics, vocabulary, and grammar, methods for developing coherent language in preschool children aged 24–36 months are an integrated combination of verbal, visual, hands-on, experiential, and game-based approaches. At this stage, separating methods by category becomes less distinct, as the development of coherent speech requires a holistic and fluid approach.

By the age of 30–36 months, children typically have acquired and become fairly proficient in several language skills. They pronounce words relatively clearly, possess a rich vocabulary, and can construct different types of sentences for effective communication. Therefore, methods for developing coherent language at this age are an integration of many approaches. Notable examples include: Role-playing games; Arranging dialogue sequences based on pictures; Arranging picture sequences and storytelling; Arranging and presenting topics using pictures; Arranging and presenting topics using mind maps; Creating posters to introduce the process of an activity; Puppet plays; Creative storytelling; Composing stories based on a topic; “You ask – I answer” strategy

Example:

When teaching the creative storytelling lesson *“What Does Little Rabbit Eat?”*, the teacher can use a 3D shadow puppet show to capture the children's attention. The teacher tells the story expressively while displaying matching visuals, allowing children to both listen and visually follow the narrative. Afterwards, the teacher guides children to retell the story using a system of prompting questions. Finally, the children are given the opportunity to practice retelling *“What Does Little Rabbit Eat?”* on their own.

V. CONCLUSION

During the 24–36-month stage, preschool children experience a significant leap in language development. They are capable of pronouncing most basic Vietnamese sounds; however, with more difficult sounds, many children still exhibit mispronunciations. Their vocabulary expands rapidly, including words that denote objects, characteristics, qualities, and actions. Children are able to comprehend the meaning of words even when those words are removed from their original communicative contexts. They begin using vocabulary to form sentences for exchanging information, expressing emotions, and communicating personal needs and desires during interactions.

Based on the characteristics of the Vietnamese language and the linguistic traits of children aged 24–36 months, this study has developed a language competency structure for children, which includes the following components: Vietnamese phonetic awareness and pronunciation, Vietnamese vocabulary, Vietnamese grammar, and coherent language. From this structure, the author proposed a Language Competency Assessment Standard for preschool children aged 24–36 months, divided into three performance levels: Level 1 (Not Achieved), Level 2 (Achieved), and Level 3 (Above Expectations). Each component includes specific behavioral indicators and performance descriptors.

To effectively develop language in children, it is necessary to impact each of the components that constitute their language competency—specifically, developing phonetics, vocabulary, grammar, and coherent language in Vietnamese.

Given the characteristics of preschoolers, teachers should promote language development through both structured learning activities and non-classroom interactions such as learning corners and outdoor activities.

Grounded in both theoretical and practical bases, this study proposes: Group of Methods 1: Educational methods for developing Vietnamese phonetics for preschoolers aged 24–36 months. Group of Methods 2: Educational methods for developing Vietnamese vocabulary for children aged 24–36 months. Group of Methods 3: Educational methods for developing Vietnamese grammar for children aged 24–36 months. Group of Methods 4: Educational methods for developing coherent language for children aged 24–36 months.

The feasibility of these methods has been confirmed through experimental results. The positive, albeit not drastically different, outcomes in language development between the experimental and control classes demonstrate that the proposed methods are both necessary and practical.

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