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GRADUATION PAPER

**TEACHERS' STATED BELIEFS ABOUT THE USE
OF ORAL PRESENTATION IN THE LANGUAGE
CLASSROOM AND THEIR ACTUAL
CLASSROOM PRACTICES**

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**ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ
KHOA SƯ PHẠM TIẾNG ANH**

KHÓA LUẬN TỐT NGHIỆP

**NIỀM TIN CỦA GIÁO VIÊN VỀ HOẠT ĐỘNG
THUYẾT TRÌNH TRONG LỚP HỌC NGOẠI NGỮ
VÀ THỰC HÀNH THỰC TẾ TRONG LỚP HỌC**

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ABSTRACT

This study examined (a) the consistency between teachers' stated beliefs about the use of oral presentation in the language classroom and their actual classroom practices and (b) the learning opportunities that such beliefs and practices created for learners. To reach this aim, this study used a case study approach with pre-observation interviews, classroom observations, and then post-observation interviews as three main instruments to gather research data. Research participants were two Vietnamese teachers of English as a foreign language recruited from a university in Hanoi, Vietnam.

Three interesting findings emerged from the collected data. First, in both cases, there was a high correspondence between the teachers' stated beliefs about the use of oral presentation in the language classroom and their actual classroom practices. However, the stated beliefs and classroom practices greatly differed from one teacher to the other. So did the numbers of the learning opportunities that such beliefs and practices generated between the two cases.

To date, this study was the first to investigate the learning opportunities that teachers' stated beliefs and classroom practices might bring about. The three findings mentioned above suggested different useful implications not only for the use of oral presentation in the language classroom and but also for the language teacher education.

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LIST OF ABBREVIATIONS

TESOL Teaching English to Speakers of Other Languages

SLA Second Language Acquisition

CHAPTER 1 - INTRODUCTION

In the last 30 years, research into teachers' beliefs has emerged as a major area of enquiry in the field of language teaching (Phipps, 2009). One aspect of this work has focused on the relationship between teachers' stated beliefs and their actual classroom practices (Basturkmen, 2012).

Beliefs, according to Phipps (2009), form the background to many of teachers' classroom practices by influencing the way they approach their lesson planning and/or even their spontaneous classroom decision-making. As a result, teachers' beliefs have direct effects on creating or restricting the learning opportunities that learners receive from the language classroom. However, to the best of my knowledge, there has been no research that examines learning opportunities that teachers' stated beliefs and classroom practices can generate for learners.

In addition, the number of empirical studies that investigate the relationship between teachers' stated beliefs and classroom practices in the language classroom in the context of Vietnam still remains limited. A well-cited study "*Form-focused instruction: A case study of Vietnamese teachers' beliefs and practices*" by Van-Canh Le (2011) only touched upon the consistency between teachers' stated beliefs about the use of form-focused instruction in the language classroom in a high school and their actual classroom practices, together with the factors shaping those beliefs, but yet examined the learning opportunities that those beliefs and practices might bring about for learners.

Therefore, the present study is implemented to make a modest contribution to fulfilling the research gaps mentioned above. The primary aim of this study is to investigate the relationship between teacher's stated beliefs

2about the use of oral presentation and their actual classroom practices. To be more specific, it first explores teachers' beliefs about this use in five different aspects: (a) how they conceptualize an oral presentation, (b) why they need to use this activity in their language classroom, (c) how they often carry out this activity, (d) what roles they, as teachers, play in the implementation of this activity, and (e) how they assess their learners' oral presentations. Their stated beliefs in these five aspects will be then used as a basis to compare with their actual classroom practices. Finally, the learning opportunities that such beliefs and practices generate for learners will be looked at.

The research questions examined under this study are as follows:

- 1. What are teachers' stated beliefs about the use of oral presentation in the language classroom?*
- 2. How consistent are their actual classroom practices with their stated beliefs?*
- 3. What learning opportunities do such beliefs and practices create for learners?*

Apart from the introduction and conclusion section, the present thesis includes three major chapters. In the Literature Review Chapter, I will first provide definitions of four key concepts in the study – oral presentation, teachers' stated beliefs, classroom practices and learning opportunities. This is followed by a brief review of previous research that has investigated the relationship between teachers' stated beliefs and actual practices in the language classroom and how these research findings inform my current research project. The Methodology Chapter gives detailed information about research participants, selection of research instruments and justification of why these instruments are useful for the research aims, and procedure of data

collection and data analysis. In the final chapter, I shall report the core findings from the collected data, compare and contrast these findings with the relevant ones from previous research in the field, and then draw out some pedagogical implications from these findings.

CHAPTER 2 - LITERATURE REVIEW

2.1 The use of oral presentation in the language classroom

There have existed different definitions of oral presentation in the literature. Mandel (2000, p.08), for example, describes oral presentation as a “speech that is usually given in a business, technical, professional, or scientific environment”. Meanwhile, Xianming (2005) considers oral presentation a form of communication in which the presenter uses both language and visual aids to convey a particular message to an audience. However, oral presentation in an EFL classroom is often viewed in a different way. According to Baker (2000), in the language classroom, oral presentation can be used as a communicative activity to improve learners’ spoken language.

Although the definition of oral presentation greatly varies across the related literature, this activity is often characterized with three common features. First, it is generally a prepared rather than impromptu talk. Second, the presenter tends to include some form of visual aids or graphics to illustrate their ideas. Finally, a presentation often involves interaction between the presenter and audience.

When this activity is introduced into the language classroom, it brings about many benefits for the teaching and learning process. For example, it helps integrates different language skills into a lesson. According to (Kavaliauskienė, 2004), oral presentation is an efficient way to encourage the presenting students to practice meaningful spoken English and the rest of the class members to practice listening. Brooks and Wilson (2015) add that students also have the opportunity to practice their reading and writing skills while researching and planning out their presentation. When students are

preparing for these presentations, they have to write out the appropriate information on their Powerpoint slides. Apart from the four language skills, learners, through oral presentation, also have the opportunity to enhance many other language skills, such as: translation from their mother tongue into English (using knowledge of subject matter), reading (in order to collect extra information) or writing (note-taking).

Mizuki (2003, as cited in Alahem, 2013) suggests that oral presentation transforms the learning process and makes positive changes in the roles of learners in the learning process. Specifically, this activity encourages learning through discovering and researching, which, therefore, replaces the traditional memory-based learning. In this activity, learners are often required to be decision makers regarding how to gather and synthesize relevant information into a time-bound presentation, how to present it to the target audience and how to deal with any questions that the audiences may give to them. As a result, autonomy in the learning process is strongly promoted as students take their own control and responsibility of their presentations. Moreover, students can also assume an active role in learning by participating in peer assessment activities which facilitate autonomy among learners (Otoshi, 2008, p.65). Soureshjani (2011) found that apart from the evaluations done by teachers, learners can express their views on the performance of their peers, thus enrich the learning opportunities which result in achievement of a higher level of learning through interaction with other students.

Besides, oral presentation provides realistic tasks for students to engage in. Brooks and Wilson (2015) claims that oral presentation is a more authentic way to practice English than simple speaking drills since students are required to use their second language to understand the topics they are presenting on

and convey this understanding to the audiences. This is closer to real language use and gives students an opportunity to develop research and critical thinking skills, as well as linguistic and communicative skills.

In an oral presentation class, teachers entrust autonomy and leadership to students and facilitate cooperative learning on the contrary to what teachers in traditional EFL classrooms used to do from exercising authority over class to transmitting, controlling information and knowledge, and classroom activities. In other words, oral presentation projects give teachers the role of a facilitator, which comprises the role of a supporter, an organizer, and a guide to students' learning process. These are significant teacher roles that are emphasized by the communicative language teaching approach (Larsen-Freeman, 1986, as cited in Alahem, 2013).

2.2. Teachers' beliefs

Although the concept of belief has attracted considerable research interest in education in recent years, there is still a difficulty in identifying a common definition of "belief" due to the conflict of views of researchers. (Tatto and Coupland, 2003).

Borg (2001, as cited in Basturkmen, 2015) states that a belief is a mental state which has its content as a proposition that is accepted as true by the teacher holding it, although the teacher may recognize that alternative beliefs may be held by others. Beliefs may have two main characteristics: they can be conscious or unconscious, and they have an important impact on the way a teacher behaves. (Borg, 2001; Nespor, 1987; Pajares, 1992).

Artz and Armour-Thomas (1998) defined it as “an integrated system of personalized assumptions about the nature of a subject, its teaching and learning” (p. 8). Clark and Peterson (1986), Kagan (1992), and Pajares (1992) defined teachers’ beliefs as teachers’ assumptions which affect what they notice in any set of circumstances and what they regard as possible, the goals they will set, and the knowledge they will bring into those circumstances. As it relates to teachers, this definition was selected because what a teacher believes includes all that she/he knows or believes to be true and will probably act accordingly. Calderhead (1996, as cited in Rashidi & Moghadam, 2015) argues that teachers’ beliefs are important mediators of teacher behaviors, although according to Pajares (1992) the relationship between teachers’ beliefs and behaviors is far from clear, as teacher beliefs are messy constructs with different interpretations and meanings.

Previous research has shown that teachers’ beliefs heavily influence their pedagogical decision making (Borg 2003, 2006; Farrell and Kun, 2008; Golombek 1998; Johnson 1994; Ng and Farrell 2003; Pajares 1992); their acceptance and uptake of new approaches, techniques and classroom activities (Donaghue 2003; Li 2008) and their choice of the subjects and evaluation in the classrooms (Borg 2001)

Therefore, teachers’ beliefs are seen to be the strongest factors through which we can predict teaching behavior (Pajares, 1992).

2.3. The origin of teachers’ beliefs

Research has highlighted a number of sources that impact on the development of teachers’ beliefs. An important influence on teachers’

beliefs is what Lortie (1975) calls the “apprenticeship of observation”; the process of watching teachers from primary school onwards. During this time, teachers' beliefs about teaching and learning are powerfully influenced, both positively and negatively, by their experiences as learners and are well-established by the time they go to university (Pajares, 1992).

A second origin of language teachers' beliefs is their own language learning experience. Various studies have drawn attention to the important role of teachers as learners in forming their beliefs (Almarza, 1996; Borg, 2005; Farrell, 1999; Johnson, 1994, as cited in Phipps, 2009). Teachers in a study by Bailey and her colleagues (1996, as cited in Phipps, 2009), for example, expressed strong beliefs in the importance of the teacher's style and personality, and of creating a positive learning environment which they had felt to be crucial in their own language learning, whereas a teacher in Borg's (1999c, as cited in Phipps, 2009) study used “discovery learning” in her teaching as she felt it had helped her own language learning. Experience of language learning is likely to be more valuable in providing insights into the learning process when it involves learning a second language in a classroom environment similar to that of the teacher's own teaching context, as Ellis (2006) found.

Teachers' own experience of teaching is considered the third source of teachers' beliefs. Various studies have highlighted the powerful influence of classroom experience on teachers' beliefs (Breen, Hird, Milton, Oliver & Thwaite, 2001; Calderhead, 1996; Mok, 1994), while others have been concerned about the importance of teachers' `practical knowledge (Elbaz, 1983; Fenstermacher, 1994), which is originated from teachers' experience of teaching. Studies of teacher expertise have shown that experienced

teachers tend to base their teaching more on routines which have developed over time and which have been reinforced if they are felt to be successful than novice teachers do (Nunan, 1992; Richards, 1998; Tsui, 2003, as cited in Phipps, 2009). Teaching experience also enables the school culture, its curriculum, and interaction with other teachers to influence their beliefs (Richardson 1997; Roberts 1998, as cited in Phipps, 2009).

The last source of teachers' beliefs is teacher education. There has been much debate about the impact of teacher education on teachers' beliefs, but there is increasing evidence that it can influence them in some way (Borg 1998a; M. Borg 2005; Kettle & Sellars 1996; Richards, Ho & Giblin 1996).

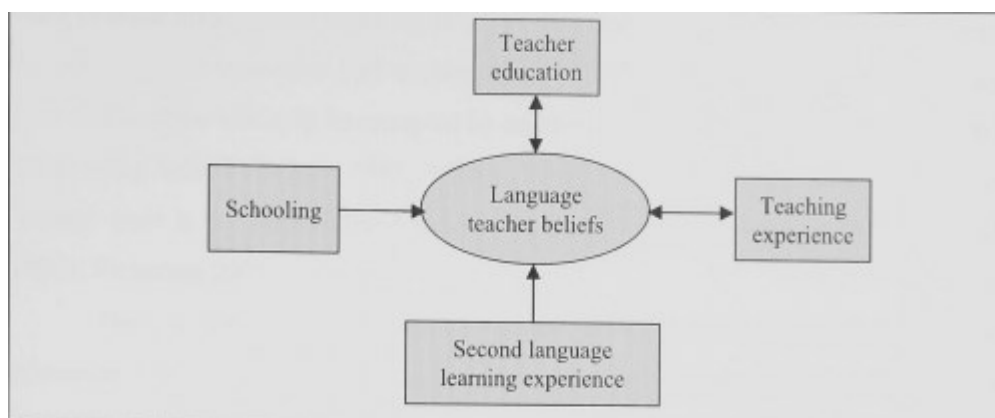


Figure 1. Origins of language teacher belief

Figure 1 above shows the four sources and how they interact with teachers' beliefs. While schooling and language learning have a unidirectional influence, teacher education and teaching experience both influence and are influenced by beliefs.

2.4. Relationship of teacher beliefs and classroom practice in language teaching

In terms of the relationship between teachers' beliefs and teaching practices, two competing themes are recurring in relevant literatures. One theme proposed that teachers' beliefs and their practices are highly consistent; the other, however, stated there existed a lack of correspondence between teachers' beliefs and instructional practices. (Phipps, 2009).

Numerous studies have shown consistency between teachers' stated beliefs and classroom practices (Barcelos, 2000; Stipek, Givvin, Salmon, & MacGyvers, 2001; Tseng, 1999, as cited in Phipps, 2009). Farrell and Lim (2005), for example, reported a case study which examined the beliefs and classroom behaviours of two English language teachers in an elementary school in Singapore. The result indicated that both teachers' instructional strategies were in line with their stated beliefs about grammar instruction in the pre-study interviews.

However, there have been several studies that found a low consistency between these two factors. Basturkmen, Loewen and Ellis (2004), for instance, conducted a case study to examine three teachers "verbal beliefs" and their correlation to their practices regarding focus on form. The teachers were using the same communicative task, and showed inconsistencies in terms of the timing for focus on form and error correction as well as in terms of the error correction techniques they employed. There have been numbers of studies concerned either planned aspects of teaching practice or experienced teacher in which beliefs were reflected in the practices of more experienced teachers. (Cundale, 2001;

Vibulpol, 2004; Kim, 2006; Tam, 2006). Mitchell (2005) and Feryok (2004) found that in the case of more experienced teachers the beliefs were more consistently reflected in their classroom practices compared to less experienced teachers.

2.5. Learning opportunities for language learning

According to Kumaravadielu (1994), one of the strategies to guide teachers in developing classroom practice is “maximize learning opportunities”. To him, teaching is an activity that creates learning opportunities and learning as an activity that utilizes those opportunities. Therefore, classroom activity must be treated as a social event constructed by teachers and learners. (Breen, 1985, as cited in Crabbe, 2003).

Crabbe (2003) suggests that an opportunity for L2 learning might be defined as access to any activity that is likely to lead to an increase in language knowledge or skill. It may be the opportunity to negotiate meaning in a discussion, to read and derive meaning from a printed text, to explore a pattern in language usage, or to get direct feedback on one's own use of language. Spolsky (1989) points out that a language curriculum provides guidance for students by organizing learning opportunities into a controlled exposure to the language. He also defined curriculum “the organization and facilitation of learning opportunities (the means) to achieve particular learning outcomes (the ends).” The professional task of language teachers is to manage the curriculum and in particular, to mediate the access to language and language in use by organizing individual and collaborative learning activities, by scaffolding activities, by providing positive feedback and information about language

and language learning, and by bridging the gap between public and private-domain learning (Crabbe, 1993) so that the take-up of the opportunity can be maximized.

Learning opportunity is a term that is neutral as to who seeks or provides the opportunities, unlike terms such as “instruction” or “delivery”, and as to where those opportunities might be available. This aspect of the concept allows a teacher to consider the learner's role in seeking opportunities and the teacher's role in encouraging that opportunity seeking. In short, the notion of opportunity is compatible with the goal of supporting and fostering learner autonomy within institutional curricula (Benson, 2001; Crabbe, 1993, as cited in Crabbe, 2003).

Crabbe (2003) also indicates that the concept of learning opportunity enables course designers to think and talk more generically about the means of reaching selected outcomes. Course designers can, for example, ask what input opportunities or interaction opportunities learners are likely to need and how feedback opportunities will be built in, which would seem to suggest a more creative, problem-solving approach to course design, working from principles.

In short, the concept of learning opportunity is based on a view of language learning as universal, recognizing individual differences in the take-up of the opportunities available.

CHAPTER 3 - RESEARCH METHODOLOGY

This chapter describes the overall research design, research participants and research context, and procedure of data collection and data analysis.

3.1. Research design

This study adopted case study as the research approach. Case study research in TESOL and SLA has its origins in psychology and linguistics (e.g., Hatch, 1978), with a focus on the development of L2 syntax, morphology, phonology, and so on, as analyzed by an ostensibly objective researcher. More recently, TESOL case studies have adopted the more subjective and interpretive stance, which is typical of case studies in education and other fields (Gall, Borg, & Gall, 1996; Johnson, 1992; Stake, 1994, 1995), with less emphasis on the acquisition of discrete linguistic elements and more emphasis on such issues as: learners' and teachers' identities, skill development and its consequences for learners, teachers' professional development experiences, and the implementation of language policies.

With the aim to answer the three research questions above, case study is an excellent method for obtaining a thick description of a complex social issue embedded within a cultural context. It offers rich and in-depth insights that no other method can yield, allowing researchers to examine how a complicated set of circumstances come together and interact in shaping the social world around us. (Dörnyei, 2007).

3.2. Research participants and research context

This study was carried out at the University of Languages and International Studies where oral presentation plays an essential role as a classroom activity to boost students' English competency. Research participants were two female teachers - Teacher T and Teacher H - from the Faculty of English Teacher Education who were teaching the first year students at the time this study was carried out. . Their personal profiles are given in Table 1:

Teacher(s)	Gender	Year(s) of teaching English	Year(s) at school	Highest educational attainment
T	Female	7	4	M.A. of Theories and Teaching Methodologies in English language, ULIS, VNU
H	Female	27	27	Ph.D of Education, Victoria University, Australia

Table 1. General information of the participants

3.3. Research instruments

3.3.1. Pre-observation interviews

The research aims at investigating teachers' stated beliefs concerning the subject matter, which was examined via pre-observation interviews as this

tool can “investigate phenomena that are not directly observed” such as thoughts and attitudes (Le, 2011, p.112).

To be more specific, a semi-structured interview with its flexibility was considered the most appropriate way to get deep insight of individual teachers’ perception about oral presentation. Moreover, the number of teachers taking part in the study was small (two participants) so there were few difficulties in carrying out the interviews.

3.3.2. Observations

Observation is believed to be one of the most important and reliable approaches in qualitative research as Dewalt and Dewalt (2002) suggested that “observation is used as a way to increase the validity of the study, because observation may help the researcher to have a better understanding of the context and phenomenon under study” (p.92). In this case, observations aimed to obtain direct information on teaching practices, how the teachers actually did and behaved in oral presentation lessons; hence to be able to make relevant comparison between teachers’ beliefs and their actual practices.

3.3.3. Post-observation interviews

Observations alone, however, provided insufficient insight into teachers' beliefs, so post-observation interviews after each observation were used. The post-observation interviews were also semi-structured which helped the researcher to clarify unclear or mismatched points between the teachers’ stated beliefs and their actual practices in the classroom.

3.4. Procedures of data collection

Data collection for this study is a three-stage process as follows:

Stage 1: Pre-observation interview

To begin with, interview questions were designed based on the research questions and the previous research findings. The researcher sent the questions to the supervisor for feedback and made relevant changes. She then contacted the participants to make appointment for interviews. Fortunately, both teachers agreed to meet face-to-face, thus made it more convenient for interviewing and recording. The interviews were conducted in Vietnamese in order to create an open and relaxing atmosphere, hence the participants might feel more comfortable to share their points of view. Then the researcher would translate all into English for the convenience of analyzing data (Appendix 3). Data from the interviews were then synthesized to prepare for stage 2.

Stage 2: Observation

The drafted field observation scheme (Appendix 4) was planned based on results of Stage 1 and the previous research findings. After being reviewed by the supervisor, it was revised and used in two observations in two classes. Each observation lasted for approximately 2 hours and 30 minutes. The researcher then analyzed the data from observations then collated them with results of stage 1 to find any mismatches. The mismatches would be explained by the teachers the post-observation interviews in Stage 3.

Stage 3: Post-observation interview

Questions for interview in this stage were designed based on the inconsistencies found in the observations. The researcher arranged the appointments for interviewing after the observations.

3.5. Data analysis

The data analysis strategy employed in this study was qualitative analysis because the results were not in numerical form.

After the data in the pre-observation interviews were collected, responses from the participants were transcribed and skimmed through to obtain themes emerged from the data. Findings from this stage served as a premise to design the plan of the next stage.

When classroom observations in Stage 2 were done, the researcher classified the information based on themes of the interview questions in Stage 1. She then made comparisons of the findings from the first two stages. Any mismatches found would be noted to design questions for the post-observation interviews in Stage 3.

Finally, data from the third stage were also added according to themes of the previous stage. After that, the data in both interviews and observations were analyzed by two independent coders, the researcher of this study and a Vietnamese teacher who has had 10 years experience in teaching English and doing research, in order to increase the reliability of the coding results.

CHAPTER 4 – FINDINGS AND DISCUSSION

In this chapter, the collected data will be analyzed and discussed according to the three research questions. Where relevant, comparisons are made within and between the participants.

4.1. Findings

4.1.1. Research question 1: *What are the teacher beliefs about oral presentation?*

In this study, teacher beliefs regarding the use of oral presentation in the language classroom are broken down into five aspects: (a) the conceptualization of oral presentation, (b) the teacher role in this activity, (c) the benefits that students can gain from this activity, (d) the implementation of this activity and (e) the assessment of student performance. The data related to these aspects were taken from the pre-observation interviews with the two cases. The two independent data coders came up with the same coding results, except for the specific procedure of how this activity was carried out in the language classroom. However, this difference was removed after an in-depth discussion between the two coders.

Case 1: Teacher 1

The conceptualization of oral presentation

According to Teacher T, oral presentation was a form of formative assessment. In her original Vietnamese quotation, she said “thuyết trình là một hình thức đánh giá quá trình dạy và học, việc đánh giá này giúp cải thiện khả năng thuyết trình qua từng ngày” [translation “Oral presentation is a form of assessment for learning and teaching. This type of assessment helps

improving oral presentation skills gradually”]. To confirm this view, she further specified the content in this assessment practice: Students are evaluated about (a) their oral presentation skills, particularly the speaking skills based on an evaluation form with criteria. (b) Other skills such as teamwork, searching for materials, body languages, using and interacting with visual aids.

The role of teacher in this activity

Teacher T assigned herself with three different roles in this activity: (a) “gợi ý chủ đề cho sinh viên” (suggest topics of presentation for students) (b) “kiểm tra các lỗi trong kịch bản mà cô yêu cầu sinh viên gửi trước, hỗ trợ kịp thời nếu cần” (check whether there are any problems in the required script that students send to me so that I can provide supports if necessary, and (c) “đưa ra những nhận xét, góp ý khi sinh viên thuyết trình xong” (give feedback for the students after their performance). As Teacher T viewed oral presentation as an assessment tool, the roles that she assigned herself also reflected the traits of assessment. Two out of the three roles mentioned above were to evaluate students’ prepared and in-class work, the role b and c.

When asked about the reasons why she required her students to submit the script, Teacher T explained:

“Oral presentation, in my opinion, is not so familiar with the first year students because they haven’t had it in high school; even if they have, there are few chances to practice. Besides, my students’ English proficiency hasn’t been good enough yet. If they don’t write a script, they will meet some difficulties in making the presentation”.

The benefits that students can gain from this activity

According to Teacher T, there were three main advantages that oral presentation could bring to learners: (a) students could learn the techniques to make a presentation as mentioned here were “find the appropriate inputs among many sources like listening sources, lecture summary, etc.”, which also meant “researching skill”, and “narrow down the topic”, (b) students could improve their critical thinking because “they have to decide which information is worth including in the presentation” and lastly, (3) students could become more confident – “they significantly made progress in gaining confidence after each presentation.”, Teacher T said.

The implementation of this activity

Based on Teacher T’s description, the procedure of an oral presentation lesson normally had four major stages. Firstly, the presenting group set up and then delivered their presentation. When the presentation finished, it came to the Q&A section between the presenters and the audiences. The teacher did not make any questions at this stage. Finally, the teacher and the other groups gave feedback to the presenting group. She also emphasized that the time for each group to give their presentation was fifteen minutes.

The assessment of student performance

The assessment procedure for this activity could be summarized in three phases. It started with peers feedback. To be more specific, this teacher would “assign each group, except for the presenting group, an assessment criterion to comment on after the presentation”. Next, teacher made further comments

on the performance of the presenting group. Finally, she asked the presenters to reflect on their own performance.

From her sharing, feedback would “cover all the criteria rather than put a focus on a single criterion.” As reported above, this view was often operationalized by assigning a part of assessment criteria to every group (except the presenting group) for the purpose of “ensuring that all the assessment criteria will be covered”.

Case 2: Teacher H

The conceptualization of oral presentation

Teacher H regarded oral presentation as a learning activity that served several purposes below.

First, this activity helped students to practice “what they have learned about speaking skill”.

Second, she believed that oral presentation was a tool through which students can “practice the language they have learned, the skill of organizing information following a certain structure, delivering the information to the audiences and other skills like pronunciation, intonation, fluency, topic development, vocabulary use, grammar, discourse management.”

Thirdly, oral presentation, according to her, provided “generic skills” such as teamworking that might be needed for students’ future jobs.

Finally, she considered oral presentation as a “must-have” skill in any teacher education program.

The role of teacher in this activity

Teacher H assigned herself with only one role that was to “suggest and instruct students how to choose topics from different information sources.”

The benefits that students can gain from this activity

Through Teacher H’s points of view, oral presentation gave students three good points: (a) “widening their background knowledge” , (b) “improving their researching skill” (which were both resulted from the practice of reading and researching relevant information from various sources to decide which information was included in the presentation), and (c) carrying out crucial steps to make an oral presentation from analyzing audience needs, forming presentation objectives and structure, designing visual aids to to handling Q and A section. In addition, students knew how to evaluate their presentation quality as, at every step of doing a presentation, the teacher provided students with guidance and let them practice through some activities.

The implementation of this activity

Teacher H said that normally an oral presentation went through four stages. Firstly, the presenter set up and then started the presentation. The average time for a presentation was fifteen to twenty minutes as followed by the Q&A section. Finally, it came to the assessment part in which she let the presenter self-evaluate his/her performance, then invite other students to give comments for his/her. She was the last one to provide feedback for the presenters.

The assessment of student performance

Teacher H said that, in her class, the assessment section happened right after all the performances ended. The presenter shared his/her own judgement about his/her presentation, and then listened to the others' opinions. Finally, the teacher gave feedback on strong points and weak points of the presenting student as well. The teacher not only summarized the comments from the audiences but also provided feedback that students were not able to spot out. Teacher H claimed that the teacher was more experienced so she just gave feedback that were really necessary and avoided irrelevant ones. Especially, serious mistakes must be stated first. All students could gain experience from the teacher's feedback, not only the presenters but also the other students in the class.

To summarize, it can be noticed from Teacher T's points of view that she regarded oral presentation as a form of assessment since she mentioned it right at the beginning of the interview. Throughout the interview, this view became clearer, which can be illustrated through her responses with the repetition of words and phrases, such as: "students are **evaluated** about their oral presentation skill...", "...other skills are also **assessed** such as teamwork...". Moreover, Teacher T also gave herself the role of an evaluator as in checking scripts for students before they gave the presentation or providing feedback on students' performances. This view was also evidenced in her assessment method in which she assigned different criteria to different groups to grade the performance of the presenting group.

Teacher H, on the other hand, held a totally different opinion about the use of oral presentation in the language classroom. According to her, evaluation was not the main focus of this activity but the opportunities for students to practice what they had learned were more important.

*“As students are taught speaking skills at the university, the teacher wants to organize an activity relating to real life which can **creat opportunities for them to practice speaking skill**. Also, students **need to practice what they have learned about speaking skill** into activities concerning those will happen in real life.”*

“Practice” was repeated twice in a sentence, unlike in the case of Teacher T with “evaluate” and “assess”. Besides, Teacher H seemed to be concerned about the practicality of this activity rather than merely its use as an assessment tool like Teacher T. She also added that oral presentation skill provided students with “generic skills” which were necessary for their future jobs. Živković & Stojković (2011) agreed with Teacher H at this point as well by saying:

“Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions. With globalization graduates need to be proficient in oral communication skills in order to function effectively in the professional setting”

The role of teacher in this activity as perceived by Teacher H did not include the role of an assessor, but she was just there to “suggest” and “instruct” her students to choose the appropriate topic. Regarding the assessment method, Teacher H did not cover all the criteria like Teacher T, but just “strong points and weak points” of the students and their serious mistakes.

4.2. Research question 2: *How consistent are teachers' classroom practices with their stated beliefs?*

To answer the research question 2, recorded videos and observation notes are given a closer look. Again, two independent data coders worked on the data in order to reach an agreement in the result as well as avoiding being biased.

Case 1 – Teacher T

As can be seen from table 2, the procedure of an oral presentation lesson in teacher 1's class followed three stages: Before presentation, Presentation and After Presentation. From the researcher's observation, most of the activities in the procedure matched what Teacher T had shared in the pre-observation interview.

Procedure of the lesson		
Stages	Teacher's role	Students' role
Before Presentation	<ul style="list-style-type: none"> • T set the time: 15 minutes • T assigned each group an assessment criterion to comment for the presenting group <p>Group 1: Pronunciation</p> <p>Group 2: Grammar & Vocabulary</p> <p>Group 3: Content & Organization</p>	The presenting group set up, delivered the evaluation form to other groups

	<p>Group 4: Manner & Body language</p> <p>Group 5: Cooperation</p>	
Presentation	Sat in the back observing and taking notes	<ul style="list-style-type: none"> • The presenting group performed • <i>Other groups graded the presenting group in an evaluation form</i>
After Presentation	<p>Assessment</p> <ul style="list-style-type: none"> • T called the groups corresponding with assigned criteria to take turns to give feedbacks. → T added some more comments where necessary • T commented for each group • T asked the presenters to reflect 	<p>Groups respectively gave comments for the presenting group</p> <p>The presenters reflected on their performance.</p>
Other notes	<ul style="list-style-type: none"> • No Q&A session • Time was strictly kept, two out of three groups exceeded the time limit → had to stop when the alarm went off 	

Table 2. Overview of observation of Teacher T's class

The consistency between Teacher T's beliefs and classroom practices was evidenced in all five aspects mentioned in the previous section.

Regarding the conceptualization of oral presentation, as she said, in oral presentation, students were evaluated about their oral presentation skills based on pre-set criteria. As observed, when the presenting group were delivering their speech, the audiences marked in a provided rubric. Plus, other skills such as teamwork, searching for materials, body languages, how to use and interact with visual aids were also assessed as she said, except for the skill of "searching for materials" which might not be judged directly. Among the criteria she assigned to her students included "cooperation", "manner and body language". In terms of the interaction with visual aids, Teacher T made comments for one presentator about how to use the mouse to adjust the slides effectively to avoid confusion.

The role of teacher in this activity, as analyzed in the previous research question was seen as an assessor. After synthesizing the data in the recorded video, the researcher found that her practices completely reflected what she believed about her role in the lesson. To begin with, she required all the groups to make comments for the performance of the presenting group. Next, when some students were giving feedback to the speakers, Teacher T jumped in to add her own comments or show her agreement with the commentators. As the researcher evaluated, Teacher T worked most of the time in this feedback session.

To start the lesson, the Teacher T first set the countdown time limit (15 minutes) for the presenting group. This job was either done by the teacher or some student in the class, and the time was strictly kept for any groups. This action corresponded with Teacher T's rule that she had mentioned in the pre-

observation interview “Before they start, I set the time or ask someone in the class to set it. When the alarm goes off, the presenters must stop where they are.” To explain for this strict regulation, she expressed that she wanted her students to have a better time management, thus “they can gain some experience in controlling the information provided as well as the pace of speech.”

Another matching point between Teacher T’s beliefs and her actual practices was that, after setting the time, Teacher T allocated five criteria of assessment to the five remaining groups so that they could give feedbacks for the presenting group afterwards. This was what she stated above when the researcher asked about the assessment method used in oral presentation. This was to cover all the criteria in the assessment form.

However, the researcher noticed an inconsistent point in the stated lesson procedure with the actual process. there was no Q&A section in all the three presentations, while Teacher T claimed in the pre-observation interview that after the presenting group finished would be the Q&A part between the presenters and the listeners. More importantly, there were no signals of the teacher to remind students of this section. Consequently, this issue was raised by the researcher to Teacher T in the post-observation interview. She explained that it was due to both the students’ poor critical thinking skills and the inactivity in the classroom. According to her, it would be more time-saving to go straightly to the peers’ assessment which was considered a good tool for students to develop their critical thinking. Put differently, students could enhance their critical thinking through giving comments on the criteria related to the “content and organization” aspect instead of dealing with the Q&A section.

In the last stage – after presentation, the order of evaluation was also consistent with what Teacher T said as well: Peer feedback → Teacher feedback → Self-evaluation.

Case 2 - Teacher H

Like in the case of Teacher T, Teacher H's lesson was also conducted in the three main stages (see Table 2)

Procedure of the lesson		
Stages	Teacher's role	Students's role
Before presentation		The presenter set up
Presentation	Sat in the back observing and taking notes	<ul style="list-style-type: none"> • The presenter presented using ppt.
Q&A session		<ul style="list-style-type: none"> • The audiences raised questions for the presenter. • The presenter answered questions from the audiences.
After presentation	<p>Assessment</p> <ul style="list-style-type: none"> • T invited students to reflect about themselves 	<ul style="list-style-type: none"> • The presenter reflected on how she had done

	<ul style="list-style-type: none"> • T called some students to make comments and suggestion • T commented on each student's performance 	<ul style="list-style-type: none"> •Peers' comments for the presenter
Other notes	The teacher did not keep the time	

Table 3. Overview of observation result in Teacher H's classroom

Generally speaking, Teacher H's classroom practices also corresponded with her stated beliefs.

In contrast with Teacher T's conceptualization of oral presentation, Teacher H considered oral presentation a learning activity for students to practice speaking skills; therefore, her practices showed much fewer assessment traits.

Regarding the role of the teacher, as observed by the researcher, Teacher H kept silent most of the time in the lesson as she believed her role was the guide for students in the preparation stage. At the beginning of the lesson, she said nothing but "now we come to the presentation part", then the presenters and the audiences actively carried out the presentation and interacted with each other. She just raised voice when it came to the feedback session; however, unlike Teacher T, she listened to all the comments from peers without saying anything, and then gave her own comments at the end of the lesson.

In addition, the procedure of an oral presentation lesson ran in the same order as in her stated beliefs (as can be seen in Table 3). So was the sequence of the assessment practice Self-evaluation → Peers' feedback → Teacher's

feedback., It should be also noted that there were no evaluation forms for the audience to grade during the whole lesson.

To further illustrate the consistency between Teacher H's belief and her real behaviors in the classroom regarding her way of giving feedback, the researcher took note all comments that Teacher H and students made for one of the presenter (see Table 3).

Peers' comments for speaker 2	Teacher's comments for speaker 2
(+) Manner: Gestures and body languages are good (+) Q&A session: critical thinking is good (-) Too much filter (ah..uhm..) (-) Message of the presentation should be put at the beginning, not at the end	Agree with all the comments made by peers, then added and clarified some comments (+) Can involve the audiences well (+) Be able to link to previous knowledge (+) Message placed at the end is more reasonable (-) Should find more examples to back up for arguments.

Table 4. Example of comments made by Teacher H and students

As can be seen, comments made by peers and teacher did not share similarities. After all the classmates gave feedback to their friend, Teacher H made her own comments which students had not recognized. There were three

positive comments while there was only one negative comment, which meant that she just focused on the most noticeable mistake. Moreover, she clarified again the point which caused an argument in the peers' feedback session.

Overall, the results of the observation showed that there existed the correspondence between teacher's beliefs and practice in both cases.

4.3. Research question 3: *What learning opportunities can such beliefs and practices generate for learners?*

It was found in the second research question that the consistency between beliefs and actual practices lays in both cases. With that result, it was vital to investigate what learning opportunities students in two cases could have. To answer this research question, the researcher based on her recorded videos and observation notes, together with another coder to examine the data so that the two coders came up with the same finding results.

The results of the analysis led the researcher to answer these four following questions: (a) In which case do students have the opportunity to be engaged with the content of the presentation rather than to spend most of the time assessing their peer performance? (b) In which case do students have the opportunity to interact with the presenters after the presentation to understand more about what they are interested in? (c) In which case do students have the opportunity to assess the aspect(s) they are interested in rather than the aspect(s) that they are assigned with (d) In which case are students drawn their attentions to the most serious aspects in their presentation that need to improve rather than overwhelmed by too many things to improve after receiving the feedback?

Regarding Question 1, Case 2 obviously showed more evidences. Students in the class of Teacher H could pay more attention to their peer's performance because they did not have to grade their classmate's performance according to a given rubric. Therefore, they had more time to focus on the message that the presenter would like to convey. Meanwhile, students in Teacher T's class had to narrow their focus onto their friends' pronunciation, grammar or manners of presentation delivery. In other words, they lost the opportunity to attend to the meaning of the presentation.

When it comes to the presenter-audience interaction, it was obvious that students in Case 2 were given more opportunities for this. Students in Teacher H's class participated in the Q&A section while students in Teacher T's did not. In the case of Teacher H's class, the Q&A section, is stimulating because students can raise many questions with enthusiasm and many of these questions concerned the content of the presentation.

In terms of the opportunities students could assess the aspects they are interested in rather than the aspects that they are assigned with, in Case 2, students were more active. Students could make any comment for the presenters. There were no given rules for the feedback. Additionally, the teacher spent most of her time listening to all the comments, and then wrapped up these comments by pointing out only serious mistakes.

Finally, as for Question 4, it could be suggested from the two cases that students in Case 2 were offered more learning opportunities. Furthermore, Teacher T tended to give feedback on every single aspect of an oral presentation, which might make the students overwhelmed when they did not know the focus for their future improvement.

4.2. Discussion

The first two research questions concerned teachers' beliefs about the use of oral presentation and their actual practices in the language classroom. The finding showed that Teacher T regarded oral presentation as an assessment tool, and this view was clearly reflected in her classroom behaviours. Meanwhile, Teacher H viewed oral presentation as a learning activity. Thus, she spent most of her time facilitating her students in their presentation completion. These differences can be explained by the personal teaching styles, and the beliefs system that underlie these styles. (Basturkmen, Loewen, Ellis, 2004).

Teacher H based on learner autonomy approach to organize oral presentation lesson, as she said "In my class, I try to create an independent and active environment for students to express themselves, and learner autonomy is the primary goal which gives students the opportunities to choose appropriate learning, yet take responsibility for those choices". Therefore, the learning opportunities that teacher H created for her class was more active.

Regarding the only inconsistent point between the practice and beliefs in the case of Teacher T, she explained that this inconsistency was due to her "students' poor critical thinking skill and the inactivity in the classroom". At this point, according to a research of Nishino (2012), it might be the contextual factor that affected the teacher's decision. To be more specific, students' ability in this case hindered the teacher from practicing what she believed. Eraut (1994) & Ellis (1997) claims that in this situation, the beliefs of the teacher reflect technical rather than practical knowledge.

The result in research question 3 showed that Teacher H created a more dynamic and active learning environment for her students than Teacher T. It

can be suggested that the consistency in beliefs and actions of the teachers did not influence the learning opportunities of the students, but it was their beliefs that had a strong impact on teacher's pedagogy decision.

CHAPTER 5 - CONCLUSION

The final chapter first summarizes and draws several implications from the key findings in the previous chapter. In addition, it acknowledges the limitations of the present study and makes some recommendations for future studies.

5.1. Summary of major research findings

Research question 1 – *What are the teacher beliefs about presentation?*

Basically, beliefs of the two teachers did not share the similarities. They could be summarized according to the five aspects divided as follow.

In terms of conceptualization of the oral presentation, it could be a tool of assessment to evaluate oral presentation skill and speaking skill of students when they learn it at the university; or it was just a learning activity in which students could practice speaking skills in general and other skills such as critical thinking, team working in particular.

Beliefs regarding the role of the teacher in this activity involved the guide, the supporter, a consultant and an evaluator.

The two teachers also shared different viewpoints on the benefits students could obtain from oral presentation, which were knowing the methods to make an oral presentation, widening background knowledge, improving in critical thinking, researching skill and confidence.

In the aspect of procedure in an oral presentation, the two teachers agreed with a corresponding procedure following four stages: (1) the presenters set

up (2) presentation (3) Q&A section (4) feedback session. However, there was a minor difference in the order of assessment part between the two teachers' class. In Teacher T's class, it went from peers' feedback to teacher feedback then finally the self-evaluation. The process in Teacher H's class started with self-reflection, then peers feedback and teacher feedback was the last step.

Assessment methods according to both teachers also differed. While Teacher T tended to cover all the criteria assessment for a performance, Teacher H preferred to pick important and apparent mistakes to make comments.

Research question 2 - *How consistent are teachers' classroom practices with their stated beliefs?*

In short, both cases showed the consistency in teacher beliefs and practices regarding the general conceptualization about oral presentation between the two teachers; however, there was still a little inconsistency in Teacher T beliefs and a certain action.

Research question 3 - *. What learning opportunities can students get from these lessons?*

The learning opportunities that students had in the two cases were not alike though there was a correspondence in teacher beliefs and actions. Regarding the four aspects to make comparisons that the opportunity to be engaged with the content of the presentation rather than to spend most of the time assessing peer performance, the opportunity to interact with the presenters after the

presentation to understand more about what students are interested in, the opportunity to assess the aspects students are interested in rather than the aspects that they are assigned and opportunity students drawn their attentions to the most serious aspects in their presentation that need to improve, the result in case 2 showed a more positive and active environment for students.

5.2. Implication

Although both cases brought the same result that what teachers thought and did were relatively matched; students in these cases had different learning opportunities. This finding helps me to draw out two implications – one for teacher education and the other for the use of oral presentation in the language classroom.

- (1) teacher education and training should not focus only on theories but also on actual classroom practices to come up with appropriate and effective teaching methods. As a result, beliefs change going along with the renovation in the practices.
- (2) When applying oral presentation in teaching and learning foreign languages, the teachers should have more detailed strategies in guiding and instructing students how to do this activity step by step.

5.3. Limitation of the study and recommendations for further research

In spite of the researcher's effort, this study still has some limitations that should be overcome in future studies in the same topic.

First, the number of samples in this study is small with just two cases. Therefore, the findings are only valid within these two cases. Future studies should be conducted on a broader scale with more participants.

Second, the number of classroom observations was also limited. This was due to the schedule conflict of both the researcher and the teachers. If future research invests more time into observing teacher practices, the results will be more valid.

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APPENDICES

APPENDIX 1 – SAMPLE OF QUESTIONS FOR PRE-OBSERVATION INTERVIEWS STAGE 1

1. What is your age?
2. How long have you been teaching English?
3. How long have you been working at the university?
4. Which university did you graduate from? Major?
5. What is your highest educational attainment?
6. What is your definition about oral presentation?
7. What is the role of this activity in the course?
8. What is the role of the teacher in this activity?
9. What benefits can students gain from this activity?
10. How is this activity implemented in a lesson?
11. What is the assessment method used for this activity?

APPENDIX 2 – SAMPLE RESPONSES OF THE PRE-OBSERVATION INTERVIEW (VIETNAMESE VERSION)

1. Thông tin cá nhân:

-Tuổi: 29

-Kinh nghiệm:

+ Số năm đi dạy Tiếng Anh nói chung: 7 năm

+ Số năm công tác tại trường: 4 năm

-Tốt nghiệp tại trường Đại học Ngoại Ngữ, Đại học Quốc Gia Hà Nội

-Thạc sĩ về Lý luận và Phương pháp giảng dạy Ngoại ngữ, Đại học Ngoại Ngữ, Đại học Quốc Gia Hà Nội.

2. *Hoạt động thuyết trình theo cô là hoạt động như thế nào ạ?*

Thuyết trình là hình thức đánh giá quá trình dạy và học trong đây người học lên trình bày dưới dạng nói có sự hỗ trợ của visual aids hoặc không về một chủ đề nào đó trong nội dung bài học. Đối với lớp cô, các bạn có thể tự narrow down theme nào đó về một topic nhỏ hơn sau đó chuẩn bị trước để lên thuyết trình. Thuyết trình là dạng formative assessment. Việc đánh giá này giúp tăng khả năng thuyết trình, qua lần lượt từng bài, bài sau tốt hơn bài trước.

3. *Vai trò, mục đích của hoạt động này trong chương trình giảng dạy là gì ạ?*

Quan trọng nhất là được đánh giá về kỹ năng thuyết trình, cụ thể là kỹ năng nói, có khung sẵn để chấm, ngoài ra đánh giá về các kỹ năng khác như hoạt động nhóm, kỹ năng lựa chọn tài liệu, ngôn ngữ cơ thể và việc sử dụng, tương tác vs visual aids như thế nào.

4. *Vai trò của giáo viên trong hoạt động này là gì ạ?*

Giáo viên gợi ý topic cho svien → giáo viên yêu cầu sinh viên gửi script của bài thuyết trình trước để check lỗi, support khi cần → sau khi sinh viên thuyết trình xong giáo viên sẽ đưa ra những nhận xét, góp ý.

-Việc giáo viên yêu cầu sinh viên gửi script sẵn nhằm mục đích gì ạ? Giáo viên có thường xuyên check script của sinh viên không ạ?

Việc gửi script giúp giáo viên dễ quản lí việc sinh viên có thực sự chuẩn bị bài ở nhà không. Thực tế thì các em sinh viên năm nhất còn chưa quen lắm với hoạt động này do ở cấp 3 chưa có điều kiện được tiếp xúc, hoặc có tiếp xúc thì cũng chưa được thực hành nhiều. Cộng thêm là English proficiency vẫn còn chưa tốt nên là nếu không chuẩn bị sẵn script sẽ gặp rất nhiều khó khăn. Trước mắt thì cho các em học thuộc theo script để có điều kiện phát triển các kĩ năng khác như là tương tác với ppt hay là cải thiện sự tự tin khi đứng trước đám đông, dần về sau khi khả năng tiếng cao hơn thì sẽ không bắt làm nữa.

5. *Điều gì khiến cô nghĩ rằng hoạt động này sẽ đem lại ích lợi cho sinh viên khi áp dụng ạ? (về kiến thức, vốn từ, ngữ pháp, kĩ năng nói trước đám đông, sự tự tin...)*

Hoạt động này giúp sinh viên tiến bộ vì sinh viên biết dc phương pháp làm thuyết trình, đặc biệt với sinh viên năm nhất thì không phải ai cũng biết cách tìm nguồn tài liệu, cách để giới hạn chủ đề, tìm được đầu vào phù hợp để biến nó thành bài thuyết trình (cái chưa được học ở cấp 3). Ngoài ra còn thu được sự tự tin khi nói trước đám đông, mỗi lần lên trước đám đông lại có tiến bộ cụ thể. Một lợi thế khác là khi chuẩn bị thuyết trình thì có các

nguồn tham khảo trước , như listening resource, lecture summary, hoặc reading passages collection, các bạn qua đó sẽ nâng cao tư duy phản biện.

6. *Các bước tiến hành của hoạt động này trong 1 buổi học diễn ra như thế nào ạ?*

Mỗi buổi 3,4 hoặc 5 nhóm thuyết trình, 4 người 1 nhóm, các nhóm chuẩn bị ppt, clip, .xong set up → thuyết trình → follow up (cái này không bắt buộc) → Q&A giữa nhóm trình bày và khán giả hoặc ngược lại (Giáo viên không đặt câu hỏi) → Phần nhận xét (Giáo viên và học sinh nhận xét dựa trên các tiêu chí có sẵn). Mỗi nhóm có đúng 15 phút để thuyết trình, cô đặt đồng hồ, khi chuông kêu thì nhóm dừng ngay lập tức vì muốn rèn cho các em quản lí thời gian thật chính xác, như vậy vào các lần sau sẽ biết tiết chế và lựa chọn thông tin thuyết trình sao cho phù hợp, tốc độ nói cũng cần điều chỉnh.

7. *Phương pháp kiểm tra đánh giá của hoạt động này sẽ dựa trên những tiêu chí và cách thức nào ạ? Cách thức đánh giá nào mang lại hiệu quả cho sinh viên nhất và tại sao ạ?*

Đầu tiên là các bạn trong lớp nhận xét, giáo viên sẽ chỉ định cho các nhóm còn lại mỗi nhóm 1 tiêu chí để lần lượt nhận xét → Giáo viên nhận xét → . Việc phân cho mỗi nhóm 1 tiêu chí có các mục đích sau: Để tạo độ tập trung hơn cho các bạn ở trong lớp. Thường thì sẽ có tình trạng bạn ở trên nói các bạn ở dưới k tập trung nghe, nên chỉ định sẵn mỗi nhóm 1 tiêu chí các em sẽ ý thức được việc được giao và có trách nhiệm chú ý nghe, quan sát để nhận xét các lỗi mà bạn mình mắc phải, từ đấy cũng rút luôn kinh nghiệm cho bản thân. Cái thứ 2 của việc phân bổ như vậy để không comment nào

bị sót, tất cả các tiêu chí đều được nhận xét. Thường các comments của peer khá chính xác, những lỗi về organization khó hơn thì gvien sẽ là ng nhìn ra. T sẽ lắng nghe các nhận xét, bổ sung thêm những điều cần thiết và cũng luôn nhận xét về các khía cạnh khác nhau không chỉ tập trung về 1 vài khía cạnh nào.

APPENDIX 3 – SAMPLE RESPONSES OF THE PRE-OBSERVATION INTERVIEW (ENGLISH VERSION)

1. Personal information

-Age: 29

-Teaching experience:

+Teaching English in general: 7 years

+Teaching English at ULIS: 4 years

-Graduated from: University of Languages and International Studies

-M.A. of Theories and Methodologies in Teaching English

2. *What is your definition about oral presentation?*

Oral presentation is a form of assessment for learning and teaching in which learners present a topic in the course in oral form either with visual aids or not. This type of assessment helps improving presentation skill gradually.

3. *What is the role of this activity in the course?*

Students are evaluated about their oral presentation skill, particularly the speaking skill based on an evaluation form with criteria. Besides, other skills are also assessed such as teamwork, searching for materials, body languages, how to use and interact with visual aids.

4. *What is the teacher role in this activity?*

The teacher suggests topics for students. One of the requirement of this activity is that students have to send the script of the presentation to the teacher

beforehand so that I can check whether there are any problems, then provide help and support if necessary. Lastly, I give feedbacks for the students after their performances.

-Why do you require your students to send the script beforehand?

I require my students to submit the script before giving the presentation with the aim of controlling the preparation. Oral presentation, in my opinion, is not so familiar with first year students because they haven't had an exposure to it when in high schools; if yes, there are few chances to practice. Plus, students' English proficiency hasn't been good enough so if they don't write a script, they will meet some difficulties in making the presentation. Students should initially learn by heart the prepared speech in order to develop other skills like interacting with Powerpoint, improving the confidence when speaking in front of other people. When their English proficiency improves, I won't require them to do it anymore.

5. What benefits can students gain from this activity?

There are some benefits of this activity that students can gain such as the methods of doing presentation, especially to first year students because not every student knows how to find the appropriate inputs among many sources like listening sources, lecture summary and how to narrow down the topics. Thanks to that, the critical thinking of students also goes up as they have to decide which information is worth including in the presentation. In addition, they significantly made progress in gaining confidence after each presentation.

6. How is this activity implemented in a lesson?

In the presentation day, the presenting group set up their prepared materials then they start their performance with a follow up section at the end of the presentation. However, this part is optional. When the presentation finishes, it comes to the Q&A section between the presenters and the audiences. The teacher does not make any questions. Finally, the teacher and classmates will give feedbacks for the presenting group.

The time limit for each group is 15 minutes. Before they start, I set the time or ask someone in the class to set it. When the alarm goes off, the presenters must stop where they are. The reason for keeping this rule strictly because I want my students to have an accurate time management; therefore, they can gain some experience in controlling the information provided as well as the pace of speech.

7. What is the assessment method used for this activity?

The assessment is carried out from peers comments first as at the beginning of the lesson, I assign each group, except for the presenting group, an assessment criterion to comment after the presentation time. Next, I will add my own comments. Lastly, I will ask the presenters to reflect themselves, about what they think they have done a good job and what need improving.

The two reasons for dividing each group to in charge a criterion is to raise a higher concentration among the students. Normally, students who do not give the presentation tend not to pay attention to the presenters, so I think I should assign a fixed aspect for each group so that they can take responsibility of the task assigned. They will attentively listen, observe to figure out their peers' mistakes from which they can also gain experience for themselves. The

second reason is to make sure that all the criteria can be commented. Peers' comments are mostly precise, I listen to all the comments then add mine later.

APPENDIX 4 – OBSERVATION SCHEME

Background information		
Length of the observation	Groups in total	
Class size	Groups performed	
Facilities available	Average members per group	
Procedure of the lesson		
	Teacher	Students
Before presentation		
Presentation		
After presentation		
Other notes		

APPENDIX 5 – POST-OBSERVATION INTERVIEW (VIETNAMESE VERSION)

Q: Hôm trước khi phỏng vấn cô có nói là trong 1 bài thuyết trình sau khi các thành viên trình bày xong thì sẽ có phần gọi là Q&A, nhưng hôm nay ở cả 3 nhóm em đều không thấy nhóm nào có Q&A và giáo viên cũng không nhắc. Lý do của việc làm này là gì ạ?

A: Thực ra đối với lớp này của cô thì critical thinking của các bạn ý chưa được tốt, cũng không mạnh dạn lên tiếng để hỏi các câu hỏi liên quan đến bài thuyết trình của các bạn. Các buổi khác thì cô cũng có hỏi là ai có câu hỏi nào không nhưng thường thì cũng không bạn nào hỏi gì cả. Nên là trước mắt sẽ cho các bạn ý comment luôn các cái tiêu chí mà cô phân sẵn, tiết kiệm thời gian mà như thế cũng là 1 cách tốt để rèn luyện critical thinking của các bạn, vì trong các tiêu chí thì cũng có cả mục content and organization.