VIETNAM NATIONAL UNIVERSITY, HANOI

UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES

FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

NGUYỄN THỊ HUYỀN TRANG

CONDUCTING A READING FACILITATION BASED ON LEARNING BY TEACHING METHOD IN A CLASS OF THIRD YEAR STUDENTS, FAST TRACK PROGRAM, FELTE, ULIS, VNU: DIFFICULTIES AND SOLUTIONS

Submitted in partial fulfillment of the requirements for the degree of
Bachelor of Arts (TEFL)

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Hanoi, May 2011

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Supervisor: LỤC ĐÌNH QUANG, M.A

Hanoi, May 2011

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Last but not least, I owe a great debt of gratitude to my parents and my friends who constantly encouraged me during the time I conduct this study.

ABSTRACT

Nowadays a number of innovative teaching methods are being applied at most universities in Vietnam in general and in University of Languages and International Studies, Vietnam National University (ULIS, VNU) in particular in order to promote learner-centredness. Among them, Learning by Teaching method seems to be one of the most preferred ones which can be enormously beneficial to students in some aspects. Thus, many tasks under the form of Learning by Teaching lessons are put to the study program for undergraduate students at ULIS such as presentations or facilitations. Due to its novelty, difficulties encountered by students who follow this method are understandable. Nevertheless, few studies from the perspective of students have been done on this topic. Henceforth, with a hope to pave the way for further related studies, the researcher takes this chance to do research to find out difficulties confronted by third year fast track students of FELTE, ULIS, VNU in conducting a reading facilitation based on Learning by Teaching method. Having experienced the third academic school year at fast track program, FELTE, the researcher realizes that the currently third year students (08.1.E1 students) may encounter similar problems due to the high requirements given out when conducting a reading facilitation. Moreover, in the future, fast track students of FELTE, ULIS, VNU are expected to be lecturers at universities and colleges, so they are the valid scope of this paper. Most importantly, in order to help students who carry out reading facilitations using this method better their work, some

pedagogical recommendations to overcome those difficulties are also provided.

TABLE OF CONTENTS

CHAPTER III: METHODOLOGY

CHAPTER IV: RESULTS AND DISCUSSION

CHAPTER V: CONCLUSION

REFERENCES

APPENDICES

Appendix 1: Questionnaire and interview questions

Appendix 2: Transcriptions of the interviews

Appendix 3: Classroom obervations

Appendix 4: Objectives, syllabus and teaching methods of fast track program

Appendix 5: Requirements of reading facilitation task

LIST OF TABLES, FIGURES AND ABBREVIATIONS

List of tables

List of figures

List of abbreviations

CAE: Certificate in Advanced English

CLC: Chất lượng cao (fast track)

ELT: English Language Teaching

FELTE, ULIS, VNU: Faculty of English Language Teacher Education

LbT: Learning by Teaching method

Ldl: Lernen durch Lehren

ZPD: Zone of Proximal Development

CHAPTER I: INTRODUCTION

This first chapter states the problem and the rationale of the study, together with the general aims, objectives and the scope of the study as a whole. Most importantly, it is in this chapter that the research questions are identified to work as clear guidelines for the whole research.

1.1. Statement of the problem and the rationale of the study

In the past, the majority of learners studied in a traditional classroom which was often defined as teacher-centred environment. We seemed so familiar with this method that we accepted some of its considerable counter-benefits and made no change to it. The biggest obstacle we have to overcome when using this method is boredom among their students (Roberts, 2010). Apparently, teachers usually play the crucial role in a classroom, so they talk most of the class time and students do not have enough time and chance to ask questions about lessons. What's more, in the teacher-centred classroom, there is not enough student-to-student interaction as they are being lectured to all the time. Hence, communicative aims are hardly gained and students easily become more passive in learning.

In recent years, in order to help students less passive in their learning process, according to Harmer (2003), great emphasis has been placed on "learner-centred" teaching under the influence of humanistic and communicative theories. Harmer also states that learner-centred method can make the learners' needs and experience central to the educational process because in this method, "learners are often given tasks to work on and the teacher is no longer the giver of the knowledge, the controller and the authority". Instead, the teacher will take the role of

a facilitator who guides learners to the most correct directions of reaching the knowledge.

Regarding learner-centred teaching, in Vietnam, this approach has brought about some changes in the activities of teaching and learning at universities. New methodologies including "group discussion", "project-based learning" or "presentation" have been exploited in lessons and become more popular in university classrooms.

Like all other universities in Vietnam, University of Languages and International Studies, Vietnam National University also applies these innovative methods to teaching and learning foreign languages. Among them, "learning by teaching" method seems to be most preferable in Fast-track Program, Faculty of English Language Teacher Education, ULIS – VNU because students of this university are being trained to become teachers of English in the future; as a result, this method will partly help them practice and sharpen their teaching-related skills.

Nevertheless, LbT [1] is quite novel in the current context of Vietnamese education. Therefore, when this new method is applied to the education program of students at our university, students following this method may have encountered unavoidable difficulties. Since the researcher has experienced this method in the third year of university education process through reading facilitations, she supposes that the current class of third year students of Fast track program, FELTE, ULIS, VNU may be encountering a number of difficulties in conducting a reading facilitation based on LbT method.

Apart from that, although many studies have been conducted to investigate into LbT method such as those by Grzega (2005), Nguyen (2005), Martin and Oebel (2007), hardly any of them looks at the method

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[1] Learning by Teaching

from students' perspectives. At ULIS, little concern has also been paid specifically to this topic. Moreover, the researcher wants to stand on a position of an experienced student in conducting a reading facilitation in order to examine difficulties third year students often encounter in conducting a reading facilitation. Hence, all these reasons have urged the researcher to do a study on:

"Conducting a Reading facilitation based on Learning by Teaching method in a class of third year students, Fast track program, FELTE, ULIS, VNU: Difficulties and solutions"

1.2. Research aims and research questions

First and foremost, the research aims at figuring out difficulties third year students in the fast track program may confront in conducting a reading facilitation based on LbT method. Secondly, with a hope to solve these problems, the researcher asks for suggested solutions from both teacher and students in the fast track group. In brief, this study is intentionally directed to answer these two questions as follows:

1.2.1. What are the difficulties encountered by 3rd year students, Fast-track program, Faculty of English Language Teacher Education, ULIS – VNU in conducting a reading facilitation based on Learning by Teaching Method?

1.2.2. What do teacher and students suggest doing to overcome these problems?

1.3. Significance of the study

After having been completed, this study would serve as one of the first studies on difficulties that students may confront in conducting a reading facilitation based on LbT method. Hence, this paper might be

useful for teachers, students as well as researchers who develop an interest in this topic.

Regarding teachers, the study is carried out in order to take the role as a source of information which provides teachers with possible problems that students usually encounter. From that, when a teacher is in charge of teaching reading in a certain third year student class in the fast track group, he or she would find it easier to detect his or her problems in conducting a reading facilitation and give them suitable and helpful advice.

As for students who follow the reading syllabus including reading facilitation task, the researcher hopes that this paper might be one of reference sources which can supply them with some suggested tips to overcome their problems in conducting a reading facilitation.

Last but not least, with sincere regards to researchers, those who happen to share the same interest in this topic could partly rely on this research to find useful and reliable information for their related studies in the future.

1.4. Scope of the study

Since *"learning by teaching method"* is the topic of this research, the main concepts of this method serve as the theoretical basis for the research development. Nevertheless, regarding the feasibility and scope of such a small scale study, this paper would focus on finding out possible problems that *3rd year students of Fast track program, FELTE, ULIS, VNU* may confront in implementing *a reading facilitation* using LbT method since only the fast track group runs this activity. From that, this study also asks for recommendations from reading teacher and students

who currently follow the reading syllabus requiring them to carry out a reading facilitation.

1.5. Methods of the study

1.5.1. Data collection methods

In order to find the answers to the research questions, a survey questionnaire for students, classroom observations and two interview sets for both teachers and students will be the main research tools.

The size of sample is also taken into careful considerations in this small-scaled project. 21 students from class 08.1.E1 and 1 teacher of English Reading skills who is currently in charge of teaching reading in this class would be involved in the survey questionnaire, the classroom observation and the interviews.

The survey questionnaire, including both close-ended and open-ended questions would be delivered to 21 students of group 08.1.E1. in order to detect difficulties encountered by these students when implementing a reading facilitation and suggested strategies they have used to overcome those problems. The language used in the questionnaire survey would be English because the participants are supposed to be competent in English. Moreover, the layout and language use of the questionnaire would be clear enough for the participants to follow easily. What's more, the researcher will observe the process of answering questions in the survey and be willing to explain more if the participants are at loss to understand the aims of the questionnaire.

Apart from a survey questionnaire, classroom observations will be carried out for the sake that the findings after each observation are more real and objective. The observation form follows the type of field notes,

which can allow the researcher to note down any useful information for the study.

Finally, four interviews are conducted with the teacher of reading skills and three students who are randomly chosen from three facilitator groups whose facilitations in class the researcher has observed. The interview questions are supposed to clarify the findings from the questionnaires and observations.

1.5.2. Data analysis methods

At the beginning, the collected data from the questionnaires and observations would be classified to answer two research questions.

In terms of the questionnaires, the data will be analyzed in accordance with the research questions. Open-ended questions will be synthesized and classified into two categories, difficulties encountered in preparation and conduct. Research question number one is about the difficulties encountered by students; therefore, all the difficulties collected from the questionnaires will be summed up. The researcher will try to count the most frequent difficulties and rank them in order. With questions related to research question number two, the procedure will follow the same way.

Regarding the observations, the researcher will sum up and analyze all the difficulties seen in the reading classroom when carrying out a reading facilitation. Then, these findings will be compared with the findings from the survey questionnaire.

As for semi-structured interviews, the researcher will first write the transcripts. After that, the answers will be grouped according to the research questions and compared with those in the questionnaires to find out the similarities and differences. In fact, the interviews will be of great

help in specifying thorough solutions to the difficulties. The solutions then will be arranged in two sub-groups namely those for preparation and implementation.

1.6. An overview of the rest of the paper

The rest of the paper includes five chapters as follows:

Chapter 2 (Literature Review) provides the background of the study, including definitions of key concepts, description of the context of conducting facilitation task by third year fast track students at ULIS, VNU and discussions of related studies.

Chapter 3 (Methodology) describes the participants and instruments of the study, as well as the procedure employed to carry out the research.

Chapter 4 (Findings & Discussion) analyzes the findings that the researcher found out from the data collected according to the four research questions.

Chapter 5 (Conclusion) summarizes the main issues discussed in the paper, the limitations of the research, several pedagogical recommendations relating to the research topic as well as some suggestions for further studies. Following this chapter are Reference lists and Appendices.

Summary

In this chapter, the researcher has elaborated on these following points:

    (1) Statement and rationale of the study

    (2) Aims of the study

    (3) Significance of the study

    (4) Scope of the study

    (5) Methods of the study

    (6) An overview of the rest of the paper

Apparently, these elaborations have not only justified the major contents and structure of the study but will also work as the guidelines for the rest of the paper.

CHAPTER II: LITERATURE REVIEW

The second chapter takes a look at the literature of the study which consists of the background and related studies. Specifically, an overview of the two key concepts *"Learning by Teaching method"* and *"reading facilitation"* is covered in this chapter. Besides, some studies related to the research topic are included to reveal the research gap and defend the objectives of this paper.

2.1. Key concepts

In this part, the researcher will dig deeper to defining two theoretical terms: *Learning by Teaching method* (as also called LbT method) and *reading facilitation* under the context of fast track program, FELTE, ULIS, VNU.

2.1.1. Learning by teaching method (LbT)

2.1.1.1. Rationale of LbT method

According to Skinner, J. (1994), the theoretical base of LbT method did exist 2000 years ago when Seneca, a renowned Roman psychologist, affirmed that "when we teach others what we've learnt, we will learn that twice". However, until 1890 Martin developed a complete theory of LbT method in education in general and in ELT in particular after a long period of studying on this method. In this part, the researcher will state some theories that are in connection with LbT method by Martin. Based on those foundations, LbT method is completely built up.

a. LbT method in connection with learner-centredness in ELT

In recent years, the roles of teachers and learners in second language classrooms have been partly reversed from teacher-centred to

learner-centred learning environment under the influence of humanistic and communicative theories. Hence, LbT can be considered to be derived from the theoretical base of learner-centredness in ELT.

According to Harmer (2003), in a learner-centred learning environment, the measure of a good lesson is "the student activity taking place, not the performance of the teacher". Learners will be mostly required to do tasks and the teacher does not play a part as the giver of knowledge, the controller and the authority any longer. Instead, he or she will take the role of a facilitator and a resource for other learners to draw on.

As mentioned in the following part, in a LbT lesson, a student takes the role of a teacher to deliver the main content of a lesson to their peers while the teacher basically plays as a supervisor, a supporter and an assessor. Apparently, the link between LbT method and learner-centredness is indicated in terms of these aspects.

b. LbT method in connection with Vygotsky's constructivism

Vygotsky (1978), the father of social constructivism, mentioned a fundamental concept of constructivism – the idea of *scaffolding.* In its literal sense, *scaffolding* is a support structure that is erected around a buiding under construction. When the building is strong enough, the scaffolding can be removed and the building will remain strong and stable. In metaphorical sense used by Vygotsky, scaffolding refers to the support from parents, peers, teachers or reference sources such as dictionaries which enables students to perform increasingly well. Hammond and Gibbons (2001) interpreted *scaffolding* as high challenge and high support as well. In other words, teachers need to set up tasks which challenge students to perform well beyond their current capacity.

To enable students to achieve this task, teachers need to give adequate supports which make it possible for students to perform well at a new level.

The concept of *scaffolding* is also linked with what Vygotsky calls the learners' Zone of Proximal Development, as popularly known as ZPD. By this, he refers to the range of tasks and activities which a student can achieve with the support of *scaffolding*, but which may be beyond his current ability if he is unassisted. Thus, teachers' role is to assess and exploit students' ZPD.

From this theoretical base, LbT method used in classroom environment can be exploited as a task which can challenge students' ZPD. Apparently, with LbT method, students will have chance to challenge themselves by acting as teachers, which never happens to them before due to the traditional views on education.

c. LbT method in connection with Maslow's hierarchy of needs

Abraham Maslow (1908-1970), a humanistic psychologist, developed a theory of personality, popularly known as Maslow's hierarchy of needs, which has influenced a number of different fields including education in 1943. This wide influence is due in part to the high level of practicality of Maslow's theory.

In his theory, Maslow has set up a hierarchy of five levels of basic needs including physiological needs; safety needs; needs of love, affection and belongingness; needs for esteem and needs for self-actualization. Those needs are vividly presented through the hierarchy below.
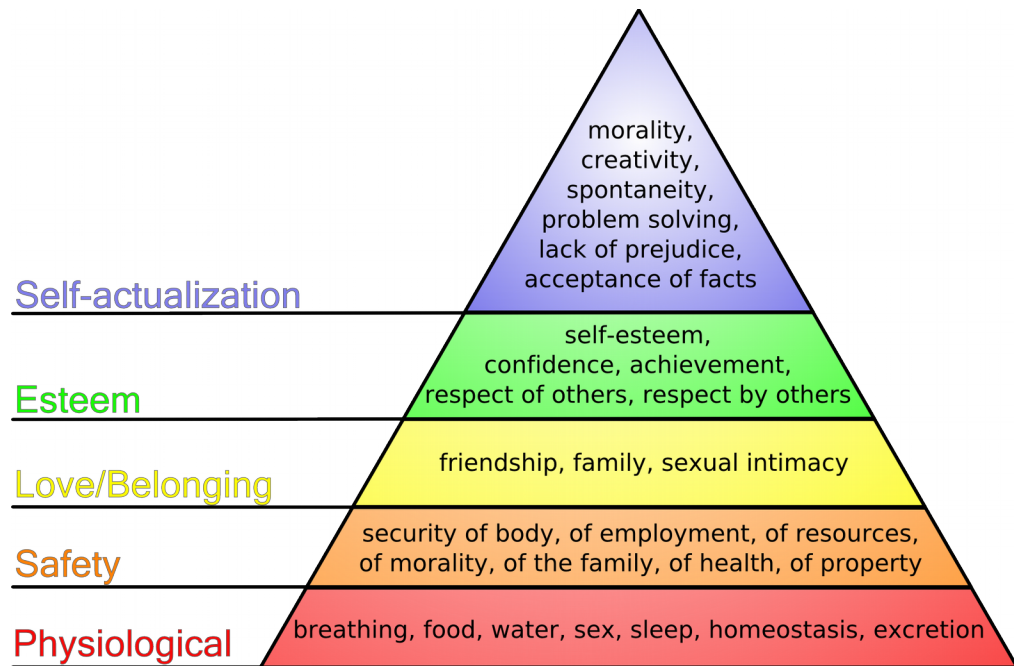
Figure 1: Hierarchy of needs (Maslow, 1943)

According to his hierarchy, only when all of the foregoing needs including physiological needs; safety needs; needs of love, affection and belongingness and needs for esteem are satisfied, then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do what the person was born to do. In other words, this need indicates a person desiring to find out and develop his/her potential. Henceforth, Maslow recommends ways in which educators should respond to the potential a student has for growing into a self-actualizing person of his/her own kind.

Regarding Maslow's hierarchy of needs, LbT method is considered to allow students to perform themselves to their best of potentials. Then, they can figure out their strengths and weaknesses as well so that their improvement has been seen instead of passive learning.

2.1.1.2. Concept of LbT method

Learning by teaching is "Lernen durch Lehren" in Germany, abbreviated as "LdL". Martin (1984, cited in Nguyen, 2005), claimed that with this method, each student or a group of students takes the role of teachers to teach some academic matters to other members in the class under the teacher's instructions. What students teach their classmates can be chosen by themselves or assigned by teachers. In LbT lessons, teachers act as instructors and observers, who help students finish their roles of student-teachers. What's more, Martin pointed out clearly the roles of students and teachers. While students provide and explain the knowledge of a specific topic to other class members, teachers will listen, support, evaluate and give feedback after these lessons. In these lessons, the active role is transferred from teachers to students. Martin found that by turning the learners into teachers he increased dramatically their motivation. The learners not only spoke far more in each class by working together but they also overcame their inhibitions more quickly.

Skinner (1994) also shared the similar concept of LbT methodology with Martin's when demonstrating that LbT methodology can be regarded as turning students to teachers. But he also argues that LbT is not "an exclusively modern didactic method". Instead of following teachers' instructions, students whose syllabus requires them to carry out a LbT lesson can play a role as a teacher in class, which probably motivates students to speak more. Furthermore, Skinner gave his own experience in implementing this method to his class in a practical language course in English for German university students. During the first two classes he introduces the course goals and show how a short story, essay, or magazine article can be used to expand vocabulary or to test reading and listening comprehension. After the first two weeks the

students begin to plan and lead each class. They can select any text from two or three anthologies of short stories, essays, and articles that he has provided at the beginning of the semester. The students are absolutely free to choose the material they wish to use. Some of the short stories have exercises included; the texts are of varying difficulty and have a wide range of topics. The students who do not know which exercises to use or who are not sure if their handouts have been correctly written can of course always contact him for ideas, suggestions, and corrections. The students have between forty-five minutes and one hour to introduce the story or essay they have chosen and to do the relevant vocabulary and comprehension exercises with their fellow students. Performing as a teacher, Skinner refrains from interrupting or commenting until the final half hour during which he then corrects the mistakes made in grammar and word choice in addition to leading a discussion on the various strategies the teaching team used. Finally, he grades his students based on some criteria such as "whether the instructions are clear and correct or not" or "whether the team teachers use varied and interesting exercises to explain vocabulary items or not". To sum up, Skinner did try to turn the role of his students to teachers and make them more enthusiastic to their learning. That is also what Skinner defines learning by teaching method.

According to Grgeza (2005), as also cited in Tran, D. ; Nguyen, H & Pham, T. (2009), in order to achieve requirements in a LbT lesson, students must take a real role of a teacher and prepare a lot before the lesson. Apparently, students need to prepare for the appropriate activities to achieve the objectives of the lesson, such as discussion, pair-work, group-work, games, quizzes, etc. Teachers only act as "a preparing, accompanying and supporting supervisor" (p.12). It is clear that all

activities in the lessons must be prepared and conducted by students and teachers only support, observe and give them helpful feedbacks.

In addition, Gegner and Schulz (n.d) shared the same idea with these above-mentioned ideas about the concept of LbT method. He considered that in a LbT lesson, students must "take on teaching assignment". Thanks to teachers' help, students are in charge of studying on new subject matters in course book or handouts that teachers did give them beforehand and presenting this new knowledge to their classmates. However, Gegner and Schulz (n.d) added more that teachers must take part in students' process of implementing a LbT lesson in some ways. For instance, he or she needs to assist students more by giving them "both general and subject-specific instructions to prepare her/his students for their new responsibilities." Moreover, he/she had better "draw up a plan to share out tasks" and observe students. Yet, Gegner and Schulz forgot to mention that after observing students' performance, teachers should give them helpful feedbacks for a better LbT lesson in the future because the researcher thinks that this stage is very important as well.

Last but not least, the researcher also wants to base on a recent study by Nguyen, H. (2005) on *LbT method and its application to the framework of third-year fast track students in teaching and learning English* to redefine **LbT model in EL**T. Overall, this method is presented as the table below.

Categories	Learning by Teaching method
Objectives	- English communication skills - Pedagogical skills
Choice of content	- Theme-based syllabus - Language skill-based syllabus
Teaching activity	- Consult on students' choice of content in each lesson - Provide necessary techniques to convey a lesson - Finalize the required content of the lesson - Give feedbacks on students' lesson
Learning activity	- Work individually or in a group to convey a lesson - Search and choose suitable materials correspondent to each lesson (suitable to each week's theme or skill) - Design exercises or activities for a lesson - Help other students in class do exercises and explain if they encounter any problems - Get feedbacks from teacher and other students and revise lesson plan
Teacher's role	- Supervisor, supporter, assessor
Student teacher's role	- *(act as)* a teacher
Other students' roles	- *(act as)* learners
Materials	- Coursebook - Supplementary book - The Internet

Table 1: A summary of LbT framework in ELT (Nguyen, 2005)

In summary, in this chapter, the researcher has summarized some concepts of Martin (1984), Skinner (1994), Grgeza (2005), Gegner and

Schulz (n.d) and Nguyen, H. (2005) of LbT method. To elaborate this paper, the researcher decides to base on the views of Martin and Nguyen.

2.1.1.3. Procedures of a LbT lesson

As summarized by Martin, Okita and Schwartz (2009, p.2), a LbT lesson should comprise of three phases

a. *Phase 1: Preparation*

The first period of time is spent on the preparation. To the teachers, the beginning of the course may also include the process of gradually introducing and familiarizing the learning-by-teaching methodology to the students at the beginning of the course. Only when students are well-informed about both the syllabus and the task of playing the teacher's role to their peers can the preparation for a specific lesson in the course really commence.

Both students and teachers have to "work intensively" at home (Martin, 2007). As Nguyen (2005, p.47) pointed out, students are to search for and study carefully the necessary materials on their assigned contents individually or in a group and/or with the assistance of the teachers.

Apart from the support in terms of lessons' contents, materials or methodology, teachers are supposed to provide students with contributive help (Martin, 2007), which should be acquired for the sake of the best quality of the lesson since the teachers can intervene at any time if necessary during the LbT lesson. Teachers' common problems and suggested solutions in this phase have been addressed quite in details especially by Gzrega (2005) in form of the experience of a teacher who

applied LbT method; however, those encountered by students at the same time have not been studied closely.

b. *Phase 2: Implementing a LbT lesson in class*

As a LbT lesson is carried out in a classroom, the happenings of interactions among students are required. According to Nguyen (2005, p.47), such a lesson should be implemented through three steps:

- Step 1: Assigned-to-teach students present the contents of the lessons in front of the class.
- Step 2: Instructed by their teaching peers, the other students in the classrooms join discussions on the content of the lessons. Questions regarding the lesson if any should also be dealt with. Tests or similar activities to check the understanding of the lessons are encouraged to be carried out by the teaching students in this step.

- Step 3: Teachers comment, provide further details and correcting, during or after students' performance if necessary.

c. *Phase 3: Comment session for improvement*

The last phase is considered very important because students' performance should be checked for mistakes to be corrected and improvements be made next time. The time when this comment session should be implemented depends much on the targeted knowledge or the level of the students. If students have problems in understanding targeted knowledge, teachers should correct right away. In addition, according to Martin (2007), the in-class immediate reviews are more suitable for students at low level. To add more reasons in order to explain why this

phase is that important, Nguyen (2005) she pointed out the inevitability of mistakes in lessons delivered by professionally untrained students.

Overall, the researcher would like to describe three phases of conducting a LbT lesson as carefully as possible since she wants to base on these phases to find out difficulties third year students of fast track program, FELTE, ULIS, VNU often encounter and give suitable suggestions.

2.1.1.4. Advantages of LbT method

LbT method has been considered an innovative technique which can renew and improve the learning status of university students.

First and foremost, through implementing a LbT lesson, students can be highly motivated to grasp subject-related knowledge. According to Skinner (1994), "the best way to motivate listless and uninterested students" is "to turn them into teachers". That way has been stated to show "overwhelmingly positive" results, especially in the field of foreign language instruction. Thus, it is clear to us that Skinner focused on "an astounding increase in motivation and efficiency on the part of the pupils" in the lessons. Martin (1984) also found that by turning the pupils into teachers the teacher could increase dramatically student's motivation. They not only spoke far more in each class, by working together they also overcame their inhibitions more quickly.

The most remarkable benefit can be seen in students in terms of both subject-related knowledge and social skills. Regarding knowledge-related improvement, Gegner and Schulz (n.d.) pointed out:

With the help of their teacher, students plan and prepare lessons presenting the new subject matter themselves. After the initial phase of guidance, they assume responsibility for certain stages of the teaching process counseling their fellow students and checking their results.

It means that if students fully understand the new subject matter, they can explain to their classmates. And if they want to get profound understanding of the matter, they need to make a good use of the material such as choosing the suitable material, design exercises as well as predicting possible answers of their "students", as well as giving and defending their own ideas in the lesson. These kinds of activities will be of great help to students to enhance their critical thinking and persuading others. Skinner (1994) also agreed with this point by stating "This important intellectual ability is, after all, the goal of all university".

In addition to academic knowledge, lessons based on LbT method are also considered to enhance students' important key qualifications like teamwork, critical thinking, and self-confidence and so on. Grzega (2005) drew a conclusion that students may have an opportunity to gain personal development through learning by teaching because this methodology demands numerous fundamental key qualifications such as "independence, self-esteem, team-work skills, presentation skills, searching and processing information, creativeness, and problem-resolution capability". It can be explained that when working with each other, students must raise a high awareness of cooperation, mutual understanding, respect and responsibility for the sake of well-productive work. This certainly contributes to proficient communicative skills.

Except for some advantages that LbT method brings about to students, benefits that teachers gain from such a LbT lesson are indicated, too. Martin (1984) claimed that when applying this method, teachers must absolutely control the contents to interfere or inspire their students to enhance the classroom-discourse quality. Gegner and Schulz (n.d.) went on to specify teachers' role that:

Giving up their monopoly as a provider of information, they can invest more time and energy into other matters such as a closer observation of the students' social behavior and a more detailed analysis of their individual powers of concentration and intellect."

With this opinion, both researchers have noted the new tasks of teachers in learning and teaching process, which gives them a chance to get to know their students as well as evaluate the targeted results. From that, they can find a more appropriate methodology to train their students.

2.1.1.5. Disadvantages of LbT method

Besides advantages that a LbT lesson brings about, some disadvantages as follows need to be taken into consideration about carrying out LbT methodology.

First of all, it is the novelty of LbT method that hinders students from conveying a lesson like a real teacher. To be more specific, students may lack information about how to carry out a LbT lesson. Mentioning this point, Nguyen (2005) argued that making use of teacher students as a human resource can have a great number of benefits to both teachers and students. It is the novelty of LbT that makes students, especially pedagogical students, excited about exploiting this method. However, due to its novelty, students may know little about the definition and steps to conduct a LbT lesson as well. Moreover, students may not have adequate specialized knowledge and experience in teaching a class. This leads to an unavoidable fact that students' lessons certainly have flaws.

Apparently, as a result of turning students to teachers in a LbT lesson, there is no assurance for standard knowledge conveyed through the lesson. To elaborate more on this disadvantage of LbT methodology, the researcher wants to cite Grzega's view in his book *"Learning By Teaching: The Didactic Model LdL in University Classes"*.

Only if the students get the chance to "play" with academic problems and ideas in different ways, only if they can try out in what ways academic contents can be presented, only if they can "grasp" a problem physically, only then will they also "grasp" it cognitively.

Grzega (2005) explained that students may confront difficulties in studying and presenting new academic matters in front of class and those problems are understandable because of students' inadequate ability and experience.

Furthermore, the fact that it is really time-consuming to carry out a LbT lesson should be worth-concerning, too. Initially, Grzega also gave critical comments on the fact that it takes a certain amount of time to introduce and familiarize students with this method before letting them conduct a lesson based on that. Obviously, at most universities the traditional views on the roles of teachers and students are remained; hence, it is really hard to turn students to teachers immediately without any introduction and orientation about LbT method. Besides, teachers and students have to work more than usual for thorough understanding of lessons, which requires much interaction among them. They may work outside class overtime, or usually e-mail to each other to check the work process. Overall, the fact that a LbT lesson takes a lot of time to be carried out is worth concerning.

Last but not least, when exploiting the new method, not all students have enough confidence or presentation skills in front of their friends. This disadvantage is also understandable since they all are students, so the fear of not being respected as a real teacher certainly arises.

2.1.1.6. Criticism on the compatibility of LbT framework with the context of third year fast track class 08.1.E1, ULIS, VNU

a. Overview of fast track program

According to the regulations of Vietnam National University, Hanoi (VNU), fast track program is a special teaching and training system in VNU in which modern and advanced training methods are applied in selected gifted students to help them get approach to the regional and international education standard in some critical teaching and training fields in VNU. Particularly, the fast track program in FELTE, ULIS, VNU was established in the academic year 2001-2002, and has proved to be a successful educational program (Tran, 2005).

Pursuing the concepts of education and training in which students can enhance their English communication skill and other soft skills, the entire learning curriculum applied for fast track program, FELTE, ULIS, VNU is developed under the approach of learner-centred learning and in a way in which graduate fast track students need to be competent in communicating in English and good at other soft skills. (Tran, P., Nguyen, H., Dang, A., Vu, Q., 2003).

Some of the learning activities to be noted in the regulations are writing portfolio, listening portfolio, reading scrapbook, listening facilitation, reading facilitation, presentation, debate, forum, inpromptu speaking, reading flash card, reading news report, etc.

b. Third year fast track class 08E1

Currently, there are two third year fast track classes of FELTE: 08E1 and 08E20, or also known as K42E1 and K42E20. They entered this university in the academic year 2008-2009. All of them must pass other tests on English language, IQ tests and oral interview in English if they want to be a member of fast track students. Thus, in short, all of them are good at English.

Students from 08.1.E1 major in English language teaching whereas those from 08.1.E20 are trained for English language interpreting and translating. Due to the difference in their majors, the task of reading facilitation is only required in the class 08.1.E1 as they are being trained to be teachers in the future.

c. General criticism on the compatibility of LbT framework with the the context of fast track classes as perceived by the researcher

Overall, as Martin, Gegner and Schulz (n.d.) and Grzega mentioned, as cited above by the researcher, the application of LbT method can bring about a number of advantages such as students' knowledge of the subject and students' development in social skills including independence, self-esteem, team-work skills, presentation skills, searching and processing information, creativeness, and problem-resolution capability. Henceforth, it can be withdrawn that LbT frameworks are completely compatible with objectives and expected outcomes of fast track program.

More specifically and importantly, based on the requirements for undergraduate fast track students including students from group 08.1.E1, LbT method can be highly preferable because this method can foster students' pedagogical skills which are really needed for their future career as teachers of English.

2.1.2. Reading facilitation

2.1.2.1. Reading and teaching reading

a. Reading in general

In a narrow sense, reading could be defined by Grabe (1991, cited in Silberstein, 1994, p. 12) as a "complex information processing skill in

which the reader interacts with the text in order to (re)create meaningful discourse". In a broader sense, it is necessary to distinguish between silent and oral reading. Whereas the former necessarily results in reading comprehension, the latter might not. As far as it is concerned, it is "silent reading", or the process of "perceiving a written text in order to understand its content" (Richard, Platt, J & Patt, H., 1992, p.306) that is generally referred to as "reading" in this study.

b. Teaching reading

- *Principles of teaching reading:*

    According to Anderson (2003) and Hedge (2000) (as cited in To, 2006), there are six principles when teaching reading:

- *Make the use of students' background knowledge*
- *Construct a good source of lexicon*
- *Teach for text understanding*
- *Teach reading strategies*
- *Let students practice to "transform strategies into skills"*
- *"Set criteria" to choose suitable reading text*

- *Teachers' role in teaching reading*

    Teachers play a very important role in reading lesson, which is listed by Nuttall (1983) as follows:

- *Enjoying and valueing reading ourselves, and showing that we do so by reading a lot at times when the students can see us;*
- *Helping students to enjoy and value reading, including making sure there is an attractive extensive reading program;*

- *Understanding what reading involves, how language conveys meanings and how texts are put together;*

- *Finding out what the students can do can cannot do, and working out a program to develop the skill they lack;*

- *Choosing suitable text to work on;*

- *Choosing or devising effective tasks and activities;*

- *Preparing the students to undertake the tasks;*

- *Making sure that everyone works productively and to their full potential by encouraging students, promoting text-focused discussion and providing "scaffolding" to enable them to interpret the text themselves, rather than having to rely on teacher;*

- *Monitoring progress to make sure that everyone in the class improves steadily according to their own capabilities.*

- *Procedures of teaching reading*

As Hedge, T. (2000) mentioned, a reading lesson should follow the principle of a task-based lesson. Thus, it consists of three main stages: pre-reading, while-reading and post-reading stages.

STAGES OF A READING LESSON	
PRE-READING STAGE	
Purposes: - Call for students' schematic knowledge of the subject - Provide students with necessary language support - Motivate students to read	Techniques: - Elicitation: E.g. asking students to brainstorm the topic - Prediction: E.g. guessing the title or the main idea of the text - Using visual aids: E.g. using pictures, or diagrams
WHILE-READING STAGE	
Purposes: - Help students understand the content of the text - Help students find specific information required - Help students "aware of rhetorical structure of the text"	Techniques: - Guess the meaning of new words in context - Ask questions about the text
POST-READING STAGE	
Purposes: - Review language concerns like vocabulary and grammar - Relate what has - been read with students' background, interests and attitude	Techniques: - Discuss in group the main content - Summarize the main points - "Use follow-up speaking task" with related topics

Table 2: Procedures of a reading lesson (Hedge, 2000)

2.1.2.2. Facilitation and reading facilitation

a. Facilitation in general

Gaffney (2000) described facilitation as the process of "enabling groups to work cooperatively and effectively". Furthermore, facilitation is often "an important part of usability activities". In particular, facilitation is "important in circumstances where people of diverse backgrounds, interests and capabilities work together".

On their webpage, Baltimore Mediation Center (2009) described facilitation as "a process for groups of people who need to have open dialogue about topics or issues that are of high priority to them". There may be "hard, complicated or difficult matters to discuss", or "critical decisions to be made". What's more, facilitation provides the opportunity for all to speak, for all to hear others speak, and to better understand new concepts, barriers, and commonalities of the group.

General speaking, the concept of facilitation is understood as the process in which the facilitators raise new matters and help the rest of the group discuss to solve the problem. In this study, the researcher just exploits the term "facilitation" as the process in which the facilitators co-work to search for new reading materials, then study them and help other members in the group understand that material. Moreover, during the facilitation conduct, the facilitators will play the roles as the monitor. This process is known as "reading facilitation" which will be elaborated more in the part below.

b. Reading facilitation tasks in connection to task-based reading lessons

In the second semester of the third academic year, students from 08.1.E1 are required to carry out reading facilitation as group assignment. According to the requirements of reading facilitation task (Appendix 5 – p.117) and as revealed by the current reading teacher of 08.1.E1, a reading facilitation follows the principle of a Task-based reading lesson in terms of containing three stages (pre-reading, while-reading and post-reading activities). Henceforth, the teacher's role and students' role in the process of conducting a reading facilitation are reasonably defined in accordance with the theory of Task-based language learning and teaching. Richards and Rodgers (2001) summarized the roles of teachers and students as follows:

Teachers' roles	Students' roles
o A selector and sequencer of tasks o Preparing learners for tasks o Consciousness-raising	o Group participant in pair work or group work o A monitor o A risk-taker and innovator

Table 3: Roles of teachers and students in a Task-based lesson

Besides, referring to difficulties in carrying out a Task-based lesson which may be encountered by both teachers and students, Honeyfield (1993) specified the following influences on general task difficulty:

o *Procedures to derive output from input;*

o *Input text;*

o *Output required (language items: vocabulary, structures, etc. or skills);*

o *Topic knowledge;*

o *Text-handling/conversation strategies;*

o *Amount and type of help given;*

o *Roles of teachers and learners;*

o *Time allowed;*

o *Learners' characteristics (motivation, confidence & learning styles)*

As the focus of the study is to find out difficulties encountered from the perspectives of students who carry out those tasks, the researcher bases on Richards and Rodgers and Honeyfield's theory to categorize and analyze those difficulties.

2.2. Related studies

As mentioned above, the significance of Learning by Teaching method has been commonly justified; nevertheless, there are few studies done on how Learning by Teaching method could be carried out in classes of foreign languages in general and in English language classes of Vietnamese universities in particular. As a matter of fact, the concept of LbT method including its definition, advantages and disadvantages has been paid a great deal of attention, but the question about how it is applied in schools has been worth-concerning for a number of teachers and researchers in Vietnam and in the world as well.

2.2.1. An overview of related studies worldwide

It is clear that there has been a great consensus on the benefits of LbT methodology in education in general and in language teaching worldwide in particular.

First and foremost, Grzega and Schöner (2008) found out in their article *"The didactic model LdL (Lernen durch Lehren) as a way of preparing students for communication in a knowledge society"* published in the Journal of Education for Teaching of Department of English, University of Eichst Ingolstadt, Eichst, Germany that the teaching methods still most used in universities worldwide is only effective in transmitting information for no longer than 20 to 30 minutes while other ineffective teaching methods even cannot promote any sort of "deeper reflection" or "creativity". From that comparison, Grzega and Schöner did emphasize the magnificent effects of LdL (also known as LbT) that

LdL not only help learners grasp knowledge more quickly and deeply but this method also provides learners with life information and society skills as well. Those effects are described as follows:

(a) The transfer of knowledge was in a language that was close to students;
(b) There was high communicative ability by all class participants;
(c) There was a high degree of teamwork;
(d) There was a very high level of active "discovering" and "grasping" the content of the lesson;
(e) There was a high level of transfer tasks in comparison with recitation tasks.

Discovering LdL's benefits, Grzega and Schöner also argued that "LdL should find broader recognition in university education and suggest its usefulness in didactic experiments in international linguistic classes".

Additionally, another study on Learning by Teaching method by Elmendorf (2006) should be also paid attention. In her research, Elmendorf described her experience with an experimental model of learning through teaching that gives college students the opportunity to use what they learn in the college classroom to develop curricula and then teach those curricula in an elementary school. Her specific experience was with a science course for non-science majors, but the underlying principles are more generally applicable. Her investigation into the impact of this new approach asks several specific questions about student learning:

(a) Can we apply the common saying "I understood that subject best when I had to teach it" to students in our courses?;
(b) If so, what differentiates their learning through teaching from their learning through more traditional pedagogies?;
(c) What is the impact of tightly integrating the cognitive aspects of learning with affective aspects (motivation, confidence, sense of purpose) and metacognitive aspects (perspectives on knowledge and awareness of learning)?

After conducting survey questionnaires in search of the answers to those questions, the evidence reveals that "casting students in the role of teacher is a remarkably powerful way of making visible, to both the students and their instructors, some invisible shortcomings of traditional educational approaches."

2.2.2. An overview of related studies in Vietnam

As far as the researcher is concerned, valuable theoretical findings of Learning by Teaching method worldwide are plentiful; however, when this term comes to the context of Vietnam, not many researchers have done studies on how this methodology is carried out in Vietnam.

Despite the scarcity of studies on LbT in Vietnam, in non-stop search of LbT-related papers, the researcher still finds out an article by Nguyen, H. (2005) - a well-known author in the field of education which is *"Dạy và học thông qua thực hành dạy - Một phương hướng tích cực trong đào tạo giáo viên" (Learning through teaching – a positive orientation in training teachers).* Nguyen stated that LbT is a proven training method of students to improve their active learning. In this article, she not only mentioned aims and varients of this method but she also discussed its application in real teaching situations. In terms of its significance, the article analyzes three advantages of LbT method:

(a) Broaden academic knowledge and enhance understanding of the subject;
(b) Develop many skills such as searching materials, information processing, problem-solving, negotiating and communication skills;
(c) Create the intimate relationship among students, between teachers and students.

Besides, regarding the real teaching context in Vietnamese universities, Nguyen also referred to two common models of LbT currently applied. The first model is that students who excel more will teach not-so-good students while the second one is that students in a class

will take turns to teach each other. Apparently, Nguyen recommended the latter because of a great number of benefits it brings back in comparison with the former. To be more specific, as for the latter, the fact that there is no distance of age and specialized knowledge between student teachers and students can create a comfortable learning environment which can motivate students' active and creative participation in contributing to the lesson. Nevertheless, the author did not forget to emphasize a concerning shortcoming of the second model that mistakes are likely to occur since students have to study materials themselves beforehand without any lecture from teachers.

In general, the concept of Learning by Teaching is not really novel to Vietnamese researchers, but the question about how this method is carried out in Vietnamese teaching context is still worth-wondering. Although LbT contains a large number of pros, it certainly bears cons that we need to face and solve. Such limitations obviously offer a gap for the researcher to conduct a study on how LbT methodology is carried out in a language teaching environment; what the problems students participating in this method may confront are and what may be the solutions to those problems.

Summary

In this chapter, by elaborating on the key terms and the context of conducting a reading facilitation using Learning by Teaching method at ULIS, VNU, the researcher has briefly reviewed the theoretical background of the study. Moreover, this chapter clarified phases of a LbT

lesson and procedures to carry out a reading facilitation. From that, an intersection point between a LbT lesson and a reading facilitation is clearly seen. Most importantly, the researcher has also reviewed factors which may have influence on students' difficulties in conducting a reading facilitation, on which the researcher bases on to analyze the data in the Results and Discussion Chapter. Finally, the review of a number of related studies in this chapter has detected a research gap which the researcher is pursuing to bridge by attempting to find out answers to the two research questions.

CHAPTER III: METHODOLOGY

In the preceding chapter, the literature on the research topic was briefly reviewed for the theoretical basis of the whole study. In this chapter, the researcher will justify methods of data collection and analysis

in order to maximize its validity and reliability of the final results. To be more specific, the participants, the instruments as well as the procedures of data collection and analysis will be discussed in detail as follows.

3.1. Participants and participant selection method

The data collection for this research will be carried out on both a reading teacher and third-year students of Fast track program at FELTE, ULIS in order to explore the difficulties of conducting a LbT-applied lesson and ask for suggestions from both the reading teacher and students.

3.1.1. A class of third-year students of fast track program at ULIS, VNU

Since the primary rationale which urges the researcher to carry out this study is that valid and reliable results answering the two researcher questions can be found out from students' perspective, the participation of students plays a vital role in this study. Another reason is that LbT method is applied to put emphasis on learner-centredness; therefore, the contribution of students from this class is considered a reliable source for the researcher to seek for answers to the two questions. For all above-mentioned reasons, students from 08.1.E1 class were chosen to help answer the questions about third-year students' difficulties in conducting a reading facilitation using LbT methodology through questionnaires and interviews. This group of participants includes twenty-one students of 08.1.E1 from the Faculty of English Language Teacher Education, ULIS, VNU.

Firstly, the survey questionnaire, including both close-ended and open-ended questions, would be delivered to 21 students of group 08.1.E1. Close-ended questions were used in order to detect difficulties encountered by these students in conducting a reading facilitation and

suggested strategies they have used to overcome those problems. Meanwhile, open-ended questions which will "more accurately reflect what the respondent wants to say" were used to exploit recommendations to overcome those difficulties as perceived by students (Nunan, 1992). The language used in the questionnaire survey would be English because the participants are supposed to be competent in English. Moreover, the layout and language use of the questionnaire would be clear enough for the participants to follow easily. What's more, the researcher will observe the process of answering questions in the survey and be willing to explain more if the participants are at loss to understand the aims of the questionnaire.

Apart from a survey questionnaire, three classroom observations were carried out every two weeks when reading facilitations happened for the sake that the findings after each observation were more real and objective. The observation form followed the type of field notes, which could allow the researcher to note down any useful information for the study.

Finally, three sets of interviews were conducted with three students randomly chosen from three representative groups of the group 08.1.E1 whose performance the researcher had observed. These students were expected to describe in greater details about their own difficulties and recommendations to such difficulties from their hand-on experience.

3.1.2. Reading teacher

The research focuses on the difficulties which are mostly encountered in conducting a reading facilitation by third-year students from 08.1.E1. Based on the findings of the questionnaires and interviews for students, the researcher then asked the reading teacher relevant

questions for the sake that recommendations from that teacher could match with students' problems and partly be of great help for students' improvement. Hence, the participation of the reading teacher in the data collection process was significant to recommend some solutions for students to deal with difficulties in conducting a reading facilitation.

Since this research paper was carried out as a case study, the reading teacher of class 08.1.E1 was chosen for a semi-structured interview to be conducted on because she is not only the current teaching reading to 08.1.E1 students but also an experienced teacher in fast track group. Specifically, the teacher has taught in fast track group since the establishment day of fast track program. This selection would bring an undeniable advantage: the researcher is liable to have a well-rounded vision on the issue through the interrelation and interaction between the chosen class and their own reading teacher.

Last but not least, this teacher belonged to fast-track teacher group, who has been experienced in teaching at FELTE, ULIS, which would be an advantage over her to give out the helpful, reliable and valuable answers to the researcher' interview questions.

3.2. Data collection instruments

For a collection of sufficient reliable and valid data for the study, survey questionnaires, interviews and classroom observations as methods of qualitative approach were fully exploited.

3.2.1. Questionnaire

According to Pham & Luong (2009, P.17), questionnaires are very useful in collecting data because it can help save "researcher time",

"researcher effort" and "financial resources". Consequently, the researcher wants to take advantage of this method when designing a survey questionnaire for students.

The questionnaire for students was utilized in search of reliable answers to the two research questions (Research question 1: What are the difficulties encountered by third year students, Fast-track program, Faculty of English Language Teacher Education, ULIS – VNU in conducting a reading facilitation based on Learning by Teaching Methodology?; Research question 2: What do teachers and students suggest doing to overcome these problems?) (See Appendix 1A). The language used in this questionnaire was completely in English because students at fast track program, FELTE, ULIS were expected to be competent in using English. In response to the two research questions, the questionnaire was divided into two main parts, difficulties and recommendations. The former part included two questions with number one aiming at collecting 08.1.E1 students' ideas about the difficulties confronted during the preparation and implementation of a reading facilitation. In this question, students were asked to rate the difficulty level of conducting a reading facilitation by answering "Strongly agree", "Agree", "Undecided", "Disagree" or "Strongly disagree" to each statement. After that, the researcher synthesized the data and put a certain emphasis on striking difficulties in both steps (preparation and implementation). From that emphasis, the researcher concentrated more on finding out the solutions to those being at the highest level. Besides, there was a combination of both open-ended and close-ended questions to facilitate the data collection and analysis, as well as the comprehensive collection of information (Nunan 1989, cited in Hoang and Nguyen, 2006, p.21). To be more specific, in the questionnaire for students, while questions in the former part are close-ended, those of the latter are open-

ended for students to fill in their perceived difficulties that are not mentioned in the previous question.

3.2.2. Classroom observations

According to Mason (1996:60), observation usually refers to a method of data gathering which involves the researcher immersing (him or herself) in a research setting, systematically observing dimensions of that setting, interactions, relationships, events and so on (as cited in Mackey and Gass, 2005). Moreover, Mason (1996) considers that observation allows for "data collection in natural classroom environments and for large amount of rich data to be collected from many learners simultaneously".

Besides, repeated observations may help the researcher gain insights into the context of the participants; from that, the researcher can understand the participants deeper in order to produce the most reasonable and reliable note-takings.

Apparently, the application of LbT method for university students is a quite novel and practical educational topic. In the meantime, classroom observations are also considered a tool which "makes educational research more accessible and practical" (Hoang & Nguyen, p.55, 2006).

For those reasons above, the researcher decided to use this method to exploit some information needed for answering the two research questions. As mentioned earlier, the observation form will follow the type of field notes, which can allow the researcher to note down any useful information for the study. After that, based on those notes, the researcher categorized difficulties which were observed into six possible types of

difficulty encountered in the implementation process of reading facilitations by the students (See Appendix 3A, 3B and 3C).

3.2.3. Semi-structured interviews

"The semi-structured interview" is considered quite extraordinary as the interactions are incredibly rich and the data indicate that you can "produce extraordinary evidence about life that you don't get in structured interviews or questionnaire methodology" (Dowsett, 1986 cited in Pham & Luong, 2009, p.52). The researcher realized that advantage, so she designed four sets of semi-structured interviews.

Three sets of interviews were conducted on three students who were chosen from the class 08.1.E1 thanks to the reading teacher's recommendation. Afterwards, the data collected from three sets of student interview were analyzed and classified into groups of common problems. By the way, the researcher also compiled a number of questions which best represent students' problems in conducting a reading facilitation in order to add to the question lists of teacher interview. The last interview was conducted on the current reading teacher of 08.1.E1.

All of the four interviews were carried out with the researcher's hope to find out difficulties third year students often confronted and recommendations from themselves and their reading teacher who had observed their reading facilitations in greater details. Consequently, except for the questionnaires, these interviews were used as a supporting tool clarifying more on answers to the two research questions.

3.3. Data collection procedure

Generally speaking, the data collection procedure has four phases as elaborated following.

- **Phase 1:** The first phase was the preparation for the data collection process. To be more specific, the researcher designed the questionnaire for 08.1.E1 students and 4 sets of interview for both reading teacher and three students picked from 08.1.E1 class. After that, the researcher asked for teacher's permission to deliver the questionnaires to 08.1.E1 students, who were informed beforehand about the questionnaire conduct. For the observations, the researcher asked for the help of a student from 08.1.E1 so that he/she could give the researcher his/her reading syllabus. Based on that syllabus, the researcher made decision on the days for observation conduct. For the interviews, selected teacher and students were also asked for approval; thus, time and place were finalized. In this phase, the researcher asked for personal information of all participants but such information was ensured to be kept confidential and anonymous for ethical reasons.

- **Phase 2:** The second phase was time for the pilot questionnaire and interviews. In this phase, the researcher asked for a 08.1.E1 student's help by taking a careful look at the questionnaire and trying answering those questions. Thanks to the pilot process, the pre-face of the questionnaire was much improved with more concise and clear explanation of the key concept "Learning by Teaching method". After improving the final questionnaire, schedule for the next phase was ready to be carried out.

- **Phase 3:** The researcher made copies of the questionnaire and give them to 22 08.1.E1 students. Introduction about the topic and significance of the questionnaire was mentioned before the students start to answer the questions. The researcher also reminded 08.1.E1 students that if they had any question, they could ask immediately. While the students did the survey, the researcher went around the class

to see if any question was raised. If there was, the researcher would be ready to clarify more so that the participants could capture the most exact view of the questionnaire.

- **Phase 4:** After processing data collected from the questionnaires, the researcher carried out observations in weeks when reading facilitations happened. Thanks to notes taken in these observations, the research could sum up data for answering the two research questions.

- **Phase 5:** Before conducting the interviews, the researcher did make appointments with the four participants via telephone to concisely explain the purpose, the nature of the research topic and to invite participation as well. The researcher also asked for permission to record the interviews and confirmed that interviewees' identity would be kept in secret. Besides, the researcher summed up and analyzed findings from both the questionnaires and notes taken during observations in order to draw an initial idea about the result, from which more focus will be paid on certain questions of the interviews. The interviews were carried out in Vietnamese so that the interviewees could naturally express as many ideas as possible. Pham & Luong (2009) said that the beginning of each interview should be used to create the rapport between the interviewer and interviewee, and the researcher therefore created a short non-academic conversation with students and teacher in this part. During the interview, while the interviewees were talking, the interviewer made records. Soon after conducting interviews for three students, the researcher carried out interviewing the teacher. The reason for that procedure was that the researcher wanted to collect as much specific data about students' difficulties as possible; henceforths, the researcher could dig deeper to seek for solutions to those problems regarding the teacher's

recommendations. Finally, the researcher wrote the transcript of the interviews and again, classified them according to the two research questions

3.4. Data analysis procedure

At the beginning, the collected data from the questionnaires and observations were classified to answer two research questions.

In terms of the questionnaires, the data were analyzed in accordance with the research questions. Open-ended questions were synthesized and classified into two categories, difficulties encountered in preparation and conduct. Research question number one was about the difficulties encountered by students; therefore, all the difficulties collected from the questionnaires were summed up. The researcher tried to count the most frequent difficulties and rank them in order in form of a bar chart. With questions related to research question number two, the procedure followed the same way.

Regarding the observations, since the researcher freely took note of significant data from classroom observations when reading facilitations happened rather than following observation checklists, striking notes were finally analyzed and put into the categories as same as ones in the bar chart synthesized from the questionnaire.

As for semi-structured interviews, the researcher first wrote the transcripts. After that, the answers will be grouped according to the research questions and compared with those in the questionnaire to find out the similarities and differences. In fact, the interviews were of great help in specifying thorough solutions to the difficulties. The solutions then were arranged in two sub-groups namely those for preparation and implementation.

CHAPTER IV: RESULTS AND DISCUSSION

In the previous chapter, the methodology has been explained with detailed descriptions of the participants, instruments as well as the process and data collection and analysis. In this chapter, all the data will

be analyzed and discussed in order to reveal the answers to the two research questions. The answers of the participants in the questionnaire and interviews and notes through classroom observations are analyzed to answer the first research question. The second question is mostly answered by analyzing data collected from interviews.

4.1. Research question 1

What are the difficulties encountered by third year students, Fast-track program, Faculty of English Language Teacher Education, ULIS − VNU in conducting a reading facilitation based on Learning by Teaching Method?

As mentioned above in the Literature review chapter, in order to complete the task of reading facilitation based on LbT method, students need to follow two main steps: preparation and implementation in class (Okita and Schwartz, 2009, p.2). Consequently, the difficulties encountered by third year fast track students are also categorized in accordance with these two steps.

4.1.1. Difficulties in preparation process

According to the results of the survey questionnaire, 20 respondents' opinions can be clearly demonstrated through the bar chart below:
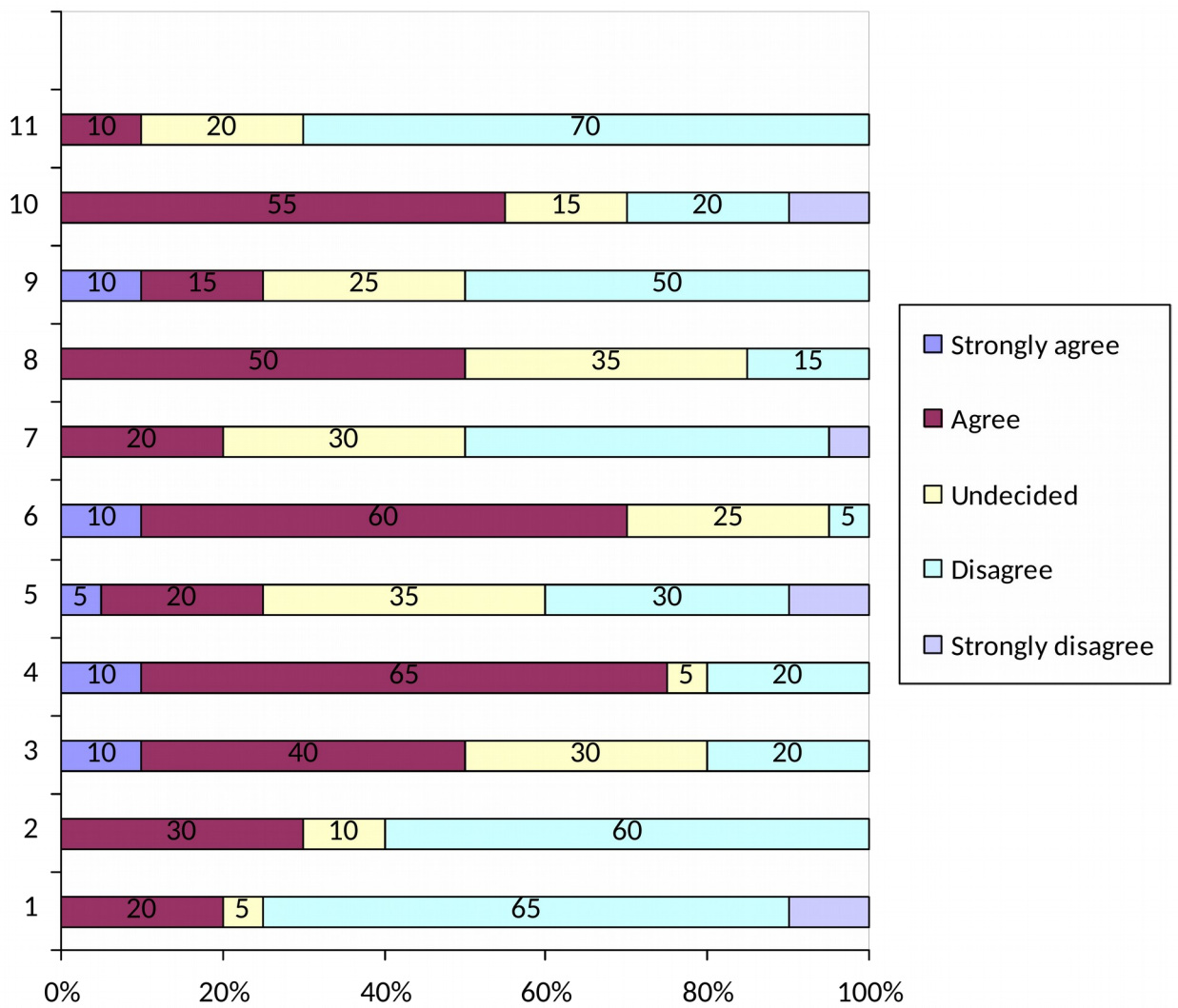
Figure 2: Difficulties in conducting a reading facilitation in preparation steps as perceived by third year fast track students, FELTE, ULIS, VNU

(1) Difficulty in receiving little introduction about definition of LbT method

(2) Difficulty in receiving little information about the steps to conduct a facilitation

(3) Difficulty in receiving little information about the criteria of a good LbT lesson

(4) Difficulty in receiving little guidance in searching for materials

(5) Difficulty in encountering too many materials on various kinds of source

(6) Difficulty in choosing appropriate material with classmates' level

(7) Difficulty in searching for suitable material which fit the required reading skills

(8) Difficulty in synthesizing materials

(9) Difficulty in designing exercises relevant to classmates' level

(10) Difficulty in designing exercises relevant to the assigned reading skills

(11) Difficulty in working in group to search for materials and design exercises

The bar chart above represents the obstacles that third year fast track students, FELTE, ULIS, VNU currently encounter on the vertical axis and the percentage of students affected or not by these obstacles on the horizontal axis. The portions in different colors of each category are correspondent to the percentages of students'responses ranging from Strongly Agree to Strongly Disagree.

As most clearly shown in Figure 1, the fact that third year fast track students *receive little guidance in searching for materials* considerably causes them to conduct a reading facilitation with more enormous effort. About 65-75 percents of students responding to the survey questionnaire agreed that receiving little guidance in searching for materials is really a big hinderance because they usually find it time-consuming and big effort-requirable. Through the interview with student A, it was detected that the teacher almost forgot to suggest some reliable sources to search for reading articles. In particular, she truthfully revealed "If my teacher had recommended some relevant links for us to find out the texts easilier, it would not have taken me so much time and effort". She also shared that sometimes she had found out an interesting and appropriate text but when she asked for her teacher's comments on the quality of the text, the teacher said that its content was not worth-trusting because it was retrieved from a personal blog. Then, she had to "try to search for another

article which was not only interesting and appropriate to the theme but it was also reliable". Meanwhile, sharing about this problem, the teacher D reported that she did so in order to enhance students' self-autonomy in choosing materials by themselves. *Thus, this problem actually lies in students' unawareness of the teacher's role just as a supporter rather than a "spoon-feeder" (Honeyfield, 2000).*

The second biggest difficulty in conducting a reading facilitation as percieved by third year fast track students is *choosing material which is appropriate to classmates' levels (6)* with 60-70 percents of students encountering it. To elaborate more on this point, when being asked to explain more detailedly, two thirds of interviewed students shared the same idea that the levels of students in their class was not really equal. In general, all of them were competent in English but the difference in their background knowledge and personal interest was the decisive factors leading to the different abilities of perceiving the text.

Following this problem, student A reported:

In the previous week, our group took the turn to carry out the reading facilitation. Thus, we had to search for the suitable text two weeks ago. The theme we were assigned to do was The mind, later we chose a text mentioning Stress. As being carefully selected, we were completely satisfied with this text. Nevertheless, when we conducted the facilitation, a very big problem arised when most of my classmates found the text really challenging to deal with due to its too much frequency of new words and specialized terms.

(See Appendix 2A, p.89)

From that problem, the researcher virtually realizes that various kinds of background knowledge and personal interest can the difference in perceiving the content of the reading material. In other words, this problem originates from the background knowledge of the topic

Meanwhile, 55 percents of students maintained that they ran into trouble when *designing exercises relevant to the assigned reading skills (10)*. Also exploited from the interviews, the researcher detects that the possible reason for that problem might be related to the ability of synthesizing materials for thorough understanding as perceived by each facilitator group. One among three interviewed students shared that they had to follow the CAE sample test to design the reading exercises. In her group's turn, they were in charge of helping their classmates practice the skill of identifying main ideas. Thus, in the form of a gap-filling exercise, they needed to use "summary skills". However, it was hard for them to "construct a logical summary which could cover the main ideas of the text and include visible signal words as well."

Similarly, *synthesizing materials* (8) is also considered the next obstacle. Half of 08.1.E1 students claimed to have this problem. The most sensible reason accounting for this difficulty was reported by all interviewed students. All of them admitted to get the difficulty in reading and understanding the text for the sake that they can exploit that text after studying it. Yet, such a big number of strange expressions which took non-native speakers to a loss were found in the text that it became harder to grasp every idea of its.

In short, playing the role as a teacher in the lesson, facilitators encounter the same problems which a real teacher may face. To be more specific, after analyzing these three difficulties including (6), (8) and (10), it can be seen that all are related to the teacher's role in *"choosing a suitable text to work on, choosing effective task and understanding how language conveys meanings and how texts are put together"* (Nuttall, 1983).

Next, *receiving little information about the criteria of a good reading facilitation* is the problem encountered by 40-50 percents of students. One interviewed student mentioned the fact that the teacher had hardly told them about the criteria of a good reading facilitation, which partly led to the lack of her preparation for a good facilitation. Although this problem exists, it does not seem to become a too big matter to fast track students because they get used to doing facilitation since they were sophomores. Thanks to their experience in conducting facilitations of all English skills, they can easily overcome it. However, it can be seen that this difficulty is caused by the fact that students are unaware of how they are evaluated. According to Nguyen (2005), in a LbT –applied lesson, teachers have to play as an assessor; thus, they should inform their students of those criteria.

Last but not least, 30 percents of students admitted that they found it hard to do a reading facilitation as they *received little information about the steps to conduct a facilitation based on LbT method*. Through the interviews, it is detected that although students were not carefully told about the needed steps to carry out a LbT-applied lesson, they had been acknowledged about LbT method through the subject ELT 1 at FELTE, ULIS, VNU. Henceforth, they could base on all what they knew before to do the task without too many obstacles. Besides, there are other difficulties such as either *encountering too many materials on various kinds of sources* or *working in a team*. However the number of students running into these kinds of trouble is not emphasized by minor percentages as compared with other factors. Explaining for this fact, one of three interviewed students reported that they were "fast track students", so either working in a team or processing the material sources is not an outstanding challenge to them.

To sum up, it is note-worthy that *receiving little guidance in searching for materials, choosing appropriate materials to classmates' levels* and *designing exercises relevant to the assigned reading skills* constitute the list of the most concerning difficulties encountered by third year fast track students, FELTE, ULIS. Following that list are some noticeable obstacles related to *synthesizing materials* and *receiving little information about the criteria of a good reading facilitation using LbT method*.

4.1.2. Difficulties in implementation process in class

Through the classroom observations, the researcher can detect some problems in the implementation of reading facilitations in class as perceived by third year fast track students, FELTE, ULIS as listed in the following.table.

Difficulties as observed by the researcher	
1.	Giving unclear instructions so that the classmates can understand and follow
2.	Dealing with the classmates' questions convincingly
3.	Receiving little cooperation from the classmates
4.	Being nervous/inconfident

Table 4: Difficulties encountered by third year fast track students, FELTE, ULIS, VNU as observed by the researcher

During the classroom observations, the very initial weakness of students that the researcher witnessed is that when students were facilitating a LbT-applied reading lesson, they sometimes gave unclear instructions so that their classmates may not understand to follow these

instructions. These unclear instructions were due to some factors such as facilitators' small volume or giving instructions without recalling any attention from their classmates. Besides, after giving oral instructions, the facilitator group hardly checked their classmates' understanding. According to the researcher's observation notes, some students did not catch what they had to do but they did not ask the facilitator. Instead, they turned around and asked other classmates. That is the most striking problem encountered by the teacher students as observed by the researcher. The second problem that students encountered when facilitating a reading lesson is dealing with classmates' questions convincingly. Although this problem is just encountered by the minority of 08.1.E1 students, it is also worth concerning. The reason for this difficulty might be deduced from either their lack of careful preparation before the implementation of a reading facilitation or lack of confidence when clarifying questions of their classmates. The next obstacle that was detected by the researcher is that some of other students seemed not to cooperate with the facilitators. More detailedly, during the lesson, some students grouped together for gossips while some fell asleep and did not pay any attention to the lesson at all. The understandable thing is that students who were in charge of conducting a reading facilitation may lack skills of class management due to their inadequate teaching experience beforehand. Last but not least, being nervous is the difficulty that the researcher can easily detect from most of the facilitators. As a result, sometimes a facilitator forgot what he or she had to do next even though the lesson plan was quite carefully written.

Besides, based on the results from the survey questionnaire with 20 respondents from 08.1.E1 class, the researcher can present them in the following bar chart:
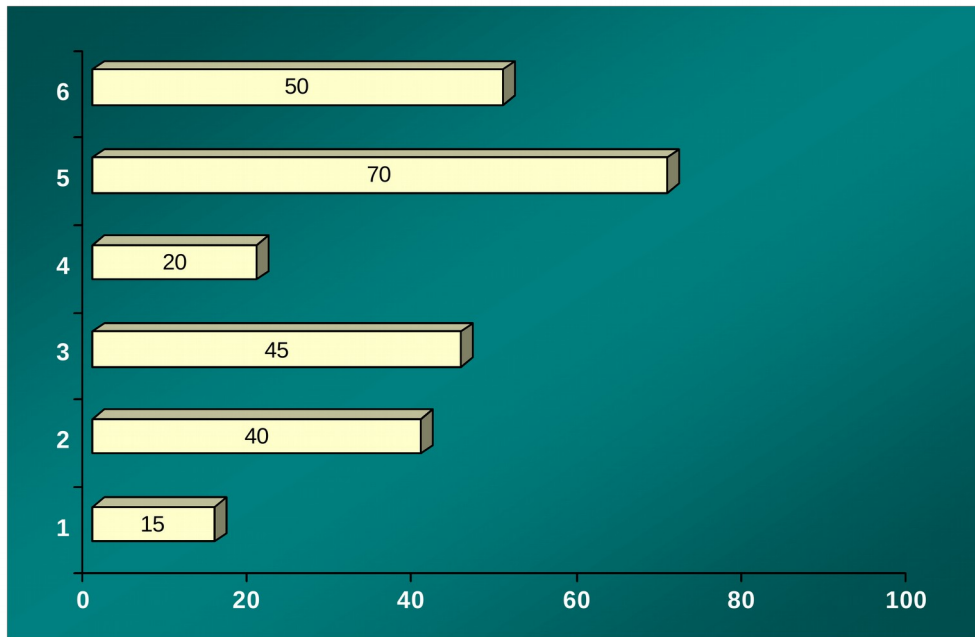
Figure 3: Difficulties in conducting a reading facilitation in

implementation steps as perceived by third year fast track students,

FELTE, ULIS, VNU

(1) Difficulty in presenting the content of the lesson logically and comprehensively

(2) Difficulty in giving instructions which are clear enough for classmates to understand

(3) Difficulty in dealing with classmates' questions convincingly

(4) Difficulty in conducting a lesson under time pressure

(5) Difficulty in receiving little cooperation from classmates

(6) Difficulty in conducting a lesson with nervous feelings

The bar chart above indicates the obstacles that third year fast track students, FELTE, ULIS, VNU currently encounter in the implementation process of a reading facilitation on the vertical axis and the percentage of students affected or not by these obstacles on the horizontal axis.

As obviously shown in Figure 2, the biggest difficulty in the conduct of a reading facilitation is *receiving little cooperation from*

classmates as percieved by 70 percents of respondents. Regarding ideas from three interviewed students, they shared that it was the common situation when a very small number of students in their class really paid much attention to their facilitation. One student further explained that when she was delivering the lesson, seeing her classmates paying little attention discouraged her a great deal. She sadly shared that perhaps her group's lesson was not interesting enough for them to take great notice. It was explained by another student that playing as a facilitator and a teacher as well meant that she should have been stricter in managing the class. She reported that:

> *When facilitating, we seemed very easy-going compared with the recommendable manner of a real teacher. Without any strict manner, my classmates did not focus on following our lesson. It would be a more effective lesson if our group can manage the class more powerfully by involving the whole class in all tasks we designed.*

<div align="right">(See Appendix 2C, p.102)</div>

As mentioned by Okita and Schwartz (2009), when a LbT-applied lesson is carried out in a classroom, "the happenings of interactions among students are required". In the meantime, little cooperation from classmates who play as learners in a LbT classroom means that interactions among facilitators and their classmates are not effective as expected. This problem can be also explained that students are little aware of their role as "a monitor" in class during their facilitation (Richards and Rodgers, 2001), so their power in managing the class is hardly seen.

Secondly, the fact that 50 percents of students encountered the problem related to *feeling nervous* when facilitating is also worth considering. Being asked about this problem, two thirds of interviewed students admitted that they do not know why they often get nervous when

their turn for facilitating is coming. One among them joked that she even felt her trembling voice when looking at their classmates' faces. Another student added that receiving too many respondent questions from their classmates made her embarrassed and lost her confidence immidiately. As far as Honeyfield (1993) was concerned, learners' characteristics may influence on the implementation of the task. It can be clearly seen that the problem here lies in the facilitators' personal psychological matter. Apart from this reason, it is alo explained that the fear of being evaluated by others as revealed by teacher D. (See Appendix 2D, p.107)

The next obstacle hindering students from implementing a good reading facilitation is related to *dealing with classmates' questions convincingly* as encountered by half of the surveyed students. This number is not too big, but it is also worth discussing. Through the interviews, it was detected that two thirds of interviewed students encountered this difficulty. One student explained that she did not know how to express her ideas clearly so that her explanation could be understood. The fear of lacking words to explain always obsessed her, so she often dealt with the questions unfluently and thus not convincingly very much. To elaborate more, this difficulty is caused by the facilitator's text-handling strategies (also known as conversation strategies) (Honeyfield, 2000). Although the facilitators may thoroughly understand the text, they still lack experience in helping others fully perceive the text and defensing their ideas by their own words.

Following these three difficulties are the one related to *giving instructions so that classmates can fully understand and follow* as perceived by 40 percents of surveyed students. From one among three interviews, it is detected that the interviewee was aware of the importance of giving clear instructions; nevertheless, she found it hard to give oral

instructions due to her soft voice. As observed by the researcher, some facilitator were not good at delivering oral instructions for some reasons such as speaking too softly or delivering instructions without calling attention from their classmates. All of these reasons are deduced from the problem in consersation strategies (Honeyfield, 2000). Besides, one student shared that through the subject ELT, she knew that after giving instructions, the teacher should check whether those instructions were fully understood or not.

Furthermore, during the implementation of a reading facilitation in class, there are other difficulties such as *conducting facilitation under time pressure* or *little idea about presenting the content of the lesson logically and comprehensively* as preceived by third year fast track students, FELTE, ULIS. Nevertheless, as can be seen from Figure 2, just the minority of students encountered these problems. Specifically, just 15 percents of students encountered the difficulty in presenting the content of the lesson. Accounting for that minor figure, student B shared that fast track students have got familiar with making presentations since being freshmen. Therefore, they gradually become skillful in presenting ideas logically and comprehensively. Concerning 20 percents of students who had difficulty in conducting facilitations under time pressure, student C explained that thanks to careful lesson plan, time for each task or activity was reasonably alloted. Thus, this problem is not as serious as ones mentioned above.

Overall, regarding difficulties encountered by third year fast track students, FELTE, ULIS, VNU in the implementation process of a reading facilitation in class, the researcher particularly dig deeper to four most outstanding obstacles as follows:

o *Difficulty in receiving little cooperation from classmates*

o *Difficulty in conducting a lesson with nervous feelings*

o *Difficulty in dealing with classmates' questions convincingly*

o *Difficulty in giving clear instructions for classmates to understand*

4.1.3. Summary of difficulties in conducting a reading facilitation using LbT

In summary, in the oncoming part, the researcher would like to focus more on finding out recommendations to overcome the most noteworthy difficulties in both steps: preparation and implementation. Those difficulties are synthesized in the table below

Steps	Difficulties
Preparation	1. Receive little guidance in searching for materials 2. Choose appropriate materials to classmates' levels 3. Design exercises relevant to the assigned reading skills 4. Synthesize materials 5. Receive little information about the criteria of a good reading facilitation using LbT method.
Implementation	6. Receive little cooperation from classmates 7. Feel nervous 8. Deal with classmates' questions convincingly 9. Give clear instructions for classmates to understand

Table 5: A summary of difficulties in conducting a reading facilitation using LbT method as perceived by third year fast track students, ULIS, VNU

4.2. Research question 2:

What do teachers and students suggest doing to overcome these problems?

In the previous part of this chapter, the researcher has already detected a certain number of difficulties encountered by third year fast track students, FELTE, ULIS, VNU in conducting a reading facilitation in both two steps: preparation and implementation. Henceforth, in this part, the researcher will mention recommendations collected from both 08.1.E1 students and the current reading teacher of 08.1.E1.

4.2.1. Recommendations from students' perspective

a. Suggested solutions to problems in the preparation steps

Also exploited from the survey questionnaite with 20 respondents from 08.1.E1 class, the bar chart below describes the solutions to problems during the preparation for a reading facilitation as perceived by third year fast track students, ULIS, VNU on the vertical axis and the percentage of students prefer applying them to overcome their difficulties on the horizontal one.
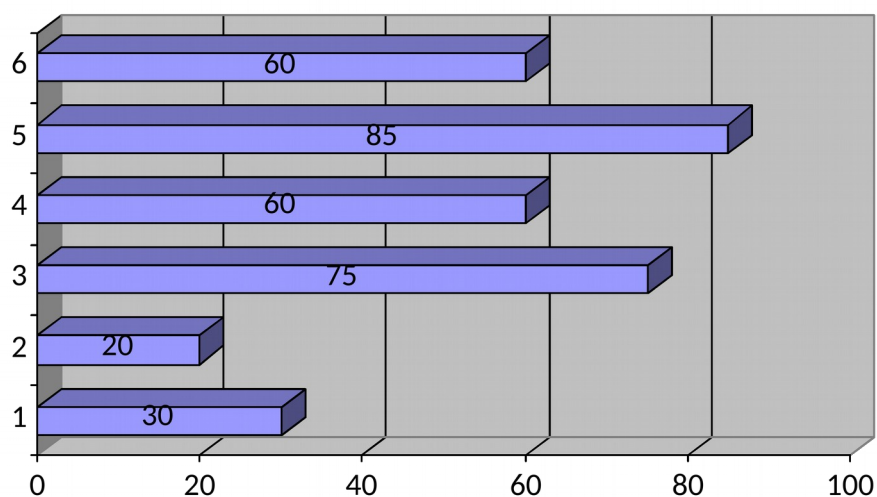

Figure 4: Recommendations to overcome difficulties in the preparation steps of a reading facilitation as applied by third year fast track students, ULIS, VNU

(1) Ask the teacher to introduce about LbT method and clarify the criteria of a good LbT reading lesson

(2) Learn to evaluate and synthesize the materials by reading reference books or by asking teachers.
(3) Ask the teacher to comment on the chosen materials before designing exercises.
(4) Have some peers to comment on the exercises and activities.
(5) Ask for teacher's comments on designed exercises and activities.
(6) Try searching for exercises and activities in reliable books and websites.

As clearly shown in Figure 3, the fact that 85 percents of students agreed with the suggestion in which students ask for teacher's comments on designed exercises and activities proves that this solution seemed most effective in lessening challenges in conducting a reading facilitation using LbT method. Accounting for 75 and 60 percents of students' agreement are the solutions of *asking the teacher to comment on the chosen materials before designing exercises, having some peers to comment on the exercises and activities* and *trying searching for exercises and activities in reliable books and websites.* Meanwhile, the percentages of students who regard the idea of *asking the teacher to introduce about LbT method and clarify the criteria of a good LbT reading lesson* and *learning to evaluate and synthesize the materials by reading reference books or by asking teachers* as advisable solutions are not really high (just consititute approximately 20-30 percents)

Through interviews with three students who have ever done the task of conducting a reading facilitation, the researcher can figure out the solutions to specific difficulties listed in Table 4 encountered in the preparation steps as follows.

Difficulty 1: Receiving little guidance in searching for materials

For this problem, student A revealed her solution that she could read many different sources for a period of time, then find out the most reliable ones so that later on, she could rely on these sources such as scientific magazines.

Meanwhile, both student B and C were aware of the teacher's role as a supporter during their reading facilitation conduct; thus, they shared the same solution to this problem which is asking for their teacher's favor. Specifying this point, student B reported that:

> *As usual, the teacher is very busy and can't supervise the process of searching materials. Hence, I think the teacher can give a list of reliable sources before letting us carry out the task.*

(See Appendix 2B & C, pp. 97-102)

Difficulty 2: Choosing appropriate materials to classmates' levels

To deal with this difficulty, student A and C shared the same idea that they often searched for materials which were interesting and appropriate to the theme but a bit higher than their classmates' average level. After that, either they could adapt that text by paraphrasing some complicated expressions or organize a lead-in activity to provide their classmates with a list of new words picked from the text. Henceforth, their friends might find the text less difficult to perceive.

Student B also gave out a quite effective solution to this problem as follows:

> *Firstly, I will follow the CAE level to choose appropriate materials. Secondly, I can base on the average level of my class members to choose a suitable text. After choosing a text, I may ask one of my classmates with in-between level to read it and give comments on its appropriateness.*

(See Appendix 2B, p.97)

Difficulty 3: Designing exercises relevant to the assigned reading skills

Concerning this difficulty, all interviewed students had a solution in common that they could take a careful look at CAE sample tests and

follow the similar way to design the exercises so that they could be fit the reading skills.

Difficulty 4: Synthesizing materials

With regards to the fourth problem, all interviewees said that they could look up new words in the dictionary for better understanding of the text. Besides, some more solutions were also added such as "reading more articles to enhance background knowledge around the theme/topic" or "discussing with friends in their groups to finalize the most reasonable understanding of the material". These suggested solutions sounded effective in accordance with the Honeyfield's findings (1993) about "topic knowledge" and Richards and Rodgers (2001) about "working in group" to explore the task.

Difficulty 5: Receiving little information about the criteria of a good reading facilitation using LbT method.

Two thirds of interviewees admitted that they had never taken much notice of the criteria of a good reading facilitation but they were full aware of the importance of knowing these criteria.

To cope with this obstacle, these two students realized that they should have asked for the teacher's explanation of these criteria sooner. To be more detailedly, one student's recommendation is cited out as follows:

> *The difference in each group's score makes us wonder on which criteria the teacher bases to mark. Perhaps we need to know well about the criteria to have a good reading facilitation so that we can carry out to achieve those requirements. It would be better. But, unfortunately, we didn't do that. To overcome this difficulty, I will ask for the teacher's help so that we can be fully informed of them.*

(See Appendix 2C, p.103)

b. *Suggested solutions to problems in the implementation steps*

According to the result of the survey questionnaire, the researcher has detected some ways that students prefered doing to wipe out obstacles during the implementation of a reading facilitation. The bar chart below indicates the general solutions to problems during the implementation of a reading facilitation as perceived by third year fast track students, ULIS, VNU on the vertical axis and the percentages of students prefer applying them to overcome their difficulties on the horizontal one.
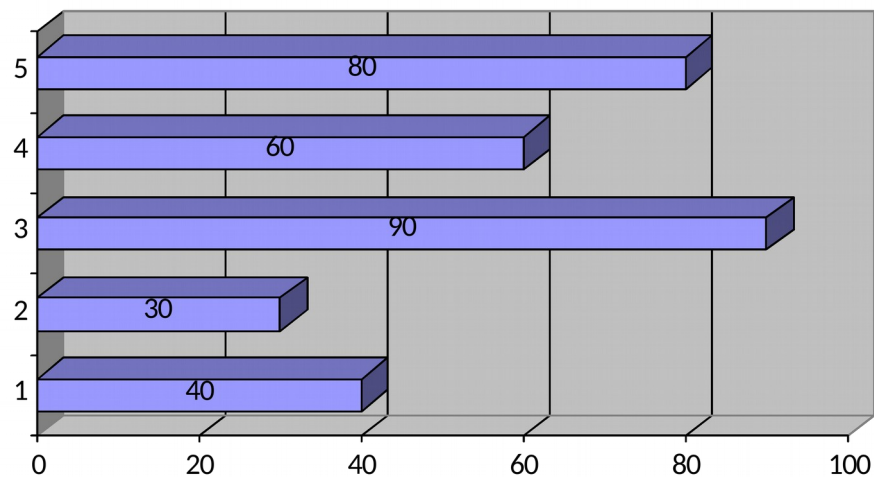
Figure 5: Recommendations to overcome difficulties in the implementation steps of a reading facilitation as applied by third year fast track students, ULIS, VNU

(1) Brainstorm possible questions.
(2) Rehearse as much as possible, with and without peers.
(3) Observe and learn from teachers' in-class performance.
(4) Ask for peers' and teachers' help if facing excessive questions during the facilitation.
(5) Keep track with the time and cover important parts of the performance if running out of time.

As obviously shown in the bar chart above, the solution of observing and learning from teachers' in-class perfomance is considered the most favorable one as perceived by 90 percents of students. It can be

explained that these students were aware of their role as a facilitator and a teacher in class as well when they conducted reading facilitations. Knowing that they themselves had to play as teachers in each facilitation, those students seemed to observe their teacher's lecture and learn the way she delivered the lesson. After that, they could withdraw what they should and should not do during the conduct of reading facilitations so that difficulties could hardly appear. Besides, most of the students (specifically 80 percents) preferred keeping track with the time and covering important parts of the performance if running out of time. Perhaps thanks to this way, time pressure is not a striking obstacle to them. Moreover, over a half of students ever asked for peers' and teachers' help if facing excessive questions during the facilitation. This is also regarded as an effective solution as the way student teachers dealt with anticipated problems in class showed that they were quite flexible in being the role of a teacher. Meanwhile, brainstorming as many anticipated questions from classmates as possible and rehearsing some times before facilitating were not the choices of many students as just 20-30 percents of students ever applied it.

Through interviews with three students, some more specific solutions can be detected as presented below.

Difficulty 6: Receiving little cooperation from classmates

Dealing with this problem, all interviewed students shared the same solution that they tried to remind some students who were making noise to keep silent. Specifically, student A also shared that she did behave like a real teacher and "strictly had one noisy student explain for a controversial question". And she thought that this way worked because it was also like a "warning to other unattentive students". Giving such a

suggestion means that she is full aware of her role as "a monitor/a teacher" in class when conducting reading facilitation.

Difficulty 7: Feeling nervous

This problem was not encountered by many students in a fast track class as they were competent in English and quite familiar with tasks like that before. Hence, among three interviewed students, just student A encountered that and she suggested that she could prepare a more careful lesson plan. Apart from that, she also rehearsed her part of delivering instructions once before the conduct of reading facilitation. After such careful preparation steps, she could feel less nervous.

Difficulty 8: Dealing with classmates' questions convincingly

Concerning this difficulty, student B gave out a quite effective solution that she planned answers to possible questions from classmates. To be more specific, her explanation is quoted as follows:

> *I think I will discuss with my groupmates before giving the final explanation to my classmates' questions. Moreover, I can prepare carefully at home and make a list of anticipated questions. Then, we focus on planning possible answers to those questions. In my opinion, it is a good way to deal with this problem.*

(See Appendix 2B, p.98)

Difficulty 9: Giving clear instructions for classmates to understand

Regarding this problem, only one interviewed student encountered that. She explained that some of her classmates seemed not to undertand what she said due to her unclear speaking voice and complicated language use. In order to overcome this difficulty, she suggested that:

Maybe I should use simple and powerful language so that I can deliver the lesson more effectively. When facilitating, you are play the role of a teacher. Hence, you can be more powerful in giving instructions so that they can strictly follow.

(See Appendix 2C, p.104)

4.2.2. Recommendations from the teacher's perspective

Through the semi-structured interview with the current reading teacher of 08.1.E1 class, some solutions to difficulties confronted by third year fast track students, ULIS, VNU in conducting a reading facilitation during two main steps – preparation and implementation are specified.

a. Suggested solutions to problems in the preparation steps

<u>***Difficulty 1:***</u> ***Receiving little guidance in searching materials***

Sharing about the reason why little guidance was given to students before searching for materials, the teacher said that it was the aim of fast track teachers to "enhance learners' self-autonomy". She explained that students should be more independent in doing this step.

Moreover, the teacher also added some of her recommendations regarding this problem as follows:

They should choose a reader-friendly text rather than a challenging one. Otherwise, if they can't find an easy one, they can also adapt it by cutting one irrelevant paragraph or paraphrasing some complicated phrases.

(See Appendix 2D, p.106)

Thus, choosing a not too challenging text and adapting the complicated parts in a text can be considered good solutions as recommended by the teacher.

Difficulty 2: *Choosing appropriate materials to classmates' levels*

For this problem, the teacher shared that even in a fast track class, the levels of students may not equal. Thus, she suggested that after choosing a not too difficult text, students can design exercises with a variety of questions of different levels. For instance, among eight questions, there can be five questions of average level, two difficult ones and only an easy one.

Difficulty 3: *Designing exercises relevant to the assigned reading skills*

Regarding this problem, the teacher said that for this school year fast track students were aimed at reaching the advanced English level by taking CAE modelling tests. Hence, she also recommended the same solution with three interviewed students that they should read CAE reference books, decide the focused skill and follow the similar way in designing exercises.

Difficulty 4: *Synthesizing materials*

For this problem, the teacher explained that this difficulty was unavoidable. Although fast track students were generally competent in English, they still encountered a certain difficulty in fully understanding the text written by native speakers. Thus, she suggested that students should do the following things to deal with this problem during the conduct of a reading facilitation:

> *I think they shouldn't choose a challenging text with too many technical words. They should choose a text with the content which is quite close to their background knowledge. Besides, discussing with groupmates is also a recommendation for them to get thorough understanding of the text before carrying out designing exercises.*

(See Appendix 2D, p.106)

In short, to deal with this problem, the solutions the teacher gave out are choosing a reader-friendly text and discussing among groupmates for better understanding of the text.

Difficulty 5: Receiving little information about the criteria of a good reading facilitation using LbT method

Accounting for this difficulty, the teacher truthfully shared that perhaps the way she told students about the criteria of a good reading facilitation using LbT method had not been explicit; yet, she did base on a certain extent of criteria to give comments right after each facilitation. Therefore, students could understand their strengths as well as weaknesses following a set of criteria such as "lesson plan, choice of text and task design, facilitation in class and reflection report". She suggested that if students did not know clearly these criteria, they should have asked her for further detail and explanation.

b. Suggested solutions to problems in the implementation steps

Difficulty 6: Receiving little cooperation from classmates

Concerning this difficulty, the teacher admitted that it was her shortcoming when she did not "make students aware of the fact that they are being put in the role of a teacher". Consequently, maybe in the next semester, she would inform them more of this. Specifically, students should behave like a real teacher in the way they "manage the classroom" and "involve all other students" in their lesson.

Difficulty 7: Feeling nervous

Knowing that some students in her class still got nervous when facilitating, the teacher showed her surprise as she supposed that fast track students were often very confident in making any presentation. In

addition, she explained that facilitation and presentation were not alike, so students felt embarrassed when facing this difference. Thus, the teacher gave out some recommendations as follows:

They should prepare lesson plan more carefully. Besides, ELT subject can be considered a tool for them to approach teaching techniques and be more aware of some principles in teaching. When they are full aware of what they need to do as a teacher in the class, I hope that they can feel more confident.

(See Appendix 2D, p.108)

Difficulty 7: Dealing with classmates' questions convincingly

Sharing about this problem, the teacher said that flexibility was considered one of the two important principles of a teacher, so she "highly appreciated students' flexibility in dealing with classmates' questions".

In addition, the teacher did suggest some ways to deal with this problem as follows:

Firstly, students must thoroughly understand the content of the text. Next, it is better to invest more time in designing questions and planning evidence for each question in the lesson plan. Then, try to practice some ways to convince others with each question. With this way, students can rehearse with their groupmates.

(See Appendix 2D, p.108)

Difficulty 8: Giving clear instructions for classmates to understand and follow

Regarding this problem, the teacher recommended that students should note down some oral instructions so that if they forgot something in giving instructions, they could take a quick look at this note. Moreover, she also encouraged students to read ELT course book to seek for more

techniques in giving instruction such as "step-by-step" or "say-do-check". For further experience in delivering instructions, students could also ask some teachers for their help.

4.3. Pedagogical implications

The results from the questionnaires and interviews have provided several implications for both educators and students who follow the task of reading facilitation at FELTE, ULIS, VNU.

First and foremost, it is found that students are required to conduct reading facilitations without being fully informed of the criteria on which they will be evaluated. Since the teacher will play the role as an assessor during the task of reading facilitation, students should be officially introduced about the criteria of good reading facilitation so that they can be aware of what they have to do in order to achieve those requirements.

Second, referring to students' problem in calling for their classmates' cooperation when they conduct the facilitation in class, teachers are suggested to make their students aware of the roles which they will play as in a Learning by Teaching classroom before letting students implement the reading facilitation task. To be more specific, teachers had better hold an orientation session at the beginning of the semester to inform students of their roles as "a monitor" (Richards & Rodgers, 2001) and as "a teacher" as well (Nguyen, 2005). This introduction can make students aware of their responsibility to seriously play as teachers during the conduct of reading facilitation. Consequently, the problem related to interactions in classroom can be partly solved.

Last but not least, regarding students' problem in text-handling (or conversation strategies) and classroom management, the researcher would like to convey the pedagogical recommendations to the learning process

of pedagogical students (who are expected to become teachers in the future). Firstly, these students are suggested to observe their teachers' lectures, then take notice of their conversation strategies and the way they manage the class. From those observation times, they can collect some experience in dealing with students' questions, delivering clear instructions or controlling an ELT class. Furthermore, students can consult ELT Methodology Course books (I, II & III) for better perception of some teaching techniques like giving instructions or eliciting techniques.

Summary

In this chapter, the researcher has found out difficulties encountered by third year students, Fast-track program, Faculty of English Language Teacher Education, ULIS – VNU in conducting a reading facilitation based on Learning by Teaching Method in both steps: preparation and implementation. Furthermore, some recommendations from both students and teacher's perspective to overcome those difficulties are also provided. Last but not least, a number of pedagogical implications as perceived by the researcher are given out as well.

CHAPTER V: CONCLUSIONS

This final chapter will summarize and evaluate the outcomes of the whole paper by summing up the major findings. Finally, the limitations of the research will be pointed out, suggesting several potential directions for further research.

5.1. Major findings of the study

On a whole, the study explored difficulties mostly encountered by third year fast track students, FELTE, ULIS, VNU in conducting a reading facilitation in terms of two main steps: preparation before class and implementation in class. Besides, suggested solutions from the perspectives of both teacher and students were synthesized in accordance with those problems.

5.1.1. Problems and solutions for preparation steps

The table below indicates problems confronted by third year fast track students during the preparation steps and relevant solutions as well.

PREPARATION STEPS	
Problems	**Solutions**
Receiving little guidance in searching for materials ⇩ **Problem in the teacher's role**	- Rely on reliable sources used beforehand - Ask for the teacher's support and consultation
Choosing appropriate materials to ⇩	- Ask a classmate to comment on the

classmates' levels	difficulty level of the text
	- Adapt the text so that it can be easier
Problem in choosing a suitable text to work on	- Design tasks the difficulty level of which ranges from easy to difficult
Designing exercises relevant to the assigned reading skills ⇩ **Problem in choosing effective tasks**	- Read CAE reference books, decide the focused skill and then follow the similar ways to design the tasks
Synthesizing materials ⇩ **Problem in understanding how language conveys and how texts are put together**	- Choose a reader-friendly text which is not too challenging to synthesize - Discuss among group members for the best understanding of the text - Enhance knowledge of the relevant topic
Being little aware of the criteria of a reading facilitation using LbT method ⇩ **Problem in the teacher's role**	- Ask for teacher's explanation about these criteria at the beginning of the semester

Table 6: Review of difficulties encountered by third year fast track students, FELTE, ULIS, VNU in preparation steps and relevant solutions

5.1.2. Problems and solutions in implementation steps

In addition, problems encountered by students during the implementation process and relevant solutions are presented in the table below:

IMPLEMENTATION STEPS	
Problems	**Solutions**
Receiving little cooperation from classmates ⇩	- Be fully aware of the role as "a monitor/a teacher"

Problem in the students' role as "monitors/teachers"	- Observe teachers' lectures and learn how to manage an ELT classroom
Feeling nervous ⇩ **Personal psychological matter** *Or* **Problem in lack of careful preparation**	- Rehearse delivering the lesson at home once or more than that - Write a lesson plan which is filled with anticipated problems in class
Dealing with classmates' questions convincingly ⇩ **Problem in text-handling** *(conversation strategies)*	- Plan evidence for each question in the lesson plan/teaching note. - Try convincing others in group
Giving clear instructions for classmates to understand and follow ⇩ **Problem in delivering instructions** *(conversation strategies)*	- Note down some oral instructions and rehearse at home or with group mates - Learn some techniques in giving instructions effectively such as "step-by-step" or "say-do-check"

Table 7: Review of difficulties encountered by third year fast track students, FELTE, ULIS, VNU in implementation steps and relevant solutions

5.2. Limitations of the study

Despite the researcher's great efforts, there still exist some limitations in this study.

First of all, as this study is a case study, the participants involving in this study are limited (just 21 students from 08.1.E1 and one teacher from fast track group who is currently teaching reading in this class). In fact, the researcher intended to conduct interviews with three experienced

teachers from fast track group so that the answer to the second research question is more reliable. Nevertheless, due to time limit and other unexpected reasons, the researcher's original intention could not be realized. Thus, the findings of this study do not suffice to make any generalizations that go beyond the number of participants.

Second, regarding the recommendations collected from both students and teacher, some are still not specific enough. Thus, they should be added more so that students who follow the task of reading facilitation can completely rely on those suggested ways to solve their problems encountered during the preparation and implementation steps of a reading facilitation.

5.3. Suggestions for further studies

For further studies, the researcher suggests some ways to dig deeper to LbT method. In particular, there are two different directions for researchers who spare interest for the same topic.

Firstly, another research can be done with the larger number of participants instead of a case study. If that, the findings can be more generalized and reliable.

Secondly, as mentioned in the Literature Review, LbT method obviously brings about a great number of benefits to students who exploit this method in terms of many aspects. As for students at FELTE, ULIS, VNU who are expected to become teachers of English in the future, the tasks using this method can provide them with the chance to play as teachers in such a real classroom environment, and thus their teaching skills can be fostered. However, as far as the researcher has known, little awareness is raised about the benefits of such tasks. Students often get the only one point of following those tasks which are in order to improve

their English communication skills rather than to foster their teaching skills. Henceforth, if any researcher is interested in this topic, he/she can explore more in that way.

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APPENDIX 1:

QUESTIONNAIRE & INTERVIEW QUESTIONS

APPENDIX 1A: Questionnaire for students

Hi 08.1.E1 students, my name is Nguyen Thi Huyen Trang from E1K41. I'm now doing a study on :*"Conducting a reading facilitation based on Learning by Teaching methodology in a class of third year students, Fast track program, FELTE, ULIS, VNU: Difficulties and solutions".*

This survey questionnaire is designed for asking your ideas about difficulties you confront in conducting a reading facilitation and your recommendations as well. Your assistance in responding to the following questions is highly appreciated. You can be confident that you will not be identified in any discussion of the data.

Please fill in your name and class.

Name: …………………………………….

❖ **Note:** *Learning by teaching* (also known as LdL or LbT) is the methodology in which each student or a group of students takes role of teachers to teach some academic matters to other members in the class under the teacher's instruction. (Martin, 1984 cited in Nguyen, 2005).

PART I: DIFFICULTIES

Statements (1-12) below are difficulties students may encounter in conducting a reading facilitation in terms of both *preparation* steps and *facilitation* steps.

Decide whether you agree or disagree with each statement. For example, if you agree, put a tick √ on the A column:

SA	A	U	D	SD
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	√			

Strongly agree if you strongly agree with the statement

Agree if you agree with the statement

Undecided if you have no ideas about that statement

Disagree if you disagree with the statement

Strongly disagree if you strongly disagree with the statement

PREPARATION STEPS

(…) is short for "I find it hard to conduct a reading facilitation".

Items	SA	A	U	D	SD

1	(…) as I receive very little introduction about definition of LbT					
2	(…) as I receive very little information about the steps to conduct a reading facilitation based on LbT					
3	(…) as I receive very little information about the criteria of a good reading facilitation					
4	(…) as I receive very little guidance in searching for materials					
5	(…) as I encounter too many materials on various kinds of source (internet, books …)					
6	(…) as I don't know how to choose material which is appropriate to classmates' levels					
7	(…) as it is difficult to search for a suitable article to help classmates practice the required reading skills					
8	(…) as it is difficult to synthesize materials					
9	(…) as I have difficulty in designing exercises relevant to classmates' level					
10	(…) as I have difficulty in designing exercises relevant to the assigned reading skills					
11	(…) as I have difficulty in working in a team when we work together to search for materials and designing exercises					

If you have any difficulties in preparation steps for a reading facilitation, please specify:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

IMPLEMENTATION STEPS

	Items	**SA**	**A**	**U**	**D**	**SD**
12	(…) as I have little idea about presenting the content logically and comprehensively					

13	(…) as I often give unclear instructions so that my classmates do not understand my point					
14	(…) as it 's difficult to me to deal with my classmates' questions convincingly					
15	(…) as it's difficult to conduct a lesson under time pressure					
16	(…) as some of my classmates do not cooperate with my group					
17	(…) as I often feel inconfident/nervous when facilitating					

If you have any difficulties in facilitation steps for a reading facilitation, please specify:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

PART II: RECOMMENDATIONS

You may choose more than one options for the following questions.
1. What is your recommendation for the problems raised in the preparation?
   a. Ask the teacher to introduce about LbT method and clarify the criteria of a good LbT reading lesson
   b. Learn to evaluate and synthesize the materials by reading reference books or by asking teachers.
   c. Ask the teacher to comment on the chosen materials before designing exercises.
   d. Have some peers to comment on the exercises and activities.
   e. Ask for teacher's comments on designed exercises and activities.
   f. Try searching for exercises and activities in reliable books and websites.
   g. Others (please specify)

....

....

....

2. What is your recommendation for improving the implementation step?

    a. Brainstorm possible questions.
    b. Rehearse as much as possible, with and without peers.
    c. Observe and learn from teachers' in-class performance.
    d. Ask for peers' and teachers' help if facing excessive questions during the facilitation.
    e. Keep track with the time and cover important parts of the performance if running out of time.
    f. Others (please specify)

....

....

THANK YOU FOR YOUR COOPERATION

APPENDIX 1B: Interview questions for students

1. Do you have reading lessons that apply learning-by-teaching method? Do you think reading facilitations are based on LbT method? If yes, what do you know about LbT method?

2. When preparing for and conducting a reading facilittion, what difficulties do you encounter?

    a. Preparation steps

        o Do you have any difficulties because you receive very little introduction about definition of LbT? *If yes, please specify.*

        o Do you have any difficulties because you receive **very** little information about the steps to conduct a reading facilitation based on LbT? *If yes, please specify.*

        o Do you have any difficulties because you receive **very** little information about the requirements to have a good reading facilitation? *If yes, please specify.*

o Do you have any difficulties because you receive very little guidance in searching for materials? *If yes, please specify.*

o Do you have any difficulties because you encounter too many materials on various kinds of source (internet, books …)? *If yes, please specify.*

o Do you have any difficulties because you don't know how to choose material which is appropriate to classmates' levels? *If yes, please specify.*

o Do you have any difficulties in searching for a suitable article to help classmates practice the required reading skills**?** *If yes, please specify*.

o Do you have any difficulties in synthesizing materials? *If yes, please specify.*

o Do you have any difficultied in designing exercises relevant to classmates' level? *If yes, please specify.*

o Do you have any difficulties in designing exercises relevant to the assigned reading skills? *If yes, please specify.*

o Do you have any difficulties in working in a team when we work together to search for materials and designing exercises? *If yes, please specify.*

b. *Implementation steps*

o Do you have any difficulties because you have little idea about presenting the content logically and comprehensively? *If yes, please specify*.

o Do you have any difficulties because you often give unclear instructions so that my classmates do not understand my point? *If yes, please specify.*

o Do you have any difficulties in dealing with my classmates' questions convincingly? *If yes, please specify.*

o Do you have any difficulties in conducting a lesson under time pressure? *If yes, please specify.*

- o Do you have any difficulties because some of my classmates seem not to cooperate with my group? *If yes, please specify.*
- o Do you have any difficulties because you often feel nervous when facilitating? *If yes, please specify.*

3. What did you do to overcome those difficulties?

4. Do you have any other suggestions to help you overcome those difficulties?

APPENDIX 1C: Interview questions for teacher

1. How long have you been teaching fast-track program?

2. Have you ever taught any reading class that applies learning-by-teaching method?

3. If yes, can you please point out the difficulties that students encounter when preparing for and conducting a reading facilitation (also known as LbT-applied reading lessons?

4. Can you please give some recommendations to help students solve the problems as listed below:

   a. Preparation steps:

   - o Receive little guidance in searching for materials

   - o Choose appropriate materials to classmates' levels

o Design exercises relevant to the assigned reading skills

o Synthesize materials

o Receive little information about the criteria of a good reading facilitation using LbT method.

b. Implementation steps:

o Receive little cooperation from classmates

o Feel nervous

o Deal with classmates' questions convincingly

o Give clear instructions for classmates to understand

5. What do you do to help them overcome those difficulties?

APPENDIX 2:

TRANSCRIPTIONS OF THE INTERVIEWS

Following are extracts from the original. There are four interviews in total. The interviewees are classified into 2 categories. The first group consists of three students from 08.1.E1. Each interviewee was asked the same set of questions in Appendix 1B and other related ones if necessary in order to help the researcher gain detailed findings. The second group consists of only one current reading teacher of 08.1.E1. The teacher was asked the set of questions in Appendix 1C.

o All the transcriptions were originally in Vietnamese. Provided below are English translation versions.

- o I is short for Interviewer; A is short for student A; B is short for student B; C is short for student C and D is short for the teacher

Information given in (…) is what assumed between the interviewer and interviewees, and thus was given for clarity of meaning.

[…] denotes extracts that were cut out from the translation due to its irrelevance to the general content.

APPENDIX 2A: Interview with student A

Introduction about the researcher and the research topic

(…)

I: Do you have reading lessons that apply learning-by-teaching method? Do you think reading facilitations are based on LbT method?

A: Yes, I do. Based on my experience in carrying out the tasks of facilitation of all English skills, reading facilitation can be considered LbT-applied lesson.

[…]

A: I think that fast track students got familiar with LbT method since the first year through some interesting tasks, simply such as warm-up activity. It is a part of LbT method. Later on, we did these tasks more and more professionally.

[…]

I: In order to conduct a reading facilitation, we need to follow two main steps: preparation and implementation. Thus, I also want to ask you some questions related to your difficulties in each step. Have you ever heard the term Learning by Teaching method?

A: Actually, never. At first, we were assigned to conduct facilitations. Then, we carried out these task so frequently that we could finally realize they were based on LbT method. Until we came to the subject ELT, did I know that method.

I: It means that you know little about LbT method. Thus, do you have any difficulties because you receive **little introduction about definition of LbT***? If yes, please specify.*
A: I think no difficulty is seen because we seem to get acquainted with doing this task.

I: Do you have any difficulties because you receive **little information about the steps** *to conduct a reading facilitation based on LbT? If yes, please specify.*
A: Generally, no at all.

[…]

I: Do you have any difficulties because you receive **very little guidance in searching for materials***? If yes, please specify.*
A: Very challenging. In order to find out an authentic text which is not only suitable to the theme but also relevant to reading skills, we had to spend a lot of time and effort. If the teacher could give us a list of reliable source, it could be less challenging.

*I: Do you have any difficulties because you encounter **too many materials on various kinds of source** (internet, books …)? If yes, please specify.*

A: Confronting with various kinds of materials made me confused a great deal to choose an appropriate. Thus, it took me enormous time to read and make a choice.

*I: Do you have any difficulties because you don't know how to choose **material which is appropriate to classmates' levels**? If yes, please specify.*
[…]

A: Very difficult. In the previous week, our group took the turn to carry out the reading facilitation. Thus, we had to search for the suitable text two weeks ago. The theme we were assigned to do was *The mind,* later we chose a text mentioning *Stress.* As being carefully selected, we were completely satisfied with this text. Nevertheless, when we conducted the facilitation, a very big problem arised when most of my classmates found the text really challenging to deal with due to its too much frequency of new words and specialized terms.

*I: Do you have any difficulties in **searching for a suitable article to help classmates practice the required reading skills?** If yes, please specify.*
A: Quite difficult. It took me a lot of time to do that.

*I: Do you have any difficulties in **synthesizing materials**? If yes, please specify.*
A: It was really time consuming. We had to read the text again and again so that we could fully understand the content of the text.Moreover, some expressions in the text were very complicated, so it took an enormous time to analyze them for better understanding.

*I: After finding a text, do you have any difficulty in **designing exercises relevant to your classmates' levels**?*

A: I think the reading exercises in the form of gap-filling were not strange to my classmmates. There was also no problem with the wording in each question. But, according to my teacher's comments, we should have noticed

them that there were some unnecessary paragraphs which were cut. If that, they would find it easier to do the task.

*I: Do you have any difficulty in **designing exercises relevant to the assigned skills**?*

A: Quite difficult. Our focused skill was *Identifying main ideas*. It was hard for us to construct a logical summary which could cover the main ideas of the text and include visible signal words as well.

*I:Do you encounter any difficulty in **working in a team** in conducting a reading facilitation?*

A: We were quite flexible and sociable, so there was no problem at all.

*I: Coming to the next step – conduct in class. Do you have any difficulty in **presenting the main content of the lesson logically and comprehensively**?*

A: Yes, I think. At first, we wrote a careful lesson plan and hoped that the flow of the lesson would be smooth thanks to that preparation. However, at the beginning of the lesson, our group introduced the theme by showing a fun clip related to the theme *Stress* and leting them guess the theme of this week. However, it seemed that my classmates did not understand the aim of that activity. Thus, I think that activity should be improved.

*I: Do you get any difficulty in **giving clear instructions** so that your classmates can understand and follow them?*

A: No at all.

*I: Do you encounter any difficulty in **dealing with your classmates' questions convincingly**?*

A: Thanks to our careful preparation, no difficulty was seen.

*I: Do you encounter any difficulty in **conducting a reading facilitation under time pressure?***

A: No.

*I: Do you encounter any difficulty in **receiving little cooperation from your classmates***?*

A: Virtually no. At first, there were some students who paid little attention to our lesson, but our strict teacher reminded them. After that, they didn't dare to make noise any longer.

*I: Do you **feel nervous** when conducting a reading facilitation?*

A: Yes. I don't know why I am always getting nervous when conducting a lesson whereas many of my friends do not encounter that difficulty since they have much experience in teaching before.

I: In the next part, I will ask for your recommendations to overcome those difficulties mentioned above. First, what should you do to overcome the difficulty of receiving little guidance in searching materials?

A: I will try to read many kinds of materials from different kinds of sources and withdraw some reliable sources. Either, I can ask for my groupmates' help.

I: What about solutions to the problem of choosing appropriate materials to your classmates' levels?

A: With a text including many new words, I can design a small activity like crossword at the beginning of the facilitation so that my friends can get familiar with the range of vocabulary used in the text.

I: What are your recommendations towards the difficulty in synthesizing materials?

A: Firstly, I will look up the dictionary for the meanings of new words. Then, I will discuss with my group mates to finalize the understanding of the text.

I: What about your solutions to difficulties in designing exercises relevant to required reading skills?

A: I will take a careful look at CAE sample tests and follow the similar way to design the exercises so that they could be fit the reading skills.

I: What are your recommendations to the difficulty in receiving little cooperation/attention from your classmates?

A: I tried to involve more students in the activities. In the checking part, not only did I call some of my classmates who seemed not attentive but I also call some who could contribute to our group's facilitation.

Interviewer: How can you overcome the anxiety of conducting a reading facilitation?

A: I will prepare a careful lesson plan and rehearse my part once before the conduct of reading facilitation.

I: Thank you for your cooperation!

APPENDIX 2B: Interview with student B

Introduction

(…)

I: Have you ever heard the term Learning by Teaching method? How do you know about this method?

B: I've ever heard about that method, but I haven't been taught carefully about that. To the best of my knowledge, in a LbT-applied lesson, we ourselves carry out the lesson from the preparation steps to the implementation ones. We also need to draw out a detailed lesson plan to send to my teacher before the conduct of each reading facilitation in class.

I: So, do you have any difficulty in conducting a reading facilitation when you receive very little information about LbT method?

B: In reality, I don't encounter any problem because I did carry out many tasks of facilitation before since I was a first year student. Although I don't know well about that method, I am still able to do the task smoothly.

I: At the beginning of the semester, did the teacher tell you about the steps to conduct a reading facilitation based on LbT method?

B: No at all. The teacher just said that we needed to prepare and deliver the lesson in class about an assigned content/skill. However, she didn't give us any detailed guideline.

I: Thus, do you encounter any difficulty because you receive little information about the steps to conduct a reading facilitation using a LbT method?

B: Personally, I don't run into any trouble because of such a lack of information.

I: Did the teacher tell you about the criteria of a good reading facilitation?

B: Um … I am not really clear about that. In my opinion, a good facilitation should consist of both careful preparation and smooth implementation in class.

I: So, do you have any difficulty as you hardly know about the criteria of a good reading facilitation?

B: Yes, I just feel that I have difficulty because of that. (…)

I: Did the teacher guide your searching material for facilitation?

B: No at all

I: Do you get any challenge in searching material without guidance from the teacher?

B: Really challenging. In order to find out an authentic and reliable text, we must spend a great amount of time on it. It is really time-consuming.

I: *Do you have any difficulty because you encounter many materials on various kinds of source such as Internet or books from library?*

B: As usual, I always rely on familiar source that I did exploit before. So, it is not difficult at all.

I: *Do you encounter any difficulties in choosing material which is appropriate to your classmates' levels?*

B: As mentioned above, it's also one obstacle. The problem is that an interesting article which I like is not appropriate to my classmates' levels.

I: *As far as I know you will be assigned to search for materials and design exercises focusing on a certain skill. Do you encounter any difficulty in searching for a suitable text to help classmates practice the required reading skills?*

B: Actually not challenging. We have to follow the CAE sample test, so it's hardly an obstacle.

I: *Having found a text, do you have any difficulty in synthesizing them?*

B: Quite difficult due to its density of new terms. Firstly, I had to read the text carefully, even many times. A big number of strange expressions which took non-native speakers to a loss were found in the text that it became harder to grasp every idea of its. Then, I put great effort on using all reading skills to synthesize it. It is also time-consuming, too.

I: *Do you have any difficulty in designing exercises relevant to your classmates' levels?*

B: Since my classmates are quite familiar with some kinds of reading exercise following CAE sample test, designing exercises relevant to my classmates' levels is not difficult at all.

I: Do you encounter any difficulty in designing exercises relevant to the assigned theme? I mean difficulty in designing exercises which help your classmates learn something from a certain theme after the facilitation?

B: I think, when our group focused on one aim such as providing new words of that theme, we would choose to design suitable exercises to deal with that aim. Hence, to me, it's not an obstacle.

I: Do you have any difficulty in designing exercises relevant to the assigned reading skills?

B: No.

I: Last but not least, do you have any difficulty in working in a team when preparing for the facilitation?

B: Yes. There are two reasons. The first is that the levels of three members in my group are not equal, which accounts for the difficulty in reaching an agreement or effective cooperation. Secondly, each member's responsibility is an important factor leading to the success of groupwork. Meanwhile, in my group, one in three members seemed not responsible for contributing to the groupwork. That's my point.

I: Ok, moving to the next part – some questions related to difficulties encountered in the implementation process in class. First and foremost, do you find it hard to present the content of the lesson logically and comprehensively?

B: No challenge in this part. Thanks to the preparation of lesson plan beforehand, I think that no difficulty is seen.

I: Any difficulty in giving instructions?

B: Personally, I don't encounter this difficulty thanks to my experience in teaching beforehand.

I: Do you have any difficulty in dealing with your classmates' questions convincingly?

B: Yes, quite difficult. Normally, I really understand what I should give explanation to each question from my classmates. But in order to express my ideas clearly and comprehensively, it is really difficult. If I had another chance to re-conduct the facilitation, I could give more reasonable explanation.

I: *Do you have any difficulty in conducting a reading facilitation under time pressure?*

B: Yeah, if there are many questions in the checking part, it will take us more time to deal with. Hence, the conduct time will be stretched over the time limit.

I: *Do you have any difficulty in conducting a reading facilitation with little cooperation from your classmates?*

B: It is a common situation. When facilitating, we seemed very easy-going compared with the recommendable manner of a real teacher. Without any strict manner, my classmates did not focus on following our lesson. It would be a more effective lesson if our group can manage the class more powerfully by involving the whole class in all tasks we designed. Luckily, this semester our teacher is very strict, so my classmates are forced to pay more attention to our lesson.

I: *Do you have any difficulty in conducting a reading facilitation with nervous feelings?*

B: No at all. Thanks to my teaching experience, I feel quite confident to deliver the lesson.

I: *Referring to your recommendations to overcome those above mentioned problems, I also have some questions for you. First of all, you said that you know very little about the criteria of a good reading facilitation, so what should you do to overcome this?*

B: This is really a drawback because I have never taken any notice of this problem. Perhaps after this interview I will be aware of this problem. Moreover, I can ask the teacher for that.

I: What about the solutions to the difficulty in searching materials without guidance from the teacher?

B: As usual, the teacher is very busy and can't supervise the process of searching materials. Hence, I think the teacher can give a list of reliable sources before letting us carry out the task.

I: What are your recommendations to overcome the obstacle in choosing materials which are appropriate with your classmates' levels?

B: Firstly, I will follow the CAE level to choose appropriate materials. Secondly, I can base on the average level of my class members to choose a suitable text. After choosing a text, I may ask one of my classmates with in-between level to read it and give comments on its appropriateness.

I: What about solutions to the problem of synthesizing materials?

B: I think I will spend more time reading that text. If it consists of many new words, I will look up them in the dictionary for better understanding. Besides, I will read more articles around the theme/topic so that I can get deeper understanding of what I am reading. I mean this reading can enhance my background knowledge related to the theme.

I: What about some recommendations to overcome the difficulty in working in a team?

B: It is a matter of luck. However, to deal with this matter, I think the role of the leader is really important. If I am the leader of a group, I will divide the task among group members equally and keep reminding them of the deadline.

I: In terms of implementation process, you just have two specific problems? Regarding the first obstacle, what should you do to deal with questions from classmates convincingly?

B: I think I will discuss with my groupmates before giving the final explanation to my classmates' questions. Moreover, I can prepare carefully at home and make a list of anticipated questions. Then, we focus on planning possible answers to those questions. In my opinion, it is a good way to deal with this problem.

I: What about some recommendations to overcome the problem of time pressure?

B: When writing the lesson plan, I will allot suitable time to each task. Moreover, I also plan out anticipated problems so that in the real situation our group can deal with smoothly and quickly.

I: Thank you for your participation to the interview today.

APPENDIX 2C: Interview with student C

Introduction

(…)

I: Have you ever heard the term Learning by Teaching method? How do you know about this method?

C: Not yet. I have ever been acknowledged of this method but outside the ELT subject. Mainly based on my own experience.

I: *So, do you have any difficulty in conducting a reading facilitation when you receive very little information about LbT method?*

C: I have carried facilitation since I was a second year student. At that time, I found it really hard to facilitate because I didn't know how to do it step by step. Moreover, I also did not see the importance of conducting facilitations. I mean the way it can help our English be improved. But until this semester, I did see the point of doing this task and clearly know how to conduct facilitations professionally.

I: At the beginning of the semester, did the teacher tell you about the steps to conduct a reading facilitation based on LbT method?

C: She did tell us but not adequate, I think. Yet, through my own experience in conducting facilitations and delivering lesson with other students, I did not find it hard.

I: *Do you know the criteria of a good reading facilitation?If no, please specify difficulty?*

C: No, I don't. I think it is also an obstacle. If I know about that, I will try more to achieve those criteria.

I: *Do you get any challenge in searching material without guidance from the teacher?*

C: Yes, very difficult. We just received the teacher's feedback on the quality of our chosen text. However, in the material searching process, it was really difficult to search for suitable materials without guidance from the teacher.

I: *Do you have any difficulty because you encounter many materials on various kinds of source such as Internet or books from library?*

C: Luckily, no at all.

I: *Do you encounter any difficulties in choosing material which is appropriate to your classmates' levels?*

C: Yes, if it's too easy, my classmates will get bored. So, we decided to find a text which was above their levels. Maybe my classmates encountered too many new terms in the text that we had chosen, but we accepted that fact.

I: *As far as I know you will be assigned to search for materials and design exercises focusing on a certain skill. Do you encounter any difficulty in searching for a suitable text to help classmates practice the required reading skills?*

C: No.

I: *Having found a text, do you have any difficulty in synthesizing them?*

C: Yes, very difficult. It took me a lot of time to understand the content of the text, then design the exercises. Apparently, if I had not understood the text, I wouldn't have come up with such questions.

I: *Do you have any difficulty in designing exercises relevant to your classmates' levels?*

C: Yes, I think that if I had difficulty in synthesizing the text, my friends would also find it hard, too. The most visible challenge to me is rewording questions so that my classmates feel that those questions are really close to their background.

I: *Do you encounter any difficulty in designing exercises relevant to the assigned theme? I mean difficulty in designing exercises which help your classmates learn something from a certain theme after the facilitation? To be more specific, for example, a teacher should set a certain aims about what students should gain from the theme of the lesson.*

C: Yes, I think it was relevant. When I designed the exercise, I focused on key words of the theme in the text. Thus, after the facilitation, I think that my classmates can achieve something from the theme. So, no difficulty at all.

I: Do you have any difficulty in designing exercises relevant to the assigned reading skills?

C: No. The skill our group was assigned was identifying main ideas, so we chose suitable exercise form to help the classmates practice this skill. Following the CAE sample test, we designed the heading matching exercise. Besides, I found no obstacle in this part.

I: Last but not least, do you have any difficulty in working in a team when preparing for the facilitation?

C: No

I: Ok, moving to the next part – some questions related to difficulties encountered in the implementation process in class. First and foremost, do you find it hard to present the content of the lesson logically and comprehensively?

C: Yes, I am usually obsessed with the way I use English. I am afraid that the listeners can't undertand what I mean.

I: Do you have any difficulties in giving clear instructions so that your classmates can understand and follow what you mean?

C: No, because we'd already prepared those instructions and practiced them in advance at home.

I: Do you have any difficulty in dealing with questions convincingly?

C: Thanks to the lesson plan, no difficulty was seen.

I: Do you have any difficulty in conducting a reading facilitation under time pressure?

C: No.

I: *Do you have any difficulty because when you were facilitating, some of your classmates seemed not to cooperate as you could see some of them fall asleep whereas some were chatting.*

C: Yes, at that time I wondered whether our lesson was too boring so that you fell asleep. When facilitating, we seemed very easy-going compared with the recommendable manner of a real teacher. Without any strict manner, my classmates did not focus on following our lesson. It would be a more effective lesson if our group can manage the class more powerfully by involving the whole class in all tasks we designed.

I: *Do you have any difficulty because you feel nervous when facilitating?*

C: At first, I felt very comfortable. No worry at all. But then, when my classmates gave too many different answers to the questions we designed, I got worried a little bit.

I: *Alright, coming to the next part, I would like to hear your recommendations to overcome those above mentioned difficulties? Firstly, what is your recommendation to overcome the difficulty in receiving little information about steps to conduct a reading facilitation using LbT method?*

C: Maybe I can ask for my friends' help. Specifically, I will ask some of my classmates who have already done the task. Otherwise, I can email to the teacher for further guidance on the steps to conduct a reading facilitation.

I: *How can you deal with the difficulty of receiving little information about criteria of a good reading facilitation?*

C: Yeah, the difference in each group's score makes us wonder on which criteria the teacher bases to mark. Perhaps we need to know well about the criteria to have a good reading facilitation so that we can carry out to achieve those requirements. It would be better. But, unfortunately, we didn't do that. To overcome this difficulty, I will ask for the teacher's help so that we can be fully informed of them.

I: *Ok, what about the difficulty related to your receiving little guidance from teacher in searching materials?*

C: As usual, I can consult my classmates' idea. Besides, I also base on my experience in searching materials on reliable sources. The last solution is asking for the teacher's favor.

I: *What are you recommendations to overcome the problem in choosing materials which are appropriate with your classmates' levels?*

C: Maybe I can give the text I have chosen to one or two of my classmates and ask them to read. After that, I will check whether they find it appropriate or not. If it consists of too many new terms, I can adapt it so that it can be easily followed.

I: *What about some solutions to overcome the difficulty in synthesizing materials?*

C: I will spend more time and put more effort on reading and understanding the content of the text. Besides, I can discuss with my groupmates to finalize the exact ideas about the text.

I: *What about the difficulty related to designing exercises relevant to your classmates' levels?*

C: Normally, in our group, each member will be in charge of designing 3 questions per exercise. Then, we transfer to the other two groupmates and let them try doing those questions. If they find any problem in these questions, I will check it again and re-design so that it can be more appropriate.

I: *Referring to the steps of implementation, you mentioned that you also encountered difficulty in giving clear instructions? What can be the solution to this problem?*

C: Maybe I should use simple and powerful language so that I can deliver the lesson more effectively. When facilitating, you are play the role of a teacher. Hence, you can be more powerful in giving instructions so that they can strictly follow.

I: What about the solutions to problems related to little cooperation from your classmates?

C: I will remind them to keep silent and pay more attention to the lesson. In the checking part, I will involve them more by calling for their explanation of their answers.

I: Ok, thank you for your cooperation so far.

APPENDIX 2D: Interview with teacher D

Introduction

(…)

I: How long have you been teaching in fast track group?

[…]

I: Do you think that the task of reading facilitation is applied based on Learning by Teaching method?

D: Yes, of course. I think that LbT method is a good one which helps students practice their teaching skills. Apparently, they are expected to be teachers in the future, so exploiting the task of reading facilitation is really beneficial.

I: As the current reading teacher who is in charge of observing and evaluating students' performance, can you please give some recommendations to outstanding difficulties mostly encountered by 08.1.E1 students?

D: Yes.

I: In the preparations steps, the most striking obstacle that students confronted is receive little guidance from teacher in searching materials. Can you please give some recommendations to this?

D: Actually, students may take little notice of my guidance, so they suppose that there is very little guidance from the teacher. In fast track group, teachers needn't give detailed guidance in this part because we want to enhance their self-autonomy. For example, as for the first facilitator group, they chose an over lengthy text. After that, I needed to remind them again about that. Moreover, I just advised them to search for texts in reliable sources such as websites of a well-known university or a prestigious research center instead of giving them a list of sources beforehand. I didn't intend to do so because I wanted my students to be more independent. Besides, I also commented on their choice of materials before letting them design exercises via email and I think it worked. Last but not least, they should choose a reader-friendly text rather than a challenging one. Otherwise, if they can't find an easy one, they can also adapt it by cutting one irrelevant paragraph or paraphrasing some complicated phrases.

I: What about the solutions to the difficulty of choosing materials which are appropriate to classmates' levels?

D: The fact that students' levels in a class are not equal is unavoidable. To deal with this problem, I think after choosing a difficult-in between text, facilitators

can design exercises with a variety of questions of different levels. For instance, among 8 questions, there can be 5 questions of average level, 2 difficult ones and 1 easy one.

I: Can you please tell me some recommendations to the difficulty of designing exercises relevant to the assigned reading skills?

D: Students should pay more attention to studying the reference books such as CAE Sample Test. Being assigned to focuse on a reading skill, students should follow the exercise form in CAE tests.

I: What about your recommendations about the difficulty of synthesizing materials?

D: I think they shouldn't choose a challenging text with too many technical words. They should choose a text with the content which is quite close to their background knowledge. Besides, discussing with groupmates is also a recommendation for them to get thorough understanding of the text before carrying out designing exercises.

I: What are your recommendations for the difficulty of receiving little information about the criteria of a good reading facilitation using LbT method?

D: Actually, the way I told them about the criteria of a good reading facilitation using LbT method was not really explicit. However, after a reading facilitation, I often commented on a certain extent of criteria. To be more specific, they are lesson plan, choice of text and task design, implementation in class and reflection report. Particularly for the implementation in class, I mainly focus on students' facilitation techniques to evaluate them. I want to see how they manage the classroom and deal with the problems happening in class. Besides, I highly appreciate how they can improve based on my comments. Maybe I need to explain these criteria to the whole class more explicitly. And if they get any problem related to this, they can ask me for further detail.

I: What are your recommendations about the difficulty in receiving little cooperation from classmates?

D: Perhaps, it was my fault that I did not make them aware of the fact that they are being put in the role of a teacher. Thus, in the next semester, in the first lesson – orientation lesson, I will tell them carefully about the way they manage the classroom as well as involve all students in class.

[…]

I: Some students shared that they got nervous when facilitating in class. What do you advise them to do to overcome this problem?

D: I'm really surprised by this fact. I don't think that fast track students feel nervous when facilitating because they are often confident to present in front of public. Maybe they are worried about my evaluation.

I: when being asked for the reason why they were nervous, one among three students said that at first she did not feel worried at all. However, when receiving too many questions from classmates in the checking part, she started worrying.

D: They should prepare lesson plan more carefully. Besides, they should exploit some knowledge from ELT. In other words, ELT can be considered a tool for them to approach teaching techniques and be more aware of some principles in teaching. When they are full aware of what they need to do as a teacher in the class, I hope that they can feel more confident.

(…)

I: What about some recommendations to overcome the difficulty of dealing with classmates' questions convincingly?

D: Just be sure that you can thoroughly understand the content of the text. Next, it is better to invest more time in designing questions and planning evidence for each question in the lesson plan. Then, try to practice some ways

to convince others with each question. With this way, students can rehearse with their friends in their groups. Last but not least, I must say that I highly appreciate each student's flexibility in dealing with classmates' questions.

I: Do you have some recommendations for students to overcome the difficulty of giving clear instructions?

D: Carefully prepare for these step-by-step instructions at home. Then, note it down so that you can take a quick look at it when facilitating. This ensures that there is everything covered in the part of giving instructions. Besides, reading ELT coursebook for some techniques in giving instructions is also considered a good solution to this problem.

I: Thank you for your cooperation!

APPENDIX 3

CLASSROOM OBSERVATIONS

Below are the three classroom observations which were done during the implementation of three groups' facilitation sessions. The observation notes were organized in accordance to the chronological order of implementation.

APPENDIX 3A: Obervation checklist # 1

A. <u>Class profile</u>

o Location of class: Room 102C2 – French Department – ULIS – VNU

o Time: March 18, 2011

o Expected level: Advanced English (third year fast track students, FELTE, ULIS, VNU)

o Class size: 21

B. <u>Observation checklists</u>

o Difficulty in presenting the content of the lesson logically and comprehensively

⇒ *No difficulty was seen.*

o Difficulty in giving instructions which are clear enough for classmates to understand

⇒ *Unclear instructions were given at some points*

⇒ <u>*Reason(s)*</u>*: facilitators' small volume might be the cause*

o Difficulty in dealing with classmates' questions convincingly

⇒ *More than one answer was considered unconvincing by the teacher and other students.*

⇒ <u>*Reason(s):*</u> *The lack of confidence was seen in two thirds of the whole groups, so they might forget what they had prepared to convince their classmates.*

o Difficulty in conducting a lesson under time pressure

⇒ *No difficulty was detected.*

o Difficulty in receiving little cooperation from classmates

⇒ *Some students did not cooperate with the facilitators in completing the tasks and giving explanation in the checking part.*

⇨ *Reason(s): The facilitators did not remind those noisy students to pay attention to their lesson.*

o Difficulty in conducting a lesson with nervous feelings

⇨ *One among three facilitators showed her anxiety when receiving too many respondent questions from her classmates in the checking part.*

⇨ *Reason(s): Firstly, this anxiety was indicated as a matter of psychology. Second, it was speculated that the facilitator did not have adequate preparation.*

C. **Overall comments**

In general, the facilitators managed to help their classmates gain a certain extent of knowledge and vocabulary of the targeted theme. Perhaps it is the first facilitation session in this semester, so a number of problems have arised. The most striking is the facilitators' classroom managements.

APPENDIX 3B: Obervation checklist # 2

A. **Class profile**

o Location of class: Room 102C2 – French Department – ULIS – VNU

o Time: April 1, 2011

o Expected level: Advanced English (third year fast track students, FELTE, ULIS, VNU)

- o Class size: 21

B. <u>Observation checklists</u>

- o Difficulty in presenting the content of the lesson logically and comprehensively

  ⇨ *No difficulty was seen.*

- o Difficulty in giving instructions which are clear enough for classmates to understand

  ⇨ *No difficulty was shown.*

- o Difficulty in dealing with classmates' questions convincingly

  ⇨ *More than one answer was considered unconvincing by the teacher and other students.*

  ⇨ <u>*Reason(s):*</u> *It was detected that the facilitators were quite surprised when being asked about the reason why there was a question which required background knowledge rather than any reading skills. This showed that they spared little preparation for planning anticipated problems in class.*

- o Difficulty in conducting a lesson under time pressure

  ⇨ *No difficulty was detected.*

- o Difficulty in receiving little cooperation from classmates

  ⇨ *Some students were in gossips while the others were doing the exercises. Besides, some fell asleep and paid little attention to the lesson.*

  ⇨ <u>*Reason(s):*</u> *The facilitators hardly told some noisy groups to stop talking. Moreover, the text seemed not interesting to most of their classmates.*

o Difficulty in conducting a lesson with nervous feelings

⇨ *No difficulty was seen.*

C. <u>Overall comments</u>

o In general, the facilitation session is highly evaluated by the researcher in terms of its smooth flow.

o However, due to the density of technical terms related to the theme Nature, it would be better if the facilitators could design a small fun activity at the beginning of the lesson so that their classmates could be naturally led in to the main content of the reading text. Furthermore, this lead-in activity can provide students with a list of new words before they encounter them in the text.

o The class management skills of the facilitators should be fostered so that they can show their power as real teachers.

APPENDIX 3C: Obervation checklist # 3

A. <u>Class profile</u>

o Location of class: Room 102C2 – French Department – ULIS – VNU

o Time: April 18, 2011

o Expected level: Advanced English (third year fast track students, FELTE, ULIS, VNU)

o Class size: 21

B. <u>Observation checklists</u>

o Difficulty in presenting the content of the lesson logically and comprehensively

⇨ *No difficulty was seen.*

o Difficulty in giving instructions which are clear enough for classmates to understand

⇨ *Instructions for reading exercises were problem-free, but some problems occurred during the delivery of reading tip before letting other students do the exercises.*

⇨ <u>*Reason(s):*</u> *The facilitators gave out suggested tips to deal with the targeted reading skill, but they just reminded their classmates to read them in the handout instead of explaining carefully. Thus, generally speaking, those tips were useless.*

o Difficulty in dealing with classmates' questions convincingly

⇨ *More than one answer was considered unconvincing by the teacher and other students.*

⇨ <u>*Reason(s):*</u> *It was detected that one facilitator among three had quite unclear pronunciation. Besides, little stress was put in important words and phrases by her. Consequently, her classmates found it quite hard to follow her elitation and explanation.*

o Difficulty in conducting a lesson under time pressure

⇨ *There were still three undiscussed questions when the time left was just three minutes. Hence, the teacher had to remind them of the time limit.*

⇨ *Reason(s): The facilitators had not prepared the anticipated problems in the lesson plan.*

o Difficulty in receiving little cooperation from classmates

⇨ *Some students were in gossips while one student was giving an account for her answer to a question.*

⇨ *Reason(s): The facilitators hardly told some noisy groups to stop talking. Moreover, the text seemed to consist of too many new economic terms to most of the students.*

o Difficulty in conducting a lesson with nervous feelings

⇨ *No difficulty was seen.*

C. **Overall comments**

In general, the facilitators managed to help their classmates gain a certain extent of knowledge and vocabulary of the targeted theme. Yet, a number of problems related to giving instructions and elicitations, preparing anticipated problems which may occur in class and managing the classroom are detected throughout the implementation of the reading facilitation.

APPENDIX 4

OBJECTIVES, SYLLABUS & TEACHING METHODS IN FAST TRACK PROGRAM

Objectives

The objectives were clarified by Nguyen et al (2005, cited in Le, 2009) as follows:

- Teaching and training gifted students by providing them with the best learning condition, the most talented and modern teaching and training methods as the priority.

- Graduates from fast track classes are required to have a good knowledge of their majors and creative thinking ability, a good foreign language and informatics competency.

- Particularly, students at fast track program in FELTE are required to gain:

  o In-depth knowledge in their L1 and the target language as well as the culture

  o Competent use of the knowledge in various communicating activities

  o Personal qualities such as teamwork, tolerance, confidence and the ability for personal and peer assessment. (p.9)

Applied teaching methods

The teaching methods and syllabus applied in fast track program at FELTE, ULIS, VNU were also clarified by Nguyen & Tran (2007, cited in Le, 2009) as follows:

- Careful preparation is an expected outcome of a college education

- College should develop students' problem solving and decision making, evaluating, interactional or interpersonal skills

- Students must learn how to manage changes

- Students can learn in a variety of ways; all must be understood and fostered

- Students must be able to use IT and other technologies

- Students should learn to interact in a variety of cultural environments

- Education is a lifelong process. (p.8)

APPENDIX 5

REQUIREMENTS OF READING FACILITATION TASK

ASSIGNMENT 1: GROUP FACILITATION PROJECTS

- In group of three, design one reading passage with tasks in authentic English to be used in your group's facilitation session. The format of the tasks should be in accordance with CAE model with the number of words depending on the part of the CAE Reading Test of your choice. The content of the reading passage should be in line with the theme of the week you are in charge of. The passages can be taken from books, newspapers, magazines, or online sources. You **must not** use the reading materials from test or textbooks.

- For the project to run smoothly and equitably, your group needs to co-ordinate among yourselves to define the tasks for each group member. Make sure that all of you have your equal share of work at all stages of the project.

- For each of the facilitation session, your group needs to:

  • Choose the reading passage.

  • Design exercises based on the reading with a view to developing a certain reading skill in your classmates. Please refer to the objectives of the course for details on what skills you should focus on in this semester.

  • Write a lesson plan which outlines what you plan to do in the session and when

- **<u>Before your facilitation session</u>**, your group needs to:

  • Submit to the teacher your reading passage (with tasks) and prepared lesson. Consult with your teacher at least 3 days before you conduct the session in class. Make adjustments based on the teacher's feedback.

  • Get the handouts ready for the session.

- **<u>During your facilitation session</u>**, your group needs to:

- Conduct the facilitation session in class according to the timeline.

- Make sure you demonstrate a good control of the class.

- Make every effort to meet your classmates' need(s) and achieve the objectives of your session.

- **The duration of each facilitation session should be within 30-45 minutes**.

- **After your facilitation session,** your group needs to:

- Receive feedback from peers and the teacher, and make adjustments accordingly to improve your lesson plan and exercises.

- Write a reflective report which (1) describes all the steps you took in preparing, delivering the session, and improving the lesson plan and exercises, (2) comments on your overall performance, strengths and weaknesses, and (3) suggests solution(s) to the identified problems, if any.

- **Your written assignment should be handed in to the teacher in week 14 (Only group 7 is allowed to submit in week 15)**, and must include:

    a. All the versions of complete reading passage/s (with sources) and exercises

    b. All the versions of your lesson plan

    c. Your group report.

(As cited from Reading 6 program third year CLC students)