

VIENAM NATIONAL UNIVERSITY, HANOI
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

GRADUATION PAPER

**EXPLORING THE USE OF INPUT IN SPEAKING
LESSONS AT FELTE, ULIS, VNU – A CASE STUDY**

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Course: QH2008F1

HANOI, JUNE 2012

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

KHÓA LUẬN TỐT NGHIỆP

**NGHIÊN CỨU TRƯỜNG HỢP VỀ VIỆC SỬ DỤNG NGỮ
LIỆU ĐẦU VÀO TRONG GIỜ HỌC NÓI TẠI KHOA SƯ
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ACKNOWLEDGEMENTS

This paper would not have been completed without the support of many people, to all of whom I am profoundly indebted.

First and foremost, I would like to express my deepest gratitude to my supervisor, Ms. Tran Thi Lan Anh, M.A. for her precious support and insightful comments, which have always been the decisive factors in the completion of this paper.

Second, I would like to send my heartfelt thanks to the teachers and the students of two first-year speaking classes at Division I, FELTE, who allowed me to administer the observations, interviews and reflection sheets and who have enthusiastically helped me to carry out the study with ease.

Last but not least, I am truly grateful to my family and my friends for their continual encouragement and support during the time I conducted the research.

ABSTRACT

This study investigates the mutual support of teacher instruction and input in speaking lessons in two first-year classes at Department I, FELTE, ULIS, VNU. A multiple case study design and the qualitative approach were applied to take an in-depth investigation into the problem. Five observations with recordings and observation schemes were conducted in each class to discover the way the teachers guided the students with the input in terms of eliciting questions and instruction giving. Moreover, the teachers' perceptions of the effectiveness of input using were measured by their responses in the interviews after each observation. The students' perceptions were explored through the reflection sheets delivered at the end of the observation process and the retrospect interviews. The data collected were coded and then decoded and analyzed under each research question. The study found that elaborated input was used with teachers' guidance in almost all the activities. Although the students are very satisfied with the input using in class, it is recommended that teacher instruction and input selection should be improved. More kinds of input such as pre-modified and enhance input or meaningful output should be used to catch the students' attention and motivate them to think. The input should be more challenging with useful target language items. The teachers need to refer more to the principles of effective eliciting and instructing to make sure the students understand and benefit from the input.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	
ABSTRACT.....	
LISTS OF ABBREVIATIONS.....	
CHAPTER 1: INTRODUCTION.....	
1.1. Statement and rationale of the research.....	
1.2. Aims and objectives of the study.....	
1.3. Scope of the study.....	
1.4. Methods of the study.....	
1.5. Significance of the study.....	
1.6. An overview of the rest of the paper.....	
CHAPTER 2: LITERATURE REVIEW.....	
2.1. Input.....	
2.1.1. Definition of input.....	
2.1.2. The importance of input in ESL.....	
2.1.3. Input hypothesis.....	
2.1.4. Classification of input.....	
2.1.4.1. Modified input.....	
2.1.4.2. Non-modified input.....	
2.2. Teacher talk.....	
2.2.1. Eliciting.....	
2.2.2. Instructions.....	
CHAPTER 3: METHODOLOGY.....	
3.1. Research approach and Research design.....	
3.1.1. Qualitative approach.....	
3.1.2. Multiple-case study design.....	
3.2. Context of the study.....	
3.3. Participant selection.....	
3.3.1. Sampling method.....	
3.3.2. Participants.....	
3.4. Data collection instruments:.....	
3.4.1. Observations.....	
3.4.2. Reflection sheets.....	
3.4.3. Interviews.....	
3.5. Data collection procedure.....	
3.5.1. Phase 1.....	

3.5.2. Phase 2:.....

3.6. Data analysis method and procedure.....

CHAPTER 4: FINDINGS AND DISCUSSION.....

4.1. Findings.....

4.2. Implications for teaching.....

4.2.1. Selection of input.....

4.2.2. Teacher talk.....

CHAPTER 5: CONCLUSION.....

5.1. Summary of major findings.....

5.2. Contributions of the study.....

5.3. Limitations of the study.....

5.4. Suggestions for further studies.....

REFERENCES.....

APPENDIX 1A.....

APPENDIX 1B.....

APPENDIX 2A.....

APPENDIX 2B.....

APPENDIX 3A.....

APPENDIX 3B.....

APPENDIX 3C.....

APPENDIX 3D.....

APPENDIX 4.....

LISTS OF ABBREVIATIONS

ESL	English as a Second Language
FELTE	Faculty of English Language Teacher Education
ULIS	University of Languages and International Studies
VNU	Vietnam National University, Hanoi
SLA	Second Language Acquisition

CHAPTER 1: INTRODUCTION

This chapter sheds light on the research problem and rationale for the study as well as its scope and significance. More importantly, the aim and objectives are remarked by four research questions. The chapter concludes with an overview of the rest of the study.

1.1. Statement and rationale of the research

In each lesson, the interaction between teachers and students are essential. In a speaking lesson, this communication is even more necessary, regular and direct. Materials are indispensable in classroom, just like teachers and students. This source is a part of a lesson (Ball & Cohen 1996). As stated in Kitao & Kitao (n.d.), although the learners should be the center in classroom, teachers and learners had to rely on materials. More specifically, there is an interconnection among teachers, students and materials. Teachers and materials provide students with the knowledge of and in the target language for the ultimate aim- students' competence. In other words, the materials, together with the teachers, establish the context for language learning and practicing. "All the target language" used in such situations is called input (Wong 2003). It can be inferred; then, input is an indispensable part of a lesson. On the other hand, Krashen (1981), in his hypothesis, emphasized the superiority of acquisition over learning in ESL. He said that students should acquire rather than learn the language and also asserted input was an essential element of language acquisition. Similarly, Wong (2003) stated "without input, there can be no successful language acquisition" (p.27).

Nevertheless, the question of how to select and use input for the most benefits for students is not easy to answer. Which characteristics input should have and in what way it should be exploited need considering. Krashen (1988) gave the hypothesis that acquisition could only occur when students were exposed to comprehensible input, which was one stage beyond students' current level. Input should meet the requirement of providing new language items and the needed knowledge to support the demand for

producing speeches. However, according to Wong (2003), just exposure students to input is not enough and some kind of instruction may be necessary in this case, when the input is at a higher level than that of students is.

According to Communicative Language Teaching approach (To et al. 2011), which was introduced from the 1980s and is now widely used in North America and Europe (Wong 2003), one of the roles of teachers in a language lesson is instructor for students, making sure that students interact effectively with input. As claimed by O'Neill (1994), comprehensible input was the “fuel”, not the “engine” for the acquisition. Thus, O'Neill stated, another kind of input named “negotiated” one, which included teacher talk, was essential to help students with their acquisition.

From all the ideas above, it can be seen that teachers and input take a very important role in ESL. To date, there has been a large body of research on the role of teachers and input in language teaching and learning. However, there are few studies on the combination of the two elements as a unity. There has been until now no clear theory and evidence of their mutual support. Then, the effectiveness of “teacher talk” used to lead students to the exploitation of the “comprehensible input” is not checked. More specifically, the instruction of teachers with the input delivered for students is looked over.

For the need of the situation and the gap in the research field, the researcher is inspired to do a study named “*Exploring the use of input in speaking lessons at FELTE, ULIS, VNU – A case study*”. As stated by its name, the study will focus on the way of exploiting the input in speaking lessons. The researcher's ambition is to find out how the input is made useful and beneficial to students; in other words, how teachers help students with applying the input to produce speeches. The knowledge of the situation will provide some suggestions for the use of input in teaching speaking for first-year mainstream English major.

1.2. Aims and objectives of the study

Initially, the study aims at clarifying the rationale and the objectives of the teachers when using input in specific speaking activities through face-to-face interviews after each class observation. Moreover, the instructions the teachers deliver to help the students exploit and apply the input effectively are noticed through the observations. Additionally, the research digs into the perception of the teachers and the students of the activity's effectiveness by means of reflection sheets and face-to-face interviews. The data collected will help offer some recommendations to take advantages of input in speaking lessons.

In short, the aims and the objectives of the study are to answer the four following research questions:

1. What is the rationale for selecting and using input as perceived by the teachers?
2. How do the teachers exploit the materials regarding their question eliciting and instruction giving?
3. How do the students perceive the effectiveness of the input they receive?
4. How do the teachers perceive the effectiveness of the input using?

1.3. Scope of the study

This investigation is taken in speaking lessons only. The reason is that during these lessons, students have chances to produce their own language, which is called *output* (Wong 2003). The output is spontaneous. According to Haynes (n.d.), output was nearly as important as input. Moreover, it was emphasized by Krashen that the competence to produce output depended much on the input students received. The level of input's comprehensibility would decide the quality of students' output. In other words, the interaction among teachers, input and students would decide the effectiveness of the speaking lesson.

1.4. Methods of the study

The participants of the research are the two teachers of speaking at first-year mainstream classes and the students of these groups. The qualitative method is applied

and a case study is used to take a deep investigation into the issue. The data are collected through three instruments: class observations (with observation schemes and recordings), face-to-face interviews and reflection sheets. Both teachers and some students selected from each class will be involved in the interviews and all the students will give information through the reflection sheets. The data; next, are coded and decoded in the analyzing period for the sake of concrete and systematic results.

1.5. Significance of the study

Among few studies on the mutual support between input and teacher's instructions in speaking lessons at first-year ULIS mainstream English majors, the study would be of great benefit for its target population (mainly the teachers) and other researchers interested in the topic.

For the teachers, the research findings would be a good source to access for some proposals about the effective way of using input in speaking lessons. As a result, some changes may be made to benefit the students. The recommendations are expected to offer not only short-term but also life-long suggestions for them in delivering and using input in speaking classes. For other researchers, the study could be a reliable source of related literature and a basis to expand the research scope in the same field, as well.

1.6. An overview of the rest of the paper

The rest of the paper is comprised of the four following chapters:

Chapter 2 (Literature review) introduces the theoretical foundation for the whole study. Besides providing the definitions of key terms like *input* and *teacher talk*, it offers a critical review of studies related to the research problem.

Chapter 3 (Methodology) specifies the participants, the instruments, the two-phase procedure of collecting data and the procedure of processing data from the observations, the reflections and the interviews.

Chapter 4 (Findings and Discussion) presents and analyses all the collected data to help find out the answers to the four research questions. The chapter also provides the researcher's suggestions on the use of input in speaking lessons at first-year mainstream classes based on the findings and related studies.

Chapter 5 (Conclusion) summarizes all the major points presented in the findings, the contributions and limitations of the study as well as some suggestions for further researches.

Summary

By stressing the importance of input in general, and in speaking lessons in specific, of teacher's role and teacher's instructions (teacher talk) in classroom as well as discussing some other opinions in related literatures, the chapter has provided the rationale of the study. Furthermore, the framework of the paper has been set in place with the four research questions and the clearly defined scope and methods.

CHAPTER 2: LITERATURE REVIEW

*This chapter, suggested by its name, provides an overview on the literature related to the study as the strong bases for the subsequent development of the paper. Not only the definitions of key terms like **input or teacher talk**, the chapter provides critical background information as well as analysis of these key terms to ensure the thorough understanding of the research matters. Hence, the literature gap and rationale of the study are revealed.*

2.1. Input

2.1.1. Definition of input

According to Chaudron (1988), input is the target language accessible to learners. It means that the language that students get from the outside instead of being produced by themselves is called input. Similarly, Szynalski (n.d.) claimed that input was the sentence “that you read or listen to”. These definitions are quite general and they tend to expand the scope of input out of the pedagogical purposes. Therefore, they should be applied in a macro context where the language acquisition takes place without any planned lesson.

In Oh (2001), input is the piece of target language that students get exposed to and learn from. It is similar to the one by Wong (2003) that “input refers to samples of language that learners are exposed to in a communicative context or setting” (p. 24). It can be inferred that input is not just of the linguistic items a learner hears or reads somewhere; but the items need to be put in a specific setting. That means these items must support some communicative practice. Students do not just reach to input but they have to understand and know how to apply the input in their speeches and step by step, turn the input into their own output. Hence, only the target language pieces used in communication to help students with their communicative competences are considered input. In the context of an English speaking class, and in the scope of the paper, input should be defined this way- the sources of target language for real communicative

learning and teaching purposes.

2.1.2. The importance of input in ESL

As mentioned above, input should be something that helps students with their real language learning purposes. Evenly, the role of input in a language lesson may be bigger. This idea is shared by most experts. For example, Piske & Young-Scholten (2009) thought that the appropriate amount of input could decide the level of success students attained when learning language. They explained by mentioning the opinion of Lado and Skinner (1957) that language was acquired through imitation so “the input any language learner was exposed to was primary importance.” (p. 42). It can be inferred that input is more than an important factor, it is the element that decides whether students succeed or not in their learning. In other words, it is the most crucial part of a language lesson.

Wong (2003) compared input with the “fuel for a car or a plane” to illustrate the importance of input. He stated that it was normal to realize without input, there was no second language learning. Thus, input was the first factor needed for any learning or acquisitive activity, as Schwartz (1993 cited in Wong 2003) claimed: “primary linguistic data”.

From the ideas above, it is obvious that input is indispensable in second language learning or acquisition. Without input, there would be no achievement of teaching or learning. However, the important thing is not whether input is used in a language lesson or not. The more essential issue is how to use this kind of material. Is just bringing input into classroom enough? Can students absorb input and improve themselves naturally? How will they understand the input and which characteristics should input have to benefit learners the most? All those questions must be taken in consideration.

2.1.3. Input hypothesis

To date, language learning and language acquisition have gained a great amount of attention from many researchers and experts. Krashen (1981) first mentioned the so-called “Monitor Theory” in his book, with which he considered language acquisition as “subconscious” and language learning as “conscious”. These two systems were separated.

Piske & Young-Scholten (2009), continuing this idea, claimed that acquisition was “a subconscious process” without the awareness of learners and the competence was “stored in the brain subconsciously” (p. 81). That meant during the acquisition, students did not really know which structures or forms they had been exposed to and obtained. However, their communicative ability still developed. Additionally, Krashen (1981) confirmed that acquisition was “far more important” than learning (p. 1). This hypothesis was explained, analyzed and criticized in a number of later researches. Kosur (2011), in agreement with Krashen, redefined in his study that learning was incommunicative. This process led to the linguistic knowledge and awareness, not the competence while what students really needed was communication competence (Kosur 2011).

In language training, learners’ good communicative competence, obviously, is the ultimate aim. That was exactly the result of acquisition, as claimed in Monitor Theory (Krashen). It could be concluded that learners must acquire the language rather than learn it. Nonetheless, acquisition, like learning, was affected by input; so it was necessary to figure out how the affectation occurred (Piske & Young-Scholten 2009). With another hypothesis - “Comprehensible Input” - given after the Monitor Theory, Krashen (1988) suggested that language acquisition only occurred when learners received the messages that they could understand. He named this kind of messages comprehensible input.

The comprehensible input he discussed was the input that was “one step beyond” students’ “current stage of linguistic competence”. For example, if students are at level “i”, so the input should be at level “i + 1”. (Schütz 2007). Krashen believed that speeches would “emerge” when acquirers accumulated enough comprehensible input. In other words, if the amount of input is enough and the input is accessible to students, acquisition will occur naturally and students’ language competence is improved, as a result. In this case, input’s role is overstated because the language at a higher level is obvious not easy to be comprehensible to students. Comprehension is only achieved if students are given some help. It is what should be performed in classroom.

2.1.4. Classification of input

2.1.4.1. Modified input

Modified input is the input that is made more simple and suitable to the level of learners or more reader- friendly (Kim 2006). In the context of teaching and learning language, input sometimes needed modifying because as suggested by Krashen in his hypothesis, learners must comprehend the messages they received for acquisition. Besides, comprehensible input is one step beyond students' level. Thus, if input is not modified, students may not be ready for the acquisition. Furthermore, modified input plays a very important role in language absorption. Ellis and He (1999) emphasized that input, after modified, "enabled" acquisition. They cited the result from other studies that modified input was considered to help the most (p. 287). According to Oh (2001), input modification can be grouped into *simplification* and *elaboration*.

✓ **Simplification modification**

Linguistic simplification is the way of using simple vocabulary or syntax. In other words, it is featured by "shorter utterances, simpler syntax, simpler lexis, deletion of sentence elements or morphological inflection, and preference for canonical word order" (Parker & Chaudron 1987 cited in Oh 2001, p. 70). Input simplification increases comprehensibility but deprives learners from the opportunity to expose to the lexical items and syntactic structures considered difficult and regarded as candidates of SLA (Long 1996 cited in Oh 2001). It is just like the earlier step of modification. As stated in Ellis and He (1999, p. 287), simplified input was called pre-modified input, which was made "more redundant and less grammatically complex". With this kind of input, students can understand clearly the messages but they do not have chances to be exposed to new language structures and items.

✓ **Elaboration modification**

In contrast to simplification, input elaboration "involves increasing redundancy and actualizing underlying thematic relations straightforwardly" (Oh 2001, p. 70). More specifically, elaboration is the way of using "slower speech, clearer articulation, emphatic stress, paraphrases, synonyms, restatements, etc." to clarify the meaning and enhance comprehension (Parker & Chaudron 1987 cited in Oh 2001, p. 70). The materials after the process were called "*interactional modified input*" by a number of researchers (Ellis

and He 1999, p. 287). According to Kim (2006), elaboration simplified the texts but still kept the important items for acquisition. The idea was emphasized in the result of Oh's investigation. He stated that this kind of input retained "more native-like qualities" and if it could not be superior to simplification in comprehension supporting, it was at least equal to. Thus, it is obvious that input when delivered to students should be adapted elaborately.

2.1.4.2. Non-modified input

Non-modified input is the kind of input that is delivered to students in its original form and there is no pedagogical intervention into the texts. Non-modification can keep the authenticity of the materials but it can de-motivate students if the level of the text goes far beyond their competence. Then, although students are exposed to new structures, which help to enrich their language knowledge, they will be still confused when applying those into communication. As a result, their competence is hardly improved. According to Wong (2003), if students did not understand the input, there would not be much effectiveness in input using. Therefore, in a language lesson, it is essential that students be not left alone with the materials that they do not understand thoroughly.

From the above review of two different kinds of input, it can be seen that input needed to be modified before delivering to students. What's more, the modification should be elaboration. To make sure that students can understand and learn from the input, the input must be selected and exploited appropriately. The use of input is effective when the response from the students is up to the expectation.

2.2. Teacher talk

In language lessons in general, in speaking lesson in specific, teachers often interact with students orally. When delivering students with input, teachers are the ones to help elaborate the input and instruct students to use input. Hence, students can only exploit the input properly if the teacher talk is also comprehensible to them.

Teacher talk is the "special language" teachers use to address learners in second language lessons (Ellis 1985 cited in Xiao-Yan 2006). Florio-Ruane (1991 cited in Doecke, Loughran & Brown 1999) thought that teacher talk was "knowledge" and Cullen

(1998) considered it a possibly necessary source of “comprehensible input”. Furthermore, it was of “crucial importance” for the language “acquisition” (Nunan 1991). Similarly, Stern (1983, p. 400 cited in Xiao-Yan 2006) stated: “instruction is likely to be the major or even the only source of target language input”. Thus, obviously, this “special language” is a necessary factor for understanding and applying the delivered input in classroom.

Cullen (1998) emphasized the importance of considering teacher talk in the context of classroom, as well. Because of the role of this kind of input, it is essential to consider how to use it appropriately. In class, teachers have to ensure not only the high-quality English but also the students’ comprehensibility. Several studies reviewed in Cullen (1998) stressed the idea that teacher talk should provide learners with “evidence, guidance and support” they needed for their own understanding. O’Connor and Michaels (1996 cited in Sharpe 2008) thought that teachers must clarify and extent students’ cooperation. Besides, Hicks (1996 cited in Sharpe 2008) claimed that teachers should create an environment where students had chances to transform their current knowledge. To conclude, teacher talk can be the motivation for students and the restriction for them, on the other hand because it is the first and the easiest input to expose to. Therefore, in lessons, teachers should notice the proficiency and the level of learners to modify the language used.

In the case of the study, teacher talk is understood as the eliciting questions and the instructions the teachers delivered to students.

2.2.1. Eliciting

The eliciting questions function at exposing the students to the input or involving them in what the teachers are talking at the time. Doff (1988 cited in To et al. 2011, p.13) stated that eliciting focuses “students’ attention” and made “them think”. Moreover, it encouraged students to “draw on what they already know or partly know” and gave the teachers the chance to see “what students know and what they do not”. However, to gain the above benefits of eliciting, the teachers must:

- *Ask questions combined with other means:* using pictures; using games or

activities to elicit language use in particular context; using texts and dialogues to guide students to respond to the language use and context of use; and using miming, gestures, facial expression, or body language.

- *Vary the questioning technique* according to the difficulty of the question.

That means difficult questions are addressed to good students and easier ones are addressed to weaker students.

- *Ask fairly general questions first* to get various responses.

- If students cannot answer the questions, *focus their attention to the target words and structures* presented.

- *Pause after each question* to allow thinking time.

- *Elicit “onto the blackboard”* to build up a set of examples from students’ responses.

(Doff 1988 cited in To et al. 2011)

2.2.2. Instructions

Besides eliciting, instructions are very important as well because “If students do not know what they are expected to do about the tasks/activities, they will not be able to perform the tasks successfully.” (Nguyen et al. 2003 cited in To et al. 2008, p. 16). There are obviously many different ways to define what instruction is because each expert shares one opinion. However, the researcher prefers the definition by Penny Ur (1996 cited in Nguyen 2010) that instructions are "the directions that are given to introduce a learning task which entails some measure of independent student activity" (p. 16). With this definition, teacher instruction is the direct way to lead the students to the input. It works as an explanation or a guide to help students find out the way to apply the input. The comprehensibility of the students to the input is an important criterion to determine the effectiveness of teacher instruction. Nguyen et al. (2003 cited in To et al. 2008, p. 16) suggested there were four principles of a good instruction:

- *“Step-by-step” or “feed-in” approach*: The instructions must be given one by one and broken into small, separate steps, especially when there is a lot of information in instructions.

- *Demonstrate it; “model” it or “show-don’t-tell”*: The teachers need to demonstrate the students what they have to do.

- *Say-Do-Check*: 3 steps are needed to follow in each instruction. First, the teachers say the instruction, then get the students to do it, and finally check that they have done it correctly.

- *Student Recall*: After giving the instruction, the teachers check whether students understand everything or not by asking students to recall what they will do in Vietnamese.

It can be seen that if the teachers give good instructions, they must be sure that the instructions are clear, short and the students entirely acquire what they have to do.

In conclusion, to help students acquire English, there must be the combination of many factors. Furthermore, the factors must support one another fully. By trying to answer the four research questions, the researcher hopes to give an analysis of the use of input in speaking lessons at FELTE, ULIS- VNU under the effects of the factors reviewed above.

Summary

The chapter has provided the theoretical background for the whole study through providing the definitions of key terms and significant background information on input and teacher talk.

CHAPTER 3: METHODOLOGY

The following chapter specifies the approach and the methodology of this research paper. It includes the approach and design, the size and characteristics of the sample, justification for and description of the three data collection instruments. Moreover, a detailed report on the procedures of data collection and data analysis is also comprised.

3.1. Research approach and Research design

3.1.1. Qualitative approach

In this study, four research questions are to find the information mostly about the perception of the teachers and students. It is expected that what the teachers and students think they should do with the activities and the input, how they implement in classroom and how they perceive their success would be investigated in depth and described clearly. Furthermore, all the aspects of the problem are seen in their real contexts. Thus, qualitative approach becomes the most suitable because in this approach, the events are studied in natural settings (Hughes 2006). According to Le (2011), the purpose of qualitative research is “to explore and describe participants’ understanding and interpretations of social phenomena in a way that captures their inherent nature” (p. 88); in other words, to understand “experience as nearly as possible as its participants feel it or live it” (Sherman and Webb 1988 cited in Ely et al. 1991). The data collected would be descriptive rather than numeric or counting.

3.1.2. Multiple-case study design

Dörnyei (2007 cited in Le 2011, p. 91) claimed that case study was the basic qualitative method that focused on the “Particular One” and it helped “maximize our understanding of the unitary character of the social being or object studied” (p. 152). He also considered case study the excellent way to describe in detail the research problem in certain context. The insight obtained through case study, as he announced, was richer and deeper than any other methods. These benefits come from the limited number of participants that case study involves. With a certain participant or group of participants,

case study can examine the problem in integrity. Case study can be single-case or multiple-case. Baxter & Jack (2008) stated that multiple case studies allow the researcher to see the “similarities and differences between the cases” (p. 550). As a result, the data which are usually reliable for being taken from specific settings, as a typical characteristic of case study, are stronger and more persuasive (Baxter & Jack). Additionally, Tellis (1997) claimed that this method was to figure out the details under the opinion of the participants. Thus, with qualitative approach and the objectives of the research, case study is the most appropriate design to take an in-depth investigation into not only what is going on in the lessons but also what the participants think, feel and expect. The results are; afterwards, compared and contrasted between the cases to give some recommendations.

3.2. Context of the study

In this school-year, there are five English teaching major classes at Department I, FELTE, ULIS, VNU. The speaking lessons are based on the book *Speak out Pre-intermediate (Student’s Book)* (Clare & Wilson 2011), delivered by the Department. Besides, there are some more supplementary materials prepared by the teachers. A speaking lesson lasts for three periods, i.e., 150 minutes and covers discussion, presentation and role-play as the main activities. Each week concerns one theme and the overall objective of the course is to improve students’ vocabulary, knowledge and study skills. The activities are designed basing on the themes. Students prepare pair-presentations and role-plays at home before performing in front of class. In class, the teachers deliver and instruct the students with the handouts, then give time for discussion before asking them to carry out the activities.

3.3. Participant selection

3.3.1. Sampling method

The participants of the research were selected based on cluster sampling. This is the method that the samples are divided into many groups and the sample of each group is selected randomly (Bennett et al. 1991). The researcher chose this method due to the convenience it brought. Since the observations could only be taken on Wednesday and

Friday afternoons, the researcher selected one class on Wednesday and another on Friday to ensure the observation time. This method is not against the case study design because according to Stake (2000 cited in Le 2011), the potential for studying is also a criterion and even more important than representative in case study. Without the fulfilled potential, the data cannot be completely collected. Meanwhile, the two samples in the research were the most enthusiastic and willing ones that supported the researcher wholeheartedly when collecting data. Moreover, it is supposed that all the mainstream classes are at the similar level of competence; so there is little difference among the students' ability. Due to the reasons above, cluster-sampling method applied in this paper is the best choice to ensure the completion and success of the study.

3.3.2. Participants

The participants are two first-year classes at FELTE, ULIS - VNU.

The two teachers are young and have been in charge of teaching speaking in Division I for more than two semesters. Before becoming the teachers, they were mainstream students at English Department of the university. Their general mark got in speaking tests or final examinations was 9. Teacher 1 had the ambition of changing the students' English competence not only in term of knowledge but also in term of pronunciation and communication. In class, he tried to push the students to assert themselves and corrected their pronunciation all the time. Teacher 2 considered strongly the variety in students' vocabulary and structures as well as their communicative manners.

	Teacher 1	Teacher 2
Age	24	25
Years of experience	2	2.5

The students have just graduated from high schools where most of them do not have enough chances to practice speaking. Their time of learning English ranges from seven to ten years. However, some of them did not major English at high school. Moreover, their environments hardly support the use of English regularly.

	Class 1	Class 2
Age	18-20	18-19
Number of students (female – male)	29- 0	26- 2
Entrance exam English mark range	5.25- 8.25	4.25- 8.25
Semester 1 final exam mark range	6.0- 8.0	6.5- 9.0
Time of practicing English speaking at home (hours/week)	2-4	2-5

In class, the students in class 1 were shy and unconfident. Most of the time, they waited until the teacher required them to speak. However, they were very disciplined. The students in class 2 were a little bit more enthusiastic. They contributed positively to the lessons. Nonetheless, there were some students who tended to keep silent all the time and just spoke when called.

3.4. Data collection instruments:

3.4.1. Observations

The results of the observations were useful to answer questions one, two and three.

- 1. What is the rationale for selecting and using input as perceived by the teachers?**
- 2. How do the teachers exploit the materials regarding their question eliciting and instruction giving?**
- 3. How do the students perceive the effectiveness of the input they receive?**

According to Borg (2006 cited in Le 2011), observation is the good way of studying because it provides evidence of a lesson procedure. In addition, since the data are “concrete descriptive” (Borg, p. 231), observation is appropriate for qualitative research. Good (1988) stated in agreement that classroom observation was to provide a description of the difficult issues students had to figure out. As a result, the problem was examined and evaluated more specifically and carefully. Through observation, the researcher could have an insight into the process of the speaking lessons and exploit the

data for the designed purposes. All the lessons were recorded so that the teacher talk and students' responses could be taken and analyzed with more attention. Among many kinds of observations, the paper applied passive participation type. The researcher merely observed and did not interact with the teachers or students. The observation was conducted with a scheme so that some extra information could be added. The camera was put in the back corner of the room to keep the original atmosphere of the class.

3.4.2. Reflection sheets

The data from the reflection sheets were to answer questions number two and three.

- 2. How do the teachers exploit the materials regarding their question eliciting and instruction giving?**
- 3. How do the students perceive the effectiveness of the input they receive?**

After all the observations, the students were asked to write their reflections on the speaking lessons they have attended. This instrument was used for the sake of more detailed and descriptive information. The paper was conducted under qualitative approach, which, according to Stainback and Stainback (1988 cited in Key 1997), was to seek a holistic description of issues in natural context to result in the “real, rich and deep” data (Key 1997). Hence, on seeking the responses from student participants, reflection writing is superior other instruments because students are encouraged to share the most what they really think, feel and expect. In the case, the students were asked about their satisfaction with the teachers' instructions as well as explanation and evidence for their ideas. Students had one week to write before the reflections were collected.

3.4.3. Interviews

Semi-structured interviews were conducted with the two teachers after each lesson to find out their rationales, opinions and self-evaluation on the lectures. *The information would be the answers for questions one and four.*

- 1. What is the rationale for selecting and using input as perceived by**

the teachers?

4. How do the teachers perceive the effectiveness of the input using?

For Borg (2006 cited in Le 2011), semi-structured interview is flexible for allowing the interviewees to speak in open-ended manner. Also, most of the questions are open to ensure that the teachers can express the most. According to Campbell, McNamara & Gilroy (2004 cited in Le 2011, p. 105), open-ended questions allowed “the respondents opportunities to develop their responses in ways which the interviewer might not have foreseen”. The information collected; so, is richer. Matching the approach and purposes of the study, interviews help to pursue the in-depth information around the topic (McNamara 1999). Vietnamese was used during the interviewing time but English was encouraged with some typical terms like *speaking* or *input, etc.*

Besides, after the reflection sheets were collected and analyzed, three students from class 1 and four from class 2 were invited to attend two retrospect interviews. *The data were to answer questions two and three.*

2. How do the teachers exploit the materials regarding their question eliciting and instruction giving?

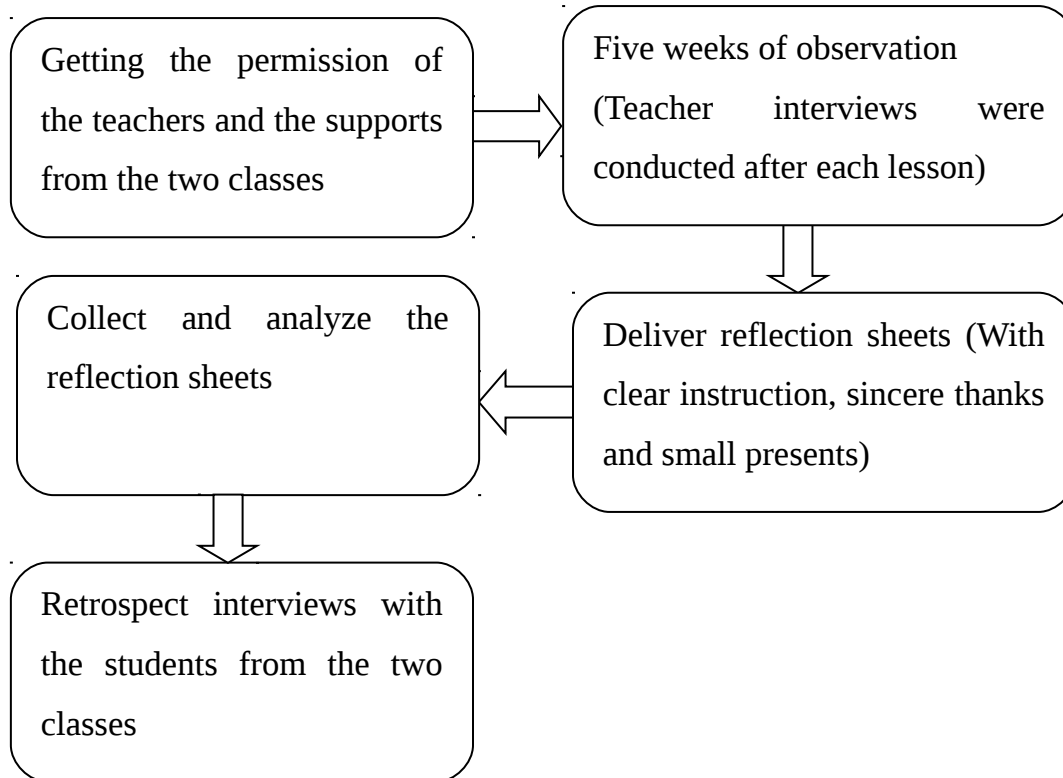
3. How do the students perceive the effectiveness of the input they receive?

Retrospect interviews, with another name *stimulated recalls* (Le 2011) is a way to gain “access into cognitive processing” (Le 2011, p. 109). Gass and Mackey (2000 cited in Le 2011, p. 109), stated that the “prompt” to recall an event made sure the “accessible and accurate memory structures” were focused. Retrospect interviews also help to get the “more realistic understanding” of the relation between what students show in classroom and what they really believe (Borg 2009, p. 382 cited in Le 2011, p. 109). Moreover, that is to check the fidelity of the sharing in the reflection sheets and exploit more experiences and opinions they may give. To ensure the accuracy of the recall, the detailed descriptions of the input using in each lesson were provided. Vietnamese was used most of the time

but English was needed with some key terms.

3.5. Data collection procedure

3.5.1. Phase 1



3.5.2. Phase 2:

At the first stage, the recordings were transcribed to get the evidence for the observation. The observation data were categorized based on a detailed checklist (Appendix 1A). Coincidentally, the interviews were transcribed and the information was classified (Appendix 3). Afterwards, the data were put under each research question to get the answers for them.

3.6. Data analysis method and procedure

The data were firstly coded. According to Le (2011), coding is the process of “reducing the information obtained to make it manageable” (p. 115). When coding is performed, actually, analysis is made. To put the data into the same groups, the common things in responses are considered. Therefore, coding is just the initial step of further analysis.

After that, the codes were categorized and the data were decoded. The answer to each research question was grouped from specific pieces of responses.

The researcher employed the inductive strategy of analyzing. As stated by Borg (2006 cited in Le 2011), categories and codes for analyzing information were within the particular situation of each study, basing on the inductive approach.

Terms or pieces of information	Codes
Teacher 1, 2	T1, T2
Teacher 1, 2 in interview 1, 2	T1.1, T1.2, T2.1, T2.2
Class 1, 2	G1, G2
Class 1, 2 – observation 1, 2	O1.1, O1.2, O2.1, O2.2
Class 1, 2 – Observation 1, 2 in activity 1, 2	O1.1.1, O1.1.2, O2.1.1, O2.1.2
Class 1, 2 – Student 1, 2	S1.1, S1.2, S2.1, S2.2
Class 1, 2 – Interview with student 1, 2	SI1.1, SI1.2, SI2.1, SI2.2
Class 1, 2 – Reflection sheet of student 1, 2	R1.1, R1.2, R2.1, R2.2
Do you play any sports?	Eliciting
You play the game by matching, I mean, finding the great names suit for the sports here.	Instruction

Summary

Throughout this chapter, the methodology of the paper, which is qualitative method, has been explained. First, the selection of samples for observations and interviews with the cluster sampling method was substantiated. Following the Participants section was detailed explanation for and description of the three data collection instruments. The chapter was concluded by a full report of the methods and procedures of data collection and analysis.

CHAPTER 4: FINDINGS AND DISCUSSION

In this chapter, all the data collected from the observations, interviews and reflection sheets will be analyzed and discussed to provide the answers to the four research questions. Furthermore, the implications and recommendations will also be given based on the results.

4.1. Findings

4.1.1. Research question 1: What is the rationale for selecting and using input as perceived by the teachers?

The information to answer this question was taken mostly from the *teacher interviews* and partly from the *class observations*.

Firstly, the teachers agreed that **input was necessary** for students in language lessons. It was stated in T1.1 (see more in Appendix 3A) that input was “*indispensable and important*” in speaking classes due to typical characteristics of the subject: “*Speaking is a productive skill. To produce something, input is surely needed.*” (T1.1). Similarly, T2 said: “*Actually at every level, I think input should be used in speaking lessons and first-year classes are not acceptances*” (T2.1). These ideas are in line with those of the experts in related studies, as mentioned in literature review. Hence, it can be said that the role of input in language teaching and studying is widely realized.

Secondly, when selecting input for specific lessons, the teachers considered carefully what the input could bring their students. The most important requirement for input is **relation to the themes**. According to T2, because “*the lessons are organized basing on themes so ...after a lesson, the students must know how to use the vocabulary and structures of the theme.*” (T2.1). This idea was shared by T1:

...In the first year, the lessons are based on themes. Each week there is a theme. So the first criterion to select input is theme-relation. That means the input of a lesson must be related to the theme of the week....
(T1.1)

The teachers; so, should bring such input into classroom to provide “fuel” (Wong 2003) for the students in producing speeches.

Moreover, the **match with the activities** is also important. According to the T1 (T1.1), in a speaking lesson, “*sometimes the way of conducting the activities is even more important than the number of the activities conducted*” and “*Therefore, I have to consider which activity is suitable to be performed individually, in pair or in group*” (T1.1).

T2, alternatively, considered the **level of difficulty of each activity** when selecting

input. She stated: “*Actually when designing activities, I always set from lower to higher level so I choose this input (vocabulary and structures to talk about animals and their habitats) for the first activity.*” (T2.5). For instance, in a lesson whose focus was “Nature”, T2 asked her students to pretend to be some pets so that they could activate the vocabulary related to animals and then used these words to describe their family members as kinds of animals in the next activity (O2.5). The input she delivered was from the word-level in activity 1 to the sentence-level in activity 2 (O2.5).

Sometimes, the input was still related to the topics of the lessons but the teacher’s purpose was just to **get some fun and lead the students to the topic** (T1, T1.3). In the week of the theme “Money”, T1 let students play with a quiz, which did not provide the students with any more new words or structures, to investigate their spending habit. It was a kind of game and students were eager to join in; then had the very first awareness of the theme. Consequently, although the students did not learn much from the input, they were put into a communicative situation in which they wanted to share information (O1.3.1).

Moreover, when selecting input, the teachers were aware of **the available input in textbook or in supplementary materials** they were delivered. If the inputs in those sources met the above requirements, they would try to make use of them. In O1.2.3, for illustration, T1 asked G1 to read a text in the course book which was about changes and taught them the phrase “*stuck in a rut*” (Speak out, p. 68). Another case, in O2.5.3, T2 allowed the students to look at the pictures in the book (Speak out, p. 93) and guess the parts of the animals in the pictures and taught them how to use guessing words.

In conclusion, realizing the importance of input in speaking lessons, the teachers always brought input into class. However, the input selected must support the topics, benefit students in term of knowledge and motivate them to speak in class.

4.1.2. Research question 2: How do the teachers exploit the materials regarding their question eliciting and instruction giving?

To answer this question, the analysis was conducted with the data got from the *observations*, the *reflection sheets* and the *student interviews*.

It was seen from the observations that the teachers used **elaborated input** for most of the time with “slower speech, clearer articulation, emphatic stress, paraphrases, synonyms, restatements, etc.” (Parker & Chaudron 1987 cited in Oh 2001, p. 70). When introducing the students the input, the teachers, in most of the cases, repeated their speeches with a very slow speech to make sure that the students could get the points without losing their chances to be exposed to “native-like qualities” (Oh, 2001):

...We have a crossword here and the crossword is about **different sports, different sports**. And, you play the game by ah, **matching** ah I mean **finding the great name, finding the great names** suit for the sports here, alright? (O.1.1.1)

The input was delivered in form of handouts or written on the board. The activities incorporated individual, pair and group collaboration. In all activities, the teachers were supervisors who instructed and helped the students in terms of language and communicative skills.

4.1.2.1. Eliciting:

According to the criteria stated by Doff (1988 cited in To et al. 2008, p. 13), the eliciting questions given had some specific strong points as well as weak points.

✓ Strong points :

Firstly, the teachers often **asked “fairly general questions”** which “allow various responses” (Doff 1988). For example, in the week with the theme “Sports” in G1, T1, before introducing the crossword of different kinds of sports, asked the students two questions : “*Do you do any sports?*” and “*How do you feel about it (the sport they learned at university)?*” (O1.1.1) (see more in Appendix 1B). With these questions, the teacher focused “students’ attention” and made “them think” (Doff 1988). As observed, the responses varied markedly among the students in the second questions. It was recorded “*Tired*”, “*Boring*” and “*Funny*” (corrected “*Fun*” by T1 right then) (see more in Appendix 1B). At that moment, the students thought of the sports they played and had some certain reflection to their activities (O1.1.1). Another example can be taken from G2 with the week of “Changes”. In the first activity of the lesson, T2 allowed the students

to work with a set of pictures of different kinds of clothes. Students' task was to match the names of these clothes to the right pictures. Before explaining the activity, T2 asked the students a question about herself "*I'd like you to look at me and tell me: what am I wearing?*" (O2.1.1). The immediate effect was the eagerness from the students. They were interested in the question and tried to give the answer: "*Jeans, rings, shoes*" (O2.1.1). Next, when she gave out another question "*Do I look fashionable?*", she did bring some fun into the class. The students thought of the answers and just tried to give it with tactfulness and laughed at their answers (O2.1.1).

Secondly, the teachers used "**games or activities**" and "**miming, gestures, facial expressions and body language**" (Doff 1988) when eliciting. We come back to the examples above (O1.1.1 & O2.1.1). In O1.1.1, T1 used many gestures and much eye contact to interact with the students. He pointed to the students from whom he wanted to receive the answers and at the Yes/No question "*Do you play any sports?*", he also raised his hand to get the students' responses: "*Now just say yes or no. Now yes (raising hand), three? No (raising hand again)? What about you, yes or no? (Pointing to the student)*" (O1.1.1). With this technique, T1 got the students' attention and signaled them exactly what he wanted them to do. Moreover, through the questions, T1 elicited from the students some names of sports and some adjectives to describe the sport playing (*Tired, boring, funny*) (O1.1.1). That meant he was eliciting "language use in particular context" (Doff 1988). In the lesson "Changes" with G2, when asking question "*What am I wearing?*", the teacher pointed at herself. She addressed to the clothes and accessories on her upper part with a "*sweater*"; her lower part with a pair of "*jeans*"; her feet with a pair of "*flat shoes*"; her fingers with a "*ring*" and her wrist with a "*bracelet*" (O2.1.1). Thus, the students also paid attention to the things she directed them to and gave expected answers (although some of the answers were not correct) (O2.1.1). As a result, she elicited some words of the topic fashion like "*jeans, ring, or bracelet*" (O2.1.1)

Thirdly, when the students could not give the answers, the teachers **presented and focused the classes' attention on "the target word or structure"** (Doff 1988). In O2.1.1, when the students did not know how to name her upper part wearing, the teacher

presented the word “sweater”. Additionally, she also gave the words “bracelet” and “flat shoes”. As well, when the students could not know how to use just one preposition to talk about fashion trend, she introduced the two structures “to be in” and “to be out” (O2.1.1):

So first of all, if you want to say that some kind of clothes is in trend, you will use, apart from saying that “this kind of clothe is very trendy”, you have another preposition to say about the trend. What is that preposition? For example, you say that “miniskirts are very trendy or miniskirts are fashionable nowadays”. “A lot of people are wearing miniskirts” but you don’t want to say that, you want to use another preposition. So could you please tell me what preposition it is? (**Translate into Vietnamese what she had just said**). Only one preposition to tell me that it is trendy clothe nowadays. OK so you’re gonna say to be, “**to be in**”. OK? So you will say that “miniskirts are in nowadays”, OK? “Miniskirts are in nowadays” or “miniskirts are in this summer”. OK? And if miniskirt is not fashionable at all, people no longer wear it, you can say? Yes, “**out**”, OK? “Out”, OK?

She noted the structures down on the board and gave more examples, too. T1 in O1.1.1 also presented the word “fun” as the correction to the word “funny”. However, he failed to show the students how to distinguish the two words; then when one student made the mistake again, he distinguished “*Funny is something stupid, something just makes you laugh because it’s stupid. But something fun is something that you enjoy, you like it.*” (O1.1.2) (see more in Appendix 1B)

✓ **Weak points:**

Firstly, the teachers **did not vary “their questioning technique according to the difficulty of the questions”** (Doff 1988). They used the same questions to the whole classes in all the lessons. For instance, in O1.1.1, T1 asked: “*Do you play any sports?*” and “*How do you feel about it*” for all the students. Similarly, in O2.1.1, the questions “*What am I wearing?*”, “*Do I look fashionable?*” or “*What kinds of clothes are in fashion today?*” were put to all the members of G2. Consequently, it was unsure that “the whole class” was “involved” (Doff 1988).

Secondly, the teachers **did not “pause after each question”** (Doff 1988). During the instructing periods, the teachers used slow speeches. However, when they moved from one question to another one, they did not give students “time to think” (Doff 1988). The next question improvising followed the previous one. This was exemplified by the question two by T1 in O1.1.1: “*How do you feel about it?*”. On discussing the first question “*Do you play any sports?*”, some students answered “No” so the teacher confirmed they still had to play sports in physical education lessons. He, then, asked question two and required the immediate response (O1.1.1) (see more in Appendix 1B). In O2.1.1, the similar situation occurred. T2 did not pause between the question “*Do I look fashionable?*” and “*What kinds of clothes are in fashion today?*” (O2.1.1)

Thirdly, the teachers **failed to “elicit onto the blackboard”** (Doff 1988). The answers from the students like “*Tired, Boring, Funny*” (O1.1.1) or “*Jeans, Ring, Jumper*” (O2.1.1) were repeated but not written on the board. Consequently, “a set of examples” (Doff 1988) was not built up.

4.1.2.2. Instruction giving

✓ Strong points:

The teachers gave the students “**one instruction at a time**” (Nguyen et al. 2003 cited in To et al. 2008, p. 16). In the lessons, the teachers showed the students what they had to do step by step. For example, in O1.1.1, the teacher delivered G1 with a crossword. Students’ task was to fill in the crossword with the names of the sports, basing on the pictures. Instructing the students with this input, the teachers paused within the sentences and use each sentence for a single instruction:

We have a crossword here and the crossword is about different sports, different sports. And, you play the game by matching, I mean finding the great name, finding the great names (**pause**) suit for the sports here. (O1.1.1)

Because the crossword included horizontal and vertical rows, he continued to explain:

You write down the names of the sports into the crossword

(pause). After you've finished all the horizontal words, you will find the vertical word **(pause)**, which is the solution, yes, which is the solution **(pause)**. (O1.1.1)

It can be seen that T1 did not use any word “*and*” to link the instructions. Instead, he separated the instructions into simple sentences and in each sentence he used the verbs like “*find, suit or write down*” to say exactly what the students were expected to do. In O2.1.1, also, T2 paused within the instructions. The input used was a set of pictures of different kinds of clothes. The students were asked to match the names of these kinds with their appropriate pictures. T2 instructed:

OK, on one side of the handout, we have a box in which there are several words referring to clothe, clothe items **(pause)**. OK, referring to clothe items **(pause)**. And on the other side of the handout, we will have several pictures of clothe items **(pause and show the other side of the handout)**. And what I'd like you to do is to work in pair and find, figure out the meanings of these words, OK **(pause)**? Work in pair and match the words with the correct pictures first, OK, to get, to know some new words about vocabulary of clothe items first **(pause)** (O2.1.1)

However, in this case, T2 failed to emphasize the main instruction “*match the words with the correct pictures*”. Moreover, the instruction which should follow the above one was mentioned first: “*now we're going to discuss what's in and what's out, OK*”. That meant the instruction giving order was not appropriate, in other words, not taken “step-by-step” (Nguyen et al. 2003).

✓ **Weak points:**

Firstly, the teachers **did not model, check and recall the students' understanding**. In all the instructions, the teachers just said to the students what they had to do and delivered them the handouts without showing them visual or oral “demonstrations” (Nguyen et al. 2003). That meant the teachers did not give the samples before allowing the students to work with the input. In O1.1.1 and O2.1.1, as mentioned above, after the teachers finished explaining how the students would use the input, they provided the classes with the input but not offering any examples like “with the word

number 1, we have.....letters and the picture shows...playing..... Then, I guess it must be....and I fill in the crossword....". Similar was the instruction in O2.1.1. T2 just presented "*I'd like you to...*" without demonstrating exactly what the students had to do. Another problem, it seemed that the teachers forgot to check and recall the students' understanding. The teachers did not "tell straight away" or "take action" (Nguyen et al. 2003) to make sure students understood everything. Neither T1 nor T2 asked the students whether there were something that they felt confused with or not (in all the instructions). Additionally, no student was asked to retell what they would have to do in the activities (see more in Appendix 1B). The teachers just skipped all the checking and recalling steps and rushed to the performing right away. As a result, there was no assurance that the students "fully understood the instructions" (Nguyen et al., 2003)

In spite of many weak points in both teachers' eliciting and instruction giving techniques, the students still reflected that they were "very satisfied with the teacher's instructions" because the instructions helped them to know "how to conduct the activities" (R.2.1). They confirmed that they "*understood up to 85% what the teacher said*" and knew what were the "*important points*" in the instructions (SI1.1). According to S1.2 in the SI1.2, the teacher's instructions were "*very clear*" and she "*could understand and use the input*". As observed, the students hardly asked the teachers for clarification but after preparing, they performed the activities in an expected way. It was because, as shared in R2.2, the teacher wrote the input of vocabulary and structures down on the board so the students "*had a correct direction of what to do*".

In short, the exploitation of the teachers in terms of eliciting questions and instruction giving included many weak points according to the criteria given by Doff (1988) and Nguyen et al. (2003) cited in To et al. (2008). However, the students could still comprehend and conduct the activities in the right pace.

4.1.3. Research question 3: How do the students perceive the effectiveness of the input they receive?

The data to answer this question were taken from the observations, the reflection sheets and the interviews.

As mentioned in research question 1 analysis, most of the input used was elaborated. The input was delivered in forms of crosswords, pictures, quiz, vocabulary, structures, role cards, cards and texts. The input was comprehensible and beyond students' "current stage of linguistic competence" (Krashen 1988). That meant when receiving the input, the students knew what and how they would do with the input. However, they were still provided with useful target language items and motivated to use them (Appendix 4). Some of the input was easy and barely had the effect on the students' language improvement like the quiz used in G1 in the week of "Money" (Appendix 4). It just included the simple questions about spending habit with all the words known by the students. Nonetheless, it encouraged them to respond to the theme "Money" (O1.3.1)

As reflected, all the students were **very happy with the input** delivered, as collected from the reflections and the interviews.

From the reflection sheets, it was recognized that **the students understood the input delivered and knew how to make use of the input in the activities**. According to S2.3, *"the input was simple and associated with the interesting mental games"* so *"we were very excited"* with the lessons (R2.3). He confirmed this idea in SI2.3 with the example in the week "Money". In this lesson, T2 let G2 play a game in which one side was the sellers and the other was the buyers. The input was the cards with the fashion products and their prices (Speak out, p.83). The students practiced buying and selling skills together. As stated by S2.3, the input *"was in form of a game so it was simple and interesting. Moreover, it was among my favorites"*. In O2.2.2, it was seen that the students were very eager to attend the activity. They tried to show their skills both in language using and people persuading. During the time of "selling and buying", they used the target language and got a lot of fun during the activity. Because the input was comprehensible so it was of much use to the students. T2, on the other hand, said that she could not check whether the students could use the appropriate structures when going shopping or not (T2.2). She stated:

"I can only expect that the students did use some among many structures in the book such as "Can I help you?", "Do you sell..?" or "No,

I won't pay that much for it". But I guess they just used them sometimes.”

(T2.2)

Additionally, **the activities conducted with the input did encourage the students'** *“activeness in thinking and speaking”* (S2.3, R2.3). S1.1 also reflected in R1.1:

“in lessons, there were interesting but theme-relating games, which helped the students feel comfortable and interested in the activities because the students were active and enthusiastic in nature.”

S1.3 in the SI1.3 exemplified this with the crossword used in the first activity in the week of “Sports” at G1. She shared that she *“liked the crossword very much. Moreover, there were pictures in the handout so I could base on them to guess the words I did not know.”* In O1.1.1, it was observed that the students were involved actively into the game. They tried to get as many answers as possible and if they could not guess the English words, they guessed the Vietnamese words.

What's more, *“the teacher asked the students to work in groups so we could exchange our opinions to figure out the solutions to the situations”* (T2.2, R2.2). In other words, the input delivered was put in “meaningful and communicative contexts” (Wong, 2003) in students' perception.

Next, **the input supported the knowledge of the themes.** As shared in the reflection sheets, the input in the classroom *“matched the themes of each lesson”* (S2.4, R2.4) and *“every word in the input was related to the lessons and was interesting and understandable.”* (S2.2, R2.2). A similar idea came from S1.1 in R1.1 that: *“the input went well with the themes”* and *“gave the students chances to practice their speaking skills, their confidence and their language knowledge”* (S1.1, R1.1). S1.1 argued that the effectiveness of the input using was shown in the role-plays and the presentations which were *“quite good”* (R1.1). As mentioned in the analysis of research question 1, the first requirement for the input selected was theme relation (T1.1 & T2.1). Therefore, each piece of input supported the topics of specific lessons such as the changes in fashion in the week “Changes” (O2.1) or the crossword about different sports in the lesson of “Sports” (O1.1)

Furthermore, the students thought that the input **not only helped improve their speaking skills but also other skills** (listening, writing and reading). S1.2 in R1.2 shared: *“in the speaking lessons, the input and the encouragement from the teacher made me less shy and dare to speak more whenever I had chances.”* She confirmed this idea in SI1.2 and added *“when speaking, I concentrated more on my speeches”* and *“I applied the input using in design listening lessons”*. It was told by S1.2 that *“there was once in a listening lesson, I caught a word because I had learnt its meaning and pronunciation in a speaking lesson”* (S1.2, SI1.2). In SI2.4, S.4 also asserted *“the input improved my vocabulary in my writings because the vocabulary when used to produce speeches was memorized in long-term”*. Most of the students agreed that the vocabulary the teachers presented in speaking classes could be used in their writing, reading and listening lessons, too: *“The teacher provided common structures which could be used in listening, reading and writing lessons”* (S2.2, SI2.2) (see more in Appendix 3D)

All the students when asked about their satisfaction reflected that they were very **satisfied with the way the teacher instructed them**. The reason was that *“The teacher used a lot of gestures along with the instructions to show the students what they had to do”* (S1.2, R1.2). Another reason was: *“the structures were written down on the board... Before each discussion; the teacher provided the input so the students understood the activity they would conduct”* (S2.2, R2.2). S2.2 gave an example in R2.2:

“In the lesson with the theme “Environment”, before letting the students discuss the environmental campaigns, the teachers gave the input such as the slogans, name of the campaigns, where, when, why, how to carry out..on the board”

It could be referred that the instructions simplified the input and vice versa, the input helped to clarify the instructions. More specifically, in the week of “Environment” in G2, the environment campaigns were presented with all the information of *“What to do? Why? Where? When? How? Who? Names of the campaigns and the slogans”* (O2.3.1). The teacher noted the elements needed in the presentation down on the board and during the time of presentation, the students used them as a source of reference to

organize their speeches (O2.3.1). T2 also realized that point. She reflected in T2.3 that the students “*knew how to exploit the input to produce their speeches*”.

About the long-term effectiveness of the input and input using, the students were **confident that they could use the input in later lessons and real-life situations**. S2.2 in SI2.2 said that she could “*apply the vocabulary*” in the previous lessons to describe the “*pictures in the review week*”. For example, in the review lesson, she described the picture about sports and used the words she learnt in the week of “sports” (S1.2, SI1.2). She added:

“the effectiveness of input using showed differently in different students because the students who were lazy to practice would forget the knowledge while the ones who concentrated on the lessons could apply more.” (S1.2, SI1.2).

S2.4, in SI2.4 discussed the effectiveness of the set of pictures about different kinds of clothes delivered in activity 1 at the week of “Changes”: “*when I saw the clothes commonly used in real-life, I recalled their names*” and confirmed that he could remember the things he learnt when he was also exposed to in the real-life (see more in Appendix 3D) .

On the other hand, in the interviews, it was realized that the students tended to remember the knowledge they could reuse in other situations. For instance, with the two structures “used to” and “would” to talk about changes delivered by the T2 in the lesson “Changes” at G2 (O2.1.2), the students could recall only “used to” because they had used it at high school and in the situations talking about changes, they used “used to” instead of “would”.

The teachers; however, were not as confident as the students in the long-term effectiveness of input using. T2 shared:

“I found that the students could not apply the input of the previous lessons for the next ones. Moreover, in class, I did not check whether they could use the knowledge of the previous weeks or not. Instead, I just focused on the activities of the current lessons. Especially, the students

repeated the mistakes of pronunciation although I had corrected them before.” (T2.5).

T1 thought that the effectiveness differentiated from students to students and some students could “*use the structures and vocabulary*” well but some could not. He also gave an idea that “*When discussing, the students spoke well but when presenting, maybe for their nerve, they could not express like expected.*” (T1.5)

In conclusion, the students were very satisfied with the input and the effectiveness of the input using, both spontaneously and in a long-term.

4.1.4. Research question 4: How do the teachers perceive the effectiveness of the use of input?

The information for answering this question was collected and analyzed from the teacher interviews.

In general, the teachers were quite satisfied with the efficiency of input using in class. In almost all lessons, as perceived by the teachers, students could respond well to the input in the activities. After the instruction, students knew how to make use of the structures, new words and the situations offered by the input. For example, with the theme “Environment”, T2 asked the students to prepare and present environmental campaigns in groups. Before getting students to present in front of the class, she provided them with the structure of a presentation on the board as well as specific structures to express their ideas orally. She reflected in T2.3 that “*The students perform well*”, basing on the structure. What’s more, “*when they (the students) missed something, they looked at the board again, showing that they were aware of applying the input and as a result, could produce their speeches*” (T2.3). T1, after instructing the students to describe pictures organizationally, also commented that “*The students understood the contents of the pictures and could use the vocabulary and structures to express the contents*” (T1.5).

However, **there were the activities that the teachers did not perceive input using effective enough.** For example, in the second activity of the week “Environment” in G2, students were given the role cards and they discussed the situations presented in the cards according to their roles. With that activity, T2 thought:

“The second activity was not very good because the students just focused on the content. The language used was too simple. I was not satisfy with this activity as much as the previous one” (T2.3).

She shared that if she could have another chance to change, she would:

“...write down the input on the board and emphasized the students the languages used to persuade people...and revised a little bit their way of giving opinions” *but* “I will not write all the possible language items. Instead, I present orally and confirm that there can be more possible ways” (T2.3).

T1 also shared that some students “*just described the pictures emotionally without any organization*” and did not “*use much of useful languages*” (T1.5). He wished there could be more time in a speaking lesson so that he would “*spend more to correct students’ mistakes in pair discussion*” because “*there were some pairs did not perform well*” (T1.5)

Besides, **both teachers agreed that students could only imitate the knowledge which they were delivered in the lesson.** That meant after the teachers instructed and emphasized the students with the items they should cover in their speeches, they would apply well. T1 commented on the effectiveness of input using in the week “Sports”: “*I think that to some extent, the students had a certain setting of the sports*” in the crossword (T1.1) (Appendix 3C). Nevertheless, in the following lessons, they could not use the knowledge anymore: “*I found that the students could not apply the input of the previous lessons for the next ones*” (T2.5) As observed, they forgot mostly and needed reminding. Fortunately, they could apply the input they got the previous activities for the following ones in the same lesson:

“I think that to some extent, the students could remember the vocabulary I delivered or at least the words they used in the games” *and* “the students reused the vocabulary in the first activity and could categorize the sports” (*in the following discussion*) (T1.1).

In conclusion, the teachers were happy with the responses of the students in class but still confused with input’s long-term benefit: “*I am not very sure*” that the students

“could remember the way to describe pictures in the future situations” (T2.4). In other words, the teachers could not assure that their students acquired the input and could use it in spontaneous situations

4.2. Implications for teaching

4.2.1. Selection of input

✓ Types of input

The findings of the present study show that the main kind of input used primarily in the lessons was elaborated input. The teachers were aware of using simple language to make the input understandable. However, the elaboration was only taken in form of explanation. On trying to get the students to understand the input, the teachers usually began with introducing: how many parts the input contained; what it was about; how it would be used in the activities. The students’ chances to be exposed to the “native-like qualities” (Oh, 2003) were limited. Thus, the teachers may think of using **more alternative language items to reach the students’ understanding**. Consequently, the students may expose to two different kinds of input, which helped vary their language in their speeches.

Moreover, some other kinds of input such as pre-modified input and enhanced input or some meaningful output should be brought into the lessons.

Pre-modified input, in spite of depriving the students from the opportunities of working with authentic language, can help save time and lead the students to the activities directly because it was made “more redundant and less grammatically complex” (Ellis and He 1999, p. 287). If used in combination with elaborated input, this kind may expand students’ understanding of the input and the activities.

Sometimes, to focus the students on specific information, **enhanced input** should be in use. The input should be highlighted, printed in bold or in italic or underlined, etc. to attract students’ attention. As stated by Wong (2003), students need to “notice” and understand the input. If the input is eye-catching, students will pay more attention to it.

In some cases, the teachers may also just give the students rich situations, in other words, take the students into rich contexts and let them react to the contexts freely.

Students' responses or their **meaningful output** should be encouraged because when producing output, they need to pay attention to form and meaning; then, "discover what they can and cannot do" (Swain n.d., p. 99). When realizing their weak points themselves, the students will feel the need to advance those points.

✓ **Level of input**

As shown in the findings, all the students commented that the input they received was simple and they could understand it completely. It is necessary because the input must be "comprehensible" (Krashen 1988) or it "will not be of much use to learners" (Wong 2003, p.25). However, according to Input Hypothesis, which was introduced by Krashen (1988), the input should be "one step" exceeding students' "current stage of linguistic competence". This idea was demonstrated with the formula "i" and "i + 1". The teachers should; therefore, know where the "i" is and bring into the class the "i+1" input. **The level of the input should be a little bit higher than that of the students to motivate them to learn.**

4.2.2. Teacher talk

Teacher talk, as mentioned in the literature review, is a special language which brings some "comprehensible input" (Cullen 1998). Teacher talk in this study, despite commented simple and clear by the students, had some certain shortcomings. It is recommended that the teachers put more effort on eliciting and instruction giving to achieve the greater success for the lessons.

✓ **Eliciting**

Firstly, the teachers should allow **certain time of thinking between the questions**. After finishing eliciting the information, the teachers should give students some minutes to organize the data and get them in their minds. Otherwise, the students may not be able to recall the language pieces another time.

Secondly, **the information elicited and presented** (in case the students cannot answer the questions) **should be written on the board**. It can become the reference for the students during the time of preparing and performing the activities. It also works as the enhanced input which catches students' attention. As a result, the students can

remember well the input and when they apply it in the activities, they inculcate it and the activities are also more successful.

✓ **Instruction giving**

First, the teachers should **give the students some models to conduct the activities**. These models will be very useful in giving the students a direction to perform their work. The students may feel more confident and bolder to speak.

Second, the teachers need always **check students' understanding before allowing them to conduct the activities** to avoid some unexpected responses and the confusion from the students. This step can be done by asking the students to give some demonstration or recall what they have to do in Vietnamese.

Summary

Throughout the thorough analysis of the data, the researcher has found that the teachers and the students were very happy with the lessons. However, the teachers could not be sure about the long-term application of the input and the students still responded quite uncommunicatively in class. Some recommendations have been given to help deal with these weak points.

CHAPTER 5: CONCLUSION

This chapter summarizes the major findings and figures out the possible contributions and limitations of the research as well as provides some suggestions for further study on the issue.

5.1. Summary of major findings

5.1.1. Research question 1: *What is the rationale for using input as perceived by the*

teachers?

Firstly, the teachers agreed that input was **essential in speaking lessons**. It was the primary material for students to produce the speeches.

Secondly, when selecting the input, the teachers put some things in consideration. They required the input must (1) be **related to the themes**; (2) provide the students with **useful vocabulary and structures** to talk about the themes; (3) help **attract the students and involve them** in the lessons; (4) **support the activity designing** with the varied working collaborations.

5.1.2. Research question 2: *How do the teachers exploit the input regarding their eliciting questions and instruction giving?*

The teachers used **elaborated input** most of the time.

Their eliciting technique and instruction giving had some strong points as well as weak points. When eliciting, the teachers asked “**fairly general questions**”, combining with **facial expression, body language and some games**. When students could not give the answer, they **presented and focused students’ attention to the target vocabulary and structures**. However, they **failed to vary the questioning techniques, pause after each questions and elicit onto the blackboard**. With their instructions, they gave students **one instruction at a time** but they **did not model, check and recall the students’ understanding**.

A very notable point was that in spite of those weak points in teacher talk, the **students reflected that they were satisfied** with the instructions for **clearly guiding them to conduct the activities**.

5.1.3. Research question 3: *How do the students perceive the effectiveness of the input they receive?*

As shared in reflection sheets and interviews, the students were **satisfied with the way they were instructed** with the input and **confident that they could reuse the input** in later lessons and real-life situations. Moreover, they commented that **the input was suitable to their level, in match with their interests and related to the themes**. The

input was integrated with **interesting and motivating games** so it not only **helped them improve speaking skills but also other language skills.**

5.1.4. Research question 4: *How do the teachers perceive the effectiveness of the use of input?*

In general, the teachers were quite **satisfied with the effectiveness of the input using** shown in the specific lessons although there were cases that the students did not respond well. However, they were **unsure of the long-term efficiency** of the input and the activities in developing students' English skills.

5.2. Contributions of the study

The study provides an insight into input using at first-year classes in Division I of FELTE. By examining the real situations in classrooms, the teachers' and students' perceptions of the effectiveness of input using and their satisfaction with the lessons, the research shows them some key points which can be the reminders for the teachers during the teaching process. Enough attention and effort put on these points can help the teachers develop a full awareness of what are going on in the classrooms. Consequently, they may want to make some changes to make sure the improvements of the students are checked and recognized. Moreover, they can take more effective control of their input using and students' responses.

Besides, this study can also be a reference for the next studies in the field.

5.3. Limitations of the study

Despite the researcher' efforts in justifying the methodology as well as collecting and analyzing data with careful consideration, certain limitations could be detected in this study due to time constraint and the researcher's limited ability and experience.

Firstly, the number of lessons under observation was limited. If there had been more observations conducted in the two classes, the reliability of the study would increase.

Secondly, the relationship between input and output was not thoroughly examined. It would be better if the process the students turned the input they received into the output they produced was investigated because the role of input could be seen more clearly.

5.4. Suggestions for further studies

If further research continues, the researcher hopes to deliver some test or questionnaire to find out the typical cases.

Since input was used in every language lessons, other researchers may wish to find out the way that the teachers integrate the input with the activities, not only in speaking but also in listening, writing and reading classes. Moreover, the discussions of the students in the preparation for the activities can be also an option for further research. It can be seen that sometimes, the teacher talk is a very influent kind of input. Hence, examination in the effects of this kind of input on the language improvement is also suggested. The procedure in which the input becomes output or the quality of output may be considered, too. What's more, the investigation can be conducted among second year students. When the students have more experiences and senses of self-study as well as critical thinking improvement, how they interact with the input and the teachers, specifically the teachers' instructions, is worth researching.

Summary

The research results have once again highlighted in this chapter, as the contributions to the process of language teaching and learning. Moreover, the limitations of the study in the case selecting and the scope have been acknowledged. Finally, the chapter has been concluded with the suggested directions for further studies, including the input using in activities of other language skills, the discussions of the students about the input, the effects of the teacher's talk on the improvement of the students, the process to turn input into output and the input using in second-year classes.

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APPENDIX 1A

SAMPLE OF OBSERVATION SCHEME

Name: **Phan Thị Toán**

Observation Date: **15/2/2012**

Observation Time: **1p.m- 3:40p.m**

Location: **307C1**

Class: **11E3**

NOTES FOR PRE-OBSERVATION MEETING:

Description of Room: *There are too many tables and chairs in the room, which makes it hard for the students to move.*

Description of Students: *They are shy but disciplined. Some of them are eager and enthusiastic.*

Class topic: **SPORTS**

Goal(s) for the session?

1. *Expand students' vocabulary of sports*
2. *Improve students' speaking skill when talking about sports memories.*

Objective for the session? (What will the students be able to do/know by the end of the session?):

1. *Students know more names of sports and sportsmen, and use the words in appropriate situations*
2. *Students know how to discuss in pairs*

- **What types of input are used by the teacher? (Written, spoken, visual?)**

Written, spoken and visual

- **How is the input explored? (Highlighted? Elaborated? Enhanced?)**

Elaborated

- **Teaching Talk?** (What does the teacher do to push the students to interact with the input?)

1. **Eliciting**

2. **Elaborating**

3. Checking and reminding

4. Approximate amount of teacher talking time

- **Students' responses** to the input: remembering/ understanding/ applying/ analyzing (select)/ producing (output)

Remembering, understanding, applying, producing

- **What mode of interaction is used to explore input?**

- ✓ Individual work

✓ **Pair work**

✓ **Group work**

- **How effective is the activity?**

✓ Do Ss ask for clarification?

No, they don't

✓ Do they demonstrate their understanding through the activity?

Yes, they do

- **Teacher's role? (Who the teacher is in each activity?)**

✓ A1: **supervisor**

✓ A2: **supervisor**

✓ A3: **supervisor**

APPENDIX 1B

SAMPLE OF AN OBSERVED LESSON'S TRANSCRIPT

Observation Date: **15/2/2012**

Observation Time: **1p.m- 3:40p.m**

Location: **307C1**

Class: **11E3**

Class topic: **SPORTS**

T: alright for speaking today, the topic is "Sports". Alright my very first question, which has just appeared in my mind when I think about this topic before this class. Now, "Do you do any sports, do you do any sports, do my dear students do any sports every day?"

S: I used to

T: I used to, what about others? Do you do any sports?

...

T: Now just say yes or no

Ss: Yes...No

T: Now, Yes? (Raising his hand up)...three? No? (Still keep his hand up). What about you? Yes or No?

S: No

T: No, alright. So most of you don't do any sports, some of you used to do some. Ok so the topic today is about sports. Now for "dos" who, are you having any experience in doing any sports?And for don't, who have no experience in doing sports, now, you will still have to get something good and , you have one very, are you like ah, useful but very hard sports at college? That is called PE. PE. What are you doing with PE at the moment? What are you doing?...Running? Ah running. How do you feel about it?

S: Tired

T: Tired, you feel tired? What about others? How, how do you feel about running? How do you feel? What does, what does this mean with when you smile? Now, what does this mean? What, how do you feel about running? How?

S: Boring

T: Ah it's boring, ok it's boring, it's tiring, boring, tiring. Others?

S: Funny

T: Ah it's funny, it's fun, it's fun. Now why, why is it so fun?

S: Because I can run with my friends

T: Ok you can run with your friends on campus? Alright, you love moving? Do you think that you're fit? Do you think you're fit?

S: No

T: No? You don't think so? I do think so. I think you're fit because you love running, ok you love it and it's fun to you. Alright so today we talk about sports, I'm not sure how many sports you know so that's why we'll play a game, this is a paper. Ok, I have a lot of handouts today...

We have a crossword here and the crossword is about different sports, different sports. And, you play the game by ah, matching ah I mean finding the great name, finding the great names suit for the sports here, alright, we've got the numbers. You write down the names of the sports into the crosswords and then there is solution which is vertical, yeah, there is one solution. After you've finished alright, I mean, right, all the horizontal words, you will find the vertical word, which is the solution, yes, which is the solution. Erm, so each of you please take one handout and start playing the game. Before you play, I have one reminder, so don't do anything right now, just wait for me. Now, before you play the game, before you play the game, there is one reminder. I thought there is one, there is a little mistake in this crossword. So please pay attention to number, ah, I think that's number, alright number seven-teen, number seven-teen, please look at number seven-teen. There is one missing box, alright there is one missing box, so I want you to add one more box, alright before it, alright, add one more box before number seven-teen. That's one letter, number seven-teen, add one more box. Alright, before it, before, not after. Alright? OK very good. Add one more box, alright? Now, OK it's time for fun, it's time for game, now please, show the crossword. You can discuss with your friends.

Ss do the crossword and the T goes round to give help

T calls some Ss to write down their answers on the board.

T: one to five? How many words have you got? One to five? Every word from one to five. Six to ten, alright, eleven to fifteen, fifteen to nineteen, alright, please, fifteen to nineteen. The others please; do you have any different answers, different words? Do you want to add more words? Any different words please come. OK, if you have. Thank you, others? Still number five? OK, right. Others? You have the same words? All the same? Same words? Same words? Now there are still number fourteen, fifteen, number four left. Now let's check the words here. Actually, when you play the game, you not only try to find all the words but you also pay attention to the solution, to the vertical word. Now, let's, ah, let's check all your friends' answers.

After checking and correcting all the words

T reads and Ss repeat. T checks and corrects the Ss' pronunciation.

OK now you know many more sports, right? You know many more sports.

That's the end of the game. Ah I'm sorry; we're to find one more phrase that is the solution, solution. And we have the solution, the solution, ah, that is

Ss: Practice- Makes- Master

T: Make? Right, master, very good. Practice makes master, practice makes master. Now how do you understand this saying? How do you understand this phrase? And what is the relation between this saying and this game? Is there any idea? Practice – makes- master. You know master? Master is?

S: professional

T: Ah, someone professional, right, someone professional who is very good at something, right? Master, master and practice?

Ss: Do something

T: Do something? Right. So do something makes?

S: Someone who is very good at something.

T: Right, makes someone who is very good at something. So it means? If?

S: If you do something regularly, you can be very good at something.

T: Alright, if you practice something, you practice it regularly; you will become good at it, right? You'll become an expert in it, right? You'll become a master, become a master. So what is the relationship between this saying, this sentence, and this game? Why, why do we put the solution there? No idea?

S: in every sport, to be a master, you must practice a lot

T: very good. Do you agree with your friends? If you want to be good at a sport, you have to practice a lot, right? If you want to be good at a sport, you have to practice a lot, practice regularly. So it's the meaning of the sentence. So how is it related to this game? Ah so do you practice any sport regularly?

Ss: No

T: No? So do you think that someday anyone can become a master of any sport? Yes or no?

Ss: No

T: No? But do you want to? Do you want to? Yes or no?

Ss: Yes

T: Ah yes, alright. So what do you have to do?

Ss: Practice

T: Oh yes, practice. So do you want to be a master of English?

Ss: Yes

T: Ah yes, so what do you have to do?

Ss: Practice

T: Alright, practice. Are you practicing English? Yes or no? Are you practicing English? Yes or no? You're not sure, now you're the students of this university but you're not sure whether you're practicing English enough or not? So yes or no?

Ss: Yes/ No/ No idea

T: Some of you say yes, the others keep quiet, this means the others?

Ss: No

T: are not sure. Yes, you are not sure. Now do you have to do to your English to become a master of English?

Ss: Practice

T: Practice? How?

Ss: Practice English regularly

T: Speaking class, don't keep silent. Right? That is so-called practice, right? That's called practice. If you want to be good at speaking English, speak. Don't keep silent, don't just smile. When I ask you a question, respond. Alright, when I ask you a question, respond. Anything, don't keep silent. That is the rule, OK? So, you've just played a game. Now I'd like you to play further by doing some practice, by asking you some questions.

Which of these sports have you done or play?

Which one do you wish to take up?

And one more question. OK, just discuss these two and tell me **the reasons why**. And I want you to tell me, tell me, one person, tell me about one person who is very famous for doing or playing in sport? OK? So now we discuss, we practice in pair, in pair. You four

turn back, you five turn back. You two speak together, you four turn back.

Ss: discuss. T: goes round

T: ok, time's up. Alright it is over. And the discussion is over now. Alright, please. Now how you, ah, I want you to be in a public meeting, alright? First, which of these sports have you done or play? This question means if you've ever do any of these sports? Maybe you don't do it now and you're not doing it at the moment but you still did it, it's OK. Just tell me about the sports that you have played or done if you're not, if you're not. Ah, I want to hear from you, over there. Right.

S: I, I have played football with my friends when I was secondary school

T: Ah you've played soccer with your friends when you were at secondary school. Ah huh, OK , so how often did you play soccer?

S: Ah, once a week when I don't have go to school

T: Ah, when you didn't have class. Ah huh, you didn't have to go to school.

S: Yes

T: How did you feel about, how did you feel about the matches?

S: I feel it interesting

T: Ah, you find it interesting, you found it interesting.

S: Funny

T: And fun, not funny. Fun, it's fun. Now when you say something funny, it means it makes you laugh because it looks stupid but when you say fun, it means you enjoy it, alright? That is the difference between fun and funny. Funny is something stupid, something just makes you laugh because it's stupid. But something fun is something that you enjoy, you like it. Alright so?

S: Fun

T: The matches with your friends were?

S: Fun

T: Fun, ah were fun, ok? Ah so, are you still playing soccer now?

S: Uhm, no

T: Now you don't. Why?

S: Because am I, erm, I don't meet my friend.

T: Ah you don't have any friends to play with.

S: I have, I don't have any "plays" to play, ah I don't have any place, place.

T: Ah you don't have any space to play, right. You don't have any space to play soccer. So I hope that maybe some time, we may have some space some time and some friends to play soccer with and thank you. And we talk to you, alright. Now tell me about the sport that you play.

S: when I at school, I used to play soccer.

T: Ah soccer, besides soccer, is there any sport that you also used to do?

S: No

T: No, you don't, alright. How do you feel about it, soccer?

S: Erm

T: Ah, how often did you play soccer? When?

S: Ah, when I was a child, I often played soccer with my brother.

T: Ah when you were a child, you played soccer, with? Ah with your brother. You played soccer only with your brother? There were only two players?

S: No. and erm, and many people in hometown.

T: Ah many people in hometown, so played with your whole hometown. OK, you were so friendly (laugh). So how often did you play soccer?

S: I often played soccer...

T: how often? How often?

S: a month

T: what?

S: Once a month (with the support from another student:D)

T: Once again

S: One a month

T: No no, "I played soccer"

S: I played soccer one a month.

T: Not one a month, once a month. Once a month

Ss: Once a month.

T: OK?

S: I play soccer once a month.

T: OK, once a month, alright, you played once a month. Do you think that it's enough? Do you think that it's enough? Yes or no? Yes? Now, let's answer

S: Yes

T: So you think that playing soccer once a month is enough?

S: Yes

T: Enough. Now we also say that practice makes master. So now again, do you still think that's enough?

S: No

T: No, it's not so often, alright? So, are you going play soccer again? Are you going play soccer again?

S: when I, erm, come back home.

T: Ah when you come back home, you want to play soccer again? OK thank you. Now we have two soccer players in our class. I want to hear another sport. I want to hear about another sport. Are there any sports beside soccer that you did play? Yeah, raise your hand! Oh you, yeap, very good.

S: I play badminton

T: Badminton

S: In every afternoon

T: Every afternoon. Now?

S: At the moment

T: At the moment? OK very good. Who do you play badminton with?

S: My friend in campus

T: OK your friend on campus, on campus. Regularly. Ah are you living in the dormitory?

S: Yes

T: Ah you're living in the dormitory. So you play badminton with your friend every afternoon.

S: Yes and ah...

T: And?

S: And in Saturday and Sunday

T: On, on

S: Evening

T: On, now, on Saturday and Sunday, now say it again

S: On, ah, on Saturday and Sunday, I often play, ah, basket-ball

T: OK, so you play badminton in week days, on week days and you play basket-ball on weekend?

S: Yes

T: Ah OK. Actually, you're doing two sports at the same time. Now how do you feel about doing two sports at the same time?

S: Ah I feel comfortable, comfortable, and

T: Are you feeling good and fun?

S: Because I have perfect partner

.....

T: Alright, of course, I see. OK thank you. Now so you see, we have a very, we have two soccer players who are now retired and we also have one team sport player who can play many sports, especially team sports like basketball, like badminton. Alright, we have some examples to look to, examples to look to. What about others? Do you do any sports? You don't know, you don't do anything now? You're not doing any sport now? Alright, it's waste, right? It's a waste. **Alright now we talk about the sports that you would like to take up.** Alright? Now, how many sports that you would like to take up?

S: I would like take up playing, erm, swimming

T: You would like, now, I would like to take up swimming, again.

S: I would like to take up swimming

T: Why?

S: Erm, because, it makes me higher

T: It makes you?

S: Higher

T: Taller

S: I able to swim

T: Alright you have been able to swim; you have been able to swim. Ah huh. So, now, your friend would like to take up swimming because she thinks that she's not tall enough and she wants to improve her, her height. She wants to improve her height. Alright thank you, now besides swimming, besides swimming, which helps you improve your height? Is there any other sport with the same benefit? The same function? The same advantage?

S: Basketball

T: Basketball, ah huh, and?

Ss: Volleyball

T: Volleyball, and?

S: Gymnastic

T: Gymnastics? Ah, actually, I don't know but gymnastics helps you, I mean, become strong, instead of height, because normally, a lot of athletes of gymnastics, they are in small shape, small, their bodies are small. Alright, I'm not sure, OK? So maybe. And you! Yes, only you. Now, would

S: I

T: OK

S: I would like to, erm, to go swimming.

T: Ah you would like to go swimming? Because?

S: Because I, erm...

T: Because?

S: Because I, erm, I want water

T: Ah you want water, you love water? Alright, you love water? And? Is there any reason besides water? Cool water?

S: And I, erm, I, I can very healthy.

T: And, so? (Cannot hear the student)

S: That's all.

T: That's all? So she only loves water. OK. So do you think she has the gene, the gene of the fish, right, the fish, because fish also loves water, right? There's no fish out of water. OK thank you very much. Swimming. Now besides swimming, alright, besides swimming? We have two future swimmers here. But besides swimming, is there any sport you would like to do?

S: I would like to do; I would like to take up volleyball.

T: Ah you would like to take up volleyball. Because?

S: Because it's very interesting

T: It's very interesting. How is it interesting?

S: I have, erm, I, happier

T: Ah it makes you happier. But you've got weight?

S: and healthier

T: Ah healthier, it makes you healthier, I agree because sports are to make you healthier. But is there anything who are, erm, so interesting about volleyball that you really want to, to take up? Any other reason? Now you've just said OK? It makes you healthier but also?

S: Erm, ah, erm, I would like to play volleyball because it's easier than any sport.

T: Ah yes, you would like to play volleyball because it's easier than many other sports. Now soccer, volleyball is easy. Now remember that in this school, in this university, one sport of eight sports of the, erm, P.E, alright, sports, is also volleyball. Part of P.E is volleyball. So you know you are going to learn volleyball, alright, you are going to take volleyball and P.E maybe in this semester or I don't know, so volleyball is actually very important. Now your friend can, I hope you believe that she can play volleyball very well because she thinks it is much easier than any other sports so those who are not very good at sports, who are not very good at volleyball, ask her for the tips. OK, you can teach me too. I'm not very good. OK, thank you, alright, thank you. OK you have future swimmers, two future swimmers, and a volleyball coach, alright, a volleyball coach. Uhm, now we move to question number three. Please, tell me, **tell me the story or everything that you know about one particular person who is famous, who is well-known for doing one of these sports.** For doing one of these sports. Now you, please.

Now, listen to your friend.

S: I like, erm, the, ...

T: Alright, I don't know...? Who is he?

S: He is a footballer.

T: Ah footballer, yes, he's footballer.

S: Many the, erm

T: Where is he from?

S: He's from Argentina

T: Argentina. Alright, he's from Argentina. What team is he playing for?

S: He's playing for, erm, Barcelona.

T: Alright, Barcelona, of?

S: Spain.

T: Spain, right. Of Spain, OK, alright, now tell me what you know about him?

S: He is very tall

T: Ah he is very tall? And handsome?

S: Yes.

T: Ah, that's what you love about him, right? Any other thing?

S: He, erm, wants to, be, he will some like Maradona.

T: Alright he wants to become the second Maradona. And that he wants to do more than what Maradona could do? Is that his ambition?

S: I don't know

T: Yes? Besides footballers, I don't want to talk about Messi anymore, I don't want to talk about David Beckham anymore. I want to talk about someone who does some different sport. You again? Ah, uhm, save the chance for her, you! OK

S: I like, uhm, Novak Djokovic.

T: Alright, very good. I know, I know him.

S: He's very good at tennis

T: Ah he's very good at tennis. Actually, he's number one tennis player in the world. Of course, he is, he is.

S: He comes from Serbia

T: OK he comes from Serbia.

S: He's very handsome.

T: Ah he's very handsome. OK

S: He's very young.

T: Very tall?

S: Young.

T: Very young? Looks very old.

S: No, he's very young.

T: Ah he is very young but he looks very old. Do you think so

S: I don't think so

T: Ah you don't think so. Alright. In your eyes, he's forever young.

S: Yes.

T: Now what do you love about him?

S: He trying his best

T: He tries

S: He tries his best

T: To?

S: To overcome Rafael Nadal

T: Right? Rafael Nadal

S: He's number , the number one

T: Right, he's the number one tennis player in the world

S: And he's the third, erm. Tức là anh ấy từ thứ ba lên thứ nhất ấy ạ.

T: Alright, he moves, he moves, right, he moves from the third sport, to the number one sport, right, the number one sport. So now he's on the top of the profession, right, he's on the top of the profession. OK, thank you

S: I learn, erm, I learn many things, I learn a lot from his ambition.

T: Uhm, you learn a lot from his ambition. What do you learn from him?

S: Erm, practice makes master.

T: Yes, alright, so you learn something from me, too. Yes, very good. Practice makes master.

.....

T: Oh thank you very much anyway. I really admire your ambition. Alright, very good illustrate. So she talks about a tennis player, who is very famous, who is the number one sport, alright? OK, that's wonderful, that's wonderful. Erm, so, we've done this, we've done with this. And erm, I want you to play one more game. Now, we've been talking a lot about strange people, about famous but strange people because we don't any, I mean, have never met David Beckham or Novak Djokovic in person so have you ever seen them in person? Have you ever met them in person?

Ss: No

T: No, we haven't. Now I want you to talk about something closed to you, closed to you. Alright? Please, discuss the question, discuss the question: "which of these sports or any sport that you know and you think, you think that they are suitable for young people, for you, alright, suitable for you. **Which of these sports are suitable for young people and suitable for old people?** And say why, alright. **And which sports, which sports do you think are expensive to play and cheap to play?** Alright so we have to kinds of it, alright? The age, alright? And the cost. The age and the cost. Now discuss the question with your friends. This time I want you to work in groups of four. Work in groups of four. So erm, you turn back again because the class arrangement is not very suitable, alright? OK groups of four, groups of four. Yeap, happy together.

Ss discuss

APPENDIX 2A
SAMPLE OF A REFLECTION SHEET – VIETANMESE
VERSION

Student 2 from class 2

Phiếu phản hồi

Chào bạn, mình là sinh viên Phan Thị Toán đến từ lớp QH2008.F.1.E1. Mình đang tiến hành nghiên cứu đề tài “Việc sử dụng input trong giờ học nói ở các lớp năm nhất, khoa Tiếng Anh sư phạm, Đại học ngoại ngữ, Đại học Quốc gia Hà Nội.” cho khóa luận tốt nghiệp của mình. Dữ liệu có được từ phiếu phản hồi này sẽ được sử dụng để hoàn thành

nghiên cứu của mình. Mình mong đợi nhận được sự hợp tác từ phía bạn. Cảm ơn bạn!

Lưu ý: Mọi thông tin cá nhân của người viết phiếu phản hồi sẽ được hoàn toàn bảo mật.

Định nghĩa input : Input là tất cả những nguồn ngôn ngữ (Tiếng Anh) phục vụ cho việc học. Trong khuôn khổ của nghiên cứu, input là những tài liệu, những cấu trúc, từ vựng, hướng dẫn, câu hỏi, tranh, các câu đố, ô chữ, “cards”, phần sửa lỗi, bài nghe và tất cả những thông tin đưa ra bằng tiếng Anh được cô giáo sử dụng trong lớp học để giúp sinh viên học tiếng Anh.

Ví dụ: Trong bài học trước về chủ đề “Môi trường”, cô giáo đã phát cho cả lớp các role cards, cung cấp các cấu trúc, từ vựng và hướng dẫn khác để hướng dẫn cả lớp nói về chủ đề môi trường. Tất cả đều được coi là input.

Các chủ đề đã quan sát:

- + Sự thay đổi
- + Tiền
- + Môi trường
- + Ôn tập

Hãy viết phản hồi của bạn về những câu hỏi dưới đây chi tiết nhất có thể!

1. Bạn có nghĩ input mà cô giáo sử dụng trong giờ học nói phù hợp với a)trình độ, b) phong cách học, sở thích và c) mục đích của từng bài học không?

- Các input mà cô giáo đưa ra rất phù hợp với trình độ của sinh viên, các từ xuất hiện trong input đều liên quan đến bài giảng, dễ hiểu, hấp dẫn.
- Các input mà cô chuẩn bị luôn gần gũi và tạo ra sự hào hứng trong bài học cho các sinh viên. Nó cũng phù hợp với mục đích của từng bài học.

Ví dụ:

- Trong bài “Sports” cô đã chơi ghép tên với các bức tranh sau đó yêu cầu sinh viên phải nhớ được tên của các môn thể thao và cô đã đưa ra các câu hỏi theo sự sắp xếp của các môn.

- Đặc biệt cô luôn cho làm bài theo nhóm, làm việc theo nhóm luôn giúp mọi người có thể trao đổi ý kiến và trao đổi kinh nghiệm ý tưởng với các thành viên khác từ đó sẽ luôn có các ý kiến và tình huống tốt nhất mà cô đã đặt ra.
- 2. **Input mà cô giáo sử dụng trong những giờ học nói đã giúp bạn cải thiện các kỹ năng tiếng của mình (nghe, nói, đọc, viết)? như thế nào? Hãy đưa ra ví dụ cụ thể để chứng minh.**
 - Các input mà cô đưa ra rất có ích trong việc cải thiện các kỹ năng nghe, nói, đọc, viết.
 - Vì đây là môn speaking. Em thấy rằng kỹ năng này sẽ được cải thiện nhất.
 - Đối với kỹ năng nghe các input mà cô đưa ra có nhiều từ liên quan đến các chủ đề. Và cô luôn dạy mọi người cách đọc, từ đó khi nghe chúng ta sẽ phát hiện được chính xác từ đó.
 - Đối với môn đọc viết trong các input cô cũng đã cho các cấu trúc cần thiết và lưu ý các cấu trúc mà sinh viên hay gặp.

Ví dụ:

- Trong chủ đề về môi trường cô đã cho các tình huống và cô đã yêu cầu mọi người nghĩ các ý tưởng theo như mẫu đã được cho sẵn.
- Sau khi các bạn trình xong cô đã sửa một vài lỗi ngữ pháp và pronunciation.

Điều đó giúp mọi người biết được lỗi và sửa đặc biệt, với role – play cô đã đưa ra các tình huống phù hợp với bài học để mọi người dễ hiểu hơn, đã sửa lỗi ngữ pháp cho từng tình huống. Các input phù hợp với trình độ của sinh viên.

- 3. **Thử nghĩ về bài học gần đây nhất về chủ đề “Môi trường”, trước khi yêu cầu cả lớp giáo luận và thuyết trình về một chiến dịch môi trường, cô giáo có cung cấp các cấu trúc cần dùng, những ý cần có trong bài thuyết trình. Hoặc như bài học trước đó, về chủ đề “Tiền”, cô giáo đã phát cho cả lớp những “role cards” và các cấu trúc dùng khi mua sắm để giúp cả lớp sử dụng trong hoạt động mua và bán.**

Bạn có hài lòng về cách cô giáo hướng dẫn bạn với input này không? Nếu có thì bạn hài lòng như thế nào? Chỉ ra hiệu quả của input trong việc:

- + **Giúp bạn hiểu về hoạt động cần tiến hành**
- + **Giúp bạn áp dụng input trong hoạt động đó.**
- + **Giúp bạn áp dụng input trong những hoạt động tiếp theo.**
- Em rất hài lòng về cách cô giáo hướng dẫn với input này. Với các cấu trúc cô cung cấp cô đã không cho thành “handout” rồi phát cho mọi người mà cô đã cho ghi lên bảng. Một lần ghi là một lần nhớ. Cô đã không làm việc một mình mà cô đã phát vấn đề để lấy ý kiến từ các bạn trong lớp. Trước các bài thảo luận cô đều đưa ra các input, điều đó giúp mọi người hiểu hơn về hoạt động cần thiết tiến hành.

Ví dụ:

- Bài về chủ đề “Môi trường”. trước khi tiến hành thảo luận để có một bài thuyết trình về đề tài đó, cô đã đưa ra các input cụ thể như *slogan, name, where, when, why, how*, các thành phần tham gia. Điều đó giúp mọi người định hướng chính xác công việc cần làm và không bị sai hướng. Hơn nữa cô cũng cho một số cấu trúc để nói trong các chủ đề khác.

Các từ đúng chủ đề.

- Đặc biệt khi cô hướng dẫn về mô tả tranh, cô đã đưa ra outline chung cho mọi bức tranh và cũng dùng một số từ liên quan tới các đề tài đã học.

Nếu không, bạn nghĩ cô Giáo nên làm gì để hoạt động được tiến hành hiệu quả hơn?

CẢM ƠN BẠN RẤT NHIỀU!

APPENDIX 2B

SAMPLE OF A REFLECTION SHEET – ENGLISH VERSION

Student 2 from class 2

Reflection sheet

TOPIC: “Exploring the use of input in speaking lessons at FELTE, ULIS, VNU – A case study”

I am Phan Thi Toan from class QH2008.F.1.E1. I am doing a study on “*Exploring the use of input in speaking lessons at FELTE, ULIS, VNU – A case study*” for my thesis. This reflection sheet is carried out to collect the data for my study. I hope to receive your cooperation. Thank you very much!

Note: Personal information of the interviewee will be protected.

Input definition: Inputs are all language sources that support learning. In the scope of the study, inputs are the materials, the instructions, the corrections, the quiz, the crosswords, the questions, the cards, the pictures, the audios and every language item used by the teacher in classroom to help the students with their learning.

For example, at the last lesson, with the topic “environment”, Ms Thao delivered to you the role cards, provide structures, vocabulary, instructions, etc to push you to speak and improve your skills in classroom. They are all inputs.

The topics have been observed:

- + Changes
- + Money
- + Environment
- + Review

Now, please write your responses to these following questions as detailed as possible

1. **Do you think that the input that the teacher used in your speaking lessons is suitable to (a) your level, (b) your learning style and (c) the aim of the lessons?**

The input delivered was very suitable to the students' levels. Every word in the input was related to the lessons and was interesting and understandable. Moreover, it was closed to our life and it helped to encourage us in the lessons. It was related to the theme of each week, as well.

For example:

In the week "Sports", the teacher asked the students to play a game, in which we matched the names of the sports with the pictures and she required us to remember the names. What's more, she gave the questions according to the order of the sports.

Especially, the teacher asked the students to work in groups so we could exchange our opinions to figure out the solutions to the situations

- 2. To what extent has the input that the teacher used in his lessons helped you to improve your English skills (speaking, writing, listening, reading?) Please give examples to illustrate your ideas.**

The input was very useful for improving our speaking, reading, listening and writing skills.

Because the lessons were of speaking skill so it improved the most.

About listening, the input included many words related to the themes and corrected our pronunciation. Then, we could catch the words in the recordings.

About reading and writing, the input offered necessary structures and she highlighted the common ones.

For example:

In the week "Environment", she gave the situations and asked the students to think of the ideas according to a sample. After the groups finished presenting, she corrected grammar mistakes and pronunciation, which helped us to recognize our mistakes.

With role-play, the teacher gave the appropriate situations and corrected

grammar mistakes in each situation. The input was suitable to the students' level.

- 3. Think about your last lesson with the teacher on the topic “Environment”. For example, before she asked you to discuss and present an environmental project, she provided you with the useful structures and the factors needed covering in the presentation. Or the lesson before that which was about “Money”, the teacher delivered you with the role cards and the structures used when shopping to help you practice selling and buying.**

Are you satisfied with the way the teacher instructed you with the input?

If yes, how are you satisfied? Indicate the effectiveness of the input on:

- + Your understanding of the activity**
- + Your application in the activity**
- + Your future application in other activities**

I am very satisfied with the way the teacher instructed us with this input. The structures were not provided in the handouts. Instead, the structures were written down on the board. Once of writing, once of remembering. Moreover, she elicited opinions among the students. Before each discussion; the teacher provided the input so the students understood the activity they would conduct. Moreover, she provided some structures to talk about other topics.

For example:

In the lesson with the theme “Environment”, before letting the students discuss the environmental campaigns, the teachers gave the input such as the slogans, name of the campaigns, where, when, why, how to carry out..on the board. That helped we know exactly what we had to do.

The words were related to the theme.

Especially, when asking us to describe pictures, she provided an outline

applied for all the pictures and used some words related to the previous themes

If not, which factors aspects do you think the teacher should have done to make the activity more effective?

THANK YOU SO MUCH FOR YOUR HELP!

**APPENDIX 3A
TEACHER INTERVIEW QUESTIONS – VIETNAMESE
VERSION**

CÂU HỎI PHÒNG VẤN GIÁO VIÊN

Em chào thầy/ cô ạ, em là sinh viên Phan Thị Toán đến từ lớp QH2008.F.1.E1. Em đang tiến hành nghiên cứu khóa luận đề tài “Việc sử dụng tài liệu đầu vào trong giờ học nói của các lớp năm nhất đại trà khoa Sư Phạm Tiếng Anh, Đại Học Ngoại Ngữ, Đại Học Quốc Gia Hà Nội.” Em được biết thầy/cô đang phụ trách giảng dạy môn nói tại lớp QH20011.F.1.E3/E4 nên em mong rằng thầy/cô sẽ tham gia cuộc phỏng vấn này để tạo điều kiện cho em thu thập được đầy đủ thông tin, hoàn thành bài khóa luận ạ. Em mong đợi nhận được sự hợp tác từ phía thầy/cô. Em cảm ơn thầy/cô nhiều ạ!

Lưu ý: Mọi thông tin cá nhân của người được phỏng vấn sẽ được **hoàn toàn bảo mật**.

Câu hỏi:

1. Trong mỗi hoạt động, tại sao thầy/cô lại sử dụng input ạ? Thầy/Cô cảm thấy input cần thiết cho sinh viên ở khía cạnh nào ạ?
2. Khi chọn input cho mỗi hoạt động thì thầy/cô quan tâm đến những vấn đề nào ạ? (nguồn, nội dung, ngôn ngữ cần phải như thế nào? Phải làm gì để dẫn dắt sinh viên với input, làm sao để sinh viên hiểu và có thể áp dụng input khi nói? Làm thế nào để sinh viên có thể nhớ được những kiến thức trong input và sẽ sử dụng nó cho những lần sau nữa?)
3. Khi cung cấp input thì thầy/cô thấy phản hồi từ sinh viên có như mong đợi không ạ? (sinh viên có hiểu đủ, hiểu đúng về input và có thể áp dụng input để nói hay không? Sinh viên có nhớ được nội dung, kiến thức của input và sử dụng nó một cách nhuần nhuyễn, thông thạo hay không?)
4. Thầy/Cô đánh giá thế nào về hiệu quả của việc sử dụng input trong những hoạt động của bài học hôm nay ạ? (Input đã giúp được sinh viên đến đâu trong việc tiếp nhận và sử dụng kiến thức? Input có bổ sung được những mặt còn hạn chế của course book không? Input có phù hợp với năng lực và sở trường của sinh viên không?)

5. Nếu có điều gì đó chưa hài lòng thì trong những bài học tiếp theo, thầy/cô dự định sẽ thay đổi như thế nào để việc sử dụng input hiệu quả hơn nữa ạ?

EM CẢM ƠN THẦY/ CÔ NHIỀU Ạ!

APPENDIX 3B
TEACHER INTERVIEW QUESTIONS – ENGLISH VERSION
Interview questions for the teachers

1. Why do you use input in speaking activities? Why do you think using input is necessary?
2. When choosing input for each activity, which aspects do you take consideration of? (Source, content, language? How to lead in the students with the input? How to help them understand and apply the input in their speeches? How to remind them with the input and help them to remember it for the next use.
3. Are you satisfied with the responses from the students? (Do they understand completely and accurately the input? Can they apply the input in their speeches? Can they remember the content of the input and apply the knowledge effectively and skillfully?)
4. How do you perceive the effectiveness of the input using in this lesson? (How does the input help the students with acquiring and applying knowledge? Can it compensate for the shortcomings of course book? Is it suitable to the students' level and styles?)
5. If there are any unsatisfied points, what will you do the next times to improve the effectiveness of input using?

THANK YOU SO MUCH!

APPENDIX 3C
SAMPLE OF TEACHER'S INTERVIEW TRANSCRIPT –
ENGLISH VERSION

Teacher 1, week 1

Interviewer: Why do you use input in speaking activities? Why do you think input is necessary?

Interviewee: Actually, speaking is a productive skill. To produce something, input is needed so I think using input in speaking activities is indispensable and important.

Interviewer: when choosing input for each activity, which aspects do you consider? (For example, what are the requirements for the content or the design of the input?)

Interviewee: The first thing I put into consideration is the content of the input. In the first year, the lessons are based on themes. Each week there is a theme. So the first criterion to select input is theme-relation. That means the input of a lesson must be related to the theme of the week. For example, the last lesson was about sports so I had to choose the activities or the exercises to provide the students with vocabulary or structures related to sports to establish a base for students to produce language. Besides, I care about the forms of the activities because actually, in a speaking lesson, sometimes, the way of conducting the activities is even more important than the number of the activities conducted. A speaking class has about 28 students, neither too few nor too many. However, the teachers are required to pay a close attention to the students so the activity forms are very important. I usually design the activities incorporating the pair or group collaboration. Therefore, I have to consider which activity is suitable to be performed individually, in pair or in group. Those are the two factors I care the most about.

Interviewer: How about the language used in the input?

Interviewee: In speaking, I often use vocabulary activities, usually vocabulary games. The language is not really academic because with first-year students, I often provide input in form of single items just to expand students' vocabulary of the themes. In each activity, there is specific piece of language. For example, when students have to talk about sport idols, I give guided questions to help students to deal with the aspects they should cover in their speeches. Because if I just gave the task of talking about sport idols, it would be very hard for them to know how they would conduct. After giving guided questions for them to discuss, I often call some students to perform in front of the class to

check their language. First-year students often need the detailed instructions from teachers. Of course, there may be some structures they have learnt but when applying in their speeches, they may not use appropriately so they need the help from the teachers.

Interviewer: Yes. As I observed the recent lesson, you just delivered a handout to provide vocabulary of sports. After that, the input was in form of your talk and the guided questions on the board. Do you think that the students can remember the input or the skills you want them to apply in activities?

Interviewee: It is hard to cover all the students in a speaking activity so I just try to cover as many as possible to make sure the students can learn the most. It would be ideal if the activity can offer input of both vocabulary and structures. However, we all know that speaking requires wide knowledge so at least, the students must know some certain structures. When playing a game about sports, they have learnt something, more or less. Then, actually my real purpose is to instruct and correct the use of the things the students have known. The base knowledge belongs to each student and I don't focus on that because they know all those things but they never use them appropriately. And speaking lessons are the chances for them to express what they know and the teachers will help to correct their mistakes. However, I prefer the lessons when I can both provide vocabulary and highlight the structures. As you may know, I do not directly teach them but through the activities, I correct and highlight the important points they must remember. It is hard to correct all the things because each student makes specific mistakes. So I just correct the common and significant ones; then emphasize those. For example, about sports, when talking about the idols, which structures can be used such as "be famous for" and what can be use afterwards?

The students may know that knowledge but they cannot apply in their speeches. At that time, I will highlight this issue. I don't provide the students those structures but I use guided questions so that they can realize themselves.

Interviewer: Yes. But a very typical characteristic of first-year students is shyness and the input may confuse them because they are not familiar with the learning style in university. So when providing input, what do you do to motivate them or lead them to

interact with the input?

Interviewee: The knowledge of English and society of first-year students is not much. So when leading the students, I focus on the things closed to their lives so that they won't feel the pressure from a big issue. Often, when preparing the lessons, I think of the things the students may know, like and dislike, just guess. But I base on the guess to direct them to the things I think they are interested in and they know to ask questions and give the situations. For example, the theme "Sports" sounded very familiar but as you observed, students did not know much. They may not know certain sports and even they knew, they still didn't know how to use the words or who were famous for those. So I had to give personal questions so that they could have some link to produce speeches.

Interviewer: Yes. So after providing and instructing students, how do you perceive the effectiveness of the lesson in term of helping the students to acquire and apply the knowledge?

Interviewee: At the last lesson, I started with a sport game. I think that to some extent, the students remembered the names of the sports that they had never played or imagined. I do not expect they can remember all the things because even teachers can forget if not reusing. After that, I asked the sports they played or wanted to play. I think that to some extent, the students could remember the vocabulary I delivered or at least the words they used in the games.

Interviewer: In the next activities, do you perceive the students could use the input as expected?

Interviewee: I remember the third activity was to group the sports. For example, which were suitable for the old, the young; which were expensive or cheap? I saw that the students reused the vocabulary in the first activity and could categorize the sports. There were some students even knew some more sports. So I saw that at least, in class, they could reuse the languages they had learnt.

Interviewer: Yes. With such effectiveness, did the input using satisfy you with compensating for the shortcomings of the course book and benefiting the students?

Interviewee: No book can cover all the things that I want to teach my students, however

interesting it is. So teachers always have to use supplementary materials. I think to some extent those materials helped the students to have the initial skill to show in the theme “Sports”. I think that the last lesson was successful because I had taught the class in semester 1 so I know their levels. I don’t expect they must be at a high level. They are quite equal at competence. So at the first lesson of speaking, I did not expect them to respond right away. In lesson, there were some shy students although they had known me. Therefore, sometimes I must change a little bit to provide a friendly and comfortable atmosphere. And I saw that they were more enthusiastic at the end of the lesson.

Interview: Having taught the students for one semester so you must know their level and interests. Do you think that the input is suitable to the students’ level and interests?

Interviewee: I think yes because their speaking skill is not very good. But they are disciplined. When I corrected their mistakes, they try to imitate. Maybe it was not good enough but it was suitable to my input. One more thing, although I just delivered small and details items but they were ready to conduct the activities. Maybe I didn’t teach them comprehensively but in detail, the students reach the objectives I set.

Interviewer: Yes. So you are quite satisfied with the lesson, right? But is there anything that you still want to change about input using if you have another chance of teaching the theme?

Interviewee: I would select some vocabulary I provided in the game and focused on those sports. At first, I attended to work with football or some common sports. Maybe it is strange but I would let the students read the rules of the sports and match the names with the rules or match the pictures with the rules. That is also a way to reuse what I have taught. However, last lesson I had to spend a period on pair-presentation so I did not have time for this.

Interviewer: Thank you so much!

APPENDIX 3D
SAMPLE OF STUDENTS’ INTERVIEW TRANSCRIPT –
ENGLISH VERSION

Class 2

Interviewer: As I reflected on the input using in our class, now you must be clear about what input is, right? Input is the things from which we can get the knowledge. The first question is that “Do you think that the input used in your speaking lessons is suitable to (a) your level, (b) your learning style and (c) the aim of the lessons?” All of you think yes. Can you explain how it is suitable and give a specific example?

S3: For example, in the lesson of “money”, the teacher gave a situation between the sellers and the buyers to help us understand more the way to communicate and use money or benefit when going shopping.

Interviewer: So was it suitable to your level?

S3: It was in form of a game so it was simple and interesting. Moreover, it was among my favorites

Interviewer: OK, how about you?

S4: Moreover, there were structures between sellers and buyers we should use when we went shopping. For example, going into a shop, what should we say?

Interviewer: Could you please give a specific example?

S1: For example, when talking about environment, we had to have vocabulary of environment and had to know how to evaluate the effect of environment. The teacher allowed the groups to discuss an example of environment. After that, when presenting in front of the class talked about a plan to protect the environment. It was closed and practical.

Interviewer: I want to ask about input? Did the input help you to understand more like the theme more? For example, the teacher delivered the input and the structure of a presentation so could you acquire the input with your level?

S2: The language was suitable to my level and we could learn some more structures and know how to apply them, especially the common ones.

Interviewer: And you?

S1: There was an example when the teacher gave the way to compare two cities in two different periods, in the past and at present. It was like a game to find out the similarities

and differences. It was interesting and useful to help me use the past and present tenses appropriately.

Interviewer: Do you remember the structures to talk about changes?

S4: “used to”, describing the habit in the past, which we no longer do at the present.

Interviewer: Besides “used to”?

Ss: Silent

Interviewer: “Would”. Do you still remember?

Ss: Silent

Interviewer: OK, “used to” and “would” but we only use “used to” in daily life so we can remember “used to” only, right? In the second question, “To what extent has the input used in the lessons helped you to improve your English skills (speaking, writing, listening and reading)? You all reflected it helped you to improve many English skills, meaning it integrated four skills together. Can you explain more?

S3: The reading lessons have the same themes with speaking ones, which help us practice speaking more and understand the requirements of the tasks. We have to understand the structure of our speeches when speaking. It is also a reading skill. In writing, because the input included a lot of pictures, we could imagine the words. It is good for writing. Moreover, the teacher corrected our pronunciation when speaking.

Interviewer: Which factors helped you to improve the reading for main ideas skill?

S3: The games with the quiz, the mental games or the pictures. For example, the week “Fashion”. The input included a lot of pictures. I can imagine how the clothes looked.

S4: The input improved my vocabulary in my writings because the vocabulary when used to produce speeches was memorized in long-term. And good vocabulary helps a lot in writing.

S1: I think my listening skill was improved because if I met the words and the structures I learnt in the speaking lesson in a listening record, I can catch those words and the structures. I think that the teacher provided common structures which could be used in listening, reading and writing lessons.

Interviewer: OK, question 3, I gave you two examples. You reflected that you were very

satisfied with the input and the teacher's instruction. Now please can you tell me again your perception of the effectiveness of the teacher's instructions?

S4: When we received input, the teacher explained to us how the input could be used and corrected our pronunciation. We found that our competence improves so it must be effective.

Interviewer: How much was it effective? If you don't get the input, can you understand?

S4: When I received the input, there were also instructions so I could understand.

Interviewer: So you understood the input because its instruction, not because the teacher's instructions?

S4: Not really.

Interviewer: Are you satisfied with the teacher's instruction.

S4: Yes, I am. When I saw the clothes commonly used in real-life, I recalled their names

APPENDIX 4

SAMPLE OF INPUT USED IN A SPEAKING LESSON

Class 1

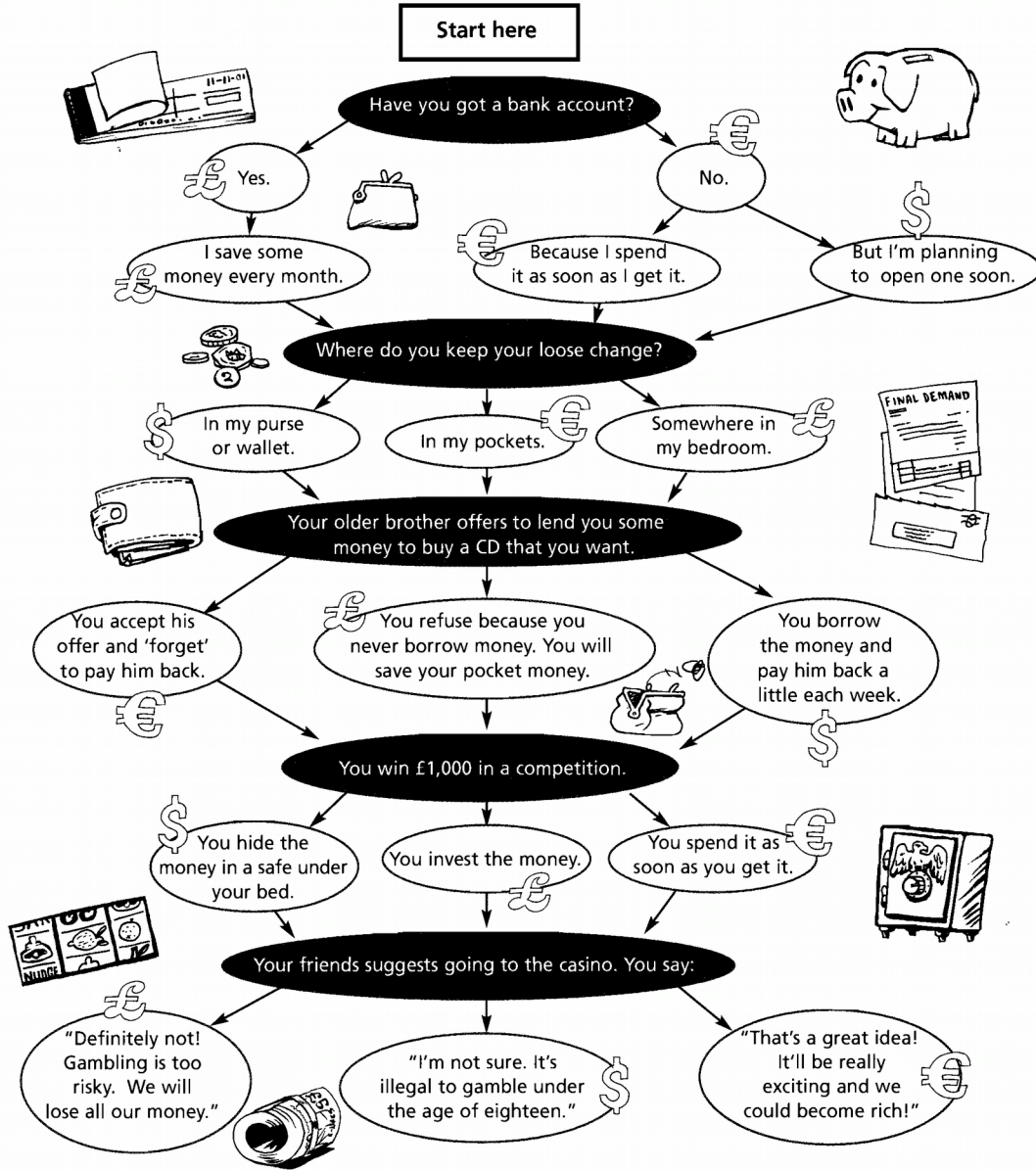
Week 3

Topic: Money

Money, Money, Money



People say: "Look after the pennies and the pounds will take care of themselves."
 Are you good with money? Could you be a millionaire?
 Do this quiz to find out.



Calculate your winnings. Your teacher will tell you the value of £, \$ and €.

Money, Money, Money



You have done the first part of the quiz. Now join up with a partner and put your winnings together. You must try and increase this amount by answering the following questions correctly. Each correct answer wins £100 and for each wrong answer you lose £100. (Remember – it's only imaginary money!)

1. Did you leave a _____ for the waiter?
 a. money
 b. sum
 c. tip
 d. message



6. I'm _____; I haven't got any money.
 a. lent
 b. empty
 c. lost
 d. broke



2. We're not going on holiday this year because we can't _____ it.
 a. afford
 b. swim
 c. pay
 d. film



7. I _____ a lot of money from my uncle when he died.
 a. found
 b. spent
 c. borrowed
 d. inherited



3. If you borrow money from friends, you must always pay them _____.
 a. again
 b. front
 c. back
 d. more



8. It's very generous to _____ money to charities.
 a. steal
 b. donate
 c. sell
 d. borrow



4. When you work, you _____ a salary.
 a. win
 b. invest
 c. earn
 d. need



9. If you have £(pounds) and p(pence) in your purse it is because you are travelling in:
 a. America
 b. England
 c. Austria
 d. Japan



5. If you are wealthy it means you
 a. are never ill.
 b. are quite rich.
 c. are very poor.
 d. enjoy spending money.



10. A _____ is a machine in the wall of a bank where you can take money out.
 a. cash-point
 b. money
 c. safe
 d. money-point

