

DESIGNING INTEGRATED TEACHING PROJECT FOR ARGUMENTATIVE TEXTS IN 11TH GRADE PHILOLOGY CURRICULUM

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Article History

Received: August 25, 2020

Accepted: September 9, 2020

Published: September 30, 2020

Keywords

Integrated teaching, literature
and linguistics curriculum,
integrated theme,
argumentative texts

ABSTRACT

In the 2018 high school education program, integrated teaching is defined as an approach of developing curriculum, contents and teaching methods. The construction of integrated teaching themes in the Philology curriculum at high schools needs to fulfill the requirements to organize, connect the learning contents towards reality, creating opportunities for students to conduct practical studies, experience and navigate their future careers as well as to improve their overall capacities. This article illustrates ideas and results for designing integrated teaching themes for argumentative texts in the 11th grade Philology curriculum and the tentative plan for implementation of these themes with project-based learning method and portfolio assessment. This paper, meanwhile, handles multiple educational contents in the current 11th Grade Philology textbook and aims to a new lesson plan design in accordance with the 2018 Philology curriculum.

1. INTRODUCTION

In the early decades of the twenty-first century, the rapid pace of social development in the information age makes education one of the most important factors in preparing learners to succeed in life. Many nations in the world have been modifying and improving the educational programs to meet the new standards. One of the most significant trends is designing the educational programs towards the Competency-Based Curriculum. In Vietnam, while implementing relevant resolutions, especially Resolution No. 29-NQ/TW, November 4, 2013, on fundamental and comprehensive education and training reform; meeting the requirements of industrialization and modernization in terms of socialist-oriented market economy and international integration (Central Executive Committee, 2013), the Ministry of Education and Training (MOET) has issued the 2018 General Education Program (MOET, 2018a) along with the subject programs built in accordance with the orientation of developing learner's competencies. The Philology program also sets out the requirements of designing contents and teaching methods to develop the learner's comprehensive competencies, mainly concentrating on developing the typical proficiency of the subject, which consists of linguistic and the literary competencies at school.

In that context, integrated teaching method with theme-based direction, which is a basis to develop curriculum, teaching contents and methods, has proved its advantage in connecting learning contents. This contributes to the formation and development of different skill sets of learners. With his research, *Implementing a pedagogy of integration: Some thoughts based on a textbook elaboration experience in Vietnam* (2006), Xavier Roegiers has affirmed that the capacity of learners can only be shown in a specific situation, by integrating knowledge and skills to solve the problems. The author and his colleagues in the project (from Vietnam Education Publishing House and Vietnam Institute of Educational Sciences) agreed to expand the integrated method for all textbooks, not only with Natural and Social Sciences but also with other subjects such as Literature and Math (Xavier Roegiers, 2006). In fact, in Vietnamese schools, it is possible and useful to apply the integrated teaching method in designing teaching contents, organization and implementation with most subjects. Philology itself has the obvious advantage for integrated teaching. With the competency-based approach (according to the 2018 General Education Program), based on the current Philology 11th-grade textbook (MOET, 2020), we design an integrated teaching theme corresponding to the content of the argumentative text lessons. This theme can be taught in some transitional years between the previous and the current education program and also used as a reference for the compilation of the new Philology textbook.

2. LITERATURE REVIEW

Integrated theme teaching was first introduced in the 80s and 90s of the twentieth century. Many studies have been conducted and conferences around the world organized discussing the integrated teaching approach. One of the largest sponsors for these conferences and studies is UNESCO, and one of the greatest researchers in this field is Xavier Roegiers. His work on *Integrated Pedagogy or how to develop competencies in schools* (1996) has outstandingly provided the general theoretical system of integrated teaching method. In Vietnam, research on integrated theme teaching is often mentioned on the basis of research on thematic teaching, mainly in training materials and intensive instructions of the Ministry of Education & Training and a number of other authors.

There have been various studies on implementing Philology integrated theme teaching. However, the previous integrated works seem to mainly base on reading comprehension documents. There is no study on the topic of argumentative texts as a content of the literature module integrated with text reading and linguistic units in the teaching program.

Teaching argumentative texts in schools is of great interest to educational scientists due to the popularity and importance of this genre. There are a number of fundamental international works such as *Argumentation Theory* (translated by Chuong Thi, 1954) or *Essay writing process* (Joy M. Reid, 1982). In the United States, it is found out that the 6th and 8th-grade Philology programs of California compiled by McDougal Littell introduce 5 types of social argumentative essays, including persuasive one.

In Vietnam, despite numerous studies on teaching argumentative texts in high schools, it can be seen that most of them only focus on developing students' essay writing skills by genre, rather than on the development of reading skills, especially listening and speaking skills of learners.

During our research process, we realized that teaching argumentative texts has started to gain more interest from the public, not only in developing writing skills but also in developing critical reading skills. However, there still has not been any work on integrating all four skills of reading, writing, listening, and speaking in the same theme.

3. RESEARCH METHODS AND RESULTS

3.1. Research methods

The research employs analytical method, theoretical documents analysis and method of comparison and contrast.

3.2. Research results

3.2.1. Integrated teaching in 11th-grade Philology

Currently, Philology integrated teaching in high schools follows two directions: intra-disciplinary and interdisciplinary integration.

Regarding intra-disciplinary integration, by "taking integration as the principle of developing the curriculum content, compiling textbooks and choosing teaching methods", the 2006 General Education Program has established the subject of Philology (Ngữ văn) the basis of uniting three sub-subjects: Literature (Văn học), Vietnamese (Tiếng Việt) and Essay Writing (Tập làm văn) (MOET, 2006). *The general education program in Philology of 2018* (MOET, 2018b) identifies Philology as a subject in the field of Linguistic and Literature. The core contents consist of basic knowledge and essential skills in linguistic and literature, taking communication skills (reading, writing, speaking, and listening) as the main axis throughout all three educational stages (MOET, 2018b). It is clear that intra-disciplinary integration stems from the coherent and intimate relationship between knowledge and skills of the two fields of linguistic and literature.

The implementation of interdisciplinary teaching between Philology, History, Geography, Civic Education, Music, Fine Arts, Local Programs, etc. to form groups of two or more subjects has become more common in teaching practice for the past fifteen years. According to the Education Curriculum of 2018, this practice is evident in the General Education Program and the Philology Curriculum. The Philology content is integrated, including knowledge about culture, ethics, and philosophy related to many other educational subjects such as History, Geography, Art, Civic Education, Foreign Languages, Nature and Society, Natural Science and Social Science, Career Orientation, etc. (MOET, 2018b). Integration is not only a trend but also an indispensable requirement for capacity-oriented Philology education. Philology has a close relationship with our daily life, so it is necessary to fulfill the requirement: "Teaching Literature from an integrated perspective is to make the learning process of language knowledge, skills, and literature more valuable by placing learning processes in meaningful contexts for students, making school and life outside of school no longer two separate worlds" (Trinh Thi Lan, 2017). Choosing to build and implement an appropriate integrated teaching topic will meet the need to "reduce the workload" in education, especially in the

context of the information booming of the modern world. Moreover, students not only acquire knowledge about each specific unit but also understand the relationship between various units, thereby training logical and critical thinking. Theme-integrated teaching in Philology not only helps students learn more deeply but also helps broaden their horizon: not only linguistic, literary, communication and aesthetic competences but also analytical, synthesizing, evaluating and problem-solving capabilities; not only intelligence but also the quality of a citizen in the new age. That is also the goal of sustainable education in Philology.

Nevertheless, the scarcity of teaching materials is a great hindrance to integrated teaching. In the current textbook, lessons of the same content or the same genre are separated and scattered. Each lesson is associated with a requirement of specific knowledge and skills, making the content (theme or type of documents) organized unsystematically, overlapping, and difficult to follow. Despite many advantages for organizing interdisciplinary integrated teaching, informational and argumentative texts in the current Literature textbook are still limited in quantity and not up-to-date.

3.2.2. *Designing and implementing integrated teaching themes of argumentative texts in 11th-grade Philology*

3.2.2.1. *Evaluating the potential of integrated theme teaching in current 11th-grade Philology argumentative texts and identify theme design objectives*

Capacity development in Philology closely follows the four skills (reading, writing, speaking, and listening) through teaching common text types such as literary texts, informational texts, and persuasive texts (Trinh Thi Lan, 2017).

An argumentative text is a type of document that expresses the opinions of the writer, with the hope to persuade readers and listeners to believe and follow those opinions and viewpoints. The essence of an argumentative text is to use arguments to support or oppose a certain point of view/ thought in order to successfully persuade others. In an argumentative text, the main expression is through arguments/discourses. Therefore, it can be generally understood that argument text is a text that uses arguments to persuade. In everyday communication, as well as in teaching, each person's purpose and ability to persuade are expressed in speaking and writing. Through studying argumentative texts, students develop the ability to understand and write argumentative essays. They also improve their presentation skills, rhetoric and debate ability to defend their personal views and convince others. However, the teaching of argumentative texts in public schools nowadays is still largely theoretical, inclined to teach specific content of the text topic and specific elements of the text, including layout, systematology, points, arguments, etc. Therefore, there still are many shortcomings in presenting and teaching writing argumentative texts in public schools such as being unsystematic, difficult to organize, unappealing to students, and difficult to evaluate. To catch up with the modern teaching development, it is necessary for argumentative texts to help students improve their convincing abilities. Building an integrated theme for argumentative texts in Philology is the optimal solution to this new problem.

In the current public school Philology program, the teaching content of argumentative texts is distributed in the curriculum from grades 7 to 12. In the scope of this paper, we propose to develop argumentative text for Grade 11 Philology in the form of intra-disciplinary integrating, linking the units of three subjects in Literature, Vietnamese and Essay Writing. In the current Grade 11 Philology Program, the number of argumentative texts in the Literature section is 6 out of 47 texts, accounting for 12.77%. That percentage includes medieval and modern Vietnamese texts as well as foreign ones. The Vietnamese units that can be integrated are *Phong cách ngôn ngữ chính luận*, *Hoạt động giao tiếp*, and *Từ ngôn ngữ chung đến lời nói cá nhân*. The Essay Writing section is devoted to textual content and writing, focusing on argumentative writing styles (MOET, 2006).

3.2.2.2. *Designing and implementing the integrated theme of argumentative texts in 11th-grade Literature program*

With the available teaching time (approximately 37 lessons) and the contents of the above units, we developed an integrated teaching project of argumentative texts as follows:

- a) Title: **The art of persuasion** (Philology Grade 11)
- b) Objectives: at the end of the project "The art of persuasion", students will be able to:
 - Develop the subject-related abilities:
 - + Reading skills: improving reading comprehension skills with argumentative texts based on the genre's special traits; actively expanding knowledge about argumentative texts (including ideological content and characteristic genre).
 - + Writing skills: composing social argumentative texts.
 - + Speaking and listening skills: presentation skills; ability to discuss, eloquate, and persuade; forming ideals and a point of view for audiences.
 - Develop general competencies:

+ Autonomy and self-studying ability: Actively and flexibly searching, updating, and processing data, documents, and information; practicing reading, writing, speaking and listening skills.

+ Communication and cooperation skill: Teamwork, competencies of communicating, debating, and persuading others.

+ Dealing with problems and developing creativity: Discovering, analyzing and interpreting problems in social life.

+ Multimedia presentation: Skills to use ICT (Information and Communication Technologies) in learning actively and effectively.

- Develop the quality of a decent citizen: Being patriotic, compassionate, hardworking, honest, and responsible.

c) Content and timing:

- Content:

+ Reading section: *Chieu Cau Hien* (Ngo Thi Nham), further reading: *Xin lập khoa luật* (Nguyễn Trường Tộ), *Về luân lí xã hội ở nước ta* (Phan Châu Trinh), further reading: *Tiếng mẹ đẻ - nguồn giải phóng các dân tộc bị áp bức* (Nguyễn An Ninh), *Ba cống hiến vĩ đại của Các Mác* (Ph.Ăng-ghe-n), *Một thời đại trong thi ca* (excerpted, Hoài Thanh).

+ Vietnamese section: *Từ ngôn ngữ chung đến lời nói cá nhân*, *Phong cách ngôn ngữ chính luận*.

+ Writing section: social and literary argument texts. Analyze the topic, outline, search and practice, and combine many argumentative types: analytical argument, comparative argument, negative argument, and commentary argument.

- Duration: 15 in-class lessons and 5 self-studying periods (2nd semester of Grade 11).

d) Implementation method:

We have designed the integrated topic with the idea to organize project – based learning, combining portfolio assessment. The implementation of the project “The art of persuasion” is divided into 2 stages:

- Stage 1: “Reading portfolios: mastering the art of persuasion”

Lesson content:

+ Reading genre-based argumentative texts: *Chiếu cầu hiền*, *Xin lập khoa luật*, *Về luân lí xã hội ở nước ta*, *Tiếng mẹ đẻ - nguồn giải phóng các dân tộc bị áp bức*, *Ba cống hiến vĩ đại của Các Mác*, *Một thời đại trong thi ca* (excerpted)

+ Studying other outstanding argumentative texts: some classical speeches in international political and social history, updating some argumentative texts written on global news in the past ten years.

- Stage 2: “Who is the next Calliope generation?”

(Organizing the contest entitled “The next Calliope generation” if it is possible to integrate with the English subject and other extracurricular activities. Calliope is one of the 9 goddesses in Greek mythology, considered a leader in the art of eloquence and epic poetry.)

Lesson content:

+ Learning how to compose a social discussion text.

+ Learning and practicing argumentative subskills: analyzing, comparing, commenting, and refuting.

+ Practicing writing social and literary argumentative texts.

+ Organising extracurricular activities: rhetoric contest “Who is the next Calliope generation?”. Scope of the activity: in a class or in grade 11 of the school. The issues selected for rhetoric must ensure topicality, problematization, and must be associated with the development of students’ qualities as national and global citizens in the new age.

Specifically, the learning tasks associated with the project are elaborated as follows:

TEACHERS AND STUDENTS' ACTIVITIES	
Activity 1 (1 period): THEME INTRODUCTION, PROJECT LAUNCHING	
- Objectives:	
Through the introduction of the topic, students are able to:	
+ Recognize the overall content structure of the thematic project, the relationship between the lessons to create the project.	
+ Be aware of the role and meaning of the project.	
+ Understand the goals to be achieved and the tasks to be performed.	
Through the activation of the project, students are able to:	
+ Identify the project implementation tasks.	
+ Team-up, make plans to work and assign tasks.	
+ Orient project products and evaluative criteria.	
+ Brainstorm ideas for designing personal study plan.	
- Content:	

Teacher	Students
<ul style="list-style-type: none"> - Divides students in groups, introduces topics. - Shares learning materials and gives instructions. - Announces product evaluation criteria. 	<ul style="list-style-type: none"> - Elect group leader and secretary. - Work in groups: make plans, assign tasks, report on Microsoft Teams / Google Drive / Trello. The teacher approves the plan, orientates, and supervises.

PROJECT ACTIVATION

Project implementation Phase 1

“READING PORTFOLIOS: MASTERS IN THE ART OF CONVINCING”

Activity 2 (4 periods): Instructions for reading genre-based documents: *Chiếu cầu hiền, Xin lập khoa luật, Về luân lí xã hội ở nước ta, Tiếng mẹ đẻ - nguồn giải phóng các dân tộc bị áp bức, Ba cống hiến vĩ đại của Các Mác, Một thời đại trong thi ca (Excerpt)*

- Reading genre-based argumentative texts: identifying the proposed problem and the content of the text; analyzing and evaluating the attributes in the convincing approach of the texts; studying the system of thesis, arguments, and evidence that the author mentions in the texts; evaluating the thoughts and talents of each author through the text.
- Applying knowledge and skills learned to read chosen texts.
- Drawing lessons on the role and responsibility of intellectuals and citizens for the nation’s construction; attitude towards the law; love and commitment with the voice of the country, gratitude and respect towards the nation’s revolutionary achievements, thereby relating and applying to their personal life.
- Defining noble belief and ideology; developing a sense of responsibility to the country in the context of international integration.

Products requirements:

- **Individual products:** include 01 tactical diagram of reading comprehension of argumentative texts and reading comprehension worksheets.
- Products are saved to learning portfolios.

Activity 3 (homework assignment): Accessing and studying some outstanding argumentative texts

- Students work individually under teachers’ instructions, guidance and suggestions.
- Teachers and students collect excellent argumentative texts of different authors, in Vietnam and other countries (translated into Vietnamese and possibly used in parallel with the text whose original is in English, French, Chinese, etc. depending on the student’s foreign language level).
- Teachers and students collect typical essay writers, orators, famous speakers, and their oral and written works.
- Students analyze the highlights of the content and art of the collected documents (by diagrams, drawings, symbols on documents, etc. Requirements: Analyses must be brief, logic, and creative).
- Students discover and evaluate the discourse style of each author and the individual style of each orator and speaker.

Product requirements:

- Individual products: 03 collected excellent argumentative texts combined with creative analysis presentation, 03 authors with particular discourse style, 01 impressive collected speech/debate video accompanied by expert comments (if any) and individual student comments.
- Products are saved to learning portfolios.

Project implementation Phase 2:

SEEKING THE TALENTED ORATOR

Activity 4 (1 period): Composing a social argumentative texts

The teacher instructs students to analyze the problem and outline a social argumentative text with the following topics: discussion on a social phenomenon, debate on an issue of moral ideas, debate on a social problem from a literary work, etc.

Product Requirements:

- Individual products: diagrams of the social argumentative text formats.
- Products are saved to learning portfolios.

Activity 5 (2 periods): Practice argument developing strategies

- Teachers guide students to learn and practice strategies of analytical reasoning, comparing, commenting and refuting.
- Students write paragraphs using the above **argument developing strategies**.

Product Requirements:

- Individual products: 4 samples of outstanding writing corresponding to the four argument developing strategies above; annotation about the strategies in chosen texts in activity 3; 04 paragraphs composed by students themselves using the four strategies above.

- Products are saved to learning portfolios.

Activity 6 (2 periods): Writing practice: Social argumentative texts (schoolwork), Literary argumentative texts (homework)

- Students apply knowledge and skills that they've learned to practice writing social argumentative texts and literary argumentative texts.

- Organization: Literacy exercises (at home), giving students many different problems to choose from.

Product Requirements:

- Personal products: 01 social argumentative text, 01 literary argumentative text created by students.

- After the teacher gives marks and returns the papers, students save the articles in their study records with the teacher's notes, lessons learned, and some points that need to be corrected and re-presented if necessary.

Activity 7 (4 periods): Extracurricular activities: "Who is the next Calliope generation?" competition

- Preparation (1 lesson):

+ Provide students with strategies and skills in presentations, rhetoric, argument, and discussion. Products: Diagrams, notes on the above skills (rhetorical triangle, performance technique, body language, voice, speech layout, questioning, multimedia presentation, etc.)

+ Divide groups and tasks (All members in each group have to work and participate in different positions). The groups brainstorm ideas, prepare for contests/seminars, and plan communication strategies.

+ Students work in groups, finish collecting and processing documents, brainstorm ideas; Students update progress on Teams, communicate with other groups on OneNotes.

+ Teachers supervise the progress of groups, orientate, comment, and edit.

Product Requirements:

+ Group products: Promotion articles for the event (online and offline); group work progress reports and records.

+ Online and offline published, saved to academic records.

- Organize activities (3 periods): The contest takes place within one classroom/grade 11 throughout the school, with the form of an eloquence contest where the teams orally present their viewpoints on a particular problem. Members of the Philology team in the school participate and give comments.

Product Requirements:

+ Group product: event organizations; students' presentations and discussion.

+ Products are saved to learning portfolios.

Activity 8 (1 period): FINAL REPORT & ASSESSMENT OF THE PROJECT

- Objectives:

+ Evaluation and approval of project products (Learning Profile).

+ Overall project evaluation (peer assessment and teacher evaluation).

- Content:

+ Submitting the report on group work.

+ Presenting the project's products (learning portfolios).

+ Discussing and evaluating products.

+ Summarizing the project implementation and proposing effective future use of learning portfolios for personal purposes.

+ Giving overall comments.

e) Organization of activities on the project:

Students do topic-based learning activities under teachers' instruction and orientation:

+ Teacher introduces and assigns learning tasks. The tasks must be clearly set out and suit students' abilities, concretized through the product requirements that students must meet after the completion of the tasks. The process of task assigning must be easy to understand, graphic, and attractive so that all students are willing to receive and fulfill the tasks.

+ Students conduct learning tasks through individual work or teamwork, in class or at home. Teachers need to continually update the progress of students to promptly adjust or support if necessary, pay attention to instruct all students, and make sure that no student is left behind.

+ Students report the results and discuss their achievements. The forms of reporting should be suitable for the learning content and follow positive teaching methods and techniques. This stage not only focuses on student's results but also helps them develop their ability in the presentation and discussion process.

f) Design the evaluation plan:

- Assessment methods:

- Formative and summative assessment

- Individual and group assessment
- Self-assessment, peer and teacher assessment

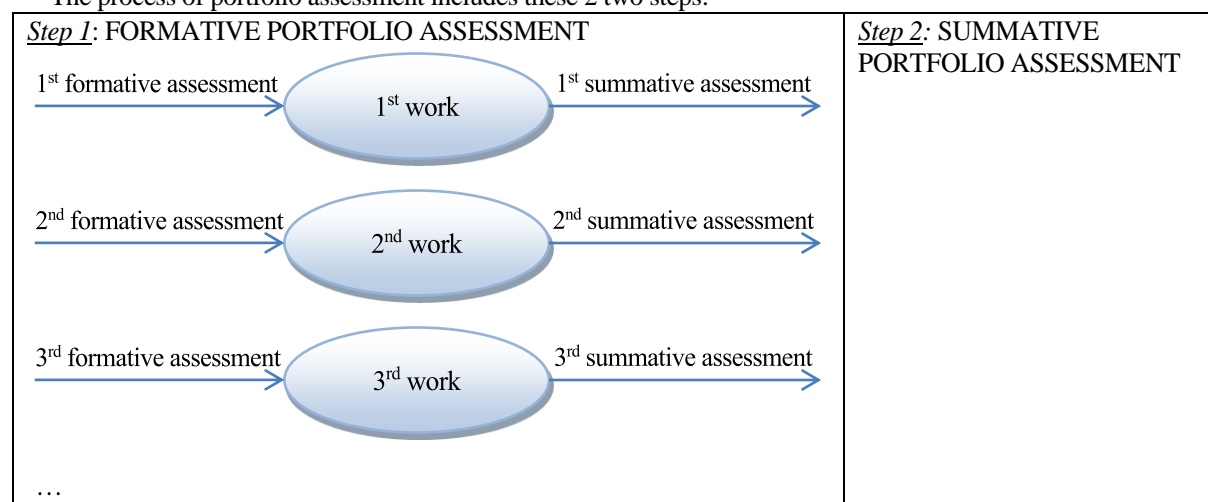
- Assessment tools:

- Analytic rubrics and holistic rubrics
- Bloom's taxonomy
- Portfolio assessment

- The process of portfolio assessment includes 2 main tasks:

+ Task 1: Evaluating students' portfolios (Evaluating student's works and the process of implementing learning tasks).

The process of portfolio assessment includes these 2 two steps:



+ Task 2: Analyzing and evaluating theme-based teaching, learning from previous experience: Analyzing the effectiveness of students' learning activities and evaluating the organization, testing and orientation of teachers.

The analysis, evaluation and learning of integrated topic-based teaching can be based on the following specific criteria:

Content	Criteria	Result (Very good/ good/bad)	Learning from previous experience
The chosen theme	The significance and practicality of the theme in knowledge provision and capacity development for learners		
	The students' excitement towards the theme		
	The teacher's knowledge and proficiency on the theme		
	The relevance and coverage of the questions raised in the theme		
Teaching plans and materials	The clarity of learning objectives, contents, methods, and products of each task		
	The appropriateness of learning tasks, activities, and teaching methods with the objectives and contents of the theme		
	The appropriateness of teaching equipment and materials used		
	The appropriateness and accuracy of the assessment plan		
Organization of learning and assessment activities for students	The attractiveness of the assigning process of the learning tasks		
	The efficiency of supporting and guiding students		
	The ability to observe and support students' learning process		
	The ability to synthesize, analyze and assess learning results of students.		

Students' activities	Students' reception and willingness to execute learning tasks		
	Students' activeness, initiative, creativity and cooperation in executing tasks.		
	Students' active participation in presenting, exchanging, and discussing the results of learning tasks		
	The correctness, accuracy and appropriateness of students' results		

Assessment criteria must be public right from the beginning of the project implementation, used to assess from the implementation of the project to the final results when the project ends. The assessment results not only are a measurement of students' competencies but also have the effect of adjusting teaching methods and implementing educational purposes for the student's progress.

4. DISCUSSION AND CONCLUSION

The development and implementation of integrated teaching argumentative texts on the topic "Art of persuasion" for 11th graders as above has demonstrated the link among those lessons with the same content in terms of knowledge and skills, as well as overcome the shortcomings of the lessons in the current programs. This also makes a great contribution to improving and enhancing the quality of argumentative text teaching at school in general, as well as improving students' ability in creating an argumentative text, which is not an easy mission. The process of designing and executing this project also helps us affirm the accuracy and feasibility of the policy and the viewpoint "applying educational methods according to the general orientation of integrated and differentiated teaching", which was proposed by the 2018 Philology general education program. However, while implementing the integrated teaching topic as above, teachers have to pay attention to combining active teaching methods and techniques to maximize educational efficiency. Accordingly, we can affirm that the argumentative text teaching method for 11th graders designed in integrated orientation as above can significantly contribute to the comprehensive development of the quality and capacity of students in a new stage of social development.

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