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UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
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GRADUATION PAPER

**A QUASI-EXPERIMENTAL STUDY ON TEACHING
DISCOURSE MARKERS *OH* AND *WELL***

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**NGHIÊN CỨU BÁN NGHIỆM VỀ VIỆC GIẢNG DẠY 2
DẤU HIỆU DIỄN NGÔN *OH* VÀ *WELL***

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ABSTRACT

The study aimed at exploring if students received explicit teaching in two discourse markers *oh* and *well* could use them more frequently and more correctly than those who did not receive explicit teaching. This study followed the quasi-experimental design. Each experimental group (who experienced five lessons about *oh* and *well*) and control group included eight high-intermediate students of an English center in Hanoi. Data were obtained via pretests and posttests, videotapes of the lessons and unstructured observation. The data showed that students in the experimental group could use *well* more effectively than those in the control group. They mostly used *well* as an indication of difficult situations and as a filler word. However, students in the experimental group did not use *oh* more effectively than those in the control group. This finding could lead to an interesting implication that some discourse markers such as *well* need explicit teaching, while other discourse markers do not. In teaching discourse markers, teachers were suggested to use specific requirements and situations to control students in using discourse markers since sometimes they paid more significant attention to the discourse content than markers. Finally, it was revealed that students of higher English competency could acquire to use discourse markers more quickly than those of lower level.

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LIST OF ABBREVIATIONS

TOEFL iBT
PPP

Test of English as a Foreign Language – Internet-based Test
Presentation – Practice - Production

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CHAPTER 1: INTRODUCTION

1. Rationale

Discourse markers are not a new term. Over the decade, discourse markers have caught much attention of many linguists, mostly in pragmatics field. However, not many linguists research on teaching discourse markers explicitly. In Hanoi University of Languages and International Studies, discourse markers have been studied in only one paper and also from the perspective of pragmatics named “Discourse markers in the dialogues of the Vietnamese new sets of English textbooks for lower secondary school students – in the light of pragmatics.” Thus, “The quasi-experimental study on teaching discourse markers *oh* and *well*” will serve as one of the leading studies on the aspect of teaching discourse markers.

Moreover, discourse markers play an important role in communication. They assist the conversationalists in understanding each other (Hirschberg and Litman, 1993, cited in Allen and Heeman, 1999; Marcus, 2009; Han, Dong and Xue, 2010), which is helpful for the targeted researched students. They will go to America to study as undergraduates, so learning to use discourse markers can somehow help ease their communication difficulty with native speakers. It is worth mentioning that discourse markers constitute spoken English, which will be used considerably in their daily informal conversations. Using discourse markers successfully can partly smooth their participation in communication; hence, somehow assist them to integrate quickly into the new environment.

2. Aims and scope of the study

This study focuses on eight selected students in an English center, who will go to America to study as undergraduates in August 2012. They joined a five-week speaking course in which *oh* and *well* were taught. They were then compared with other eight students of the same level, who experienced no lesson about *oh* and *well*. Moreover, this study only focused on two discourse markers *oh* and *well*. These two

discourse markers were chosen because they are two of the most frequently used discourse markers in the Inside Out Intermediate, the core material of the course.

3. Research questions

Above all, this study aims at answering two questions.

3.1. For students experiencing explicit teaching about discourse markers *oh* and *well*, how more frequently and more correctly can they use *oh* and *well* in comparison with those who don't receive explicit teaching?

3.2. What are the implications in teaching discourse markers?

4. Study method

The researcher first referenced books, journals and online materials to build up the literature review. Based on the literature review, the pretest and posttest were designed. Also based on the literature review along with other references, the researcher framed the syllabus of teaching two discourse markers *oh* and *well*.

The pretest was conducted first. The syllabus was then implemented and experienced some changes in terms of content and activity after each lesson. After all the lessons were instructed, the posttest was carried out and data were processed to withdraw the research results.

5. Design of the study

The study includes five chapters. Chapter 1, introduction, consists of rationale, aims and scope of the study, research questions, study method and design of the study. Chapter 2, literature review, discusses definition of discourse markers, the list of discourse markers and ways to recognize discourse markers. Chapter 3 mentions methodology in which research design, participants, data collection instruments, data collection procedure and data analysis method are incorporated. Chapter 4, results and discussion, answers the two research questions including the comparison of the use of *oh* and *well* between experimental and control groups and implication for teaching discourse markers. Chapter 5, conclusion, covers summary, research limitations and suggestion for further research.

CHAPTER 2: LITERATURE REVIEW

1. Definition of discourse markers

According to Andersen (2001), discourse markers are “a class of short, recurrent linguistic items that generally have little lexical import but serve significant pragmatic functions in conversations.” (cited in Zufferey and Belis, 2004, p. 2). Discourse markers include words such as *actually, and, but, I mean, like, so, you know, and well*. Sharing the same idea, Bolden (2006) defines discourse markers as “a class of linguistic devices that includes words and expressions like *anyway, but, y’know* and *like* among many others”

Hirschberg and Litman (1993) consider discourse markers the means to make the hearer understand the discourse structure and the relation between newly presented information with the old one as well as explain the anaphora (cited in Allen and Heeman, 1999). From this definition, it is understood that discourse markers create the connection within the discourse. Sharing the same idea, Martinez (2009) says: “They are a set of clues which create cohesiveness, coherence and meaning in discourse” (p.21). Redeker (1991) also mentions the linking function of discourse markers, which are “ ‘a word or phrase, a conjunction, adverbial, comment clause, interjection – that is uttered with the primary function of bringing to the listener’s attention a particular kind of linkage of the upcoming utterance with the immediate discourse context.” (cited in Han, Dong and Xue, 2010, p. 2). Han, Dong and Xue (2010) also include the well-known definition of Deborah Schiffrin, who wrote “Discourse markers” in 1987. Schiffrin (1987) regards discourse markers as “linguistic, paralinguistic or non-verbal elements that signal relations between units of talk by virtue of their syntactic and semantic properties and by virtue of their sequential relations as initial or terminal brackets demarcating discourse units” (p. 40)

2. The list of discourse markers

It is not easy to classify discourse markers. For example, the discourse marker list of Fraser (1990) is different from that of Schiffrin (1987). The former has 32 words including *consequently, also, above all, again, anyway, alright, alternatively, besides,*

conversely, in other words, in any event, meanwhile, more precisely, nevertheless, next, otherwise, similarly, or, and, equally, finally, in that case, in the meantime, incidentally, OK, listen, look, on the one hand, that said, to conclude, to return to my point, while I have you. The latter has only 23 words such as *oh, well, but, and, or, so, because, now, then, I mean, y’know, see, look, listen, here, there, why, gosh, boy, this is the point, what I mean is, anyway, whatever.* However, more words in the latter list are shared by other researchers for example Brown and Yule (1983) and Engkent (1986). Due to the complexity in classifying, the researcher thinks each word needs to be individually investigated to decide if it is a discourse marker.

Two discourse markers studied in this paper are *oh* and *well* for three reasons. First, the researcher relied on the literature that had been reviewed. Schiffrin (1987) thinks both words are discourse markers. Sharing the same idea, Bolden (2006) considers *oh* a discourse marker and *well* is regarded as a discourse marker by Marcus (2009) and Han and Xue (2010). Second, *oh* and *well* are two discourse markers that are used frequently in the Inside Out Intermediate, the material used to teach the targeted students. It includes 15 lessons of various topics and each lesson aims to improve students’ speaking, writing, reading, listening, grammar, lexis and pronunciation. Much of the lexis, listening and speaking sections are utilized by the researcher in teaching *oh* and *well* to the targeted students. *Oh* and *well* are two of the most common discourse markers in the model conversations in the Inside Out Intermediate. In this book, the conversation transcripts of lesson number 1, 5, 10 and 15 are analyzed. The transcript includes the use of 14 discourse markers (*oh, but, and, well, because, gosh, so, or, there, now, here, look, whatever, I mean*) among which *and, but, well* and *oh* are used the most frequently (62, 21, 15 and 14 times respectively). Since *and* and *but* are more prevalent and their meanings are clearer than *oh* and *well*, the researcher wanted to focus on *oh* and *well* in the hope of contributing a new study to the language teaching and researching fields. Finally, since the

researcher needed to teach and post-test the students to get the data for this research paper, she could not have enough time to teach more than two discourse markers.

3. Ways to recognize discourse markers

“Discourse markers are very ambiguous items” (Belis and Zufferey, 2004) and one discourse marker can carry different functions. For example, the discourse marker *well* can be an adverb (e.g. *I know you well.*) Thus, it’s important to disambiguate discourse markers.

Belis and Zufferey (2004) also propose three ways to disambiguate discourse markers. First, discourse markers tend to be attached with other words to create collocations. For example, *well* can be integrated into *well you know*, *well I think*; *anyway* can be in *well anyway* and *oh* can make up *oh well*, *oh I see*, *oh really?*

Second, discourse markers tend to stand at certain positions in an utterance. For instance, *well* usually begin an utterance or a “prosodic unit” (Belis and Zufferey, 2004). *Oh* also serves to “preface utterances.” (Bolden, 2006)

Third, discourse markers usually carry prosody. Schiffrin (1987, p.328) believes that “ [a discourse particle] has to have a range of prosodic contours e.g. tonic stress and followed by a pause, phonological reduction.” (cited in Belis and Zufferey, 2004). *Well* and *oh* tend to be stressed and after these words, there is usually a pause.

Moreover, it is necessary to understand the use of these two discourse markers. According to Han and Xue (2010), *well* can be used in four ways. First, it is used in case that information is not adequate. This idea is shared by Marcus (2009), who also names this function of *well* as a “qualifier” and adds that *well* is used to “draw an inaccurate assumption from the questioner,” or when the interlocutors “have difficulty with the situation.” This is an example.

A: But otherwise, you lived in West Philly. Whereabouts?

B: *Well*, I was born at Fifty second and em...tks...oh I forgo-*well*...I think it’s Fifty second and Chew.

B seems to have inadequate information to answer A and seems to have trouble answering the question, so B uses *well* to show that.

Second, *well* is used to alleviate face-threatening acts including “disagreement, challenge, rejection and criticism.” (Marcus, 2009) For example:

A: Can I just see them?

B: Um *well* I’m not allowed to do that.

In this case, *well* is used to lessen the seriousness of the refusal.

Third, *well* is used to show the shift in the conversation topic. For example:

A: Oh I suppose we shall be there about three or four months while we’re getting the house, but it’s one of my mother’s apartment, so it doesn’t really worry me.

B: Very nice – *well* what did you do in San Francisco for eight days...

In this conversation, *well* is used so B can move on to another topic.

Finally, *well* is used as a “delay device” (Marcus, 2009). For example:

On theon the ...*well* ...on this ... you know on the hatchway there.

The speaker uses *well* so she has more time to think about what should be said next. In this case, *well* acts as a filler word.

In terms of *oh*, it is used to signify a “change of state”, “indexing a change in the speaker’s knowledge, awareness, or attention in response to some prior action” (Heritage, 1984a, 1998, 2002; James, 1972, 1974; Jefferson, 1978, Schiffrin, 1987, cited in Bolden, 2006). For example:

W: Jack! It's good to see you again. What have you been up to lately?

M: Not too much. I'm kind of worried about my housing situation, though.

W: *Oh?* How come?

In this conversation, the woman uses *oh* to express that she has just got the new information that the man is worried about the housing situation. the woman has never heard about this before.

CHAPTER 3: METHODOLOGY

1. Research design

This study followed the quasi-experimental design, which is defined as “to expose two similar classes of students to alternative instructional strategies and compare them on designated dependent measures (e.g., learning, attitude, classroom behavior) during the year.” (Ross & Morrison, 1996, p. 1023). The quasi-experimental design is illustrated in this study by the fact that two classes of the same English level were chosen. They were then compared in terms of the correctness in using *oh* and *well* after one class was exposed to the lessons of *oh* and *well* and the other was not. The quasi-experimental design was helpful for the researcher to obtain data and compare students in two classes.

2. Participants

Participants include 16 students of high-intermediate level in an English center. All of them have passed the entrance test to high-intermediate TOEFL iBT classes (Test of English as a Foreign Language – Internet-based Test). They were divided into two classes, one of which includes eight students who will enroll into American universities in August 2012. They formed the experimental group in which explicit instructions on using *oh* and *well* were implemented. The other eight students formed the control group in which no lesson about *oh* and *well* was taught.

The researcher selected these participants because of some reasons. First, because discourse markers are a difficult linguistic item, students at high-intermediate level can understand the use of *oh* and *well* and can use *oh* and *well* more quickly than students at other levels. Second, some students will enroll in American universities soon so if they manage to use *oh* and *well* – two rather popular discourse markers in informal conversations, they will somehow encounter fewer difficulties in daily communication with native speakers. They seem to be the type of students who benefit the most from lessons of *oh* and *well* presented in this study.

3. Data collection instruments

For the triangulation, data were collected via pretests and posttests, videotapes and observation.

3.1. Pretest and posttest

Before teaching the lessons, the researcher pretested students on their ability to use *oh* and *well*. Two different tests of the same difficulty level were given to two pairs (half of the class) in the pretest phase, then the two pretests were switched to make the posttests (See Appendix 1). By this way, the researcher can avoid the measurement issues in research presented by Brown (1988, p. 38), who claims that the pretest and posttest should be congruent in terms of level of difficulty. Additionally, one extra task in which students were asked to talk freely about their education plan was integrated into the posttest. This task was added without any implicit request of using *oh* and *well* to check if students could use *oh* and *well* unconsciously. (See Appendix 1) The researcher interviewed students in pairs so she could easily instruct, videotape and observe them in the pretest. After the researcher guided the students through five lessons about *oh* and *well*, they were re-interviewed and videotaped in pairs in the posttest session. After that, the videotapes were analyzed to detect if students who received intensive training could use *oh* and *well* more often and more correctly. It is noted that the researcher did not inform the students that they were researched on their ability to use *oh* and *well* to avoid “Hawthorne effect,” (which means the students may adapt their responses if knowing that they are researched) and “subject expectancy” (which means the students can foresee the outcome of the research and intentionally affect the outcome) (Brown, 1988).

3.2. Videotapes

The pretest and posttest sessions were videotaped so the researcher could obtain sufficient data to detect if the students could use *oh* and *well* more often and more correctly after joining five lessons. Several lessons were videotaped so the researcher could give insight into if students could put the theory of *oh* and *well* into practice by using *oh* and *well* in conversations.

3.3. Observation

Seliger and Shohamy (1989) believe observation is “a major data collection tool in qualitative research.” (p. 162). Observation in this study was in the form of unstructured observation (see Appendix 3), which was conducted by the researcher while she was teaching. When teaching, the researcher observed and noted down the problems or students’ behaviors and reactions that might help to explain the results of the research.

4. Data collection procedure

Phase 1: Preparation

Based on the reviewed literature, the pretests, posttests and syllabus of five lessons were designed. Each pretest and posttest (see Appendix 1) is comprised of five situations in which students were required to converse in pairs. In each situation, the students were also required to use *oh* and *well* in an implicit way, which would likely help to inform the researcher if the students knew the specific usage of *oh* and *well* and if they could use *oh* and *well* in conversations. The posttest included one additional task asking about their future education plan to check if they could use *oh* and *well* unconsciously.

In terms of syllabus, two syllabi were implemented. The first syllabus including lessons about *oh* and *well* (see Appendix 2A and the attached CD) covered five speaking lessons of five themes selected by the researcher namely friends, relaxation, dating, party and style. These five themes were selected because the researcher thought they would interest the students. The students learnt to speak about the selected theme in the first 45 minutes of each lesson. In these first 45 minutes, each lesson was conducted according to the PPP methodology (presentation, practice and production), which means the researcher provided input about expressions and/or discussion topics related to the theme, and then created various chances for students to practice using the expressions and topics to talk in pairs or in groups. In the last 45 minutes, the researcher presented the use of *oh* and *well* then organized different conversation situations for students to practice using *oh* and *well*. One use of *oh* and

four uses of *well* were presented to the students in five lesson. Five lessons of the same themes were included in the second syllabus; nevertheless, no explicit teaching about *oh* and *well* was integrated. These five lessons also followed PPP methodology. (See Appendix 2B and the attached CD)

Phase 2: Pretest

In both experimental group (in which students were explicitly instructed about *oh* and *well*) and control group, eight students were randomly divided into pairs and each pair was asked to do the pretest in turns. Each pair was given instructions on how to do the test by the researcher, who would be observing at the same time. The researcher answered the students' question if they had any and acted as a facilitator to help the conversations go smoothly. The researcher asked another person to sit next to her and videotape the pretest session.

Phase 3: Teach

In this phase, the researcher lectured five lessons of *oh* and *well* following the pre-designed syllabus in the experimental group. The control group joined five lessons of the same theme but did not experience any instruction about *oh* and *well*. Before each lesson, the researcher went to class early to set up the necessary equipment such as the laptop and the loudspeakers. The researcher then waited for all eight students to come because it was essential that all students, especially those in the experimental group, knew how the use of *oh* and *well* and had the chance to practice using *oh* and *well*. This contributed to guarantee the accurate results of the research. Moreover, the researcher took notes of students' behaviors and acquisition of *oh* and *well* in each lesson. After each lesson, the notes along with the videotapes were thoroughly investigated to reveal how correctly students could use *oh* and *well*.

Phase 4: Posttest

Eight students of the same pairs as in the pretest joined the posttest. Each pair made conversations about five themes similar to those in the pretest, which included friends, relaxation, dating, party and style. Apart from talking about these themes, they

were required to talk about an additional topic about their future education plan. They were videotaped as in the pretest and the videotapes of the pretest and posttest sessions were analyzed to withdraw the results of the research.

5. Data analysis method

Quantitative and qualitative methods were used to analyze the data. Both methods contribute to the understanding of data (Powell, 1996; Powell & Renner, 2003), thus they assisted the researcher significantly in withdrawing the research results.

Quantitative method was also applied in counting the number of times students could use *oh* and *well* in the pretest and compared that to the number of times in the posttest session. This enabled the researcher to find out if students could use *oh* and *well* more often after five weeks' instructions.

Qualitative method was utilized to investigate if the students could use *oh* and *well* correctly. In each experimental and control group, the students' usage of *oh* and *well* in each question was analyzed in light of the literature review and then were compared with that in the posttest to detect if students progressed in using *oh* and *well*. Moreover, the posttest performances of two groups were compared to realize any difference in using *oh* and *well*. Qualitative method also helped the researcher to analyze gestures of students in conversations.

CHAPTER 4: RESULTS AND DISCUSSION

1. Results

1.1. The use of *oh*

1.1.1. Performance in the pretest

1.1.1.1. Experimental group

Due to the fact that some data were lost, only data of four students in each group could be analyzed. For the four students in the experimental group, all of them managed to use *oh*.

Table 1. Frequency of *oh* in the pretest for experimental group

Student	Frequency of <i>oh</i>					Total
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	
A1	2	4	1	2	0	9
B1	0	0	1	2	0	3
A2	8	2	1	7	3	21
B2	0	2	0	2	1	5
						Mean = 9.5

(A1 and B1 formed a pair, A2 and B2 formed another pair)

In the experimental group, all students managed to use *oh* in the pretest, one of them even used *oh* 21 times within five given tasks. *Oh* was accompanied with other words to make collocations such as *oh really* or *oh my God*. For example:

A2: Ok how are you doing this weekend?

B2: Ah I'm going to watch movies.

A2: *Oh really?*

A2: *Oh* do you see that girl. She's wearing some kind of slutty dress. [laughs]

B2: *Oh my God!* [laughs]

All four students used *oh* to express their surprise and this was relevant to the use of *oh* – the word being uttered when new information is provided. It is concluded

from the literature review that *oh* is spoken to signify the new information; however, it helps to reveal the emotional state of the speaker as well. In the two examples above, *oh* expresses surprise. *Oh* can also be used to indicate negative feelings such as annoyance. In the example below, A2 shows her dissatisfaction with the food in the party.

A2: [laughs] I hate the kind of music they're playing and they hire a very terrible DJ.

B2: Really?

A2: Yeah.

B2: Uhm

A2: And the food tastes bad. *Oh* it makes me want to throw up.

Moreover, *oh* has some variations in pronunciation. For instance, instead of saying *oh*, one student used *eh/ah/uh*.

A1: Good afternoon! [laughs]

B1: Hi!

A1: [laughs] Oh ok. My name is Oanh. Nice to meet you.

B1: *Ah* ok! [A1: laughs] So your name is Oanh. *Uh* can you spell it?

A1: O-a-n-h.

B1: *Uh* ok! My name is Binh. [A1: Yeah.] B-i-n-h.

Another result is that *oh* is used to convey new information, yet the term “information” varies. For example:

A2: *Oh* hi!

B2: [Hi!

A2: └ Are you Thao? Long time no see then.¹

In this example, because A2 had just seen B2, an old high school classmate, A2 uttered *oh hi* with surprise. B2's sudden appearance in front of A2 should be regarded as new information here. In other words, the term "information" can be understood in a broader sense such as event.

Although all four students in the experimental group used *oh* often, *oh* was used incorrectly one time.

A1: Good afternoon! [laughs]

B1: Hi!

A1: [laughs] *Oh* ok. My name is Oanh. Nice to meet you.

In this case, B1 had not provided A1 with any new information; however, she uttered *oh ok*, which didn't seem proper.

1.1.1.2. Control group

A big gap existed between the use of *oh* among students in the experimental group (mean = 9.5) and those in the control group (mean = 2.25).

Table 2. Frequency of *oh* in the pretest for control group

¹ The symbol └ shows that both speakers speak at the same time. See Carter & McCarthy (1997)

Student	Frequency of <i>oh</i>					Total
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	
C1	0	0	0	0	0	0
D1	0	2	1	3	1	7
C2	0	0	0	0	0	0
D2	0	1	0	0	1	2
						Mean = 2.25

(C1 and D1 formed a pair, C2 and D2 formed another pair.)

Different from students in the experimental group, those in the control group did not use much *oh*; two students even did not use any *oh* at all. This could be explained by the fact that one was shy of talking with a stranger; unfortunately, she was paired with a classmate that she had never met before. For the other student, she did not have the habit of using *oh*; she tended to use *like*, which happened a considerable amount of times in her conversations.

Two other students used *oh* four times on average (mean = 4.5). They used *oh* to show the surprise of receiving new information. For example:

D1: Have you ever seen the Chinese films?

C1: Yeah.

D1: Yeah? Eh so what's your the most favorite film you like?

C1: Eh maybe Rush Hour.

D1: Rush Hour?

C1: [Jackie Chan.

D1: [Jackie Chan? Ok Crush Hour. *Oh* I haven't seen this [...]

In this piece of conversation, A used *oh* before "I haven't seen this" so it could be concluded that he used *oh* to signify new information.

Even though *oh* is used to signify new information, but again, the term "information" needs to be understood in a broad sense. For example:

D2: *Oh* the music, I love this song.

So D2 was attending a party and a new song had just been played. He realized that and said *oh*. In this situation, “ new information” here was the new song.

In general, students in both groups could use *oh*. Even though students in the experimental group used more frequently, all students could use *oh* correctly in most cases.

1.1.2. Performance in the posttest

1.1.2.1. Experimental group

After undergoing one lesson about *oh*, students in the experimental group demonstrated some differences in the use of *oh* in the posttest session, which happened five weeks after the pretest.

Table 3. Frequency of *oh* in the pretest and posttest for experimental group

Student	Frequency of <i>oh</i> (pretest)					Total	Frequency of <i>oh</i> (posttest)					Total	
	T1	T2	T3	T4	T5		T1	T2	T3	T4	T5		
													Add.

													task
A1	2	4	1	2	0	9	3	4	1	0	3	11	3
B1	0	0	1	2	0	3	2	1	1	1	0	5	2
A2	8	2	1	7	3	21	4	7	7	5	1	24	4
B2	0	2	0	2	1	5	0	1	1	0	0	2	2
						Mean = 9.5						Mean = 10.5	

From the table, it is clearly seen that three students used *oh* more in the posttest (A1, B1 and A2). Furthermore, although student B1 did not use collocations of *oh* such as *oh well* and *oh I see* in the pretest, he used them in the posttest after being explicitly taught about it.

A1: I I I you know I get I got into a medical school [B: Oh.] yeah and and then I eh I drop out because....

B1: [What?

A1: Yeah because I think that you know eh medicine is is kinda boring.

B1: *Oh well.*

[...]

A1: [...] And I think that you know eh work working in the lab eh in the you know a modern lab is you know very interesting and I decide to eh study abroad.

B1: *Oh I see.*

Student A1 in the experimental group could use an interesting collocation that had not been taught in the course, which was *oh man*.

A1: Hi!

B1: Hi!

A1: [laughs] *Oh man*, after 4 years and now you're just you know be so indifferent like this?

1.1.2.2. Control group

In regard to students in the control group, they improved slightly in the use of *oh*.

Table 4. Frequency of *oh* in the pretest and posttest for control group

Student	Frequency of <i>oh</i> (pretest)					Total	Frequency of <i>oh</i> (posttest)					Total	Add. task
	T1	T2	T3	T4	T5		T1	T2	T3	T4	T5		
C1	0	0	0	0	0	0	2	0	2	1	1	6	2
D1	0	2	1	3	1	7	0	2	1	0	2	5	1
C2	0	0	0	0	0	0	1	1	1	0	0	3	1
D2	0	1	0	0	1	2	0	2	0	2	0	4	1
						Mean = 2.25						Mean = 4.5	

Student C1 experienced a significant increase in the use of *oh* (zero times in the pretest and six times in the posttest). This likely resulted from the fact that she had been familiar with other students so she felt comfortable expressing her emotions via using *oh*. This finding tended to prove that the familiarity between the speakers could better the flow of the conversation. The speaker's personality can also affect the communication. If the speaker is shy, she may find it hard to communicate with other people. This interpretation was highlighted by the fact that another shy student in the control class, student D2, who had only said *oh* two times in the pretest, said *oh* four times in the posttest. He was also relaxed to say *oh my God* to express his surprise in the posttest.

C2: I'm now eh I'm now unemployed and I'm now at home.

D2: *Oh my God*. I'm so sorry for that.

1.2. The use of *well*

1.2.1. Performance in the pretest

1.2.1.1. Experimental group

For four students in the experimental groups, two did not use any *well*, one used *well* five times and one used *well* nine times.

Table 5. Frequency of *well* in the pretest for experimental group

Student	Frequency of <i>well</i>					Total
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	
A1	0	0	0	0	0	0
B1	2	0	3	1	3	9
A2	1	3	1	1	0	5
B2	0	0	0	0	0	0
						Mean = 3.5

For student B1, who used *well* most frequently among those in the experimental group, he usually used *well* to describe difficult situations. The difficult situations could belong to either him or his partner. For example:

B1: Ah *well* ah my first date is with a high school student so maybe she's [A: Oh!] childish or something.

A1: But it's so sweet, right?

B1: *Well*, but ah ah ah maybe she's too easy to angry and easy to smile and it's hard to [A1: inaudible] like satisfy her ah needs or something.

Another example is shown below.

A1: [laughs] Yeah because this is the first time we meet each other and ah in you know only two of us and ah I don't know what to say because ah he thinks that I'm a humorous girl and ah but when on a date, I I I couldn't ah utter a single word and...

B1: *Well*, you're nervous?

The second most popular use of *well* in student B1's conversation was as a filler word.

A1: But do you think that a a boy eh that is obsessed by shopping is weird?

B1: *Well eh well* you see that guy?

A1: [laughs]

B1: Here here. Yeah he. Er he's obsessed with shopping so what do you think?

A1: And he is gay?

B1: Not at all. I see he has many girlfriends.

Via his facial expressions in the video, it is clear that B1 was thinking of a way to answer A1's question. He looked around and needed some time before he could imagine a guy standing in the corner of the class. Given that A1 and B1 were in a role play, it seems logical to conclude that B1 used *well* as a filler word.

Student A2 also used *well* as a signal of difficult situations and as a filler word. Overall, none of the students in the experimental group used *well* to mitigate face-threatening act and change the topic.

1.2.1.2. Control group

Among four students in the control group, two did not use any *well* and each of the other two used *well* only once.

Table 6. Frequency of *well* in the pretest for control group

Student	Frequency of <i>well</i>					Total
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	
C1	0	0	0	0	0	0
D1	0	1	0	0	0	1

C2	0	0	0	0	0	0
D2	0	0	1	0	0	1
						Mean = 0.5

1.2.2. Performance in the posttest

1.2.2.1. Experimental group

The posttest saw a surprising improvement in the use of *well* among students of the experimental group.

Table 7. Frequency of *well* in the pretest and posttest for experimental group

Student	Frequency of <i>well</i> (pretest)					Total	Frequency of <i>well</i> (posttest)					Total	Add. task
	T1	T2	T3	T4	T5		T1	T2	T3	T4	T5		
A1	0	0	0	0	0	0	2	5	4	2	4	17	2
B1	2	0	3	1	3	9	4	3	11	4	6	28	7
A2	1	3	1	1	0	5	2	2	4	2	1	11	2
B2	0	0	0	0	0	0	0	1	0	0	0	1	0
						Mean = 3.5						Mean = 14.25	

Student A1 who did not use any *well* in the pretest used *well* 17 times in the posttest. She also used *well* correctly to alleviate face-threatening act and to change topic. For example:

A1: So eh what will you do in this weekend?

B1: Uhm go to the movies.

A1: Go to the movies and?

B1: Nothing.

A1: Eh?

B1: Huh.

A1: Ok so *well* I don't think it's a good idea.

Another example is included below. In this example, two students were complaining about the party and the host was coming. Student A1 changed the topic by using *well*.

A1: Oh ah *well* do you how do you feel about the weather today?

Student A1 seemed to learn quickly over the five lessons and now she could consciously use *well* correctly as required. Similar to A1, B1 picked up the use of *well* rather fast throughout the course. He used nine times in the pretest and he consciously made attempt in using *well* 28 times in the posttest.

In the additional question in which the students tended to focus on the content more than the language aspects such as discourse markers, both A1 and B1 included *well* in the conversation. They used *well* to describe the difficult situations and fill the words. When they encountered a situation of face threaten and of topic change, they did not use *well*.

B1: [...] I'll also apply to SMU you know? Singapore Management University or something. Yeah.

A1: [And hopefully they will accept you.

B1: [inaudible]

A1: So you ok...*and* you already you know give up hope with the eh Ministry of Education?

In this piece of conversation, A1 changed the topic from SMU into the Ministry of Education, but she used *and* instead of *well*. This situation led to the belief that it may take time for students to use *well* unconsciously.

1.2.2.2. Control group

No significant change happened to the students in the control group. All students did not use any *well* in the posttest conversations, which included the additional task.

Table 8. Frequency of *well* in the pretest and posttest for control group

Student	Frequency of well (pretest)					Total	Frequency of well (posttest)					Total	Add. task
	T1	T2	T3	T4	T5		T1	T2	T3	T4	T5		
1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	1	0	0	0	1	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	1	0	0	1	0	0	0	0	0	0	0
						Mean = 0.5						Mean = 0	

2. Discussion

In terms of the use of *oh*, the findings revealed that students in the experimental group and control group used more *oh* after a five-week course. The former used *oh* on average 10.5 times in comparison with 9.5 times (see table 3); the latter used *oh* on average 4.5 times compared with 2.25 times (see table 4). The reason for students in the former group to use more *oh* was that they became aware of using it after experiencing explicit instruction. For the students in the later group, they felt more

familiar with classmates; thus, they felt more comfortable in expressing their emotions by using *oh*.

With regard to *well*, it was clear that students in the experimental group progressed in their ability to use *well*. They used *well* on average 3.5 times in the pretest, but used on average 14.25 times in the posttest, which was much more (see table 7). They mostly used *well* as a signal of difficult situations and as a filler word. In contrast, students in the control group did not improve in their use of *well*. They used *well* 0.5 times on average in the pretest and 0 times in the posttest (see table 8).

These findings proposed interesting implication: students didn't need explicit instruction of *oh*, but must be taught about *well* so that they could use *well* in their conversations.

3. The implication in teaching discourse markers

From the findings above, it is clearly shown that while some discourse markers do not need explicit teaching, such as *oh*, others must be instructed. In instructing discourse markers, it is suggested that teachers should include specific requirements and situations to control students in using discourse markers (See lesson plans in appendix 2). Since sometimes students focus on the content of the conversation much to the teacher's observation, they tend to forget to use discourse markers. This can be explained by the fact that discourse markers are of much pragmatic function than of lexical function (Andersen, 2001, cited in Zufferey and Belis, 2004, p. 2). Moreover, the teacher should bear in mind that students of high competency stand a good chance of acquiring discourse markers more quickly than those of low level. Although the two researched classes pass the screening test to be admitted to high-intermediate TOEFL classes, the students who exhibit higher English proficiency in the class are likely to use more discourse markers.

CHAPTER 5: CONCLUSION

1. Summary

The research reveals that students who experienced explicit teaching in discourse marker *oh* did not use *oh* more and more correctly than those who did not receive explicit teaching. This situation differed from the case of *well*. Students who were explicitly instructed about *well* used *well* more frequently than those who weren't. Students mostly used *well* as a signal of difficult situations and as a filler words. They did not usually use *well* to indicate the change of topic and to mitigate face-threatening acts.

From the findings above, it can be concluded that some discourse markers are more difficult than other. Some do not demand explicit teaching but some do. When teaching discourse markers, it is recommended that the teacher provide specific requirements in using discourse markers and detailed situations in which discourse markers highly need to be used because students tend to focus on discourse than markers. Finally, students of high English capacity can learn and use discourse markers more quickly than low level students.

2. Research limitations

The book *Inside Out Intermediate* is the only corpus of discourse markers *oh* and *well* in this study. Nonetheless, it can not be guaranteed that the conversations in the book provide authentic data. The conversations can be arranged linguistically

beforehand to serve the purpose of the lesson; hence, the use of *oh* and *well* in the conversations may not reflect exactly the way conversationalists use *oh* and *well* in real-life. This limitation can be resolved if the researcher can access to a corpus of authentic spoken English; unfortunately, she couldn't find such a corpus.

Furthermore, some situations in the pretest and posttest perceived by students as difficult prevented them from communicating fluently with each other. They needed time to imagine the situations and the actions they would implement in those situations. For instance, one student had never had a first date, yet she was required to talk about what baffled her in that situation. Consequently, that conversation was not much successful.

3. Suggestion for further research

Those interested in teaching discourse markers may conduct studies to clarify what discourse markers require explicit teaching and why. Moreover, they can research on various discourse markers apart from *oh* and *well* such as *uhm/ah*, which was the most widely used discourse markers among the researched students. Other popular discourse markers comprises of *like*, *you know* and *kind of*.

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APPENDIX 1

Pretest 1/Posttest 2

1. (Topic friends) Suppose that 2 of you don't know each other. You then make a conversation to get to know each other.
 - Student A will introduce herself/himself.
 - Student B will need to **use specific words/expressions to show that s/he doesn't know student A and the information student B has got about student A is new.**
 - Switch roles.
2. (Topic relax) Suppose that 2 of you will go to the cinema to watch a movies. But you have chosen 2 different movies to watch.
 - You two will choose 2 different movies.
 - You two twill make a conversation. Student A will point out the aspects that s/he doesn't like about the other movie and give reason for her/his choice. But student A needs to **use specific words/expressions so as not to make student B angry.**
 - Switch roles.
3. (Topic dating) Suppose 2 of you are close friends and you're sharing with each other about your relationships.
 - Student A will tell about her/his first date. Student A needs to **use specific words/expressions to clarify what makes her/him feel difficult in that situation.**
 - Switch roles.
4. (Topic party) Suppose 2 of you have just met in a party and you're gossiping.
 - Student A needs to come up with 2 topics s/he wants to gossip. S/he is gossiping about the first topic, and suddenly changes into the second topic. S/he needs to **use specific words/expressions to signify that s/he has changed the topic.**

- Switch roles.
5. (Topic style) Suppose 2 of you are talking about your favorite clothing items.
- Student A thinks of her/his favorite clothing item.
 - Student A is talking about her/his favorite clothing but then s/he needs more time to think about what should be said next. Student A should **use specific words/expressions to add to the utterance so s/he has more time to think about what should be said next.**

Pretest 2/Posttest 1

1. (Topic friends) Suppose that 2 of you were classmates at high school and you've just met each other after 4 years. You are updating about yourselves.
 - Student A will talk about how s/he has changed in the previous 4 years.
 - Student B will need to **use specific words/expressions to show that s/he hasn't heard anything from student A and the information student B has got about student A is new.**
 - Switch roles.
2. (Topic relax) Suppose that 2 of you are close friends and will hang out this weekend. But you have different activities you want to do and are discussing about them.
 - You two will choose 2 different activities you want to do this weekend.
 - You two will make a conversation. Student A will point out the aspects that s/he doesn't like about the other activity and give reason for her/his choice. But student A needs to **use specific words/expressions so as not to make student B angry.**
 - Switch roles.
3. (Topic dating) Suppose 2 of you are close friends and you're sharing with each other about your relationships.
 - Student A will tell about her/his first broken heart. Student A needs to **use specific words/expressions to clarify what makes her/him feel difficult in that situation.**
 - Switch roles.
4. (Topic party) Suppose 2 of you are taking part in a boring party and are complaining about it.

- 2 students will choose different aspects of the party to complain (such as the music is not the kind they can dance to, the food and drink are not enough, there is too few people, etc.)

- Suddenly, student A realizes that the host of the party is approaching you to join the conversation so student A changes the topic quickly. Student A needs to **use specific words/expressions to signify that s/he has changed the topic.**

- Switch roles.

5. (Topic style) Suppose 2 of you are talking about the latest trends in clothes among youth.

- Student A thinks of one latest trend in clothes among youth.

- Student A is talking about the latest trend but then s/he needs more time to think about what should be said next. Student A should **use specific words/expressions to add to the utterance so s/he has more time to think about what should be said next.**

ADDITIONAL TASK IN THE POSTTEST

You now can talk freely with each other about your education plan in the future.

APPENDIX 2A – SYLLABUS INCLUDES “OH” AND “WELL”

SPEAKING LESSON PLAN No. 1

Topic: Friends

Language: “Oh” as a signal of getting new information

I. Class description

- Number of students: 8
- Level: high-intermediate
- Class type: experimental group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- use some expressions about friendship.
- talk about their friends.
- use the word “oh” as a signal of getting new information.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
Warm-up (10 minutes)	- Engage students into the lesson.	- Play the song “Umbrella” and ask students to fill ONE word in each blank. - Ask students to guess the topic of today’s lesson.	- Listen to the song and fill in the blank.
Presentation 1 (15 minutes)	- Give input about the expressions about friendship.	- Ask students to listen to the song again and underline the expressions related to friendship. - List the expressions on the board.	- Listen and underline.
Practice and production 1.1 (10 minutes)	- Give students the chance to use the expressions to talk about the friends they like.	- Ask students to use the expressions on the board to talk about a friend that they really like. Students can talk about what they like about those friends and why, when, where and how they meet. - Ask 2 students to share with the	- Talk about the friends they like to a partner using the expressions and questions already given. - Share.

		class.	
Practice and production 1.2 (10 minutes)	- Give students the 2 nd chance to use the expressions to talk about a friend that they hate.	- Ask students to make a conversation about the friends that they have learnt a lot from. - Ask 2 students to share.	- Pair up and talk about the friends that they have learnt a lot from. - Share.
Presentation 2 (15 minutes)	- Give input about the use of “oh” as a signal to get new information	- Play tape script 3 (see handout) and ask students to listen to a conversation about friendship. Students need to pay attention to “oh” and answer the question: What is “oh” used for? Why do the conversationalists use “oh” in certain situations? - Present the theory of “oh” in terms of collocations, location, prosody and use (see the “oh” handout)	- Listen and answer the questions individually. - Listen and take notes.
Practice and production 2.1 (15 minutes)	- Give students the 1 st chance to use “oh.”	- Ask students to work in pairs and talk about the friends they used to play a trick on.	- Discuss in pairs.

		<ul style="list-style-type: none"> - Ask students to use “oh” as much as possible. - Ask a pair to make the conversation again. 	
Practice and production 2.2 (15 minutes)	- Give students the 2 nd chance to use “oh.”	<ul style="list-style-type: none"> - Ask students to work in groups of 4 and discuss the saying: “True friends stab you in the front.” - Ask students if they agree or disagree with the saying. Students need to give real examples from themselves or from people they know. - Students need to use “oh” properly to signify that the information is new. 	- Discuss in groups of 4.

UMBRELLA

[Jay-Z]

AhuhAhuh (Yea Rihanna)

AhuhAhuh (Good girl gone bad)

AhuhAhuh (Take three... Action)

AhuhAhuh

No clouds in my stones

Let it rain, I (1)_____ in the bank

Coming down with the Dow Jones

When the clouds come we gone, we Rocafella

We fly higher than weather

In G5's are better, you know me,

In (2)_____, for (3)_____. Stack chips for the rainy day

Jay, Rain Man is back with little Ms. Sunshine

Rihanna where you at?

[Rihanna]

You have my heart

And we'll never be (4)_____ apart

May be in magazines

But you'll still be my star

Baby cause in the dark

You can't see shiny cars

And that's when you need me there

With you I'll always share

Because

[Chorus]

When the sun shines, we'll shine together

Told you I'll be here forever

Said I'll always be a friend

Took an (5)_____ I'ma stick it out till the end

Now that it's raining more than ever

Know that we'll still have each other

You can stand under my umbrella

You can stand under my umbrella

(Ella ella eh eheh)

Under my umbrella

(Ella ella eh eheh)

Under my umbrella

(Ella ella eh eheh)

Under my umbrella

(Ella ella eh eheheheh)

These (6)_____ things will never come in between

You're part of my (7)_____, here for (8)_____

When the war has took its part

When the world has dealt its (9)_____

If the hand is hard, together we'll mend your heart

Because

[Chorus repeated]

You can run into my arms
It's OK don't be (10)_____

Come here to me
There's no distance in between our love
So go on and let the rain pour
I'll be all you need and more
Because

[Chorus repeated]

It's raining
Ooh baby it's raining
Baby come here to me
Come here to me
It's raining
Oh baby it's raining

KEY

- | | |
|------------------|-------------|
| 1. hydroplane | 6. fancy |
| 2. anticipation | 7. entity |
| 3. precipitation | 8. infinity |
| 4. worlds | 9. cards |
| 5. oath | 10. alarmed |

TAPESCRIPT 03

(B = Balvir; T = Tim)

B: ... No, I went out with my friend last night. Well, actually, she's my best friend. Have you ever met her?

T: Er, I don't know.

B: Lisa?

T: You told me about her.

B: I did. She's the Greek girl.

T: Er, yeah.

B: Really pretty ... and she's got long, dark hair and she's um, she's very petite. Um, yeah, we had a great time. We met ... gosh ... we've known each other now ... about 15 years. Can you believe that?

T: Oh, wow.

B: Yeah, we met ... I was working for her dad. He had a casino. Oh, I tell you, those were wild days but, er, we met working there together and um, she's a sister, a younger sister, and she doesn't get along with her very well, so I always like to say that I'm like her sister. I'm like the sister she never had.

T: Hah, hah, hah ...

B: We don't have a lot in common, but, er ... cause she doesn't work, she's a fulltime mum. She's got a little boy.

T: Oh, yeah.

B: He's about ... he's about 11 now ... difficult age. Hum. Uhm, um, but we still get together about once or twice a month, and it's always good to see her.

T: Nice.

B: Yeah.

Kay, S & Jones, V. (n.d.). *Inside out student's book and workbook with key-intermediate*. (p. 148). USA: Macmillan

“Oh” – to signify new information

1. Collocations

- Oh well
- Oh I see
- Oh really?

2. Position

- “Oh” begins an utterance.

3. Prosody

- “Oh” can carry the stress, can be followed by a pause or phonological reduction.

4. Use

- “Oh” is used to signify that the information that has been presented is new to the listener.

SPEAKING LESSON PLAN No. 2

Topic: Relaxation

Language: “Well” as a face-threatening mitigator

I. Class description

- Number of students: 8
- Level: high-intermediate
- Class type: experimental group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- use some expressions of likes and dislikes to describe the activities they want to do for relaxation.
- use the word “well” as a face-threatening mitigator.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
Warm-up (10 minutes)	- Engage students into the lesson	- Ask students what they do for relaxation. Ask if any of them watch movies and listen to the soundtracks. - Introduce the warm-up activity in which 7 soundtracks will be played and the students need to guess the name of the soundtrack as well as the name of the movies. The movies can be American, Vietnamese and Korean. They are: - A thousand years – Breaking dawn (Twilight) - A whole new world – Aladdin - Stand by me – Boys over flowers - Hát vang rằng em yêu anh – Đẹp từng centimet - Reflection – Mulan	- Listen to the songs and guess the name of the song and the movies.

		<ul style="list-style-type: none"> - This is me – Camp Rock - My heart will go on - Titanic 	
Presentation 1 (15 minutes)	<ul style="list-style-type: none"> - Give input about the expressions of likes and dislikes. 	<ul style="list-style-type: none"> - Ask students to listen to the song likes and dislikes and fill in the blanks. - Ask students to listen again and write down the expressions of likes and dislikes. - Provide more expressions of likes and dislikes. 	<ul style="list-style-type: none"> - Listen to the song and fill in the blanks. - Listen again and write down the expressions of likes and dislikes. - Take notes.
Practice and production 1.1 (20 minutes)	<ul style="list-style-type: none"> - Give students the chance to use the expressions of likes and dislikes. 	<ul style="list-style-type: none"> - Tell the students that we're going to hold a party for famous people so students need to take the role of a famous person. Students can be famous singers, footballers, kings, queens or politicians. - Students need to stand up and talk to at least 3 other famous people about 	<ul style="list-style-type: none"> - Listen to the instructions and take the role of a famous person. - Stand up and talk to at least 3 other famous people.

		<p>what they like and dislike doing for relaxation.</p> <ul style="list-style-type: none"> - After that, the teacher asks each famous person pair with another and gossip about the other stars on what they like and dislike doing for relaxation. 	<ul style="list-style-type: none"> - Pair with a star and gossip.
<p>Presentation 2 (15 minutes)</p> <p>Practice and production 2.1 (15 minutes)</p>	<ul style="list-style-type: none"> - Give input about the “well” as a face-threatening mitigator 	<ul style="list-style-type: none"> - Play tape script 7.4 and 30, which is related to 2 ways of relaxation: movies and parties. Provide the context of the conversation. - Ask students to listen to the situations in which “well” is used. Ask them to discuss the question: “What is the use of ‘well’ in these situations?” - Provide the theory of well as a face-threatening mitigator (see the handout) - Ask students to work in pairs. The 	<ul style="list-style-type: none"> - Listen - Take note and discuss with the other person. - Listen - Discuss in pairs.

		<p>situation is that they are married couples. They've worked really hard and now it's time for relaxation. They are discussing about a place for holiday. However, they have different places that they want to go to. They have to: 1) decide the place each of them want to go to. 2) persuade their partner to go to their chosen place. Remind them that they don't want to upset their partner so they need to use "well" as a face-threatening mitigator.</p>	
<p>Practice and production 2.2 (15 minutes)</p>		<p>- Ask students to work in groups of 4. The situation is they will have 1 week before they go to America to study so they decide to enjoy the last weekend in Vietnam together. However, they want to do different activities. They need to 1) choose the activity each of</p>	<p>- Discuss in groups of 4</p>

		them want to do, 2) discuss with your group-mates about what to do so your group-mates agree to do your favorite activity, 3) use “well” so you don’t upset your group-mates.	
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Listen to the song and fill in the blanks

LIKES AND DISLIKES

Do you like getting up
and going to school?

No no! I enjoy (1)_____

Do you like sitting down
and (2)_____?

No no! I enjoy watching films.

Do you like (3)_____

and cleaning your room?

No no! I enjoy playing games.

I don't like (4)_____

And I hate (5)_____

I love relaxing with my friends.

Listen again and underline the expressions of likes and dislikes. Write it down here.

LIKE

DISLIKE

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TAPESCRIPT 30

(R = Rachel; A = Alyson, G = Geoff)

R: What do you think makes a good party then?

A: Um ... I think the place is really important. It should be big enough but not too big.

G: Yes, it needs to be quite crowded to make an atmosphere ... and dark.

R: Oh, I don't like it when you can't see who you're talking to.

G: No ... no, I mean soft lighting. I like it when there are some decorations too. You know, a few balloons and things, just to make it special.

A: What, like a children's party?

G: Yeah, I suppose so – or candles and things on the wall.

R: Candles make a nice atmosphere, but you have to be careful the house doesn't catch fire.

G: W ... well, you can get those candle-holders. But the most important thing is the food and drink.

A: Oh, yes. There must be lots of drink and enough food. It's terrible when there isn't enough food.

R: What sort of food do you think is good for parties?

A: Um, the sort of thing you can eat with your fingers. I mean, you don't want to have loads of washing-up at the end of the party.

R: Actually, I think the music is the most important thing. Loud, but not too loud, and the sort of music you can dance to.

G: I think the best thing is to prepare party tapes with all the best dance tracks, then you don't have to worry about it.

A: But what about people? That's quite important, isn't it?

G: Um, yes, you do need people for a party!

A: No, I ... I mean the right people. You need some party animals who get up and start dancing.

R: And you need a mix of men and women. I went to a party recently where there were five woman for every man.

G: Sounds all right to me.

A: Oh, shut up. So what do we think are the three most important things?

R: Food and drink, music and the right mix of people.

G: Right.

Kay, S & Jones, V. (n.d.).*Inside out student's book and workbook with key-intermediate*. (p. 153). USA: Macmillan

TAPESCRIPT 7.4

G: I enjoyed that. What did you think of it?

H: I thought it was rubbish – a sentimental tearjerker – and the ending was so predictable.

G: Well, it made you cry anyway.

H: No, it didn't – I've got a cold.

Kay, S & Jones, V. (n.d.).*Inside out student's book and workbook with key-intermediate*. (p. 149). USA: Macmillan

“Well” – a face-threatening mitigator

1. Collocations

- *Well you know*
- *Well I think*

2. Position

- “Well” usually begins an utterance.

3. Prosody

- “Well” can carry the stress, can be followed by a pause or phonological reduction.

4. Use

- “Well” is used to alleviate face-threatening acts including “disagreement, challenge, rejection and criticism.” (Marcus, 2009) For example:

A: Can I just see them?

B: Um *well* I’m not allowed to do that.

In this case, “well” is used to lessen the seriousness of the refusal.

SPEAKING LESSON PLAN No. 3

Topic: Dating

Language: “Well” – to signify the conversationalists are in a difficult situation

I. Class description

- Number of students: 8
- Level: high-intermediate
- Class type: experimental group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- use some expressions about dating to talk about relationship.
- use the word “well” to signal a difficult situation.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
Warm-up (10 minutes)	- Engage students into the lesson.	- Ask students to work in pairs and talk about 2 firsts in their relationship: first crush and first regret. - Ask students to share.	- Discuss in pairs. - Share.
Presentation 1 (15 minutes)	- Give input about the expressions of dating	- 2 students in a pair will be given 2 different stories about relationships. (see the handout) They need to read the story and then retell the story to their partner. - Ask students to recall the words in the stories to fill in the lexis (see the handout)	- Read the story and tell it to partner. - Do the lexis.
Practice and production 1.1 (20 minutes)	- Give students the chance to use the expressions of dating	- Ask students to discuss one of the statements in the lexis.	- Discuss in groups.

<p>Presentation 2 (15 minutes)</p> <p>Practice and production 2.1 (15 minutes)</p>	<ul style="list-style-type: none"> - Give input about the use of “well” as a signal of a difficult situation. 	<ul style="list-style-type: none"> - Play tape script 09 and ask students about the use of “well” in this situation. - Lecture on the 2nd use of “well” – to signal that the conversationalists are in difficult situation. - Ask students to talk about their first kiss and what’s difficult in that situation. Remind them to use “well” to signify that they’re in a difficult situation. - Ask 1 student to share 	<ul style="list-style-type: none"> - Listen and answer the question about the use of “well.” - Listen to the teacher. - Talk in pairs. - 1 student shares his/her first kiss.
<p>Practice and production 2.2 (15 minutes)</p>	<ul style="list-style-type: none"> - Give students the 2nd chance to use “well” to signify they’re in a difficult situation. 	<ul style="list-style-type: none"> - Ask students to recall the difficult times in their relationship and share with their friends about it. Also share if they overcome the difficulties or not. Remind them to use “well.” 	<ul style="list-style-type: none"> - Discuss in groups of 4

Couple 1

I've finally found the man of my dreams. We have so much in common, we laugh at the same things and talk for hours. There's only one problem. We've never met. Tom lives in the US. I live in Ireland. We met on the Net.

I wasn't looking for MrRight, I was just hoping to chat to some interesting people. the American singles dating site didn't charge a fee so I filled in a form with my likes and dislikes and a short paragraph about myself. By the end of the week I had about 25 responses. Over the next five months, I went on eight dates with men I met on the Net. One I dated for about two months, others I saw a couple of times before I realized there was no real spark. Then, two months ago, just as I was about to take my details off the Net, I received an e-mail from a guy in America called Tom. his note was amusing and he sounded interesting so I decided to write back.

Soon I found myself rushing back home after work to check my e-mails. tom made me laugh, he challenged my opinions. We talked about everything. My friends weren't particularly impressed when I told them about him, but I knew this one was different. We exchanged pictures by e-mail and we liked what we saw, but at this stage looks didn't matter. Then Tom and I had what we consider our first 'date'. We spoke for 11 hours and that phone call changed the course of our relationship. We've decided to meet.

Kay, S & Jones, V. (n.d.).*Inside out student's book and workbook with key-intermediate*. (p. 139). USA: Macmillan

Couple 2

It was love at first sight for Joel Emerson and Lisa Bunyan, which was lucky because they meet for the first time on their wedding day!

As a publicity stunt, a local Australian radio station ran a seven-week competition which they called 'Two Strangers and a Wedding'. The radio station voted Joel

Emerson, 24 and a marketing consultant, the ‘most eligible bachelor’. Lisa Bunyan, 22, who works at a management training center, was one of 300 single women who rushed to the phone to offer herself as his bride.

The only direct contact they had before their wedding day was when Joel proposed over the telephone on the radio. An estimated 50,000 listeners witnessed the romantic (but not particularly intimate) moment when Lisa said ‘yes’.

The groom’s mother was not amused and told a local newspaper that she was shocked and appalled. As the couple left for their honeymoon in Paris, they told the same newspaper, ‘We know that we’re doing the right thing.’

Kay, S & Jones, V. (n.d.).*Inside out student’s book and workbook with key-intermediate*. (p. 140). USA: Macmillan

LEXIS

1. Complete the sentences.
 - a) I don’t believe in _____ at first _____ .
 - b) Somewhere in the world there’s a Mr or Miss _____ for everybody.
 - c) People don’t usually marry the man or woman of their _____.

- d) _____ women enjoy their independence where as _____ men tend to be keen to get married.
- e) A man should _____ to a woman. It isn't natural for a woman to ask a man to marry her.
- f) A marriage is more likely to succeed if both partners have had _____ before getting married.
- g) If the bride and _____ are in love then it doesn't really matter what the parents think.
- h) It's better to save the money than spend it on an expensive _____ in some exotic location.

Kay, S & Jones, V. (n.d.). *Inside out student's book and workbook with key-intermediate*. (p. 25). USA: Macmillan

KEY

- | | |
|-------------------|------------------|
| a) love, sight | e) propose |
| b) Right | f) relationships |
| c) dreams | g) groom |
| d) Single, single | h) honeymoon |

TAPESCRIPT 09

Lisa and Joel

(J = Journalist; L = Lisa; Jo = Joel)

J: Lisa and Joel, are you still married?

L: Oh, yes, very much so. We've been married for a year now. In fact we've just celebrated our first wedding anniversary.

J: Oh, congratulations! How have your lives changed since your unusual marriage?

Jo: Well, my mother hasn't spoken to me since the day we got married! Hah. That's the good news.

J: Hah, hah, hah.

Jo: But, no, I'm joking. We're really upset about it. But we've moved away from our home town.

J: Really? Why did you decide to do that?

Jo: Well, everybody knew about the competition and the wedding and we turned into tourist attractions. We couldn't walk down the street without strangers coming up to us and asking us all these personal questions.

J: So, where do you live now?

Jo: In Adelaide. Er, we've been there for about six months now, and we love it.

Kay, S & Jones, V. (n.d.). *Inside out student's book and workbook with key-intermediate*. (p. 149). USA: Macmillan

“Well” – the expression of a difficult situation

1. Collocations

- *Well you know*
- *Well I think*

2. Position

- “Well” usually begins an utterance.

3. Prosody

- “Well” can carry the stress, can be followed by a pause or phonological reduction.

4. Use

- “Well” is used to show that the conversationalist is in a difficult situation.

A: But otherwise, you lived in West Philly. Whereabouts?

B: *Well*, I was born at Fifty second and em.....oh I forgo-*well*...I think it's Fifty second and Chew.

SPEAKING LESSON PLAN No. 4

Topic: Party

Language: “Well” as a signal of a change of topic.

I. Class description

- Number of students: 8
- Level: high-intermediate
- Class type: experimental group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- talk about different topics related to party.
- use the word “well” to signify a change of topic.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
Warm-up (10 minutes)	- Engage students into the lesson	- Ask students to do the questionnaire (see the handout) and check the points for them to see if they're party animals or party poopers.	- Do the questionnaire.
Presentation 1 (10 minutes)	- Give input about the expressions and topics for party.	- Ask students to do the lexis (see the handout) and check.	- Do the lexis.
Practice and production 1.1 (10 minutes)	- Give students the chance to talk about party.	- Ask students to discuss the sentences in the lexis with a partner.	- Discuss in pairs.
Practice and production 1.2 (15 minutes)	- Give students the 2 nd chance to talk about party.	- Ask students to do the anecdote 1 and 2 (see the handout)	- Discuss in pairs.
Presentation 2 (10 minutes)	- Give input about the use of "well" as an	- Play tape script 29 and ask students about the use of "well" in this situation.	- Listen and answer the question about the use

<p>Practice and production 2.1 (20 minutes)</p>	<p>expression to signify the change of topic.</p>	<ul style="list-style-type: none"> - Lecture on the 3rd use of “well” – to signify the change of topic. - Let the students watch the musical video of “Last Friday Night” by Katy Perry and notes a list of at least 3 things that they like about this party. - Ask students to work in groups and talk about the list in the order of the 1st thing they like about the MV, the weather today, the 2nd thing they like about the MV, six-packed boys and the 3rd thing they like about the MV. - Remind them to use “well” to signify the change of topic. 	<p>of “well.”</p> <ul style="list-style-type: none"> - Listen to the teacher. - Watch the MV. - Discuss in groups.
<p>Practice and production 2.2 (15 minutes)</p>	<p>- Give students the 2nd chance to use “well” to signify the change of topic</p>	<ul style="list-style-type: none"> - 3 people are discussing about organizing a party (see the handout – anecdote 3) and 1 person will act as a trouble maker who keeps changing the topic. - The trouble makers need to use “well” to 	<ul style="list-style-type: none"> - Discuss in groups.

		show that he/she wants to change the topic. - Ask 2 groups to act out the conversation.	
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ARE YOU A PARTY ANIMAL OR A PARTY POOPER?

1. **You've been invited to a party but you're working the next morning. Do you ...**
 - a) think 'you only live once' and go and have a good time?
 - b) go to the party but leave at ten o'clock?
 - c) send your apologies and get an early night?
2. **It's your birthday. Do you ...**
 - a) have a quiet family get-together, blow your candles and go to bed early?
 - b) hope that nobody has remembered. You don't want to get older anyway?
 - c) have a big party and invite everybody you know?
3. **You've been invited to a party by somebody you don't know very well. Do you ...**
 - a) go to the party and hope you'll meet lots of new people?
 - b) refuse the invitation. It's too scary?
 - c) go to the party but take a friend with you to make sure you'll have someone to talk to?
4. **You arrive at a party and realize that the only person you know is the host. Do you...**
 - a) panic and hide in the bathroom?
 - b) go and introduce yourself to anybody who looks interesting?
 - c) end up talking to the most boring person there because nobody else wants to talk to them?
5. **Your favorite record comes on, but nobody else is dancing. Do you ...**
 - a) wait until a few other people are dancing and then join them?
 - b) stay where you are. You prefer to dance to your favorite record in the privacy of your own home?
 - c) start dancing on your own?
6. **Somebody suggests playing party games. Do you ...**
 - a) suddenly remember a previous engagement?
 - b) feel embarrassed, but join in anyway?
 - c) suggest your favorite game and organize it?

KEY

1	a = 1	b = 2	c = 3
2	a = 2	b = 3	c = 1
3	a = 1	b = 3	c = 2
4	a = 3	b = 1	c = 2
5	a = 2	b = 1	c = 3

6	a = 3	b = 2	c = 1
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What it means

- If you scored between 6 and 10: you're definitely the life and soul of any party.
- If you scored between 11 and 14: you could afford to let your hair down occasionally.
- If you scored between 15 and 18: you obviously like the quiet life – but you don't have to take everything so seriously!

LEXIS

Complete as many of the sentences as you can from memory, using one word in each of the gaps.

- My philosophy is 'you only _____ once', so _____ sure you _____ good time'.
- When I want to _____ an invitation, I sometimes say that I've got a _____ engagement, even if it's not true.
- I'm not very good at going up to strangers and _____ myself.
- Even when I'm not looking forward to going out, I usually end _____ enjoying myself.
- From time to time, I really enjoy an evening at home _____ my own.

Are the sentences true for you? Discuss with a partner.

KEY

- | | |
|---------------------|-------|
| a) live, make, have | d) up |
| b) refuse, previous | e) on |
| c) introduce | |

ANECDOTE

1. Think of a good party you've been to, or one that was a disaster. You are going to tell your partner about it. Choose from the list the things you want to talk about. Think about what you will say and what language you will need.

- Whose party was it?
- What was the occasion?
- Did you take a gift for the host?
- Who did you go with?
- Where was the party?
- Were there any decorations?
- Were there a lot of people there?
- Did you know most of the people there?
- What sort of food and drink did you have?
- What was the music like?
- Did you dance?
- Did you meet anybody nice there?
- What time did it finish?
- Did you stay to the end?

2. Tell your partner about the party.

3. Work in groups. You're going to take part in a competition to organize the best party. Decide on the following:

- budget
- date and time

- who to invite
- place
- formal or informal dress
- decorations
- entertainment (music, fireworks, etc.)
- food and drink

Kay, S & Jones, V. (n.d.). *Inside out student's book and workbook with key-intermediate*. (pp. 62-63, 142). USA: Macmillan

TAPESCRIPT 29

(B = Becky; S = Sandy; Z = Zoe; D = David)

Z: Hello.

D: Is Sandy there, please?

Z: Yeah, hold on a moment – I'll get her for you
... It's David.

S: Oh, hello, David.

D: Look, I'm really sorry I didn't call earlier, but I had to work late.

S: Oh, that's all right. I ... I forgot you were going to ring anyway.

D: Listen, I'm afraid I can't see you tonight, I'm having dinner with my parents.

S: It doesn't matter – I'm going to the cinema anyway.

D: Oh, right. OK, well I'll call you.

S: When? I mean, all right. Bye.

D: Bye.

Kay, S & Jones, V. (n.d.). *Inside out student's book and workbook with key-intermediate*. (p. 153). USA: Macmillan

SPEAKING LESSON PLAN No. 5

Topic: Style

Language: “Well” as a filler word.

I. Class description

- Number of students: 8
- Level: high-intermediate
- Class type: experimental group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- talk about clothes.
- use the word “well” as a filler word.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
Warm-up (10 minutes)	- Engage students into the lesson	- Do the “Suits you” number 1 (see handout)	- Talk in pairs.
Presentation 1 (10 minutes)	- Give input about the types of clothes	- Ask students to do the “Suits you” number 2 (see handout and tape script 49)	- Listen and choose the type of clothes that is mentioned.
Practice and production 1.1 (10 minutes)	- Give students the chance to use words of different types of clothes	- Ask students to work in pairs and describe the favorite item of clothes they have bought. They can use the list as in the handout.	- Discuss in pairs.
Practice and production 1.2 (15 minutes)	- Give students the 2 nd chance to use words of different types of clothes	- Ask students to discuss how they dress for a first date, a job interview and a day on the beach.	- Discuss in pairs.
Presentation 2 (15 minutes)	- Give input about the use of “well” as a filler word.	- Play a video clip to introduce about Miranda Kerr – a model of Victoria’s Secret - Play the interview with Miranda Kerr	- Watch the video. - Listen and take note.

<p>Practice and production 2.1 (15 minutes)</p>		<p>and ask the students to take notes of the use of “well”</p> <ul style="list-style-type: none"> - Lecture on the 3rd use of “well” as a filler word. - Ask students to discuss the famous fashion brand that you like the most. Remember to use “well” as a filler word. 	<ul style="list-style-type: none"> - Listen. - Discuss in groups of 4.
<p>Practice and production 2.2 (15 minutes)</p>	<ul style="list-style-type: none"> - Give students the 2nd chance to use “well” as a filler word. 	<ul style="list-style-type: none"> - Ask students to discuss the saying: “Never judge a book by its cover.” Do you believe that the appearance doesn’t convey any idea of the personality inside? Remind students to use “well” as a filler word. - Ask students to share. 	<ul style="list-style-type: none"> - Discuss in groups of 4.

SUITS YOU

1. Which of the sentences below describes your style best? Compare with a partner.
 - Comfortable. I like baggy trousers, loose-fitting tops and trainers.
 - Up-to-date but original.
 - I have to be smart for work, but I wear casual clothes at the weekend.
 - I've been wearing the same clothes for ten years. I have no idea what's in fashion and I don't care.
 - The only way I could possibly describe my style is scruffy. I wear jeans, sweatshirts and trainers, and I never manage to look neat and tidy.
 - My style would be different if I had more money. I'd buy designer labels, especially Gucci and Versace. I love dressing up in glamorous outfits.
2. You're going to listen to some people talking about their favorite clothes. Number the pictures below in the order in which you hear about them. Not all of the clothes are mentioned.

Kay, S & Jones, V. (n.d.) *Inside out student's book and workbook with key-intermediate*. (p. 117). USA: Macmillan

TAPESCRIPT 49

1. I think my favorite thing at the moment is my white polo-neck sweater. It goes with everything and it's really easy to wear.

2. I love my flowery silk waistcoat. I only wear it on very special occasions and I usually wear it with a suit. It cheers me up.
3. My favorite thing is my black leather jacket which I bought in America and is really old. It gets better as it gets older.
4. My baseball cap is my favorite thing. I've got very short hair and I feel really cold without it. The color's great, bright orange and pink.
5. I spend quite a lot of money on clothes, but my favorite things aren't usually the most expensive. For example, I love my old short-sleeved T-shirt with a big banana on the front. I got that from the market for less than five pounds.
6. My favorite thing is definitely my leopard-print fake fur coat. I got it from a second-hand shop and it looks fabulous with my high-heeled boots.
7. I tend to like comfortable clothes best...my favorite outfit is my baggy trousers and check shirt.
8. My gran sent me a beautiful tartan cashmere scarf for Christmas and I love it.

Kay, S & Jones, V. (n.d.). *Inside out student's book and workbook with key-intermediate*. (p. 158). USA: Macmillan

APPENDIX 2B – SYLLABUS DOESN'T INCLUDE “OH” AND “WELL.”

SPEAKING LESSON PLAN No. 1

Topic: Friends

I. Class description

- Number of students: 8
- Level: high-intermediate
- Class type: control group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- use some expressions about friendship.
- talk about their friends.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
Warm-up (15 minutes)	- Engage students into the lesson.	- Play the song “Umbrella” and ask students to fill ONE word in each blank. - Ask students to guess the topic of today’s lesson.	- Listen to the song and fill in the blank.
Presentation (15 minutes)	- Give input about the expressions about friendship.	- Ask students to listen to the song again and underline the expressions related to friendship. - List the expressions on the board.	- Listen and underline.
Practice and production 1 (15 minutes)	- Give students the chance to use the expressions to talk about the friends they like.	- Ask students to use the expressions on the board to talk about a friend that they really like. Students can talk about what they like about those friends and why, when, where and how they meet. - Ask 2 students to share with the class.	- Talk about the friends they like to a partner using the expressions and questions already given. - Share.
Practice and production 2 (15	- Give students the 2 nd	- Ask students to make a conversation	- Pair up and talk about the

minutes)	chance to use the expressions to talk about a friend that they hate.	about the friends that they have learnt a lot from. - Ask 2 students to share.	friends that they have learnt a lot from. - Share.
Practice and production 3 (15 minutes)	- Allow student to practice talking about friendship.	- Ask students to work in groups of 4 and talk about the friends they hate the most in high school. Ask them to share any trick they played on those friends. - Ask a group to share.	- Talk in groups of 4. - Share.
Practice and production 4 (15 minutes)	- Allow students to practice talking about friendship.	- Ask students to role play as classmates who have met after 5 years. The classmates will update their current situation including education, jobs and personal life. - Act out the discussions.	- Talk in groups of 4. - Act in front of the class.

SPEAKING LESSON PLAN No. 2

Topic: Relaxation

I. Class description

- Number of students: 8
- Level: high-intermediate
- Class type: control group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- use some expressions of likes and dislikes to describe the activities they want to do for relaxation.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
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Presentation checking (15 minutes)	- Homework checking	- Listen to 2 presentations about friends and comment.	- Listen, ask questions and comment.
Warm-up (15 minutes)	- Engage students into the lesson	<p>- Ask students what they do for relaxation. Ask if any of them watch movies and listen to the soundtracks.</p> <p>- Introduce the warm-up activity in which 7 soundtracks will be played and the students need to guess the name of the soundtrack as well as the name of the movies. The movies can be American, Vietnamese and Korean. They are:</p> <ul style="list-style-type: none"> - A thousand years – Breaking dawn (Twilight) - A whole new world – Aladdin - Stand by me – Boys over flowers - Hát vang rảng em yêu anh – Đẹp từng centimet - Reflection – Mulan - This is me – Camp Rock 	- Listen to the songs and guess the name of the song and the movies.

		- My heart will go on - Titanic	
Presentation 1 (15 minutes)	- Give input about the expressions of likes and dislikes.	- Ask students to listen to the song likes and dislikes and fill in the blanks. (See handout in Appendix 2A) - Ask students to listen again and write down the expressions of likes and dislikes. - Provide more expressions of likes and dislikes	- Listen to the song and fill in the blanks. - Listen again and write down the expressions of likes and dislikes. - Take notes.
Practice and production 1 (20 minutes)	- Practice using likes and dislikes to talk about hobbies.	- Students will work in pairs and discuss what they like and dislike doing in their free time. - Ask some students to share.	- Discuss in pairs. - Share.
Practice and production 1 (25 minutes)	- Give students the chance to use the expressions of likes and dislikes.	- Tell the students that we're going to hold a party for famous people so students need to take the role of a famous person. Students can be	- Listen to the instructions and take the role of a famous person.

		<p>famous singers, footballers, kings, queens or politicians.</p> <ul style="list-style-type: none"> - Students need to stand up and talk to at least 3 other famous people about what they like and dislike doing for relaxation. - After that, the teacher asks each famous person pair with another and gossip about the other stars on what they like and dislike doing for relaxation. 	<ul style="list-style-type: none"> - Stand up and talk to at least 3 other famous people. - Pair with a star and gossip.
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SPEAKING LESSON PLAN No. 3

Topic: Dating

I. Class description

- Number of students: 8
- Level: high-intermediate
- Class type: control group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- use some expressions about dating to talk about relationship.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
Checking presentations (15	- Homework checking.	- Listen to 2 presentations about	- Listen, ask questions in the

minutes)		relaxation, ask questions in the Q and A and comment.	Q and A and comment.
Warm-up (15 minutes)	- Engage students into the lesson.	- Ask students to work in pairs and talk about 2 firsts in their relationship: first crush and first regret. - Ask students to share.	- Discuss in pairs. - Share.
Presentation 1 (15 minutes)	- Give input about the expressions of dating	- 2 students in a pair will be given 2 different stories about relationships. (see the handout) They need to read the story and then retell the story to their partner. - Ask students to recall the words in the stories to fill in the lexis (see the handout in Speaking lesson plan no. 3 – Appendix 2A)	- Read the story and tell it to partner. - Do the lexis.
Practice and production 1 (15 minutes)	- Give students the chance to use the expressions of dating	- Ask students to discuss one of the statements in the lexis.	- Discuss in groups.

Practice and production 2 (10 minutes)	- Allow students to practice speaking about dating.	- Ask students to talk about their first relationship (What was the first relationship like? What did you feel when you were in the 1 st relationship? What did you guys do for dating? When did it happen? How?) - Ask some students who are willing to share.	- Talk in pairs. - Share
Practice and production 3 (20 minutes)	- Allow students to practice speaking about dating.	- Ask students to join a speed-dating event in which they will have 3 minutes to talk with one person. Since only 2 students are guys, the other 2 girls will act as guys. Each girl will talk with 4 guys and then decide who she wants to have an official date with.	- Speed-date and choose the most favorite partner to go on an official date.

SPEAKING LESSON PLAN No. 4

Topic: Party

I. Class description

- Number of students: 8

- Level: high-intermediate
- Class type: control group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- talk about different topics related to party.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
Checking presentations (15 minutes)	Homework checking.	<ul style="list-style-type: none"> - Listen to 2 mini presentations about dating (5 minutes each – 2 minutes for presenting and 3 minutes for Q&A). - Ask questions and comment. 	<ul style="list-style-type: none"> - Listen, ask questions and comments.
Warm-up (10 minutes)	- Engage students into	- Ask students to do the questionnaire (see	- Do the questionnaire.

	the lesson.	the handout in the speaking lesson plan no. 4 – Appendix 2A) and check the points for them to see if they're party animals or party poopers.	
Presentation 1 (10 minutes)	- Give input about the expressions and topics for party.	- Ask students to do the lexis (see the handout in the speaking lesson plan no. 4 – Appendix 2A) and check.	- Do the lexis.
Practice and production 1 (10 minutes)	- Give students the chance to talk about party.	- Ask students to discuss the sentences in the lexis with a partner.	- Discuss in pairs.
Practice and production 2 (15 minutes)	- Give students the 2 nd chance to talk about party.	- Ask students to do the anecdote 1 and 2 (see the handout in the speaking lesson plan no. 4 – Appendix 2A)	- Discuss in pairs.

Practice and production 3 (15 minutes)	- Allow students to practice speaking about party.	- Play the musical video Last Friday Night by Katy Perry and ask students to talk about 3 things they like the most in the party in the MV.	- Discuss in pairs.
Practice and production 4 (15 minutes)	- Allow students to practice speaking about party.	- 2 groups of students will compete to organize a party. They need to discuss the party in terms of budget, date and time, place, dress, decorations, food and drink, entertainment and people to invite. They need to draw the poster of the party and organize 1 activity in the class.	- Discuss the party, draw the poster and organize 1 activity.

SPEAKING LESSON PLAN No. 5

Topic: Style

I. Class description

- Number of students: 8
- Level: high-intermediate
- Class type: control group

II. Time: 1.30 hour

III. Objectives

By the end of the lesson, students will be able to:

- talk about clothes.

IV. Prior knowledge

- Students are at high-intermediate level and can communicate rather fluently in English.

V. Anticipated problems and suggested solutions

- Time estimation can be incorrect → be flexible in timing each activity

VI. Teaching aids

- Handouts
- Board, pens

VII. Procedure

Stage	Goal	Teacher	Students
Checking presentations (15 minutes)	Homework checking	- Listen to 2 mini presentations about party, ask questions and comment.	- Listen, ask questions and comment.
Warm-up (10 minutes)	- Engage students into the lesson	- Do the “Suits you” number 1 (see handout in the speaking lesson plan no. 5 – Appendix 2A).	- Talk in pairs.

Presentation 1 (10 minutes)	- Give input about the types of clothes	- Ask students to do the “Suits you” number 2 (see handout and tape script 49 in the speaking lesson plan no. 5 – Appendix 2A).	- Listen and choose the type of clothes that is mentioned.
Practice and production 1 (10 minutes)	- Give students the chance to use words of different types of clothes	- Ask students to work in pairs and describe the favorite item of clothes they have bought. They can use the list as in the handout.	- Discuss in pairs.
Practice and production 2 (15 minutes)	- Give students the 2 nd chance to use words of different types of clothes	- Ask students to discuss how they dress for a first date, a job interview and a day on the beach.	- Discuss in pairs.
Practice and production 3 (15 minutes)	- Allow students to practice speaking about clothes.	- Ask students to talk about the famous fashion brand that they like the most (What are the products? How is the quality? Where do they sell the products? Is there any authentic shop in Vietnam? Why do you like that brand?) - Ask some students to share.	- Discuss in pairs. - Share

Practice and production 4 (15 minutes)	<ul style="list-style-type: none"> - Allow students to practice speaking about clothes. 	<ul style="list-style-type: none"> - Ask students to discuss the saying: “Never judge a book by its cover.” Do you believe that the appearance doesn’t convey any idea of the personality inside and why? - Ask students to share. 	<ul style="list-style-type: none"> - Discuss in groups of 4. - Share their ideas.
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APPENDIX 3

OBSERVATION NOTE

- In the pretest

- 3 pairs talk a lot but 1 pair doesn't. It's because 1 student is very quiet and she doesn't speak much.
- The students know each other already, so they feel comfortable making the conversation with each other.
- Sometimes technical problems happen, for example the camera stops working so the students have to make the conversations again.

- Throughout the lessons

- "Oh" and "well" are just a small part of the conversations. Sometimes the students focus more on the content of the conversations. They try to convey by words what they mean, not what they feel towards a specific issue of the conversation. As for what they feel, they tend to convey it via gestures.
- They can use a bunch of other discourse markers such as "like," or "you know." But they don't use "well" and "oh" very often. This leads to a question: is it true that some discourse markers are easier to learn than other discourse markers? And why?
- In the practice and production sessions, some students who are chosen to be videotaped tend to be more alert and consciously attempt to use discourse markers more often. Some students don't want to be videotaped in a specific conversation so they keep silent to push the cameraman away → the camera has a certain effect on the performance of the students in using discourse markers.
- There are a lot of technical problems such as the camera stops and the video is lost, or the cameraman is sick. We have a nice new camera but we don't know how to use it. Another problem is one student has to go out to talk on the phone a lot of times since she has an urgent problem, which distracts the class members and affects her concentration in the lesson. Also, there is one couple in the class and they tend to sit next to each other to talk and lose focus on the lesson. → you can encounter a lot of problems when doing research.

