PART I: INTRODUCTION

1. Statement of the problem and rationale for the study

As students of the Faculty of English Language Teacher Education, HULIS-VNUH reach their fourth year, they have more chances to practice planning lessons and teaching in the micro-teaching activity of ELT courses and then the teaching practicum. For fast-track students, such opportunities for teaching practice double thanks to the *Tutoring program*. Having experienced, as trainee teacher and observer, the teaching practice of fourth-year fast-track students in the micro-teaching activity and tutoring program, the researcher has recognized the skill of giving and checking instructions being one of the most problematic matters her peers faced during their teaching. Failure in providing effective instructions has caused them certain difficulties in controlling the class especially when teaching speaking - the language skill whose lessons require a number of interactive activities.

In his book entitled *How to Teach English*, on emphasizing the importance of teacher's instruction, Harmer (1998, p.4) states "The best activity in the world is a waste of time if the students don't understand what it is that they are supposed to do". Indeed, instructions play a crucial role in determining the success of an activity. Surprisingly, teachers' instructions generally receive very little attention from experts and researchers and in the particular case of the ELT 2 course book, they enjoy a very humble space of three pages which only basically provide students with some reasons explaining why instructions are important and suggested techniques for giving and checking instructions.

These two aforementioned concerns have led to the constitution of this study: *An investigation into fourth-year students' instructions in speaking lessons in their teaching practicum at English Division I, Faculty of English Language Teacher Education, University of Languages and International Studies - Vietnam National University, Hanoi.*

2. Aims and objectives

This paper aims at investigating into the major problems that trainee teachers often encounter when delivering instructions for a speaking activity. By identifying these problems the researcher desires to figure out ways for these trainee teachers in particular and future teachers in general to improve their skill of giving and checking instructions.

In other words, the objective of this study is to answer the two following research questions:

1. What are the problems trainee teachers often encounter when giving and checking instructions in speaking lessons?
2. What are the suggestions for better classroom instructions proposed by the supervisor?

3. Scope of the study

As a case study, this researcher paper only focuses on investigating the instructions, specifically the problems occur when giving and checking instructions, in speaking lessons of three students who had their teaching practicum at Division 1, FELTE, ULIS, VNUH.

4. Significance of the study

Once completed, this research paper is expected to serve as a referential source for teachers and researchers who take interest in investigating further into the same field. Furthermore, this research paper could be of great benefits to future teachers or current teachers who experience difficulty in delivering instructions especially in speaking lessons or those who wish to develop this skill.

5. An overview of the entire paper

The rest of the paper includes two parts:

Part II – Development is comprised of three chapters:

Chapter 1 - Literature - provides the background of the study

Chapter 2 – Methodology – describes in details the research setting, participants, instruments of data collection as well as the procedure employed to carry out data analysis.

Chapter 3 – Case analysis and Implications – analyzes data and discusses the outcomes.

Part III - Conclusion - summarizes the major findings of the paper, the limitations of the research and offers suggestions for further studies.

The *References* and *Appendices* include a list of references that researcher used for the research, samples of questionnaires, observation schemes, guided questions for interviews and interview transcripts.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1. Key concepts

1.1. Teacher talk

Teacher talk is defined in *Longman Dictionary of Language Teaching and Applied Linguistics* as "that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners" (p.471) Ellis (1985, p. 145) also offered his own definition of this term, which is " the language that the teachers use when addressing L2 learners in classroom. There is a systematic simplification of the formal properties of the teacher's language…" From the two definitions above, *teacher talk* can be simply understood as the language that teachers use when teaching and it is often modified or simplified to better address students' needs.

The important role of teacher talk in both "organization of the classroom" and "processes of acquisition" has been emphasized by Nunan (1991, p. 1990). In his words, Nunan explains:

> It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail to implement their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.

Since teacher talk involves teachers' language use during the process of teaching, teacher's instruction, the research matter that this paper focuses on, is also counted as teacher talk. The following section will offer a detailed review of the concept *teacher's instruction.*

1.2. Teacher's instruction

1.2.1. Definition

In pedagogy, the definition of instruction often comes in two senses. Instruction, in a broad sense, is defined in Cambridge Advanced Dictionary as "the teaching of a particular skill or subject". Similarly, instruction is described as "the act of teaching something to somebody" by Oxford Advanced Dictionary or "the activity that imparts knowledge or skill" by Babylon Dictionary.

In a narrow sense, which is closely related to classroom activities, instruction is "the purposeful direction of the learning process" (Huitt, 2003) and alongside with planning and management, one of the major teaching activities in class. Also, in the book entitled *A Course in Language Teaching* by Penny Ur (1996), instructions are described with two features. Firstly, instructions are "directions" given by teachers and secondly instructions are given when a learning task is introduced.

Within the scope of this study, the focus would only be put in the narrow sense of instruction, which can be simply understood as directions given by teachers in order to present and guide students towards successful completion of learning activities or tasks. Therefore, instructions are not restricted to be given out only at the beginning of a task but also throughout the whole lesson.

1.2.2. Speech forms of instruction

Holmes (cited in Susana, 2002, p.142) categorizes speech forms of instructions or "directives" in language classrooms into three types:

Speech functions: Directives		
	Form	Example
Imperative	• Base form of verb	• Speak louder
	• You + imp.	• You go on with the work
	• Pres.Part	• Looking at me
	• Verb ellipsis	• Hands up
	• Imp + modifier	• Turn around, please
	• Let's 1st pers.pro	• Let's try
Interrogative	• Modals	• Will you read this page for

	• Non-modals	me? • People at the back, are you listening
Declarative	• Embedded agent • Hints	• I want you to draw the picture • Sally, you are not saying much

1.2.3. Effective instructions

In his book entitled *How to Teach English*, Harmer (1998, p.4) suggests two basic rules for giving effective instructions. According to him, it is advisable that teachers keep their instructions "as simple as possible" and "logical". He also emphasizes the importance of checking if students have understood "what it is they are supposed to do" after instructions are provided.

Gower et al. (1995, p. 40) discusses eight principles that teachers should follow to make sure their instructions are effective enough:

- Attract the students' attention

- Use simple language and short expressions

- Be consistent (use the same set of words for the same set of instructions especially for low-level learners)

- Use visual or written clues

- Demonstrate (model the task if possible)

- Break the instructions down

- Target your instructions (if the instructions don't concern everyone)

- Be decisive

Walker & Walker (cited in Wright, 2005) also share the same idea that an effective instruction should be "brief", "delivered one at a time" using "specific

language". Being brief is again considered one criterion of effective instructions by Ur (1996) in his book titled *A Course in Language Teaching* which devotes a one whole unit to discussing instructions and explanation in a language classroom. However, when talking about effective instructions, Ur (1996) puts much emphasis on teacher's preparation before giving instructions in class as "teacher's explanations are often not as clear to their students as they are to themselves" (p.16). Hence being well-prepared would save teachers from unnecessary confusion when giving instruction. Furthermore, Ur advises teacher to get students' attention before giving instructions and also places considerable importance on the need for teacher to repeat their words more than one and check if students' understanding after instructions are given out to make sure students know what they need to do for successful completion of the activity.

In a nutshell, it can be concluded that, in order to make their instructions effective, teachers need to get their students' full attention, keep their instructions brief, simple and better deliver one at a time and always check if students really understand the instructions.

1.2.4. Techniques for giving and checking instructions

Nguyen et al. (2003, cited in *ESL/ EFL Classroom Techniques and Practices - Course Book*, pp.16-17) suggests four common techniques for giving and checking instructions:

"Step-by-step" or "feed-in" approach: The teacher gives the students one instruction at a time, not a list of instructions all together. Breaking down the instructions into small, separate steps to help students to understand them completely, especially when there is a lot of information in the instructions and the teacher wants students to understand every word.

Demonstrate it, "model" it or "show – don't – tell": The teacher does not talk about what the students must do: instead he/she shows them what to do by giving a

demonstration. A demonstration is easier to understand than an explanation and reduces teacher talking time.

Say – Do – Check: The teacher follows 3 steps for each instruction. First, he/she says the instruction, then he/she gets the students to do it, then he/she checks if they've done it correctly before going on to the next instruction. Using Say-Do-Check the teacher can tell straight away if students have not understood something and make sure that they understand it.

Student Recall: After giving instructions in English, the teacher checks whether the students understand everything by saying, "Tell me what you have to do in Vietnamese" or "Say it again in Vietnamese". Asking students to recall what they will do in Vietnamese is helpful at lower levels as they may not fully understand the instructions. It makes them remember what they have to do and allows the teacher to check that they understand what to do.

1.3. Voice projection

The voice is a very important teaching tool for teachers. Gower, Phillips and Walters (1995, p.16) believe that teachers would be put at great disadvantage if he/she does not possess "sufficient range, variety and projection". "Warm and expressive voice" that is used appropriately can benefit teachers greatly in motivating and drawing students' attention. However, "strained voice" resulting from improper manner of projecting the voice could initiate inappropriate response from students. (How a Teacher's Voice Affects Pupils' Behavior, 2005)

Discussing how teachers should project their voice, Martin and Darnley (2004, as cited in "How a Teacher's Voice Affects Pupils' Behavior, 2005) argues:

> The teaching voice should have a firm flow supported by a centered breath, a developed resonance that allows the voice to be projected without strain or effort, and a pitch range that is appropriate to the individual voice, combined with the flexibility to vary tone and inflection.

The voice, as Gower et al (1995, p.17) explains, can vary to suit different types of activities. When speaking to individual student, pairs or small groups, teachers often

lower volume and pitch and narrow the range. On the contrary, when teachers instruct the whole class, volume and pitch are raised and voice range is widened.

1.4. Eye-contact

Eye-contact has been proved to be an efficient non-verbal teaching tool in a study by five researchers in Pakistan published in the European Journal of Social Sciences, Volume 19 (Eye Contact as an Efficient Non-Verbal Teaching Technique: A Survey of Teachers' Opinion, 2011). The result of this study, as mentioned above, is synthesized from surveys done on 40 professional English teachers in Pakistan.

According to Gower, Philips and Walter (1995, p.8), eye-contact plays a critical role in helping teacher "establish rapport". He argues that teachers who hesitate to look students in the eye can be interpreted as "lack of confidence which gives students sense of insecurity".

Teachers are advised by Gower et al. (1995, p.9) to remain eye contact with students to observe their reactions and thus, to be aware of their mood and feelings. In fact, eye contact can vary in accordance with different stages of the lesson. It is suggested that the more direct teachers' eye contact is the better it is for them to control the lesson. On the other hand, in activities that students are encouraged to work with one another without the help from teachers, teachers are advised to reduce eye-contact with students. (p.9)

1.5. Gestures & postures

Scrivener (1994, p. 96) advises teachers to develop their own range of gestures "to save yourself repeating basic instructions". His view point is largely agreed by Gower, Philips and Walter (1995, p.11) who also suggest further benefits teacher can gain from utilizing appropriate gestures:

- to covey meaning of language
- to manage the class – for example, to reinforce instructions
- to add visual interest
- to increase pace
- to cut down on the amount of verbal communication

However, Gower et al (1995, p. 12) also warns teachers of excessive gestures as they can "interfere with the language" and become "counter –productive".

Teachers' postures, especially where they position themselves during different stages can have great effects on students' behavior as a "teacher's positioning demonstrates that he or she is engaged in the lesson and concerned for the progress of the students." (Cruickshank, et al, 2009, cited in Myers & Anderson, 2010, p. 7)

Students are sensitive to teacher's postures because any position a teacher establishes could have certain implications to students. By observing teacher's positions students can interpret the type of activity, the role of teacher and students, to whom teachers are attending or not attending and lastly, whether a student is expected to talk to the teacher or not. (Gower et al, 1995, p. 24)

In addition, it has been emphasized in numerous studies that, wherever teachers position themselves, they should be aware of the distance kept between them and their students as students' participation and learning attitude tend to decline when this distance increases (Smith, 1987, as cited in Savage & Savage, 2010, p.74)

1.6. Speaking skill

Together with writing, speaking is considered a productive skill which requires generated language by learners, as opposed to reading and listening, the receptive skills that provide input of language.

In his book entitled *How to Teach English* by Harmer (1998, p. 269), the speaking skill is recognized by two elements. Speaking is defined as the "ability" to "speak fluently presupposes not only a knowledge of language features" and to "process information and language on the spot". It can be understood that, according to Harmer (1998), to master the speaking skill one must not only speak without making so many pauses but also at the same time quickly choose the right vocabulary, structures to support their ideas in a certain situation.

Ur (1996, p.4), on the other hand, tends to view speaking as a classroom activity which encourage "learner's ability to express themselves through speech".

Sharing the same idea, Byrne (1978) also considers speaking as a "two-way process between speakers and listeners" (Byrne, cited in Nguyen, 2009) that involve both the productive skill and receptive skill. It can be seen as in Byrne's definition, productive and receptive skills are not separated since the production of language definitely needs the input of knowledge serving as source of ideas, vocabulary and structures.

From the listed definitions, it can be concluded that in an EFL classroom, speaking skill is the ability that allows learners to fluently express themselves in speech and its nature involves the corporation of both productive and receptive skills.

6. **Related studies**

In general, although giving and checking instructions is one of the major teaching activities, it has not received adequate attention and is often involved in classroom management or teacher talk studies.

Particularly in Vietnam, Nguyen (2010) & Dinh (2011) in their graduation papers for the Bachelor of Art in English Language Teaching have attempted to examine the issue of giving and checking instructions as a focused research matter instead of incorporating it in classroom management or teacher talk research.

Conducted in 2010, the study of Nguyen aimed at investigating the current situation of giving and checking instructions in speaking lessons in Viet Duc Upper-secondary school in Hanoi. Teacher's attitude, common techniques being used and difficulties faced by teachers when instructing were carefully examined. The findings from survey questionnaires, interviews and classroom observations indicated several problems of giving and checking instructions which included time constraint, students' low concentration, use of unclear vocabulary and structures and insufficient teaching condition.

Dinh (2011) also placed her focus on the skill of giving and checking instructions but her paper was carried out at college level. The subjects of this study were fourth-year students who had their teaching practicum at English Division I, Faculty of English Language and International Studies, Vietnam National University.

This paper aimed at evaluating the effectiveness of those techniques for giving and checking instructions which were commonly used by trainee teachers. In the findings, Dinh (2011) acknowledged that the most problematic issue among trainee teachers when giving and checking instructions concerned the lengthy and complicated language, a problem which pre-service teachers themselves failed to recognize.

CHAPTER 2: METHODOLOGY

In this chapter, the setting of the study, the participants, the major research instruments used for collecting and processing data will be described in details.

1. **Research setting**

At ULIS- VNU, there are two types of EFL teacher education programs which are Fast-track program and Mainstream program. In the final year of their course, both fast-track and mainstream students are required to conduct their teaching practicum for six weeks. Unlike the previous two years in which only fast-track students were allocated to conduct their teaching practicum at English Division I, FELTE, ULIS, this year, the teaching practicum at college level was also opened to main stream students with high CGPA. For the academic year 2011 – 2012, the teaching practicum took place from 13th February to 23rd March 2011.

During their 6-week-teaching practicum, 35 trainee teachers were divided into eleven groups of three and one group of two. Each group was under the supervision of two mentors, one would guide them in teaching pedagogy and the other in class management as form teacher.

Following their teaching pedagogy supervisors, trainee teachers were assigned to teach four skills: Listening, Speaking, Reading and Writing in different first-year groups. These groups include students from three majors: teacher training, interpreting training and double major training. Not all trainee teachers' groups had chances to teach all four skills as they had to depend on their supervisors' teaching schedules. As a result, there were groups that merely gave speaking lessons or groups that only focused on reading and listening.

2. **Sampling and participants**

This study is carried out in the form of a multi-case study so that the researcher could have an in-depth insight into how each single case encounters and tries to overcome their own problems while putting into practice the knowledge they have acquired about giving and checking instructions from their ELT II course. Moreover, it

should be a multi-case study because the researchers aim to find out the similarities and differences in the problems that trainee teachers often deal with when giving and checking instructions. As the research is of multi-case study type, the data it generates is largely qualitative.

The appropriate samples for the case study were chosen based on their teaching schedules. Among twelve groups of trainee teachers, there were two groups which were assigned to give speaking lessons only due to their supervisors' teaching schedule. This would guarantee a necessary number of observations needed for thorough analysis. Also, each group of trainee teachers had chances to work with two groups of first year students which would allow the researcher to make comparisons of responses from students of different groups to instructions from the same teacher. Among the two groups of trainee teachers, one had their teaching schedule overlap with that of the researcher. Therefore, the researcher decided to choose the other group. As a result, the supervisor of this group and the students from the two groups that they were allocated to conduct their practicum with were invited as participants in the case study.

6.1. **The trainee teachers**

The three trainee teachers who were selected as three cases for this study will be coded as X, Y and Z. All the three cases were informed in advance that their real names would not appear in the research paper to prevent any possible hesitation and lack of commitment that might occur due to the cases' reluctance to their identities being made public.

6.1.1. Trainee teacher X

X is a mainstream student. Before the teaching practicum, she did not have many chances to practice teaching a large group of students. Her experience with a large class was only restricted to micro-teaching activity, once during ELT II course and once in ELT IV course. Regarding her teaching part-time job, she started working

as a tutor for two 9th graders at the beginning of the third year and continued to give private lessons to a 6th grader during the summer before her fourth year of college.

X fully masters the theory of instruction-giving-and-checking techniques presented ELT II course book and she often consults the theory when planning instructions. Before each lesson, she prepares her instructions by imagining the situation and make mental notes of what she is going to say to instruct the activities.

6.1.2. Trainee teacher Y

Y is a mainstream student. Regarding teaching experience, she started to work as a tutor giving private lesson to students from junior high schools in Hanoi when she was in a second year of college. However her experience of working with a large group of students was only confined to in-class micro-teaching during ELT courses until six months ago when she started working for an English center, teaching a class of 20 students. According to her, for micro-teaching activity, she got four chances to plan and deliver lessons in total, one in each ELT course.

Basically Y understands the theory of giving and checking instruction techniques presented in ELT 2 course book, however, she does not often take those techniques into consideration when planning the instructions for an activity. She just notes down the requirements of the activity on a piece of paper to firstly, memorizes them and secondly in case she forgets the instruction she can use that piece of paper as flashcard.

6.1.3. Trainee teacher Z

Z is a fast-track student. She has been working as a tutor since her first year of college. Compared to X and Y, Z had more chances to work with a large group of students. Beside the micro-teaching in every ELT course, she also had chance to practice teaching to second-year students in the tutoring program launched annually by the fast-track group.

Z basically understands the theory of giving-and-checking-instruction techniques presented in ELT II course book, however, she does not often refer back to these techniques when planning instructions for an activity.

6.2. **The supervising teacher** - coded as Ms. T

Ms. T has been teaching at Division I, FELTE for 11 years. For the 2011-2012 academic year teaching practicum, Ms. T was assigned as supervising teacher for the three trainee teachers selected as cases for this research paper. She observed and evaluated the performance of trainee teachers basing on a given checklist specially designed for the teaching practicum and offered recommendation for improvement or solutions to their problems.

6.3. **The first year students**

In total, 44 students from two first year groups, which the trainee teachers were allocated to conduct their teaching practicum with, participated in this study.

Regarding their English-learning back ground, most of them started studying English in secondary school. Level of their English proficiency is pre-intermediate though in reality some are above or below this level. Their back ground information including their group, their gender, years of studying English and listening – speaking result of last semester are illustrated in Table 1 and Table 2 below.

Table 1. Background information of the first-year students.

Group name	Number of surveyed students	Gender		Average years of learning English		
		Male	Female	0-4	5-8	>8
1	22	3	19	0	12	10
2	23	1	20	1	14	8

Table 2. Summary of listening-speaking result of surveyed students

Group name	Average listening-speaking score			
	< 6.0	6 →6.9	7→ 7.9	>8
1	1	8	10	4
2	0	4	14	4

7. **Data collection instruments**

In order to obtain a sufficient collection of both reliable and valid data for the study, the triangulation method, a combined data collection process utilizing survey

questionnaires, a classroom observation scheme, as well as semi-structured interviews, was fully employed.

7.1. **Questionnaire**

7.1.1. Reasons for choosing questionnaire

Questionnaires, as defined by Brown (2001) are "...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p.6). The questionnaire was believed to be the preferable instrument for this research because it is regarded as an economical and practical tool for collecting data from a large group of participants (Mackey & Gass,2005), particularly in this case study, 45 students from two first year groups.

7.1.2. Questionnaire design

One set of questionnaire for first year students was utilized to find out their general evaluation of the instructions given out by trainee teachers after six observations.

The questionnaire began with a brief overview of the research title, the purpose of carrying out the questionnaire survey and a desire for cooperation from respondents. Confidentiality of shared information was also emphasized.

The questionnaire included two main sections:

- Section 1: This section sought for personal information namely the student's name and their group.
- Section 2: Questions in this section were solely designed in the form of numerical rating scale. Students were required to rate the appropriateness of teacher's instructions in terms of different aspects of speech modification and manner on a scale from 1 to 5 with 1 being " extremely inappropriate" and 5 being " extremely appropriate". This section provides data that helps answer the first research question:

What problems that trainee teachers often encounter when giving and checking instructions?

7.1.3. Questionnaire procedure

At the beginning of the practicum an email asking for the students' participation, was sent to each group to ensure that students were well-informed about the research they were invited in as informants. In class, the questionnaires were delivered to first year students at the end of the practicum.

3.2. Observation

3.2.1. Reasons for choosing observation

According to Cohen, Manion and Morrison (2000, p.305, cited in Chu, 2009, p.31), observation is essential in a study as "observational data … afford the researcher the opportunity to gather "live" data from "live" situations". By "generating data which involve the researcher immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events and so on, with it" (Mason, 1996, cited in Mackey and Gass, 2005, p.175) observation serves as a useful tool for the researcher to have a close look at the chronic problems and those unexpected ones that might appear before, during and after instructions were given and see if her observations match with that of the students. This might explain why "over time and repeated observation" is needed for "a deeper and more multilayered understanding of participants and their content" (Mackey & Gass, 205, p.176)

3.2.2. Observation scheme

Classroom observations were employed as an effective tool to collect data as the topic of the study was closely related to practical educational issue.

An observation checklist from Dinh (2011) whose research paper also focused on the skill of giving and checking instructions among trainee teachers at college level was adapted to match with the purpose and scope of this study.

The observation coding scheme consisted of two main parts: the ***class profile*** involving general information about the trainee teacher and the lesson and ***a checklist of different aspects of giving and checking instruction*** that are closely related to the scope of this study including speech modification, techniques and teacher's manners.

3.2.3. Observation procedure

Official permission for class observations from the supervisor, the trainee teachers and the first year-students was obtained beforehand to "lessen any impact of the observation on lesson planning and implementation" (Mackey & Gass, 2005, p. 188). Also, in order to minimize the distraction that her presence may cause to the classroom setting, the researcher often sat in the back of the class as non-participant.

A detailed schedule for observation was planned and followed to ensure that each single case was observed at least three times in each first year group that they taught. For the purpose of careful analysis, the researcher had asked for permission from the trainee teachers, the supervisors and the first year students to videotape the lessons. The device used for videotaping was an iPod and it was set at the back of the classroom to minimize any possible influence it might have on the trainee teachers and first year students. Each trainee teacher was observed three times in one first year group which means, in total, six observations are carried out for one trainee teacher.

The data collected from observations is used to answer the research question: *What are the problems that trainee teachers often encounter when giving and checking instructions?*

3.3. Interview

3.3.1. *Reasons for choosing interview*

Interview was selected as an essential tool for this case study as it is proved important in making up for and minimizing the weaknesses of the other two research instruments. Firstly, responses from questionnaires can be unreliable sometimes because they rely largely on the participants' level of commitment whereas not all participants are willing enough to invest their time and energy in properly completing a questionnaire. Secondly, interview would enable the researcher to "investigate

phenomena that are not directly observable" (Mackey and Gass, 2005, p. 173). In the case of this study, the phenomena that need further investigation being supervisor's evaluation and trainee teachers' self reflection of their giving-and-checking-instruction skill.

3.3.2. Interview design

Semi-structured interviews were carried out with three trainee teachers selected as cases for this study and their supervisor. Two sets of guided questions to elicit answers and further explanations from interviewees were carefully prepared in advance. The questions for the supervising teacher were mainly based on the research questions with reference to specific aspects of instruction-giving-and-checking as listed in the observation scheme while questions for trainee teachers sought for experience of giving and checking instructions during the practicum as well as self-reflection of their own problems and their own solutions for these problems.

The interviews were carried out orally and face – to- face in Vietnamese to make full use of the flexibility of semi-structured interviews and provide the interviewees with "a degree of power and control over the course of the interview" (Nguyen, 2010, p.52). Recordings of interviews were made to assist the researcher in careful and detailed data analysis.

3.3.3. Interview procedure

All interviews were conducted after the teaching practicum had ended so that the supervising teacher could have an overall look of the whole process thus reaching an adequate conclusion of the trainee teachers' strengths and weaknesses in giving and checking instructions while trainee teachers could have enough time and experience to self – evaluate their own performance.

The data collected from interviews help solve both research questions:

What are the problems trainee teachers often encounter when giving and checking instructions?
What are the suggestions for better classroom instructions proposed by supervisors?

4. Data collection procedure

The data collection procedure consisted of three phrases:

Phase 1: Preparation

The observation scheme, questionnaires for fist year students and two sets of semi-structured interviews- one for supervising teacher and one for the trainee teachers were carefully designed.

Phase 2: Implementation

One week before starting to collect data for the study, the researcher contacted the supervising teacher and the trainee teachers and invited them to join as participants in the research paper. After getting permission for class observation from the supervisor and the trainee teachers, the researcher met with the two first-year groups that these trainee teachers were allocated to conduct their teaching practicum with to invite them to join in the study as informants. After the researcher had attained the first year students' agreement to participate in this research paper, a students' back ground information sheet was distributed for them to fill out the information about their name, group name, gender, the amount of time they had studied English and their average listening-speaking score from last semester.

Observations were carried out during the first five weeks of the practicum. Interviews with supervisors and trainee teachers were carried out in week 5, after the researcher had done enough observation to make detailed analysis and reach adequate conclusions. Questionnaires were also distributed to students.

Phase 3: Grouping the data

After collecting data from class observations, questionnaires and interviews, a plan for synthesizing and analyzing these data was carefully designed by the researcher.

5. Data analysis procedure

Semi-structured interviews were transcribed and carefully analyzed. Field notes from observations were analyzed and compared with results from interviews. Answers

from questionnaires were coded and converted into bar charts, which would be used to illustrate students' evaluation of teachers' instructions in terms of different aspects. Results from students' questionnaires, after having been processed into charts were compared with those of questionnaires and interviews thus strengthening the reliability of the collected data.

Results from three types of research instruments were then synthesized for single case analysis thus answering the two Research questions.

CHAPTER 3: CASE ANALYSIS & IMPLICATIONS

This chapter consists of three main parts. The first part – case analysis describes in details the problems emerged when giving and checking instructions of each trainee teacher, exemplified by synthesized data from the three data collection instruments. In the second part recommendations for improvement of instruction-giving-and-checking skill will be presented according to specific aspects as shown in the observation schemes. The last part presents implications based on findings from the previous two parts.

1. Problems that trainee teachers often encounter when giving and checking instructions

1.1. *Case 1: Trainee teacher X*

As pointed out by the supervising teacher - Ms. T in the interview, trainee teacher X's major problems concern language use, voice control and postures/ gestures.

Regarding language use, it was noted that X tended to give very lengthy instructions by using full sentences instead of imperative forms. By regular observations, the researcher found out the reason that made her instructions lengthy is that they were not structured into clear and separate steps and some parts of the instruction were often repeated several times. Below are three examples of X's instructions:

Example 1- X was instructing group discussion:

Now I have,ah, you are studying the Market Leader…well, Economics, OK, and in the first lesson Ms. Giang has told you to make some general plans in daily life. And now I would like you to make business plan, Ok, you will be the future manager, director or banker in the future OK, and now you work with this plan OK. Ah, I would like you to work in four groups, four groups ah… this table and this table you will work in group here <point to students in the first table on either side> *here ,* <ask students to gather at one side> *come here… come here… Phuong, you can stay right there. Two of you, come here. Hai, come here, four of you. OK, OK. Class you will work in four groups and in my hands,*

there are four ah five events in the company. <u>And</u> imagine that you are the manager OK, <u>and</u> you are responsible for celebrating some events for the company <u>and</u> now you <u>will</u> try to make a plan for the event in the company. <u>And</u> you <u>will</u> have to report, report to the board of directors. <u>And</u> I'm the board of directors and I <u>will</u> check it OK. So now choose one of these five event <go around and let students from each group choose one piece of paper containing the a type of event>*OK, ah* <go to the back of the class to take five big blank sheet of paper and then go around distributing them to each group>*.. I have these papers for you to write your plan.*

In example 1, X used twelve sentences in order to convey the instruction for group discussion. Among these twelve sentences, only two sentences, which are "Come here…. Come here" (highlighted in the example) are in imperative form. Polite requests beginning with "I would like you to" appear twice. Most of these full sentences are rather wordy as well. The words "will" and "and" have been excessively used.

Example 2 – X was instructing a guessing game:

Before we go to the main part of the lesson, <u>I would like you to</u> play a game.. Uh…. Shh… <mark>*Class, keep silent please*</mark>*…Guessing game, Ok. I need a volunteer. Anh, please. You raise your hand?* <mark>*Come here*</mark>*… Your task is choose one paper that contains the word but you <u>will</u> give your friend one hint, just one hint and after that you just answer Yes or No and the others you <u>will</u> give her some Yes/ No questions to guess what this word is.*< to Anh> *You <u>will</u> choose one of these papers* <let Anh pick a piece of paper> *.. You open it. This is a… And you <u>will</u> give your friend one hint, for example, this is a name, a noun or this is a person, a place or something like that , just simple hints OK? And the others, <u>I would like you to</u> work in two groups. Group A here* < point to group A> *and group B* <point to group B> *You <u>will</u> take turns give her some Yes/ No questions, remember, to guess which word here. Am I clear to you?*

Ok nghĩa là bạn ý sẽ cầm cái tờ này và bạn ý sẽ chỉ đưa ra đúng một lời gợi ý có nghĩa là một danh từ, một động từ, tên người hoặc một nơi gì đấy nó rất là chung chung như thế và bây giờ các em phải lần lượt hỏi Yes/ No questions và bạn ý chỉ trả lời là Yes hay No thôi. ==Thế nhớ, Yes or No==. Và các em phải hỏi thật là thông minh, hỏi làm thế nào để mình có thể biết được nó là cái gì. Đội nào.. à… Which group gets the correct answer will get one mark, OK. Are you clear? Yeah. ==Now let's start with group A==. <to Anh>: ==One hint, one hint, to your friend==.

In example 2, the word "will" also appears in high frequency. Out of twenty sentences (including both English and Vietnamese instructions, five are in imperative forms (highlighted in the example). The use of polite requests is also observed.
Example 3– X was instructing group discussion:

Now I you <u>will</u> work in groups of three people. <start moving students between two sides to create groups of three>Thu with Thuy and Ha… and Hue, Lan,Trang… Ha, you with the two <use hand gestures to show students which group they were assigned>And Trang and Thanh you work with group <point to the group on the other side>Thao, Huong, Phuong… and yeah.. OK…So now are you clear about your group? OK. ==Now work with your group==. You <u>will</u> choose among these topics, speaking skill, listening skill, reading skill, writing skill… four English skills… OK …four English skills. Ah, <u>and</u> computer skill and communication skill. I have six skills, six skills… .. six topics. I have six topics here. <u>And</u> for English skills, you can .. Ah.. speaking ,writing and listening, right? <u>And</u> now, you <u>will</u> work with your group and choose one of these topics and draft, draw some questions, some Yes/ No questions or some WH questions, five,five questions, right… Work with your group choose one topic and draw five questions. <u>And</u>, after that, after you have draw your questions, you <u>will</u> go round <u>and</u> ask your friend… You ask your friend and report in reported speech. Are you clear?

In example 3, only one sentence out of fourteen sentences is in imperative form and the rest are full sentences which are also stuffed with the constant presence of "will" and "and". In general, from the three examples above, it is estimated that full sentences account for approximately 80% of trainee teacher X's instructions.

Also, it is obvious that X's instructions are not clearly structured into separate steps. She does not use transitional words such as *first, second, next, then* signaling a series of steps that students need to follow. *And* is shown to be her most common transitional signal.

Some parts and or key words of the instructions are unnecessarily repeated several times. For instance in example 1, the imagined situation was mentioned twice and even when it was repeated; it was still put in meticulous detail, just like the first time it was mentioned. Also in example 2 the phrase "one hint" was mentioned five times. In example 3 the topics for discussion were immediately repeated twice in an inconsistent way and the trainee teacher did not alert her students before she repeated the topics.

In addition it was noticed that X did remember to check the students' understanding of her instructions by asking them "Are you clear?" or "Am I clear to you?". However, observational data showed that a few students responded to this question by saying "Yes" while the rest tended to drift away in their personal business – some chatted, some looked at their books. Particularly in example 2, only two students responded to her question therefore she decided to give the instruction again in Vietnamese. Although X could finally make clear to the class about the rules of the game, her lengthy instruction consumed more time than it should have, making it confusing for the students thus at some points failing to keep their full attention.

In terms of voice control, the supervising teacher commented in the interview and also during her feedback session with three trainee teachers that X spoke too softly, which often made it hard for her to capture students' attention and sometimes, to make clear of the key points. This remark was also shared by the first-year students. Eighteen out of forty-five surveyed students commented that X spoke too softly, nine

commented that she spoke too fast sometimes and it was difficult for them to catch her words. Figure 1 & 2 below illustrate students' evaluation of trainee teacher X's speaking volume and speed when giving and checking instructions in terms of the level of appropriateness after six lessons with her.
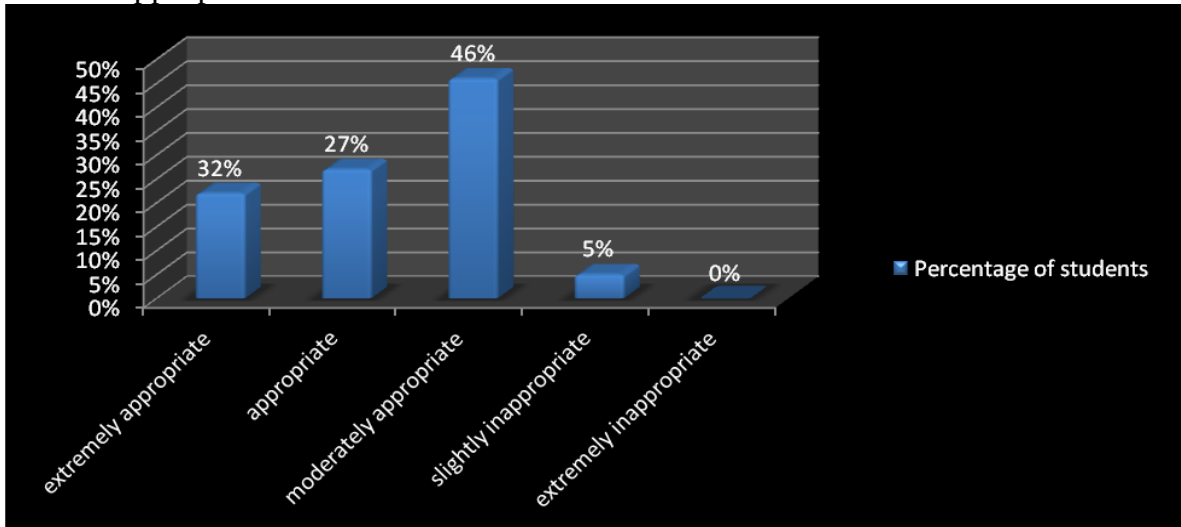

Figure 1. Student's evaluation of trainee teacher X's speaking volume when giving and checking instructions
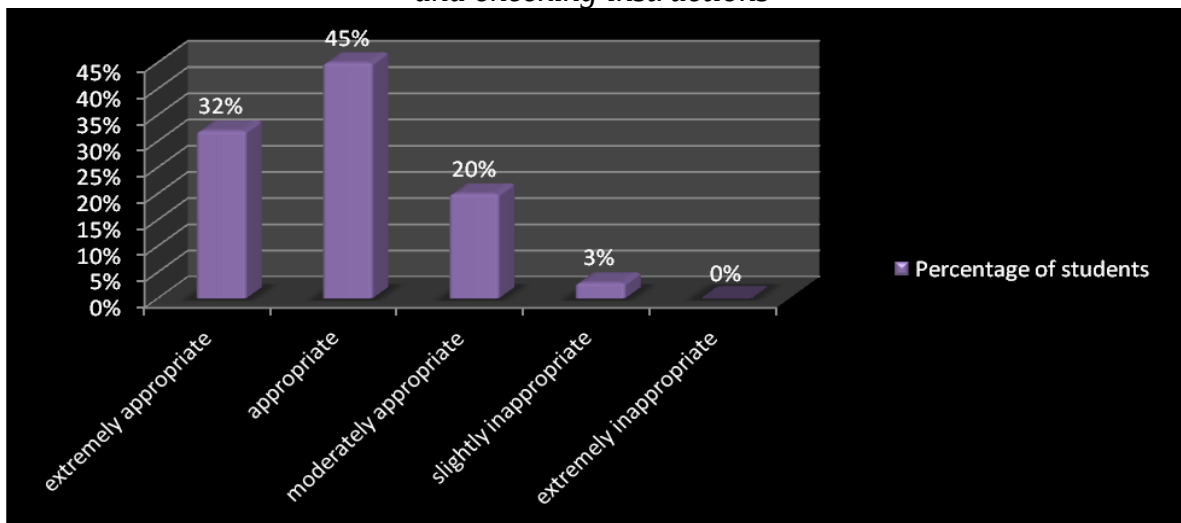

Figure 2. Students' evaluation of trainee teacher X's speaking speed of speaking when giving and checking instructions.

In terms of X's volume (see Figure 1), a majority of the surveyed students (46%) thought that X's volume was "moderately appropriate" and 5% considered it to be slightly appropriate. Regarding her speaking speed (see Figure 2), most students

(45%) found X's speed of speaking "appropriate" while 20% and 3% thought that her speed was "moderately appropriate" and "slightly inappropriate" respectively. In comparison with other aspects demonstrated in figure 3 below – students' evaluations of trainee teacher X's instructions in terms of seven aspects, X's voice projection (volume and speed) gained the least favor from students. The other five aspects namely understandability of language use, capturing students' attention, stress on key points, maintaining eye-contact and postures/ gestures were considered "extremely appropriate" by the majority of students.
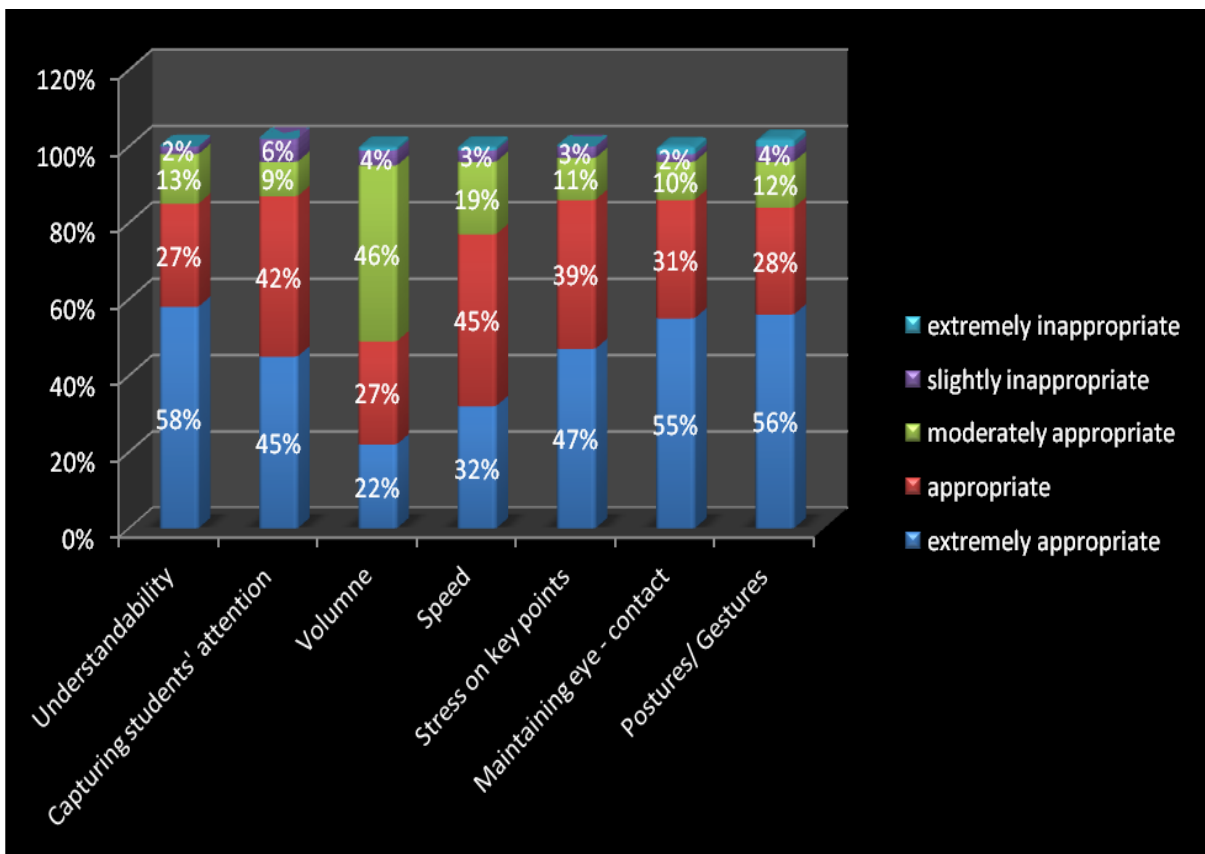

Figure 3. Students' evaluation of trainee teacher X's instructions

Regarding postures/gestures, the supervising teacher – Ms. T noted that although X knew how to make use of hand gestures to support her instructions, her hand gestures could be confusing and distracting sometimes as too many unnecessary movements from the elbow to the hand were made when she presented the

instructions. However, sometimes, when X did not make hand movements, she had a tendency to fold her arms across the chest or touch the chin, which showed a weak, unconfident, unopened position, as remarked by Ms. T in the interview. Another problem regarding X's posture that Ms T pointed out was her fixed position. X often stood still at one place when she gave instructions. Sometimes she only turned to one side and totally neglected the other. Surprisingly, students' evaluation of trainee teacher X as illustrated in figure 4 expressed an apparent contradiction. In fact, 56 % of the students found X's postures and gestures "extremely appropriate". (see Figure 4)
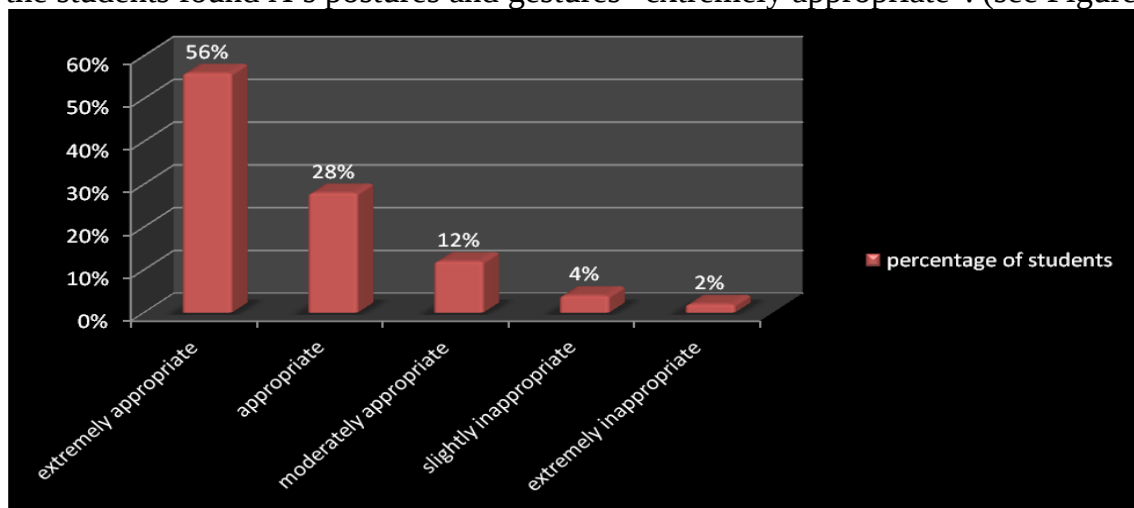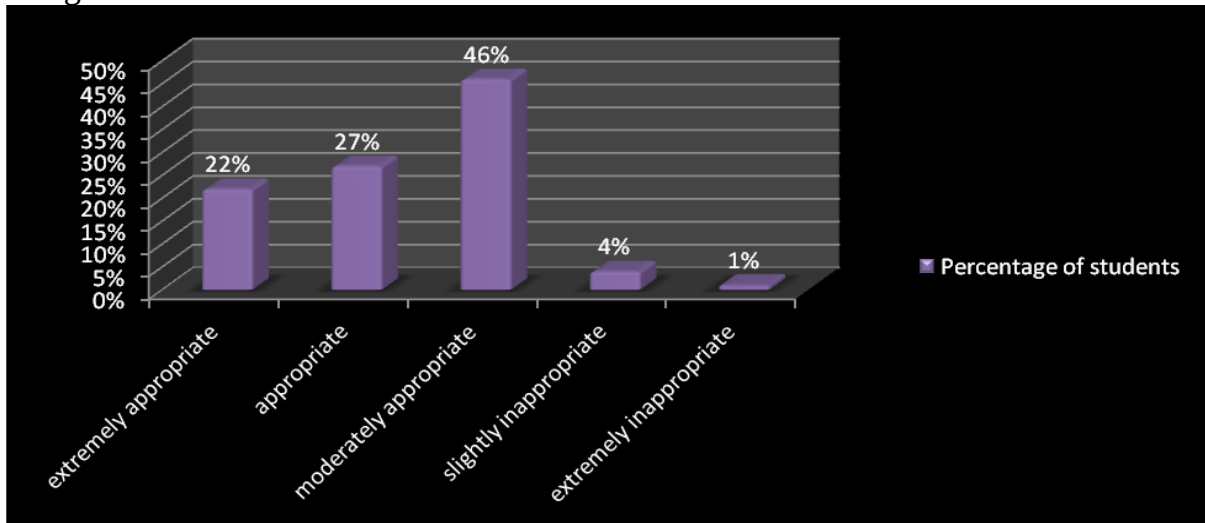

Figure 4. Students' evaluation of trainee teacher X's postures/ gestures

In the researcher's interview with X, she said it was during the teaching practicum that these problems, except for the hand gestures, were first made known to her by the supervising teacher. Previously when X did the micro-teaching, her teacher did not focus much on instruction-giving-and-checking skill so she was not aware of the problems that hindered her instructions from being effective. Regarding the postures/gestures, X had been receiving comments from her peers and teachers since the first year however she had not been able to fix that as it had become habitual and automatic for her. When teaching the first-year students it was harder for her to take control of her gestures as she felt more nervous when teaching a whole new group of students than teaching her pretend classmates.

1.2.   *Case 2: Trainee teacher Y*

       Ms. T – the supervising teacher indicated in the interview that trainee teacher Y's major problem involved voice control. Her low, flat voice made it hard for her to capture students' full attention while giving instructions. Although Y always remembered to stress on key points, her low voice together with a flat intonation hindered the key information from standing out. Also, another problem that made her instruction less convinced to students was the constant hesitations - which might make students think that she herself was not sure of the instructions. This problem was actually addressed by first year students (see Figure 5) as low speed of speaking in their questionnaire responses. The majority of students (46%) rated her speed of speaking as "moderately appropriate" and 4% and 1% considered her speed to be "slightly in appropriate" and "extremely inappropriate" respectively. Ten out of forty-five surveyed students suggested that she increase her speaking speed and eight thought that she was nervous and unconfident.

Figure 5. Students' evaluation of trainee teacher Y's speaking speed

       Regarding this aspect, Ms. T suspected that it might result from her nervousness as she might have felt uneasy being watched by the supervisor. This was confirmed later in the researcher's interview with Y, in which she explained that she did not suffer such physical condition when doing her teaching practice with her classmates as

pretend students. In the practicum, she had to deal with two whole new groups of students and being watched and graded by a supervisor made the matter even worse.

Observation data indicated that, in terms of language use, Y also tended to favor full- sentences over commands. However, her instructions were not so lengthy because she did not repeat some parts or key words of the instruction many times like trainee teacher X. Below are three examples of Y's instructions:

Example 1: Y was instructing a game:

I will divide the class into four groups. < immediately use hand gesture to show the students which group they belonge to> *1 ..2..3..4.   We have a group of scrambled letters and your task is to order the letters into words… Understand? <Students respond "Ok". Y hands each group a set of jumbled letters>… Any group that finishes… you say Bingo and tell me the word …you have rearranged. Are you clear?*

Example2: Y was instructing a discussion activity:

I have three types of event. The first one, holiday planning…And the second event wedding planning… career planning. And now you will work in pairs and make one of three plannings, one of three plannings. I will allocate the event for each pair OK…I will number from 1 to 3 <start assigning the event for each pair by pointing at each two students sitting together and give them a number> group 1… group 2…. group 3…1…2…3…1…2…3 and 1.You work in pair with your planning. Who will do holiday planning? Raise your hands please. <the pairs that do holiday planning raise their hands>Holiday planning…1,2,3,… Alright. Wedding planning? <the pairs that do wedding planning raise their hands>..1…2…3… OK. Career planning? <the pairs that do career planning raise their hands>1…2…3. Each planning will have three group…You have 10 minutes to do your planning ok.

Example 3: Y was instructing a read- and- discuss session:

Now please open your book (Market leader course book) *page 81.You will read the article "Clever tactics for brilliant young managers"... Now I will divide you into four groups…I will count… <point at each student and assign a number*

for them by counting 1,2,3,4>… *And you* <u>*will*</u> *work with your groups…*<The students start to stand up and move> *Group 1 you sit here, and group two, three four there OK* <assign the seating place for each group by pointi*ng*>….<3 minutes later, after the students have settled the seats> *Group 1* <u>*will*</u> *read the three first paragraphs, from..uh..from the beginning to…to…oh sorry, … but remember that people around you may not share that opinion…, oh sorry, to… in order to be welcomed.* <mark>*Group 2 the next two paragraphs*</mark>*…good advice…* <mark>*Group 3 the next 4… from some advice…to…do not give them the satisfaction*</mark>
and group 4 <u>*will*</u> *read the rest. And your task is to read to get the main ideas.*

As shown above in example 1, the instruction consists of four sentences, in which three are full sentences and one is in interrogative form (highlighted in example 1). In example 2, out of thirteen sentences, six (highlighted in example 2) are not full sentences. As for example 3, out of ten sentences, seven are in full. So in general, from the three examples above, it could be estimated that full sentences account for roughly 70% of trainee teacher Y's instructions. Future simple tense with the presence of "will" is also favored by Y when giving instructions. However, transitional signals in general and the word "and" in particular tend to appear in lower frequency compared to X's.

Concerning instruction-checking, observational data showed that Y remembered to check students' understanding of her instructions by asking questions like "Are you clear?", "Understand?" , "OK?", which sometimes did not receive response from students. The questions and commands for checking tended to be more specific such as "Where's group 1?" or " Group 1 please raise your hand" , when Y checked whether students knew which group they belonged to after she grouped them.

Ms. T commented that Y often supported her instructions with her eye contact instead of hand gestures but Y's eye contact seemed very doubtful sometimes. Nonetheless, the students being surveyed as shown in figure 6 did not seem to agree with Ms. T as 59% of them rated the appropriateness of her eye contact as "extremely appropriate".
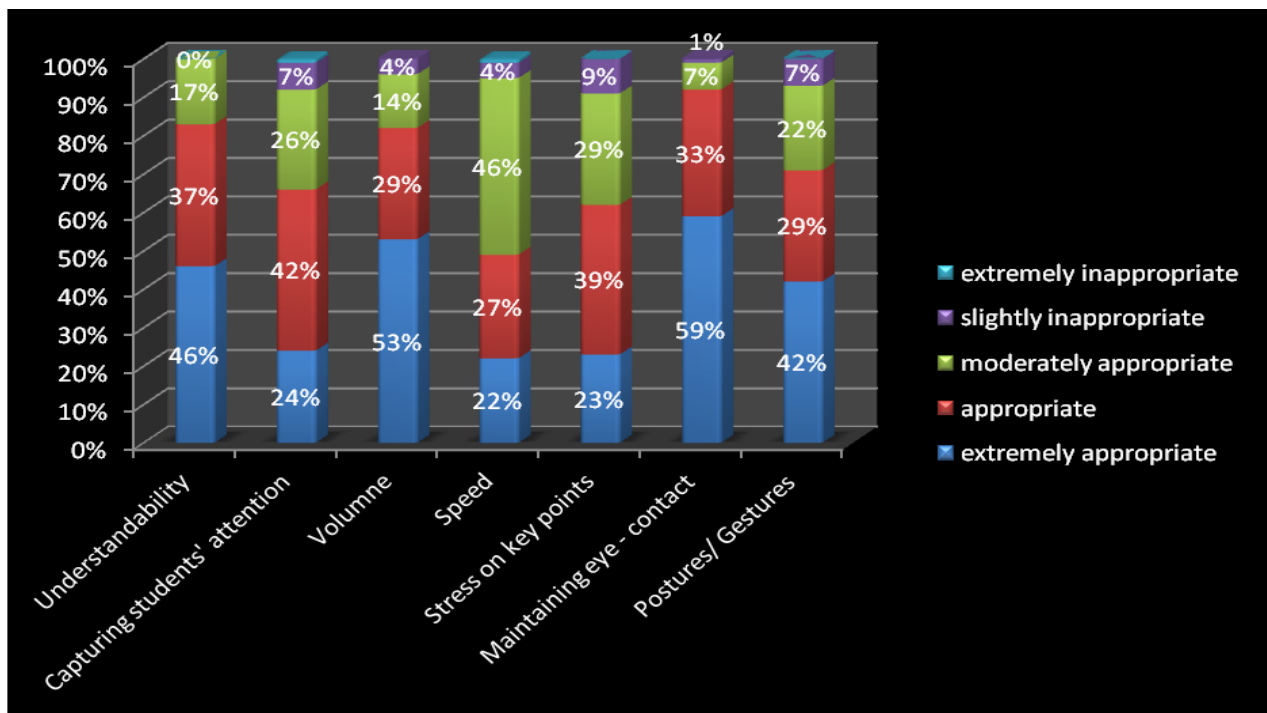
Figure 6. Students' evaluation of trainee teacher Y's instructions

According to figure 6, capturing students' attention, speed and stress on key points, from the perspective of students, are the three aspects in which trainee teacher Y failed to perform as well as the others. These three aspects were considered "extremely appropriate" by less than 25% of the respondents while the others namely understandability (of language use), volume, maintaining eye-contact, postures/gestures were rated the same by over 40%. This result, to some extent, agrees with Ms. T's comment on Y's voice control and the effects it has on students as analyzed above.

1.3. *Case 3: Trainee teacher Z*

Ms. T commented in the interview that overall trainee teacher Z had good instruction giving and-checking skill. However, Ms. T suggested that Z try to improve her voice control to make her instruction more focused. When giving instructions, Z's speaking volume and speed were entirely appropriate, which was largely agreed by most students in the two first-year groups (see Figure 7). 98% considered her volume to be "extremely appropriate" and "appropriate". 93% rated the same for her speed of speaking.
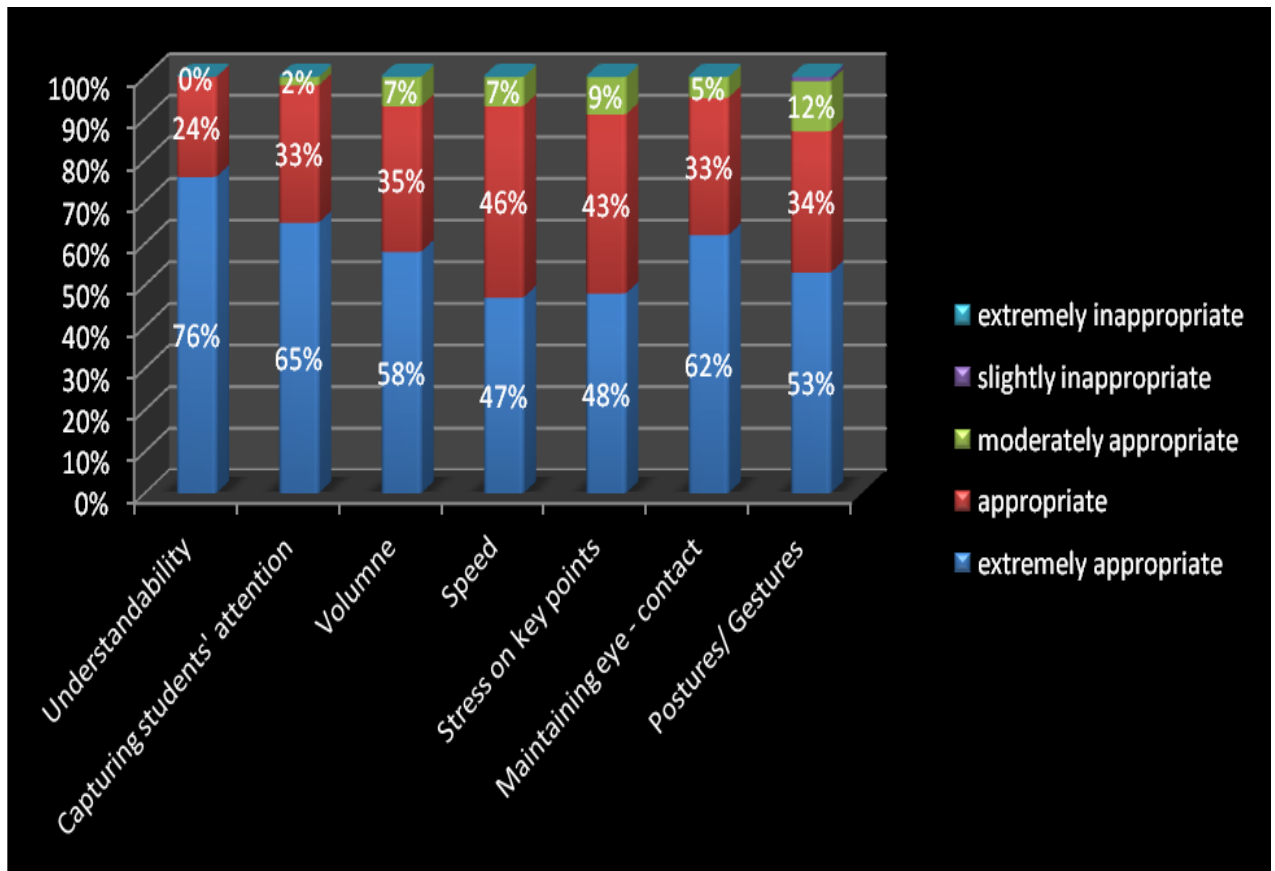
Figure 7. Students' evaluation of trainee teacher Z's instructions

However, as Ms. T pointed out, the main problem with her voice control was unclear intonation and the lack of rhythm, which would result in a lack of focus in her instructions because the key information, though repeated, was not given the particular emphasis to stand out and make an impact on listeners.

In terms of language use, observational data indicated a slight reduction of full, lengthy sentences together with an increase in imperative forms as compared to trainee teacher X's and trainee teacher Y's. Below are three examples of trainee teacher Z's instruction:

Example 1:

> *So work in pairs. One is secretary of director at Techcombank, one is secretary of director at Hoa Binh Group. Hoa Binh group wants to borrow money from Techcombank so they need to negotiate the rates. So the director of Hoa Binh company wants to have a meeting with the director Techcombank. So as*

secretaries, your mission is to make a phone call to arrange a meeting for the

directors. Are you clear?

==So now work in pairs==. *Each of you will receive a handout that has the*

guidelines for you. What can you say in each situation.<start distributing the

handouts> ==Take one and pass please .==

Example 2: Z was instructing a game:

==So now let's play a game==. *I will divide you into 2 groups.* ==This side … group 1==

==and this side .. group 2==. *I have 5 words here…Each group will send a*

representative to the board and they can't see the word. The others, your task is

to describe the word for them to guess. ==OK?== *And each faster and correct*

answer will get 1 point. We have 5 words so there can't be a tie. ==Try our best==

==OK?== … ==So the first word, 2 representatives==. ==Be quick, be quick, please..==

Example 3: Z was instructing students to use checklist for peer comment:

When one group is presenting, the other groups have to pay attention. After the

presentation, each group has to give feedback to the presentation group.

==And now please look at the checklist.== *By simply answering these*

questions in the checklist, you have given feedback to your friend on their

performance. ==Now let's go over each question quickly….==

From three examples above, it can be seen that Z also tended to favor full sentences. Reduced sentences with the omission of the *to-be* verb form and commands, which are in highlight, only account for about 40% of her instructions, and the rest 60% are in full sentences thus indicating a slight reduction compared to X's and Y's. Unlike X and Y who prefer to use "and" for transition, Z's favourite transitional word is "so" which could be seen repeated more frequently than necessary in example 1& example 2. Though it is worth noticing that Z has managed to shorten her instructions by not choosing to put them in future tense too often, as compared to X and Y. Another reason that made her instructions shorter than that of X and Y is because she did not often repeat her instruction immediately.

Concerning instruction-checking, similar to X and Y, Z often asked such questions as "Are you clear?", " OK?", " Do you understand?" to check students' understanding of her instructions.

Data collected from questionnaires as shown in figure 7 also indicated students' high opinion of trainee teacher Z's instructions with regards to both language use and manners. Specifically, three commented that they liked her voice while eight noted that sometimes she spoke a little too fast and they could not catch her words. Her weakness in stressing on key points as commented by the supervising teacher was also reflected in students' questionnaire responses (Figure 7). Compared to other aspects, her *speed* and *stress on key points* are least favorable to students with respectively 47% and 48% of students rated them as "extremely appropriate". On the contrary, the other aspects were all considered "extremely appropriate" by over 50% of the surveyed students.

In her interview with trainee teacher Z the researcher found out that it was during the teaching practicum that she became aware of her problem when giving and checking instructions thanks to the supervising teacher's comment. Previously when she did the micro-teaching with her classmates as pretend 10th graders, Z, in particular and her classmates in general did not have much difficulty in giving and checking instructions because her pretend students were too advanced for the lesson so not any unexpected problems came up. It was, however, during the tutoring program that they encountered actual problems from real students. By observing her peers conducting lessons and listening to her supervisor's detailed comments Z could draw out practical classroom techniques for herself. Unfortunately, due to some emergency, of her two lessons, she only received comments from supervisor for one. Nonetheless, the comment was not detailed enough to cover instruction-giving-and-checking skill because the teacher was in a rush.

2. Recommendations for better instruction giving and checking

In the interview with Ms. T, after pointing out each trainee teacher's problems when giving and checking instructions, she also offered solutions to certain type of

problem of each case. In the following parts, Ms. T's recommendations will be integrated and presented according to each particular aspect.

2.1. <u>*Language use*</u>

Overall, it can be concluded from the case analysis that all three trainee teachers tend to favor lengthy full sentences (declarative form) over commands (imperative form) while it has been proved by Holmes (1983, cited in Susana, 2002) that imperative is the most effective speech form for giving instructions. As the matter of fact, trainee teachers' favor of declaratives has already been acknowledged in previous studies by Nguyen (2010) and Dinh (2011).

In response to this problem, Ms. T suggested that trainee teachers shorten their instructions by leaving out any unnecessary words or explanations and stay focused on the key words. This suggestion is as well agreed by many authors and researchers in literature such as Ur (1996), Gower et al. (1995) who believe that being brief and simple is one criterion for effective instructions.

In addition, Ms. T recommended one good technique for avoiding wordiness and focus-free is to write down the instructions like a script and use them in the form of flashcards when giving instructions. In fact, writing down the instructions has been mentioned by Ur (1996, p.16) when he emphasizes the need for preparation in order to deliver effective instructions.

Repetition of information, while emphasized by Ur (1996, p16) only refers to important and "necessary information". On the other hand, excessive repetition of key words in the case of trainee teacher X might have showed "the panic of the teachers and not-well-organized directions" (Dinh. 2011, p.53). Also, retelling whole instruction could be a waste of time as redundant information is repeated. According to Gower et al. (1995), teachers should not repeat themselves unless they have to (p.35) and if they talk too much their students will not be given "maximum opportunity to talk" (p.33).

2.2. <u>*Voice projection*</u>

Voice projection, according to Gower (1995, p.17), is no less important than language use as he argues "it is as much how you say something as what you say that

keeps your students' attention". Indeed it can be seen from the case analysis that all three trainee teacher have problems with their voice control regarding volume, speed, intonation and rhythm that hinder them from emphasizing on key information as well as capturing students' full attention.

It is suggested by Ms. T that the trainee teachers learn how to release their body energy to an appropriate amount when they speak in order to increase the volume in general, raise or lower their voice at certain parts to make distinct emphasis on the key information, thus overall giving an impression of consistency, and self-confidence on the students. Also, as advised by Gower et al. (1995, p. 17), by raising their volume teacher can "energize a class and increase the pace of a lesson". Beside volume, he mentions an increase of voice range and pitch as well when teachers talk in front of the class.

Ms. T recommended consulting the technique for taking breath from the stomach instead of the chest, which is widely used by singers in order to improve their vocal modulation and intensity. In fact, breath control training is not unfamiliar to teachers who want to improve their vocal quality. In his web-published article *How a teacher's voice affect pupils' behavior*, Lesley Hendy argues that most vocal problems "result from the lack of good breathing habits". Lesley explains that if breath is constantly taken into the "upper region of the lung", the air will be insufficiently expelled. Patsy Rodenberg (2002, p. 67) offers a detailed description of this problem: "your support power suddenly meets blocks and constrictions in the throat and mouth. It is in these areas that we hold and distort our potential power and freedom. That stream of supported air finds itself fully or partially trapped as it tries to place itself in the face". As the result "centered breath" – the kind of breath produced by deep breathing or belly breathing or diaphragmatic breathing (Dealing with Catastrophe, 2011) which is "marked by the expansion of the abdomen instead of the chest" (Wikipedia, 2012). Trainee teachers can follow guidelines for deep breathing in yoga available on the Internet or, if they have chances, ask for practical instructions from professional vocal coaches or voice users like singers, actors.

2.3. *Gestures and postures*

Trainee teachers should always be aware that their gestures and postures also give students the impression of whether they are comfortable, confident and open to the students or not.

Concerning gestures problems which are often habitual and hard to fix, Ms. T suggested that trainee teachers video tape themselves and see what kind of gestures they should avoid, then practice in front of the mirror. Gower, Philips and Walter (1995, p.13) propose the same solution for teachers who might have "irritating habits such as grinning and blinking too much". Though in the case of trainee teacher X, her excessive hand movements did not bother the forty-five surveyed students, it does not mean they will not be an "irritating habit" to other types of students. While too much arm swings would distract students from the instructions, crossed arms, as universally recognized in body language, would create an unopened and stiff position. Therefore, trainee teachers need to practice in front of the mirror so that they could adjust themselves to appropriate postures/gestures. For example, they could try clutching hands to reduce extreme hand movements. Another way to improve their gestures is to follow a role model such as a MC. Just like an MC- the master of ceremony, a teacher is also the master of her classroom. The trainee teacher can observe and make notes about an MC's postures and gestures then try to follow these notes when he/she practices in front of the mirror. However, it is noteworthy that for such habitual problems, great determination from the trainee teacher is demanded.

Regarding teacher's position, Ms. T also recommended that instead of staying put behind the teacher's desk or in front of the board, teachers should move closer to the students, which would also make it easier for them to observe their reactions towards the instructions. In fact the importance of teachers' proximity to students has been proved in numerous studies. Weinstein (1979, cited in Savage & Savage, 2010, p.73) suggests the more distant their seating is from the teacher, the lower grade they get as the distance prevents teachers from properly monitoring their students thus making it difficult for teachers to offer timely feedback.

2.4.   *Comprehension checking*

Regarding instruction-checking, Ms. T suggested that the trainee teachers do not restrict their comprehension checking questions to Yes/ No type as this type of question is not effective enough in examining the extent to which students understand their instructions. Similar recommendations can be found in Dinh (2011, p.68) who also suggests some sample questions that could be applied for certain activities. As suggested by Ms. T, trainee teachers could consult the Bloom taxonomy to learn how to produce effective questions.

Furthermore, as proposed by Ms. T, trainee teachers could apply some other techniques for comprehension checking such as student model – call one student up to model the task, peer-check - ask students to discuss the instructions in pairs thus helping clear up each other's doubts or simply ask students to raise questions about the instructions. Ms. T explained that if their performance in the activity was graded, students would not be afraid to raise their voice once they had concerns. By observing students' eyes, teachers can decide whether to spend more time on comprehension checking or to go on with the activity. Using eye-contact is also well-advised by Lewis and Hill (1985, p.41) as in their own words, "any incomprehension or confusion will show in their eyes long before they tell you that there is a problem".

2.5.   *Psychological status*

For problems that result from psychological status, it is suggested that the trainee teacher exposes himself/herself to as many teaching opportunities and as many types of students as possible. With an adequate amount of experience, he/she will gradually get used to his/her nervous pressure and learn how to release the tension. The benefit of teaching experience has also been emphasized by Brophy and Good (1986); Wang, Haertel and Walberg (1993) (cited in *Creating Effective Teaching and Learning Environments: First Results from TALIS*, 2009, p.89) as they describe the aspects of teaching practice that would enable student-teachers to develop their classroom management skill and professional teaching attitude.

When a trainee teacher has more than one problem to deal with it is recommended that he/she tries to solve one at a time instead of rushing into fixing all

the problems immediately. Once he/she has finished with one problem, he/she can go on to fix the others.

3. Implications

Among the three trainee teachers, X paid the most attention to the theory of giving and checking instructions and she was the only one who consulted these techniques in ELT II course book before planning instructions for an activity so that she could make the best use of different techniques for giving instructions. However, due to several problems regarding language use and voice control, her instructions, in terms of appropriateness, were least favored to first year students.

It is also worth noticing that compared to Y and Z, X had the least teaching experience with a large group of students both in-class and outside the classroom. Though private tutoring sessions with one or two students is a common teaching experience among the three trainee teachers, Y got chances to teach in an English center and Z had her teaching practice with second year students. Z obviously had an advantage over X and Y as she not only gave lessons to a large class and received detailed feedback from supervisors on her classroom skills but she also got to observe her peers deliver their lesson and learn from their mistakes. With more hands – on experience, Y and Z would be more aware of what they should do to make their instructions comprehensible to certain types of students.

Besides teaching experience, trainee teachers' own strengths and weaknesses regarding their natural ability such as voice quality also have an influence on their instruction giving and checking skill. However, no one can deny the important role experience plays in helping teacher get used to different types of students, figure out how to make their instructions comprehensible to them thus self-developing their instruction giving and checking skill.

It can be seen from collected data that voice projection and language use are the common problems among three trainee teachers when giving and checking instructions. Regarding voice projection, volume and intonation are the two aspects that should be paid more attention to as these two aspects are essential in making the instructions firm and focused. As for language use, wordy full sentences have made

the instructions lengthy and lacking the necessary emphasis on key points thus distracting and confusing to students.

Nevertheless, these problems were not made known to the trainee teachers until the teaching practicum. The reason for this might come from the fact that they did not have enough teaching practice to help them recognize such problems. Previously in the micro-teaching activity, they only conducted their teaching with pretend students whose level was obviously much higher than that of the targeted students they were supposed to work with. Most of the time, these pretend students knew what to do well before they were provided with instructions or guidelines, which made giving and checking instruction become a procedure rather than an essential scaffolding activity. As a result the trainee teachers did not have chances to experience the unexpected problems that often occur in an authentic classroom setting. This, therefore, addresses a need for more authentic teaching practice especially during ELT courses so that trainee teachers could immediately apply what they have acquired from these courses to actual students.

PART III: CONCLUSION

1. Summary of major findings

On the whole, the paper has provided a thorough investigation into the skill of giving and checking instructions among trainee teachers at Division I, Faculty of English Language Teacher Education.

Through in-depth analysis and discussion of data collected from observations, questionnaires and semi-structured interviews, the two research questions have been fully addressed as follows:

Among problems regarding several aspects of giving and checking instruction, voice control and language use emerge as the most major ones.

Concerning voice control, low volume and flat intonation hinder the key words from standing out and give students an impression of weak, focus-free instruction. The lack of fluency, while in this particular case only resulted from the trainee teacher's

mental status, also creates an impact of uncertainty from the part of the teacher. Recommendations are that the trainee teachers learn to apply the technique of deep-breathing while speaking to release more energy thus increasing their volume and project their voice appropriately so that the volume is raised when key points are mentioned.

In terms of language use, it is indicated from the data that trainee teachers tend to use wordy full sentences instead of short commands. By leaving out unnecessary words or explanations, the trainee teachers can prevent their instructions from being lengthy, focus-free and confusing to students. Writing down the instructions as a script and use it in the form of flash cards could be one effective technique to ensure the language used is appropriate.

2. Limitations

With the hope of maximizing the diversity of respondents the researcher selected two first year groups that the three cases conducted their teaching practicum with. However, such considerable similarities between the two groups in terms of their background information in English learning and in their in-class attitude and questionnaires results have made it impossible for the research to compare and contrast the responses of students towards the same trainee teacher's instructions.

3. Suggestions for further study

As stated in the previous part, the study could not be conducted on a varied group of participants and it restricted the researcher from investigating further into students' different reactions towards trainee teachers' instructions. This could be an intriguing research matter for other researchers to dig deep in as different types of students might respond differently to the same instruction. Teachers, by learning about this, could choose an appropriate way of giving instructions that is suitable for certain type of students.

Also, other researchers could conduct further investigation into the value of micro-teaching as data analysis from this research indicates that teaching pretend

students in microteaching sessions does not prove useful in improving teachers-to-be'
classroom skill as they do not encounter the actual problems that might occur in a real
classroom setting.

Hopefully, this research can help involved parties find a reliable referential
source to apply in their own situation as well as to continue further exploration into the
same field or a different field that is closely related to this research matter.

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APPENDICES

Appendix 1: Questionnaire for first-year students
Appendix 2: Observation checklist
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APPENDIX 1
QUESTIONNAIRE FOR FIRST-YEAR STUDENTS

*I am Hoang Linh Chi from group 08.E1. I am carrying out a research paper titled "***An investigation into fourth-year students' instructions in speaking lessons in their teaching practicum at English Division I, Faculty of English Language Teacher Education, University of Languages and International Studies - Vietnam National University"***. I would like to ask for your help with this questionnaire, which serves as the major source of data for my research. The contents of your answers in this questionnaire are absolutely confidential and information identifying the respondents will not be disclosed under any circumstances.*

Please give your answers truthfully for a guaranteed success of this investigation.

Your kind cooperation is highly appreciated.

Thank you very much!

==

GENERAL INFORMATION

Your name:

Your group:

Your teacher's name:

==

Please write Y (Yes) or N (No) and put a tick (✓) under the option that is true to you.

1. totally inappropriate   2. slightly inappropriate   3. moderately appropriate   4. appropriate   5. extremely appropriate

INSTRUCTION-GIVING CRITERIA		Y/N	SCALE					NOTES
			5	4	3	2	1	
Language use	Understandability							
Manner	Engaging students' attention							
	Volume							
	Speed							
	Stress on key points							

	Maintaining eye-contact							
	Postures/Gestures supporting instructions							

APPENDIX 2

CLASSROOM OBSERVATION CHECKLIST

Teacher's name: …………………………….. Date: ……………………. Group: ……………

Supervisor's name: ……………………………………. Lesson title: ………………………

		Y/N	Notes
Before giving instructions			
Engaging students' attention			
While giving instructions			
Speech modification	Use simple, precise language		
	Speak loudly, stress on key points		
Teacher's manners	Maintain eye contact with students		
	Use gestures to support instructions		
After giving instructions			
Check students' understanding of the instructions	Ask questions		
	Students' recall		
Other notes			

APPENDIX 3
Guided questions for interview with supervising teacher

1. Can you tell me about the main problems that each trainee teacher encounters when giving instructions with respect to the seven aspects namely language use, voice projection, etc.?
2. Could you recommend some solutions to these problems?
3. What are the major problems that each trainee teacher often encounters when checking instructions?
4. Could you recommend some solutions to these problems?

APPENDIX 4
Guided questions for interview with trainee teachers

1. Did you have much experience in working with a large group of students before the teaching practicum?
2. Did your supervisor give feedback on your instruction giving and checking skill during micro-teaching activity?
3. Do you often prepare your instructions before the lessons? How?

4. Do you remember and understand all the techniques for giving and checking instructions presented in ELT II course book? Can you tell me what is say-do-check/ step-by-step/ modeling?

5. Are you aware of the main problems you often encounter when giving and checking instructions? Can you tell me what these problems are? Were you aware of these problems before the teaching practicum?

APPENDIX 5
Supervising teacher's interview transcript (translated into English)

Interviewer: Good afternoon, Ms T. My name is Hoang Linh Chi from group E1K42. I am conducting a research paper on trainee teachers' instructions during their teaching practicum at Division I, FELTE, ULIS,VNU. Since the teaching practicum has come to an end, I think you have had enough time to assess the skill of giving and checking instructions of the three trainee teachers you supervise. Would you mind sparing sometime for the interview?

Ms. T: Of course, not a problem.

Interviewer: Thank you very much. Firstly, I would like your evaluation on each trainee teacher's problems when giving and checking instructions.

Ms. T: One by one?

Interviewer: Yes, one by one, starting with trainee teacher X.

Ms. T: As far as I remember, X's major problems concern her lengthy instructions. As the result, they are very time-consuming and they lack the necessary focus on the key information. Also, in the case of X, the more she talks, the more she reveals her weakness in grammar and vocabulary usage. However, a different side of her lengthy instructions is that student understands the instructions better because she gives instructions in excruciating details. This is like the case you speak Vietnamese because when people use Vietnamese to explain a problem or an issue, they tend to be lengthy.

Interviewer: I also notice that she sometimes rephrases the instructions in Vietnamese right after she delivers them in English.

Ms. T: That's true. If we have to consider, on the whole, her instructions have been efficient or not, I would say they are not efficient enough.

Interviewer: How about her ability to capture students' attention?

Ms. T: X can capture students' attention and she's always aware that she needs to capture students' attention before she delivers instructions. However, the problem with X is that when she tried to capture students' attention she did not establish for herself a

firm posture. If the teacher looks weak and unconfident, students would feel sure about what their teacher says. On the contrary, if the teacher looks firm and confident, students would feel that her instructions are more reliable.

Interviewer: That's about capturing students' attention and you did mention her posture also. Then how about her gestures? Does she have any problems with her gestures?

Ms. T: X is one who knows how to make use of her gestures when giving instructions. However, one major limitation of her gesture is that there are too many hand movements, especially from the elbow to the hand, and they are confusing and distracting. However, if she doesn't swing her arms, she would often fold her arms across the chest or touch the chin, which makes she looks like she is not comfortable and open to her students.

Interviewer: How about her volume and speech?

Ms. T: I don't know whether my requirement is too high but for me, her volume is just average and it's not loud enough to create an impact of power and control over the classroom. X suffers shortness of breath when speaking so her ending sounds are not clearly enunciated. Obviously, if you are unable to speak loudly and clearly, it will affect your instructions.

Interviewer: So would you offer any suggestions for her to deal with these problems?

Ms. T: First, her instructions need to be shortened and focused. For example, when she says "Work in pair", that is enough, she doesn't need to offer any further explanation. Along with verbal instructions she can make use of her gestures, but to an appropriate amount. She needs to move around more though she doesn't need to move from the front to the back of class. Also, she needs to increase her volume. When she talks too much, she will tend to reveal her grammar and pronunciation mistakes. Therefore, to be careful, she should write down her instructions like a script. For example, what does she say to lead in, etc. In the first one or two lessons, she can use them as flashcards but when she gets used to it and she can remember everything she wrote down, no need to use flashcards.

Interviewer: Then how about voice control? What should she do to increase her volume?

Ms. T: Regarding this, I actually had some experience when I first started teaching. I always tried to speak as loudly as possible but I was not speaking loudly, I think I was shouting actually. After a few days, I had a sore throat. My sister, who was a singer, taught me how to breathe from the stomach instead of the chest when I speak. I learned how to release an adequate amount of energy when I speak to increase the volume. I'm not the profession so I'm not sure about this. You can consult someone who specializes in this field for advice. This way of breathing is taught yoga as well, you can consult that. For X, firstly she has to perfect her English pronunciation that is to avoid making any pronunciation errors. Then she should practice breathing from the stomach to improve her vocal modulation and intensity.

Interviewer: But how about problems regarding postures and gestures? They are habitual so they are very hard to fix.

Ms. T: In deed for habitual problems, they are very hard to fix. X can set a camera to video tape herself in class, then watch it again to see what is wrong with her postures/ gestures. Then she could practice in front of the mirror. Or she can follow a role model, for example, an MC. After all, a teacher is like an MC when she stands in front of her students. I commented on her gestures and postures before and I did see her trying to improve her postures/ gestures in the next lesson, after receiving my feedback. However, the trainee teachers only have teaching session twice a week, that's not enough practice for them to resolve such habitual problems. X needs regular teaching opportunities and more importantly, she needs to be aware before every lesson that she needs to fix this problem.

Interviewer: But X actually has three major problems to fix? Isn't it too much to pay attention to in just one session?

Ms. T: She could try to fix each problem one at a time. For example, she will deal with voice control first, after she has solved the problem of voice control, she can move on to posture/ gesture.

Interviewer: Thank you. I think that's enough for X. Let's move on to Y. What do you think are her major problems?

Ms. T: For Y, the major problems concern her voice. It's thick but it's too low. Together with her unclear intonation, it makes everything she says fall flat, which results in boring sense from students. Students don't feel appealed to that kind of voice; as a result, they don't pay attention. X doesn't commit grammar or vocabulary errors, she just has some problems with fluency. Her instructions always seem to have lots of pauses, which gives me the impression that she's hesitant or uncertain about what she says. X doesn't make much use of gestures when she speaks, instead she uses her eye contact, but her eye-contact also looks unsure to me.

Interviewer: Maybe she's nervous, as I've been observing every sessions, I notice that she seemed more confident with her instructions on the day that you didn't observe her.

Ms. T: That could be possible. I will watch her tape to see if she did perform better when I was not observing. Or it could be because she is afraid that she will say something wrong. Therefore, she always has to think whether what she says is right before she utters the words. This problem might have more to do with personality. For sensitive students, they would translate her hesitations as a sign of lack of confidence and they would feel that her instructions are unreliable.

Interviewer: So do you have any suggestions for such personality problem?

Ms. T: Actually, this year, there's a disadvantage to them is that they only teach two sessions per week, due to my schedule. I mean, the more frequent they get to teach, the more feasible it is for them to get over their personality problem.

Interviewer: Thank you. I think it's enough about Y. Let's move on to trainee teacher Z.

Ms. T: Overall, her instruction-giving-and-checking skill is good. She speaks clearly, she looks confident with appropriate eye contact, postures and gestures. There's just one little problem with her flat intonation which makes her instructions lack of focus. She should add more intonation and rhythm to her voice when she gives instructions. Raise her voice and maybe speak more slowly when there are key points so that they could stand out.

Interviewer: So she just has problem with intonation and rhythm?

Ms. T: Yes, just that one. For other aspects, I think she has done well.

Interviewer: Thank you. I think that's enough about giving instructions. Let's talk about their skill of checking instructions. Do any of them have major problems regarding instruction checking?

Ms. T: In general, their way of checking instructions is roughly the same. They tend to ask such monotonous questions as "Are you clear?" or "Do you understand?". It has become a procedure after giving instructions and sometimes it seems like they don't need students' responses at all.

Interviewer: So do you have any suggestions for more effective instruction - checking?

Ms. T: Yes/No questions like "Are you clear?" is not effective in checking instructions because you can only receive the response Yes or No. You cannot determine whether they have clearly understood every step in the instruction or they just roughly understand the requirements.

Interviewer: So what kind of questions should they ask?

Ms. T: Wh – questions like How, What. They can randomly call some students up and ask "What do you have to do in this stage?". They can consult the Bloom taxonomy for effective way to ask questions. Or they can ask one student to model the task. Another way that I often use is having the students peer-check the requirements in pair. This way they can help clear up each other's uncertainty.

Interviewer: But is it too time consuming? I think this technique should only be used when the task is complicated.

Ms. T: Of course. By looking at their eyes, you will know whether they are still doubtful about the instructions. Or you can simply ask them if they have any doubts about the requirements.

Interviewer: But some students may be too shy to reveal that they don't understand the instructions.

Ms. T: Well, it depends. If their performance in the activity is graded they will definitely make sure that they understand the requirements thoroughly.

Interviewer: I think that could be the end of our interview. Thank you very much for your cooperation.

Trainee teacher X's interview transcript (translated into English)

Interviewer: Hello, X. As you know, you had agreed to be participating in my research paper. Now that the teaching practicum has almost come to an end, would you mind sparing some time for the interview with me?

X: Sure, go ahead.

Interviewer: Had you had much experience in teaching a large group of students before the teaching practicum?

X: Well, before the teaching practicum, I didn't have many chances to teach a large group of students actually. I only got to do micro-teaching two times before, once in ELT 2 and once in ELT 4.

Interviewer: What did you do in the Micro teaching activity?

X: In micro-teaching activity, we had to teach our classmates who pretended to be students of 10th grade.

Interviewer: Did you do the teaching in pair or group?

X: In group of 3

Interviewer: Did you co-teach at the same time or each person took charge of one part?

X: Sometimes we co-taught, sometimes just one person controlled the activity.

Interviewer: How about teaching part time jobs? Do you work as a tutor or teach at an English center?

X: I started tutoring in the second year, First, I tutored two 9th graders, then in the summer, I took on a 6th grader. I have never worked in an English center before.

Interviewer: So overall, your experience with a large class has only been restricted to the micro-teaching during ELT courses.

X: That's right.

Interviewer: I see. Do you still remember in which ELT course that you first learned about the techniques for giving and checking instructions? And can you remember how many techniques that are mentioned in the textbook?

X: ELT 2 and 4 techniques. Step by step, model, say do check and student recall.

Interviewer: Do you know what you need to do in each technique?

X: Yes. I memorize them actually. For example, in step by step teachers break the instructions into separate steps instead of giving a list of instructions all together. Just by looking at the names, you know exactly what u should do. They are very easy to remember.

Interviewer: So among the four skills of English, which one do you feel is the toughest when it comes to giving instructions?

X: Speaking because there are more interactive activities in a speaking lesson than in other skills. Also, for speaking activities, instructions are oral while in other activities, they can be in written form.

Interviewer: So normally, do you plan your instructions beforehand, especially instructions for speaking activities? If yes, how do you often plan your instructions? Do you consult the techniques in ELT course book when planning your instructions?

X: I do plan my instructions beforehand and I usually consult the techniques in ELT course book. Based on the requirements of the activity I will select a technique that best suits it. For example, if there's a complicated language game, I will choose model it say do check. But I don't write the instructions down. I just make mental notes.

Interviewer: I believe that Ms. T has commented on your giving and checking instruction skills as well as the problems that you encountered. Would you mind telling me about the problem?

X: Ms. T said that my major problems are lengthy instructions and low volume. My instructions are often in full sentences and these sentences are often very long with unnecessary words. Sometimes, I give explanations again and again. She said I should try to use the imperative forms more often. And about my voice, I often suffer breath shortage when I talk, and it's not loud enough to demonstrate a power that a teacher needs to have.

Interviewer: How about postures and gestures?

X: Yeah, she also said that my hand gestures are too much, and they look distracting.

Interviewer: Had you been aware of this problem before the teaching practicum?

X: For language use and voice control, I didn't. But for my hand gestures, I have been aware of it since the first year. My peers and my teachers often gave comments on my hand gestures when I made presentations. I also tried to fix it too. I f I were aware that I should not swing my hands I wouldn't. But most of the time, I got carried away, did not pay attention, and started to swing my hands again.

Interviewer: So when you were doing the micro-teaching your teacher didn't comment on your instructions?

X: No she didn't comment on how we gave instructions. She just often commented on the approach we used and our lesson plan. That's why I didn't perceive my hand gestures as a problem. I also didn't notice that my instructions were rather lengthy until Ms. T commented.

Interviewer: How about your classmates? Did she comment on their instructions?

X: No, generally she just commented on our approach and lesson plan, which part we did well and which part we didn't., not referring to instructions specifically.

Interviewer: Well, I think that's enough for the interview. Thank you so much for your cooperation.

APPENDIX 7
Trainee teacher Y's interview transcript (translated into English)

Interviewer: Hello, Y. As you know, you had agreed to be participating in my research paper. Now that the teaching practicum has almost come to an end, would you mind sparing some time for the interview with me?

Y: OK.

Interviewer: Had you had much experience in teaching a large group of students before the teaching practicum?

Y: Before the teaching practicum, I'd had a few chances to work with a large group of students in the Micro teaching activity and also at a English center that I started work 6 months ago..

Interviewer: What did you do in the micro-teaching activity?

Y: I had to teach my classmates. They pretended to be 10 graders. We prepared reading, listening, speaking, writing lesson according to the 10th grade English textbook.

Interviewer: Did you do the teaching alone, in pair or in group?

Y: Mostly in pair.

Interviewer: Did you co-teach at the same time or each person took charge of one part?

Y: Well, we often divided the lesson in to small parts or activity and each person took charge of one part. Normally when assigning task among members, we had to make sure that the workload was distributed equally.

Interviewer: So how many times did you get to do the micro-teaching activity in each ELT course?

Y: In each course, we had one time to teach.

Interviewer: How about your part-time job?

Y: I started working as a tutor since the second year, but I only gave lessons to one or two students. They were high school or junior high school students. But recently, about

6 months ago, I got a job at an English center. That was my first time taking charge of a large group of students that were not my classmates.

Interviewer: I see. Do you still remember in which ELT course that you first learned about the techniques for giving and checking instructions? And can you remember how many techniques that are mentioned in the textbook?

Y: ELT 2 and 4 there are 4 techniques.

Interviewer: Do you remember the names of these techniques?

Y: Yes, step by step, show don't tell, say do check and student recall.

Interviewer: Do you know what you need to do in each technique?

Y: Yeah, I don't remember everything written in the textbook. But by the name I know roughly what I need to do.

Interviewer: So among the four skills of English, which one do you feel is the toughest when it comes to giving instructions?

Y: Well, for me that would be speaking. Because some language games in speaking are sometimes, very complicated to instruct while in other skills, we do have activities, they are often not as complicated as speaking activities.

Interviewer: So normally, do you plan your instructions beforehand, especially instructions for speaking activities? If yes, how do you often plan your instructions? Do you consult the techniques in ELT course book when planning your instructions?

Y: I do plan my instructions beforehand but I don't consult the techniques in ELT course book. I do write down the requirements for each activity but not like a script. Just some bullet points stating what students need to do.

Interviewer: I believe that Ms. T has commented on your giving-and-checking instruction skills as well as the problems that you encountered. Would you mind telling me about the problem?

Y: Ms. T said that my problem is flat intonation and low voice. She said it was too low and I didn't know how to make it appealing to students by adding some clear intonation to it when I give instructions.

Interviewer: Did she comment on your fluency?

Y: Yeah she did point that out as one of my major problems too. She said I often make pauses while I speak. It gave her the impression that I was not sure of my instructions and it might have given students the same impression.

Interviewer: Had you been aware of this problem before the teaching practicum?

Y: No, it was not until Ms. T pointed it out that I am aware of my weakness in terms of voice quality.

Interviewer: So when you were doing the micro-teaching your teacher didn't comment on your instructions?

Y: She didn't give such detailed comments. I didn't know that my voice was my weakness. However, I didn't have problem with fluency until the teaching practicum.

Interviewer: Maybe it's because you are nervous?

Y: I think so too. I admit that I felt very nervous when standing in front of a new group of students and the supervisor sitting in the back watching me. I had encountered such a situation before when teaching at the English center. Normally, my lesson always went very smoothly. But there was one time when a senior teacher there decided to observe my class to grade my performance, I didn't do well. I was very anxious. I found myself forgetting what I intended to tell the students.

Interviewer: Was it because of me observing that you felt nervous?

Y: I'm not sure. Maybe? But I think it's mostly because of the supervisor. I didn't feel very nervous in the first lesson I gave, in which only you observed the lesson.

Interviewer: Well, I think that's enough for the interview. Thank you so much for your cooperation.

APPENDIX 8

Trainee teacher Z's interview transcript (translated into English)

Interviewer: Hello, Z. As you know, you had agreed to be participating in my research paper. Now that the teaching practicum has almost come to an end, would you mind sparing some time for the interview with me?

Z: OK.

Interviewer: Had you had much experience in teaching a large group of students before the teaching practicum?

Z: Well, before the teaching practicum, I'd had a few chances to work with a large group of students in the Micro teaching activity and the Tutoring program.

Interviewer: What did you do in the micro-teaching activity?

Z: For microteaching activity, we had to teach our own classmates. They pretended to be 10 graders. We prepared reading, listening, speaking, writing lesson according to the 10th grade English textbook. We normally did it in group of three during ELT 1 and 2 and in pair during ELT 3.

Interviewer: Did you co-teach at the same time or each person took charge of one part?

Z: Well, normally, we divided the lesson in to small parts or activity and each person took charge of one or maybe two, depending on time allocation.

Interviewer: So how many times did you get to do the Micro teaching activity in each ELT course? Once for each. We didn't do micro teaching during ELT 3.

Interviewer: How about the tutoring program?

Z: Well, it's like a tradition of the Fast track program. Every year, students of the Fast-track program would organize a tutoring program for 2nd year students who wish to improve on their English skills. However, we were only assigned to teach them three skills: reading, listening and speaking. The teaching was also done in pair. But there was an odd one out due to the number of students in my class so there was one group of three, which was my group.

Interviewer: How many times did each pair get to teach?

Z: Normally three times. But some pairs only got to teach twice, like my group because the students gradually dropped out. So in the end, there weren't enough students for us to teach.

Interviewer: How about teaching part time jobs? Do you work as a tutor or teach at an English center?

Z: I've been working as a private tutor since my first year. But I only give lessons to one or two students. I haven't taught at an English center before.

Interviewer: So overall, your experience with a large class has only been restricted to the microteaching and tutoring program.

Z: Yes.

Interviewer: Do you still remember in which ELT course that you first learned about the techniques for giving and checking instructions? And can you remember how many techniques that are mentioned in the textbook?

Z: ELT 2 and 4 techniques in total. Step by step, model, say do check and …

Interviewer: student recall

Z: Yes.

Interviewer: Do you know what you need to do in each technique?

Z: Yeah, by the name of each technique you roughly know the basics. Like say-do-check, you say the instruction, let students do to check whether they understand your instructions.

Interviewer: So among the four skills of English, which one do you feel is the toughest when it comes to giving instructions?

Z: Speaking, of course because there are lots of interactive activities in a speaking lesson.

Interviewer: Compared to other skills?

Z: For other skills, such as reading, there are already written instructions. If the students don't catch teachers' words, they can refer to written instructions. Most of the

time, they just do the exercises so if they are familiar with many types of exercises, just by the look at its format, they will know just what they need to do.

Interviewer: So normally, do you plan your instructions beforehand, especially instructions for speaking activities? If yes, how do you often plan your instructions? Do you consult the techniques in ELT course book when planning your instructions?

Z: I do plan my instructions beforehand but I don't consult the techniques in ELT course book. Sometimes I write them down like a script, sometimes I just make mental notes. I write them down when the instructions are easy, like in reading, and listening, if I ask students to do the exercises, I don't think it's necessary to write them down. However, in speaking lessons, some activities especially some games, maybe hard to instruct, and I have to think of a way to make students understand it. As the rules might be confusing, I have to write them down like a script.

Interviewer: I believe that Ms. T has commented on your giving and checking instruction skills as well as the problems that you encountered. Would you mind telling me about the problem?

Z: Ms. T said that my problem is flat intonation and the lack of rhythm. That makes me unable for me to put emphasis on the key points and my instruction lacks focus.

Interviewer: Had you been aware of this problem before the teaching practicum?

Z: Actually it was thanks to Ms. T that knew I have this problem.

Interviewer: So when you were doing the Micro teaching your teacher didn't comment on your instructions?

Z: Actually, it was not just me but my classmates as well; we didn't have difficulty giving and checking instructions when we were teaching each other. Firstly, the level of students we aimed at was much lower than the level of the pretend students. It was hard for them to pretend not to understand my instructions. Sometimes, when they did pretend that they don't understand some vocabulary items, it was just hilarious; like they were actually tried to do something fun. They are fourth year college students; they know what to do even before instructions are given out.

Interviewer: Did you teach speaking?

Z: Yes, I did give one speaking lesson. But along with verbal instructions we also had it in written form and use the projector to show instructions to students. Overall, there were no problems at all. Normally, the teacher tended to comment on the approach we used to make the knowledge accessible to students.

Interviewer: How about the Tutoring program? Did the teacher comment on your instructions?

Z: The supervisor during our Tutoring program gave very detailed comment. She not only commented on the way we gave instruction but also our wording. Unfortunately for me, on the two days I got to teach she was busy. For the first time, she didn't have much time to give detailed comment and for the second time she couldn't attend the lesson. However, by observing my classmates and listening to my supervisor's detailed comments for them, I could draw out some dos and don'ts for my own.

Interviewer: For example?

Z: For example, when giving and checking instructions, some of my friends often give very lengthy sentences that start with "I would like you to…" It's not focused and very time-consuming.

Interviewer: Well, I think that's enough for the interview. Thank you so much for your cooperation.

APPENDIX 9:
Background information sheet (for first-year students)

Name	Group	How long have you been studying English?	Final speaking – listening result of last semester.