TEACHING VOCABULARY TO YOUNG LEARNERS: VIETNAMESE PRIMARY EFL TEACHER’ PERCEPTIONS AND PRACTICE

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STATEMENT OF AUTHORSHIP

I hereby declare that the doctoral dissertation entitled “Teaching vocabulary to young learners: Vietnamese primary EFL teachers’ perceptions and practice” is my own research. Wherever reference sources are involved in this thesis, they are clearly indicated in the bibliography.

This Ph.D. thesis has not been submitted to obtain a degree at any other institutions.

Hue, April 06, 2020.

Author’s signature

Võ Thị Thanh Diệp
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ABSTRACT

Nowadays, early English education has become one of the increasing demands in ASEAN nations. In Vietnam, English has been decided to become a compulsory subject to third graders upwards and optional downwards at schools since 2020 while formal primary English language teacher education has remained scarce at universities and colleges. As teaching vocabulary to language learners, especially to young language learners, has been proved to be critical to their language acquisition, the overall aim of this research is; therefore, to investigate Vietnamese EFL teachers’ perceptions and their practice of teaching vocabulary in elementary school settings in four provinces in Central Vietnam. To answer the research questions, the investigation employed a quantitative and qualitative approach through a questionnaire among 206 primary teachers in Central Vietnam, 20 videotaped observations of 20 full class visits and in-depth interviews with the teachers to explore their perceptions and assess their teaching practice. After comparison and contrast of the observation and the questionnaire data were made, a few existing peculiarities were further examined to verify teacher interview data. The triangulated data results are surprisingly revealing in many essential aspects of vocabulary instruction, ranging from selecting vocabulary, teaching vocabulary directly and indirectly, explaining vocabulary meanings, teaching vocabulary through skills in various teaching phases in class. Hopefully, the findings of the study have provided an insightful understanding of vocabulary teaching practices in the primary school settings in Vietnam. From these empirical findings, relevant implications are suggested for better vocabulary instruction to young learners in Vietnam.
# TABLE OF CONTENTS

ACKNOWLEDGEMENTS ............................................................................................................................ I

ABSTRACT .................................................................................................................................................. II

TABLE OF CONTENTS ............................................................................................................................... III

LIST OF FIGURES ....................................................................................................................................... VI

LIST OF TABLES .......................................................................................................................................... VI

LIST OF ABBREVIATIONS .......................................................................................................................... VII

CHAPTER 1 .................................................................................................................................................. 1

INTRODUCTION ......................................................................................................................................... 1

1.1. BACKGROUND OF PRIMARY ENGLISH EDUCATION IN ASIA AND IN VIETNAM ....................... 1

1.2. RESEARCH RATIONALE .................................................................................................................. 5

1.3. RESEARCH QUESTIONS ................................................................................................................... 6

1.4. RESEARCH SCOPE ........................................................................................................................... 6

1.5. RESEARCH SIGNIFICANCE .............................................................................................................. 7

1.6. STRUCTURE OF THE THESIS ......................................................................................................... 7

CHAPTER 2 ................................................................................................................................................ 9

LITERATURE REVIEW ............................................................................................................................... 9

2.1. DEFINITIONS OF THE KEY TERMS ............................................................................................... 9

2.1.1. Young learners ............................................................................................................................. 9

2.1.2. Vocabulary .................................................................................................................................. 9

2.1.3. Perceptions of teaching vocabulary to YLLs .............................................................................. 11

2.1.4. Practice of teaching vocabulary to YLLs .................................................................................... 11

2.2. YOUNG LANGUAGE LEARNERS’ CHARACTERISTICS .................................................................. 12

2.3. CHILD LANGUAGE ACQUISITION AND LEARNING ................................................................. 14

2.3.1. Vygotsky’s guidelines in child language development .............................................................. 14

2.3.2. Child first language acquisition and learning .......................................................................... 16

2.3.3. Child foreign language learning ................................................................................................. 17

2.4. FOREIGN LANGUAGE TEACHING APPROACHES, METHODS AND TECHNIQUES FOR YLLS ....... 20

2.5. CHILD FOREIGN LANGUAGE VOCABULARY LEARNING AND TEACHING ............................ 21

2.5.1. The importance of vocabulary in early foreign language learning .......................................... 21

2.5.2. Factors influencing young learners’ vocabulary learning ......................................................... 22

2.6. TEACHING VOCABULARY .............................................................................................................. 23

2.6.1. Selecting vocabulary for instruction .......................................................................................... 23
2.6.2. Direct and indirect teaching ................................................................. 26
2.6.3. Explaining vocabulary meanings ......................................................... 29
2.6.4. Developing vocabulary through skills for communication ..................... 31
2.6.5. Conducting vocabulary teaching procedures ......................................... 34

2.7. Previous studies on teaching vocabulary to young language learners .......... 36
2.8. Chapter summary ...................................................................................... 43

CHAPTER 3 ........................................................................................................ 44
RESEARCH METHODOLOGY ........................................................................... 44
3.1. Research design ......................................................................................... 44
3.2. Research participants ................................................................................ 47
3.3. The role of the researcher ......................................................................... 51
3.4. Research procedure and administration .................................................. 52
3.5. Research instruments ................................................................................ 53
   3.5.1. Questionnaire .................................................................................... 55
   3.5.2. Classroom observation ...................................................................... 57
   3.5.3. Interview ......................................................................................... 60
3.6. Data analyses ............................................................................................. 62
3.7. Ethical considerations ............................................................................... 66
3.8. Research reliability and validity ............................................................... 66
   3.8.1. Research reliability .......................................................................... 66
   3.8.2. Research validity ............................................................................. 68
3.9. Chapter summary ....................................................................................... 69

CHAPTER 4 ........................................................................................................ 70
FINDINGS AND DISCUSSIONS ........................................................................ 70
4.1. Teachers’ perceptions of teaching vocabulary to YLLs ............................. 70
   4.1.1. Teachers’ perceptions of choices of vocabulary to be taught ............. 70
   4.1.2. Teachers’ perceptions of direct and indirect teaching ....................... 73
   4.1.3. Teachers’ perceptions of explaining word meanings ......................... 76
   4.1.4. Teachers’ perceptions of developing vocabulary through skills for communication 79
   4.1.5. Teachers’ perceptions of vocabulary teaching procedures ................. 82
4.2. Teachers’ practice of teaching vocabulary to YLLs .................................. 85
   4.2.1. Teachers’ practices of selecting vocabulary to teach ......................... 86
   4.2.2. Teachers’ use of vocabulary teaching techniques ............................. 89
LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure 2.1</th>
<th>Child foreign language learning</th>
<th>p. 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.2</td>
<td>Gradual release of responsibility for vocabulary</td>
<td>p. 35</td>
</tr>
</tbody>
</table>

LIST OF TABLES

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>Practices of multidimensional vocabulary instruction</th>
<th>p. 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1</td>
<td>Research design</td>
<td>p. 47</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>A brief description of the survey participants</td>
<td>p. 49</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>Timeline for collecting data</td>
<td>p. 53</td>
</tr>
<tr>
<td>Table 3.4</td>
<td>Timeline for processing data</td>
<td>p. 53</td>
</tr>
<tr>
<td>Table 3.5</td>
<td>A summary of data collection methods</td>
<td>p. 54</td>
</tr>
<tr>
<td>Table 3.6</td>
<td>The coding scheme of the questionnaire</td>
<td>p. 63</td>
</tr>
<tr>
<td>Table 3.7</td>
<td>The coding scheme of the observation transcripts</td>
<td>p. 65</td>
</tr>
<tr>
<td>Table 3.8</td>
<td>Cronbach’s alpha coefficients of the components in the questionnaire</td>
<td>p. 67</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Teachers’ perceptions of choices of vocabulary to be instructed</td>
<td>p. 71</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Teachers’ perceptions of techniques used to teach vocabulary</td>
<td>p. 74</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Teachers’ perceptions of explaining word meanings</td>
<td>p. 77</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Teachers’ perceptions of teaching YLLs vocabulary to develop skills for communication</td>
<td>p. 80</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Teachers’ perceptions of vocabulary teaching procedures</td>
<td>p. 83</td>
</tr>
</tbody>
</table>
LIST OF ABBREVIATIONS

ASEAN   Association of South East Asian Nations
CEFR    The Common European Framework of Reference for Languages
CLT     Communicative Language Teaching
EFL     English as a Foreign Language
L1      Native Language or Mother Tongue
L2      Second Language
FL      Foreign Language
MOET    Ministry of Education and Training of Vietnam
PELT    Primary English Learning and Teaching
PPP     Presentation – Practice – Production
SD      Standard Deviation
TEYL    Teaching English to Young Learners
TPR     Total Physical Response
YLLs    Young Language Learners
CHAPTER 1

INTRODUCTION

This chapter introduces the current situation of teaching and learning English at primary school level in Asia and Vietnam. Research rationale, questions and research objectives of the current study are presented. The organization of the thesis is described.

1.1. Background of primary English education in Asia and in Vietnam

A brief review of the background of English learning and teaching in Asia and in Vietnam highlights an urgent need to investigate into primary English learning and teaching (PELT). In Asia, the fact that the scope of English learners has been expanded to elementary pupils has brought both opportunities and challenges for not only learners, teachers but teacher trainers, researchers, educational administrators and policy makers as well.

The short-and-long-term benefits of early English learning are that pupils learning English can not only get to know about the target language, learn more about their counterparts’ daily life from modern English speaking countries for intercultural enrichment but also may developmentally improve their personal growth or get access to further educational opportunities for a bright future with parental expectations and teacher support. This direction in PELT receives warm welcome from young learners, parents, teachers, researchers and foreign language planners and policy makers in many countries such as in China, Japan and Singapore (Silver, et al., 2001) or in other Asian countries like Hong Kong, Philippines, Korea, Thailand, Japan, India, Vietnam, Iran, and other English speaking countries namely Finland, Israel, Russia, Norway, France, Switzerland (Spolsky & Moon, 2012). Besides, the local and global concerns that attracted much attention from many researchers in the early 2000s were “At what age should young language learners (YLLs) start learning a foreign language for optimal results?”,
“What are the influential factors in early foreign language learning?” or “Why are foreign languages important to young learners?” (Nikolov, 2002; Moon, 2005). These interests have gradually shifted into many theoretical and practical areas such as “How should YLLs be instructed?” or “How should YLLs be assessed?” (Halliwell, 1992; Nikolov, 2009; McKay, 2008; Wray & Medwell, 2008; Garton, et al., 2011). Simultaneously, in those studies, many significant gaps in formal training in teaching methodology as well as teaching practice at young ages have been illuminated because primary teacher preparation or provision, textbook designing, testing, assessment, evaluation, language policy development and planning are not in pace with the public learning demands.

As part of the above Asian mosaic, Vietnam is not an exception. From the historical perspectives, PELT has undergone through some historic milestones (Do Huy Thinh, 1996; Le Van Canh, 2008). First, when Vietnam’s membership in ASEAN in 1995, the young age range for piloting English programs started with third graders upwards at experimental primary schools in big cities the mid-1900s and flourished nationwide considerably, initially from public institutes to private sectors, urban localities and even to rural areas. Along with the significant increase in the population, the next revolutionary turning point was the modification of the language policy at primary levels articulated in the official declaration of National Foreign Language Project 2020, at Decision 1400/QD-TTg, 2008. The ultimate goal of primary foreign language education is to equip every Vietnamese primary pupil with basic English communicative competence at A1 level in the Common European Reference Framework so that they can become global citizens in world integration (MOET, 2014).

Throughout such above historic milestones, a lot of Vietnamese and foreign teachers and applied linguists have drawn attention to young English education through their empirical studies in Vietnamese primary school settings. For example, at a macro planning level, Nguyen Thi Mai Hoa and Nguyen Quoc Tuan (2008) featured the overview picture of Vietnamese early English learning in the model of
Language-in-Education policy and planning for merits and demerits. From another exploratory case study of the policy implementation two types of primary schools, private and public, Nguyen Thi Mai Hoa (2011) highlighted a number of the language planning issues of teacher supply, methods, materials, training, and professional development in order to boost the effectiveness of the English language policy implementation while from top-down and bottom-up angles, Pham Thi Hong Nhung (2013, 2015), in her reports about a large-scale investigation into primary teachers in Hue province, penetrated into both positive impacts of the government primary language policy on teacher training and professional improvement and the obstacles or factors that hinder primary English teachers from their effective practice for quality enhancement. With the similar aspects but in different research sites, Nguyen Thi Thuy Trang (2012) interpreted early English education in rural areas on the framework of Language in Education policy.

Beside the insiders’ perspectives, several international researchers were also interested in PELT in Vietnam. For example, Hayes (2008) carried out an empirical study on early English education in the context of Vietnam regarding learning time per week, the capacity of MOET and curriculum and textbook developers to produce a curriculum, books and assessment framework which will make a meaningful difference to children’s educational experiences, the current textbook quality, the capacity of teachers and schools as a whole to implement the proposed changes, the training capacity to introduce the changes, the impact of changes to the primary English curriculum on the secondary English curriculum, the impact of changes in the primary English curriculum. Similarly, Baldauf, et al. (2011), by briefing the results of the language planning to find the impacts of English on community policy and evaluation policy for success or failure in nine Asian regions among which was the school contexts in Vietnam, pointed out the mismatches between the evaluation focus - pupils’ communicative competence in language use at A1 level in CEFR and teaching practice due to lack of qualified teachers and resources. More specifically, Moon (2009) in her exploratory study focused on
primary English teachers and the varied influences which shape their thinking and practice, highlighting that one of the key elements that needs addressing for success in the low resourced contexts of Vietnam is the primary teacher of English.

Primary English teachers play a critical role along with materials in implementing TEYL in Vietnam and in influencing outcomes. … In general, they are not equipped to fulfill their role effectively and to enable MOET to achieve its new curriculum aims. Due to the current policy, their status is low, affecting their motivation and commitment to a career in TEYL. They are not trained to teach children and many, despite their English degrees, have low proficiency, so they are not able to capitalize on the key advantage they have as language specialists (p.328).

All the three studies acknowledged the significant role of the primary teacher, however, they offered little clarification in categories of such insufficiency in primary English teacher education. Apparently, primary teacher preparation and training in Vietnam has come under the spotlight. According to 2013-2014 MOET report, the national primary teachers were reported to be of mixed levels of language proficiency. Most primary teachers have not been trained to teach young school-aged learners because primary English language teacher education has not been popular at universities in Vietnam except Hue University, Danang University and Hanoi University. Such gaps in primary EFL teacher at primary level were validated in teaching knowledge, skills and language proficiency (Le Van Canh & Do Mai Chi, 2012). To deal with the insufficiency in PELT knowledge and practical skills, MOET conducted an initial outreaching program in conjunction with British Council to provide about 150 university teachers and primary teachers with a one-year intensive program to become key primary teacher trainers in 2013. Since then, teacher training has been taken into consideration.

Whether the views are from inside or outside, what both sides highlight is the increasing social demand and the emphasis on young English learners as well as the elaborate preparation of teaching staff especially in terms of sufficient official training, language proficiency and language teaching methods. Apparently, one of
the major issues in the above research concerned for successful innovations in primary English is language teacher education.

1.2. **Research rationale**

The above global and regional impacts - the development of science, high technology, education and the global popularity of English expanding their influence on primary English learning and teaching - have urged Vietnam to promote innovations in language planning and policy for world integration. Therefore, a Circular 7274/BGDĐT-GĐDDH dated 31/10/2012 on the National Foreign Languages Project 2020 has been issued from MOET in conjunction with the British Council for the recent long-and-short-term foreign language policies in teaching and language proficiency assessment for English teachers of all levels including primary levels like many other Asian countries (Nguyen Thi Mai Hoa & Nguyen Quoc Tuan, 2008; Nguyen Thi Mai Hoa, 2011; Pham Thi Hong Nhung, 2015).

More significantly, the social demands of learning primary English as a FL in Vietnam are increasing so dramatically that primary EFL teacher preparation is not in pace with such the learning movements (Pham Thi Hong Nhung, 2013; Le Van Canh and Do Mai Chi, 2013; Mai Vu Trang & Pham Thi Thanh Thuy, 2014; Le Van Canh & Nguyen Thi Ngoc, 2017). The demands of learning English as a FL especially at primary levels are increasing so dramatically that primary FL teachers are being understaffed and unofficially trained. Researching primary foreign language learning, Cameron (2001), Beck et al. (2002), Beck & McKeown (2007), Hedge (2008) emphasized that it is essential to take vocabulary instruction into great consideration because of its utmost importance during this stage. There has been a negligence in primary language teacher education, which may result in elementary teachers’ incomplete knowledge and ineffective teaching practices in this area.

Individually, this study originated from the researcher’s dual role as a university instructor in teacher training and engagement as a primary teacher trainer in the National Foreign Language Project 2020. The more involved the researcher
was in the British Council training in primary English teacher education of Project 2020, the more aware the researcher became of the differences in how adults and children learn English and of the gaps between the current university curricula and in primary English teacher education especially in the area of building up vocabulary for YLLs. Although extensive research has been carried out on teaching vocabulary, very few existing studies focus on teaching vocabulary to primary learners and even fewer investigations have been carried out in EFL teachers’ perceptions and their practice for enhancement.

It is these social, institutional and individual reasons that have urged the present study to be delved into on Vietnamese primary EFL teachers’ perceptions and practice in teaching vocabulary to YLLs.

1.3. Research questions

The present study seeks to answer the following questions:

1. What are Vietnamese primary EFL teachers’ perceptions of teaching vocabulary to young language learners?

2. How do Vietnamese primary EFL teachers teach vocabulary to young language learners in class?

1.4. Research scope

From the above research questions, the study scope was narrowed down among 206 primary EFL teachers in four provinces in Central Vietnam (Binhdinh, Danang, Gialai, Kontum), where Quynhon University has been tasked to deliver many teacher training workshops by the National Foreign Languages Project. More specifically, the research investigated both the Vietnamese EFL teachers’ perceptions and practices of teaching vocabulary to primary school students. Comparison between their perceptions and practices were also made.
1.5. **Research significance**

The study has significant values. First, this research aims to provide insightful understandings of Vietnamese EFL teachers’ perceptions and their actual practice of teaching vocabulary to YLLs in primary classes, exploring underlying factors influential to this process. This study draws from the perceptions and real-life experiences of primary EFL teachers who have not been trained to teach young learners. Therefore, it both documents their views on how different aspects of vocabulary should be taught to young learners and describes in detail what they really do in their vocabulary instruction in their classroom. Secondly, the importance of this study is that the evidence-based findings can help identify hidden factors that have influenced Vietnamese primary EFL teachers’ perceptions of the nature of vocabulary that then may be influential to their teaching practice in the context of Vietnamese school settings. Thirdly, the findings in different aspects of teaching vocabulary to young learners hopefully provide the basis for relevant vocabulary-oriented instruction modifications for primary English education, teacher training curricula, teacher support and textbook designs as well.

1.6. **Structure of the thesis**

The thesis is structured in five chapters.

Chapter One introduces the background of primary English education in the world and in Vietnam, the purpose of the research, the significance of the study to focus on the Vietnamese teachers’ perceptions and practices in teaching EFL vocabulary to primary learners.

Chapter Two deals with the literature review which is built on our critical analysis and synthesis of the previous relevant studies in vocabulary instruction to third graders upwards in elementary foreign language education. The review is aimed to establish the space for the research questions of the study.
Chapter Three focuses on the methodology of the research. It presents and justifies the three research approaches adopted, the participants and data collection instruments employed. How the collected data are processed and analyzed is also described.

Chapter Four presents the data and discusses the findings to answer the two research questions. The quantitative analysis of the questionnaire data addresses the first question on the participants’ perceptions. The quantitative analyses of the observation checklist and the qualitative analyses of the descriptive transcripts yields the evidence of the second question in triangulation of, the observation data and the interview data the questionnaire data for the influential factors.

Chapter Five presents major findings and relevant implications as well as suggestions for future research.
CHAPTER 2

LITERATURE REVIEW

This chapter critically reviews the literature relevant to the study. It provides definitions of concepts central to the present research, addresses the core literature on child vocabulary acquisition and teaching vocabulary to young language learners. Relevant previous studies are reviewed. From our analysis and synthesis of the literature, a space is established for the research questions of the current study.

2.1. Definitions of the key terms

Within this section, the definitions of key terms fundamental to the study are provided.

2.1.1. Young learners

The phrase “young (language) learners” is used to refer to children of different age groups, varying from toddlers to primary school students. However, in the literature on teaching foreign languages to children (e.g. Cameroon, 2001; Nunan, 2011), young learners are often defined as children at primary school age, typically of 6 to 11 or 12 years of age.

The present study focuses on primary school students in Vietnam, who commonly start to learn English as a foreign language (EFL) from grade 3 through grade 5. Therefore, the term, “young (language) learners” in this paper refers to Vietnamese EFL children of 8-11 years of age.

2.1.2. Vocabulary

Vocabulary is a commonly-used term and yet it is difficult to define precisely because there have been so many theories in different disciplines and this term has two overlapping, even slightly confusing meanings between vocabulary and words. For example, Nation (1990), McCarthy (1990) and Schmitt (2000), who made
significant contributions to vocabulary studies, explained vocabulary through different types of word knowledge (meaning, forms and use) in receptive and productive skills without giving clear-cut definitions. In the lexical approach, Lewis (2008, p. 7) expanded vocabulary boundary into single words, polywords, collocations, fixed expressions or chunks as building blocks of all natural language. The above explanations are very helpful with the the essential elements of vocabulary, chunks as natural language blocks but their discussions about vocabulary taught to young learners were not included.

Likewise, according to Linse (2005), ―language consists of words and vocabulary is the collection of words that a child knows or learns‖ (p. 121). More specifically, in *Applied linguistics and primary school teaching*, Ellis and McCartney (2011) agreed on such views on *Vocabulary* with the above properties of vocabulary, but provided with more clarification on YLL’s comprehension and communication values in their oracy and literacy:

Words have power. Spoken words convey meaning and intent. Without an understanding and facility with spoken words, face-to-face communication can be impeded. Written words are equally powerful. Successful reading and writing require strong knowledge of the written word. Children must know how to read words to access meaning at the word, sentence and text level. Equally important, children also must be able to spell words correctly to convey accurate and appropriate information to their readers. (p.229)

Even Cameron (2001, p. 50) pointed out the beneficial role of word chunks as “stepping stones” for young learners to move to grammar effortlessly in their language development. From the reviewed literature, throughout the current study, *vocabulary*, synonymous to words, is defined as the collection of meaningful chunks including single words or multi-unit words – collocations, set expressions and idioms.
2.1.3. Perceptions of teaching vocabulary to YLLs

*Perception*, another key term in the research, is defined as *recognition or understanding which is reflected through the use of senses and intentions* and categorized into *visual perception, auditory perception* and *speech perception* (Maund, 2003). Richards & Schmidt (2012) pointed out that teachers’ *perceptions* may differ from teachers’ *belief* in a way that the latter is thought to be “*stable constructs derived from their experience, observations, training and other sources and may be difficult to change*” (p. 586). The distinction could be used to clarify incomplete training that may result in vague perceptions. In fact, both *perceptions* and *beliefs* belong to the umbrella term *cognition*. Teacher cognition could be influenced by “schooling, professional coursework, contextual factors and classroom practice” (Borg, 2006, p. 41). In language teacher cognition research, teachers are seen as *key players* or *decision makers* to shape classroom events; that is, their understanding guides them to think, make choices or decisions of what, why and how to carry out classroom practice (Cameron, 2001; Barnard & Burns, 2012).

In this research, to primary teachers who were instructed how to teach vocabulary in general may develop their beliefs about vocabulary instruction but may have perceptions of teaching vocabulary to YLLs due to their insufficient training to the young learner type. So the term *perception* will be used to describe this phenomenon and refer to their intention, recognition and understanding of their teaching behaviours in teaching vocabulary to learners of this age group.

2.1.4. Practice of teaching vocabulary to YLLs

Richards & Schmidt (2012) assumed that “beliefs also serve as the source of teachers’ classroom practices” (p. 586) and so do perceptions to some extent. What teachers perceive, think and believe can be reflected through what they do, say and conduct in their class and may be visually and auditorily observable (Borg, 2006; Barnard & Burns, 2012). In the light of applied linguistics and cognitive psychology, DeKeyser (2007) defined the term teacher practice as “specific activities or teaching techniques in the foreign or second language engaged in
systematically, deliberately, with the goal of developing knowledge of and skills in the foreign or second language” (p. 8). Apparently, what teachers do, say and conduct in their class which often originates from their beliefs or perceptions has been referred to practice or practices. In this sense, the two terms ‘practice’ and ‘practices’ of teaching vocabulary to YLLs are used interchangeably. Additionally, that specific teaching behaviours need to be purposeful and systematic with the aim of teaching vocabulary to YLLs requires developmental in teaching engagement in class. These teaching behaviours can be visually and auditorily observable or verbal and non-verbal. Non-verbal teaching behaviours may be of a great variety of purposeful vocabulary activities ranging from vocabulary selection, planning vocabulary teaching activities to teaching activities themselves. They may be manifested in many different ways. For instance, sweeps of arms for routined pair work, group work, choral work or a signal for silence, eye contact for classroom management can be indicated. To attention attraction, ruler tapping, pointing, underlining key words or putting vocabulary chunks or structural patterns in boxes with color chalk for emphasis or use of pictures, TPR activities, flashcards, vocabulary displays around class, homework assignment for further vocabulary learning outside class or drawing can be employed to explain vocabulary meanings.

Therefore, in this research both practice and practices are interchanged to indicate any verbal or non-verbal teaching behaviours, teaching activities, techniques or procedures that are systematically and deliberately conducted in EFL primary classes so as to develop YLLs’ English vocabulary.

2.2. Young language learners’ characteristics

For effective primary foreign language teaching, it is indispensable to understand YLLs’ characteristics that can be attributed to their unique characteristics such as age, intellectual, and affective development.

On age ranges and readiness for schooling, according to Pinter (2010), Nunan (2011, p.2-3), YLLs can be divided into two types – the six to seven-year-olds and the eight to eleven-year-olds. The second learner type comes into the focus
of this research because in Vietnam, third graders upward start their FL learning. Like younger learners with short attention or concentration and curiosity about their surrounding world, middle primary learners have their typical features. For example, from third grade or upwards, YLLs know about teachers and peers so they are familiar to be comfortably involved in class activities or routines with low egoism and little anxiety, free expressions, without any fear of making mistakes or sounding funny due to their low egoism.

Intellectually, according to Doyé & Hurell (1997), during primary education, YLLs learn L1 first and then FL at grade three, so they may make best use of L1 concepts to find their path to FL which they rarely hear outside and merely learn in class as a school subject (McKay, 2006). Therefore, children are slow at handwriting but more proficient in speaking. After first two years of schooling, with their established mother tongue, YLLs develop their logical thinking, generalizing, systematizing, abstracting and conceptualizing at basic levels. They are getting aware of themselves as language learners, of others’ viewpoints and the world around them.

Emotionally, Halliwell (1992) and Pinter (2010) maintain that YLLs are multi-sensory and affective learners. Young learners learn by what they see, hear and do so visual, auditory and kinesthetic cues with teachers’ positive encouragement are their preferential ways to draw their concentration and enhance motivation. Additionally, YLLs are instinctive to fun and play and their motivation in learning a foreign language is neither clear nor strong.

Besides, according to Moon (2000), with short concentration, unclear learning motivation, and instinct of play and fun and differentiation, the learner type is physically energetic and active in informal and relaxing contexts. They prefer kinesthetic or bodily activities such as exploring their environment, interact with people, asking questions, naming, repeating, imitating, miming, role playing, action
songs, physical movement, coloring, drawing, repeating, running and working in teams or pairs.

Along with the common features children from different countries in general, Cameron (2001, p. 218) pointed out that “children’s learning occurs in social contexts and through interaction with helpful adults or other children” and “develop meanings from childhood” so they may naturally absorb their native cultural values. Likewise, Vietnamese YLLs may have their own characteristics as they live and learn in Vietnamese social contexts and Vietnamese culture. According to Tran Quoc Vuong (2003) and Tran Ngoc Them (2006), in Vietnam cultures, social values such as hierarchy in family kinship or old age respect, attachment to extended families and their community and stability are prioritized instead of flexibility, creativity or mobility in lifestyles in Western countries. In spite of few articles about their characteristics, according to Cameron (2001), Linse (2005) about YLLs’ L1 learning through daily social interactions, Vietnamese primary children, by getting involved in their daily social interactions such as daily life, childhood play activities and games, festivals or holidays, may be naturally immersed in many of the characteristics in social interactions. Obedience, more listening or thinking than asking questions may be their preferential learning. Besides, the fact that computers, the Internet and the digital technology has been popular in Vietnam for two decades may more or less influence their features and bridge the gaps with their western counterparts.

2.3. Child language acquisition and learning

As stated above YLLs who have established L1 prior to their FL learning through social interactions, this section seeks for the theoretical explanations about their developmental paths from their mother tongue to a foreign language in the light of Vygotsky’s theory (1986) for its strong theoretical contributions.

2.3.1. Vygotsky’s guidelines in child language development

It is recognized that there have been several theories on child language development among which Vygotsky’s social constructivist theory (1978) is applied
in this study for the following key principles it offers to address child foreign language development in close connection with their above characteristics.

Cognitively, in his analysis of the development of scientific concepts in childhood, Vygotsky explained that when children first encounter foreign words, they may not relate to the objects right away. Instead, their L1 which they first acquire from carers and later learn from teachers through multiple exposures to meaningful learning contexts can facilitate their FL learning. On these paths to L1 and FL, their elementary mental functions or natural unlearned capacities such as noticing, attending or sensing are developmentally fostered into higher mental functions for abstract thinking and mental processing (Vygotsky, 1978, pp. 147-209).

Another core socio-cultural theory, initiated by Vygotsky, has laid a firm foundation that is closely related to the previously mentioned characteristics and young learners explore the surrounding in cultural contexts (Pritchard & Woollard, 2010). Vygotsky (1986) maintained that children’s cognitive development is a product of social interaction through which children acquire language from multiple exposures to chunks or daily utterances as effective thinking tools in social interaction. Children learn language through daily sociocultural interactions which are closely related to their basic needs such as meal time, bed time, play time, school time, etc. Like layered onions, shades of meanings get gradually uncovered whenever children are gradually exposed to objects in their routine contexts and playgrounds where they do not only live on their own but also interact with people around in their family, teachers, friends, and society. Many of these close-to-life contexts occur daily and are directly connected to their everyday needs (meals, sleeps, school objects, and so on) or real people such as family members, teachers, friends and surrounding people while other contexts occur during games and social activities with a lot of play and fun. The more motivating learning activities and tasks are, the more exposures and the longer learners like to get engaged, the likelier they are to establish language habits and internalize natural language chunks for communication.
2.3.2. Child first language acquisition and learning

In the illumination of Vygotsky’s theory, many PELT researchers hypothesize young learners to be natural language learners by explaining that their L1 acquisition takes place before schooling at ease from acquisition to learning (e.g. Doyé & Hurell, 1997; Cameron, 2001; Linse, 2005; Pinter, 2010; Nunan, 2011). Primary children first acquire orally their mother tongue at home and start their formal learning at school developmentally in child-friendly and meaningful interactive contexts.

According to the researchers above, how children can achieve such first language proficiency has been hypothesized through a large amount of oral input and daily interactions with native carers about close-to-child-life topics at home, simple and basic talks, with supportive encouragement and repetitive multiple exposures, fun and play that enable children to focus on comprehension and meanings subconsciously to communicate. Even Pinter (2010) descriptively split learning first language into two phases – first learning at home through their carers’ input and interaction with affective encouragement for oracy-focused informal learning or acquisition and then in more limited schooling time with teachers’ specialized support for formal learning. Similarly, both Dunn (2011) and Shin and Crandal (2013) emphasized on developing oral language in young children by holistically detailing the phases children learn oral languages. First they have a silent period to take input for comprehension that needs to be of high quality, then go through an intermediate period to use natural blocks of meaningful language in basic but rich cultural contexts, and naturally get involved in a breakthrough period for real language experiences along with their cognitive, emotional and physical development (pp. 40 - 48).

A quick look at the Vietnamese textbook series (MOET, 2014) could be a good illustration of the L1 experience from oracy to literacy third graders have had for concept accumulation before their FL learning. For example, first and second graders start their Vietnamese lessons taught by native teachers with more oral vocabulary practice than in written language from very basic levels first with meaningful chunks, short rhyming verses or poems, simple reading texts, storytelling, meaningful chants, dictation or phonics, spelling, tracing and writing.
Unlike their counterparts in other Asian countries such as Laos, Cambodia, Burma, Thailand, the Philippines, Japan, Taiwan, China whose scripts are alphabetically non-Roman, all Vietnamese primary school children are taught the nationally conventionalized handwriting that is alphabetical with vertical ovals and strokes. Primary pupils between third graders upwards gradually continue vocabulary practice in longer sentences and texts at increasingly higher levels with more challenging phonic blends, different parts of speech, punctuation, formal and informal styles and many other abstract concepts about children’s world.

In short, a revisit of how YLLs acquire and learn their mother tongue with the example of Vietnamese EFL primary learners can illuminate the pedagogic values of child friendliness. Increasing more oral language, social interactions and learning with fun and play, gradual development from easy to difficult, from specific to abstract concepts about their own world could function as a platform in child FL development.

2.3.3. Child foreign language learning

Primary school children continuing to learn a foreign language may and may not process in the same way as their first language acquisition and learning so they may or may not take advantages over their mother tongue on their FL learning path.

The first advantageous feature is that young learners bring into FL classes their previous language experiences in L1 with oral skills first or similar communicative needs about daily child life at home, at school or on play grounds (Pinter, 2010, pp. 20-22). No matter what nationalities they are, they comprehend language experiences or topics in general before they learn the target language, which means they tend to develop FL concept accumulation from their L1 in a variety of play and natural exposures of communication. Certainly, their different socioeconomic and cultural backgrounds may affect their FL learning. Secondly, in discussing the role of the first language in foreign language learning, along with “similarity in comprehension,” Ringborn (1987) pointed out “differences and similarity in production” (p. 34). One of the clear illustrations could be seen through the fact Vietnamese children can benefit from the close correlations in the Roman alphabets to write or speak English and they have obstacles caused by the spelling-sound inconsistency between monosyllabic
Vietnamese and polysyllabic English pronunciation systems. Apparently, learning a foreign language may not always be advantageous.

Regarding their barriers, to young learners, Doyé and Hurell (1997) took “natural oral interaction” into demanding consideration of primary foreign language learning but both Cameron (2001) and Pinter (2010) clarified teacher input may be limited in types and amounts of exposure in foreign language learning for several factors. First, foreign languages are seldom heard outside the classroom. Teachers are not always native English speakers and not very familiar with foreign cultures so the quality of their oral language and intercultural competence or knowledge and skills to organize intercultural interactions or games may considerably vary. Next, home or school environments for L1 acquisition and learning are more immersive and meaningful than class environments for FL learning and time length for FL learning occurring in classes is not as long as that for L1 acquisition or learning at home and at school. Sharing such above views, Kecskes & Papp (2000) agreed that the only place the target language is taught is in primary classroom:

A FL learner has very little choice in determining the amount of input, which is usually restricted to the hours spent in the classroom controlled and structured by the teacher (p. 13)

From such a more detailed explanation of FL learning, the process in which children learn a foreign language could be visualized by Cameron (2001, p.19) as follows:

![Figure 2.1: Child foreign language learning](image_url)
In the upper division, to young learners, their oral skills can develop before written skills through conversations or dialogues in meaningful and child familiar contexts because “spoken language is the primary medium through which the target language is encountered, understood, practised and learnt” (p.18). From these milestones in their language development, concepts about the world around are incrementally built up. Obviously, vocabulary works as the essential thinking tools for language users, especially beginners. First through vocabulary meanings and then multiple repetitions of vocabulary – either single words or chunks - in meaningful contexts not only build up spontaneity and confidence in performance but also improve fluency for interaction and develop connected utterances in communication called discourse. Exposures to repeated engagements in conversations or extended talks gradually construct learners’ fluency. In the lower division is grammar which develops later when abstract thinking subconsciously exists through language chunks as stepping stones.

This explanation is similar to that found in Pinter’s (2001) key contributions to the thesis by highlighting that children learn by picking up words to knowing words in rich learning environments and pointing out that it is better for primary teachers to teach vocabulary and grammar in meaning-focused combination as language chunks for communication.

All of these above assumptions could be consistently strengthened by Vygotsky’s scholarly emphasis on the critically important role of vocabulary in child language development (1986) in a way that more word learning means higher consciousness, which is “reflected in a word as the sun in a drop of water. A word relates to consciousness as a living cell relates to a whole organism, as an atom relates to the universe. A word is a microcosm of human consciousness” (p. 256).

In summary, in the light Vygotsky’s theory, a good understanding of how school children starting learning a foreign language may make the best use of their
path to L1 can not only illuminate the key principles of PELT but also pinpoint the importance of vocabulary in child language development.

2.4. Foreign language teaching approaches, methods and techniques for YLLs

The above theories of child FL learning and the characteristics of the new learner type reveal that child foreign language learning involves oral language, social interaction, game or play activities in their daily contexts mainly for basic communicative needs. The ultimate goal of teaching primary foreign language is not only learning a foreign language but also learning how to communicate in a foreign language with enjoyment and motivation (Doyes & Hurrel, 1997; Nunan, 2011). This view is and pinpointed by Cameron (2001), Linse (2005) and Pinter (2010) - early foreign language learning with meaningful real-life-child-focused situations, natural and authentic language and fluency for children to communicate.

In the combination of FL learning and acquisition for communication it has been emphasized that the essence of language is meaning and vocabulary is the heart of language and suggested that several teaching methods - the Natural Approach, Direct Method, Total Physical Response (TPR) and CLT should be included and combined (Linse, 2005; Pinter, 2010; Nunan, 2011). The activity types of these teacher-led methods range from oral focus, memorization, repetition, skill-based teaching, TPR activities to social, cultural, educational, developmental and communicative activities. From the task-based perspective, Cameron (2001) constructed YLLs’ learning on tasks for improving literacy and oracy skills or close-to-child-life themes through a wide variety of learning activities (pp. 31-35). For a more comprehensive perspective, Nunan (2011) pointed out that to YLLs, communicative language teaching (CLT) is a learner-centered theory, embracing task-based language teaching (TBLT), project-based, content based, skill-based and theme-based language teaching, all of which could be transformed into a wide variety of teaching techniques and activities (pp. 35-44).

From the shared viewpoints of CLT to teach young learners, many PELT researchers (e.g. Phillips, 1993; Allen, 1999; Cameron, 2001; Linse, 2005; Pinter, 2010;
Scott & Ytreberg, 2010; Slattery & Willis, 2013) contributed a very wide range of vocabulary techniques and activities to primary English learning and teaching as a foreign language. More specifically, the importance of teaching vocabulary to young learners was stressed as “one of the best indicators of verbal ability” (Graves, 2013, p. 2) or “the most significant factor to work out text difficulty” (Silverman & Hartranft, 2015, p. 4). Similarly, Cameron (2001) emphasized that “building up a useful vocabulary is central of the learning of a foreign learning at primary level” (p. 72).

2.5. Child foreign language vocabulary learning and teaching

As stated above, vocabulary is of great importance at primary level in learning and teaching a foreign language, it is very necessary to explore how important vocabulary is and what the influential factors are in teaching vocabulary to YLLs.

2.5.1. The importance of vocabulary in early foreign language learning

In teaching and learning foreign languages, Grauberg (1997) assumed that the elements language teachers should be taken into careful consideration are vocabulary, grammar, pronunciation in four communicative skills among which vocabulary plays the key role in communication because “it is meanings we wish to communicate, and meaning is expressed above all through vocabulary” (p. 5). This assumption is aligned with Wilkins’s (1972) (as cited in Thornbury, 2002):

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 13).

Secondly, learning FL vocabulary in chunks - single words or multi-unit words, over time can enable young learners not only to take in oral language but enlarge vocabulary as well for communication before they are aware of grammatical rules. Their learning paths to vocabulary are far less challenging and child-friendlier than theirs to grammar.

Thirdly, the more vocabulary YLLs learn, the more concepts around the surrounding in FL increases and different cultural values about children’s life from foreign countries gradually develop (Cameron, 2001, p.72). Consequently, their
high ranking capacity, logical thinking, generalizing, systematizing and abstracting, are basically developing (Cameron, 2001; Stahl & Nagy, 2006; Pinter, 2010). It is incremental concept accumulation, concrete-abstract progression and cultural knowledge that gradually enrich FL experience young learners have and increase their motivation.

Next, success in initial communication through may lead YLLs as affective language learners to self-confidence, willingness to be actively engaged, readiness with comfort, curiosity and creativity to move further into their FL learning.

In short, vocabulary is of such great importance in early foreign language learning that learning vocabulary may work as a tool for YLLs’ communication skills, subconsciously transition from vocabulary to grammar, developmentally activate their cognition potentials, cherish their imagination and increase motivation.

2.5.2. Factors influencing young learners’ vocabulary learning

In addition to identifying the importance of vocabulary in early foreign language development, understanding what factors influence their learning makes considerable contributions to effective vocabulary teaching. In general, language learners encounter three burdens on word learning (Nation, 1990, pp. 43-49). First is the learners’ previous L1 language experience and sociocultural and conceptual accumulation. Secondly, intrinsic difficulty lies in the word itself such as parts of speech and receptive-productive learning. The third Nation (1990, pp. 43) considered “unteaching but very common factors” includes repetition, attention and relationship with other words.

Meanwhile, with regards to teaching YLLs how to learn vocabulary, the influential factors listed by Takac (2008) include linguistic features of lexical items, the influence of first languages, the incremental nature of vocabulary acquisition, the role of memory in vocabulary learning and acquisition, the organization and development of the FL mental lexicon, the source of vocabulary (exposures to linguistic input), individual learner differences, the role of the teacher, presentation of new lexical items, review and consolidation of lexical
items. Analyzing YLLs’ learning processes and outcomes of early modern foreign languages, Nikolov (2009) stressed that four influential factors in child vocabulary learning range from similarities between the target foreign language and the mother tongue especially in phonological systems, assessment for developing passive and active vocabulary, vocabulary teaching techniques, presentation and practice activities to motivate and attract pupils’ attention (pp. 195-211). Of the elements mentioned above, most could be handled by the teacher whose cognition, in turn, may be influenced by “schooling, professional coursework, contextual factors and classroom practice” (Borg, 2006, p. 41).

The common thread that runs through Nation’s (1990) studies and PELT theories lies on vocabulary learning and teaching but the differences between them vary in levels of consideration of learners’ characteristics and responsibilities and emphasis on the teacher’s roles. Therefore, it is essential to explore into how to teach vocabulary to YLLs from PELT perspectives.

2.6. Teaching vocabulary

In this section, the main theoretical guidelines and good practice in teaching vocabulary to young learners are addressed on the basis of our critical review of relevant literature (Cameron, 2001; Linse, 2005; Pinter, 2010; Nunan, 2011; Shin & Crandal, 2013; Silverman & Hartranft, 2015).

2.6.1. Selecting vocabulary for instruction

Among the teacher’s four important tasks in vocabulary instruction – planning, teaching, testing and strategy training, Nation (1990, 2008) put vocabulary planning in top priority with its selecting criteria ranging from frequency, range, language needs, availability or familiarity, regularity, ease of learning to learning burdens. It is effective vocabulary choice that can enable the teacher “to plan what vocabulary will get attention to and plan the opportunities for learning” (2008, p.1). Therefore, this section reviews what vocabulary is selected and how words are chosen to teach YLLs.
To YLLs who develop oracy before literacy, “selecting the types of words that children find possible to learn” (Cameron, 2001) first oral vocabulary and especially identifying oral vocabulary in either single words or multi-unit words as unanalyzed memorized expressions for YLLs to be initially engaged in communication (Linse, 2005) are of utmost importance. Teaching vocabulary in chunks offers language learners many advantages (Lewis, 1999; Nation, 2001; Cameron, 2001). First, vocabulary in chunks could be seen as basic and functional existing unit, pupils can reduce processing time and develop fluency and native-like expressions so that they can communicate at the very beginning of their learning. Secondly, pupils pick them up and comprehend chunks without any individual word explanations or grammatical analyses for language acquisition. Thirdly, the further pupils progress in their vocabulary learning, they will be able to both expand their vocabulary enlargement and improve comprehension and fluency, which builds up their motivation and confidence.

Along with identifying child-familiar vocabulary types – oral vocabulary, it is the teacher who has to consider printed vocabulary chunks in textbooks or what features of vocabulary knowledge to teach, namely phonological, grammatical, collocational, orthographic, pragmatic, connotational and metalinguistic knowledge and how useful they are to the learners. These vocabulary aspects cannot be taught in one unit and should be revisited at least five or six times in a textbook unit and throughout a language curriculum so that YLLs can remember vocabulary (Nation 1990; Cameron, 2001). Even Silverman and Hartranft’s (2015) emphasized on teachers’ judgements about the importance or usefulness of vocabulary for comprehension either in course book texts or in grade-level texts that YLLs can get access to. The more important certain word types are to YLLs, the more often young learners use, the higher frequency the vocabulary are of in use. In this sense, it is very necessary for primary teachers to take the usefulness or high frequency of target vocabulary from textbooks or further teaching resources into consideration.

In addition to taking pupils and the teacher into account for planning vocabulary, textbooks play a critical role to young learners partly because in FL young classes, course books are one of the main accessible learning resources and
partly because the textbook vocabulary sources are usually developmentally sequenced and curriculum-related. Consequently, it is very essential that the teacher should have a good understanding to make best use of textbooks and accompanying materials which offer” specific teaching purposes, developmentally sequenced teaching points, topics and grade ranges, processes of classroom activities, scope for independence, autonomous learning and a reference for checking and revising” (Halliwell, 1992, p. 114). If the course book does neither provide enough repetitions “at least 5 to 6 repetitions” nor “spacing effects between study sessions” (time duration for learners to process and remember taught words) in vocabulary learning, the teacher has to spend more effort on it (Nation, 1990, pp. 44-45).

Concerning how many words to select, backed up with few studies in which vocabulary sizes gained by EFL pupils’ after different time spans of learning from India, Indonesia (Nation, 1990) or from Hungary (Webb & Nation, 2017), it was assumed that there is a considerable difference in the estimation in vocabulary size per unit, per week or per year or during a course due to individual potentials, variation of lessons, measurement instruments, complexity of foreign languages, specific teaching purposes, learning contexts and many other factors. Learning a small number of words at one time “with greater spacing between study sessions” is easy to remember long than learning a large number. Meanwhile, Richards and Villiers (1997), agreeing on some of the above selecting principles, believed that in a single course unit, vocabulary taught to primary school learners may be between 8 and 12 in range while Pinter (2006) assumed that the primary class teacher is the best to integrate the school or local assessment requirements, curriculum, textbooks, understanding of the children as well as the language and Graves (2013) stated that “one size does not fit all”.

In summary, the theoretical understandings as well as relevant practical criteria in how to choose what words and how many words enables YLLs to learn in the way they should be taught. The more aware of “selecting the types of words that children find possible to learn” (Cameron, 2001, Linse, 2005) - vocabulary in chunks first in oral forms and then vocabulary in textbooks, using textbooks effectively and
balancing judgements of word knowledge to teach YLLs the teacher gets, the more productive opportunities for learning pupils can be provided by the teacher.

2.6.2. Direct and indirect teaching

Identifying what words, what word knowledge and how many words to teach guides teachers to figure out how to develop teaching techniques. Nation (2008) assumed that vocabulary learning and teaching could be directly and indirectly approached with four factors to consider, a. vocabulary-based and well-graded teaching materials, b. teacher’s good consideration of vocabulary features to teach, usefulness, learners and their learning burdens, c. teaching activities and d. time in and out of class (pp. 3-4). To YLLs, Cameron (2001), Linse (2005), Nunan (2011) and Silverman and Hartranft (2015) agreed that it is necessary to incorporate direct and indirect teaching in primary classes and one of the EFL teacher’s most significant tasks is to create opportunities for YLLs to access FL. Therefore, this section clarifies the components in each approach.

Discussing direct vocabulary teaching strategies and techniques, Nation (2008, pp. 98-124) pointed out “deliberate vocabulary teaching and learning involves drawing repeated attention to words, working out learning burdens of a word in meaning, form and use, preparing vocabulary exercises for practice with feedback, reviewing and strategy training.” To young learners who prioritize to develop oral skills for comprehension, Linse (2005, p. 123), Pinter (2010, p. 45), and Nunan (2011, p. 113) defined “direct teaching means providing explicit definitions and examples of word meaning” while Silverman and Hartranft (2015, pp. 46-74) clarified explicit vocabulary instruction with “providing explanations about definitions, giving modeling and examples and setting ample opportunity for YLLs’ vocabulary use with encouraging feedback before, during and after classroom activities”. This approach pinpoints three components. First, to set contexts in which new words appear to teach YLLs, some of their important characteristics (see also Section 2.2.2) are their conceptual growth developing in childhood from specific to abstract, natural abilities to grasp meaning for comprehension and instinct for play and fun (Halliwell, 1992; Cameron, 2001). Shin and Crandal (2013) pointed out the differences between contextualized teaching at home and at school in terms of real communicative needs, meaningful purposes, authenticity and motivation. Therefore, it is essential to
set child-friendly contexts for words to teach so that young learners are eager to participate and develop communicative needs. The second component is clear, simple and brief explanation as “teachers often increase the potential for students to learn new words by deliberately explaining their meanings” (Webb & Nation, 2017, p. 78). What YLLs need from the primary teacher is effective explanation whose main features are “clarity in language, clear voice, fluency and strategies in giving questions, examples, practical work, use of teaching aids, management or organization” (Wragg & Brown, 2002, pp. 55-56). After teacher explanation enables pupils to understand words in meaningful contexts, learners repeat after the teacher correctly. This is the third key component as Silver and Hartranft (2015, p. 74) assumed “teacher target language modeling” will support children to repeat and produce words but foreign language learners may not receive the similar benefits as second language learners do from teachers’ native-like modeling in quality and quantity. Instead, spoken input provided either by non-native teachers or with the support of multimedia such as audio files, TV, video clips solely occurs in class time. Silverman and Hartranft (2015) suggested practices in direct teaching as follows:

**Table 2.1: Practices of multidimensional vocabulary instruction**

(Silverman & Hartranft, 2015, p.48)

| Say the word for students and have them say it back. | Provide a comprehensible definition of the word. | Provide examples of the word across contexts. |
| Show the printed word on a word card and have students attend to the letters and sounds in words. | **Multidimensional Vocabulary Instructional Techniques** | Guide children to analyze how the word is used in context and how it is related to other words. |
| Show actions, gestures, pictures, and props to illustrate the word. | Provide repeated exposure and review to reinforce word learning across contexts. | Encourage children to use the word in new contexts on their own. |
Besides, attracting learners’ attention in direct vocabulary teaching, though considered “unteaching” (Nation, 1990, p. 43), is critically important to young language learners. This is of paramount importance to young learners because their attention span is short (see Section 2.2.2). Cameron (2001) also emphasizes the significance of creating routines as they can provide opportunities for meaningful language development and allow young learners to actively make sense of new language from familiar experiences and provide a space for their language growth, and so open up many opportunities for developing language skills (p.10-11).

Although direct teaching is a systematic, explicit and fast approach to vocabulary learning, the amount for direct vocabulary teaching is limited in class in comparison with that of indirect teaching out of class. Incident vocabulary learning with free reading and purposeful introduction to any learning materials for spoken input in and out of class is very resourceful through TV or films (Webb & Nation, 2017). Similarly, to young learners, indirect teaching refers to teacher-guided discovery activities to enable learners to figure out the meaning of the words themselves and they can learn vocabulary indirectly when they hear and see words for incidental learning in class and out of class with parental involvement (Linse, 2005). Cameron, (2001, pp. 267-269) pointed out how to select and use graded readers such as increasing attention span, motivating content, meaningful values to YLLs, unpredictability in story plots, balance between dialogues and narrative styles, and language use.

Although instructed vocabulary learning and incidental vocabulary learning are two different processes, both need the teacher’s impacts’ influence. More importantly, though such learning or instruction takes place out of class, such indirect teaching activities may extend learning time, ignite their motivation, enable pupils to read at their own pace and initially activate independent learning.

Actually, indirect and direct vocabulary teaching may be complementary in a way that incidental vocabulary learning is intentional from the teacher’s purposeful choices of flashcards, word walls, graded readers or instruction while deliberate teaching is blended with what Nation (1990) “unteaching activities” such as “attention attraction”, “routines”, motivating games or exciting songs to deal with
“noticing” in vocabulary teaching (Nation, 1990, p. 60-63; Webb and Nation, 2017, p. 78). For example, when the teacher explains in class, he or she may present new high frequency words and review taught vocabulary or discuss some here-and-there new words which YLLs have happened to hear or see quickly during their conversation engagements or extensive reading. Or the teacher can make intentional choices of well-graded readers for homework and give guidance to independent learning or strategy training. Likewise, for effective vocabulary teaching, Cameron (2001) suggested three approaches for young learners to learn vocabulary beyond textbooks - working outwards from the text book, at learners’ choices and for incidental learning of vocabulary through stories with more freedom to teachers.

In brief, when teaching vocabulary to YLLs, it is necessary to distinguish direct and indirect teaching. With the primary goals of direct teaching involving to set easily understandable and motivating contexts to arouse their basic communicative needs and attract attention, offering young learners good oral model in quality and quantity, and giving effective explanation. Meanwhile, indirect vocabulary teaching aims at rich language learning environment through visual exposures around classes, extending free reading at home and audio exposures through play-learning games and activities.

2.6.3. Explaining vocabulary meanings

This section works on the principles to explain vocabulary meanings as suggested in works by various scholars (e.g. Haliwell, 1992; Cameron, 2001; Linse, 2005; Pinter, 2010; Shin & Crandall, 2013; Silverman & Hartranft, 2015; Nation, 1990, 2001, 2008, 2010).

According to Nation (1990, 2001), vocabulary meanings can be explained in two ways. The first approach includes demonstrative techniques (uses of pictures, objects, gestures, cut-out figures, actions, drawing or pictures from books) and verbal (analytical definitions, contextual clues and translating). The second approach involves contextualizing techniques and decontextualizing techniques but the latter was criticized too difficult for young learners to remember because of removals of contexts. Vocabulary meanings are of importance in the four elements
when Nation discussed best practice in vocabulary teaching - meaning-focused input, meaning focused output, fluency and language-focused instruction (Richards & Renandya, 2002). Vocabulary meanings are far more important to young learners who “develop meanings in their childhood” (Cameron, 2001, p. 78) and “meanings count first” (Cameron, 2001, p. 38) or rich cultural input by incorporating new vocabulary into children’s existing knowledge (Pinter, 2010, p. 86) for many reasons.

To young learners, children tend to make use of their mother tongue to learn a foreign language by word mapping or translating (Halliwell, 1992; Cameron, 2001; Silverman & Hartranft, 2015). Consequently, mistakes or errors sometimes occur because “mother tongue and foreign language words may not map straightforwardly on to another, and may have different underlying meanings because of cultural or other differences” (Cameron, 2001, p. 74). Additionally, translating is criticized to reduce motivation to think or remember and considered shallow processing techniques like repletion and memorizing (Cameron, 2001). Therefore, translation should be strategized in a way that “learners need to wean themselves off a reliance on direct translation from mother tongues” (Thornbury, 2002, p. 30).

Cameron (2001) and Pinter (2010) explained young learners’ conceptual development grows in their childhood from specific to abstract with a shift away from syntagmatic associations to paradigmatic associations in connection with categorization (specific or subordinate words) and generalization (topical or superordinate words) in word learning. Words are not only semantically but topically linked as well, which could be seen in the topics of textbook units which comprise the sequences of vocabulary, structures and communicative functions at home, at school, or on playgrounds. Cameron (2001, pp. 180-194) connected topic-based teaching with “natural uses for a wider range of discourse types, both spoken and written” and “support for understanding and recall” and it requires primary teachers of “a wide repertoire of intercultural activity types and resources, planning and implementation skills” so teaching should be connected to learners’ prior personal, cultural and language experiences. Even cultural games could be
introduced for rich instruction to Asian children (Paul, 2003). For instance, to ask and answer about ages, a lexical set of numbers may go with those of possessive pronouns, adjectives or people (i.e. family members, friends, etc.). Or expressing dates of birth requires learners of lexical sets of possessive adjectives, ordinal numbers and months in a year. Learners at different levels study how to express functions several times in spiral curricula; therefore, Silverman and Hartranft (2015) have stressed: “Teaching words based on how they are related can be an invaluable way of supporting children’s depth of vocabulary knowledge for contextual, developmental and linguistic associations, as children learn a great deal about important aspects of words and concepts they are learning” (pp. 28-29).

In summary, as Cameron (2001) metaphorized with the development of the root of meaning network for learning vocabulary:

Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language…. The root system of word knowledge continues to grow and become thicker and more tightly interlinked, so that the flower of word use are more and more strongly supported.

(Cameron, 2001, p. 74)

2.6.4. Developing vocabulary through skills for communication

According to Nation (1990, 2008, 2009, 2010), teaching vocabulary involves not only communicating meanings but also enhancing vocabulary skills through skills because vocabulary cuts across language skills. Unlike Nation’s vocabulary in four strands (2001), at primary level, both Cameron (2001) diagrammed child foreign language learning in the two strands that oracy should develop prior to literacy instead of four strands (pp. 17-19). Sharing such a view of two stranded teaching, Pinter (2006, 2014) and Shin and Crandal (2013) offered an integrated view of vocabulary and grammar, considering that vocabulary in clusters are stepping stones to take young learners from vocabulary to grammar for fluency and communication skills without grammatical explanations at the onset of their L2 journey.
To young beginners, the first sub-skill in language learning is decoding or phonic skills that involve “sounding out letters, then making correspondence between letters and sounds or blending sounds together to make up words in meaningful contexts” (Nunan, 2011). According to Cameron (2001), Wray and Medwell (2008), phonics and sounds differ in a way that phonic skills involves sounds and letters while sounds are closely related with pronunciation or spoken words. Unlike either meaningful or meaningless sounds, “phonics without stories, traditional rhymes, book browsing, songs, shared reading, read-aloud, mark making and labeling would be abstract, useless stuff.” Teaching phonics in meaningful contexts supports comprehension, pattern recognition and rich cultural enrichment (Pinter, 2010).

As or teaching oracy – speaking and listening, Cameron (2001, p.36) highlighted that oracy skills should be built on two principles – “meaning first” for comprehension and “participation” for knowledge and skills in meaningful language use. Listening to teachers, friends or tapes for understanding enables YLLs to process aural information for quick comprehension and to gain enough self-confidence for real communication. Similarly, Nunan (2011) metaphorized spoken input with “the gasoline that fuels the acquisition of aural language, offers models to follow, reduces beginning learners’ pressure and builds up confidence for language use” (p.48).

Unlike with oracy skills which may be acquired less difficulty and sometimes effortlessly at an early age, Cameron (2001, pp. 134-139), Pinter (2010, pp.89-90) and Scott & Ytreberg (2010, pp. 49-68) gave the second strand, literacy, several explanations with an emphasis on communication through reading to write. First, third graders who have established their literacy skills in L1 may take an interest and curiosity in performing new literacy skills in another language. Secondly, unlike adult learners, YLLs, as affective school children, developmentally learn to read and then write words, chunks, then sentences, do shared reading, read aloud meaningful stories in FL for
comprehension, real senses of achievement, enjoyment or excitement so their confidence and motivation are built up. Thirdly, literacy skills help YLLs keep written class records as routines, start their literacy and extend home-school links for reinforcing oracy with parents-teacher associations. However, as stated earlier in their characteristics, YLLs are technically slow at writing and reading and their thinking develops at basic level while literacy refers to reading and writing in rich cultural contexts at elementary levels, which usually occurs requires of learning with effort (Nunan, 2011).

Concerning teaching vocabulary chunks to develop grammar skills inductively, YLLs whose abstract and logic thinking is potential and instantaneous can neither analyze nor generalize grammatical rules; however, teaching them language chunks can enable young learners to move from vocabulary to grammar. A good start to teach grammar to young learners is likely to stem from a sound basis for language use of chunks until learners’ pattern recognition can lead to developmental introduction to grammar as “the breaking down and recombining of previously learnt chunks of language is a process of grammar construction and appears to be a useful part of language learning” (Cameron, 2001, pp. 97-98).

Silverman and Hartranft (2015) point out the contribution to deep processing with word use with the support of different types of computer multimedia such as videos, digital texts, games, and visual and auditory applications to differentiate vocabulary instruction and to support word learning (pp. 144-192). Nation (1990) suggested the quantity of exposures may be at least five to six times in a lesson unit. Multiple exposures to previously learnt words in rich language contexts for skill-based reinforcement will offer opportunities for young learners to use them over and over again until young learners can internalize the learnt words into effective use.

In short, for vocabulary development through language use, it is necessary to understand what phonic skills, oracy and literacy skills and grammar skills are for YLLs, and how they can be put into practice over time to deepen their memory of
vocabulary propriety in levels of meanings and forms and strengthen through use in contexts for word retention as “vocabulary development is not just learning more words but is also importantly about expanding and deepening word knowledge. Children need to meet words again and again, in new contexts that help increase what they know about words” (Cameron, 2001, p. 81).

2.6.5. Conducting vocabulary teaching procedures

This section focuses on teaching activities and techniques in the teaching stages primary teachers may conduct in a lesson. Nation (2000, p. 107) defined vocabulary teaching procedures as “procedures to ensure that words are repeated and that various aspects of what is involved in knowing a word are covered”. Nation (2008) assumed that it is essential to distinguish increasing vocabulary and establishing vocabulary because their purposes differ. The purpose of very first exposures is “to introduce learners to new words” while establishing vocabulary indicates “reviewing previous vocabulary for teacher’s prior investment, learners’ further concept expansion” through exercises or any learning activities or vocabulary games (pp. 5-6). These goals could be achieved in many teaching procedures among which is the Presentation – Practice – Production model in spite of several criticisms – “teacher-centeredness and highly restricted sentence-based utterances.” This teaching procedure was later modified into a PPP circle which teachers and learners can decide at which stage to enter for either of the lesson types (Harmer, 2012).

In correspondence with the PPP model, along with the two guiding principles in explaining vocabulary (Cameron, 2001) – meaning and word use, Silverman and Hartranft (2015) suggested what teachers do along with the degree of release of the teacher’s responsibility in inverse proportion with that of pupils’ word use - explaining vocabulary meanings in contextual examples in which pupils participate to use the vocabulary with the teacher support over again until sounds, spelling or written formed are acquired without teacher intervention.
Cameron (2001) detailed the first phase with motivating contextualization that may quickly attract learners’ attention or notice to target words with verbal or demonstrative explanations of vocabulary meanings and examples which establish spoken and written form in priority. The connections between vocabulary meaning and forms are strengthened with teacher support in the second phase. As children are typically characteristic, multisensory learning, differentiation with multimedia, play activities, diversity in age spans and cultures and fun are of importance. The third phase ends with learners’ word use in meaningful personally-related contexts in which or internalization takes place for vocabulary retention and concept enrichment. Taking developmental learning in account by pointing out before deep processing, Linse (2005) illuminated that shallow processing takes place through repetition, memorizing or mnemonics and deep processing could be in different activities:

Deep processing means working with information at a high cognitive and or personal level. Deep processing makes it more likely that information will be
remembered. Part of deep processing is having students establish connections between new words and their prior knowledge. Deep processing is closely related to reading and reading comprehension. Deep processing refers to using words in contexts which are especially meaningful to the learner. This can involve grouping words according to different learners’ own lives. Personalizing vocabulary lessons will greatly help deep processing.

(Linse, 2005, p.126)

In short, the above teaching guidelines in primary classes are in harmony with those suggested by Nation (1990, 2008), Cameron (2001), Pinter (2010) in a way that the teacher’s tasks are to understand the new learner type and offer effective and systematic supports - setting either language contexts or non-language contexts for natural exposures to motivate learners’ interest, providing input of good quality in meaning, forms and use, and encouraging their active involvement in use and review.

2.7. Previous studies on teaching vocabulary to young language learners

This section reviews research relevant to the current study.

First, research has shown that planning vocabulary for instruction means that primary teachers have to select target words in advance. Beck and McKeown (2007), backing up with their statistical studies, stated that primary pupils, apart from oral conversations as the key source from which young children acquire words, have to learn printed vocabulary to understand course books. Similarly, in a study among young learners from different socio-economic groups, Neuman and Wright (2014) logically highlighted that primary children must know the words that make up written texts in order to make sense of them. The further they learn different subjects in the upper grades, the more vocabulary as well as concepts they develop. Besides, by observing four primary teachers who oriented oral vocabulary
instruction to read-alouds in two approaches - their own judgement and their professional development in instructional sequences, Kindle (2009) found that teachers need more guidance in selecting words for instruction and more understanding of contexts for deciding aspects of vocabulary knowledge and appropriate teaching techniques. Furthermore, Lotfolahi and Salehi (2017) studied spacing effects on vocabulary learning, suggesting several ways to young learners, teachers and curriculum developers to enhance learners’ long term memory in vocabulary learning.

In response to the question of how many words primary learners should study at a time, several articles were penetrated. For example, Tang (2007) in an exploratory study found that the teacher’s understanding on systematic vocabulary development, curriculum design and instruction measures could increase vocabulary size and knowledge of the Hongkong primary learners. Orosz (2009), conducting a cross-sectional survey among 34 primary teachers working with from Hungarian primary learners, suggested that vocabulary should range from 8 to 12 within which 10 is the most optimal size in a lesson (as cited in Nikolov, 2009). This range is aligned with that suggested for young learners by Gairns and Redman (1998) and Richards and Villiers (1997). The total number of words to teach students in a lesson may, of course, vary on teachers’ judgements of pupils’ existing vocabulary size and knowledge, pupils’ general language skills and many other factors such as teaching goals, texts, etc. Though early vocabulary learning was not accounted for a lot, Nation (2008, pp. 1-2) gave a full account for how to select vocabulary such as meaning focus, fluency and language focus in connection with textbook use (Nation, 1990, pp. 44-45) and teacher’s judgement in deciding levels of vocabulary knowledge and vocabulary size (Webb & Nation, 2017).

From a comprehensive perspective of vocabulary teaching techniques, Butler et al. (2010) offered a 2001-2009 database review of 14 studies on vocabulary instruction among which eight were involved with primary learners with learning difficulties as their research participants. These vocabulary
instruction studies highlighted their findings on three benefits of explicit teaching over implicit teaching to YLLs for understanding, remembering meanings for communicative use through multiple exposures in meaningful contexts, clear and systematic explanation and deepening their word knowledge through direct interaction for vocabulary development.

As for developing direct teaching techniques, a lot of small-scale empirical and non-empirical vocabulary studies have been explored into different teaching activities to attract pupils’ attention and motivate vocabulary learning in direct teaching. For example, Unsworth et al. (2014) identified the impacts of direct vocabulary teaching through the amount of weekly classroom exposure and teachers’ language proficiency for phonological short-term working memory in their experimental survey. Unlike the teacher’s impacts on oracy and vocabulary retainment, Mansourzadeh (2014) in a comparative study with static pictures and audio-visual aids to attract attention from young Iranian EFL learners in teaching vocabulary found that audio visual aids in vocabulary instruction were not as effective as the use of pictures. Uztosun (2013) carried out interviews to seek for the mismatches between what 6 Turkish elementary school English teachers thought about how to teach primary English effectively with how they carried out classroom practices. What the researcher found out was a number of influential factors ranging from exam-based educational policy, time constraints and overloaded syllabus, the English testing system to a less communicative curriculum. The existing accounts failed to address clearly essential principles to teach three elements of vocabulary including meanings in contexts, use and forms. Meanwhile, in indirect vocabulary teaching, Graves, et al. (2013, p.36-38) pointed out that wide reading, though being one of the best strategies for young learners to enlarge vocabulary, has been left under study. Contrarily, some other criteria to choose graded readers for primary pupils as affective learners such as motivating topics, the age of the learners, language levels of difficulty for learnability, learning purposes (phonics, meanings, sentence structures in stories, colorful pictures, similar cultural values and encouragement were suggested by Dodgson (2011) and Macmilan (2014). These studies would have been more interesting if they had
included Cameron’s guidelines in choosing and using stories to enhance vocabulary (2001). Another experimental study carried out by means of questionnaires, interviews and observation to explore 12 teachers’ beliefs and practices in Korea by Konomi (2014). What the research contributed to the study was a wide range of and indirect teaching - such as pictures, posters, postcards, word calendars, word walls, realia, charts, graphic organizers, picture books, television, videos from iTunes, and computer games. Among them, word walls and wall word pictures have been now considered common teaching aids as a visual reminders of sight words, spelling words, concepts, and content-area words in elementary classrooms for incidental learning shared by Sweeny and Mason (2011). These teaching techniques may be used to screen the surveyed teachers’ indirect teaching.

Regarding explaining vocabulary meanings, Stahl (2005) raised four problems in teaching vocabulary meanings to young learners including appropriate vocabulary sizes to teach, word knowledge gaps among children, L1-related word knowledge and traditional vocabulary instruction. Besides, Biemiller (2015, 2016) conducted experimental vocabulary studies on teaching primary pupils to identify important word meanings through direct teaching and independent reading and found that print word frequency is not effective with to third graders as they are little influenced. With a similar focus on vocabulary meanings, Sieh (2008) in an experimental study investigated teacher use of L1 role in processing and storing FL vocabulary among two classes of Taiwanese nine-year-olds with the findings that L1- FL interconnection at lexical level by translation facilitated immediate word retrieval and retention. However, very FL beginners needed dominant use of L1 because of weak connections between FL lexical and conceptual representations.

In skill-based vocabulary instruction, Helman and Burns (2008) steered their attention to YLLs’ English oral and sight vocabulary for acquisition and oral proficiency by using the Language Assessment Scales among 43 H’mong second graders at three elementary schools. They came to a conclusion that proficient young readers should learn not only to decode but also understand what they are reading and that “developing a sight word vocabulary that can be used in fluent reading is an
important construct of this proficiency” (p. 18). As teaching oral vocabulary is crucial to YLLs, several studies were conducted. For example, in Poland, Szpotowicz (2012) explored into ten-year-olds’ oral skills in an experimental study in conjunction with Common European Framework of Reference for Languages. For deep processing new words from prior knowledge in Japan contexts, Shintani (2011) carried out an experimental survey about the effects of input-based and production-based instruction on 36 young EFL learners’ vocabulary acquisition. The researcher came to a finding that the impacts of both input-based and production-based instruction lead to the improvement in both receptive and productive vocabulary. Meanwhile, Tehrani, Barati, and Youhanaee (2013) investigated the progress of 40 Iranian female EFL school children aged between 7 and 9 who communicatively acquired English vocabulary in personalization approach. In one school, English was taught through Audio-lingual method and in the other via Natural approach. The results of scores in their final tests of each group indicated that young learners’ vocabulary learning and communication skills improved significantly in Natural approach in comparison with that of their counterparts taught in Audio-lingual method; furthermore, repeated exposure to words in meaningful and personal contexts improves word retention. By comparing the outcomes on vocabulary learning of the use of textbook-based materials with that of storybook-based teaching in a 30 hour online dialogic workshop with two pre- and post-seminar questionnaires, Ahern and Bermejo (2007) added the differences between the topic-based vocabulary in textbooks for learning and character-and plot based vocabulary in stories for authentic language uses and acquisition. The above studies made various contributions with their findings but they all stressed the role skill-based vocabulary instruction plays in improving communicative skills. Additionally, most of the studies agreed upon the values of reviewing and reinforcement of vocabulary as well as the practices for positive influence on their pupils’ vocabulary achievement.

As for teaching processes in class, Awaludin (2013), through observations and interviews, studied various techniques used by a primary teacher in presenting meaning and form of vocabulary and probed for the reasons why to use these
techniques while Rosa (2004) was interested in YLLs’ language output in task based teaching in her two case studies and came up with the findings that to achieve a specific teaching objective, pupils should be encouraged to “interactively practise language presented earlier” and strengthened the teaching principles that “comprehension should always precede production” and that “bringing classroom and real life closer together” can motivate their active engagement and activate authentic communicative needs. From a wider perspective, Shintani (2013) steered her attention to vocabulary studies at primary level on the effect of focus on form (FonF) at the task-based or comprehension-based teaching in comparison with that of focus on forms instruction (FonFs) at the Presentation-Practice-Production (PPP) model for young Japanese beginning learners to acquire productive L2 vocabulary. By using the experimental data and transcribed audio and video-recording data from teachers, the researcher highlighted that the task-based teaching style was characterised by “contextualized input, the occurrence of negotiation of meaning and student-initiated production” and not applicable to beginners. Contrarily, the PPP model was applicable to beginners as the procedure started with much emphasis on contextualizing for starters to comprehend, moved on practising vocabulary in meaningful chunks and ended up with learners’ immediate production. Her significant contribution was that the different process features of the two approaches were identified.

In Vietnam, many aspects of vocabulary instruction to young learners has been given a lot of attention to especially since early 2000s. Planning vocabulary is taken into consideration in the evaluation of textbooks. For example, evaluating of the Educational Primary English Textbooks Series used in the Pilot primary English Curriculum in Vietnam, levels of word knowledge taught in rich and diversified cultural and skill-based teaching contexts through pictures, explanations, songs and chants (pp. 12-15). Dang Thi Cam Tu and Seals (2016) reviewed in four main sociolinguistic aspects: teaching approach, bilingualism, language variations, and intercultural communication of the currently used textbooks in Vietnam - Let’s Learn English and Let’s Go or Family and Friends, First Friends issued by Oxford
University Press and Textbook Series by the Publishing House [English 3, English 4, English 5]. Among them, English textbooks Series are “published locally and domestically focused more on grammar than on communication. These two evaluations gave a brief review of all the course books currently used as main learning and teaching resources in Vietnam which provide YLLs with vocabulary size and knowledge at primary levels. The meeting point of the studies lies on probing for how many words, what words and the aspects of word knowledge to teach in textbooks that are closely related with child life about self, at home, at school and on play grounds in Vietnam and in other cultures.

Planning vocabulary is usually followed with designing teaching techniques. Hoang Thanh Lien (2014) on the basis of several methods - visualizing, Direct Method, Suggestopedia, TPR and CLT and Lexical Approach, was supportive of direct and indirect vocabulary teaching, conducting a qualitative and quantitative study to explore into 90 primary teachers’ teaching techniques and activities at primary levels in North Vietnam through a survey questionnaire and classroom observations with some findings. First, the questionnaire data reflected that CLT, TPR, visualizing were the most preferential while there was a discrepancy in the questionnaire and observation data in Direct Method and Suggestopedia. As for teaching techniques, the more popular teaching techniques ranged from TPR, singing, chanting, visualizing, repetition in comparison with translating. Le Pham Hoai Huong (2013) penetrated into the pedagogical values of play activities among 11 groups of elementary English learners at a language center. Though the focus was not on vocabulary teaching, most of play activities were vocabulary-based. The research, employing a combined research instrumentation including video recorded observations and interviews, provided a considerable amount of both quantitative and qualitative data that highlighted the practical values of play activities, most of which are oral and vocabulary based such as bingo, miming, hangman, guessing, acting out a song, feely bag game, TPR (Total Physical Response) activities for optimal effectiveness of English learning in oral skill reinforcement, vocabulary enhancement, motivation, and instructional improvement and team work. More
specifically, Le Van Canh & Do Mai Chi (2012) and Le Van Canh & Nguyen Thi Ngoc (2017) in their empirical studies at primary level pointed out Vietnamese EFL teachers’s insufficient teacher education in pedagogical skills, vocabulary knowledge and pronunciation (pp.119-121). Despite these efforts, very little is currently known in English vocabulary teaching to primary learners through skills in primary EFL classes.

2.8. Chapter summary

To sum up, in the illumination of Nation’s (1990, 2001, 2008, 2009) vocabulary theories and especially teaching vocabulary to young learners by Cameron (2001), Linse (2005), Pinter (2010), Nunan (2011), Shin & Crandall (2012) and Silverman and Hartranft (2015), most of the recent published research investigated into primary vocabulary teaching from different angles. Most of the reviewed prior studies in Asian countries and Vietnam have highlighted the critical importance of teaching vocabulary at young age and the enhancement in primary teacher education as a gateway to successful innovations in the case of Vietnam (Hayes, 2008; Moon, 2009) but the previously published studies on teaching vocabulary to YLLs focused on specific aspects due to the complex nature of vocabulary. Few studies have investigated teachers’ perceptions and practice in specific vocabulary approaches in Vietnamese school settings except some issues raised with EFL teachers’ vocabulary knowledge as well as pedagogical skills at primary schools through a questionnaire and classroom observations by Le Van Canh & Do Thi Mai Chi (2017). A systematic understanding of how primary teachers perceive and practise teaching vocabulary to young learners during their full class happenings is still lacking. Taking from this position, the current study was conducted to fill the identified gap in the literature.
CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methodology in this study. It substantiates research approaches for teachers’ perceptions and practices and presents the research design along with the descriptions of the research participants, data collection tools and data analysis. The research procedure and data processing methods are described.

3.1. Research design

This section reviews current approaches for researching language teachers’ perceptions and practices as well as justifies the selection of the research design of the current study.

According to Barnard and Burns (2012), language teacher cognition could be accessed in a variety of exploratory paths such as questionnaires, narrative frames, focus groups, interviews, observation, think aloud, stimulated recall, oral reflective journals, documents or others. Another pioneering teacher researcher, Borg (2006), suggested four groups of data collection methods to penetrate in language teacher cognition with their advantages and disadvantages. For instance, to measure teachers’ beliefs about an aspect of language teaching, self-report instruments could be used through scenario rating, tests, especially questionnaires as for their quick and large amounts of data, data collection and processing in spite of challenging questionnaire design, yet, teachers’ self-reports should not be interpreted into their real teaching practices. Meanwhile, verbal commentaries could be used to elicit both teacher beliefs or practical theories through such as repertory grids, stimulated recall and think-about protocols, interviews among which interviews could be taken in some types – structured, semi-structured or scenario-based and relatively popular. These strategies, though time-consuming
for transcription, coding and interpretation from the listener - researcher, allow researchers to group themes during interaction, get in-depth into respondents’ speech, or investigate into underlying factors through their speech, body language, facial expressions. Like interviews in types and some drawbacks in transcription, coding and interpretation, to reduce different-interpretations-for-the-same-event threats, observations could be employed to elicit both quantitative and qualitative data; therefore, the observer’s intervention, defined categories of observed behaviors, confidentiality and disclosure or technical preparation should be taken into consideration (Wrag, 1999). Reflective writing – journal, biographical accounts, retrospective accounts and concept maps could be used, through their written accounts. From a wider perspective, Creswell (2008) suggested a mixed method research approach in which it is possible to mix quantitative data to measure trend patterns of a large number of people with qualitative data to obtain more detailed and specific information and, in turn, strengthen the quantitative data.

From the reviewed research approaches, a mixed method approach was chosen in the current study for its own strengths. Specifically, for the first objective to answer the first research question, “What are Vietnamese primary EFL teachers’ perceptions of teaching vocabulary to young language learners?”, this research employed a questionnaire survey because of the researcher’s high potential to contact a large primary EFL teacher population through Project 2020 participation and technical data processing with SPSS to track their perception trends. In this way, the numerical data on a large population could be quantitatively collected and technically processed for both objectiveness, universality and reflect their implications of teachers’ perceptions. For the second objective about “How do Vietnamese primary EFL teachers teach vocabulary to young language learners in class?”, in order to capture natural and realistic teaching behaviours in real classes and to make sure that their teaching practice was not governed by the questionnaire, video recorded observations were conducted prior to the questionnaire data collection, descriptively transcribed with coding and checklisted for both
comparative quantitative and qualitative data analyses followed with teacher interviews for further qualitative investigations into reflections. The frequency counts of repetitive verbal and non-verbal teaching behaviours in the checklist collaborated with the questionnaire data were grounded indicators to measure the surveyed teachers’ perceptions while realistic observations and teacher interviews yielded both frequency counts and descriptive transcripts capturing their verbal and non-verbal teaching behaviours, real situations, direct speech and excerpts. By triangulating the three types of the data, the quantitative data were qualified for interpretation or analysis and the qualitative data were quantized for their behaviour patterns. Such a quantitative – qualitative combination may make a smooth mixing and critical double-checks from the quantitative to the qualitative data for valid research procedures. The impacts between the two types of quantitative and qualitative data are believed to be “scientifically strengthened for self-correcting feedback loops” and created an “interactive continuum” in any research study (Newman & Benz, 1998, p. 22).

Additionally, either in interview or observation strategies, there are three types, structured, semi-structure or unstructured, and choosing any of them reflects methodological principles and goals (Borg, 2006; Barnard & Burns, 2012). For naturalistic teaching practices, semi-structured and non-structured conversations or observations are utilized without the researcher’s dominance while for standardized and efficient manners, structured models are used with the investigator’s ready or predetermined coding. Both observation data and interview data could be complementary for questionnaire data because they are advantageous in either subsequent reference or illustrative presentations with auditory and visual evidence, thematic grouping or quantitative or qualitative data coding in processing and analyses.

In this study, a quantitative method with a questionnaire was secondary to a qualitative approach with observations and interviews and the observations played a critical role for the following reasons. First, the observations conducted prior to the
questionnaire administration, to some extent, offered objectiveness to the questionnaire and realistic teaching to the video records because the observed teachers’ practice was not governed by the questionnaire. Secondly, the observations yielding both numerical data in an observation checklist and non-numerical data with illustrative excerpts in transcripts created a transitional data mixing to double check with the questionnaire data and to penetrate into existing peculiarities into the interviews with evidence. The multiple regression analyses among the three instruments for validity and reliability could be seen in Table 3.1:

**Table 3.1. Research Design**

<table>
<thead>
<tr>
<th>Mixed Method Approach</th>
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<tbody>
<tr>
<td>Quantitative</td>
</tr>
<tr>
<td>Questionnaire</td>
</tr>
<tr>
<td>(Numerical data)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

3.2. Research participants

The surveyed subjects were 206 primary EFL teachers from four provinces in Central Vietnam (Binhdinh, Danang, Gialai and Kontum) partly because DOETs of these provinces have joined Project 2020 and partly because Quynhon University has taken the lead in language teacher education for these surrounding provinces so it was favourable for an investigation into their teaching. For diversity, the elements of 04 localities, age, genders, language proficiency level, years of teaching experience, training time, were kept in their confidential records. Of the respondents, 86% were
female teachers aged 21-40 (only 8 males out of 206). As for their English proficiency, their levels ranged from A2 (7), B1 (31), B2 (123), C1 (10), and the rest kept their language proficiency unrevealed (35). Among the surveyed teachers, 20 were randomly invited with their full agreement to be the observed teachers under their ID numbers from T1 to T20 were invited to take part in the observations in 7 third grade classes, 12 fourth grade classes and 1 fifth grade class. Next, among the 20 observed teachers, five were selected to be the interviewed teachers (T1, T2, T7, T11, T16) for their confidentiality.

As this study employed a quantitative and qualitative research approach, according to Creswell (2008, p. 143), the sampling of the questionnaire respondents was built on two main types of quantitative sampling strategies - probability sampling (with simple random sampling, stratified sampling and multistage cluster sampling) and nonprobability sampling (including convenience sampling and snowball sampling) among which one principle was chosen. The large population of the respondents to the questionnaire (206) was first built on the homogeneity of their jobs as primary EFL teachers at schools on a large scale within four provinces who were willing and available to be studied. Willingness and availability to participate from the respondents generally were two typical features of convenience samples (Creswell, 2008, p. 168) used to collect the quantitative data. For qualitative research, sampling principles involve convenience sampling, unusual case sampling, critical case sampling, typical case sampling, representative or similar case sampling, and political case sampling (Auerbach & Silverstein, 2003, pp. 96-98). From the large population of 206, the next principle, representative sampling, was randomly selecting 20 teachers for observations and 05 interviewed teachers who were willing to be representative of the population for excerpts of similar cases to generalize results. Random selection from a population and repeated phenomena among (Creswell, 2008; Tavakoli, 2012). The ethnological information about the participants is presented in Table 3.2.:
Table 3.2: A brief description of the survey participants

<table>
<thead>
<tr>
<th>Province</th>
<th>BINHDINH</th>
<th>DANANG</th>
<th>GIALAI</th>
<th>KONTUM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants in the questionnaire</td>
<td>48</td>
<td>50</td>
<td>53</td>
<td>55</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Participants in the classroom observations</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Participants in the interview</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>1. Male</th>
<th>01</th>
<th>02</th>
<th>01</th>
<th>04</th>
<th>08(3.9%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Female</td>
<td>47</td>
<td>48</td>
<td>52</td>
<td>51</td>
<td>198(96.1%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>1. 21-30</th>
<th>33</th>
<th>26</th>
<th>0</th>
<th>08</th>
<th>67(32.5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 31-40</td>
<td>13</td>
<td>24</td>
<td>53</td>
<td>22</td>
<td>112(54.4%)</td>
</tr>
<tr>
<td></td>
<td>3. 41-60</td>
<td>02</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>27(13.1%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree</th>
<th>1. Bachelor of English Teacher Education</th>
<th>18</th>
<th>36</th>
<th>45</th>
<th>38</th>
<th>137(66.5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Bachelor of English Education</td>
<td>21</td>
<td>05</td>
<td>05</td>
<td>01</td>
<td>32(15.6%)</td>
</tr>
<tr>
<td></td>
<td>3. In-Service</td>
<td>09</td>
<td>09</td>
<td>03</td>
<td>16</td>
<td>37(17.9%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience</th>
<th>1. 1 -2 years</th>
<th>07</th>
<th>11</th>
<th>03</th>
<th>07</th>
<th>28(13.6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 3-4 years</td>
<td>14</td>
<td>07</td>
<td>42</td>
<td>39</td>
<td>102(49.5%)</td>
</tr>
<tr>
<td>YEARS OF TEACHING EXPERIENCE</td>
<td>3.6-10 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.0 years +</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>4.0 years +</td>
<td>13</td>
<td>30</td>
<td>02</td>
<td>04</td>
<td></td>
<td>49(23.8%)</td>
</tr>
<tr>
<td>PROFICIENCY LEVEL</td>
<td>A0 (unrevealed)</td>
<td>04</td>
<td>03</td>
<td>06</td>
<td>23</td>
<td>35(17%)</td>
</tr>
<tr>
<td>A1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A2</td>
<td>-</td>
<td>-</td>
<td>02</td>
<td>05</td>
<td></td>
<td>07(03.4%)</td>
</tr>
<tr>
<td>B1</td>
<td>04</td>
<td>09</td>
<td>07</td>
<td>11</td>
<td></td>
<td>31(15.1%)</td>
</tr>
<tr>
<td>B2</td>
<td>40</td>
<td>31</td>
<td>36</td>
<td>16</td>
<td></td>
<td>123(59.7%)</td>
</tr>
<tr>
<td>C1</td>
<td>-</td>
<td>07</td>
<td>02</td>
<td>01</td>
<td></td>
<td>10(04.8%)</td>
</tr>
<tr>
<td>TEXTBOOKS</td>
<td>1. First Friends (1&amp;2)</td>
<td>-</td>
<td>07</td>
<td>-</td>
<td>-</td>
<td>07(03.4%)</td>
</tr>
<tr>
<td>2. Let’s Go</td>
<td>-</td>
<td>04</td>
<td>-</td>
<td>08</td>
<td></td>
<td>12(05.8%)</td>
</tr>
<tr>
<td>3. Let’s Learn</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td></td>
<td>22(10.7%)</td>
</tr>
<tr>
<td>4. Family &amp; Friends</td>
<td>-</td>
<td>01</td>
<td>-</td>
<td>-</td>
<td></td>
<td>01(0.5%)</td>
</tr>
<tr>
<td>5. English 3/4/5</td>
<td>48</td>
<td>34</td>
<td>47</td>
<td>22</td>
<td></td>
<td>151(73.3%)</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>04</td>
<td>06</td>
<td>03</td>
<td></td>
<td>13(06.3%)</td>
</tr>
<tr>
<td>TRAINING</td>
<td>0.unanswered</td>
<td>07</td>
<td>06</td>
<td>06</td>
<td>21</td>
<td>40 (19.4%)</td>
</tr>
<tr>
<td>1. never</td>
<td>07</td>
<td>04</td>
<td>11</td>
<td>05</td>
<td></td>
<td>27 (13.1%)</td>
</tr>
<tr>
<td>2.1-2dayworkshop</td>
<td>11</td>
<td>10</td>
<td>16</td>
<td>04</td>
<td></td>
<td>41 (19.9%)</td>
</tr>
<tr>
<td>3.3 wk workshop</td>
<td>08</td>
<td>05</td>
<td>10</td>
<td>02</td>
<td></td>
<td>25 (12.1%)</td>
</tr>
<tr>
<td>4. others</td>
<td>15</td>
<td>25</td>
<td>10</td>
<td>23</td>
<td></td>
<td>73 (35.5%)</td>
</tr>
</tbody>
</table>
3.3. The role of the researcher

As stated earlier in the research design, the current study aims at objectiveness, universality and naturalistic teaching in pursuit for its findings and modification. When real people in real situations are being observed or interviewed, many unexpected problems may arise, which depends on the observer’s and the interview’s critical viewpoints and interpretations. For effectiveness, it is necessary for researchers to locate proper positions and strategic guidance. According to Borg (2006), whether it is interview or observation strategy, the researcher’s choices in structured, semi-structure or unstructured model reflect methodological principles and goals. For naturalistic conversations or observations, semi-structured and non-structured are utilized while for standardized and efficient manners, structured models are used. Barnard and Burns (2012), by pointing out issues and analysing several researchers’ roles in some qualitative teacher research in the contexts of Vietnam through interviewing and observations, highlighted guidelines for researchers to follow – supportive and non-evaluative environments, readiness to listen converging beliefs and practices, impartial investigations, approval from authorities, teachers’ suspicion removal, differences in learners’ motivations, instructional time length, trust building, and many other factors.

Under the above guidance, to gain realistic and in-depth understanding of primary teachers’ perceptions and practice of teaching vocabulary to young learners, in this study, although the researcher identified the role as an inside observer and interviewer who had participated in foreign language teacher education and who later got aware of primary language teacher education as well as the differences between the two types of training, several principles were acted on. First, class observations were conducted prior to the questionnaire administration for naturalistic video records without any impacts from the researcher and their teaching was not governed by the questionnaire or the questionnaire data were technically processed for objectiveness. Secondly, semi-structured observations and
semi-structured interviewers were employed so that the participants could reveal reasons about their expansion of teaching practice beyond the reviewed theory.

3.4. Research procedure and administration

To administer the research, one week prior to official visits to the research sites, in conjunction with a large-scale survey of Project 2020, each of the four local Departments of Education and Training (DOETs) were sent a letter informing of the purpose of a survey and videotaped classroom visits. The priority of the three instruments, the observations, questionnaire and interview, has been explained in the research design. At the first meeting at the four DOETs, the official permits from the local authorities were taken for videotaped observations to take place at schools as scheduled prior to the questionnaire administrations in which very careful explanations were provided to the DOET English specialists and the head English teachers about the questionnaire item by item with L1 translation as well as the 5 level Likert scale. Besides, further detailed justifications about the questionnaire items were made at the primary schools where the observed teachers as well as the questionnaire respondents got involved. Additionally, to clear their concerns, the researcher’s confidentiality was reconfirmed to the respondents, full consent from the participants (the surveyed teachers and their pupils) was required with both joint written commitments, face-to-face and recorded oral commitments. All careful explanations aimed at trust building in order to encourage the participants to reveal truth. In other words, while the questionnaires took time to be filled by 206 respondents and later either reached the researcher by post or collected by the DOET specialists, the 20 teachers among the questionnaire respondents (05 from each of the four provinces) were randomly invited for video-recorded classroom observations with both the observed teachers’ and the pupils’ total consent and careful guide from the researcher. The data collection ended with teacher interviews after the questionnaire data and observation data had been compared and contrasted for triangulating the data results, explaining the mismatches between their perceptions and teaching behaviours and finding the underlying influential factors.
The above sequential procedures of the data collection and data processing in the mixed methods approach are respectively presented in Table 3.3 and Table 3.4:

**Table 3.3.** Timeline for collecting data

<table>
<thead>
<tr>
<th>Collecting data</th>
<th>Video recording</th>
<th>Questionnaire</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>From June to October 2015 (04 months)</td>
<td>From June to October 2015 (04 months)</td>
<td>December 2016 (01 month)</td>
<td></td>
</tr>
</tbody>
</table>

**Table 3.4.** Timeline for processing data

<table>
<thead>
<tr>
<th>Processing data</th>
<th>Questionnaires (February – June 2016)</th>
<th>Observations (July 2016 - Jan 2017)</th>
<th>Interviews (February 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>data-entered and quantitatively processed with SPSS (02 months)</td>
<td>descriptively transcribed into English for qualitative data and</td>
<td>carefully transcribed and coded into English for qualitative data (01 month)</td>
</tr>
<tr>
<td>Checklist</td>
<td>code-designed and quantitatively processed for frequency and emergence counts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.5. Research instruments

As stated above, the research employed the three instruments - the questionnaire for quantitative data, videotaped observation data and recorded phone interviews for their quantitative-qualitative contributions to the research.

In response to the first research question on the teachers’ perceptions of vocabulary teaching to YLLs, the researcher’s participation in Project 2020 allowed the research to get access to the primary teachers in four provinces on a large scale so their survey responses to different aspects of vocabulary instruction in the
reviewed framework could be numerically collected. Only through the questionnaire could the quantitative data be collected, quantitatively processed to statistically measure their perception patterns. For the second research question on their teaching practices, classroom observations were used to capture full and live class events for both quantitative data and qualitative data. The teacher interviews was employed to collect qualitative data and penetrate deeper for underlying factors that influenced their teaching practices in real classes. The selection of data collection methods are described in Table 3.5:

**Table 3.5: A summary of data collection methods**

<table>
<thead>
<tr>
<th>Data collecting Instruments</th>
<th>Purpose</th>
<th>No. of respondents</th>
<th>Response format</th>
<th>Quantitative or Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire with 26 Liker-scale items</td>
<td>To search for the teachers’ perceptions of teaching vocabulary to primary pupils</td>
<td>206</td>
<td>Written responses</td>
<td>Quantitative</td>
</tr>
<tr>
<td>Semi-structured Classroom observations</td>
<td>To capture how the teachers practised vocabulary teaching in real classes</td>
<td>20</td>
<td>An observation checklist for frequency / existence counts</td>
<td>Quantitative – Qualitative</td>
</tr>
<tr>
<td></td>
<td>To examine how their teaching practices corresponded with their perceptions.</td>
<td></td>
<td>20 observation counts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20 observation transcripts coupled with their evidence-based video clips.</td>
<td></td>
</tr>
<tr>
<td>Semi-structured interviews</td>
<td>To recheck a few existing peculiarities in their teaching practices for the underlying factors that resulted in potential mismatches</td>
<td>05</td>
<td>the five interview transcripts accompanied with the audio records.</td>
<td>Qualitative</td>
</tr>
</tbody>
</table>
3.5.1. Questionnaire

The foundation on which the questionnaire was built on was the reviewed framework of vocabulary instruction on the basis of Nation’s (1990, 2008, 2009) vocabulary theory and his followers (e.g. Caremon, 2001, Linse, 2005; Pinter, 2010; Nunan, 2011; Silverman & Hartranft, 2015). Nation (1990, 2008, 2009) emphasized on the teacher’s four important tasks – selecting, strategy training, testing and teaching vocabulary among which planning and teaching were steered into teaching meaning, form and use through four language skills. In this light but with more focus on the young classes in which developing vocabulary is central of their language learning, the PELT experts took great consideration into two strands of speaking-listening (oracy) and reading-writing (literacy), child-friendly direct and indirect vocabulary instruction. From this combination, all the questionnaire items were pinpointed on the five aspects of teaching vocabulary - vocabulary selection, direct and indirect vocabulary teaching techniques, communicating vocabulary meaning, developing vocabulary through communicative skills and processing teaching procedures.

3.5.1.1. Questionnaire structure

To elicit primary teachers’ responses, the questionnaire design was developed on the five construct framework reviewed in literature including the vocabulary teaching principles suggested by the PELT researchers (Cameron, 2005; Linse, 2005; Nunan, 2011; Silverman & Hartranft, 2015) in conjunction with Nation’s (1990, 2008, 2009) vocabulary teaching and learning theory.

The official questionnaire was structured in 3 parts (see Appendix 1 for the full form of the questionnaire). First was a cover letter involving the purpose of the survey, the importance of the recipients, the value of their careful responses, the researcher’s ethical commitments and the participants’ confirmation of their consent.
The second part consisted of questions about the participants’ demographic and professional background (i.e. age spans, gender, urban or suburban schools or work place, pre-service professional background, in-service training, years of working experience, and mobile phones). That the participants could optionally determine the amount of their identity information such as their language proficiency, mobile phones or work places, to some extent, may provide the questionnaire truth.

The third part is the questionnaire with 26 carefully reworded items in total which were steered around vocabulary teaching, randomly arranged and positively polarized on 1-5 Likert scale, ranging respectively from strongly disagree (SD), disagree (D), neutral (N), agree (A) to strongly agree (SA) to indicate the levels of their perceptions in five aspects of vocabulary teaching. The consistently positive polarization of all the items from low to high aimed at highlighting easily noticeable patterns in perception investigation. Section One called *Perceptions of vocabulary selection* focuses on some choice criteria involving selecting textbook based vocabulary and the teacher’s role to identify useful, oral vocabulary in chunks for fluency. Section Two – *Perceptions of vocabulary teaching techniques*, is split into direct teaching with designing motivating contexts, simple and basic explanation and offering high quality oral skills and indirect teaching with wide reading, incidental visual and auditory learning. In Section Three, *Perceptions of explaining vocabulary meanings*, translating, specific to abstract progression, young learners’ prior knowledge, topical and semantic connections were taken into account. Then comes Section Four about *Perceptions of developing vocabulary through skills* that emphasizes on phonic skills, oracy skills through comprehension in reading and writing or literacy skills through conveying messages in speaking and listening, grammar skills through chunks, with the support of multimedia for multiple exposures and differentiation in child-friendly activities. The questionnaire ends with the section *Perceptions of vocabulary teaching procedures* that stresses on how the primary teacher perceived teaching stages to present vocabulary meanings in use.
and establish forms in priority for guided practice and personalization for deep processing and two open-ended questions about their interest in training or potential obstacles they wished to deal with successfully.

### 3.5.1.2. Pilot questionnaires

This study employed two pilot questionnaires. The first pilot vocabulary teaching oriented questionnaire was designed with 9 items to measure 44 primary teachers’ perceptions of teaching vocabulary to young learners in three aspects - a. the importance of vocabulary in child language development, b. the nature of vocabulary child foreign language learning and c. perceptions of vocabulary teaching methods. The results of this first pilot study indicated that most of the participants were aware of the first aspect. The findings from this first pilot questionnaire has been published in Vo (2014). Concerning how to teach vocabulary to young learners, the respondents seemingly had tendency to follow the textbooks as the main sources of vocabulary. Two possible contributive explanations were that these results were general and that it was necessary to further penetration into vocabulary-oriented teaching. The second pilot questionnaire was divided into two parts – 25 items for perceptions and 25 “I usually do” items for self-reported teaching practices respectively with their Cronbach's Alpha of 0.915 and 0.879. The findings from the second pilot questionnaire has been published in Vo (2016). The contributions of the two pilot questionnaires highlighted a need to address more critically how to teach vocabulary through its basic elements - meanings, use in contexts and forms in direct and indirect child-friendly approaches instead of the importance of teaching vocabulary or teaching vocabulary in general.

### 3.5.2. Classroom observation

Barnard and Burns (2012) believe that teachers’ perceptions, thinking or beliefs are comprehensive and accessible through their visible activities and audible speech in teaching. Specific teaching behaviours in the foreign or second language during a lesson to achieve teaching objectives are their teaching practices (DeKeyser,
To obtain practice data, there are several approaches among which classroom observation is the strategy that could yield both quantitative and qualitative practice data (Wragg, 1999). The fact that observations can record individual events and counting frequency of teaching activities or techniques for numerical analytical comparison or trying to look behind and beneath the mere frequencies or evidence for interpretation of meaning, underlying factors or implications facilitates the gradual mixing of the quantitative data and the qualitative data. One of the biggest weaknesses of this research instrument, observation, is that “qualitative researchers in general, and those who use observational techniques in particular, have long been vulnerable to charges that their findings are biased because of the subjectivity that is an inevitable part of this style of inquiry” (Angrosino, 2007, p. 92). To reduce subjective judgement for reliability and validity, Borg (2006) suggested several further dimensions be taken into account such as researchers’ participation, observed teachers’ awareness, authenticity, structure, coding, and scope while Hopkin’s guidelines (2008) involved joint planning, focus, establishing criteria and observation skills were taken into account.

Consequently, in preparation for the observations, prior to the class observations, negotiations between the observed teachers, their pupils and the observer were made to capture authentic vocabulary teaching–oriented observations with their full consent and without any impacts from the questionnaire. The rapport was built up on the confirmation of confidentiality and the sole research purposes so as to remove the observed teachers’ anxiety. During the observations, as a non-participant but inside observer, the researcher’s camera was technically well-operated and set in the class corner to capture teaching behaviours, activities, techniques or procedures during the full and real class events in 20 observations including 7 third-grade classes, 12 fourth-grade classes and 1 fifth-grade class and minimize the pupils’ attention distraction or unnaturally occurring teaching. To avoid the observer’s bias or incomplete observation and reduction of subjectivity, the videotaping focus was on the teachers’ practice, the camera was steered to the observed teachers’ behaviours,
activities, techniques or procedures during their real classes. After the videotaping had taken place, each observation was twice observed for inter-observer agreement or inter-coding (Wrag, 1999, p.113), chronologically detailed for subsequent reference and descriptively transcribed both verbal and non-verbal teaching behaviours as the observed classes progressed in full length. After that, on the reviewed five-constructed observation checklist, the descriptive transcripts were color-coded. The coding was counted both numerically in either frequency, occurrence, time length for quantitative data in the checklist and non-numerically for representative descriptive observation excerpts in triangulation with the observed teachers’ oral clarifications in reference to their perception patterns in the literature.

3.5.2.1. Video recording

Among the 206 questionnaire respondents, 20 teachers were randomly invited (five in Gialai, five in Kontum, seven in Binhdinh, three in Danang) for video recordings. All the videotaped classes took place with their full signed agreement before the questionnaire data were simultaneously collected. For their concerns of confidentiality reconfirmation and the mere research purpose., the twenty teachers got their ID numbers from T1 to T20.

Video recording was chosen in this research for the following reasons. First, video recording could capture what the real teachers and pupils did in their real classes while data processing was being planned without any fear of any hasty decisions. Secondly, the dynamic happenings of full accounts of the class events between 35 and 45 minutes each, both verbally and non-verbally, could be recorded without missing observation data. Thirdly, these records could be conveniently used for comparison and contrast with their responses in the questionnaire as real evidence or illustrations in presentation.

3.5.2.2. Observation checklist

Observers can quantify what happens in the classroom and quantities can be informative, especially when these are related to intentions (Wragg, 1999). A
checklist was built on the coding frame of the observation transcripts for frequency and emergence counts of verbal and non-verbal vocabulary teaching activities, techniques and procedures. The checklist was adapted from a ready-made vocabulary teaching classroom observation (Sostaka, 2000, p. 31) and restructured on the reviewed framework as a full class progressed (see Appendix 2).

3.5.2.3. Pilot videotaped observation

The pilot class observation was the very first video class observation. Its contributions to the subsequent ones were careful preparations for technical videotaping equipment, the observer’s informal talks to the observed teachers to clear their tension and to the young classes to study as usual to ensure naturally occurring classes, the video recorder’s positions for the teacher’s activities and learners to capture for live data and careful descriptions with limited intervention.

3.5.3. Interview

Visual data cannot always reveal all what teachers perceive so another effective approach to penetrate beneath the surface of teaching behaviors is interviewing that permits different styles of interviews such as one-on-one interviews, focus group interviews, telephone interviews, email interviews (Creswell, 2006). Therefore, the third approach, reflective interviewing, was employed to recheck a few existing peculiarities after the interviewee’s reflections upon their own classes in this research so as to strengthen the observations and to detect the underlying implications in the questionnaire as well as the incongruities between the primary teachers’ perceptions and practices. Regarding the interview language, when being asked about it, all of the five primary teachers liked to choose Vietnamese as the working language for the discussions so that they could fully express their opinions and comfortably share their feelings.

3.5.3.1. Pilot interview

Prior to official interviews, a 10-minute interview was piloted in a group of the 5 randomly chosen teachers; however, it was too difficult to quantify or qualify the
interviewing data partly because it was too challenging for the interviewees to take turns in giving opinions. Some seemed to be eager to talk while others just kept silent and listened and partly because the background effects were too noisy for in-depth sharing. The biggest contribution of the interviews was a reminder to work out for individual phone recording of good quality for subsequent reference without geographical barriers.

3.5.3.2. Official interview

Sometimes, the visual data could not always reveal all what the teachers perceived or explained why they did or did not do as they perceived so the third approach, interviewing, was employed to explore in-depth beneath for the incongruities between the teachers’ perceptions and practices. Creswell (2006) suggested some kinds of interviews such as one-on-one interviews, focus group interviews, telephone interviews, email interviews (pp. 217-220). After the pilot interview, recorded telephone interviews were chosen to deal with geographical barriers although Wrag (1999), Borg (2006) and Creswell (2009) highlighted one of the biggest drawbacks of telephone interviewing is insufficient thinking time and face-to-face interactions that may lead to limited communication. To ensure ethical considerations, prior to the interview, the researcher had to build good initial rapport for full consent, negotiations about flexible interview schedules and reconfirmation of the research purposes. After the links to their own videotaped observations and the interviewing questions were sent for prior reflections, 05 participants among the 20 observed teachers were randomly selected for phone interviews (03 from three provinces of Binhdinh, Kontum, Danang and 02 from Gialai). Their five interviewed teachers’ names were referred under (Teacher ID1, Teacher ID2, Teacher ID7, Teacher ID11 and Teacher ID16) for their confidentiality. In addition, some open-ended questions that were steered to the five constructs of the questionnaire and the observation were carefully prepared. To reduce the impacts of insufficient face to face interactions, the phone recording interviews via Viber or
Facebook Messenger offered some advantages that the interviewees’ schedules could not only take place flexibly and also simultaneously were free of charge. In addition, face-to-face interactions may reduce the interviewees’ self-reflection and revelation about their insightful comments.

3.6. Data analyses

As for data processing and analyses, each of the above tools had its data processed differently but analysed on the reviewed theoretical framework of five aspects of teaching vocabulary to YLLs.

To measure 206 primary respondents’ responses to the questionnaire, Statistical Package for the Social Sciences (SPSS- version 20.0) was employed to measure their perceptions. According to Antonious (2003, p. 69) and Hatch & Lazaraton (1991, p. 129) in applied linguistics, quantitative data could be SPSS-measured in three approaches – central tendency (the mean, the median, and the mode), dispersion (the range, the variance and the standard deviation) and position (percentile rank or frequency in percent, proportion or cumulative percent). Besides discussing vocabulary instruction to YLLs by primary EFL teachers, Nation (1990, pp. 38-39) highlighted the element of frequency in vocabulary choices and teaching or learning. Many recent articles employed existence counts, frequency or percentages or percentile ranking for their data analyses (Biemiller and Boote, 2006, pp. 44-62; Le Van Canh & Do Mai Chi, 2012, pp. 106-126; Le Pham Hoai Huong, 2013, p. 79). Therefore, in this study, for the first question, the quantitative data of the 26 item questionnaire, were coded according to the following scheme (Table 3.6) and SPSS-processed to collect mean scores to seek for perception patterns, standard deviations (SD) and to measure percentile ranking frequency distributions for their detailed perceptions as well as peculiarities (see Appendix 1). The inferential statistics the questionnaire attempted to seek for were numerical but their significance is seen in the coding scheme of the questionnaire as presented in Table 3.6.
<table>
<thead>
<tr>
<th>Construct</th>
<th>Items</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary choices</td>
<td>4, 6, 23, 24</td>
<td>Oral language and fluency (Cameron, 2001), chunks and chunking (Cameron, 2001; Nation, 1990), textbook selection (Halliwell, 1992; Cameron, 2001), teacher’s judgement of usefulness / high frequency (Nation, 1990, Cameron, 2001; Silverman &amp; Hartranft, 2015).</td>
</tr>
</tbody>
</table>
| Direct and indirect teaching techniques | 2, 7, 13, 12, 15, 17 | **Direct**: motivating contextualizing (Halliwell, 1992; Cameron, 2001), simple and basic explanation, and offering modeling (Silverman & Hartranft, 2015)  
**Indirect**: visual incidental learning (Cameron, 2001; Slattery, 2011), extended reading (Graves, 2013) and self-discovery guide (Silverman & Hartranft, 2015) |
| Explaining vocabulary meanings    | 1, 8, 11, 18, 25, 26 | Translating (Nation, 1990; Cameron, 2001), semantic connections (Cameron, 2001; Hedge, 2008), specific-abstract progression (Cameron, 2001), connections with child-friendly language experiences, topical connections, multisensory learning (Cameron, 2001) |
| Developing vocabulary through skills | 5, 10, 14, 21, 22 | Phonic skills (Nunan, 2011), oracy and literacy skills (Cameron, 2001; Nunan, 2011; Dunn, 2011), grammar skills through chunking (Cameron, 2001), differentiation with multimedia support (Silverman & Hartranft, 2015) |
| Conducting teaching procedures    | 3, 9, 16, 19, 20 | Contextualizing (Cameron, 2001), presenting meaning prior to use and form (Cameron, 2001; (Silverman & Hartranft, 2015), reinforcing, personalizing (Linse, 2005; Nunan, 2011) |
Along with the quantitative statistics of the questionnaire, the 20 videotaped observations were employed to yield two types of data at the same time - both numerical statistics for occurrence counts and frequency in the checklist as well as the non-numerical descriptive statistics such as illustrative excerpts in the 20 observation transcripts. For reliability and validity and to reduce subjective judgement, several principles like the researcher’s participation, observed teachers’ awareness, authenticity, structure, coding, and scope (Borg, 2006) and guidelines such as guidelines in administration (Hopkin, 2008) involving joint planning, focus, establishing criteria and observation skills (2008) were taken into account. In detail, prior to questionnaire data collection, 20 video clips were descriptively recorded, observed twice for inter-observer agreement or inter-coding (Wrag, 1999) and chronologically transcribed into 20 observation transcripts with great care of their verbal and non-verbal teaching behaviours, then both qualitatively and quantitatively coded in the theoretical framework. In this approach, careful theme notes of what the teachers said or wrote, what gestures they used, or what teaching activities they did and even what emerged were color-coded to record into explicit and implicit evidence-based interpretations for qualitative analysis. From the themes and sub-theme (both predetermined or emerging) of the five-construct framework, a checklist was designed in the progress of the PPP model lessons for different observers to count frequencies for quantitative analysis. To reduce objectiveness and increase reliability and validity, the illustrative excerpts were coupled with the interview data. After the video records had been uploaded onto Google Drive, the observed teachers were personally invited to the shared links with the video clips as well as the semi-structured interview questions (see Appendix 3) for the observed teachers’ individual appointment schedules. The coding scheme of both the observation transcripts and the checklist was constructed, referred, analyzed, interpreted or presented in the reviewed framework (as in Table 3.7):
Table 3.7: The coding scheme of the observation transcripts

<table>
<thead>
<tr>
<th>Construct</th>
<th>Sub-themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary choice</td>
<td>Selecting vocabulary in chunks, oral vocabulary, textbook-based selection, teachers’ judgement about usefulness or its relationship with other words.</td>
</tr>
<tr>
<td>Developing teaching techniques</td>
<td>Direct teaching: setting child-friendly contexts, explaining in L2 or L, use effective classroom language, offering good oral modeling</td>
</tr>
<tr>
<td></td>
<td>Indirect teaching: displaying word walls, flashcards, any visual clues, auditory incidental learning and providing self-discovery activities</td>
</tr>
<tr>
<td>Explaining vocabulary meanings</td>
<td>Explaining word meanings in account of specific to abstract progression, topical and semantic connections, child-friendly language experiences and multisensory for differentiation, translating in L1-L2</td>
</tr>
<tr>
<td>Skill-based teaching</td>
<td>Teaching phonics, teaching grammar through chunks, teaching oracy and literacy skills integrated with multimedia support</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Presenting in motivating contexts, establishing meaning prior to form, oracy before literacy, personalizing, reinforcing and reviewing</td>
</tr>
</tbody>
</table>

As for processing the interviewing data, the phone talks were recorded, then chronologically transcribed and then carefully translated into English. These data were secondary to the observation data as auditory proofs to clarify the underlying factors that had affected their vocabulary instruction and explained their instructional activities in classrooms in reference with the questionnaire data.

In brief, the study employed three types of data, the questionnaire data, the observation data and the interview data which had their inferential statistics in the data analyses. The questionnaire data were used to measure the participants’ patterned perceptions. The observation data were both quantitative and qualitatively analyzed.
and then clarified with their interviewing data in reference with the quantitative data of the questionnaire to check if they were compatible or not. Through the triangulation of the three instruments, several mismatches between the questionnaire and observation data were scrutinized further to find the underlying factors beneath their teaching practices.

3.7. Ethical considerations

All the respondents involved with this research shared certain common worries and concerns because their language proficiency, teaching knowledge and skills were reassessed in Project 2020. Their concerns raised several general considerations and needed addressing carefully in this study:

First, for their full consent to participate, the involved participants including the questionnaire respondents, 20 observed teachers and their pupils, and 05 interviewed teachers were well-informed of the nature and mere purpose of the research face-to-face and with a joint written commitment in the questionnaire prior to any videotaped observations or teacher interviews so fear of any attacks from the research data could be cleared for their class events to progress as usual.

Secondly, risks to the primary teachers were eliminated by connecting their names with ID and keeping their personal information unrevealed in order not to unnecessarily expose them to any risks.

Thirdly, before the recorded phone interviews about why some of their videotaped teaching behaviours took place, the links to their video clips had been uploaded onto Google Drive and returned to the respondents for their reflection.

3.8. Research reliability and validity

3.8.1. Research reliability

Reliability refers to how consistent a measuring device is so each research instrument sought its reliability. For the reliability of the research, Cronbach’s alpha (α) is defined as a measure of internal consistency, referring to the ratio of variability attributable to subjects divided by the variability attributed to the intersection between subjects and items (Gass & Mackey, 2010, 391). Therefore, in this study, Cronbach’s Alpha was used to measure internal consistency reliability of
the items or the scores that are added together to get a summary score for each construct. Next, the positive relationship between the responses on individual questions and the overall total score on the questionnaire reflected in Corrected Item-Total Correlation should be ideally being above 0.3. A quick look at Table 3.7 about the questionnaire five constructs – vocabulary selection, teaching techniques, explaining vocabulary meanings, teaching through skills, conducting teaching procedures were respectively 0.806, 0.754, 0.725, 0.811 and 0.848. Simultaneously, the Corrected Item-Total Correlation column being above 0.3 showed the positive relationship between the responses on the individual questions and the overall total score on the questionnaire.

Table 3.8: Cronbach’s alpha coefficients of the components in the questionnaire

<table>
<thead>
<tr>
<th>Scale of Item Deleted</th>
<th>Scale Mean if Item Deleted</th>
<th>Scale Variance if Item Deleted</th>
<th>Corrected Item-Total Correlation</th>
<th>Squared Multiple Correlation</th>
<th>Cronbach’s Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers’ Perceptions of Choice of Vocabulary to be Instructed:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cronbach’s Alpha = 0.806</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I4</td>
<td>11.73</td>
<td>3.838</td>
<td>0.740</td>
<td>0.622</td>
<td>0.698</td>
</tr>
<tr>
<td>I6</td>
<td>11.95</td>
<td>4.271</td>
<td>0.541</td>
<td>0.338</td>
<td>0.798</td>
</tr>
<tr>
<td>I23</td>
<td>11.87</td>
<td>4.319</td>
<td>0.674</td>
<td>0.569</td>
<td>0.737</td>
</tr>
<tr>
<td>I24</td>
<td>11.81</td>
<td>4.310</td>
<td>0.552</td>
<td>0.313</td>
<td>0.792</td>
</tr>
<tr>
<td><strong>Teachers’ Perceptions of Techniques used to Teach Vocabulary:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cronbach’s Alpha = 0.754</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I2</td>
<td>20.26</td>
<td>8.182</td>
<td>0.611</td>
<td>0.431</td>
<td>0.686</td>
</tr>
<tr>
<td>I12</td>
<td>19.70</td>
<td>8.727</td>
<td>0.534</td>
<td>0.422</td>
<td>0.708</td>
</tr>
<tr>
<td>I7</td>
<td>19.86</td>
<td>9.533</td>
<td>0.380</td>
<td>0.190</td>
<td>0.746</td>
</tr>
<tr>
<td>I13</td>
<td>20.17</td>
<td>8.812</td>
<td>0.465</td>
<td>0.300</td>
<td>0.726</td>
</tr>
<tr>
<td>I15</td>
<td>21.22</td>
<td>8.447</td>
<td>0.472</td>
<td>0.377</td>
<td>0.725</td>
</tr>
<tr>
<td>I17</td>
<td>20.27</td>
<td>8.314</td>
<td>0.506</td>
<td>0.392</td>
<td>0.715</td>
</tr>
</tbody>
</table>
### Teachers’ Perceptions of Communicating Word Meanings:

Cronbach’s Alpha = 0.725

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>I8</td>
<td>20.16</td>
<td>8.668</td>
<td>0.522</td>
<td>0.344</td>
</tr>
<tr>
<td>I11</td>
<td>20.24</td>
<td>8.368</td>
<td>0.562</td>
<td>0.414</td>
</tr>
<tr>
<td>I18</td>
<td>21.10</td>
<td>8.180</td>
<td>0.415</td>
<td>0.264</td>
</tr>
<tr>
<td>I25</td>
<td>20.42</td>
<td>9.571</td>
<td>0.367</td>
<td>0.238</td>
</tr>
<tr>
<td>I26</td>
<td>20.12</td>
<td>9.538</td>
<td>0.443</td>
<td>0.293</td>
</tr>
<tr>
<td>I1</td>
<td>20.35</td>
<td>8.970</td>
<td>0.481</td>
<td>0.260</td>
</tr>
</tbody>
</table>

### Teachers’ Perceptions of Teaching Vocabulary through skills:

Cronbach’s Alpha = 0.811

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I10</td>
<td>15.71</td>
<td>7.757</td>
<td>0.481</td>
<td>0.241</td>
</tr>
<tr>
<td>I21</td>
<td>15.48</td>
<td>7.021</td>
<td>0.621</td>
<td>0.412</td>
</tr>
<tr>
<td>I22</td>
<td>15.53</td>
<td>6.689</td>
<td>0.661</td>
<td>0.490</td>
</tr>
<tr>
<td>I5</td>
<td>15.45</td>
<td>6.912</td>
<td>0.659</td>
<td>0.481</td>
</tr>
<tr>
<td>I14</td>
<td>15.89</td>
<td>6.925</td>
<td>0.573</td>
<td>0.376</td>
</tr>
</tbody>
</table>

### Teachers’ Perceptions of Vocabulary Teaching Procedures:

Cronbach’s Alpha = 0.848

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I3</td>
<td>16.23</td>
<td>8.453</td>
<td>0.609</td>
<td>0.387</td>
</tr>
<tr>
<td>I9</td>
<td>16.40</td>
<td>7.949</td>
<td>0.613</td>
<td>0.410</td>
</tr>
<tr>
<td>I16</td>
<td>16.61</td>
<td>7.157</td>
<td>0.735</td>
<td>0.575</td>
</tr>
<tr>
<td>I19</td>
<td>16.38</td>
<td>7.486</td>
<td>0.777</td>
<td>0.624</td>
</tr>
<tr>
<td>I20</td>
<td>16.39</td>
<td>8.220</td>
<td>0.567</td>
<td>0.339</td>
</tr>
</tbody>
</table>

### 3.8.2. Research validity

Along with reliability for consistency in research design, validity refers to whether one can draw meaningful and useful inferences from scores on particular instruments. This section reviews how the research instruments are validated on their theoretical foundation.

Among the different types of validity suggested by Oppenheim (1992) – content validity, concurrent validity, predictive validity and construct validity, the
fourth type was the one the questionnaire used, showing how well the questionnaire was connected with *a set of theoretical assumptions*. The first two guidelines, content validity, concurrent validity, were applied in this research in a way that the theoretical foundation of the research was based on the leading researchers’ vocabulary studies (Nation, 1990, 2008, 2009) along with the contemporary PELT theories (Cameron, 2001; Linse, 2005, Nunan, 2011; Silverman and Hartranft, 2015) which are complementary. The instrument as a Likert-scaled measure was closely connected with the theoretical foundation of vocabulary instruction to YLLs involving identifying age appropriate vocabulary selection and child-friendly direct or indirect teaching techniques. Similarly, the questionnaire framework lent its validity to the observation and interview tools on the five constructs – vocabulary choice, developing techniques in direct and indirect teaching, providing vocabulary meaning, teaching vocabulary use through four language skills and conducting teaching procedures. In this light, all the teaching behaviours as well as the teacher interviews were tracked on the 5-construct framework.

**3.9. Chapter summary**

To sum up, the chapter has presented the overview of the surveyed research participants in four provinces in Central Vietnam, the researcher’s role and the research design to address the two research questions on primary teachers’ perceptions of teaching vocabulary to YLLs and their teaching practices. This chapter has descriptively detailed a quantitative - qualitative approach with its three instruments - the questionnaire, classroom observations, teacher interviews ranging from research administration, data collection, data processing and data analyses.
CHAPTER 4
FINDINGS AND DISCUSSIONS

This chapter presents and discusses the findings in direct response to the research questions. The five reviewed aspects of teaching vocabulary to young learners were the core framework the three research instruments, the questionnaire, the videotaped observation and the phone interviews were based on. In answer to the first question, the quantitative analyses of the questionnaire yielded the teachers’ perception trends. Then the quantitative analyses of the observation checklist and the qualitative analyses of the descriptive transcripts were combined to shed light on the teachers’ classroom practices that were consistent and inconsistent with their perceptions. Then the data analyses gained from the observations and the interviews were triangulated along with the questionnaire data to explain their inconsistent teaching practice beyond the reviewed theory.

4.1. Teachers’ perceptions of teaching vocabulary to YLLs

In answer to the first research question “What are primary EFL teachers’ perception of teaching vocabulary to young learners?”, the first quantitative data analyses seek to explore 206 primary teachers’ perception patterns and the peculiarities in each aspect of teaching vocabulary to YLLs followed with the corresponding discussions.

4.1.1. Teachers’ perceptions of choices of vocabulary to be taught

In the first aspect of planning vocabulary for instruction to YLLs (Table 4.1), there are four questions. The first two items are related to their recognition of what vocabulary to be taught to YLLs through opting out language chunks or chunking (Item 6) and choosing large oral vocabulary for fluency (Item 4). The next two questions are linked with their understanding of textbook vocabulary pools (Item 23) and the teacher’s judgement to select about useful or important vocabulary to YLLs (Item 24). The construct mean score of the teachers’ viewpoints in this aspect (3.9) indicates their positive perception pattern of choice of vocabulary to be
instructed. Yet, a close screen in its percentage distributions reveals several peculiarities from their responses of noticeable hesitation and doubt.

**Table 4.1: Teachers’ perceptions of choices of vocabulary to be taught**

<table>
<thead>
<tr>
<th>Construct</th>
<th>Mean</th>
<th>SD</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 (SD)</td>
</tr>
<tr>
<td>4 The choice of large vocabulary instruction enables pupils to improve their fluency.</td>
<td>4.06</td>
<td>0.87</td>
<td>5.9</td>
</tr>
<tr>
<td>6 To develop vocabulary repertoire for young language learners, vocabulary selected for instruction should be taught together with its meaningful language blocks such as collocations, set expressions or idioms whenever possible.</td>
<td>3.84</td>
<td>0.84</td>
<td>7.8</td>
</tr>
<tr>
<td>2 3 Vocabulary selected for teaching should come directly from the textbook.</td>
<td>3.92</td>
<td>0.76</td>
<td>1.0</td>
</tr>
<tr>
<td>2 4 Vocabulary selected for teaching to young learners should be useful and of high frequency.</td>
<td>3.98</td>
<td>0.80</td>
<td>5.8</td>
</tr>
<tr>
<td>Construct Mean Score</td>
<td><strong>3.95</strong></td>
<td></td>
<td>25.0</td>
</tr>
</tbody>
</table>
In detail, being asked about choosing single words or multi-unit words such as collocations, set expressions or idioms in Item 6 (M=3.8), nearly 68% of the participants agreed and strongly agreed while those expressing their uncertainty and disagreement took up over 32% in total. In response to Item 4 (M= 4.0) about the link between vocabulary size and fluency to YLLs who develop oral language before written language, nearly 80% of the respondents agreed on such values and over 21% of the respondents hesitated and even did not believe it. What is revealed from these unfavourable results is that not all seemed to be fully aware of selecting the types of words that children find possible to learn or recognize chunks and chunking as “stepping stones” for YLLs to be initially engaged in communication (Linse, 2005) in spite of their positive understanding trend in vocabulary selection in connection with large oral vocabulary and fluency. It is such incomplete perceptions of the critical values of chunks either in spoken or in written forms that may not bring optimal benefits to young learners in vocabulary enlargement, fluency enhancement, processing time reduction and comprehension improvement as highlighted by Lewis (1999), Nation (1990) and Cameron (2001).

As for selecting grounds, textbooks as written vocabulary providers and the teacher as vocabulary planners were reviewed in this aspect. Specifically, in response to Item 23 (M= 3.9), nearly 70% of the teacher reported that they relied on textbooks and over 30% of them did not. Meanwhile, Item 24 (M= 3.9) about presenting words and phrases of high frequency or usefulness to YLLs was supported by 74.3% of the participants in comparison with 25.7% of those who disagreed and even hesitated. The data results are revealing in several findings of the two grounds the respondents’ perceptions of vocabulary selection were based on. First, it is very likely that 70% of the respondents may hold the perception that textbooks offer specific vocabulary scopes and teaching guidelines for consistency in teaching and assessment (Halliwell, 1992). However, textbooks are for a wide range of learners of mixed abilities at grade levels so not all vocabulary could be taught and learnt in class time. Instead, textbooks allow teachers to choose important words to teach directly and allow learners to learn in class or at home. Secondly, when planning vocabulary, 74.3% of the respondents acknowledged their own roles in selecting vocabulary which may be attributed to their understanding of young learners, unit contexts, curricula and testing or assessment to identify important and useful words and their relations with other words. Thirdly, the data result that their reliance on textbooks (nearly 70%) was as
approximately high as their judgement about usefulness or high frequency of target vocabulary (74.3%) show there may be a juggle between their textbook reliance and their own decision. Such dual overreliance may lead them to overloading vocabulary planning. Consequently, it is very important for the teacher to balance their textbook–based vocabulary selection and their own judgement.

Besides, these above findings were somehow consistent with the data obtained in the recent articles. For instance, the participants’ general positive trend in prioritizing oral vocabulary over written ones for high frequency or usefulness was in line with Beck and McKeown’s statistical studies (2007), Helman and Burns (2008) and Kindle (2009). What is still peculiar is that their puzzles about chunks and textbook vocabulary were noticeable so their doubts need further penetration in their teaching practice. Apparently, what the articles have validated the current study is the teacher’s roles in planning textbook vocabulary in connection with oracy and chunks for fluency and comprehension. Yet the findings in selecting vocabulary for instruction to YLLs might be far more informative and useful if the respondents’ doubts about chunks and judgement can be clarified more inclusively in their vocabulary selections for instruction with textbooks, their judgements and other influential factors because these are difficult to discover merely through the questionnaire data.

4.1.2. Teachers’ perceptions of direct and indirect teaching

As can be seen from Table 4.2, the teachers’ perception data of direct and indirect teaching shows the construct mean score of 4.04 on the whole. Yet, a deeper penetration shows that their mean sub-scores stood at respectively 4.1 and 3.8 with their slightly partial tendency to the former than the latter.

Specifically, three question items measured the teachers’ perceptions in direct teaching techniques including offering oral modeling (Item 2), explaining skills (Item 7) and setting contexts (Item 13). Specifically, Item 2 (M=4.0) achieved 84.5% of agreement and 15.5% of disagreement from the respondents. Secondly, concerning explaining skills, Item 7 which seemed to be too clear and accepted without thinking; however, the questionnaire data result showed that their responses fell all over the five-point Likert scale with an overwhelming dominance in agreement (91.7%) of the surveyed teachers whereas those who cast doubts and even did not agree took up 8.3%. Thirdly, the data result of Item 13 reveals that the teachers weighed up
presenting new words to primary learners in fun and interesting contexts. The majority of the population (78.6%) supported it while the rest (21.4%) belonged to those who hesitated and disagreed.

Table 4.2: Teachers’ perceptions of techniques used to teach vocabulary

<table>
<thead>
<tr>
<th>Construct Mean Score of Direct and Indirect Vocabulary Teaching Techniques</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean Sub-score of Direct Vocabulary Teaching Techniques</strong></td>
<td>4.18</td>
<td></td>
</tr>
<tr>
<td><strong>Mean Sub-score of Indirect Vocabulary Teaching Techniques</strong></td>
<td>3.88</td>
<td></td>
</tr>
<tr>
<td>2 New words presented with high oral quality by the teacher can greatly improve pupils’ oral vocabulary development.</td>
<td>4.03</td>
<td>0.82</td>
</tr>
<tr>
<td>7 Vocabulary should be explained easily, simply and basically.</td>
<td>4.40</td>
<td>0.73</td>
</tr>
<tr>
<td>13 Vocabulary should be presented to primary learners in fun and interesting contexts.</td>
<td>4.13</td>
<td>0.85</td>
</tr>
<tr>
<td><strong>New vocabulary can be taught through games, songs and plays rather than direct instruction.</strong></td>
<td>4.59</td>
<td>0.82</td>
</tr>
<tr>
<td><strong>Some further funny stories to read after class suggested by the teacher is necessary for vocabulary development.</strong></td>
<td>3.07</td>
<td>0.91</td>
</tr>
<tr>
<td><strong>Pictures / flashcards connected with topics can be displayed around in the classroom as a kind of incidental teaching.</strong></td>
<td>4.03</td>
<td>0.93</td>
</tr>
</tbody>
</table>
Generally speaking, the above data excavation in explicit vocabulary teaching shows that most of the teachers realized the importance of setting meaningful contexts (78.6%), modeling for pupils' attention and imitation (84.5%) and simple and basic explanation (91.7%). Yet, in contrast with their approving percentages proportions, the first two factors – contextualizing or providing rich and varied contexts to motivate YLLs (21.4%) and good oral modeling (15.5%) were in their second thought perceptions. These figures show not all seemed to be fully aware of the critical values of oral chunks of high quality given by the teacher although Nunan (2011) metaphorized teachers’ spoken input with “the gasoline that fuels the acquisition of aural language, offers models to follow, reduces beginning learners’ pressure and builds up confidence for language use” (p.48). This finding also confirms its association with that of Dang Thi Cam Tu and Seal’s (2016) in sociolinguistic understanding among young learners.

On the other hand, the mean score of indirect vocabulary teaching techniques through play learning, after-class reading and visual vocabulary display for incidental learning was lower (3.8). In detail, Item 12 “New vocabulary can be taught through games, songs and plays rather than direct instruction” was illustrated with 91.8% agreement as opposed to 8.2% from those who hesitated and gave little preference to informal learning. Displaying word walls or word flashcards or pictures for YLLs’ visual incidental learning and memory prompts (Item 17) in a rich language environment received a warm welcome with its mean score of 4.0. Specifically, 83.5% of the respondents claimed their preferences as opposed to 16.5% casting doubts and rejecting it. This was in line with Silverman & Hartranft (2015)’s highlight on “creating word-rich learning environment before, during, and after school to improve vocabulary knowledge over time” (p. 211). For that reason to extend input in quantity for incidental learning, the next indirect technique (Item 15) to encourage pupils to read some further funny stories or picture books after class got the lowest mean score (3.0) among the three with a surprising disproportion between 75.3% of them hesitating in contrast with 24.7% of approving teachers. It means that Graves’ (2013) stress on free reading seemed to be considerably questionable to the respondents. Though reading after class for incidental exposures which is theoretically considered critical (Graves et al., 2013), seemed to be very questionable with significant uncertainty or disagreement while visual vocabulary display around classes and play learning activities through games
or fun learning activities received much recognition from the surveyed teachers. It seems that their incomplete understanding about primary learners whose characteristics are short attention, developmental thinking capacity, multisensory learning, good imitation, or instinct of play learning may result in such conspicuous hesitation and rejection.

In short, the above deeper screening of all the perception data on indirect vocabulary teaching techniques has brought to the surface their most questionable aspect - reading after class (at the lowest mean of 3.0) with 75.3% of much uncertainty and some disagreement. The considerable question to free reading is similar to those reported by Graves et al. (2013). Meanwhile, almost all the teachers perceived the importance of the other two elements – play learning activities (M=4.5) and visual incidental vocabulary learning in class (M=4.0) with respectively 91.8% and 83.5%.

Another finding about the predominance of explicit teaching over implicit teaching arises from a comparison between their construct mean scores (respectively M=4.1 and M=3.8) with several peculiarities above in each. This finding is in line with that in the database review of the studies on vocabulary instruction by Butler et al.’s (2010). The results of the questionnaire neither fully explain the emerging doubts in explicit or implicit vocabulary teaching nor confirm their affirmative perceptions to go along with their teaching practices so more penetration need to be correspondently followed in the next two instruments of interviews and observations.

4.1.3. Teachers’ perceptions of explaining word meanings

Whether to teach vocabulary directly with the support of the teacher or indirectly by encouraging YLLs to review in rich language environments, it is critical for YLLs to comprehend vocabulary meanings. Therefore, it is necessary to examine into how the respondents perceived establishing vocabulary meanings.

Table 4.3 (M=4.0) presents the surveyed teachers’ perceptions of teaching word meanings in different layers of meanings – semantic connection (Item 8), in topical grouping (Item 25), in concrete – abstract dimension (Item 11), in association with their prior language knowledge (Item 18), in multisensory language experiences (Item 26) and in providing L1 – FL equivalents (Item 1).
Table 4.3: Teachers’ perceptions of explaining word meanings

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Frequency</th>
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<tbody>
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<td></td>
<td></td>
<td></td>
<td>1 (SD)</td>
</tr>
<tr>
<td>8</td>
<td>4.33</td>
<td>0.89</td>
<td>3.3</td>
</tr>
<tr>
<td>11</td>
<td>4.24</td>
<td>0.92</td>
<td>2.4</td>
</tr>
<tr>
<td>18</td>
<td>3.36</td>
<td>1.12</td>
<td>4.4</td>
</tr>
<tr>
<td>25</td>
<td>4.03</td>
<td>0.81</td>
<td>2.9</td>
</tr>
<tr>
<td>26</td>
<td>4.36</td>
<td>0.71</td>
<td>1.9</td>
</tr>
<tr>
<td>1</td>
<td>4.14</td>
<td>0.87</td>
<td>0.5</td>
</tr>
<tr>
<td>C</td>
<td>4.07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In detail, the data that the respondents’ high approval of Item 8 (91.8%), Item 11 (87.4%) and Item 26 (87.9%) reflect that most of them may hold clear perceptions respectively of semantic connections, multisensory language learning and developmental vocabulary teaching from easy to difficult, from specific to abstract. Their positive perception could be traced back from their understanding of some of YLLs’ reviewed characteristics and principles of teaching vocabulary meanings from their teaching experience and prior training. As mentioned earlier, young learners start their FL learning with learning more oral skills than literary and “central of learning a foreign learning at primary level is building up a useful vocabulary in chunks” (Cameron, 2001, p. 72). They are first taught unanalyzed meaningful language blocks in multisensory approaches. The more vocabulary YLLs learn overtime, the more concepts around the surrounding in FL increases and different cultural values about children’s life from foreign countries gradually develop. Simultaneously, YLLs can enhance their higher thinking capacity – categorization, analysis, and generalization to learn paradigmatically related words such as synonyms, antonyms, meronyms (parts) and hyponyms (wholes). These vocabulary types are semantically connected.

Along with their perception trends, several peculiarities could be noticed from the data results. On Question Item 18 to explain vocabulary meanings in YLLs’ prior language experience, surprisingly the proportion of their doubts and disapproval from the participants accounted for 48.5%. This finding was amazingly unexpected with the highest SD (1.12) and suggested that they may not understand much about young learners’ previous language experiences partly because they were not trained to teach young learners and partly their vocabulary knowledge from adults’ lens may overwhelm. Meanwhile, according to Cameron (2001) and Hedge (2008), young learners’ conceptual development grows in their childhood. This finding is strengthened by Stahl’s (2005) finding in challenges to know or assess
how much vocabulary learners have learnt especially in large classes. Another important finding was that the number of the disagreeing or hesitant participants to Item 25 about topical grouping took account of 25.2% while Silverman and Hartranft (2015) prioritized topical or thematic connections to foster children’s vocabulary knowledge in different aspects such as contextual, taxonomical and linguistic associations. Apparently, one-fourth of them having vague perception of topic-based teaching while Cameron (2001, p. 180) considered theme-based teaching a demanding task which requires teachers of “a wide repertoire of activity types and resources, planning and implementation skills and sequences of vocabulary, structures and functional focuses for natural uses.” Besides, such puzzles about topic connections also may go to the respondents’ overdependence on textbooks which offer unit themes. Thirdly, one fifth of the respondents (almost 20%) gave hesitant perceptions to translation, which could be explained with Thornbury (2002)’s highlight that teachers' overuse of direct translation may lead learners to overreliance on mother tongues. These peculiarities through their noticeable hesitation above need further exploring for the underlying factors that influence their perceptions as Borg (2006, p. 41) pointed out teacher cognition may be influenced by “schooling, professional coursework, contextual factors and classroom practice.” In spite of the revealed trends in the subset of the principles in explaining vocabulary meanings, their relative doubts cast affirmatively on translating in connection with YLLs’ previous language experiences and topics need either evidence-based confirmation or clarification through their real teaching practices in class.

4.1.4. Teachers’ perceptions of developing vocabulary through skills for communication

Along with teaching vocabulary meanings, Table 4.4 presents the findings regarding the surveyed teachers’ perceptions of teaching vocabulary use through skills.
Table 4.4: Teachers’ perceptions of developing vocabulary through skills for communication

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 (SD)</td>
</tr>
<tr>
<td>10</td>
<td>Learning vocabulary, sound and spelling correspondence through phonics could enable learners to recognize and remember vocabulary.</td>
<td>3.82</td>
<td>0.79</td>
</tr>
<tr>
<td>21</td>
<td>Teaching vocabulary through focuses on reading and writing primary pupils’ ability to communicate messages to other people.</td>
<td>4.04</td>
<td>0.80</td>
</tr>
<tr>
<td>22</td>
<td>Teaching vocabulary through listening and speaking will help develop primary pupils’ comprehension of meanings.</td>
<td>3.93</td>
<td>0.84</td>
</tr>
<tr>
<td>5</td>
<td>Teaching vocabulary in sentences through four skills enables pupils to develop fluency.</td>
<td>4.07</td>
<td>0.80</td>
</tr>
<tr>
<td>14</td>
<td>Multimedia can offer great support in teaching vocabulary.</td>
<td>3.69</td>
<td>0.90</td>
</tr>
</tbody>
</table>

Construct Mean Score 3.90

On the whole, the mean score of the perception on teaching through skills (3.9) shows their perception tendency. Specifically, teaching vocabulary through listening and speaking with an emphasis on comprehension (Item 22 with M=3.9) was widely
understood by over three-quarters of the survey population (79.2%) whereas the other quarter (20.8%) belonged to total disagreement and doubt. Similarly, the reactions of the participants to teaching vocabulary through reading and writing with an emphasis on conveying messages (Item 21 with M=4.0) generally achieved enormous proportion of supporters with 80.7% while those who were in two minds and even did not believe accounted for 19.3%. The two conspicuous features reflect their similar uncertainty towards two strands - oracy and literacy, which is more appropriate for primary learners with more weight on oral skills. In the contexts primary schools in Vietnam (Dang & Seals, 2016), analyzing all units of Tieng Anh 5, pointed out each unit begins with listening tasks coupled with speaking tasks and reading tasks followed up with writing tasks. It would be helpful for primary teachers to recognize such implications of the textbook designers for two stranded teaching.

Next, weaving vocabulary in chunks for fluency and inductive grammar learning (Item 5) gained much recognition from the respondents (79.6%). Meanwhile, 20.4% of them cast noticeable doubt and even disagreement on the link between vocabulary and grammar through chunks, possibly reflecting the respondents’ incomplete understanding on the transitional role vocabulary in chunks to grammar as well as the benefits chunks offer. Their relative uncertainty was a good indicator of their vague perceptions of chunks, a transitional unit between words and sentences in communication.

Another skill that cannot be absent from teaching adolescent learners is teaching phonics in Item 10 (M=3.8) that received agreement from 72.3% of the surveyed teachers whereas the teachers who felt unsure and disapproved of such a phonological impact on vocabulary retrieval took up 27.7%. To teachers who support learners who can recognize and pronounce vocabulary without any difficulty, teaching phonics may be not necessary. Instead, teaching sounds is replaced. Phonics differ from sounds, so does teaching them. Teaching phonic skills involves teaching sounds and letters in meaningful contexts for YLLs’ comprehension, pattern recognition and rich cultural enrichment (Pinter, 2010; Wray & Medwell, 2008). Therefore, it is necessary for primary teachers to learn teach phonics in meaningful and rich cultural contexts to support comprehension, recognize sound-spelling pattern recognition and rich cultural enrichment (Pinter, 2010; Nunan, 2011; Wray and Medwell, 2008).
Besides, using multimedia to design a variety of learning tasks in vocabulary development received different responses from the surveyed teachers (Item 14 with M=3.6) gained the most peculiarities. Those who supported this instructional fashion (54.4%) were nearly similar in comparison with those who were reluctant to approve and unsure took up 45.6%. Along with that, the highest proportion of hesitation and disapproval (45.6%) goes to the respondents’ perception of multimedia to design a variety of learning tasks in vocabulary development. Teachers’ use of multimedia such as videos, digital texts, games, and visual and auditory applications in conjunction with children’s daily life of different cultures can not only differentiate vocabulary instruction and support word use (Silverman & Hartranft, 2015) in quality but also in quantity. Nation (1990) suggested the quantity of exposures may be at least five to six times in a lesson unit, which could be facilitated with the support of computers.

In summary, the above data analysis, beneath the positive perception trend (3.9), to the surveyed participants who had been taught four-stranded vocabulary teaching, phonetic transcription or complicated phonetic analyses and whose third graders upwards were familiar with alphabetical letters and able to recognize sight vocabulary through sound patterns, their incomplete understanding of the nature of vocabulary taught to YLLs may lead them to such doubts so all of the findings in the respondents’ perceptions need deeper penetration into their real classroom observations and teacher interviews. The data results of this subset seem to be the most thought-provoking one among the five aspects as their doubts fell upon all over the skill-based principles in perceptions so they are worthy of further attention.

4.1.5. Teachers’ perceptions of vocabulary teaching procedures

No matter which language skills are focused during vocabulary instruction, the classroom procedures primary teachers conduct depends on whether it is time to present vocabulary for a first exposure or for practice in the PPP teaching model. Therefore, Table 4.5 focuses on the findings of teachers’ perceptions of how vocabulary-oriented English teaching is conducted for contextualizing (Item 3), prioritizing oral vocabulary (Item 16) over written vocabulary (Item 19), reinforcement (Item 20) and personalization in class (Item 3).

On the whole, the construct mean score of this component (4.1) indicates that most of the teachers were on the right track. A quick look at the following data
result could disclose the high proportions of hesitation and agreement in the items in the construct that should be addressed.

**Table 4.5:** Teachers’ perceptions of vocabulary teaching procedures

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>1 (SD)</th>
<th>2 (D)</th>
<th>3 (N)</th>
<th>4 (A)</th>
<th>5 (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>Encouraging young learners to speak or write new words about themselves or in meaningful contexts enables them to remember longer.</td>
<td>4.11</td>
<td>0.80</td>
<td>2.4</td>
<td>1.9</td>
<td>12.6</td>
<td>48.1</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Written forms of words should be presented <em>after</em> young learners have understood the word meanings in contexts.</td>
<td>4.10</td>
<td>0.80</td>
<td>9.8</td>
<td>5.8</td>
<td>49.0</td>
<td>35.4</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>It is essential to pre-teach key vocabulary before any activity.</td>
<td>3.90</td>
<td>0.93</td>
<td>2.4</td>
<td>3.9</td>
<td>24.8</td>
<td>39.3</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>Vocabulary in oral forms should be developed before vocabulary in written forms.</td>
<td>4.12</td>
<td>0.82</td>
<td>1.9</td>
<td>2.4</td>
<td>11.7</td>
<td>49.5</td>
</tr>
<tr>
<td><strong>20</strong></td>
<td>Vocabulary items should be used in different activities, with different skills and for multiple times after first exposures.</td>
<td>4.27</td>
<td>0.79</td>
<td>1.9</td>
<td>0.5</td>
<td>7.3</td>
<td>49.0</td>
</tr>
<tr>
<td><strong>Construct Mean Score</strong></td>
<td><strong>4.10</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As can be seen from Table 4.5, nearly 70% of the respondents perceived pre-teaching key vocabulary before any activities (Item 16 with M=4.1) while those with the hesitant understanding or rejection held the considerable proportion of 31.1%. In response to Item 9 (M=4.1) that written forms of words should be presented after young learners have understood the word meanings in contexts, there was a considerable agreement among most of the surveyed teachers (84.4%) whereas those who either hesitated or rejected, taking up 15.5%. Regarding Item 19 (M=4.1) that vocabulary in oral forms should be developed before vocabulary in written forms for comprehension, most of the participants approved of the priority (84%) whereas those who were hesitant or rejected took up 16%. The above data results reflect the participants’ questions about which basic elements of vocabulary, meaning, forms or use, to be prioritized. To young learners, as characterized to be good imitators earlier, Beck (2002) stated that the order of learning words and focus on oracy and meaning should be taken into great account. Meanwhile, pre-teaching vocabulary is not necessary because learners should be encouraged to guess (Nation, 1990). Next, Item 20 about recycling vocabulary in different activities with different skills and for multiple times was warmly welcome with 90.3% of the participants compared to near 10% for uncertainty and disagreement, which possibly may reflect the respondents’ uncertainty about their abilities to vary teaching activities to pre-teach vocabulary. Their hesitation could be seen in the studies about various techniques to present vocabulary (Rosa, 2004; Awaludin, 2013; Shintani, 2013).

The next assumption in Item 3 that new words young learners speak or write about themselves or in meaningful contexts can stay in their mind longer has the mean score 4.21, reflects their clear perceptions of personalization. In detail, 83.1% of the respondents supported this assumption while the rest of them (16.9%) reacted with hesitation and disapproval. Deep processing could be differentiated in information gap activities, familiar and realistic language experience, meaningful child-life contexts or
personal connections. Such teaching skills requires the teachers to understand their learners and language experience well enough to set contexts for natural and motivating interactions.

From Table 4.5, the participants’ positive perception patterns of teaching procedures could be found through its construct mean score (4.1) as well as their considerable proportions of agreement about presenting meaningful contexts and personalization in Item 3 and Item 20. Yet, several peculiarities about their doubts on taking priority of oral forms over written forms (Item 9 and Item 19) and especially (Item 16) their most questionable assumption about pre-teaching vocabulary before activities (over 31%) need deeper screening through observation and interview. These findings also accord with the recent articles (Rosa, 2004; Awaludin, 2013; Shintani, 2013) and the earlier findings in the other four aspects of teaching vocabulary to YLLs about their incomplete understanding of teaching vocabulary to YLLs in this study.

In the nutshell, all the above quantitative analyses of the questionnaire data not only numerically describe the surveyed teachers’ perception trends of teaching vocabulary to YLLs but also inferentially reveal their significance through their hesitant and doubtful responses towards the focused aspects of teaching vocabulary to YLLs. These peculiarities are further clarified and excavated in the next section through the collaborative analyses of observations and interviews.

4.2. Teachers’ practice of teaching vocabulary to YLLs

By triangulating with the questionnaire data, this section focuses on the quantitative data from the observation checklist and the qualitative data of the observation transcripts along with illustrative excerpts from the interviewing transcripts to scrutinize all the surveyed teachers’ verbal and non-verbal behaviours of vocabulary instruction in the five aspects.
4.2.1. Teachers’ practices of selecting vocabulary to teach

This section describes the word choices made by the 20 observed teachers in what vocabulary to choose (either single words or chunks) and selection sources from the textbooks or teachers’ judgement.

As can be seen from the checklist, 6 teachers chose single words (30%) and 14 teachers selected chunks (70%). These observation data are nearly in accord with those of the questionnaire data in Item 6 with 67.9% of agreement and 32.1% of disagreement. To most teachers, that the concept of language chunks seems to be unfamiliar is reflected throughout the qualitative data. The terms “vocabulary, phrases or sentences” were spoken instead of “chunks” in their use of metalanguage in class except Teacher ID7: “I consider those structures vocabularies because primary pupils are so little that we cannot teach them sentence structures.” These findings are in line with their questionable perception data in Items 6 (about language chunks) and Item 4 (about chunking for fluency and vocabulary enlargement) with respectively over 32% and 20% of hesitation.

Most of the observed vocabulary selections were textbook-based, which is double-checked through all interviewed teachers’ strong “commitments” and “duty” to textbooks for guidance and conformity in teaching, testing and assessment. However, some truth was disclosed by three of the interviewed teachers’ reflections on their use of textbook series (English 3, 4 and 5):

Here is the format of textbook design. Each unit encompasses three lessons. The first lesson is to provide several new words and one sentence pattern. The next lesson should be a revision for the previous one but actually it does not. [insufficient revision] (Teacher ID11).

Their concerns in spacing or revision for vocabulary retention were in line with Tang (2007) emphasizing the systematic vocabulary development, curriculum design and instruction so that word knowledge could be strengthened and expanded. The
triangulated data result shows that the observed teachers’ building vocabulary was mostly textbook-guided and may not be their intentional vocabulary selection.

Textbook Series of English (English 3, 4 and 5) are rather overloading with very little practice [insufficient exposures]. I have seen a big learning load for third graders. For instance, in my textbook review, pupils have to learn over 20 sentence patterns in Semester 1. That’s such a big load that they may not take in. (Teacher ID16)

They learn nouns and verbs respectively with the ending /s/ for plurality and verbs with the ending sounds for past tense [grammar focus] ….. These are very common and difficult mistakes. (Teacher ID2)

The obstacles Teacher ID11 and Teacher ID7 reflected are related to insufficient spacing effects or sequencing between new words in textbooks in spite of the values of recycling and revising for multiple exposures and authenticity (Pinter, 2014, p.85):

“Recycling and revising both vocabulary and structures is important in TEYL classrooms.”

Another challenge raised by three of the interviewed teachers was linked with more grammar focus and sequencing of sentence structures. In detail, Teacher ID16 tried to point out that the English course for fifth graders is overloading and grammar focused with 5 tenses without revision while Teacher ID11 mentioned inconsistent sequences of sentence structures:

“Or in English 4, pupils have not been taught affirmative sentences but we have to present the question “Are they your friends?”

Along with such reflections on excessive vocabulary loads, next are the findings about jumbles between textbook dependence and their own judgement. Specifically, 13 teachers working with the same lessons did exploit the target vocabularies differently. For instance, to teach fourth graders about their birthdays in Unit 4, the vocabulary scopes they taught differed. For instance, in addition to 12
months in the year, Teacher ID5 focused on ordinal numbers 1-10 while Teacher ID8 expanded to 1-20 and Teacher ID10 limited within some ordinal numbers in the textbooks. Such findings could be seen repeated in teaching vocabulary chunks to ask ages. Teacher ID4 invested in the vocabulary of nationalities in the textbook while Teacher ID7 expanded the vocabulary at the learners’ needs. These differences were good indicators of their different judgements. Even these proofs of their weight may partly explain their hesitant perception data in Item 23 (about textbook reliance) and Item 24 (about their judgments of usefulness).

Not only what words to teach but also how many words are counted in the twenty class observations, the vocabulary sizes were seen in 3 ranges respectively 1-4 (40%), 5-12 (55%) and 12 or more (5%) in line with the suggested loads by Gairns and Redman (1998) and Richards and Villiers (1997). Even age-appropriate vocabulary loads were considered with Teacher ID7’s judgement: “In general, the maximum vocabularies for each unit are 10. To grade 5, I usually provide them 6 – 7 vocabularies for each lesson. As for third – grade pupils, they are very slow so we should teach 5 words at maximum.”

In summary, the interview and observation data in reference with the questionnaire data above may partly highlight several findings in this aspect. First, not all the observed teachers could intentionally select chunks and oral vocabulary to teach despite the values of chunks in vocabulary enlargement, comprehension and fluency. Secondly, most of the respondents made word choices from the textbooks as their strong commitments to the teacher books as their duty. Thirdly, their overreliance on textbooks sometimes results in several difficulties in vocabulary selection. The triangulated data also brought to light several unseen challenges the current textbooks imposed on textbook users (both the participants and their learners) such as insufficient space effects, ineffective sequencing of lexical sets and functions, deficient repetitions, more grammar focus instead of vocabulary basis. These findings partly corresponded to the findings Dang and Seals (2016) came up with in their article on an evaluation of
primary textbooks in Vietnam with more stress on grammar than communicative competence and with those in terms of space effects by Lotfolahi and Salehi (2017).

4.2.2. Teachers’ use of vocabulary teaching techniques

This section describes the 20 observed teachers’ uses of techniques and activities in both direct and indirect approaches. The explicit style concentrates on respectively contextualizing, explaining in L1 or FL and providing good quality oral modeling while the implicit style includes self-discovery in play and learning activities, visual incidental vocabulary display around classes and free reading.

In direct teaching, beside setting contexts with textbook pictures by 15 teachers, other activities such as games, puzzles, miming, touching and guessing, a princess and a shark, TPR activities (T11, T5, T20), songs (T4, T6, T15, T20) which were learnt through workshops or observed in colleagues’ classroom visits (T16, T18, T9, T5, T14) were employed in most of the observed classes. Some other contexts seemed to be age-inappropriate. For instance, to teach nationalities, T1 mentioned going to embassies in case of losses of passports. Or to do grouping, Teacher T14 or T13 unconnectedly contextualized with characters in Japanese comics such as Nobita, Chaien or Xeko, or with search engines like Yahoo, Google or even with adult-familiar Vietnamese singers to arouse curiosity or communicative needs. The evidence was corroborated with the doubtful perception data (M=4.1 with 21.0% of uncertainty) along with the finding about the lack of intercultural embedment in the current primary English textbooks of Vietnam (Dang & Seals, 2016, p. 13).

The practice data with a lot of evidence of lengthy explanation and metalanguage were very contradictory to the leading data of their correspondent perception on short, simple and basic instructions (M=4.4). This is one of the most striking findings to emerge from the data comparison.

T11: I will check your previous lesson by doing some actions and you will say the words what I do. Cô sẽ làm một số hành động để kiểm tra bài cũ của các em và các
em sẽ đọc cho cô động từ đó in English. Được không? Nào từ đầu tiên. [To review the previous lesson, I’ll do miming and you will name the verbs of action in English. Can you? Now the first one]. (Instead of “Please look and say what I do.”)

The instructions of the like could be commonly heard or seen in most of the video records or transcripts. More lengthy instructions and complicated explanations in Vietnamese mean less quantity of exposures and less quality of good oral vocabularies. Among those observed teachers, four other teachers (T7, T1, T2, T11) verbally drew pupils’ attention by both verbal and non-verbal techniques such as establishing amazing routines, clapping, giving very short and basic repeated instructions in English, using sweeps of arms for choral repetition, or daily practices in groups, pairs and individual oral practice, which considerably reduced classroom management and increased attention. Cameron (2001) emphasized “routines will open up many possibilities for developing language skills” (p. 11). Meanwhile, 16 teachers (80%) traditionally used both verbal and non-verbal techniques - banging long wooden rulers on the blackboard, ruler tapping on the blackboard or clapping, eye contacts, loud shouts over the kids’, one teacher with a rattle (T12) or mild blames (T10, T11, T12, T15), underlining words or affixes, pointing or putting the structure patterns with target vocabulary in frames on board or color chalk for emphasis were also in use (T4, T5, T10). These were some of the surprising findings which reconfirmed the hidden factor Nation (1990) assumed to be unteaching activities but very critical. These essential findings may partly strengthen many of the primary teacher’s oral revelation about their pressures due to their lack of child-friendly teaching activities, insufficient attention getting techniques or ineffective classroom management in big classes.

Teacher explanation and instruction giving are always accompanied with teacher modeling because after comprehension, young learners must hear good models of what good oral language should be like and be able to imitate (Silver and Hartranft, 2015). Though receiving much agreement in perceptions (M = 4.0 but
15.5% of uncertainty), it was proved to be not only limited in quantity but also ineffective in quality through the interviews for several reasons. First, most of the observed teachers’ lengthy instruction and explanation with overuse of Vietnamese and less English reduce time for spoken input. Secondly, none of them were native English speakers and all the teachers tried to get their pupils to access good oral vocabularies with media support (14 computer assisted classes, 1 TV-supported class, 5 classes with mobile audio devices or cassette players) and textbook accompanying CDs but the spoken input from English textbooks Series (MOET, 2016) was not very authentic in pronunciation quality with “only one man reading all the instructions and only three or four children reading all the dialogues” (Dang & Seals, 2016, p.11). Time for such multimedia assisted modeling was reserved within a few minutes each. Being asked about use of themselves as spoken input providers, some of the common responses among the interviewees (Teachers ID1, ID2, ID11) were related to their lack of confidence in pronunciation and fluency due to daily teaching overwork, understaffing, insufficient opportunities for fluency and pronunciation enhancement.

Apparently, their reflections upon their oral modeling brought to the surface some findings related to teachers’ L1 fossilization in oral language, daily zero pressure conditions in oral enhancement or understaffing. From Teachers ID7’s and Teacher ID 11’s main focus on young learners basic oral communicative skill, another contradictory finding may exist in their perceptions of accurate oral model as primary teachers and of fluency to those as language users who used to be taught to be tolerant of errors and mistakes in CLT providing that the ultimate purpose to communicate is achieved.

In indirect vocabulary teaching, from a variety of reviewed teaching techniques, three aspects the study focused range from play-learning activities, home extended reading and in-class visual word exposures. By observation, the 20 videotaped records show that most of the teachers integrated similar games and fun self-discovery activities in pairs, teams or groups with their teachers’ guide. However,
the data in the observation checklist show that two other activity types – wide reading after class and incidental visual exposures in class such as word walls, or word picture displays did not receive such a warm welcome as games, songs or plays did. Specifically, Teacher ID2 and Teacher ID16 revealed that in-class visual vocabulary flashcards or posters, though well-perceived was left neglected for increasing learner population, limited budgets for teaching aids and no designated language classes while extended learning for home assignment was categorized as follows: oral practice (30%), singing (5%), no homework (40%), memorization (5%), textbook exercises (20%). To explain the respondents’ most questionable aspect in their perception data about reading after class (at the lowest mean of 3.0 and 75.3% of uncertainty and disagreement), the interviewed teachers perceived that success in vocabulary learning depends not only on classroom input by the teacher but also on YLLs’ independent learning, parental concerns or socio-economic status:

Within 35 minute classes, I don’t have much time to teach. It depends on pupils’ time at home reading books, watching TV or some TV programs. Children like reading especially comic books but we have no resources [lack of reference materials]. As I see, some students who have their parents’ concern often study well. Their parents often ask me if their students should learn from any programs on the Internet, reading books or so on. [parental involvement]. (Teacher ID1)

If their parents have favourable socio-economic status and knowledge, they buy more books or can check their child’s learning at home or get kids to review the words they have learned at school [parental involvement]. (Teacher ID16)

By triangulation with their perception data, several findings may be released in indirect teaching. First, compared with direct teaching, the overall less predominance in practice is reconfirmed. Secondly their most questionable aspect - reading after class (at the lowest mean of 3.0 with 75.3% of much uncertainty and some disagreement) is explained with their inability to access teaching and learning resources, no previous training and parental concerns while their well-perceived visual incidental learning was
left unattended for the disproportioned development between increasing learner populations and understaffing as well as infrastructure investment.

In summary, in reference with their perception data in direct and indirect teaching, the two above triangulations of the surveyed teachers’ data have uncovered several important findings in each trend. In direct teaching, the fact that teachers’ direct explanations and target language oral modeling were not really sound methodologically with an overuse of Vietnamese and less target spoken input in quantity and quality and less exploitation of teachers as live English listening resources. Such teaching practices may result from their L1 fossilization, their hesitation between accuracy and fluency, or lack of confidence in pronunciation and fluency due to daily teaching overwork, insufficient opportunities for fluency and pronunciation enhancement. On the other hand, from indirect teaching emerge the findings that explain for reading after class receiving much uncertainty and disagreement (75.% in total) due to inability to access teaching and learning resources, little previous training about independent reading instruction and parental concerns and illuminate the mismatches between the participants’ good perceptions and restrictive practices in visual vocabulary learning around classes due to the disproportioned development between increasing learner populations and understaffing, testing as well as infrastructure investment. Also these findings again emphasize what Nation (1990, p. 43) assumed to be “unteaching” but very common obstacles teachers might have in getting learner attention and creating routines.

4.2.3. Teachers’ practices of explaining vocabulary meanings

This section examines into how the respondents explained vocabulary involving specific child-friendly contexts and techniques in connections with topics and semantic senses, specific-abstract dimensions, multisensory learning, YLLs prior learning and translating by counting existence and frequency of activities and techniques to explain meanings.

A close look at the data in the observation checklist has shown that the participants developed their various activities in explaining word meanings in two
approaches – verbal and demonstrative, suggested by Nation (2008), Linse and Nunan (2005), Cameron (2001), Silverman and Hartranft (2015). This trend may be attributed to many factors such as their strong commitments to textbook designs, their subject knowledge gained in their prior teacher education, more focus on inductive teaching of chunks (Cameron, 2001) and multiple uses of visual, kinesthetic and auditory activities than on expansion of word concepts or analysis due to YLLs’ characteristics. Specifically, the demonstrative techniques with textbook pictures, posters, realia, props, or other resources (15), flashcards (5), miming (5), drawing (3), video clips (1), mind mapping (1) outnumber the verbal techniques with eliciting (20), translating (7), synonyms (1), concept expansion (2). Both groups were steered around auditory - visual activities, TPR activities, kinesthetic games, feeling and guessing games among which visual activities took the lead. These data reflect the participants’ actual implementation of multisensory learning. The checklist data result that there were more demonstrative techniques than verbal techniques also reflects that the observed teachers taught with more specific than abstract concepts. In detail, providing definitions was mostly given to chunks by 14 teachers (70%) and to single words by 6 teachers (30%). However, according to the interviewed teachers, in all the textbooks, teaching vocabulary was designed to be followed in sentence structures, that is, vocabulary was taught in set expressions or patterns. More chunks with idiomatic and non-idiomatic expressions meant less complicated analysis, more comprehension, fluency and pronunciation enhancement for communication at the onset of FL learning. Apparently, the principle of developmental learning was maintained from easy to difficult levels.

Similarly, regarding semantic connections, the observation data reflect that most the observed teachers gave their explanations in different approaches. For instance, most of them connected specific words (meronyms) with general topical words (hyponyms). For instance, school is connected with playground, sport field, art room, computer room or family members as meronyms are associated with family as a hyponym or Australian, Vietnamese, French and so on are under the general noun
nationalities. The examples of the similar nature were numerous and consistent between the observation and their considerable favourable questionnaire responses.

Besides, translating seemed to be one of the most preferential among the observed teachers’ strategies although it is considered “shallow processing” (Cameron, 2001, p.84) or reduces learners’ motivation to think in the target language (Nation, 1990, p.53). In many classes (T3, T4, T5, T8, T15, T17, T19), L1 equivalents were written on the board immediately or uttered as soon as new English words were presented. In some cases with pictures, although pupils had totally comprehended them, L1 equivalents were redundantly provided. In addition, many of the observed teachers, writing on the board, tended to write new words with their L1 equivalents without contextual examples to save time and reduce pupils’ misspelling mistakes. By doing that, they decontextualized vocabulary meanings, which Nation (1990) stated that these decontextualizing techniques may bring difficulties in word use to learners in independent learning. When being interviewed and observed to clarify about their most preferential activity types, some of the underlying reasons were unveiled:

During my class teaching for observation, I carry out a principled teaching process as I am supposed to; that is, I don’t focus much on meaning analysis. Yet, when I work in my class on my own, I want my pupils to comprehend thoroughly the meanings of the sentences in Vietnamese. [T11’s juggle between implicit and explicit meaning explanation]

The general knowledge of some pupils is limited. They look at the flag but they have never seen it before, so I have to translate it so that they can understand the meaning quickly…. Translation is the most economical way to teach word meanings. [T1’s time pressure and YLLs’ limited general knowledge]

Through observation, “What does it mean?” seemed to be such a very popular question in explaining meanings that young learners were likely to develop habits to switch into L1 right away when they saw or heard unknown words so it is
advisable “to wean them off a reliance on direct and immediate translation from mother tongues” (Thornbury, 2002, p. 30).

In some classroom observations, losses of meaning through translation were inevitable because of interlanguage interference. Take a look at the excerpt in the class where Vietnamese was overused and many Vietnamese homonyms with different meanings were taught in one lesson (you, your, friend, friends, they):

**Excerpt** (T13): (02:50 to 16:55)

T: Câu hỏi tiếp theo nữa là gì nào? Bạn bao nhiêu tuổi? [Now, next question? How old are you?]

Ss: How old are you?

T: Hỏi xem những người bạn ấy có phải là bạn của họ không? [Let’s ask if they are their friends.]

Ss: Are they your friend?

(T leads to the new lesson.)

T: Yes, và hôm nay chúng ta tiếp tục đề tài “Are they your friends?” ở lesson 2.

Các con nhắc lại cho cô 1 từ đã học ở lesson 1 là từ gì nào. [Please tell me one word we have learnt in Unit 1.]

Ss: Friend.

T: Friend. Very good, Nhi. Nếu chúng ta muốn nói có 1 người bạn thì chúng ta có FRIEND, nhưng nếu chúng ta có rất nhiều người bạn thì từ FRIEND của chúng ta phải thêm 1 từ ở phía sau đó là chữ s và từ FRIENDS này có nghĩa là những người bạn. Now, listen and repeat. FRIEND [if we want to indicate one friend, we say FRIEND, if we want to indicate many friends, we add ‘s’ to its end. Friends means many friends.]

T: Và từ friends chúng ta gọi đó là danh từ số nhiều. [plurality]

(T writes on the board):

Friend → friends: những người bạn. [danh từ số nhiều]
T: Và các con nhớ từ hôm trước mình học, từ HQ là gì nào? [do you remember the word “họ” we have learnt]

Ss: They…..

T: Giờ mình muốn nói HQ LÀ mình nói THEY ARE. [Now let’s say “they are”]

Ss: THEY ARE.

T: Now, Cả 2 tranh này các bạn łą đang ở đâu? .. ở tranh a họ đang ở biển, tranh b họ đang ở trong công viên… thật ra cả tranh a và tranh b các bạn łą đều đang ở trong công viên, và đây là một hồ nước chứ ko phải biển. [Now, where are they? Look at the two pictures, where are they? In both pictures, they are in a park; this is a lake, not the sea... Actually, they are in the park, this is a lake and not the sea.[interference between “friends” and “they”]

Now the whole class, look at the picture, listen and repeat.

...

T: Nào các con hãy làm việc theo cặp. Chúng ta hỏi và trả lời xem những người bạn đó [interference] có phải là bạn của mình không. [It’s time for pair work. Let’s ask and answer]

-T asks some students to present in front of the class.

T: Nào có mỗi bạn Quân là Nam, Mai là Hoàng Nhi và bạn Hoa là bạn Linh.

[interference between “you” and “friend”]

The vocabulary learning burden in the episode is that there may be interference in “you, friend, they, friends” as their Vietnamese equivalents are nearly identical but each is different in aspects of word knowledge. L1 use may have gotten the teaching done but different shades of meanings of the above new words might have been missed. To deal with such interference, “the increase in learning burden caused by the interference between related words can be reduced by presenting items individually at different times or mnemonics” (Webb & Nation, 2017) so the word friends in the textbook unit should be replaced with another plural noun to reduce the learning burden. Gestures or body language or pictures could be strategically explained for the target new words - you and they. In addition to the above observation data about
intrinsic complexity of new words, some interviewed teachers (Teachers ID11 & ID2), despite their professional training in explaining meanings, expressed their juggles between vague comprehension and clear, systematic understanding and their translating tendency for remembering words longer in big classes of mixed levels.

Regarding topical connections that require primary teachers of a wide repertoire of intercultural activity types and resources, planning and implementation skills (Cameron, 2001), the following observation data show conflicting combinations of lexical sets in the textbooks that may negatively affect understanding, recall and communication:

In first semester, in Unit 11 (English 3), pupils have to learn 6 new words about family members (sister, brother, mother, father, grandmother, grandfather) along with how to ask and answer about their ages although at this point they are taught how to count from 1 to 10. How difficult it is for us to present numbers from 20 to 100 to express ages! [a clashing combination of lexical sets of family members and numbers] (Teacher ID7)

Or in Unit 4, lesson 2 (English 4), it’s difficult to teach pupils to talk about their birthdays, because they have not learnt all the ordinal numbers from 1 to 31 to indicate dates in a month along with 12 months in a year. [potentially overwhelming combinations of lexical sets of twelve months and numbers - ordinal numbers (first, second, third, …) and cardinal numbers] (Teacher ID11)

Apparently, the above episodes show that the two interviewed teachers found it challenging to explain vocabulary meanings precisely and effectively, which is in line with the questionnaire data. In order to keep pupils away from vocabulary overloads, the observation data illustrated that the teachers asked their pupils to reproduce the lexical sets of numbers in the textbook units although the language resources may not be what the learners wanted to express.

By such above regression analyses, many peculiarities emerged from some of the survey participants’ noticeable disagreement or uncertainty about translating, topic-based teaching and especially YLLs’ prior knowledge were disclosed. First, providing
Vietnamese equivalents either redundantly or immediately and giving much L1 instruction were common among some of the respondents due to their joggles between clear comprehension and vague understanding in big classes of mixed levels or interference which may reduce FL exposures and their motivation to think in English and simultaneously develop young learners’ habit to over-rely on Vietnamese. Secondly, the findings that the observed teachers’ inclusion of their limited understanding about their pupils’ prior language knowledge, their own subject knowledge has shown the teachers’ roles in deciding types of knowledge or judgement time pressure and insufficient authentic intercultural child-friendly activities or techniques. Thirdly, in terms of learners’ prior knowledge and topical connections, some conflicting combinations of lexical sets in a few tasks in textbooks along with the observed limited repertoire of child-friendly intercultural techniques, more or less, may add more layers of complication in explaining meanings.

Therefore, primary teachers need to plan or adjust appropriate ranges of close-to-child-life activity types and resources and taught vocabulary repertoire with new vocabulary (Cameron, 2001). Meanwhile, the observation data show most in-class contexts to present vocabulary were connected to textbooks, instead of with authentic children games to motivate YLLs. Additionally, two interviewed teachers thought that YLLs’ prior knowledge was not mature enough and even two of the interviewed teachers confessed their own occasional lack of confidence in intercultural knowledge while the others assumed that multimedia could help facilitate such cultural gaps.

Because their general knowledge is limited, they look at the flags but they have never seen them before, and they don’t understand. Honestly, I sometimes don’t know some flags. I have to translate the words of nationality so that they can understand the vocabulary meanings. (Teacher ID1)

Then the reasons for their hesitation - YLLs’ limited general knowledge, cultural unfamiliarity and insufficient child-friendly learning activities – have partly come to light through the interviews.
In summary, through 20 observations and 05 interviews the aspects in explaining vocabulary meanings were both quantitatively and qualitatively addressed in comparison with the correspondent questionnaire data. For instance, the observation data with presenting more chunks than single words, more visual activities than verbal techniques, less words of sense relations (i.e. antonyms, synonyms, meronyms and hyponyms are partly compatible with significant proportion of agreement in the questionnaire data in Item 11 (developmental learning with 87.4%), Item 26 (multisensory learning with 87.9%), and Item 8 (semantic connections with 91.8%). Contrarily, remarkable proportions of doubts and disapproval of Item 18 (YLLs’ prior knowledge with 48.5%), Item 25 (topical-based teaching with 25.2%) and Item 1 (translating with nearly 20%) could be traced back from the highlighted observation and interview data - little intercultural integration in textbooks, child-friendly play-learning activities or games, sequencing of functions and lexical sets, intercultural knowledge. Several barriers such as time pressure, big mixed classes, mixed-level learners, unawareness of excessive or immediate translation as a routine teaching, the learner’s limited word concepts may take teachers to overuse of translation as a short cut.

4.2.4. Teachers’ practices of developing vocabulary through skills for communication

In this aspect, the teaching of vocabulary integrated in language skill development activities was screened in teaching phonics, teaching vocabulary in sentences for grammar, oracy and literacy with the support of media for multiple exposures throughout the 20 class records and 05 teacher interviews ranging from.

Among the 20 observed lessons, there are 3 phonic lessons (T3, T9, T11); however, the three observed teachers conducted different approaches to phonics.

**Excerpt** (T3): (02:50 to 16:55)

T: Now, look at this. What’s the letter? You, please.

P: Thưa cô là B /bi:/ .[It’s B, Miss]
T: Right, thank you. Letter B /bi:/.

(Teacher writes B, b on the board, points at them and make a signal for the whole class to repeat /bi:/ by clapping, then comes group repetition and then individual repetition.)

T: Now, look at this. What’s the sound of the letter B? Look at letter B. Vậy thì âm của nó thì đọc như thế nào? (point at the small b). You, please.

P: Letter B /bi:/, letter /b/ [confusing recognition]

T: À, Thank you. Bạn nào có ý kiến rõ hơn? Nào mới con. [Who can have clearer opinions? You, please!]

Ps: /b/

T: Dung rồi, âm của nó, mình sẽ đọc là /b/, /b/, /b/ [Correct, it’s the sound, we pronounce /b/]

Ps: /b/ /b/


Apparently, Teacher T3 taught phonics by attracting pupils’ attention to the letter of B in upper-case or lower-case letters, spelling aloud with an oral presentation of two concepts “letter B and sound /b/ in the word “bird” in a picture, which may lead pupils to a confusion that the big B may be thought as a letter and small b may be thought as a sound. The metalinguistic concepts “letters, sounds, phonetic transcripts, long or short vowels are actually beyond YLLs’ thinking.

Excerpt (T9): (7’00 to 14’07)

T: Now, I have a short clip, look at …. and tell me. These groups have two sounds, and what sounds are they? Các em sẽ được xem một đoạn clip ngắn và các em trả lời cho cô các từ này sẽ có hai âm và các em trả lời cho cô xem đó là hai âm nào. Okay?

- Teacher shows the pupils two slides with vocabulary.

/ɪl/: bill, hill, Jill, fill, dill, kill,

/ɔːl/: small, mall, all, call, fall, wall

T: Okay, can you tell me two sounds?
P: /ɔːl/ and /ɪl/

T: So now today we will learn how to pronounce its words and its verbs. Hôm nay chúng ta sẽ học bài mới, sẽ học cách phát âm 2 âm này khi mà ráp vào từ thì mình sẽ đọc như thế nào đây. [Today we are going to learn a new lesson to pronounce 2 sound blends in words]. Okay, open your notebook, please….

(Teacher plays the tape twice.)

Small /smɔːl/

Will /wɪl/

T: Okay, các em nghe lại cho cô lần thứ hai và trả lời cho cô âm nào là người ta đọc âm ngắn, âm nào là người ta đọc âm dài. Các em biết dài hay ngắn chưa? ….Chú ý nhìn cho cô (Teacher writes on the board and points at the triangular colon in the phonetic transcript /ɔːl/). Trong phiên âm, từ (will) ngắn không có đầu, từ này (small) thì có đầu gi, đầu gi, đầu gi, cô đã dây rồi? [OK, listen for the second time and tell me which sound is pronounced short and which one is pronounced long. Do you know long or short sounds? Now, look at the phonetic transcript, which symbol? I have taught you already.] [phonetic analysis]

P: Đầu hai chấm. [the colon]

T: Đúng rồi, đầu 2 chấm. Từ thứ hai là có ALL nên từ này mình đọc dài ra một tí. [Definitely, it’s the triangular colon. The second word with ALL /ɔːl/ has a colon so we pronounce it longer]. [phonetic analysis]

Then the teacher gets the class to repeat the 12 known and unknown words on the board.

Teacher T9 presented the target phonic blends by showing a long list of known and unknown words, then got them to pronounce and directed their attention to phonetic transcript of the words.

Excerpt (T11): (06:01 to16:06)

T: Nào today, I will introduce you the sounds (/s/ and /sw/). Look at the board.

T: Nào, look and listen, please! Nghe thôi các em, lần 1 các em chi nghe thôi. Lần hai chúng ta lắng nghe và lặp lại [Let’s listen for the first time. Then for the second time, let’s repeat]
- Teacher plays the tape twice.

- Then the class read aloud /s/ and /sw/ in words and sentences as examples.

Ps: /s/ sing- Can you sing? /sw/: swim - Can you swim?

- Then teacher does miming and points at some students to read again.

T: That’s good. Who can repeat them? Nào ai có thể đọc lại được cho cô những từ này?
[Who can pronounce these words?] Dũng, please! Now, who can find some other words what these sounds? Ai có thể tìm được cho cô những từ khác mà có những âm mà chúng ta vừa mới học xong. /s/ and /sw/. [Who can find other words with the taught target phonics?] Bảo, please!

P: skip

T: skip, /s/ - good, what else?


Teacher T11 started teaching phonics with getting the learners to listen and then meaningfully practise repetition along with different words explained through pictures, singing with miming and then incidentally recognized the sound – letter connections. In this approach, Teacher T11 directed the children’s attention to oracy and then literacy meaningfully.

In reference with the questionnaire data in Item 10 (M=3.80), the respondents’ significant doubt (27.7%) in the questionnaire data in Item 10 somehow reflected such a hesitant trend through the three observations. The common issues in the first two phonic presentations lie on prioritizing letters over sounds, distinguishing phonics and sounds unclearly, metalinguistic use of phonetic transcripts and over-repetition without meaningful and multisensory activities. Unlike Teacher T3 and T9 who focused on sounds and pronunciation, Teacher T11 inductively and orally presented target phonics with phonetic transcripts on the board as an incidental exposure without phonetic analysis, the teacher got the pupils to sound out the letters, then make correspondence between the target sound /s/ and
blend sound /sw/ to make up words along with her miming to explain word meanings, followed up with meaningful contextual practice.

Concerning teaching vocabulary chunks to develop grammar skills inductively, the observation data show that most of the teachers naturally worked well by following textbook tasks to provide vocabulary first then put them in structure patterns. In this way, learners could move from chunks to grammar inductively despite their noticeable hesitation in the perception data in the questionnaire. This indicates their teaching experience can help modify their professional development. However, more grammar focus means more accuracy and less fluency, which seems to be contradictory to building communicative competence for young learners. Some truth of these findings was disclosed by three of the interviewed teachers on excessive grammar loads during the systematic vocabulary development in a semester with the textbooks (English 3, 4 and 5):

Textbook Series of English (English 3, 4 and 5) are rather overloading with very little practice. I have seen a big learning load for third graders. For instance, in my brief textbook review, pupils have to learn over 20 sentence patterns in Semester 1. That’s such a big learning load that they may not take in. (Teacher ID16)

In the textbooks, my pupils learn the ending sounds –s or –es for plural form or singular verbs and the ending sounds -ed for past tense. Therefore, even in third grade, I start to focus on final ending sound because the absence of final sounds may lead to confusion, which are common mistakes and not easy to teach. [more grammar focus]. (Teacher ID7)

With respect to oracy and literacy skills, a look at skill focus in the observation checklist show that all the observed teachers steered more attention to oracy skills (100%) than literacy (35%). This practice trend, to some extent, is supported by their perception data on two strands of oracy and literacy with their mean scores of respectively 4.07 and 3.9 and their proportions of hesitation or doubts (approximately
Similarly, their interview data show that two stranded teaching practices received relative uncertainty from the participants who had previously trained in teaching four skills:

To teach young learners, I have used all the techniques I learnt at university [prior training in teaching four skills]. However, to me, speaking is the most important skill because when kids are in speaking classes, they are provided with vocabulary, structures, etc [oral vocabulary based textbooks]. In my opinion, all of the four skills are very important but to YLLs the most influential is speaking [current teaching experience]. (Teacher ID11)

Primary pupils need to speak and listen a lot. … In my district, listening and speaking skill has officially been focused since the second semester in 2016-2017. In the past, just reading and writing were tested but now listening and speaking skill are included [exam orientation]. Our speaking exam is similar to the face-to-face test that we used to take at university [impact of prior training and learning experience]. (Teacher ID1)

In my opinion, good young learners are smarter at listening and speaking than at reading and writing. If they are good at listening and speaking, it will enhance reading and writing. It helps students remember more and become more confident [initial recognition of the impact of oral skills on memory]. (Teacher ID2)

This finding led to another interesting difference in a recent shift in the skill focus in the PELT curricula away from four skills (MOET, 2014, p.8) to oracy-literacy (MOET, 2018, p. 24). Besides, another finding emerging from the participants’ responses about textbooks with more focus on grammar (Dang & Seals, 2016) was some of the teachers’ pressures from parental checks of class work and homework. That is why the teachers had to reserve sufficient time for learners either to write accurately in their notebooks or quickly to do exercises in
activity books, which may intensify time pressure in class. Also, time reserved for young learners’ writing was observed in three time ranges, which added more complexity to their recognition and practice in more oracy than literacy. To teach skills, it would be remiss not to take into consideration the teachers’ use of multimedia with 14 computer assisted classes, 1 TV-supported class and 5 classes with other audio devices. Yet, to understand more why nearly half of the questionnaire respondents hesitated about computer support, a further descriptive scrutiny through observations shows that most of the teachers used computer screens as a blackboard for lesson presentations with little interaction and many distractive animated sound effects and without any video clips about their school-aged counterparts’ intercultural life or word-rich exposures of other cultures. Most of the activities were limited to mechanical drills of little interaction substantially like structural exercises and computer assisted games such as lucky numbers, guessing, BINGO, miming, matching, crossword puzzles possibly thanks to sharing or training development. Along with the observational data about their ineffective media use such as little interaction, many distractive animated sound effects, the following interview data reveal some findings that are related to the participants’ understanding about learners’ characteristics, time pressure and parental concerns:

Using a variety of computer supported vocabulary techniques is fine but the point is time [time pressure]. Third graders are very slow at writing. However, parents usually rely on what the kids write in their notebooks [parental check], so that’s why I have to get the kids to write down quickly what they learn in class. Because third graders are new beginners, writing is time-consuming. I am under time pressure despite teaching easy English to third graders, whereas fifth graders have heavy learning load. (Teacher ID2)

When I was at workshop, I was taught that children didnot need to write new words, the teachers just directed them to pay attention to the lesson at class by verifying their techniques. In fact, what I have observed in my school is that a few pupils can remember the vocabulary without writing and the rest seem to forget all
if they do not practice writing the words. [remembering vocabulary by writing/extended practice] (Teacher ID11).

To young learners who are quick at imitation, slow at mechanical writing, short of memory spans, the teachers’ clicks for presentations in big sized classes of mixed abilities may stir class activities but the long term impacts may be instantaneous. Their multimedia use was seen less interactive and authentically not rich in spite of the huge financial budget from the State, great effort and investments in workshop training.

In summary, only through the combination of what teachers perceive and how real classrooms occur is it possible to identify some of the invisibility beneath. The values of the triangulation shed light on teachers’ needs to address a better understanding of two strand skill teaching to YLLs, well-defined identification of skill and language focus, phonic knowledge and skills, more effective use of multimedia in language classes, a continuity in close connections between assessment, teaching and learning, more interest in flexible textbook design and use with sufficient exposures to vocabulary for YLLs’ internalization.

4.2.5. Teachers’ practices of vocabulary teaching procedures

This section describes the data in the observation checklist and observation transcripts to highlight how the participants carried out vocabulary teaching stages in class. Then, the practice data are in reference with the questionnaire data coupled with the interview for the potential factors that may influence their teaching practices.

It can be seen from the checklist with 05 first exposure classes and 15 consolidating classes, a long list of 11 types of teaching techniques reflects that all the observed teachers took high responsibility (Figure 2.2) to attract learners’ attention, explain vocabulary in meaningful use and establish both spoken and written forms. As for setting meaningful contexts, the range of techniques, though wide with games, songs and miming, pictures or drawing and eliciting textbook pictures in L1 and English, was mostly textbook-based and not interculturally rich
with very little introduction to children’s contexts from other countries. Sometimes, several teachers tried to integrate young learners’ familiar characters in Japanese comics (Chaiken, Nobita, Doremon), animals or popular search engines like Yahoo, Google, Facebook in grouping or losses of passports to put children in motivating contexts; yet, the purposes of these activities were not very connected with vocabulary development. This finding is revalidated with lack of intercultural embedment in primary textbook Series in Vietnam (Dang & Seals, 2016).

The next finding is that most of vocabulary was pretaught prior to any activities at the beginning of each unit in contrast to their considerable percentage of hesitation in Item 16 (over 30%). When being interviewed whether they pretaught vocabulary purposefully or not, here is one of their common responses:

Here is the format of textbook design. Each unit encompasses three lessons. The first lesson is to provide several new words and one sentence pattern. The next lesson should be a revision for the previous ones but actually it does not [insufficient revision] (Teacher ID11).

As for the priority of meaning, use and forms in their presentation (Cameron, 2001), it was too challenging to observe their patterned tendencies in meaning, form and use because one lesson included many words and each of them was presented in different techniques either for first time or for revision. Yet, it is surprising to scrutinize how much effort the surveyed teachers spent on written forms. The checklist data in skill focus show time length reserved by the surveyed teachers for writing differed in three ranges, 1-3 minutes (30%) , 4-6 minutes (40%) and 7-11 minutes (30%) during a 35 minute class. This evidence illuminates that the time for young learners to copy or write into their notebooks might, more or less, significantly take up class time unless textbooks or activity books could offer colorful and ready-made illustrations of vocabulary or child-friendly vocabulary exercises in textbooks (i.e. draw lines, write Yes – No, write a tick or match pictures with words). These could not only enable children to save time for oral forms and use or avoid misspelling mistakes in their notebooks but also lighten teachers’
worries about time pressure to convey expected teaching loads as well as parental checks of their children’s class record.

In Practice, the observation checklist shows the teaching techniques employed in 8 types – role play, repetition, guessing, flashcards or pictures, songs, miming, and puppets to encourage young learners show what they understand about multisensory learning. According to Cameron (2001, p. 84), for young learners to remember vocabulary, teachers should offer at least five or six times. Among the 20 classes, multiple exposures were addressed within 3 levels - 7 classes with 3 - 4 activities (35%), 12 classes with 5 - 6 activities (60%), and 1 class with 7 - 8 activities (5%). This practice principle, in comparison with their perceptions in Item 20 (90.3% of agreement), was left behind and consistent with the interview data about insufficient vocabulary revision. In response to whether they had any difficulties in varying their teaching activities, one teacher replied, revealing some influential factors – time pressure, learners’ characteristics, teaching loads and parental concerns:

Using a variety of vocabulary techniques is fine but the point is time [time pressure]. Third graders are very slow at writing. However, parents usually rely on what the kids write in their notebooks [parental check], so that’s why I have to get the kids to write down quickly what they learn in class. (Teacher ID7)

In Production, teachers are supposed to encourage learners to use in their personally related contexts and gradually release responsibilities through deep processing such as information gap activities, review, personalizing, vocabulary in meaningful contexts (Linse and Nunan, 2005, p.126). Instead, all the observed activities except in 5 classes (T6, T7, T11, T17, T20) were mostly textbook-based exercises and shallow processing activities such as translating, memorization, singing or structured oral repetition or reproduction with few information-gap activities in class with little release of teacher control. In reference with the perception data in Item 3 (M=4.1 with 83.1% for agreement), their teaching practice, encouraging learners to use vocabulary in young learners’ real contexts,
was different. Therefore, further training that improves teachers’ good combination between multiple exposures throughout the lesson and deep processing in the phase of production will certainly result in better vocabulary use and retrieval.

To sum up, the above comparative analyses of the quantitative and qualitative data show the predominance in direct teaching over indirect teaching through their PPP teaching procedures. However, such visible prevalence seemed to be an iceberg phenomenon with some undetected enquiries in the informants’ priorities of basic elements of vocabulary namely forms, meanings and use despite ample surveillance endeavors. Additionally, insufficient child-friendly contextualization, personalization, and reinforcement drawn from the questionnaire results were strengthened through the results of the surveillance data in class due to incomplete training on TEYL, textbooks and teachers’ understanding of the nature of vocabulary to YLLs.

4.3. Chapter summary

This chapter has described and discussed the findings from data collected by means of the three research instruments in order to answer the two research questions on the perceptions and practices in teaching vocabulary to young EFL learners.

Regarding planning vocabulary to teach primary learners, the current study found that most of the respondents hesitantly put weight to either their textbook dependence or their own understanding, which was reflected through their oral revelations about textbook views on insufficient spacing, inadequate child-friendly contexts, and vocabulary overloads as well as their understanding about exam requirements, English curriculum, different vocabulary choices for the same lessons in real classes. The most obvious finding to emerge from the joint quantitative-qualitative analyses was their vague understanding of the concept of chunks and their benefits to young learners, which were reflected throughout the observed classes where they used the common linguistic concepts “vocabulary, grammar or structures” instead of “chunks.”
In respect of teaching directly and indirectly, the results of this study show the predominant consistency both in the primary teachers’ perceptions and practices of explicit teaching over implicit teaching. The questionnaire results also confirm that their positive understanding in teacher guide in self-discovery through games is associated with their classroom practices. Along with the affirmative trend, the most important relevant findings in class observations were the big gaps between their perceptions and their teaching in contextualizing, use of classroom language and modeling. Specifically, their teaching practices in textbook based contextualizing were far ineffectively different from their perceptions, in accord with the early studies in insufficient intercultural contexts (Dang & Seals, 2016). Additionally, more analytical explanations, overuse of Vietnamese and less teacher target language modeling, (not including teachers’ fossilized pronunciation) resulted in less spoken input of high quality although good teacher modeling is regarded as “the gasoline” for learners’ fluency, confidence for language use and pressure reduction (Nunan, 2011, p.48). The teachers’ lack of confidence in establishing routines or ineffective classroom management to attract YLLs’ attention came to light from the interviews and observations, strengthening what Nation (1990) assumed to be very related to vocabulary teaching but “unteaching”. Similarly, indirect teaching received their doubts and hesitation to word displays around class for incidental learning and reading homework in line with their visible negligence in after-class activities and techniques although the two indirect teaching approaches are supposed to be some of the critical factors to increase vocabulary (Cameron, 2001; Slattery, 2011; Graves, 2013).

On explaining vocabulary meanings, to young learners, meanings count most. Most of the surveyed teachers held clear perceptions of semantic connections, multisensory language learning and developmental vocabulary teaching in consistency with a long list of their teaching techniques in classes, which might be traced back to their prior language teacher education and direct working experience with YLLs. The most interesting interconnected findings to emerge from the observational evidence were inadequate age-inappropriate cultural contexts or
insufficient close-to-child-life language experience and occasionally incompatible topic-based combinations between chunks and lexical sets for authenticity and natural language use due to the fact that the teachers had not been trained to teach young learners. Furthermore, in accordance with the hesitant questionnaire results, the observation data have provided several ineffective evidence in which the observed teachers presented vocabulary meanings by translating redundantly, immediately and with interference. It was these unproductive techniques that might deprive young learners of “need or motivation to think about the meaning of the foreign language word or to hold the new word in mind” (Cameron, 2001, p.84) and even could not understand vocabulary meanings properly as they should do.

Concerning teaching vocabulary through skills, the interview and observation results show that most of the teachers confidently taught vocabulary through structural patterns for grammar in classes thanks to textbooks. Also they were familiar with four stranded teaching instead of oracy and literacy, which could be seen in the one of the distinctive improvements between primary language education (MOET, 2010, p.8) and TEYL (MOET 2018, p.24). The interviews and observations revealed that exam requirements, task structures in the textbooks and direct classroom practice guided the teachers to work on the right track. As for teaching phonic skills that are very essential for young beginners, it is very interesting to note consistently with their hesitant questionnaire responses and their relevant practices in which phonetic symbols were taught to YLLs instead of phonics. Meanwhile, the practice data show that multimedia use was applied with similar PowerPoint games in most of the classes with the support of computers, laptops or cassette players unlike their considerably hesitant responses in perceptions. This discrepancy could be attributed to both their young learners who were easily distracted, characteristically slower at literacy than oracy and to other factors such as time pressure and parental pressure for their children’s’ notebook checks.

As for conducting teaching procedures, the results of Table 4.5. show most of the respondents clearly perceived the significance of presenting close-to-child-life
contexts, personalization and reinforcement. What this study attempted to detect further in their practice was why they relatively cast doubts on prioritizing the essential elements of vocabulary - forms, meaning and use. This result is a good indicator of their incomplete understanding on the nature of vocabulary as well as YLLs’ vocabulary learning. According to Beck (2002), the order of teaching vocabulary influences children’s learning words. Through the observations and interviews, the findings reveal the correspondence in their perceptions of reinforcement with a variety of teaching techniques during their PPP approaches. However, setting meaningful contexts in real classes were in accordance with the findings about insufficient intercultural contexts (Dang & Seal, 2016) and most of captured personalizing techniques were repetition, memorization or manipulation belonging to shallow personalization that did not make their learning meaningful.

In a nutshell, the quantitative data analyses of the questionnaire data reflected the perception trends of the surveyed teachers in primary classes as well as peculiarities in the five aspects of vocabulary instruction. The further quantitative–qualitative scrutiny of the classroom observation in the checklist and transcripts supported the evidence of the surveyed teachers’ vocabulary teaching practices which were triangulated with the interview data and the questionnaire data for their practice patterns and the underlying factors that led them to expand or restructure their perceptions.
CHAPTER 5

CONCLUSION

This chapter concentrates on a summary of the findings obtained from the data of the questionnaire among 206 primary teachers, 20 observation transcripts and checklist and 05 teacher interviews in accompany with their implications, research limitations and recommendations for further research.

5.1. Summary of the key findings

In response to the two research questions, the following major findings about primary teachers’ perceptions and their teaching practices in teaching vocabulary to primary pupils in the school settings in Vietnam have been identified.

5.1.1. Teachers’ perceptions of teaching vocabulary to YLLs

In response to the first set of the question items on vocabulary choices, most of the teachers reported that they relied on textbooks approximately as much as their own judgement; however, their doubts on both the selecting approaches were considerable. Secondly, some of the respondents were puzzled about selecting vocabulary in chunks to teach YLLs. This may entail the third finding that many of the participants vaguely perceived the links between chunking and vocabulary sizes for fluency. These peculiarities may be traced back from their incomplete training in FL teacher education in which the respondents were not taught to teach young learners while this new learner type should be taught vocabulary in chunks.

Regarding the second set to measure the informants’ perceptions of direct and indirect vocabulary teaching, this study has reconfirmed the findings about explicit teaching over implicit teaching by Butler et al. (2010) that the respondents’ perceptions were more predominant in the former than in the latter. Specifically, in direct teaching, most of them were aware of their roles to provide young learners with basic and simple explanation, oral modeling of high quality, and contextualizing, many of the participants cast doubts on contextualizing and oral modeling. In indirect vocabulary teaching, three elements of the participants’
indirect vocabulary development through games in class, reading after class and visual word displays around class for incidental learning were in focus but free reading received their considerably questionable concern. This new finding may encourage an open direction for further research into effective home-extended literacy programs.

In order to assess the participants’ construct in explaining vocabulary steered around translating, multisensory learning, topical and semantic connections and language experience and progression in connection with pupils’ prior language knowledge, the findings show that the surveyed primary teachers held a clear perception trend in this aspect. In detail, most of them recognized vocabulary meanings in connections with sense relations, specific – abstract progression through unanalyzed chunks to semantically related chunks in multisensory approaches. The next three guidelines related to YLLs’ prior language experience or topical conceptual accumulation and mother tongue use (Cameron, 2001, Linse, 2005) emerged as interesting indicators as they achieved much disagreement from the respondents worth penetrating deeper through their practice. These two findings were validated by Nation’s (1990) stress on two of the learning burdens – the learners’ previous experience of English and their mother tongue. Additionally, these findings especially in topical connections which received their noticeable question were of good assistance in triangulating with the results of the observation and interview data results.

In respect of teaching vocabulary through language skills, the questionnaire data illuminate several findings in the respondents’ perceptions of teaching vocabulary for communication through skills on two strands – oracy and literacy, phonic skills, grammar skills and media support. First, not all the participants held clear perceptions of two-stranded teaching (Cameron, 2001) to young learners instead of Nations’ four strands (1990, 2008). The next finding falls onto their perceptions of teaching phonic skills with their significant uncertainty although Wray and Medwell (2008) stated that this skill is very important to very beginners at
primary levels to notice correspondences between alphabetical letters and sounds and recognize or recall words in meaningful contexts such as stories, rhymes, chants, mnemonics or shared reading. As for teaching vocabulary in chunks for fluency or chunks as “stepping stones” for young learners to move from vocabulary to grammar without any analytical explanations (Cameron, 2001), many of the respondents did not perceive that. The findings from the this study may highlight many peculiarities potentially stemming from the participants’ prior skill-based training to general learners instead of the new learner type in addition to the respondents’ considerable hesitation and disapproval toward use of multimedia to design a variety of learning tasks in vocabulary enhancement.

As regards conducting vocabulary teaching procedures, the respondents had a positive trend through their favourable perceptions of the priority of oral vocabulary prior to written vocabulary, oral focus, personalization and multiple exposures. Meanwhile, the data result about their most conspicuous uncertainty toward preteaching vocabulary before any activities reflects the respondents’ puzzles about treating vocabulary as starting points in primary English teaching and learning.

5.1.2. Teachers’ practice of teaching vocabulary to YLLs

In addition to the data results of the questionnaire, the contribution of this section is to descriptively bring real happenings in young classes into vocabulary studies though limited in quantity (20 observations and 5 teacher interviews). The quantitative and qualitative analyses of the observation checklist, observation transcripts and interview transcripts have brought to the surface many surprising findings and explained a number of peculiarities that conflict with the participants’ perceptions in the five corresponding aspects in comparison with the quantitative data.

The first findings in vocabulary selection for instruction this study have identified with evidence was compatible by triangulating the observation data with the questionnaire data and the interview data. Specifically, the proof that the participants did not mention chunks or chunking during their classroom observations and teacher interviews was in line with the questionnaire data reflecting the
participants’ perceptions of chunks and chunking in either in oral or in spoken forms. However, it was their strong commitments to textbooks that had guided them to their unintentional choices of chunks and unawareness of the benefits chunks offer to young learners in expanding vocabulary depth and vocabulary breadth. This finding is very critical in this study because characteristically young learners need vocabulary to communicate successfully without complicated analysis for their sense of achievement, confidence and motivation (Cameron, 2001; Linse, 2005). Additionally, multiple regression analyses through the three research instruments and through the comparative observation data of several similar lessons taught by the observed teachers accordantly show that the participants’ judgement in selecting vocabulary varied and their over-reliance on both grammar-focused textbooks and their own about vocabulary led to vocabulary learning overloads which were strengthened by the teachers’ evidence—based reflections upon a few incompatible combinations of lexical sets and insufficient spacing or revision of vocabulary in textbooks due to cultural or social diversity (Pinter, 2014). It is some conflicting lexical combinations in the textbooks that may bring about their obstacles in vocabulary selection as well.

Relating to incorporating direct and indirect vocabulary teaching, the 20 classroom observations captured the quantitative and qualitative data as well as the evidence for the comparative findings. By comparison and triangulation of the research data results, the surveyed teachers’ perceptions appeared to be more prominent in explicit than in implicit teaching and in line with their perceptions data. The additional analyses in each direction yielded several findings and highlighted some similarities and dissimilarities.

Specifically, in direct teaching the majority of the research participants who were not trained to teach young learners tried to set contexts in the textbooks interestingly to attract YLLs’ attention. However, very few contexts for their pupils to be involved were authentic and intercultural enough to arouse curiosity and most of the interviewed teachers revealed their wishes to train more appropriate teaching
techniques and motivating activities for young learners. As for basic classroom language of instruction, the respondents’ perception data were very different from those in the observation checklist and transcripts. This inconsistency may be due to incomplete training of primary English teaching as well as unawareness of the characteristics of YLLs and lengthy explanations shown in the transcripts and interviews. Next, because YLLs are good imitators, offering modeling to give young learners confidence and support achieved much agreement in perceptions. However, the observations and interviews show the teaching practices in modeling were not only limited in quantity but also ineffective in quality for several reasons – the observed teachers’ L1 fossilization, lengthy explanations, insufficient opportunities to improve pronunciation and working conditions with zero pressure. The deeper penetration also brought some entangled elements to the surface - unawareness of getting attention techniques, keeping language of instruction and explanation short or simple and creating effective routines in big class sizes.

For reference to indirect teaching through visual approaches, after-class reading and self discovery games for incidental learning, their perceptions of guided fun learning games were mostly consistent with their teaching practices. Similarly, free reading or wide reading though assumed to be “the single largest contributor to young learners’ vocabulary development (Graves, et al., 2013), received significant uncertainty and disagreement in perceptions from the participants, which was collaborated with their observational proof with almost few practice data for homework extended reading and the underlying factors revealing from the interviews included deficient instructional training, teaching resources and parental concerns. Meanwhile, visual displays around classroom for incidental learning though well-perceived were reported to be almost neglected in practice for the underlying factors disclosed through the interviewees - poor resources (i.e. word walls, word flashcards, posters), insufficient designated EFL rooms due to rapidly increasing pupil populations. These are the two most conspicuous findings in indirect teaching.
The next investigation of explaining vocabulary meaning in practice has shown several findings in specific – abstract progression, multisensory learning, semantic connections, topic-based teaching, translating and YLLs’ prior knowledge by triangulating the data results of the survey, observations and interviews. Generally, the observed primary teachers’ list of multisensory teaching techniques with L1 overuse, topic-based vocabulary chunks in textbooks were good indicators of their consistent teaching practices in explaining vocabulary meanings. However, most of them were not trained to teach English to YLLs so their knowledge in setting contexts in connection with child language experience appeared to be limited. Besides, their teaching practices in translating were not strategic in some ways. For example, in some observations, translating was provided immediately, decontextually or redundantly with pictures, which may develop YLLs’ habit to switch to L1 instead of thinking in English for vocabulary meanings and ineffective independent learning.

As for teaching vocabulary through communicative skills, in comparison with the participants’ unclear perceptions of two stranded vocabulary teaching, unclear recognition of the differences between phonics and sounds and considerable hesitation of multimedia use, several findings about the practice data have emerged. First, the relevance of the participants’ uncertain perceptions of teaching phonics is supported by their teaching practice. The participants taught phonics to young learners who are affective, multisensory learners with short span of attention and basic thinking capacity and little phonetic knowledge in the way they used to be taught sounds with phonetic transcriptions or complicated phonetic analyses and mechanical repetition whereas Pinter (2010) suggested phonics should be taught in connection with sounds and letters and in meaningful contexts for comprehension, fun, motivation and rich cultural enrichment. Yet, this finding from only three phonic lessons, therefore, needs further explorations. Secondly, the finding that most of the observed teachers found it not very difficult to teach grammar may be attributed to the currently used textbooks that structurally provide vocabulary first and then put
vocabulary in structure patterns into chunks. In turn, developing vocabulary chunks to teach grammatical structures inductively, most of their teaching practice was reflected as their commitments to textbooks, exam orientation and policy planning without much awareness of chunks as stepping stones between vocabulary and grammar and the benefits chunks offer to young learners in expanding vocabulary knowledge and vocabulary enlargement (Cameron, 2001). In skill-based vocabulary teaching, to the participants who were taught four stranded teaching, their vague perceptions as well as their relevant teaching practices were inevitable in spite of their commitment to oracy-oriented textbooks, examination requirements, years of teaching experience. Besides, the observation data show pupil learning was significantly enhanced with the teachers multimedia use such as computers, televisions, portable audio devices; however, their use of multimedia was not very effective with little interaction so they needed more training or workshop.

Concerning teaching procedures, the observation data results show that Presentation attracted the most teaching techniques to establish meanings, use and form while Practice and Production included a lot of reinforcement with shallow processing techniques of repetition and memorisation. In spite of a series of chronological examinations through 20 observations, two attempts to explore into preteaching vocabulary meanings before any activities and priorities of oral form over written forms for their trends ended in failure because there were many new words in a lesson, and many of them were taught for first encounters or for consolidation, and in a lesson, different words received different technique treatment from the teachers. These challenges could be acceptably explained by Harmer’s highlight (2012) that in PPP circles which teachers and pupils can decide at which stage to enter, whether to preteach vocabulary meanings or not or which among meaning, form, use to prioritize and these may need further exploration.
5.2. Implications

From the above findings in primary teachers’ perceptions of teaching vocabulary to YLLs and practices, there are numerous issues arising from the findings. Consequently, this section seeks for several implications for innovative teaching built on relevant practical guidelines to adopt, adjust and adapt flexibly in the primary school settings of Vietnam.

5.2.1. To primary teachers

Being an EFL teacher is difficult; however, it is the complex nature of vocabulary and the young characteristics of the new learner type that primary EFL teachers may find it much more challenging. These evidence-based findings suggest that primary teachers should be aware of the importance of teaching vocabulary, the nature of vocabulary chunks in early foreign language learning and that their perceptions and practices should be modified in the five aspects of vocabulary teaching.

Regarding vocabulary selection for instruction, firstly more awareness of making intentional selections of oral vocabulary in chunks and the beneficial roles of chunking should be raised for oral fluency and naturalness of expression. Secondly, uses of textbooks as well as age appropriacy in judgement should be balanced in great consideration. Thirdly, in practice, the three approaches to plan vocabulary - expanding from textbooks creatively, working at learners’ needs and adapting to local practicalities suggested by Cameron (2001) can help primary EFL teachers make learning more meaningful. Fourthly, art, crafts, play activities or multiple intelligence activities (Linse, 2005; Pinter, 2010; Silverman & Hartranft, 2015) can be used not only to make their learning meaningful but also to enrich deep processing activities instead of repetition or memorization.

In respect of direct and indirect vocabulary instruction, it is indispensable for teachers to complement their insufficient child-friendly teaching. For instance, it is vital for teachers to raise awareness of themselves as live listening resources in
giving good modeling, easily understandable instructions or basic and short explanations. Teachers’ simple, short explanation, good modeling and rich and focused instruction in English can develop teacher talks to enhance learners’ needs of vocabulary for thinking and expressions. The larger repertoires of relevant and meaningful contexts primary teachers develop, the more involved their learners become in learning environments, the likelier their motivation to learn is to increase. As for indirect teaching, the findings from both the questionnaire data and the observation and interview data were actually reliable indicators of insufficient vocabulary knowledge and skills in teaching games, incidental vocabulary learning with vocabulary displays around classrooms, picture books, picture dictionaries for children, flashcards and home-extended vocabulary learning through graded readers, word walls that need modifying with further training. Games, songs, stories are very resourceful learning contexts with fun in order to enhance oral vocabulary meaningfully for long memory and retention. Setting up favourable learning environments is critically of importance to foster word consciousness. In the surveyed primary school settings in Vietnam, where few special rooms are designated for English classes due to increasing pupil population and few incidental exposures could be created, vocabulary displays around classrooms could be replaced with teacher-learner-parent constructive learning. For instance, project-based teaching or art and craft activities may be conducted in various activities such as portable word walls, bulletin boards, posters, sub-boards, or word pictures, flashcards, pocket-sized vocabulary cards, holiday cards or hand-made gifts for special festivals by learners under teacher guide or with parental support for learner motivation, engagement, intercultural awareness and autonomy.

Concerning presenting vocabulary meanings, the results of this study indicate that along with the effective strategies such as specific to abstract progression, topical and semantic connections and multisensory teaching for differentiation, what needs more improvement involves translating, providing rich and varied contexts and connecting with prior child-friendly language experience. Specifically,
translating should be strategized in a way that helps young learners develop YLLs’ thinking habits in English instead of overuse of L1. Redundant translating, immediate translating and interference-related translating should be facilitated with two groups of verbal and non-verbal techniques and supplement activities such as visuals, realia, games, songs, play activities and TPR activities. Another implication of the finding of insufficient child-friendly knowledge and skills is an emphasis on teachers’ more active participations in child-friendly teaching training workshops and professional exchange collaborations with teaching colleagues. Since pupils come from different backgrounds and have a world of their own which is vastly different from the learning environment of the classroom the teacher is developing, it is essential that elementary school teachers receive an education or retraining that helps them be aware of “meaning first” and multisensorily deal with classroom language experience from children’s lens so that children can find it meaningful, motivating, relaxing and encouraging to learn.

As for developing vocabulary through skills, the findings reported in this study shed new light on primary teachers’ incomplete understandings in teaching language skills such as building up phonic skills, literacy and oracy with multimedia support. One of the very hotly debated issues in Vietnam is related to teaching phonics, which has long been given such little interest that distinctions between phonics and sounds have not been easily recognized. For making letter-sound correspondence and learning vocabulary, phonics should be taught mostly through meaningful oral language activities such as bingo, phonic blends, matching, rhymes, songs, mnemonics, chants, tongue-twisters, riddles and puns while teaching oral skills could be conducted on the two guiding principles – meaning first and participation in authentic language use (Cameron, 2001; Wray & Medwell, 2008). To review and deepen what YLLs has learnt through oracy, literacy – reading and writing in class and for homework with the focus on language chunks or age-appropriate daily discourse can both strengthen, prolong their learning and increase parental involvement in their children’s studies. For word recognition and
retainment, reading can be taught to Vietnamese third graders upwards in many approaches – reading out loud the alphabets, vocabulary in chunks, sentences, short texts, traditional rhymes in a meaningful context, shared reading, guided reading and independent reading. Meanwhile, writing activities for practice may involve copying, dictation for accuracy in spelling, punctuation and capitalization, completing words with given or missing letters, ordering, filling gaps, unscrambling word chunks or sentences, writing basic split sentences, writing in combination with arts, crafts and other activities. Carefully planned discourse or chunks and appropriate weight between dialogues or narratives in language use should be taken into great consideration.

With reference to teaching procedures, the implications have been suggested from the triangulated data results involve raising primary teachers’ understanding of the nature of vocabulary taught to YLLs in the priority of meaning, use and forms throughout direct teaching and insightful teaching practices in contextualizing interculturally, reinforcing and personalizing. In detail, creating rich intercultural contexts could start with identifying words to be taught directly on the basis of understanding learners’ cultural values and YLLs’ psycholinguistic characteristics, age-appropriate proficiency levels and topics for curriculum integration.

5.2.2. To teacher trainers at universities and colleges

The results of this research suggest that it is essential to update and complement the foreign language teacher education in which more awareness should be given to understand young learners in foreign language learning in general and vocabulary learning in particular. First, considering understanding about the new young learner type, the curriculum is expected to prepare primary teachers with fundamental insights into how young schoolers learn, how important teaching vocabulary especially oral chunks is. Secondly, the relevant teaching knowledge as well as pedagogical skills for primary English teacher education in selecting vocabulary chunks, getting attention, offering modeling of good quality and
quantity, reducing overuse of L1, explanation, diversifying teaching techniques, activities and games to maximize learner engagement are needed. Furthermore, more practical studies need addressing in setting child-friendly contexts of rich intercultural values between Vietnam, English speaking countries and other regional countries. In the Vietnamese school settings where exposures to the target languages in class are still limited, the majority of Vietnamese children can easily get access to multi-channeled televisions or the Internet, it is very important for the primary teacher to provide parents or pupils with resourceful English programs for children. In accompany with vocabulary oriented teaching, research into incidental vocabulary learning such as free reading, textbook-based graded readers at home, visual vocabulary displays or audio English picture stories, dictionaries for Vietnamese young learners is fertile directions to investigate. Along with these, multimedia should be integrated into the updated primary foreign language education that helps primary teachers break their teaching routines for instructional innovations and pedagogical improvements.

5.2.3. To the designers of the currently used textbooks in Vietnam

Textbooks are one of the most important resources of vocabulary for teachers to decide what to teach in class and for young learners to study in class as well as at home. The findings of this investigation suggest that it is necessary to listen to the surveyed textbook users for improvement in which more language exposures to children’s daily life from different countries needs integrating along with an emphasis on concept and benefits of chunks and multisensory learning and child-friendly contexts. The findings of this research also provide insights for increasing more spacing or revision and giving more chances for pupils to review or remember vocabulary long enough for subsequent communicative use. In this way, vocabulary will be more focused instead of grammar. Besides, more incompatible combinations of lexical sets and communicative functions or logical sequences in chunk structures need to be improved. In-class activities for learning experience should be expanded into more meaningful doing activities to help children learn and understanding.
More investment should be made in accompanying teaching materials with the textbooks such as textbook – based picture books, activity books, story books, comics, graded readers, flashcards, vocabulary cards, posters, word walls, puppets, interesting websites, audio files or video clips with a variety of accents – both adults’ and children’s, multisensory learning, child-friendly contexts and teachers’ guidance for after-class reading resources. Helpful websites of software for children to play vocabulary games, tell stories, listen to songs, watch films about children’s daily life from other countries should be provided not only to extend home-school links for YLLs’ vocabulary enlargement but also to encourage parental involvement in creating word-rich environments at home and offering support in making meaningful art and craft projects.

5.2.4. To school authorities and educational administrators

The achievement of recent innovations in testing with more focus on skills, primary teacher assessment and training are remarkable breakthroughs from which FL teachers can reflect for self-improvement, and continue to develop updated foreign language planning and policy in staffing, learner population and infrastructure to meet the increasing demands. Besides, follow-up training in learning and teaching vocabulary is needed so that teachers can modify their knowledge and skills for quality practices.

5.3. Limitations of the study

Although substantial investment has been made, this research is far from perfect and limitations are inevitable. Firstly, the two attempts on monitoring pre-teaching vocabulary before any activities and priorities of oral vocabulary over written forms were left unexplored due to the complex nature of vocabulary. Secondly, an exploration into the mean differences of their reviewed aspects with consideration of age, gender and location is unexplored due to time pressure.
5.4. Suggestions for further study

Further investigations will penetrate deeper into teaching practices from the major findings in Vietnamese primary school settings to facilitate teaching and learning vocabulary burdens of primary teachers and pupils.

Specifically, additional research will focus on the obstacles primary teachers encounter in topic-based combinations of lexical sets in textbook chunks to balance vocabulary knowledge and size appropriately in vocabulary selection. In explicit vocabulary teaching, it would be beneficial to integrate more teaching activities or games of rich intercultural contexts that arouse Vietnamese young learners’ interests, to support primary teachers with short and easily understandable classroom language of English instruction, effective attention getting techniques and language learning routines. Meanwhile, implicit teaching which has been reported to be open can attract a lot of instructional guidance for a collection of well-graded readers, accompanying vocabulary display around classes for incidental learning as well as interesting multisensory games for primary children. Research in professional development activities that enables primary teachers to modify their understanding of primary English teaching and learning such as YLLs’ learning styles, teaching phonics, modeling, strategic explanations with more English than Vietnamese or two-stranded teaching with more effective IT implementation is needed.
PUBLISHED ARTICLES


REFERENCES


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APPENDIX 1

THE PARTICIPANT’S BACKGROUND

The aim of the following questionnaire is to help us understand what you think about English vocabulary to primary learners (aged 6–11). All the information you are going to provide below will be kept confidential and very helpful to develop research in primary English. Please complete this part or make a tick (✓):

Your name: ………………………………………………………………(optional)

Your gender:  
1. □ Male  
2. □ Female

Your age:  
1. □ 21 – 30  
2. □ 31 – 40  
3. □ 41 plus

You teach English to first …/ second …/ third …/ fourth …/ fifth … grader.

School: ………………………………………………………………………………

Province:
1. □ Binhdinh  
2. □ Danang  
3. □ Gialai  
4. □ Kontum

Degree(s): The certificate(s) / qualifications you have had for your teaching job is / are:

1. □ Bachelor of Education in English  
2. □ Bachelor of English

3. □ in-service teacher education  
4. □ Master of Education:

Years of teaching experience:…………………………

You have been teaching primary English for:
1. □ less than 1-2 years  
2. □ 3-5 years  
3. □ 6-10 years  
4. □ 10+ years

I currently work:  
1. □ Part time  
2. □ Full time

Your current English proficiency level:

1. □ A1  
2. □ A2  
3. □ B1  
4. □ B2  
5. □ C1  
6. □ C2

Which textbook are you using to teach your primary learners this semester?

1. □ First Friends 1 / First Friends 2  
2. □ Let’s Go

3. □ Let’s Learn  
4. □ Family and Friends

5. □ Tieng Anh 3 / Tieng Anh 4 / Tieng Anh 5  
6. □ Others: ……………………………

How much training of primary English learning and teaching have you had?

1. □ never  
2. □ A short workshop (less than a week)

3. □ 2-3 week workshop  
4. □ Other long workshop

Participant’s consent: Yes ………  No ……………  Date: ………………………

Email address: ……………………………….. Mobile phone: ………………….
THE QUESTIONNAIRE

All the statements below are about your understanding or perceptions in teaching English vocabulary to primary learners. Your answers are valuable so please be careful while answering each question. The data and your information collected will be kept confidential and will be used for research purpose only.

Please tick the box that best indicates the extent to which you agree or disagree with each statement. (SD: strongly disagree, D: disagree, N: neutral, A: agree, and SA: strongly agree):

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<tr>
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<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
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<tbody>
<tr>
<td>1</td>
<td>Vocabulary meanings can be explained through translation.</td>
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<td>2</td>
<td>New words presented with high oral quality by the teacher can greatly improve pupils’ oral vocabulary development.</td>
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<td>3</td>
<td>Encouraging young learners to speak or write new words about themselves or in meaningful contexts enables them to remember longer.</td>
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<td>4</td>
<td>The choice of large vocabulary instruction enables pupils to improve their fluency.</td>
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<td>5</td>
<td>Teaching vocabulary in sentences through four skills enable pupils to develop fluency.</td>
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<td>6</td>
<td>To develop vocabulary repertoire for young language learners, vocabulary selected for instruction should be taught together with its meaningful language blocks such as collocations, set expressions or idioms whenever possible.</td>
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<td>7</td>
<td>Vocabulary should be explained easily, simply and basically.</td>
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<tr>
<td>8</td>
<td>Word meanings should be taught in connection (whole-parts, parts-whole, synonyms - antonyms).</td>
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<td>Written forms of words are presented after young learners have understood the word meanings in contexts.</td>
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<tr>
<td>10</td>
<td>Learning vocabulary, sound and spelling correspondence through phonics could enable learners to recognize and remember vocabulary.</td>
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<tr>
<td>11</td>
<td>Vocabulary should be taught from easy to difficult, from concrete to abstract.</td>
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<tr>
<td>12</td>
<td>New vocabulary can be taught through games, songs and plays rather than direct instruction.</td>
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<tr>
<td>13</td>
<td>Vocabulary should be presented to primary learners in fun and interesting contexts.</td>
<td></td>
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<td>14</td>
<td>Multimedia can offer great support in teaching vocabulary.</td>
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<td>15</td>
<td>Some further funny stories to read after class suggested by the teacher is necessary for vocabulary development.</td>
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<td>16</td>
<td>It is essential to pre-teach key vocabulary before any activity.</td>
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<td>17</td>
<td>Pictures / flashcards connected with topics can be displayed around in the classroom as a kind of incidental teaching.</td>
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<tr>
<td>18</td>
<td>The meanings of new words, when being explained, should be based on what your pupils have already known.</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>Vocabulary in oral forms should be developed before vocabulary in written forms.</td>
<td></td>
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<td></td>
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<td>20</td>
<td>Vocabulary items should be used in different activities, with different skills and for multiple times after first exposures.</td>
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<tr>
<td>21</td>
<td>Teaching vocabulary through reading and writing focuses on primary pupils’ ability to communicate messages to other people.</td>
<td></td>
<td></td>
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<td>22</td>
<td>Teaching vocabulary through listening and speaking focuses on primary pupils’ comprehension of meanings.</td>
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<td></td>
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</tr>
<tr>
<td>23</td>
<td>Vocabulary selected for teaching should come directly from the textbook.</td>
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<td>24</td>
<td>Vocabulary selected for teaching to young learners should be useful and of high frequency.</td>
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<td>25</td>
<td>Vocabulary could be topically connected or grouped so that pupils find it easy to remember vocabulary meanings.</td>
<td></td>
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<tr>
<td>26</td>
<td>Vocabulary meanings can be presented in many ways through visual aids, miming, gestures, drawing, songs, poems or chants.</td>
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*Thank you very much for your valuable responses*
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<tr>
<th>Themes</th>
<th>Sub-themes</th>
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<td>Vocabulary selection</td>
<td>Single words</td>
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<td>Vocabulary in chunks</td>
<td>14(70%)</td>
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<td>Textbook – based vocab</td>
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<td></td>
<td>Focused level(s) of word knowledge</td>
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<tr>
<td></td>
<td>Pronunciation (sounds / phonics / stress / intonation)</td>
<td>20</td>
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<tr>
<td></td>
<td>Spelling</td>
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<tr>
<td></td>
<td>Grammar</td>
<td>4</td>
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<tr>
<td></td>
<td>Use</td>
<td>20</td>
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<tr>
<td>How many words</td>
<td>vocabulary size of 1-4</td>
<td>08(40%)</td>
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<td></td>
<td>vocabulary size of 5-12</td>
<td>11(55%)</td>
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<td></td>
<td>vocabulary size of 12-14</td>
<td>01(05%)</td>
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<tr>
<td>Lesson Type</td>
<td>Introducing vocab for first encounters</td>
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<td>Establishing vocab for practice, use and revision</td>
<td>15(75%)</td>
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<td>Skill Focus</td>
<td>Productive skills</td>
<td>20(100%)</td>
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<tr>
<td></td>
<td>Receptive skills(Integrative)</td>
<td>07(35%)</td>
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<td></td>
<td>Phonic skills or decoding</td>
<td>04(20%)</td>
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<td>Grammar skills</td>
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<td>Time length for YLLs on writing vocabulary</td>
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<td></td>
<td>1 – 3 minutes</td>
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<td></td>
<td>4 – 6 minutes</td>
<td>8 (40%)</td>
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<td></td>
<td>7 – 11 minutes</td>
<td>6 (30%)</td>
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<td>No. of activities in class</td>
<td>3-4 (10 minutes or so / activity)</td>
<td>07(35%)</td>
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<td></td>
<td>5-6 (7 minutes or so / activity)</td>
<td>12(60%)</td>
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<td>7-8 (5 minutes or so / activity)</td>
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<td>Multimedia use for differentiation</td>
<td>Computer Support</td>
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<td>Audio Devices</td>
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<td>Teaching Procedures (PPP)</td>
<td>Types of teaching activities</td>
<td>Practice</td>
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<td><strong>Presentation</strong></td>
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<td>Explaining meanings</td>
<td>Guessing meaning from contexts by eliciting in L1 &amp; L2</td>
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<td>Translating</td>
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<td>Giving synonyms</td>
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<td>Expanding word concepts</td>
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<td>Demonstration techniques</td>
<td>Pic./ Video / Realia, Props</td>
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<td></td>
<td>Miming</td>
<td>05</td>
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<td></td>
<td>Drawing</td>
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<td>Video clips</td>
<td>01</td>
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<td></td>
<td>Mind mapping</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>Flashcards</td>
<td>5</td>
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<tr>
<td></td>
<td>Others (games)</td>
<td>16</td>
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<td>Establishing forms</td>
<td>Listening to audio files</td>
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<td>Spoken forms</td>
<td>Listening to teachers as live resources</td>
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<td>Repetition</td>
<td>20</td>
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<td>Written forms</td>
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<td>Flashcards</td>
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<td>Underlining / Framing</td>
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<td>Types of teaching activities</td>
<td>Role play</td>
<td>12</td>
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<tr>
<td></td>
<td>Repetition</td>
<td>20</td>
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<td>Guessing</td>
<td>07</td>
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<td>Pictures</td>
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<td>Songs</td>
<td>06</td>
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<td>Miming</td>
<td>02</td>
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<td>Word flashcards</td>
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<td>Others: puppets</td>
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<td>Processing</td>
<td>Personalizing</td>
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<td>Role play</td>
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<td>Songs</td>
<td>16</td>
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<td></td>
<td>Mindmapping</td>
<td>01</td>
</tr>
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<td></td>
<td>Team games</td>
<td>16</td>
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<td></td>
<td>Others</td>
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<tr>
<td>Direct and indirect vocabulary teaching</td>
<td>Extended learning for home-school link</td>
<td>textbook exercises</td>
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<td></td>
<td>Memorization</td>
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<td></td>
<td>Oral practice &amp; role play</td>
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<td></td>
<td>Singing</td>
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<td>Free reading</td>
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<td></td>
<td>None</td>
<td>8 (40%)</td>
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<tr>
<td>Direct</td>
<td>Setting contexts</td>
<td>20 (100%)</td>
</tr>
<tr>
<td></td>
<td>Classroom language of instruction &amp; explanation</td>
<td>04 (20%)</td>
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<td></td>
<td>Short, simple and basic</td>
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<td></td>
<td>Long winded, complicated with long sentences</td>
<td>16 (80%)</td>
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<td></td>
<td>Overuse of Vietnamese</td>
<td>16 (80%)</td>
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<tr>
<td>Indirect</td>
<td>Play- learning activities</td>
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<td></td>
<td>Free reading</td>
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<td>Incidental visual learning in class</td>
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<td>Classroom physical setting</td>
<td>Arranging classroom layouts with movable chairs and desks and space for different English game activities</td>
<td>04</td>
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<td></td>
<td>Visual vocabulary display for incidental learning (word walls, flashcards, topical play corners, etc.)</td>
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<td></td>
<td>Audio vocabulary display for incidental learning (TVs for video clips, cartoons, songs for kids, youtube, …)</td>
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<tr>
<td>Other verbal and non-verbal teaching behaviours</td>
<td>Attention getting activities</td>
<td>Audio aids</td>
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<td></td>
<td></td>
<td>Visual aids</td>
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<td></td>
<td></td>
<td>Traditional techniques: high pitched voices, ruler tapping / pointing, …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Routined techniques: routined commands or activities</td>
</tr>
</tbody>
</table>
SEMI- INTERVIEW QUESTIONS:

A small talk is made to set contexts and make joint commitment to confidentiality, mere purpose of research for teaching innovations, build trust and rapport for the interviews.

1. Please introduce yourself.

Probes: Do you enjoy your job as a primary teacher of English? Did you learn how to teach English at college / university? Is the job ….. (tiring/interesting / stressful / time-consuming / full of fun /…?) Why?

2. Were you pleased about the lesson you had taught? Do you think building up vocabulary is central of primary language learning? Why?

Probes: What vocabulary did you teach in this lesson? (single words / phrases / fixed expressions) Why? How did you select them? (from the textbooks/your pupils’ needs / usefulness)? Did your vocabulary selection guide you in how to teach vocabulary? Why?

3. Tell me about the teaching techniques you used to teach vocab in the lessons?

Probes: When you directly taught vocabulary in class, what aspects of vocab (sounds, written words, meaning, use) did you pay much attention to? Why? so what teaching techniques did you use to teach them? Did you pay attention to your language of instruction? How could you guide your pupils to self-discover vocabulary? What indirect teaching techniques did you use? Why?

4. How did you explain vocabulary meanings to them in the lesson?

Probes: Should we teach vocabulary in groups / topics / phrases? Why? What teaching techniques did you use? Which techniques did you prefer most? Why? Why we should start from pupils’ prior word concepts?

5. What language skills did you focus on in your lesson? When you integrate teaching vocabulary into a language skills lesson, how do you do it?

Probes: What aspects of vocabulary did you teach? Why did you teach vocabulary in sentences? Did you connect pupils’ personal experience with their vocabulary learning? Why or why not? Which skill(s) were paid more attraction to? Why?

6. How did you structure your teaching stages?

Probes: in the video clip, which did you present first – use, meaning, or form? Why? How many teaching activities did you do in the lesson? Why?

7. Do you have any difficulties in teaching young children? If you like to improve your professional development, what is your area of interest in training?
APPENDIX 2: RAW DATA

1. CRONBACH ALPHA COEFFICIENTS OF THE QUESTIONNAIRE
2. MEAN SCORES AND STANDARD DEVIATIONS OF TEACHERS’ PERCEPTIONS OF TEACHING VOCABULARY
3. SPSS ESTIMATING PERCENTILE RANKS
4. OBSERVATION TRANSCRIPTS (TEACHER ID 1-20)
5. TEACHER INTERVIEWS TRANSCRIPTS (ID 1, 2, 7, 11, 16)
MINISTRY OF EDUCATION AND TRAINING
HUE UNIVERSITY
UNIVERSITY OF FOREIGN LANGUAGES

VO THI THANH DIEP

TEACHING VOCABULARY TO YOUNG LEARNERS:
VIETNAMESE PRIMARY EFL TEACHERS’ PERCEPTIONS AND PRACTICE

DOCTOR OF PHILOSOPHY THESIS IN THEORY AND METHODOLOGY OF ENGLISH LANGUAGE TEACHING

CODE: 914 01 11

APPENDIX 2: RAW DATA

THUA THIEN - HUE, 2020
APPENDIX 2: RAW DATA

a. CRONBACH ALPHA COEFFICIENTIES OF THE QUESTIONNAIRE ..... 2

b. MEAN SCORES AND STANDARD DEVIATIONS OF TEACHERS’ PERCEPTIONS OF TEACHING VOCABULARY ............................................. 7

c. SPSS ESTIMATING PERCENTILE RANKS........................................... 12

d. OBSERVATION TRANSCRIPTS (TEACHER ID1-20) ....................... 29

e. TEACHER INTERVIEWS TRANSCRIPTS (ID 1,2, 7,11,16)............... 229
APPENDIX 2: RAW DATA

a. CRONBACH ALPHA COEFFICIENTS OF THE QUESTIONNAIRE

1. Teachers’ perceptions of choice of vocabulary to be instructed:

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
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<td>.806</td>
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<th>Scale Variance if Item Deleted</th>
<th>Corrected Item-Total Correlation</th>
<th>Cronbach's Alpha if Item Deleted</th>
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</thead>
<tbody>
<tr>
<td>Item 4: The choice of large vocabulary instruction enables pupils to improve their fluency.</td>
<td>11.73</td>
<td>3.838</td>
<td>.740</td>
<td>.698</td>
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<tr>
<td>Item 6. To develop vocabulary repertoire for young language learners, vocabulary selected for instruction should be taught together with its meaningful language blocks such as collocations, set expressions or idioms whenever possible.</td>
<td>11.95</td>
<td>4.271</td>
<td>.541</td>
<td>.798</td>
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<td>Item 23. Vocabulary selected for teaching should come directly from the textbook.</td>
<td>11.87</td>
<td>4.319</td>
<td>.674</td>
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<td>Item 24. Vocabulary selected for teaching to young learners should be useful and of high frequency.</td>
<td>11.81</td>
<td>4.310</td>
<td>.552</td>
<td>.792</td>
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2. Teachers’ perceptions of direct and indirect techniques used to teach vocabulary:

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<th>Scale Variance if Item Deleted</th>
<th>Corrected Item-Total Correlation</th>
<th>Cronbach's Alpha if Item Deleted</th>
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<tbody>
<tr>
<td>Item 2. New words presented with high oral quality by the teacher can greatly improve pupils’ oral vocabulary development.</td>
<td>20.26</td>
<td>8.182</td>
<td>.611</td>
<td>.686</td>
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<tr>
<td>Item 7. Vocabulary should be explained easily, simply and basically.</td>
<td>19.86</td>
<td>9.533</td>
<td>.380</td>
<td>.746</td>
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<td>Item 13. Vocabulary should be orally presented to primary learners in fun and interesting contexts.</td>
<td>20.17</td>
<td>8.812</td>
<td>.465</td>
<td>.726</td>
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<td>Item 12. New vocabulary can be taught through games, songs and plays rather than direct instruction.</td>
<td>19.70</td>
<td>8.727</td>
<td>.534</td>
<td>.708</td>
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<td>Item 15. Some further funny stories to read after class suggested by the teacher is necessary for vocabulary development.</td>
<td>21.22</td>
<td>8.447</td>
<td>.472</td>
<td>.725</td>
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<td>Item 17. Pictures / flashcards connected with topics can be displayed around in the classroom as a kind of incidental teaching.</td>
<td>20.27</td>
<td>8.314</td>
<td>.506</td>
<td>.715</td>
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3. Teachers’ Perceptions of communicating word meanings:

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<td></td>
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<th>Construct 3: Item-Total Statistics</th>
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<tr>
<td>Item 8. Word meanings should be taught in connection (whole-parts, part-whole, synonyms - antonyms).</td>
</tr>
<tr>
<td>Item 11. Vocabulary selected for teaching should be taught from easy to difficult, from concrete to abstract.</td>
</tr>
<tr>
<td>Item 18. The meanings of new words, when being explained, should be based on what your pupils have already known.</td>
</tr>
<tr>
<td>Item 25. Vocabulary could be topically connected or grouped so that pupils find it easy to remember vocabulary meanings.</td>
</tr>
<tr>
<td>Item 26. Vocabulary meanings can be presented in many ways through visual aids, miming, gestures, drawing, songs, poems or chants.</td>
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<td>Item 1. Vocabulary meanings can be explained through translation.</td>
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4. Teachers’ perceptions of teaching vocabulary through skills:

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<td>Scale Mean if Item Deleted</td>
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<tr>
<td>Item 10. Learning sound and spelling correspondence through phonics and skills could enable learners to recognize and remember vocabulary.</td>
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<tr>
<td>Item 21. Teaching vocabulary through speaking and writing focuses on primary pupils’ ability to communicate messages to other people.</td>
</tr>
<tr>
<td>Item 22. Teaching vocabulary through listening and reading focuses on primary pupils’ comprehension of meanings.</td>
</tr>
<tr>
<td>Item 5. Teaching vocabulary in sentences through four skills enable pupils to develop fluency.</td>
</tr>
<tr>
<td>Item 14. Multimedia can offer great support in teaching vocabulary.</td>
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5. *Teachers’ perceptions of vocabulary teaching procedures:*

<table>
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<td>Encouraging young learners to speak or write new words about themselves or in meaningful contexts enables them to remember longer.</td>
<td>16.39</td>
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<td>Written forms of words are presented after young learners have understood the word meanings in contexts.</td>
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<td>Vocabulary items should be used in different activities, with different skills and for multiple times after first exposures.</td>
<td>16.23</td>
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### b. MEAN SCORES AND STANDARD DEVIATIONS OF TEACHERS’ PERCEPTIONS OF TEACHING VOCABULARY

**Construct 1:** Teachers’ perceptions of choices of vocabulary to be taught

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<tr>
<th>Item</th>
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<th>Maximum</th>
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<td><strong>Item 4:</strong></td>
<td>The choice of large vocabulary instruction enables pupils to improve their fluency.</td>
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<td><strong>Item 6:</strong></td>
<td>To develop vocabulary repertoire for young language learners, vocabulary selected for instruction should be taught together with its meaningful language blocks such as collocations, set expressions or idioms whenever possible.</td>
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Valid N (listwise): 206
Construct 2: Teachers’ perceptions of direct and indirect techniques used to teach vocabulary

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<td>Item 2. New words presented in motivating contexts with teachers’ well-spoken explanation can greatly improve pupils’ word recognition and memory.</td>
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<td>Item 7. Vocabulary should be explained easily, simply and basically.</td>
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</tr>
<tr>
<td>Item 13. Vocabulary should be presented to primary learners in fun and interesting contexts.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Item 12. Primary pupils enjoy learning new vocabulary through games, songs and plays rather than direct instruction.</td>
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</tr>
<tr>
<td>Item 15. Some further funny stories to read after class suggested by the teacher is necessary for vocabulary development.</td>
</tr>
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</tr>
<tr>
<td>Item 17. Pictures / flashcards connected with topics can be displayed around in the classroom as a kind of incidental teaching.</td>
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Construct 3: Teachers’ perceptions of explaining word meanings

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<td>Word meanings should be taught in connection (e.g. whole-parts, parts-whole, synonyms - antonyms).</td>
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Valid N (listwise) 206
Construct 4: Teachers’ perceptions of developing vocabulary through skills

**Descriptive Statistics**

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Valid N (listwise) 206
**Construct 5: Teachers’ perceptions of conducting teaching procedures**

**Descriptive Statistics**

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<td>Written words are presented after young learners have listened to and understood the words.</td>
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<td>Item 16.</td>
<td>It is essential to pre-teach key vocabulary before any activity.</td>
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<td>Vocabulary in oral forms should be developed before vocabulary in written forms.</td>
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<td>Vocabulary items should be recycled in different activities with different skills and for multiple times.</td>
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Valid N (listwise) 206
c. **SPSS ESTIMATING PERCENTILE RANKS**

GET

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This SPSS Statistics data file is written in Unicode.

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### 4.1. Statistics

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<th>I 6. To develop vocabulary repertoire for young language learners, vocabulary selected for instruction should be taught together with its meaningful language blocks such as collocations, set expressions or idioms whenever possible.</th>
<th>I 23. Vocabulary selected for teaching should come directly from the textbooks.</th>
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<th>12. New words presented with high oral quality by the teacher can greatly improve pupils’ oral vocabulary development.</th>
<th>17. Vocabulary should be explained easily, simply and basically.</th>
<th>13. Vocabulary should be presented to primary learners in fun and interesting contexts.</th>
<th>12. New vocabulary can be taught through games, songs and plays rather than direct instruction.</th>
<th>15. Some further funny stories to read after class suggested by the teacher is necessary for vocabulary development.</th>
<th>17. Pictures / flashcards connected with topics can be displayed around in the classroom as a kind of incidental teaching.</th>
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<th>11. Vocabulary should be taught from easy to difficult, from concrete to abstract...</th>
<th>18. The meanings of new words, when being explained, should be based on what your pupils have already known.</th>
<th>25. Vocabulary could be topically connected or grouped so that pupils find it easy to remember vocabulary meanings</th>
<th>26. Vocabulary meanings can be presented in many ways through visual aids, miming, gestures, drawing, songs, poems or chants.</th>
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<th>I 14. Multimedia can offer great support in teaching vocabulary.</th>
<th>I 21. Teaching vocabulary through focuses on reading and writing primary pupils’ ability to communicate messages to other people.</th>
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<th>19. Written forms of words should be presented after young learners have understood the word meanings in contexts.</th>
<th>16. Vocabulary activities should be from easy to difficult, from specific to abstract.</th>
<th>19. Vocabulary in oral forms should be developed before vocabulary in written forms.</th>
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SPSS PERCENTILE RANKING IN CUMULATIVE PERCENT

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I 4. The choice of large vocabulary instruction enables pupils to improve their fluency.

I 6. To develop vocabulary repertoire for young language learners, vocabulary selected for instruction should be taught together with its meaningful language blocks such as collocations, set expressions or idioms whenever possible.

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I 23. Vocabulary selected for teaching should come directly from the textbook.
I 24. Vocabulary selected for teaching to young learners should be useful and of high frequency.

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2. Teachers’ perceptions of direct and indirect techniques used to teach vocabulary:

I 2. New words presented with high oral quality by the teacher can greatly improve pupils’ oral vocabulary development.

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I 7. Vocabulary should be explained easily, simply and basically.

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I 13. Vocabulary should be presented to primary learners in fun and interesting contexts.

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I 12. New vocabulary can be taught through games, songs and plays rather than direct instruction.

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I 15. Some further funny stories to read after class suggested by the teacher is necessary for vocabulary development.

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I 17. Pictures / flashcards connected with topics can be displayed around in the classroom as a kind of incidental teaching.

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3. Teachers’ perceptions of communicating word meanings:

I 1. Vocabulary meanings can be explained through translation.

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I 8. Word meanings should be taught in connection (e.g. whole-parts, parts-whole, synonyms - antonyms).

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I 11. Vocabulary should be taught from easy to difficult, from concrete to abstract.

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I 18. The meanings of new words, when being explained, should be based on what your pupils have already known.

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I 25. Vocabulary could be topically connected or grouped so that pupils find it easy to remember vocabulary meanings.

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I 26. Vocabulary meanings can be presented in many ways through visual aids, miming, gestures, drawing, songs, poems or chants.

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4. *Teachers’ perceptions of developing vocabulary through skills:*

I 5. Teaching vocabulary in sentences through four skills enables pupils to develop fluency.

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I 10. Learning vocabulary, sound and spelling correspondence through phonics could enable learners to recognize and remember vocabulary.

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I 14. Multimedia can offer great support in teaching vocabulary.

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I 21. Teaching vocabulary through focuses on reading and writing primary pupils’ ability to communicate messages to other people.

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I 22. Teaching vocabulary through listening and speaking will help develop primary pupils’ comprehension of meanings.

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5. Teachers’ perceptions of vocabulary teaching procedures:

I 3. Encouraging young learners to speak or write new words about themselves or in meaningful contexts enables them to remember longer.

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I 9. Written forms of words should be presented after young learners have understood the word meanings in contexts.

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I 16. It is essential to pre-teach key vocabulary before any activity.

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I 19. Vocabulary in oral forms should be developed before vocabulary in written forms.

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I 20. Vocabulary: Is should be recycled in different activities, with different skills and for multiple times.

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**d. OBSERVATION TRANSCRIPTS (TEACHER ID1-20)**

**OBSERVATION TRANSCRIPT (TEACHER ID: 1)**

a. **Vocabulary to be selected for instruction**

Where are you from?

I’m from … (Vietnam /Malaysia / Australia / America / Japan/ England)

b. **Teaching Procedure:**

1. **Warm-up Activity:** (from 0’00 to 1’01’’)
   
   Greeting:
   
   T: Whole class, welcome please
   
   T: Can you sing ?
   
   Ps: Yesss
   
   - The class sings the good morning song with the teacher
   
   T: Are you happy now? Yes or no?
Ps: Yesss

2. *Presentation* (from 1’11’’ to 45’55’’)

A. SPEAKING ACTIVITY (time: from 1’11’’ to 3’56’’)

T: Before the new lesson, I’ll check your lesson. Now let’s begin. I have some pictures of flags, and you point to the flags, one asks and one answers and then change role, right? Now look at the pictures. Now who can? Raise your hand.

- Students answer and teacher gives feedback:

  T: Do you agree with her? Yes or no? Right or wrong?

  Ps: Wrong.

  T: What’s wrong? Can you say again?

  P: “Where are you from?”

  T: Yes, that’s right. “Where are you from?” “I’m from Vietnam.”

  T: The next one, now who can?

  …

  Very good. Well done.

  Now the next one.

  Good, Malaysia.

  Now the next, who can? Japan? England, right or wrong?

  Excellent, good.

  Now the next one, who can?

  Right or wrong? Good, give yourself a clap please.

  The last one.

  America or American?

  Excellent. America, remember?

B. GAME: BEN-BEN (time: from 3’57’’ to 8’02’’)

T: The next picture. The next picture for you. What are they doing? (repeated 3 times)

P: They are playing a game.
T: So what is the name of the game?
Ps: Ben-ben.

T: Excellent. Ben-ben. Do you like this game?
Ps: Yes.

T: Yes, me too. Ok let’s play the game of Ben-ben.

I’d like to have 2 teams of 5 students, team A and B standing facing each other. And I say the name of your friends for example Tony, Linda, and you say the name of the country. Ok, name, and you?
Ps: The country.

T: Are you ready?
- Teacher chooses 5 students for each team.

T: Are you ready? Good, now I say the name of your friends and you say the…?
Ps: Country.

T: Ok, 1 2 3 go.
- Students play the game.

T: Who is the winner? Team A or team B?
Ps: Team B.

T: Ok, clap your hands for team B. You learn the lesson very well.

3. **Controlled Practice:**
C. LISTEN AND TICK (time: from 8’19” to 17’10”)

T: To help you practice listening, I have one exercise for you. Now part 3: listen and tick. We are going to listen and tick, right? Now look at the pictures, how many number?

Ps: 3.

T: How many pictures are there in number 1?
Ps: 3.

T: Now work with your partner and talking about what you can see in the pictures. Talk with your friends. Work with your partner. Các em nói chuyện với bạn để coi thử là bức tranh này nói về cái gì. One minutes for you. Work with your partner. Now 1 2, 1 2, 1 2, 1
2. Speak in English, not Vietnamese. Các em trò chuyện với bạn mình đi coi thử bức tranh nói gì.

- Students discuss.

T: Look at the pictures and answer my question. Think a word in English. What can you see?

Ps: England, Australia, Malaysia,…

T: Now you are going to listen and tick the correct picture. Are you ready?

(Teacher repeats the requirement a few times)

- Students listen.

T: Now listen and check with your friends. 1 2, 1 2.

- Students listen and check with their friends.

T: Ok you have just checked with your friend if you have the same or different answer, right? Now the last one, listen and check if you’re correct.

- Students listen and check the answers.

T: Now who can tell me, 1 a b or c, and why?

P: c.

T: Right or wrong? Who agree, raise your hand! Ai đồng ý với bạn Châu giơ tay lên nào. Good thank you, put your hands down please. Now clap your hand for Chau, please.

Number 2, who can?

P: b.

T: Right or wrong? Clap for Ngoc please.

Number 3. Who can say?

P: c.


D. LOOK AND WRITE (time: from 17’14” to 31’41”)

T: Now to help you practice some writing, let’s come to the next part. Now part 4, look and write. In this activity, you use the information from activity 1 and 2. Now look at the pictures and answer my questions. How many numbers?
Ps: 3
T: Three numbers? Really, who can help her?
Ps: 4
T: 4 numbers, right? 4 numbers. And work again with your partner, what can you see in the pictures.


- Students discuss, teacher goes around the class.

T: Are you ready? Now look at the pictures and answer my questions. Number 1, I’m from…? Right or wrong?

- Students answer question 1 to 4.

T: Okay now it’s time to take out your small board. Take out the board, chalk or crayon. Giờ tất cả lấy bảng con ra cho cô nha. Look at the pictures, please write the missing word. Quickly. Write just number 1. Chỉ viết 1 câu số 1 thôi. Việt từ cân điện thoại nha các em. 1 2 3 4 5, 1 2 3 4 5, quickly.

- Students write the answer on their boards.


- Teacher shows the class the board of 2 students.

T: Now look at the small board, right or wrong?

P: Wrong.

T: What wrong?

P: Missing word.

T: Missing letter, good.

P: “s”.
T: Right or wrong? Excelent, letter “s”, Australia A-U-S-T-R-A…, right? And this one, right or wrong the whole class?

Ps: Right.

T: Good. Number 2, the next picture. 1 2 3 4 5, 5 4 3 2 1, who can? Hands up, please. Bao, give me. Now look at the board, right or wrong?
Ps: Right.


P: …stop.

T: Good, full stop. Như vậy các bạn phải chăm vào đây để quên nha. Now the next picture. 1 2 3 4 5, 5 4 3 2 1. Hands up the board please, quickly. Give me please. Now the whole class look at the board, right or wrong?

Ps: Right.

T: Excellent. Big A or small a? Big or small?

Ps: Big.

T: … and full-stop. Good, excellent. Now the next picture, the last one. 1 2 3 4 5, 5 4 3 2 1. Come up. Quickly, please. Excellent. Right or wrong?

Ps: Wrong.


P: Full-stop.

T: Phúc’s missing full-stop. Right or wrong?

Ps: Right.

T: Excellent. Whose board is this? Who? A big clap for Hung please. Okay your writing is very good.

T: Now open your book please. Giờ các em có 2 phút để viết các từ trong sách. Các em lưu ý là tên của các nước thì phải viết gì?

Ps: Viết in.

T: …viết in chữ cái đầu tiên. Cuối câu phải có dấu gì?

Ps: Đầu chấm.

T: Good. Take out your board. Cắt bảng đi.

Ps: Japan, Japan mà cô.

T: What wrong? Excellent. Clap your hands please. Which one? You said number 4, yes or no? Excellent. Now correct it, number 4, good, is it ok?

Ps: Yes.
T: Very good.

T: Now another activity. I have a small exercise for you. Look at the sentences and tell me right or wrong.

Number 1, who can tell me? Number 1, what wrong? Tuong, right or wrong?

P: Wrong.

T: What wrong?

P: Big A.

T: Big A, right or wrong?

Ps: Right.


P: Big A.

T: Big A, no, không đúng đầu không được nữa. One idea.

P: Full stop.

T: Full stop, good, very good. Number 3, Duyen please. It’s ok, con nói tiếng Việt đi.

P: Thưa cô thiếu chữ e.

T: Thiếu chữ e, missing letter E, right or wrong? Thank you sit down please. Who can? Truong please.

P: It is small.

T: Small? Which letter?

P: “r”.


P: Big I.

T: Big I, right or wrong? Big I or small i?

P: Big I.

T: Big I, not very big I, right? Good, ok. Now the whole class read the sentences.

- Students read aloud the sentences.
E. LET’S SING (time: from 31’49” to 45’55’”)

T: What are they doing? Are they dancing? Are they jumping? Yes or no?
Ps: No.

T: What are they doing?
P: They are sing.

T: They are singing, very good, they are singing. Do you like singing, yes or no?
Ps: Yes.

T: Good, now let’s see.
- Teacher show the song on the screen.

T: Now can you tell me what is the name of the song? Tên của bài hát là gì không biết à?
Bạn nào biết nào?
Ps: Where are you from?

T: Good, where are you from. Look at the picture, how many pupils are there in the picture?
How many students? 1 2 3 4 5?
P: 4.

T: There are 4 people. Hakim, Linda, Mai, Akiko. Now the whole class I’d like you to read sentence by sentence.
- Students read aloud the sentences.

T: Well done. Ok now you read and give your action, right?
- Teacher shows some gestures to go with the song and lets students imitate.

T: Okay now listen to the song. Listen and do action. Nghe và làm gì?
Ps: Hành động.

T: Có hát không?
Ps: Không.
T: Good.

- Teacher plays the song.

T: Now listen to the song and sing and do action. Sing aloud, do action.

- Teacher plays the song again.

T: Now I’d like to all of you work in group of 4 students. Practice singing and doing action, right? Now work in 4, group of 4. Turn your back. You have 2 minutes. Có 2 phút, các em tập hát đi.

- Students practice singing.

T: Stop. Right, good. Do you like singing karaoke? Yes or no?

Ps: Yes.

T: Các em có thích hát karaoke không?

Ps: Có.

T: Good. Can you sing without the cassette. Giờ mình hát không có máy được không? Yes or no?

Ps: Yes.

T: Good, now let’s sing karaoke without music. Ok let’s sing. 1 2 3…

- Students practice singing without music.

T: Well done. Good. Now welcome to the competition. I’d like to find the best group of singers. Do you want to be singer? Yes or no?

Ps: Yes.

T: Now let’s come to the competition. Good. Now who want to take part in the competition? Which group? What is your name?

Ps: Lan Phuong.

T: Lan Phuong’s group. How about you?

Ps: Lam Truong, Dam Vinh Hung,…

T: Now which group want to take part in the competition? Raise your hand.

- Teacher calls 2 groups to sing in front of the class.

5 ACTIVITIES: A. SPEAKING ACTIVITY; B. GAME: BEN-BEN; C. LISTEN AND TICK; D. LOOK AND WRITE; E. LET’S SING

4. Free Practice: (Time: from ……… to ………): no

5. Homework: (Time: from 45’56’’ to 48’14’’)
T: Practice singing. Sing with your friends, or your neighbors, your parents.
Prepare lesson 2, part 1, 2 and 3.
Như vậy bài vừa rồi mình học về gì các em? Listen and...?
Ps: Write.
T: Write. And structures, we speak about the name of the country, right? Good. Qua tiết học thì có thấy lớp mình phát biểu rất sốt sắng, đặc biệt là nhóm của ca sĩ Lan Hương, ca sĩ rất là xuất sắc. Excellent. Qua bài này thì mình biết được một số đất nước nào?
Ps: Úc, Mỹ, Anh.
T: Speak English, not Vietnamese, right? Australia…
Ps: America, Malaysia, Japan,…
T: Tôi ngủ, sáng đây tự nhiên thấy mình ở một đất nước rất là lạ và mình không biết nói chuyện với ai hết. May mà mình biết nói tiếng Anh, mình hỏi một người bên cạnh: “Where are you from?” người ta nói “I’m from Australia”. Lập tức chạy đến đại sứ quán Úc nói sao? Cháu bị lạc ở nước Úc, và sao? Xin vui lòng mang cháu về Việt Nam. Như vậy là biết tên các quốc gia rất là quan trọng. Ok, that’s the end of the lesson. Clap your hand to say goodbye to the teachers.

Additional verbal and non-verbal instructional behaviour checklist ID1

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<td>1. Language of instruction:</td>
<td>more English than Vietnamese instruction</td>
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<tr>
<td>2. Rapport build-up</td>
<td>A lot of encouragement: “Excellent”, “good job”, “very good”, “wonderful”</td>
<td>Throughout the video</td>
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<tr>
<td>3. Facial expressions, body language and</td>
<td>Friendly with gestures and informal addressing</td>
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| 4. How many exposures or vocabulary encounters | -Speaking activity  
-Game: ben-ben  
-Listen and tick  
-Look and write  
-Let’s sing  
- Group work | From 1:11 to 3:56  
From 3:57 to 8:02  
From 8:19 to 17:10  
From 17:14 to 31:41  
From 31:49 to 45:55  
From 37:50 to 38:50 |
| 5. Attention getting activities | -use of a microphone  
-counting routine “1 2 3 4 5, 1 2 3 4 5, quickly.  
1 2 3 4 5, 5 4 3 2 1” to push her pupils.  
Ruler pointing | Throughout the video  
From 20:23 to 25:40  
From 31:20 to 31:40  
From 32:50 to 35:20 |
| 6. Board work | projector | Throughout the video |
| 7. Time length of pupils’ in-class writing | Total: 6’52”  
- write on the subboards  
- doing textbook exercises | From 20:23 to 25:40  
From 25:50 to 27:15 |
| 8. Classroom management | - constant verbal involvement  
-Moving around to offer support, observation from the platform. | Throughout the video  
From 37:00 to 37:30  
From 37:50 to 38:50 |
| 9. Classroom decorations | Laptop, projector, cassette player, a micro. |   |
OBSERVATION TRANSCRIPT (TEACHER ID: 2)

a. Vocabulary to be selected for instruction

What shape is it?
It’s a circle / triangle / rectangle / square / round

b. Teaching Procedure:

1. Warm-up Activity: (Time: from 0:00 to 0:42)

2. Presentation: (Time: from 00’43.. to 11’33’’ )

T: (Inaudible) unit 1, lesson 3

Then the teacher writes ‘Unit 1-Lesson 3- I/Vocabulary’ on the blackboard.

S: Open their notebooks.

T: Now close your books please! ( repeat that four times). Cô nói là gập sách lại, tất cả gập sách lại. Close your books please, close your books please!

ACT 1: LOOK, LISTEN AND REPEAT

T: Show a picture and ask ‘What shape is this? ‘

- Then the teacher points at one student and says ‘You’.

S: Circle.

T: Excellent. Now listen. Circle!

S: Read out loud the word ‘circle’ repeatedly.

T: One, two (points at one group of students)

S: Circle (read out loud).

T: three, four (points at the other group of students)

S: circle (read out loud).

T: Ok, now, who can?

S: Some raise their hands up.
T: Points at one student.
Then that student says ‘Circle’.
T: Good job.
Then she points at 11 other students to repeat the word ‘circle’.
T: In Vietnamese?
S: Ummm…hình tròn.
T: À, hình tròn, hình tròn.
Then the teacher writes ‘ circle : hình tròn’ on the blackboard. The students note it down in their notebooks.

After that she shows another picture.
T: Now what shape is this? What shape is this? What shape is this?
Some students raise their hands up.
T: You ( chooses one of those students)
S: Square.
T: Excellent. Now listen.
S: Square, square, square.
T: Keep silent. Be quiet ( puts her finger on her lips).
Now listen ( puts her finger on her ear). SQUARE, SQUARE, SQUARE.
S: Square, square, square.
T: three four ( point at one group of students).
S: SQUARE
T: one two ( point at another group of students).
S: SQUARE.
T: Again, you ( point at a student).
S: Square.
T: Excellent.
Then the teacher points at nine other students.

S: Square
T: Very good
S: Square
T: Well done
S: Square
T: Good job.
S: Square.
T: Good job.
S: Square.
T: Wonderful.
S: Square.
T: Very good.
S: Square.
T: Excellent.
S: Square.
T: Very good.
S: Square.

Some students raise their hands up. The teacher points at one of them.

T: You.
S: Dạ thưa cô hình vuông.
T: À hình vuông. OK.

Then she writes ‘Square: hình vuông’ on the board. The students note it down in their notebooks.

After that, she shows another picture to the students.
T: Now. What shape is it? What shape is it? You (points at one student).
S: Rectangle.
T: Rectangle? Who has another idea? You (points at another student0.
S: Triangle.
T: Excellent. Triangle, triangle, triangle.
S: TRIANGLE, TRIANGLE, TRIANGLE.
T: One two (points at one group of students).
S: TRIANGLE
T: Three four (points at the other group).
S: TRIANGLE.
T: Again. You.
S: ‘Shai …shai em em gô’.
T: Triangle.
S: Triangle.
T: Good job.

Then she lets some other students stand up and repeat the word ‘triangle’.
S: Triangle.
T:Very good
S: Triangle.
T:Wonderful
S: Triangle.
T:Exellent
S: Triangle.
T:Very good
S: triangle.
T: Excellent.
S: Triangle.
T: Well done.
S: Triangle.
T: Very good.
S: Triangle
T: Excellent
S: Triangle
T: Very good
S: Triangle
T: Good job. In Vietnamese?

The teacher writes ‘ triangle : hình tam giác’ on the blackboard. The students write it down in their notebooks.

Then the teacher shows a picture.
T: Now what shape is this?
What shape is this?
S: (inaudible)
T: Good job. That’s it.

(Some pupils are still writing and it’s clear from the video that one student writes ‘ thurday’,’septber’,’vocabulary’,’leloon’,’cicle’,’square’,’tragle’ in her notebook. She also wrote some words incorrectly in the previous lesson ).

T: rectangle, rectangle, rectangle.
S: RECTANGLE, RECTANGLE, RECTANGLE.
T: One two (points at one group of students).
S: RECTANGLE.
T: Three four (points at the other group).
S: RECTANGLE.
T: Again? You? (points at one student).
S: RECTANGLE
T: Good job!

Then she lets some other students stand up and repeat the word.

T: You
S: Rectangle.
T: Excellent.
S: Rectangle.
T: very good.
S: Rectangle.
T: Well done.
S: Rectangle.
T: Very good. In Vietnamese? You (points at one student).
S: Hình chữ nhật.
T: Hình chữ nhật.

Then the teacher writes ‘rectangle : hình chữ nhật’ on the blackboard. At the same time, the whole class write that down in their notebook.

(from 05:10 to 07:36)

T: I divide class into 2 groups. This one belongs to group A (points at a group of students on her left). And this one belongs to group B (points at the other group of students on her right). A and B.

The teacher writes A and B on the board.


A student from group A goes to the board. The teacher moves him to the front of the pictures.
Then the teacher asks the other group for a volunteer.

T: Over here, who can? You come here (invites a student from group B). Con đứng đây (she points at a position next to the boy from group A).

T: Now the whole class ****(inaudible).

S: one two three.

T: Circle.

The boy from group A touches the picture of the circle with his right hand.

T: Ok you’ve got one point. Everybody hands up.

She claps her hands and the class follow her.

The teacher gives group A one point.

T: Good job. Have a seat, have a seat. (the boys may not understand her order, so she points her hand to their seats).

The teacher invites two pupils to go to the board.

As the two pupils are in position:

T: Now the whole class. Let’s count.

S: One two three.

T: square.

The girl touches the rectangle while the boy stands still. Then the girl touches the circle and the boy touches the triangle. Finally the girl touches the square (as this is the only picture she hasn’t chosen).

T: Aaa square. Good job. Square.

The teacher and the class clap their hands, and the two students go back to their seats. She gives group A one point.

The teacher invites another two students to go to the board and waits until the two students are in position:

T: Now. Let’s count.

S: One two three.

T: Triangle.

Both the students touch the triangle but the boy is much faster.
T: One point for group b.
Then the whole class clap their hands and the teacher gives group B one point.
T: Ok. Good job. Now the next one.
The teacher invites another two students to the board.
T: Now the whole class. Let’s count.
S: One two three.
T: Circle.
Both the boys touch the circle but the boy from group A is faster.
T: One point for group A.
The whole class clap their hands again. The teacher gives group A one point.
The teacher invites another two to the board.
As the students are in position :
T: Now let’s count.
S: One two three.
T: Square.
Both the students touch the square but the girl is faster.
T: One point. (she points her hand at group A)
Group A is today’s winner. Clap your hands!
Then the teacher takes all the pictures down from the board and the students start talking.
T: Open your books please (It’s still noisy).
She comes to check their understanding of the vocabulary. The teacher adjusts a picture on the screen by her laptop. Then she goes to the screen.
T: Now what can you see in the picture? What can you see in the picture?
She touches the circle and ask the class again.
T: What shape is this? You (she invites one student to answer).
S: It’s circle. It’s triangle. It’s square.
T; and what shape is this?
S: rectangle.

T: Ah...rectangle. Very good. Now look at, look at the square (she touches the square on the screen). How many sides? How many sides?

Then she goes to the table and pick up a picture of the square. She shows the picture to the whole class.


One student stands up and answers her question.

S: There are four sides.

T: excellent. There are four sides. And they are all the same

The she shows the class a picture of a circle.

T: has a circle got sides? Has the circle got sides?

The whole class keep their silence.

T: Vây hình tròn có cạnh không?

S: Không.

T: À không. It’s smooth and round. It’s smooth and round.

Then she shows a picture of a rectangle.

T: How many sides? How many sides are there? You.

S: Four sides.

T: A.. there are four sides. There are four sides. Two long, two long (she touches the long sides) and two short, two short (she touches the short ones).

Excellent. Two long and two short.

The teacher puts the picture of the rectangle away and shows a picture of a triangle.


S: Three side.

T: A! there are three sides. Now there are all... (inaudible). Như vậy tất cả nội dung này là lời của bài hát ngày hôm nay. Now you listen to the song, please.

She goes to her table and plays a song.
Then the whole class listen to that song. There are lyrics of the song on the big screen.

*Controlled Practice:* (11’33 -27’09’)

(From 11:33 to 16:33)

When the song ends, controlled practice begins:

T: Ok now, the whole class you listen and sing the song sentence by sentence.

Then she opens the song again.

*It’s got four sides. They’re all the same*

The teacher stop the recording.

T: One two.

S: *It’s got four sides. They’re all the same*

T: They’re all the same.

S: They’re all the same.

T: *It’s got four sides. They’re all the same*

S: *It’s got four sides. They’re all the same*

T: They’re.

S: They’re.

T: Đừng đọc they

S: They’re

T: Bạn nào biết từ ‘they’re’ là viết tắt của từ gì? Con, you?

S: Thưa cô ‘they’re’ là viết tắt của từ ‘they are’.

T: à they are. Cho nên khi mình đọc mình đọc là ‘there’re’, viết tắt của từ they are. Ok, they’re all the same.

S: *They’re all the same*

Then the teacher plays the song again.

*It’s got four sides. They’re all the same*

T: one two.

S: *It’s got four sides. They’re all the same*
T: tiếp tục.

*It’s a square.*

The teacher stops the song at this point.

T: One two.

S: It’s a square.

T: Excellent

The teacher play the song again.

*It hasn’t got sides. It’s smooth and round.*

The teacher stops the song at this point.

T: one two.

S: *It hasn’t got sides. It’s smooth and round.*

T: *It’s smooth and round*

S: *It’s smooth and round*

T: *It’s smooth and round*

S: *It’s smooth and round*

T: Good job.

The teacher plays the song.

*It hasn’t got sides. It’s smooth and round.*

T: one two

S: *It hasn’t got sides. It’s smooth and round.*

The teacher play the song again.

*It’s a circle.*

T: one two.

S: *It’s a circle.*

They continue listening to the song.

*It’s got four sides. Two long two short.*
T: one two.
S: It’s got four sides. Two long two short.
T: good job.
It’s got four sides. Two long two short.
S: It’s got four sides. Two long two short.
It’s a rectangle.
T: one two.
S: It’s a rectangle.
They continue listening to the song.
It’s got three sides. just one two three.
T: one two.
S: It’s got three sides. just one two three.
T: just one two three.
S: just one two three.
It’s got three sides. just one two three.
T: one two.
S: It’s got three sides. just one two three.
It’s a triangle.
T: one two.
S: It’s a triangle.
T: Ok very good. Now we sing the whole story.
The teacher replays the song.
T: clap, please.
The students clap their hands and sing along. As the song ends:
T: Now look at the board. It’s got four sides.
She shows a triangle to the class. Realizing such a mistake, she goes to her table and looks for the picture of the square. After a while, she shows the picture of a square to the class.
T: It got four sides. Side. What does it mean?

She points at sides of a square on the big screen.

Then one student raises his hand.

T: you.

S: thưa cô ‘side’ là cạnh. [immediate translation]

T: à cạnh.

Then she writes ‘II/ song- side: cạnh’ on the board.

T: Now they are all the same. They’re all the same. What does it mean? You.

S: (inaudible).

T: They’re all the same. In Vietnamese? They’re all the same.

S: (inaudible).

T: no. you?

S: Thưa cô các cạnh đều giống nhau.

T: Very good. À vậy các bạn thấy hình vuông có các cạnh như thế nào?

S: bằng nhau.

T: À hình vuông thì có các cạnh bằng nhau. Số cạnh…(inaudible) như nhau. Vậy bên này là hai thì bên này mấy?...(inaudible). All the same, như nhau.

( there is one boy sleeping in the class).

Then the teacher writes ‘all the same: tất cả như nhau’ on the board. Some students take notes in their notebooks, while others don’t.

The teacher shows a picture of a circle.

T: The circle hasn’t got sides. In Vietnamese. Linh?

S: (inaudible).


She writes ‘smooth’ on the board.

T: What does it mean? You. [immediate translation]

S: Thưa cô là tròn.

Then she writes ‘: tròn nhẵn’ on the board.

T: And round. Round. You?

S: (inaudible).

T: (inaudible). Ai có ý kiến khác?

S: Thưa cô là tròn.

T: à tròn. Chữ Round là tính từ, là tròn. Còn circle mới là hình tròn. Round là tròn, chỉ về tính chất. [interference between round and circle]

The teacher writes ‘round: tròn’ on the board.

T: Now. It has four sides. Two long two short. In Vietnamese? You?

S: Thưa cô nó có hai cạnh dài và hai cạnh ngắn.

T: Very good. Two long là hai cạnh dài. Two short là hai cạnh ngắn. It’s got three sides. One two three. In Vietnamese? You?

S: Nó có ba cạnh, một hai ba.

(Time: from 20:40 to 27:09)

T: à, (inaudible). Thế bây giờ cả lớp mình cùng hát mà không có nhạc được không? Được không?

S: Đã được.

T: Now, one, two.

Then the whole students clap their hands and sing the song. Some students do not sing.

T: nào bây giờ các em sẽ làm hành động. các em sẽ làm hành động it’s got four sides. Nào tất cả bút xuống, nhìn bằng, nhìn lên cho cô. Nào, it’s got four sides (she shows four fingers), they’re all the same (She gracefully waves her arms from side to side). It’s a square (she writes something in the air with her finger). Now one two.

S: It’s got four sides. They ‘re all the same....

Teacher does other actions, the students imitate the teacher’s actions.
After that teacher plays the song and students act out along the song.

T:.....(inaudible) là các em hát luôn được không ?......(inaudible) mình sẽ làm một cái hoạt động vui như vậy, được chưa? Các em nhìn cô và làm theo cô.

Teacher plays the song, the children eagerly stand up, step out of their seats and do actions over and over again along with the song nearly till the end.

3. Free Practice: No

4. Homework: (Time: from 27:10 to END)
T: Thank you, sit down, sit down. Các em về nhà ôn lại bài hát cho cô và ghi vào, ghi bài vào chưa.
S: Đã rồi.

Additional verbal and non-verbal instructional behaviour checklist ID 2

<table>
<thead>
<tr>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
</table>
| 1. Language of instruction: | Vietnamese:
Short, simple and basic
more English than Vietnamese instructions | 1:28 – 1:30 (video ly1)
2: 33 – 2:35 (video ly1)
0:51 – 0:56 (video ly2) |
| | English:
0:00 – 1:28 (video ly1)
1:49 – 2:32 (video ly1)
2:37 – 2:59 (video ly1)
0:15 – 0:50 (video ly2) |
| 2. Rapport build-up | A lot of encouragement:
“good job”, “very good”, “wonderful” | Throughout the video |
<p>| 3. Facial expressions, body language and addressing | Friendly with gestures and informal addressing with Cô | Throughout the video |</p>
<table>
<thead>
<tr>
<th>styles and Con</th>
<th>4. How many exposures or vocabulary encounters</th>
<th>Listen and repeat, Listen and slap the board, Sing and do</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Attention getting activities</td>
<td>Repeated grouping for choral practice or team work: “one, three”, “two, four.” Routines in practising reading aloud:</td>
<td>0:49 – 1:00 (video ly1) 2:00 – 2:10 (video ly1) 3:12 – 3:20 (video ly1) 0:23 – 0:30 (video ly2)</td>
</tr>
<tr>
<td>6. Board work</td>
<td>2 minutes</td>
<td>0:00 – 0:25 (video ly1) 1:34 – 1:49 (video ly1) 2:37 – 2:53 (video ly1) 0:00 – 0:11 (video ly2)</td>
</tr>
<tr>
<td>7. Time length of pupils’ in-class writing</td>
<td>1’23”</td>
<td>1:30 – 1:45 (video ly1) 2:37 – 3:00 (video ly1) 0:00 – 0:14 (video ly2)</td>
</tr>
<tr>
<td>8. Classroom management</td>
<td>Constant involvement to keep the class away from distraction and whispers.</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>9. Classroom decorations</td>
<td>Projector screen, b/b</td>
<td></td>
</tr>
</tbody>
</table>
OBSERVATION TRANSCRIPT (TEACHER ID: 3)

a. Vocabulary to be selected for instruction

A: apple  
B: bird  
C: cat  
D: dog

b. Teaching Procedure:

1. Warm-up Activity: (Time: from …0:00….. to 0:25…….)
   Teacher makes a warm up activity: sing and do with students. Then she leads to the lesson.

   T: Today we study unit 1 lesson 4 : PHONICS. Ok?
   Ps / P: OK

2. Presentation: (Time: from …02:50….. to …16:55....)
   The teacher reads four phonics and the pupils repeat.

   Then the teacher reads four words and the pupils repeat. After that, she writes the words and their Vietnamese equivalents on the board.

   Then the class read aloud all again.

   The teacher explains big and small letters in sentences.

   T: Now, look at this. What’s the letter? You please.
   P: Thưa cô A /ei/.


   Ps: Letter A, letter A, letter A.

   ➔ Then the teacher points some students to repeat after her.

   T: Now whole class, letter A.
Ps: Letter A /eɪ/

T: And look at the picture, what’s the sound of the letter A? Âm của nó là đọc âm gì? You please.

S: /a/

T: Excellent! /eɪ /, /eɪ /, /eɪ /, a

▶ She claps her hands and students repeat after her. Then, she invites group 1 & 4 and some more pupils to repeat.

▶ Next, teacher points at the picture and asks some pupils:

T: And now, what is this? You please.

P: Apple

T: Listen ‘apple, apple, apple’.

Ps: Apple, apple, apple.

apple /ˈæpl/, bird /bɜːd/ cat /kæt/, dog /dɒg/

▶ Then teacher invites some students to repeat the word “apple”.

T: In Vietnamese, apple means ...? Trong tiếng Việt apple nghĩa là gì?

P: Thưa cô là trái táo.

T: Right. Thank you. [redundant translation]

▶ After that, the teacher writes the name of the lesson on the board.

T: Các con khoan lấy vò, gấp vò cho cô. Khi nào cô bả thì hằng lấy.


Ps: A, apple.

▶ Then teacher continues to ask groups of student and each student to repeat. When students read, teacher gives them compliments.

T: Now, look at this. What’s the letter? You, please.

P: Thưa cô là B.

T: Right, thank you. Letter B.
Teacher claps her hands to ask the whole class to repeat. Then she comes to groups and then to each student and ask them to repeat. If any student reads softly, teacher speaks out louder and asks him to read.

T: *Now, look at this. What’s the sound of the letter B? Look at letter B.*  Vậy thì âm của nó thì đọc như thế nào? You, please.

P: Letter B, letter /b/.

T: *Â, thank you. Bạn nào có ý kiến rõ hơn? Nào mới con.* (corrects the error)

Ps: B, /b/.

T: Dừng rồi, âm của nó, mình sẽ đọc là /b/, /b/, /b/

Ps: /b/, /b/, /b/.

Teacher gives a signal by clapping her hands to ask pupils to repeat. Then, she continues to have pupils do drilling in groups and then individually.

Next, teacher points at the picture and asks them to reply:

T: *Now, look at this. What is it?*

Ps: Là b

T: *Â, who can? Bạn nào có ý kiến nào khác? You, please.*

P: B

T: B, who can? You, please.

Ps: Bird, bird, bird.

Teacher claps her hands to ask pupils to repeat. Then, she continues to have students drill in groups and then in individuals.

T: *Now, in Vietnamese, bird means...You, please.*

P: Thưa cô là môt con chim. [redundant translation]

T: *Â, môt con chim. Thank you.*

After that, teacher writes the words and its meaning on the board.

Ps: Letter B, /b/, bird.

T: Again.

Ps: Letter B /bi/, /b/, bird.

T: Now, who can? You, please.

P: Letter B, /b/, bird.

T: Excellent.

T: Now, look at this. What are they? You please.

Ps: Cat


Ps: C

T: Letter C, letter C.

Ps: Letter C, letter C.

→ Teacher gives a signal by clapping her hands to ask students repeat. Then, she continues to have students drill, which is ranging from groups to individuals.

T: Now, what’s the sound of the letter C?

Ps: /c/

→ Teacher gives a signal by clapping her hands to ask students repeat. Then, she continues to have students drill, which is ranging from groups to individuals.


Ps: Cat.

T: Cat, cat, cat.

→ Teacher gives a signal by clapping her hands to ask students repeat. Then, she continues to have students drill, which is ranging from groups to individuals. Simultaneously, she corrects their mispronunciation.

T: Now, in Vietnamese, it means...

Ps: Con mèo. [redundant translation]

T: Very good.

→ Teacher writes the word and its meaning on the board.
Ps: Letter C, /k/, cat. (twice)
T: Thank you. And look at the last letter. What’s this?
Ps: Thưa cô là D.
T: Very good. Now, d, d, d.
Ps: D, d, d.
T: Good, and what’s the sound of the letter?
Ps: /d/
T: Excellent. /d/, /d/, /d/.

⇒ Teacher gives a signal by clapping her hands to ask students repeat. Then, she continues to have students drill, which is ranging from groups to individuals.

T: (point to the picture) What is it?
P: Dog.
T: Very good. Listen, dog.
S: Dog.

⇒ Teacher write the word and its meaning on the board.

T: Now, repeat, A, B, C, D.
Ps: A, B, C, D. (twice)
T: /a/, /b/, /c/, /d/
Ps: /a/, /b/, /c/
T: Now, who can tell me? Khi nào mình dùng chữ viết hoa, khi nào mình dùng chữ viết thường? Bây giờ đâu tiên, khi nào mình dùng chữ hoa? Dùng chữ hoa để làm gì?
P: Thưa cô là đầu dòng mình phải viết hoa.
P: Tên riêng.
T: Very good. Dùng để viết tên riêng và cái gì nữa?
S:....
T: Ả dùng rồi... và còn viết gì tên của thủ đô, địa danh thì mình phải dùng chữ gì nào?
P: Minh dùng chữ thường.
T: À, bạn nói viết chữ thường, bạn nào có ý kiến khác?
P: Thưa cô chữ hoa.
T: Ả dùng rồi, như vậy thì chữ in và in hoa được viết tên riêng, tên địa danh và để viết đầu câu. Còn chữ thường thì mình viết những trường hợp còn lại.

3. Controlled Practice: (Time: from …16:58..... to 28:20…….)
There are 6 activities in “ controlled practice” part:

16:58 – 18:15: Teacher turns on the chant and has students listen to.
18:18 – 20:00: Teacher instructs students to read sentences (Listen and repeat)
20:05 - 21:03: Teacher has students read by themselves (students both read the sentences and clap their hands)
21:05 – 23: 02: Teacher lets the whole class practice several times following the chant
23:02 – 25:08: Teacher divides the students into 2 groups and lets them practise
25:08 – 28:20: Teacher invites the students who volunteer to go to the board, sing and do. Then she gives feedback.

T: Now, we go to activity 2. Listen and chant. Bây giờ các con sẽ học được các âm trong cùng một bài chant. Listen carefully.

⇒ Teacher turns on the chant and has them listen to.
⇒ Then, she instructs students to read sentences, one by one:

“*This is an apple, a, a, apple*
*This is a bird, b, b, bird*
*This is a cat, c, c, cat*
*This is a dog, d, d, dog ”

⇒ After that, she has students read by themselves. And she claps her hand according to the rhythm while students read.
T: Bây giờ có sẽ gạch chấm những cái âm mà các con sẽ vô Tay. Các con nhìn, khi mình gặp những âm này thì mình sẽ vô Tay.

⇒ Teacher lets students practice 1 more time.

T: Bây giờ các con vừa nghe vừa đọc theo nha. Now, stand up, please. Bây giờ chỗ nào mà không có vô Tay thì các con nhịp và đưa 2 Tay lên như thế này. Nhịp 1 2 3. Rồi, các con làm cho cô.

⇒ Teacher turns on the chants again and does with students.

T: Thank you, sit down please. Bây giờ cô sẽ chia nhóm ra, one two, group A, one two, group B. Group A clap, group B chant. Nào 2 nhóm này dùng đây. Như vậy là group B sẽ làm gì?

Ps: Hát.

T: À, and group A...

Ps: Vô Tay.

T: À, group A sẽ vô Tay, Ok? Let’s go.

⇒ Students do.

T: Thank you, sit down please. Nào bây giờ cô sẽ đổi lại. Group B stand up. Vừa rồi là cô thấy nhóm bên này hát rất to và bên này múa cũng rất đẹp, bây giờ nhóm bên này có gang lên. One, two

⇒ Students do the same.


⇒ Students go to the board

T: Bạn nào ngồi dưới ngoan, đọc to có sể mồi lên tiếp

⇒ Students sing and do. Then teacher gives feedback.

Ps continue practicing

4. Free Practice: No

5. Homework: No
### Additional verbal and non-verbal instructional behaviour checklist ID 3

<table>
<thead>
<tr>
<th></th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Language of instruction:</strong></td>
<td>Both English and Vietnamese</td>
<td>Vietnamese:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0’55 – 2’42  (Hong 0001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:00 – 3:38  (Hong 0001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:05 – 8:07   (videoHong 0001)</td>
</tr>
<tr>
<td><strong>2. Rapport build-up</strong></td>
<td>Frequent positive feedback “good”, “very good”, “Excellent”) good interaction with the class</td>
<td>3:30 – 4:39(video Hong4584)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:15 – 7:40   (video Hong4584)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:04 – 5:14   (video Hong4584)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:10 – 9:19   (video Hong4584)</td>
</tr>
<tr>
<td><strong>3. Facial expressions, body language and addressing styles</strong></td>
<td>Friendly smiles, gestures, pointing, sweeps of arms to make gestures for choral work Nói tiếng anh rõ ràng.</td>
<td>1:10 – 2:22(video Hong4584)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:38 – 5:20   (videoHong 0001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6:00 – 7:00   (videoHong 0001)</td>
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<tr>
<td></td>
<td></td>
<td>Throughout the videos</td>
</tr>
<tr>
<td><strong>4. Exposures or vocabulary encounters</strong></td>
<td>Look and listen, Listen and repeat, Chant and clap and dance</td>
<td>1:10 – 2:22(video Hong4584)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:38 – 8:07   (videoHong 0001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:10 – 2:22(video Hong4584)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:00 – 8:07   (videoHong 0001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 – 10:28  (videoHong 0001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:40 – 12:04 (videoHong 0001)</td>
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<tr>
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<td>Full video 0002</td>
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<td>Full video 0003</td>
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</tr>
</tbody>
</table>
| **5. Attention getting activities** | **repeated instructions:** “one, three”, “two, for” for choral work.  
+ clapping |
|   |   |
|   | 3:27 – 3:44(video Hong4584)  
4:15 – 4:23(video Hong4584)  
7:50 – 8:20(video Hong4584)  
12:38 – 12:55(video Hong4584)  
12:36 – 12:38(video Hong4584)  
0:28 – 0:55(video Hong 0001) |
| **6. Board work** |   |
|   | 5:24 – 7:00(video Hong4584)  
10:26 – 10:37(video Hong4584)  
13:14 – 13:23(video Hong4584)  
0:00 – 0:26(video Hong 0001) |
| **7. Time length of pupils’ in-class writing** | Very little |
| **8. Classroom management** | The class was noisy and inattentive during the teacher’s board work. |
|   | 5:24 – 7:00(video Hong4584)  
10:26 – 10:37(video Hong4584)  
13:14 – 13:23(video Hong4584) |
| **9. Classroom decorations** | Projector and the board |
OBSERVATION TRANSCRIPT (TEACHER ID: 4)

a. Vocabulary to be selected for instruction

How old are you? I am (numbers) (asking and answering about age)

b. Teaching Procedure:

6. Warm-up Activity: (Time: from 0’00’’ to 0’31’’)
   Greeting:

T: Now, whole class stand up
Ps: Good afternoon teacher
T: Good afternoon class. How are you?
Ps: I’m fine, thank you. And you?
T: I’m fine, thank you. And now, today I introduce some teachers visit our class. Now whole class, welcome. Thank you, sit down please.

7. Presentation: (Time: from 0’31’’ to 2’58’’)
T: Now the whole class. Do you want to listen to a song?
Ps: Yes.
T: Để cho lớp học của chúng ta có nhiều hứng phần khi vào bài học, cô giới thiệu các bạn một bài hát ha. Now class, listen please.
The whole class listen and sing the song.
T: Hay không các bạn?
Ps: Hay.
T: Các bạn vừa nghe một bài hát liên quan tới cái gì các bạn? you, please?
Ps: Thưa cô liên quan tới các con số.
T: À các con số.
Ps: Và hồi tên tuổi.
T: Hồi tên tuổi, very good. Thank you. And now we continue unit 4: How old are you. Hồi bạn bao nhiêu tuổi và cách trả lời câu hỏi đó như thế nào. Now open your books please. Page 26, unit 2.

8. Controlled Practice: (Time: from 3’36 to 34’30’’)
A. LOOK, LISTEN AND REPEAT. (time: from 3’36 to 12’00’’
T: Now the whole class. Look at me please. I will check. À này giờ chúng ta đã nghe bài hát rồi, bây giờ cô muốn kiểm tra xem các bạn đã nắm được bài hát đó liên quan đến từ nào và chúng ta sẽ làm như thế nào nào. Now look at. This is the number. Two, six, nine, three, five, four, seven, eight, ten, one. Who can match with the meaning in Vietnamese? Now you, please. Come here and match.

-Teacher calls some students go to the board and match.

T: Very good. Nào các bạn cho các bạn một trải phá tay thật to nào. Now the whole class, repeat. One

Ps: One… two.

T: Shhh! I will read first. One.

Ps: One.

T: Two.

Ps: Two.

T: Three.

Ps: Three.

T: Four.

Ps: Four.

T: Five.

Ps: Five.

T: Six.

Ps: Six.

T: Seven.

Ps: Seven.

T: Eight.

Ps: Eight.

T: Nine.

Ps: Nine.

T: Ten.
Ps: Ten.
T: Now again.
T: Now who can? What number?
P: Four.
T: Thank you. You, please.
P: Seven.

- Teacher points some numbers, students read aloud the number.

P: Thưa cô là Miss Hien.
T: Thank you. Very good. And who are they? You please?
P: Thưa cô là Nam và Mai.
T: À, Nam and Mai. Now the whole class, listen. How old is Mai and how old is Nam. Listen, please.

- Teacher plays the tape for the students to listen.

T: Now the whole class. Listen and repeat.

- Teacher plays the tape and asks students to listen and repeat.

T: Now the whole class. Work in pairs. Practice reading the dialogue A and B. One is Miss Hien, one is Nam and Mai. Let’s begin. Work in pairs.

- Students practice reading the dialogue.

T: Which pair? Practice the dialogue A, please. Yes, two of you, please.
P1: How old are you Mai?
P2: I’m eight years old.
T: Very good, thank you. Another? Yes, two of you.
P1: How old are you, Mai?
P2: I’m eight years old.
T: Now picture B, please. Yes, two of you, please.
P1: How old are you Nam?
P2: I’m eight years old, too.
T: Very good. years old, too. Yes, two of you. Continue.
P1: How old are you Nam?
P2: I’m eight years old, too.
T: Very good, right. Đề biết tuổi của bạn Mai và bạn Nam, cô Hiền đã sử dụng câu trúc gì đây? The question of Miss Hien? You, please.
P: How old are you?
P: Thưa cô có nghĩa là bạn may tuổi.
T: Bạn may tuổi, thank you. Very good. You write on your notebook.
- Teacher writes on the board.

Sentence pattern:

**How old are you Mai?**

*I’m eight years old.*

B. POINT AND SAY(from 13’55”’ to 22’07’’)

P: Thưa cô là how old are you?
T: How old…yeah. How old are you? Cô Hiền hỏi ai các bạn?
Ps: Mai.
T: Mai… yeah… right. Và trả lời như thế nào? Các bạn giải thích cho cô nào. How old…
Ps: How old…
T: Nghĩa là bao nhiêu tuổi. now the whole class, repeat. How old.
Ps: How old.
T: How old.
Ps: How old.
T: How old are you?
Ps: How old are you?
T: Và nếu chúng ta hỏi bạn Mai thì các bạn chú ý nha. Đầu chậm này điển tử Mai vào. Và bạn Mai bao nhiêu tuổi nào các bạn?
Ps: Eight.
T: Eight. But when you speak, you remember. Chúng ta đọc ngoài giữa chữ D và chữ A (…old are…). Các bạn đọc cho cô nào. How old are you, Mai?
Ps: How old are you, Mai?
T: And you remember… S and O…I’m eight years old.
Ps: I’m eight years old.
T: How old are you, Mai?
Ps: How old are you, Mai?
T: I’m eight years old.
Ps: I’m eight years old.
T: Yes. Who can practice ask and answer here. Please? You, please?
P1: How old are you, Mai?
P2: I’m eight years old.
T: Another.
P1: How old are you, Mai?
P2: I’m eight years old.
T: Very good. right. Now who can continue? (Teacher points at the screen) Who is he? Van, please?
P: He is Tom.
T: Yes, Tom. And nine. Muốn hỏi bạn Tom bao nhiêu tuổi các bạn thay chữ Mai thành chữ gì các bạn?
Ps: Tom.
T: Right. Và chín tuổi thì nói thế nào?
Ps: Nine.
T: Đúng rồi. nine years old. Now who can practice about Tom? One asks and one answers. Two of you, please.
P1: How old are you, Tom?
P2: I’m nine years old.
T: Thank you. Two of you, please. Repeat.
P1: How old are you, Tom?
P2: I’m nine years old.
T: Yes, very good, but remember… years old…. How old are you?
T: Now, you continue practice about Phong. This is Phong, and ten. Now the whole class, repeat. Phong.
Ps: Phong.
T: Ten.
Ps: Ten.
T: Mary.
Ps: Mary.
T: Six.
Ps: Six. Peter, seven.
T: Yes. The whole class, practice about Phong, Peter and Mary. Chúng ta thay thế tên của các bạn vào đây và số tuổi của Phong, Tom, Peter. Now the whole class, work in pairs, please. One asks and one answers.
The whole class practices speaking.
T: Now the whole class. Stop, please. Picture about Phong. Who can? Two of you, please.
P1: How old are you, Phong?
P2: I’m…
T: I’m…

P2: I’m ten years old. I’m ten years old.

T: Very good, thank you. Nào repeat, lặp lại bức tranh này nào, bạn nói chưa tốt lắm, right. Nào, two of you.

P1: How old are you, Phong?

P2: I’m ten years old.

T: Very good, thank you, continue, Mary please, two of you.

P1: How old are you, Mary?

P2: I’m six years old.

T: Very good, thank you, Peter, two of you, please.

P1: How old are you, Peter?

P2: I’m seven years old.

T: Very good, thank you. To help you talk about Phong, Mary, Peter, Nam and Mai.

C. Ring the Golden Bell (from 22’09” to 34’30”)

Bạn làm việc rất tốt và trả lời về tuổi của mình và bây giờ có sẽ kiểm tra lại các bạn bằng một trò chơi. Do you want to play a game?

Ps: Yes.

T: Yes, you’ll give me a board, marker, or chalk. Yeah, look at the page. Do you know this word? Rung chuông vàng.

Yeah, và trò chơi của chúng ta bao gồm có 10 câu hỏi, và nhiệm vụ của các bạn sẽ trả lời cho cô xem, à, ghi cho cô đáp án, đáp án có thể chọn A or B or C hoặc là một từ hoặc là một câu hỏi là một câu nói nhưng bạn nào trả lời sai thì bạn đó tự giác up bằng xưởng để chúng ta theo dõi các bạn chiến thắng tiếp tục. Ai đi tối vòng cuối cùng của câu số 10 sẽ là người chiến thắng, hiểu chưa nào. Are you ready?

Ps: Yes.

- Students play this game.

T: Sau 10 câu hỏi những bạn nào là người chiến thắng để trút đến bây giờ, các bạn gio tay cho cô nào.
T: À, one two three four five six seven eight nine ten twelve eleven thirteen fourteen fifteen sixteen seventeen eighteen. Very good, 18 bạn đã tham gia trò chơi này rất là tốt. Các bạn hãy cho các bạn ấy một trảng pháo tay thật to nào. To nữa được không nào.

T: Very good, như vây các bạn đã vừa tham gia một trò chơi vừa ôn lại kiến thức chúng ta đã học. Nào, vây thì hôm nay, qua bài chúng ta đã học, chúng ta đã được học nhiều câu gì nào, you please.

P: Thưa cô là bạn mấy tuổi.


P: How old are you?

T: How old are you, right? Who answers? Who answers, please, nào, you please.

P: How old are you?

T: À, I’m gi?

P: I’m eight years old.

T: I’m eight years old., another, who asks, now, you, please.

P1: How old are you?

P2: I’m eight years old

9. Free Practice: (Time: from 19’58” to 22’07)
Nào you talk about yourself. À nói về các bạn, nói về các bạn thì các bạn sẽ nói như thế nào nhỉ?


P: How old are you?

-Teacher asks this questions to some students.

T: How old are you, Phương?

P: I’m eight years old.

T: Very good.
T: How old are you, Phong?

P: I’m nine years old.

T: Very good. Do ask me, làm giọng như cô và các bạn hỏi các bạn bên cạnh mình nào. Who can, who makes this question, please. Nào, you, please.

P1: How old are you?

P2: I’m eight years old. (wrong pronunciation)

T: Years old. (right pronunciation)

T: Another, loudly, to lên nào, yeah, two of you.

P1: How old are you, Bac?

P2: I’m fine, thank you.

T: À, I’m fine thank you, đúng không các bạn.

Ps: No.

T: Trả lời thế nào, bạn bao nhiêu tuổi trả lời như thế nào nào, in Vietnamese. Con bao nhiêu tuổi?

P2: …

T: Yeah, who can help him? Yeah, you, please, thank you.

P3: Right, bạn có thể trả lời câu hỏi của bạn này không?

P3: I’m eight years old.

T: Nào, you repeat.

P2: I’m eight years old. Right, thank you. Practice more, luyện tập thêm nhen con. Nhớ với câu trả lời, how old are you. Another, one more, cắp khác nữa nào, loudly, to lên nào, you.

P1: How old are you, Binh?

P2: I’m eight years old.

T: Change role.

P2: How old are you, Huyen?

P1: I’m eight years old.

T: Yes, right, thank you. You do very well.

10. Homework: (Time: from 34’33” to 35’15”)

73

Ps: How old are you?

T: Và chúng ta trả lời với từ gì các bạn?

Ps: I’m eight years old.

T: Nhưng choàng này chúng ta phải thay bằng số tuổi thật sự của mình đúng hông? Và về nhà chuẩn bị cho cô bài số 3. Lesson 3, unit 4, please. Now the lesson is stop here. The whole class, stand up. Goodbye our teachers. Good bye class.

Ps: Good bye teacher.

T: Thank you very much. See you again.

Additional verbal and non-verbal instructional behaviour checklist ID 4

<table>
<thead>
<tr>
<th>Observer’s feedback</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Rapport build-up</strong> Small talks with the children. Movement and observation during individual pair, group and choral work. Friendly behaviours Informal addressing with “Con” and “Cô”</td>
<td>9:00 – 11:30(video 00632) 22:00 - 28:23 (video 00632) 18: 26 – 18:35(video 00632)</td>
</tr>
<tr>
<td><strong>3. Exposures or vocabulary encounters</strong> Look, listen ad repeat, matching, point and say,</td>
<td></td>
</tr>
<tr>
<td>4. Facial expressions, body language and addressing styles</td>
<td>Friendly with gestures and informal addressing with Cô and Con</td>
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<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>5. Exposures or vocabulary encounters</td>
<td>Look, listen ad repeat, matching, point and say. Game: Rung chuông vàng.</td>
</tr>
<tr>
<td>6. Attention getting activities</td>
<td>- pointing at the board  - tapping the ruler on the table  - tapping the ruler on the board</td>
</tr>
<tr>
<td>7. Board work</td>
<td></td>
</tr>
<tr>
<td>8. Time length of pupils’ in-class writing</td>
<td>2’ 24”</td>
</tr>
<tr>
<td>8. Classroom management</td>
<td>Singing along with the children. Standing on the platform to observe. Moving around during group work.</td>
</tr>
<tr>
<td>9. Classroom decorations</td>
<td>a projector screen An alphabetical table</td>
</tr>
</tbody>
</table>
OBSERVATION TRANSCRIPT (TEACHER ID: 5)

a. Vocabulary to be selected for instruction

- **Vocabulary**: January, February, March, April, May, June, July, August, September, October, November, December.
- **Structure**: *When’s your birthday?*
  → *It’s on the fifth of March.*

b. Teaching Procedure:

Warm-up Activity: (Time: from 0’02 to 3’02)

T: *The game is Crossword. Do you know Crossword?*

P: Yesss.

T: *Yes, good. Từ khóa hôm nay của chúng ta là một từ gồm có 8 chữ cái. Nhiệm vụ của các em là làm gì... À, chọn số từng hàng và hoàn thành. Hoàn thành hàng ngang để tìm ra từ hàng dọc. Okay, who can choose the first number, please? Á, Dung please.*

- Students play this game.

P: What is the…?

T: *It’s the.*

P: It’s the Tuesday.

T: *It’s the Tuesday. Tuesday? Now remember, the date! The date! You, please.*

P: It’s the first..

T: *It’s the first.. thank you. Very good. It’s the first. Và từ khóa của mình tìm tiếp theo đó là? Ai? Thịnh, please.*

P: BIRTHDAY

T: *Birthday. Birthday, class?*

Ps: Yesss.

T: *Very good, Thịnh. Yes or No?*

Ps: yesss.

T: *Very good, birthday, very good.*

T: *Mặc dù mới có 3 từ mà các em đã tìm ra được rờ nhưng có cũng muốn lượt qua cho các em những cái còn lại luôn nhen. Number 4? What is the date?*
Ps: The tenth.

T: The tenth. Very good. And number 5?. Which word is missed? Minh?

P: What?

T: Now the full sentence.

P: What is the date today?

T: OK. What is the date today? What. Very good. What. And number 6. what is the date? Mai Hoa?

P: The second.

T: The second OK. Well done! The second. And number 7. What day is this today? Dung, please.

P: It’s Saturday.

T: It’s Saturday. Thank you. It’s Saturday. Very good. And the last number. Number 8. What day is this today?

P: It’s Monday.

T: It’s Monday. Vây từ khóa của chúng ta tìm là...“BIRTHDAY”. Do you know ”BIRTHDAY”? Do you know “BIRTHDAY”. Các em có biết birthday là gì không nào?

Ps: Sinh nhật

T: You, please.

P: Thưa cô là sinh nhật.

T: Thank you. Sinh nhật.

11. Presentation: (from 3’01 to 26’15)

T: Do you often have birthday party at home every year? Uhhmm, Minh.

P: Bạn có thường tổ chức sinh nhật ở nhà không?

T: You can answer? Can you answer? Yes or no?

P: Yes, I do.

T: Yes, I do. Very good. Yes, I do. Excelent! I like it. Vây thì khi nói đến sinh nhật các em thường nghĩ ngay đến... Đưa vào cái gì mà các em tổ chức sinh nhật nào? Đưa vào cái gì
when’d you come here?

Ps: Thử ngày.

T: Dưa vào thử ngày. Ngoại thử ngày ra còn có..?

Ps: Tháng

T: À, tháng rồi gì nữa?

Ps: Năm.

T: Ngày, tháng, năm. Vậy hôm nay chúng ta sẽ học một bài.. very interesting lesson. Class, open your books and notebooks please. When’s your birthday? Lesson 2.

12. Controlled Practice: (Time: from 4’15 to 9’43)

ACT 1: LOOK, LISTEN AND REPEAT (4’16)

T: Now class, look at the board, please. Number 1. Look, listen and repeat. Look at the picture. Who can answer my question? What is this? Thinh, please. What is this?

P: Birthday cake

T: Birthday cake. Very good. It’s a Birthday cake.

And who are they? Who are they? Danh, please?

P: She is Mai.

T: Mai and...?

P: She is Linda.

T: Mai and Linda. They are Mai and Linda. Ok. Mai and Linda are talking about their birthday. Now class, listen the conversation between Mai and Linda. Twice.

- Teacher plays the tape for students to listen.

T: Now class, listen again.

- Teacher plays the tape again.

T: OK. Now class, look at the board. Repeat after me.

T: March.

Ps: March.
T: *March.*

Ps: March.

T: *The fifth of March.*

Ps: The fifth of March

T: *It’s on the fifth of March.*

Ps: It’s on the fifth of March. Now class, listen and repeat, please. Các em lắng nghe và lặp lại.

Tape: ohh, what’s a nice cake.

T: *class.*

Ps: Ohh, what’s a nice cake.

Tape: yess.

Ps: Yess.

Tape: It’s my birthday today.

Ps: It’s my birthday today.

Students listen to the tape and repeat after the tape.

T: *Once more, please. Now class, look at the board.*

- Teacher points at the board and students repeat again.

Ps: ohh, what’s a nice cake.

T: *Nice!*

Ps: Nice.

T: *Nice cake.*

Ps: Nice cake. Ohh, what’s a nice cake. Yes, it’s my birthday today. Happy birthday, Linda. Thank you. when’s your birthday, Mai? It’s on the fifth of March.

T: *Now class, practice reading with your partner, please. Tập với bạn, nhanh lên. Now, with your partners.*

- Students practice reading with their partners.

T: *Now who can read again? À cô gọi một cặp nào. Bạn nào đọc to cho cả lớp nghe nào? You and you, please.*
P1: Ohh, what’s a nice cake!
P2: Yes, it’s my birthday today.
P1: Happy birthday, Linda.
P2: Thank you.
P1: when’s your birthday, Mai?
P2: It’s on the fifth of March.

T: Ok thank you. Sit down, please. Now class, repeat after me. When’s..

Ps: When’s..

T: When’s your birthday?

Ps: When’s your birthday?

T: Another. Mai Hoa and Dung, please.

- Two students practice reading in front of the class.

T: The fifth.
P: The fifth

T: It’s on the fifth of March.
P: It’s on the fifth of March.

T: Thank you... Nào các bạn đừng lèn đọc rất tốt và các bạn đọc đồng thanh cũng rất tốt. (9;42)

B. VOCABULARY AND STRUCTURES

T: Now class. Khi này cô có nhắc với các em khi mình muốn tổ chức sinh nhật thì mình phải để ý tổ cai gì hà?

Ps: Ngày tháng.

T: Rồi hôm nay cô sẽ giới thiệu cho các em đó là.. How many months are there in the year? Dung, please.

P: There are 12 months in a year.

T: Thank you. 12 months in a year. Now look at the board. Now class, listen please.

- Teacher plays the tape for students to listen to 12 months in a year.

T: Now class, listen again and repeat.
- Teacher plays the tape again. Then students listen and repeat twice.

T: *Now who can go to the board and match.*  Lên bảng nói cho cô hen. Em nhớ cái nào em nói cái đó, không cần phải theo thứ tự.

- Then teacher calls some students go to the board and match 12 months in the calendar.

T: *Now look at the board, any idea? Còn ý kiến nào hôm cả lớp.*

Ps: Hồng.

T: Các bạn làm đúng hết chưa nào. Để xem thử đúng hay không thì các em nhìn cho cô, kiểm tra lại thử nhen.

- Teacher checks all answers on the board with students.

T: *January?*  

Ps: Yes.

T: *May?*  

Ps: Yes.

…

T: *Đọc cho cô nghe cái này cói cả lớp?*  

Ps: October.

T: *Yes.*  

Ps: December.

T: *Very good.*  

Ps: July.

T: *Sau các em nói là các em nói xuống đây luôn nghe, very good.*

T: *Tôi đó mà các em đã nhớ được liền, hay quá. Now class, who can go to the board and write? Number 1? Who can go to the board and write? Mai Hoa, please? Nhớ tháng nào viết tháng đó.*

- Then, teacher writes down the word “Vocabulary” on the board.

- Teacher asks some students to go to the board and write down the name of 12 months in the year.

T: *Nào bây giờ các bạn nhìn cho cô lên bảng xem thử có từ nào cần chỉnh sửa không há? Cả lớp đọc to nào.*
Ps: January, February, March, April…

T: April? Sao? Được chưa? Bạn hơi nhầm một chút xỉn ha. Sửa lại. chữ nào trước chữ nào sau?

Ps: chữ P (Ps pronounce in Vietnamese)

T: P /piː/. Now class, April.

Ps: April, May, June, July, August, September, October

November, December.

T: OK. Who remember? which sentence Linda asks Mai when Linda wants to know Mai’s birthday? Bạn Linda hỏi câu gì nào? In picture C? trong hình C bạn Linda muốn biết ngày sinh nhật của bạn.. ah bạn Mai... ah bạn Linda chữ... bạn Linda bạn hỏi bạn Mai câu gì Báo?

P: Thưa cô happy birthday Linda.

T: Happy birthday Linda? Thank you. Dung, please?

P: When’s your birthday?

T: When’s your birthday? Now class read again.

Ps: When’s your birthday?

T: Again!

Ps: When’s your birthday?

T: Ok. When’s your birthday? Đó là câu hỏi về ngày sinh nhật của bạn. Sinh nhật của bạn là khi nào? Và đó cũng là câu mà ngày hôm nay chúng ta học. các em viết cho cô...

Và khi trả lời các em chú ý cho cô trả lời của bạn Mai. It’s… à mới bạn Minh.

P: It’s on the fifth of March.

T: Very good. It’s on the fifth of March.

T: writes down on the board: Model structure: 

When’s your birthday?

It’s on the fifth of March

T: Trong cái này mình có thể gạch chân từ nào đấy? Gạch chân để mình thay thế đó. Nào Danh?
T: Phạm?
P: Tháng.

T: Năm.

T: Các em có thể thay thế bằng những ngày khác mình đã học đúng không? Và tháng này là tháng...?

Ps: Tháng Ba.

T: Tháng Ba này mình có thể thay thế bằng những tháng khác mình mới vừa học xong đúng chưa? Và khi trả lời các em chú ý có nhớ đó là... khi trả lời về ngày tháng các em nhớ cho cô có giới từ ON. Có chữ ON ở phía trước. Giữa ngày và tháng các em dùng.

Ps: Of.

T: Now class, look at the board, please. Read the sentence. Read the model.

Ps: When’s your birthday?

T: It’s on the fifth of March.

Ps: It’s on the fifth of March.(23:28)

ACT 2: POINT AND SAY (23:29)

T: The teacher moves on the next slide on Powerpoint.

T: Now, class, look at number 2. Các em thấy bài tập này trong sách của mình chưa?

Ps: Đã rồi.

T: Now work in paris. Ask and answer. Use the model.

Ps: The first of January.
T: Now you please. When’s your birthday?

P: It’s on the first of January.

T: Thank you. When’s your birthday?

(T calls another student)

P: It’s on the first of January.


The whole class practice the structure.

T: Now who can ask and answer? You and you, please?

P1: When’s your birthday?

P2: It’s on the 12th of February.

T: Thank you. very good. it’s on the 12th of February. Picture C, please? Who can? Bao asks and you answer.

P1: When’s your birthday?

P2: It’s on the 14th of March.

T: OK. 14th of March. thank you. very good. Now, picture D, please? You and you, please.

P1: When’s your birthday?

P2: It’s on the 20th of April.

4. Free Practice: (Time: from 26:13’…….. to 32:54’…….)

T: Thank you. Vậy là những câu trong sách giáo khoa các em đã được chưa? OK, class:work group in four. Ask and answer the question about birthday of your friend. Nào bây giờ lớp mình làm cho cô 1 nhóm 4 người 4 người, các em quay xuống hội các bạn trong nhóm mình, sử dụng các mẫu câu trên bảng.

The whole class practice asking and answering about their friends’ birthday.


P: It’s on the…
T: *ahh, my birthday is on the…? When’s your birthday?*

P: It’s on the 2

T: *OK. And how about your friends?*

P: Trong’s birthday is on the 12 of August. Pham Nhi’s birthday…

T: *Pham Nhi’s*

P: Pham Nhi’s birthday is on the… is on the… is on the 1 of January. And Linh’s birthday is on the 3 of… it’s on the 30 of November.

T: *OK. Very good. Thank you. Vây là ban Mai Hoa đã giới thiệu cho các em về các bạn trong nhóm của mình đó là bạn Trong, bạn Nhi và bạn Minh nữa. Các em đã biết ngày tháng năm sinh… ngày tháng sinh nhật của các bạn đây chưa?*

Ps: Đã rồi

T: *Ok nào Danh, please. When’s your birthday?*

P: It’s on the 16 of July.

T: *Ok. How about your friends?*

P: Binh’s birthday.

T: *Binh’s*

P: Binh’s birthday is on the 19 of June. Bich’s birthday is on the 6 of April.

T: *Ok. And?*

P: Minh’s birthday is on the 6 of May.

T: *Ok. Bạn Danh cưng rất tót, cả lớp mình cho bạn Danh một tràng vỗ tay đi nào. Now class. Who can answer my question? What is the date today? You, plz?*

P: It’s the 5… it’s the 5 of October.

T: *Very good. It’s the 5 of October. And when’s your birthday? When’s your birthday? Dung, please?*

P: My birthday is on the 19 of June.

T: *Ok. The 19 of June. Tam, please. When’s your birthday?*

P: My birthday is on the 9 of November.

T: *Now, class. Would you like to listen to music? Listen to music?*
Ps: yesss

T: Ok. I have a song. Class, let’s listen and sing.

- Teacher asks students to listen and sing a song about months of the year.

T: Hay hông?
Ps: Đạ hay.

T: Minh hát hay hông?
Ps: Đạ hay.

T: Minh múa đẹp hông?
Ps: Đạ đẹp.

T: Cô thấy lớp mình múa đẹp lắm, lớp mình tự thưởng cho mình đi.

- The whole class clap their hands.(32:52)

5. Homework: (Time: from 32:53 to 33:22)
T: Bài học của mình thì xong rồi nhưng các em nhớ cho cô nè... làm gì đây cả lớp? homework, please. Về nhà các em nhớ cho cô nè. Tập đọc những bản khác đọc rất tốt nhưng về nhà phải có tập đọc thêm, và sử dụng những ngày tháng mình học rồi vào những mẫu câu mình mới học xong. Nhớ chưa cả lớp? nào class, close your books and notebooks, please.

**Additional verbal and non-verbal instructional behaviour checklist ID 5**

<table>
<thead>
<tr>
<th>1. Language of instruction:</th>
<th>Observer’s feedback</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of more Vietnamese than English in lead-in and presentation</td>
<td>0:00 – 0:08 (video 00641)</td>
<td></td>
</tr>
<tr>
<td>0:27 – 0:40 (video 00642)</td>
<td>2:22 – 2:30 (video 00642)</td>
<td></td>
</tr>
<tr>
<td>2:54 – 3:16 (video 00642)</td>
<td>20:30 – 20:45 (video 00642)</td>
<td></td>
</tr>
<tr>
<td>25:40 – 26:05 (video 00642)</td>
<td>26:40 – 27:00 (video 00642)</td>
<td></td>
</tr>
<tr>
<td>2:18 – 2:55 (video 00643)</td>
<td>2. Rapport build-up</td>
<td></td>
</tr>
<tr>
<td>Singing and doing Friendly smiles.</td>
<td>0:55- 2:05(video 00643)</td>
<td></td>
</tr>
<tr>
<td>2:14 – 3:29 (video 00642)</td>
<td>7:22 – 7:54 (video 00642)</td>
<td></td>
</tr>
<tr>
<td>12:13 – 12:25 (video 00642)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Time Period</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>3. Facial expressions, body language and addressing styles</td>
<td>Friendly with gestures and informal addressing with Cô and Con.</td>
<td>26:13 – 26:40 (video 00642)</td>
</tr>
<tr>
<td>4. How many exposures or vocabulary encounters</td>
<td>Game “Crossword”; Look, listen and repeat; Matching (to present Vocabulary), Point and Say; Group work, Song</td>
<td>Game 1: Ô chữ 0:00 – 0:33 (video 00641)</td>
</tr>
<tr>
<td>9. Classroom decorations</td>
<td>Projector screen, microphone</td>
<td></td>
</tr>
</tbody>
</table>
OBSERVATION TRANSCRIPT (TEACHER ID: 6)

a. Vocabulary to be selected for instruction:

*/ VOCABULARY:
+/Play table tennis: chơi bóng bàn
+/Play volleyball: chơi bóng chuyền
+/play the guitar: chơi đàn guitar
+/Play the piano: chơi đàn piano

*/STRUCTURE
Can you ...?
+Yes, I can
+No, I can not

b. Teaching Procedure:

13. Warm-up Activity: (Time: from 0.00 to 2.40) Reviewing
T: Trong tiết học trước, các con đã biết cách hỏi người khác muốn làm gì, hay có khả năng làm gì, chúng ta dùng cấu trúc gì?
P: “What can you do?”
T: Nào chúng ta cùng ôn lại cấu trúc này nhé! What can you do, please?
P: I can swim
Ps continue practising

14. Presentation: (Time: from 2.41 to 34.56)
T: Vậy là các con đã biết cách hỏi về người khác có thể làm gì đúng không? À, vậy bây giờ các con muốn hỏi về người đó có khả năng làm một việc gì đó, chúng ta sẽ bắt đầu một cấu trúc như thế nào? Okay. Hôm nay cô sẽ cung cấp các con lựa chọn một trang sách mới, chúng ta sẽ học tiếp kỹ năng làm thế nào để hỏi về một ai đó có thể làm một việc gì đó. OK?
T: “What’s the date today?”
P: October 6th, 2015
T: Ai nhắc lại cho cô chủ đề của bài 5?
P: Can you swim?

Controlled Practice: *(Time: from 4.57 to 40.58)*

Part 1: Look, listen and repeat.

Activity 1: *(From 4.57 to 12.19)*

T: Chúng ta vào bài tiếp theo: 1.2.3
T: Part 1: Look, listen and repeat. What’s the meaning?
P: Nhìn, nghe, và lặp lại
T: Now, class, close your book (gặp hết sách lại)
Teacher sticks a picture on the board.
T: Now, look at the picture. What is he doing?
P: He’s playing tennis (wrong answer)
P: He’s playing table tennis
T: Cô hỏi là anh ấy đang làm gì? Thi các con trả lời là anh ấy đang chơi table tennis: bóng bàn. Các con có câu từ này là chơi bóng bàn
T: Nào, next, what is he doing? (Teacher shows a picture), anh ấy đang chơi gì? Các con chưa học từ này, các con có thể nói tiếng Việt. Can you please?
P: Anh ấy đang chơi bóng chuyền
T: Ô, chơi bóng chuyền, play the volleyball, các con có câu từ “play volleyball”.
Teacher has Ss listen and repeat
T sticks another picture
P: He plays the guitar
T has Ss listen and repeat
T sticks another picture
T: What is he doing?
P: He plays the piano

- Teacher asks students to listen and repeat all new words on the board.
- T calls some Ss to read aloud

Activity 2 (From 12.20 to 13.43) T starts to hide flash cards containing new words and has Ss to read aloud without seeing them.

Activity 3: (From 13.44 to 14.22)
T has Ss match flash cards with correct VietNamese definition again.

Activity 4: (From 14.23 to 24.11)
Teacher sticks the papers containing the words on the board.

T: How many students are there?
P: Two students
T: Who are they?
P: Peter and Tom

T: Các con đoán xem họ đang làm gì? What are they doing?
With the foot?
P: They are playing football
T: To understand what they are doing, now the whole class, open your book and listen to the cassette.
-T plays the recorder
-T reads the dialogue and Ss repeat
-T has Ss practice in pairs

Activity 4: (From 24.12 to 25.08)

- T: What is he talking?
- P: Can you play volleyball?
- T: Who can translate it into VietNamese? (Ai biết câu hỏi này nghĩa là gì?)
- P: Bạn có thể đánh bóng chuyển được không?
- T: Anh ấy không hỏi bạn muốn làm gì nữa, mà hỏi thử bạn có thể đánh bóng chuyển được không?
- T: Muốn thăm dò, muốn hỏi ai đó có thể làm một điều gì đó không, người ta có một mẫu câu bắt đầu với “Can”. Chúng ta luyện tập với một mẫu câu thứ 2
- Part 2: Point and Say (*From 25.09 to 34.55*)
  - T writes structure “Can you...?” on the board
  - Teacher sticks a picture in the board (a girl is dancing)

T: cô có thể đặt câu hỏi nè “Can you dance?” và nếu các con biết các con sẽ trả lời sao?
P: Yes, I can
T: Ò, yes, I can, okay. Và cô ghi rõ ra câu hỏi luôn nha.

T: Và bây giờ cô có một bức tranh thứ 2 (she sticks in the board a picture that has a boy is drawing)

T: Ò, cô hỏi tiếp nào, nào you please! Can you draw too?
P: No, I can’t
T: No, I can’t. Ò, vậy thì nếu các con có thể làm được thì các con nói là “Yes, I can”, còn nếu con không thể làm việc đó thì con trả lời là “No, I can’t.”

T: Listen and repeat
T: Can you dance?
P: No, I can’t
T: Trả lời theo khả năng của mình nhé. (To another student) Can you skip? [*personalizing*]
P: Yes, I can

Ss continue practicing

T sticks 4 pictures and practice “Can you..?” with some students and then has Ss practice in pairs

- T calls some pairs to practice in front of class
- T give feedbacks about intonation and sentence stress

15. Free Practice: (*Time: 34.57 to 40.58*)
  
  Game: Trò chơi xét diện (Hoạt động mà học sinh luyện tập có nếu thông tin cá nhân của học sinh)

Teacher will ask a question “Can you...?”, one pupil answers and makes a new question for their friends.

Pupils take turn to play and who makes a wrong sentence has to come to the board.

  Part 3: Talk (*From 40.59 to 43.15*)
- T has Ss to practice using 2 structures they’ve learned

16. Homework: *(Time: from 43.16 to 43.44)*

*Về nhà các con luyện tập hai mẫu câu:*

*What can you do?*

*Can you …….?*

**Additional verbal and non-verbal instructional behaviour checklist ID 6**

<table>
<thead>
<tr>
<th>1. Language of instruction:</th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of more English than Vietnamese</td>
<td>Throughout the video</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Rapport build-up</th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>+frequent encouragement: “Excellent”, “okay” “good job”, “very good” + moving around and have small talks + support during team game</td>
<td>Throughout the video</td>
<td>From 12:00 to 13:46&lt;br&gt;From 16:34 to 18:50&lt;br&gt;From 19:50 to 23:00&lt;br&gt;From 34:57 to 40:58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Facial expressions, body language and addressing styles</th>
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</tr>
</thead>
<tbody>
<tr>
<td>+Friendly with gestures and informal addressing with Cô and Con. Body language for pronunciation practice</td>
<td>Throughout the video</td>
<td>From 0:00 to 3:00&lt;br&gt;From 6:10 to 16:13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Exposures or vocabulary encounters</th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pics and Qs - As Memory game</td>
<td>from 6:10 to 10:02&lt;br&gt;from 14:30 to 16:13&lt;br&gt;from 25:43 to 27:30</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Activities</td>
<td>Time Periods</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Flashcard</td>
<td>+ Listen</td>
<td>From 13:48 to 14:22</td>
</tr>
<tr>
<td></td>
<td>- Point and say</td>
<td>From 16:34 to 17:40</td>
</tr>
<tr>
<td></td>
<td>- Dialogue</td>
<td>From 18:00 to 24:11</td>
</tr>
<tr>
<td></td>
<td>- Game: Free Practice</td>
<td>From 30:00 to 32:49</td>
</tr>
<tr>
<td></td>
<td>- Talk:</td>
<td>From 33:16 to 34:39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From 34:57 to 40:58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From 40:59 to 43:15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Attention getting activities</td>
<td>+ moving around</td>
<td>From 16:34 to 18:50</td>
</tr>
<tr>
<td></td>
<td>+ hand tapping</td>
<td>From 19:50 to 23:00</td>
</tr>
<tr>
<td></td>
<td>+ clapping</td>
<td>From 27:30 to 28:16</td>
</tr>
<tr>
<td></td>
<td>+ clapping and saying “now”</td>
<td>From 32:54 to 32:57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From 41:38 to 41:40</td>
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<tr>
<td></td>
<td></td>
<td>From 32:55 to 33:16</td>
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<td>From 34:39 to 34:41</td>
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<tr>
<td></td>
<td></td>
<td>From 40:53 to 40:56</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Board work</td>
<td>Yes</td>
<td>from 3:10 to 5:32</td>
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<tr>
<td></td>
<td></td>
<td>from 6:20 to 9:40</td>
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<tr>
<td></td>
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<td>from 25:25 to 25:40</td>
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<td>from 25:50 to 30:00</td>
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<td></td>
<td></td>
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<td>7. Time length of pupils’ in-class writing</td>
<td>2’31”</td>
<td>from 3:20 to 5:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From 16:13 to 16:34</td>
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<td>8. Classroom management</td>
<td>+ Constant involvement to keep the class away from distraction and</td>
<td>Throughout the video</td>
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<tr>
<td></td>
<td></td>
<td>whispers.</td>
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<td>+ observation</td>
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<td>From 16:34 to 18:50</td>
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<td>From 39:16 to 40:33</td>
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<tr>
<td>9. Classroom decorations</td>
<td>blackboard, cassette player, a map.</td>
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</tbody>
</table>
a. Vocabulary to be selected for instruction

- Vocabulary: numbers, alphabets
- Structure: How old are you?→I’m……years old.
  How do you spell your name?→………

b. Teaching Procedure:

Greeting:

T: How are you?

Ps: We’re fine, thanks. And you?

T: Very well, thank you. Now, welcome the teacher visits our class, please. OK, thank you, sit down.

Warm-up Activity: (from 0’17 to 4’38)

T: Do you want to sing a song? A, B, C, D, E, F G, go.

Ps: A, B, C, D, E, F..

T: Very well and what’s your name?

Ps: My name’s Mai. Nice to meet you. My name’s Linda. Nice to meet you. What’s your name? My name’s Peter. Nice to meet you.

T: Very good, thank you. Ok, before we start, I would like to review some numbers. Do you want to review numbers? Numbers, chúng ta sẽ ôn lại các số nha. Ok, look at the board, read aloud, read aloud, đọc to nữa.

Ps: 7.

T: Ok, again

Ps: 7.

T: Yeah, we have.

Ps: 8.

....
T: Ok, listen to my question. How old are you? (T points at the number 9). Who can answer my question?

Ps: I’m nine years old.

T: Is that right?

Ps: Yes.

T: Good, who else?

- Teacher also points at random numbers and asks other students to answer.

T: Now, let’s ask and answer, work in pairs to ask and answer (Hỏi và trả lời với bạn của mình nào). Let’s work in pairs.

Ps: Listen.

T: Now, raise your hands.

P1: How old are you, Mai?

P2: I’m eight years old.

T: Is that right?

Ps: Yes.

T: Very good, who else?

(point at another pairs)

T: And I would like to invite...

-Teacher points and asks a girl student three questions

T: How old are you?

P: I’m eight years old.

T: Who is that? (At that time, she points at a boy.)

P: He is Khoi

T: Uhm, Is that Tuan?

P: No, it isn’t. It’s Huy.

T: Yes, very good.

17. Presentation: (from 4:39 to 6:24)
T: Yes, nãy giờ cô hỏi bao nhiêu câu hỏi mà bạn đều thuộc hết. Vậy thì hôm nay, chúng ta sẽ tiếp tục Lesson 3 của Unit 4. Chúng ta sẽ học phần đọc và nói. Read and match.

Ps: Read and match

T: Ok, now open your book and notebook, please. Let’s write the date’s today.

-Teacher writes the date on the board

T: Now, we have Unit ...?

Ps: four.

T: What is the name of Unit four?

P: How old are you?

T: The whole class.

Ps: How old are you.

T: Again.

Ps: How old are you.

- Teacher asks some students to stand up and read again the title of this unit.

T: Stop, thank you. What does “How old are you” mean? What does it mean? What does it mean? How old are you? How old are you? What does it mean? You, please.

P: Thưa cô dì chì ra là bản mấy tuổi. [immediate translation]

T: À, bản mấy tuổi hoặc là bản bao nhiêu tuổi. Yes, we will learn lesson 3, activity 4, 5 and 6.

2. Controlled Practice: (from 6:25 to 24:15)

*ACT 1: READ AND MATCH (6:25)

T: What is activity 4? What is activity 4, Ý please.

P: Read and match.

T: Yes, the whole class, read and match.

Ps: Read and match.

T: Again.

Ps: Read and match.
T: Đúng rồi, đọc và làm gì cả lớp?
Ps: Đọc và nói.
T: Yes, thank you.

- Teacher writes the title of activity 4 on the board.

T: Okay, now, put your pen down on table, nào các con bỏ bút xuống nào, put your hand down and look at me. So we have to read and match. Nào, look at your book. How many questions? How many questions do we have? Chúng ta có mấy câu hỏi đây?
Ps: three.
T: Yes, that is.
Ps: Three.
T: That is... , that is..., repeat after me “Who is that?”
Ps: Who is that?
T: Again.
Ps: Who is that?
T: Again.
Ps: Who is that?
T: Yes, we have. (T sticks the paper on the board). Read aloud, đọc to nào!
Ps: How old are you?
T: Again.
Ps: How old are you?
T: And this.. (T sticks the paper “Is that Mary?” on the board.)
Ps: Is that Mary?
T: Again.
Ps: Is that Mary?
T: We have three questions, we have three questions, chúng ta có 3 câu hỏi and three answers. Chúng ta có 3 câu trả lời, now read aloud.
Ps: I’m six years old. (T sticks the paper on the board.)
T: Again.
Ps: I’m six years old.
T: Yes, and this
Ps: Yes, it is.
T: Again
Ps: Yes, it is.
T: And repeat after me: “It’s my friend Linda.”
Ps: It’s my friend Linda.
T: It’s my friend Linda.
Ps: It’s my friend Linda.
T: À, Vây 3 câu hỏi sẽ được nói với 3 câu trả lời. Rồi bây giờ chúng ta phải làm gì đâu?
Ps: Đọc
T: Đọc sau đó chúng ta mới..?
Ps: Nó.
T: Where is your pencil? Raise your pencil, use your pencil, chúng ta sẽ dùng bút chì and draw a line, vẽ một đường nối vào trong sách của mình. Nào use your book and read, read and match. Đọc và nói cho cô. Đọc kỹ và nói cho đúng.

- Students match individually in their book and teacher observes their work.

T: Okay, nào read the answer, read the answer, đọc câu trả lời nào. You stand up. Một bạn sẽ đứng lên đọc câu hỏi và một bạn khác sẽ đọc câu trả lời ngen. Yes, you please and Ngọc please (T calls two volunteers).

P1: Who is that?
P2: It’s my friend Linda.
P1: How…
T: How old..
P1: How old are you?
P2: I’m six years old.
P1: Is that Mary?
P2: Yes. It is.
T: *Is that right, the whole class?*

Ps: Yes.

T: *Ngọc please, can you go to the board and match? Lên bảng và nói cho cô nào.*

- Ngọc goes to the board and does.

T: *Nào, mỗi 2 bạn khác, mỗi 2 bạn khác, yes, you, Tâm please and you please.*

P1: Who is that?

P2: It’s my friend Linda.

P1: How old are you?

P2: I’m six years old.

P1: Is that Mary?

P2: Yes. It is.

T: *Yes, thank you, look at the board, look at the board, xem thử bạn mình nói đúng hay chưa nha.*

- Teacher checks this exercise with the whole class.

T: *We have ”Who is that?/ It’s my friend, Linda. Is that right?*

Ps: Yes.

T: *Very good, we have” How old are you” and” I’m six years old. Is it right?*

SS: Yessssss

T: Good and the last “Is that Mary?”

Ps: Yes.

T: *Very good, ai làm giống bạn Ngọc?*

T: *Oh, very good, very good. Okay, thank you, clap your hands, please. Cô mỗi một bạn đừng lên trả lời câu hỏi, thật to và rỡ. Phương and..., nào you please.*

P1: Who is that?

P2: It’s my friend, Linda.

T: Yes.

P1: How old are you?
P2: I’m six years old.
P1: Is that Mary?
P2: Yes. It is.

T: Okay, very good, I ask and you answer. Cả lớp trả lời nghe.
P1: Who is that?
P2: It’s my friend Linda.
P1: How old are you?
P2: I’m six years old.
P1: Is that Mary?
P2: Yes. It is.

T: Very good, that’s about Mary and Linda and what about, what about Hoa and Nam? Đó là về bạn Mary và bạn Linda còn bạn Nam, bạn Hoa thì sao? Let’s move to activity 5.

(13:56)

*ACT 2: READ AND WRITE (13:57)

T: What is Activity 5?
P: Thưa cô là Read and write.
T: The whole class.
P: Read and write.
T: Again.
P: Read and write.
T: Hãy đọc và viết. Đọc và viết cái gì đây, người ta cho mình 2 bức tranh nè. (T sticks two pictures on the board).
T: À, các con nhìn lên bằng nào, các bạn nhỏ nhìn lên đây, có không biết các bạn hỏi gì đây ta, không biết bạn Hoa hỏi cái gì mà bạn Nam trả lời là “Eight years old”, “Eight years old”. Bạn Hoa hỏi tên hôm?
P: Đã hòng.
T: No, hỏi sic khỏe?
Ps: Đã hóng.

T: Theo các con bạn hỏi gì mà bạn Nam trả lời là “Eight years old”? You, please.

P: Bạn Hoa hỏi tuổi.

T: Yes, bạn Hoa hỏi tuổi. À, còn bạn này thì sao, bạn Tony hỏi gì mà bạn Quân trả lời là “Ten”. Bạn Tony hỏi gì vậy ta?

P: Thưa cô là I’m ten years old.

T: I’m ten years old, good, còn bạn Tony bạn hỏi cái gì đấy chứ?

P: Thưa cô bạn Tony hỏi tuổi.

T: À, bạn Tony hỏi tuổi, đúng hông cả lớp?

Ps: Đã đúng.

T: Và bây giờ mình sẽ làm gì đây, mình làm gì đây, Read and Write..

T: Yes, where is your pencil? Where’s your pencil? Yes, use your pencil and write. Dùng bút chì và viết vào sách cho cô. Quick, quickly.

- Students do this exercise and teacher goes around to observe their work.

T: Cô thấy như các bạn làm rất giỏi ha, bạn nào cũng làm đúng hết ha. Nào, who can go to the board and do number 1. Lên bảng và number 1. Lên bảng và viết cho cô câu 1 nào. Who can? Nhiều bạn giỏi ghê, you please. Nào, ask and answer the first sentence. Hỏi và trả lời câu đầu tiên nào, câu đầu tiên nào. Nhi and you please. (T points at two volunteers)

P1: How old are you, Nam?

P2: I’m eight years old.

T: Yes, very good, thank you, you and you. (T points at another pair).

P1: How old are you, Quan?

P2: I’m ten years old.

T: Yes, Tuyền, Đức number one.

P1: How old are you, Nam?

P2: I’m eight years old.

T: Nào, who can go to the board and do number 2?

T: Number 2, number 2, Tuấn please.
- Tuấn goes to the board and does number 2.

T: Nào, hỏi và trả lời lần nữa nào, Tâm and Ngân.

P1: How old are you?

P2: I’m eight years old.

- Teacher gives sign for students to change roles to ask and answer.

P1: How old are you?

P2: I’m eight years old.

T: Yes, ask and answer again, again please. (T points at another pair)

P1: How old are you, Nam?

P2: I’m eight years old.

P1: How old are you, Nam?

P2: I’m eight years old.

T: Number 2. Hỏi câu 2 mà con.

P1: How old are you, Quan?

P2: I’m ten years old.

T: Oh, ten years old, ten years old, remember. Nào, đạt please.

P1: How old are you, Nam?

P2: I’m eight years old.

P1: How old are you, Quan?

P2: I’m ten years old.

T: Ở, to và rõ, cô thích như thế, thank you, who else?

- The whole class claps hands.

T: To và rõ giọng như bạn nên.

- T points at a pair.

P1: How old are you, Quan?

P2: I’m ten years old.
P1: How old are you, Nam?
P2: I’m eight years old.

T: Bạn hỏi ngược, có sao đâu, bạn vẫn hỏi đúng mà, okay, thank you, sit down.

T: Look at the board and correct the mistake. Look at the board, please. Nào, các con nhìn lên đây, các bạn nhỏ đâu rồi?

Ps: Listen.

T: Look at the first.

- Teacher checks the answers on the board with the whole class.

T: Bạn viết cái gì đây ta, một bạn đúng lên đọc và nhận xét.

P: How old are you, Nam?

T: Is that right?

P: Yes.

T: Yes, good and...

P: I’m eight years old.

T: Is that right?

P: Yes.

T: Cả lớp thấy bạn viết có đúng hông?

Ps: Dạ đúng.

T: Ai làm giống bạn?

- Students raise their hands.

T: Kiểm tra giống chưa? Nhìn trong sách mình chưa? Đúng hay sai?

Ps: Dạ đúng.

T: Giới lắm, nào the next, who else? Ai có chưa gọi nào?

P: How old are you, Nam? How old are you, Quan?

T: Bạn diễn “How old” đúng chưa cả lớp?

Ps: Yes.

T: And...
P: I’m eight years old.

T: Yes, bạn viết đúng rồi ha? “years old” bạn viết đúng chưa, đúng chưa, đúng chưa?

Ps: Đã chưa.

T: Bạn viết đúng rồi mà, chê chú, thấy chú, bạn viết đúng chưa?

P: Đúng rồi.

T: Đúng rồi. Cô vừa mới hỏi đã lạc đầu, gật đầu lung tung thấy chú. Thank you, I will ask and you..

Ps: answer.

T: How old are you, Nam?

Ps: I’m eight years old.

T: How old are you, Quan?

Ps: I’m ten years old.

T: Yes, very good! Vây các con thấy trong câu này nè, Tony muốn hỏi Quan là mấy tuổi thì Tony hỏi là “ Bạn mấy tuổi vậy Quan, có gọi tên bạn Quan hông?

Ps: Có.

T: Có, đúng hông? Vây bây giờ mình sẽ đặt câu hỏi nha! Có sẽ đặt câu hỏi, có muốn hỏi tuổi của bạn Tâm thì cô sẽ hỏi sao ta? Con (points at a student)

P: How old are you?

T: À, mình gọi tên bạn Tâm đi, con hỏi bạn Tâm đi, Tâm stand up.

P1: How old are you, Tam?

P2: I’m eight years old.

T: Yes, thank you, you please, hỏi tuổi của bạn Phương nào (T calls at another pupil).

P: How old are you, Phuong?

T: Yes, nào you please (Teacher calls another pupil). You ask him.

P1: How old are you, Tuan?

P2: I’m eight years old.

T: Nào, Đạt.

P1: How old are you, Nhi?
P2: I’m eight years old.

T: Uhm, giới thiệu. Minh học về Marry, Linda, Nam and Quân rồi có cùng bầy cả lớp hồi tuổi đúng hôm. Giờ chúng ta sẽ move to activity 6, chúng ta sẽ chuyển qua phần 6” PROJECT”. We will interview your friend. Chúng ta sẽ hỏi tuổi của các bạn và điền vào bảng cho cô ha.(24:15)

3. Free Practice: (from 24:16 to 38:14)

*ACT 3: PROJECT (24:16)

T: Number 6. Repeat after me “Project”. Cả lớp đọc lại cho cô Project.

Ps: Project.

T: Project.

Ps: Project.

T: À. Người ta cho chúng ta mấy cột ha? Mấy cột các em?

T: Two, two. Một cột là name, name, đó là gì?

Ps: Tên.

T: À tên, rất giờ. Còn một cột bên kia là age, age đó là...

Ps: Tuổi

T: Rất giờ, tuổi. Bây giờ có sẽ làm màu cho cả lớp nha. Các con không cần về giống cô, ở trong sách có rồi. Okay, quickly. Rồi bây giờ có sẽ làm màu nha, làm màu nha, còn sẽ làm màu như sau, chúng ta đều có sách đều có bút đúng hôm?

Ps: Đạ.

T: Giới thiệu, vậy bây giờ mình sẽ hỏi tên của bạn đó, I’m sorry, mình sẽ hỏi tuổi của bạn đó và viết vào trong cái bảng cho cô nè. Uhm, Ngọc. (Teacher asks a student)

T: How old are you, Ngọc?

P: I’m eight years old.

T: Yes, có mới hỏi bạn nào?

Ps: Ngọc.

T: Có hỏi bạn đó mấy tuổi, bạn đó nói sao?

Ps: I’m eight years old.
T: À, vậy thì có sẽ ghi tên của ai vào đây?

Ps: Ngọc (T writes on the board)

T: Và bạn đỡ mấy tuổi?

Ps: 8.

T: Giới làm, chúng ta biết cách làm rõ như thế nào. Bây giờ cô muốn chúng ta hãy hỏi bạn bè cạnh nè, bạn đang sao, bạn trong nhóm của mình nè sau đó con có thể hỏi bất kỳ bạn nào. Con điều tra hoặc có thể hỏi càng nhiều bạn càng tốt, được chưa nào, trước tiên là hãy hỏi những bạn trong nhóm nào, work in group, please, quickly, quickly.

- Students work in group and teacher goes around and observes their work.

T: Okay! Stop, stop, turn around, quay lại đi con, quay lên đây, stop, stop writing, ngừng viết. À, bây giờ mình điều tra nhiều rồi, mình phòng vấn nhiều rồi, mình hỏi nhiều bạn rồi. Bây giờ mình lên mình cho cô xem thử con, con hỏi được những bạn nào nào? Nào, Tuấn please.

T: À, có thấy bạn làm được rất nhiều và hỏi được rất nhiều bạn trong lớp này. Con sẽ đọc là gì? Phương is eight years old.

P: Phương is eight years old.

T: Yes, con làm được con đọc cho cô nghe xem.

P: Dat is eight years old. Tuan is eight years old. Ly is eight years old.

T: Ly, Ly who are you? Ly đâu rồi? Ly đâu, stand up.

T: How old are you?

P: I’m eight years old.

T: Dùng hông con, con có viết bạn 8 tuổi hông?

P: Dạ.

T: À, giờ làm. Còn ai nữa nào?

P: Thang is eight years old.

T: Còn ai nữa nào, who else? Trâm please.

P: Ngoc is eight years old.

T: Ngoc is eight years old.

P: Ngan is eight years old.
T: Yes.
P: Nhi is eight years old. Thy is eight years old.
T: Yes, very good.
T: À, Ngân, Ngân đầu rồi, how old are you?
P: I’m eight years old.
T: Đưa cô xem có phải Ngân 8 tuổi hông.
T: Yes, thank you. Who else?
P: I’m eight years old.
T: Đọc to lên nào.
P: I’m eight years old.
T: À, con hãy đọc bản này giờ con hỏi được nào. Bao’s eight years old.
T: Bản này chưa hiểu rồi, bây giờ con không lắng nghe, cô phê bình này. Nào, cô mọi Ngọc, con hãy lắng nghe này.
P: Dat’s eight, Phuong’s eight, Diep’s eight.
T: Những mà bạn đọc như thế, các con có hiểu hông?
Ps: Đả có.
T: Hiểu hông?
Ps: Đả hông.
T: Cô hông hiểu nè, đọc như thế là đọc tên rồi đọc tuổi, hỏi này cô có dặn là làm sao. Ví dụ như là gì đây: Diep’s eight years old. Diep’s eight years old, được chưa?
- Teacher asks students to interview their friends two questions about name and age, and then complete their project.
T: Nào, say hello to him. Hỏi tên bạn nào?
Ps: What’s your name?
P: My name is Cat.
T: Hỏi cách đánh tên bạn nào?
Ps: How does spell your name?
P: C A T
T: Hỏi sức khỏe của bạn đi.
Ps: How old are you?
T: How old are you? hay là How are you?
Ps: How are you?
T: How are you? Again.
Ps: How are you?
P: I’m eight years old.
T: À, bạn nói là I’m eight. Câu trả lời là I’m .. Các bạn đang hỏi sức khỏe của con mà. I’m ...
P: I’m fine, thank you, and you?
T: Yes, And you?
Ps: I’m fine, thank you.
T: Minh hỏi tuổi bạn nào.
Ps: How old are you, Cat?
P: I’m eight years old.
T: Yes, say goodbye.
Ps: Bye.
T: Thank you.
T: Cố môi hai bạn lên hỏi và trả lời nào. Nói to thiệt to cho cô nghe nhen Ngoc please, listen listen.
P1: Hello.
P2: Hi.
P1: What’s your name?
P2: My name is Ngoc.
P1: How do you spell your name?
P2: N G O C
T: To lên con.
P1: How are you?
P2: I’m fine, thank you, and you?
P1: I’m fine. How old are you?
P2: I’m eight years old.
T: Nói rất vui được gặp bạn sao ta?
P1: Nice to meet you.
P2: Nice to meet you, too.
P1: Bye bye.
P2: Bye.
T: À, rát là giới.
- Teacher continues calling a pair to go to the board and ask these same questions
- Students work in pair and teacher goes around and observes.
T: Nào, who can go to the board and interview yourself. You please, come here. Say hello.
P: Hello
T: Con giới thiệu tên con đi, My name.
P: My name is Loc.
T: Con đánh văn tên con đi.
P: L O C
T: Giória, tuổi của con, con mấy tuổi?
P: I’m eight years old.

T: Nào, say hello to him. Họ tên bạn nào?
Ps: What’s your name?
P: My name is Cat.

T: Họ cách đánh vần tên bạn nào?
Ps: How does spell your name?
P: C A T

T: Họ sức khỏe của bạn đi.
Ps: How old are you?
T: How old are you? hay là How are you?
Ps: How are you?
T: How are you? Again.
Ps: How are you?
P: I’m eight years old.
T: À, bạn nói là I’m eight. Câu trả lời là I’m .. Các bạn đang hỏi sức khỏe của con mà. I’m ...
P: I’m fine, thank you, and you?
T: Yes, And you?
Ps: I’m fine, thank you.
T: Minh hỏi tuổi bạn nào.
Ps: How old are you, Cat?
P: I’m eight years old.
T: Yes, say goodbye.
Ps: Bye.
T: Thank you.
T: Cô mới hai bạn lên hội và trả lời nào. Nói thiết to cho cô nghe nhen Ngoc please, listen listen.

P1: Hello

P2: Hi.

P1: What’s your name?

P2: My name is Ngoc.

P1: How does spell your name?

P2: N G O C

T: To lên con.

P1: How are you?

P2: I’m fine, thank you, and you?

P1: I’m fine. How old are you?

P2: I’m eight years old.

T: Nói rất vui được gặp bạn sao ta?

P1: Nice to meet you.

P2: Nice to meet you, too.

P1: Bye bye.

P2: Bye.

T: À, rất là giỏi.

- Teacher continues calling a pair to go to the board and ask these same questions


- Students work in pair and teacher goes around and observes.

T: Nào, who can go to the board and interview yourself. You please, come here. Say hello

P: Hello
T: Con giới thiệu tên con đi, My name.
P: My name is Loc.
T: Con đánh vần tên con đi.
P: L O C
T: Giả như, tuổi của con, con mấy tuổi?
P: I’m eight years old.
T: À, mình giới thiệu về bạn thân là mình giới thiệu như thế đó nha, được chưa nào, bây giờ con hãy nói rất vui được gặp cả lớp và tạm biệt nào.
P: Nice to meet you.
Ps: Nice to meet you, too.
P: Bye.
Ps: Bye Bye.
T: Đò các con hiểu cách làm chưa?
Ps: Đã rồi.
T: Nào, you, rất là giới ha. (T points at a student)
P: Hi, my name is Vu, V U, I’m eight years old.
Ps: Nice to meet you.
P: Nice to meet you, too. Bye.
- Then she calls the next students to introduce themselves in the same way.(38:14)

4. Homework and consolidation: (Time: from 38:15 to 40:16)
T: Các con giới làm, cô nhận xét là các con rất là giỏi, hy vọng những tiệt sau các con cũng phát huy như thế. Vây thì về nhà chúng ta sẽ luyện tập hỏi cái gì đây. Về nhà luyện tập mình sẽ hỏi tên, tuổi, cách đánh vần tên, hỏi về sức khỏe. Hỏi về các thành viên trong gia đình hoặc là mình gặp bạn bè, hàng xóm thì chúng ta hãy cũng mạnh dạn đặt câu hỏi.

- Teacher guides students to do their excersice.
T: Tiết học của chúng ta đến đây là kết thúc. Stand up and say goodbye, please. Stand up.
Ps: Goodbye teacher.
### Additional verbal and non-verbal instructional behaviour checklist ID 7

<table>
<thead>
<tr>
<th></th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Language of instruction:</td>
<td>Use of more English than Vietnamese</td>
</tr>
<tr>
<td></td>
<td>Throughout the video</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Rapport build-up</td>
<td>- A lot of encouragement: “okay”, “good”, “very good”, “yes” - singing and clapping with the class.</td>
</tr>
<tr>
<td></td>
<td>Throughout the video</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>From 00:17 to 01:10</td>
</tr>
<tr>
<td>3.</td>
<td>Facial expressions, body language and addressing styles</td>
<td>Friendly with gestures and informal addressing with Cô and Con.</td>
</tr>
<tr>
<td></td>
<td>Throughout the video</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>How many exposures or vocabulary encounters</td>
<td>- Read and match - Read and write - Project - singing and clapping with the class. - individual check for consolidation. - pair discussion</td>
</tr>
<tr>
<td></td>
<td>From 06:25 to 13:56</td>
<td>From 13:57 to 24:15</td>
</tr>
<tr>
<td></td>
<td>From 24:16 to 38:14</td>
<td>From 00:17 to 01:10</td>
</tr>
<tr>
<td></td>
<td>From 01:15 to 03:15</td>
<td>From 03:16 to 03:40</td>
</tr>
<tr>
<td></td>
<td>From 26:00 to 28:00</td>
<td>From 35:05 to 36:10</td>
</tr>
<tr>
<td>5.</td>
<td>Attention getting activities</td>
<td>- visual aids - the children’s verbal involvement - repeated commands - hand gestures</td>
</tr>
<tr>
<td></td>
<td>From 06:25 to 24:15</td>
<td>From 24:16 to 38:14</td>
</tr>
<tr>
<td>6.</td>
<td>Board work</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>From 05:00 to 07:00</td>
<td>From 14:00 to 14:15</td>
</tr>
<tr>
<td></td>
<td>From 24:15 to 24:45</td>
<td></td>
</tr>
</tbody>
</table>
| 7. Time length of pupils’ in-class writing | 3’37”  
- Chép bài vào vở.  
- Làm bài tập trong sách.  
- Chép bài và làm bài tập trong sách. | From 06:40 to 08:00  
From 10:00 to 11:00  
From 16:13 to 18:30 |
| --- | --- | --- |
| 8. Classroom management | - Constant verbal involvement to keep the class away from distraction and whispers.  
- Short commands “okay, listen” to attract attention.  
- Or “again” for repetition  
Suggestions pupils to stand up and speak.  
- Moving around to make sure the students work in pairs and provide support. | Throughout the video  
From 03:40 to 03:43  
From 01:25 to 02:15  
From 05:20 to 05:33  
From 06:35 to 06:38  
From 08:35 to 09:35  
From 14:00 to 14:15  
From 05:35 to 06:00  
From 07:00 to 08:10  
From 15:55 to 18:30  
From 20:00 to 20:05  
From 31:30 to 34:40  
From 36:10 to 38:15  
From 35:05 to 36:10 |
OBSERVATION TRANSCRIPT (TEACHER ID: 8)

a. Vocabulary to be selected for instruction

- Vocabulary: ordinal numbers, twelve months of a year
- Structure: 1/ What is the day today? → It’s the……
  2/ When’s your birthday? → It’s on the....

b. Teaching Procedure:

+ Greeting(0:01)

- T: Cô xin giới thiệu với các con là hôm nay cô ở trường Đại học Quy Nhơn đến tham dự với lớp chúng ta. Please clap your hands

- Ps: Clap their hands

- T: Sit down, please.

+ Check the old lesson (0:34)

T: First, before we start the new lesson, I want to check up your dates. Trước kí chúng ta học bắt mỗi thế cô muốn kiểm tra lại bài chúng ta học bất trước... look at this. Can you tell me what’s the date today? The first one? Now, raise your hands, yes, you please.

P: The …

T: It’s... It’s... (she corrects the mistake of the first student)

P: It’s the 22nd of October.

T: Yes, it’s the 22nd of October. The next, it’s very easy. What’s the date today?

P: It’s 31st of October.

T: Yes, it’s the 31st of October. Thank you. And the next. You, please.

P: It’s the 20th of October.

T: Yes, it’s the 20th of October.

T: (shows the next paper)

P It’s the 14th of October.

T: Okay. Good, it’s the 14th of October and next (Teacher shows the next paper). Yes, you please.

P It’s the 12th of October.
T: (shows the next paper) *And now, it’s very easy.*

P It’s the 1st of October.

T: *Okay, it’s the 1st of October. Ok, thank you.*

T: *Sau khi cô kiểm tra bài cũ cô có nhận xét nè. Các con về nhà có học các số thứ tự để nói về ngày nhưng mà mình quên mất 1 từ là gì? The. It’s the 1st of October, okay? (3:26)*

**1. Warm-up Activity: (Time: from 3:27 to 4:47)**

T: *Now, before you study the new lesson. Do you want to play a game?*

Ps: Yes.

T: *Now, guessing game. guessing game (trò chơi đoán từ). Okay, now you will have to look at 4 pictures and guess what is it. Ok, are you ready?*

Ps: Yes.

(T shows 4 pictures on the screen including a calendar, a birthday cake, a box and a bunch of flowers).

- A student stands up and guesses what it is.

P: Birthday.

T: *Okay. It’s a birthday. Do you like your birthday?*

Ps: Yes.

T: *Yes, okay.*

**2. Presentation: (Time: from 4:48 to 7:07)**

- Teacher leads to the new lesson.

T: *Vậy thì bây giờ các con muốn học để nói về ngày sinh nhật của mình không nè?*

Ps: Yes.

T: *Yes, okay, unit 4 and lesson 2.*

T: *Okay, first, answer my question: What’s the date today? What’s the date today?*

T: *Nào, the whole class, What’s the date today?*

Ps: It’s Wednesday.

T: It’s Wednesday.

-T writes on the board
T: The whole class, what’s the date today?

P: It’s the seventh of October

T: Yes, thank you, sit down.

-T writes on the board the dates and the names of unit as well as lesson (7:07)

3. Controlled Practice: (Time: from 7:08 to 27:56)

*ACT 1: LOOK, LISTEN AND REPEAT (7:08)

T: First, now the whole class, look at the picture and answer my questions “Who are they?” (Teacher points at the slide)

P: They’re Linda and Mai.

T: Yes, they’re Linda and Mai.

T: What is it?

P: It’s birthday.

- Teacher plays the tape for students to listen the conversation.

- Students are asked to repeat and practice reading again in pairs.

T: Now, I want to practice reading in pairs.

- Students practice working in pairs.

- Teacher moves around the class to observe and help if students need. After that, she points at some pairs to read aloud the conversation in the book.

T: Now, the first picture.

Ps: It’s my birthday today.

T: Ok, thank you, picture B, two of you.

(T points at another pair)

T: Yes, very good, now the picture C.

P: When is your birthday?

It’s the fifth of March.

T: Ok, again, it’s on the 5th of March.

P: It’s on the 5th of March.

T: Okay, sit down.
T: Now, look at this, the picture A: “What’s a nice cake, What’s a nice cake”. Các con thấy đây là câu gì? Ô câu cảm thán “What’s a nice cake”. Đây là một cái bánh thật đẹp.

T: Okay and the next, look at picture C. Picture C, you have a question, a question, okay. When is your birthday? Okay, look at the board.

-Teacher writes the question “When is your birthday?” on the board and asks students to look at.

T: Okay, look at the board. “Birthday”, “Birthday”, What is it?

Ps: Sinh nhật.


- Teacher writes the Vietnamese meaning of that question “When is your birthday?” on the board.

T: Nào, các con nhìn vào câu trả lời cho cô nào “It’s on the 5th of March”. (T points at its answer on the slide).

- Then she also writes its answer “It’s on the 5th of March”.

T: Okay, we have “the fifth”, “the fifth”. Minh học ở bài trước rồi, ngày 5, okay. (Teacher underlines “the fifth” and writes its Vietnamese meaning “NGÀY 5” on the board)

T: And “March”, “March”.

Ps: Tháng 3.

T: Tháng 3, okay. (T writes the Vietnamese meaning on the board).

T: Và các con lưu ý nè, khi câu hỏi đúng với giới từ “When” thì khi trả lời chúng ta vẫn đúng từ “it” nhưng mà mình phải có thêm giới từ “on”. Đò phải lưu ý cho cô.

T: Okay, look at the board, listen and repeat.

T: When’s your birthday. Mai?

Ps repeat.

T: It’s on the 5th of March.

Ps repeat.

-Then she points at a pair to read again.

T: Now, you please, read again, Nguyệt and Xuân Phương.

P1: When’s your birthday?
P2: It’s on the...
T: It’s on the 5th of March.

T: Okay, nào tí nữa ở phần sau chúng ta sẽ luyện tập nhiều hơn and number 2 chúng ta sang phần thứ 2 nào (14:47)
- Teacher moves to the next part.

*ACT 2 : POINT AND SAY (14:48)*

T: Trong phần này các con sẽ luyện tập cho cô câu hỏi “WHEN IS YOUR BIRTHDAY” và câu trả lời “IT’S ON THE...”.

T: Và trước khi luyện tập câu hỏi này cô muốn các con nhìn vào trong sách, look at your book or look at the board. How many pictures are there? Yes, Giang. (T calls at a student)

P: Six pictures.

T: Yes, they are, there are six pictures. Và mỗi bức tranh ở đây tương ứng với một tháng. Okay, những câu tháng này ở những bài trước chúng ta đã làm rồi, được chưa nào. And now, I want to check your understand. Và bây giờ cô sẽ kiểm tra các con những tháng này một xú nữa.

- At that time, in her slide, she shows six months.

T: Now, we have six one here, and the first. Can you speak in Vietnamese?

Ps: January? (T points at the month January in the slide)

T: Okay, January.

P: Tháng 1. (a student stands up to answer)

T: Okay, yes, tháng 1. (she shows the answer in the slide)

- Then teacher continues asking the whole class the other months in the same way. After students finish, they are asked to read all of the month in the slide once again.

T: Okay, look at your book và bây giờ các con sẽ luyện tập câu hỏi “When is your birthday?” bằng cách nhìn vào 6 bức tranh ở dưới này cho cô nè. Ở đây các con đã có các ngày người ta đã khoan tròn sẵn cho các con rồi và câu trả lời “It’s on the...”. Now, listen an example, các con nghe một câu ví dụ cho cô nè.

- After teacher plays the tape for students to listen an example, she repeats.

T: Okay, it’s an example, dò là một câu ví dụ nè:

“When is your birthday?”
— It’s on the first of January.

T: Okay, các con đã hiểu cách làm chưa nào, chúng ta có các ngày người ta khoanh tròn ở dưới đây rồi, nếu như trên bảng mà các con nhìn không rõ thì các con có thể nhìn trong sách. Now, practice with your friends.

T: Okay, practice with your friends.

- Students pratice reading in pairs.
- Teacher moves around the class to observe and guide them if they need.

T: Are you ready?

Ps: Yes.

T: Okay, look at the board, picture B.

- Then teacher points at a pair to stand up and practice.

T: Nào, two of you. (T calls at two students).

P1: When is your birthday?

P2: It’s on the... the 12th of February.

T: Yes, it’s on the 12th of February.

T: No, the picture C.

- Then, teacher points at some more pairs to ask and answer with the other months in slide.
- After students finish practice in pairs, teacher reads the question “‘When is your birthday?’” and students will read its answer “It’s on the ...” (their answers will be dependent on the date that teacher points at her slide randomly)

T: When is your birthday?

Ps: It’s on the 1ST at January. (T points at that date in the slide)

T: Okay, again. It’s on the 1st of January.

Ps: It’s on the 1st of January.

T: Okay, when is your birthday? (T points at another date)

Ps: When is your birthday?

T: No, answer my question. When is your birthday?

Ps: It’s on the 12th of February.
Teacher continues pointing the random date in the slide and asks: “When is your birthday?” for students to answer her question.

T: Cô thấy có nhiều bạn không đọc theo nghệnh, cứ là đọc theo bản mình, sai thì cô sẽ sửa lại cho chúng ta nhỡ chút nếu cứ ngồi ở dưới không đọc theo là sẽ không nhớ được đâu. It’s on the 21st of May.

T: When is your birthday?

Ps: It’s on the 24th of June.

T: Okay, it’s on the 24th of June. (27:56)

- Then teacher leads to the next part.

4. **Free Practice: ( from 27:57 to 40:21)**

   *ACT 3 : LET’S TALK(27:57)*

T: Nào để nói về ngày sinh nhật của mình chúng ta qua phần số 3 cho cô nào.

T: Okay, look at the board, look at the board. Chúng ta sẽ trả lời 2 câu hỏi cho cô nè.

1/ **WHAT’S THE DATE TODAY?**

2/ **WHEN’S YOUR BIRTHDAY?**

T: Bây giờ chúng ta sẽ hỏi về sinh nhật của bạn mình, được chưa nào? Rồi who can tell me what is it? Yes, you please.

Ps: It’s calendar.

T: Okay, calendar, it’s a calendar. Và ở cái lịch này cô sẽ giao cho mỗi nhóm và các con sẽ thực hành 2 câu hỏi ở trên bằng cho cô “What’s the date today?” and ““. Ở mỗi nhóm, các con sẽ có mỗi tổ liếc, các con sẽ hỏi về ngày sinh nhật của các bạn mình trong nhóm và sau đó chúng ta sẽ dũng một cây bút để khoanh tròn lại. Okay, example, cô sẽ làm mẫu cho các con một câu. Now, you please. (T points at a student to stand up)

T: What’s the date today?

T: What’s the date today?

P: It’s the 7th of October,

T: Okay and when is your birthday ?

P: It’s on the 19th of November.

T: Okay, it’s on the 19th of November.
T: Okay, ồ đây có có một cách cho các con thêm 6 tháng còn lại, hiểu chưa nào, practice in group, chúng ta sẽ lần lượt chúng ta hỏi và sau khi cả nhóm đã hoàn thành xong thì ồ trong tore lịch của mình đã có đầy đủ ngày sinh nhật của các bạn trong nhóm của mình rồi, được chưa nào.

T: Okay, yes, are you ready?
Ps: Yes.

T: Now, practice speaking.

-Then teacher delivers the calendar for each group to practice speaking.

-While groups practice, she moves around each group and focuses on the question “When is your birthday?” and reminds students to circle the birthday of members in group.

T: When is your birthday? Chúng ta lần lượt hỏi xong và khoanh tròn vào ngày sinh của bạn và tiếp tục đến các bạn khác trong nhóm, được chưa nào?

T: Have you finished?
Ps: No.

T: No.

-Then she moves to each group to ask whether they have finished or not?

T: I want a group to present in front of your friends. And which group? Which group? (she raises her hands and points at a group) And yes, okay.

- Teacher points at a group.

T: Chúng ta lần lượt hỏi và xoay vòng nhóm cho cô. (at that time, she moves to the place of this group)

P1: When is your birthday?

P2: It’s on the 21st of December.

T: Okay, good, It’s on the .. các con phải nhớ là có giới từ on, on the 21st of December. Okay, thank you.

- Then teacher continues pointing at two students of the other group and she will check and correct if students have any mistakes.

-After students have finished their practice speaking the question “WHEN’S YOUR BIRTHDAY”, they are asked to practice more with the question:

+ WHAT’S THE DATE TODAY?
T: Và bây giờ ở phần thứ 2 cô muốn các con thực hành tiếp cho cô nữa câu hỏi “What’s the date today?” Câu hỏi này các con đã được thực hành ở bài trước rồi lesson 1 nhưng mà ở bài này chúng ta ôn lại. Okay, next, this group. (she points at a group).

T: You, please, stand up. (she points at two students to stand up)

T: What is the date today? and When’s your birthday?

P1: When is your birthday?

P2: It’s the 7th.

T: It’s on the ...

P2: It’s on the 7th of October.

T: Okay.

P2: When is your birthday?

P1: It’s on the 1st of December.

T: And you? (T asks the second student)

P2: It’s on the 3rd of December.

T: Okay, thank you.

Then she continues pointing at two students of other group to stand up and practice two questions.

T: Các con lưu ý nè, đây là câu hỏi what is the date today? Ngày hôm nay….It’s seventh of October. OK, thank you, sit down. (40:21)

5. Homework: (Time: from 40:22 to 40:47)

T: Cô lưu ý nè về nhà các con sẽ luyện tập 2 câu hỏi lại.

I/WHAT’S THE DATE TODAY?

2/WHEN’S YOUR BIRTHDAY?

T: Okay, nào stand up. Okay, goodbye. class.

Ps: Goodbye, teacher.
### Additional verbal and non-verbal instructional behaviour checklist ID 8

<table>
<thead>
<tr>
<th></th>
<th><strong>Observer’s record</strong></th>
<th><strong>Chronological order</strong></th>
</tr>
</thead>
</table>
| **1. Language of instruction:** | Use of both.  
- Vietnamese to start the lesson, give feedback and translate  
- English to give instructions, provide oral modelling. | **Vietnamese:**  
0:00 – 0:23 (video 00660.mts)  
3:10 – 4:00(video 00660.mts)  
5:10 – 7:00(video 00660.mts)  
16:25 – 18:40(video 00660.mts) | **English:**  
7:10 – 9:43(video 00660.mts)  
23:10 – 26:00 (video 00660.mts)  
0:00 – 10:45 (video 00661.mts) |
| **2. Rapport build-up** | Small talks, friendly smiles | 9:45 – 10:28(video 00660.mts) |
| **3. Facial expressions, body language and addressing styles** | Informal addressing  
Gestures | Throughout the video |
| **4. Exposures or vocabulary encounters** | read aloud for review; Guessing game; Look, listen and repeat; Point | Game: guessing words  
3:40 – 5:00(video 00660.mts)  
18:45 – 22:36(video 00660.mts) |
| and say; Let’s talk. | 0:33 – 3:07(video 00660.mts)  
0:33 – 3:07(video 00660.mts) |
|----------------------|----------------------------------|
| 5. Attention getting activities | Hand gestures | 0:33 – 3:07(video 00660.mts)  
Microphone | 11:22 – 12:00(video 00660.mts)  
Eye contact | 12:42 – 14:45(video 00660.mts)  
Pointing | 14:50 – 16:20(video 00660.mts)  
26:08 – 28:12(video 00660.mts) |
| 6. Board work | | 5:10 – 7:00(video 00660.mts)  
12:42 – 14:45(video 00660.mts) |
| 7. Time length of pupils’ in-class writing | 2’50 | 5:10 – 7:00(video 00660.mts)  
12:00 – 12:40(video 00660.mts) |
| 8. Classroom management | Eye contact  
Moving around | 9:45 – 10:28(video 00660.mts) |
| 9. Classroom decorations | Computer, projector, movable tables and chairs, the B/B |
OBSERVATION TRANSCRIPT (TEACHER ID: 9)

a. Vocabulary to be selected for instruction

- Vocabulary:
  Small, sandcastle, ball, wall, tall,
  windmill, will

- Structure:

b. Teaching Procedure:

+ Check previous lesson: (from 0’00 to 4’40)

- First, the teacher asks the pupils to work in group and write down some words containing two sounds /br/ and /oo/ in four small magnetic boards.

- After four groups finish their work, the teacher checks their groupwork and announces the winner of this game. She gives marks to the words whose meanings the class have learnt.

6. Warm-up Activity: (Time: from 4’40 to 7’00)

- Teacher lets the whole class listen a short audio including two sounds /ill/ and /all/.

  T: Do you want to see a film?

  Ps: Yes.

  T: Now, I have a short clip, look at .... and tell me. These groups have two sounds, and what sounds are they? Các em sẽ được xem một đoạn clip ngắn và các em trả lời cho cô các từ này sẽ có hai âm và các em trả lời cho cô xem đó là hai các âm nào. Okay?

  - Teacher shows the pupils two slides with vocabulary.

  /ɪl/:    bill, hill, jill, fill, dill, kill,
  /ɔːl/ : small, mall, all, call, fall, wall

  T: Okay, can you tell me two sounds?

  P: /ɔːl/ and /ɪl/

  T: So now today we will learn how to pronounce its words and its verbs. Hôm nay chúng ta sẽ học bài mới, sẽ học cách phát âm 2 âm này khi mà ráp vào từ thì mình sẽ đọc như thế nào đây. [Today we are going to learn a new lesson to pronounce 2 sound blends in words]. Okay, open your notebook, please.... [sound-phonemic confusion]
7. **Presentation:** (Time: 7’00 to 14’07)

T: What is the date today, class?

Ps: Wednesday (T writes the date and the title of this unit in the board).

T: Have you finished?

Ps: Yes.

T: Okay, look at the board.

- Teacher shows the slide including two verbs: WILL and SMALL and asks the pupils to see.

T: Do you know this word? Do you know? (T points at the verb WILL.)

Ps: Yes.

T: Do you know the meaning of this word?

P: Thưa cô là “sẽ”.

T: Good, and how about this word? (T points at the word” SMALL”). It’s very easy, you please. (T points at a student.)

Ps: Thưa cô là “nhỏ”.

T: Yes, today we will learn how to pronounce two words. Chúng ta sẽ học cách phát âm 2 từ này.

T: Now, we will go to the new lesson. Các em nghe, lặp lại và sẽ nói cho cô biết đó là 2 từ nào nha.

- Teacher plays the tape for the pupils to listen.

T: Okay, các em nghe lại cho cô lăn thườ hai và trả lời cho cô âm nào là người ta đọc âm ngắn, âm nào là người ta đọc âm dài.

- Teacher plays the tape again.

T: biết dài hay ngắn chưa. (At that time, the tape reads the word /wIl/)

Ps: Ngắn.

T: Dài (At that time, the tape reads the word.)

/ sml/

T: Như vậy, chúng ta nghe, đọc và nhớ khi người ta đọc âm ngắn thì người ta đọc làm sao: tử không có kéo ra, đúng hông. Còn từ /SMALL/ thì chúng ta sẽ đọc dài ra hơn một tí, okay?
- Teacher plays the tape and stops each word for the pupils to listen carefully and repeat.

Ps: /WILL/ (wrong pronunciation because they pull this word.)

T: No, not /WILL/, WILL (right pronunciation).

Ps: /SMALL/

T: /SMALL/

T: Chú ý cho cô nà.

- Teacher writes the sound /ɪl/ in the board and explains to the pupils

T: Trong phiên âm, từ này (will) ngán không có đầu, từ này (small) thì có đâu gi, đâu gi, đâu gi, cô đã dạy rồi? (In phonetic transcriptions, that word has not any symbol while what symbol does this word contain? I have taught you already.)

P: Đầu hai chấm [sound-phonetic confusion]

T: Đúng rồi, đầu 2 chấm.

- Teacher writes the second sound in the board: /ɔːl/.

T: Từ thứ hai là có ALL nên từ này mình đọc dài ra một tí.

- Teacher asks the pupils to read two sounds.

T: Nào, class /ILL/.

Ps: /ɪl/

T: /oːl/

Ps: /ALL/

T: WILL.

Ps: WILL.

T: SMALL.

Ps: SMALL

T: Okay, listen and repeat.

- Teacher lets the pupils listen to the tape and then repeat.

T: Nào, class.
Ps: WILL
T: Nào, again.
Ps: WILL.
T: Yes.
- Teacher moves to the second word: SMALL
Ps: SMALL
T: Again.
Ps: SMALL
T: Again.
Ps: SMALL
- Teacher asks each group to read again two words
T: Okay, group 1.
Ps: WILL
T: Group 1.
Ps: WILL
T: Again.
Ps: WILL
- Teacher points at the second word.
Ps: SMALL
- Then teacher continues asking the other groups to repeat two words in the slide.
T: Nào class, repeat again.
- Teacher asks the whole class to read again two words.
T: Nào, who can read these words again. Ai có thể đọc lại các từ này cho cô nghe một lần nữa nào? Yes, you please. (T points at a student).
Ps: WILL, SMALL.
T: Yes, you. (T points at another student).
Ps: WILL, SMALL
T: No, not SS MALL, SMALL, class, SMALL.

Ps: SMALL.

T: SMALL.

Ps: SMALL.

T: Đọc lại từ đó cô nghe xem nào (T points at the previous the pupils who have the mistake of the pronunciation SMALL).

Ps: SMALL (wrong pronunciation because he does not pronounce the round mouth in the sound / all/)

T: SMALL.

Ps: SMALL (RIGHT PRONUNCIATION)

T: SMALL.

Ps: SMALL.

T: Okay, sit down, who can?

Ps: WILL, SMALL.

will  wɪl

(RIGHT PRONUNCIATION)

T: Okay, good.

- Teacher continues pointing some the pupils to read two words again and check their pronunciation.

T: Các bạn nhớ đọc SỞ MALL, đọc đọc như thế là sai, SMALL. Nào, class, SMALL.

Ps: SMALL

T: SMALL.

Ps: SMALL.

small  smɔːl
8. **Controlled Practice: (14’07 to 24’56)**

T: Nay gio minh tap tung tir mot, bay gio minh se tap tung tir nay rap vo trong cau.
Chung ta se chuyen sang phan thu 2.

*Okay, look at the screen.*

*Look at this. Answer my question, who are they, who are they? Ngân.*

Ps: They are Phong and Mai.

T: *Phong and Mai.*

Ps: Yes.

T: *No, they are Mai and Quan.*

*What is this, what is this? (T points at the SANDCASTLE in the slide).*

Ps: **SANDCASTLE**

T: *Good, SANDCASTLE.*

Ps: **SANDCASTLE**

T: *Okay, the conversation between Mai and Quan. Đoan hoi thoai giua hai ban nay noi chuyen voi nhau ve noi dung cac ban ay se lam vao cac buoi ..?*

Ps: Buoi sang va buoi trua

T: *Nao, listen.*

* - Teacher plays the tape for the pupils to listen to this conversation.*
T: Okay, we have just listened and now we will underline these sounds / ILL/ and / ALL/. Nghe rồi và bây giờ các em gạch chéo cho cô trong đoạn hội thoại đó các từ nào mà nó xuất hiện các âm đó.

- Teacher asks the pupils to underline the words including two sounds: / ILL/ and /ALL/ in their book.

T: Have you finished?
Ps: Yes.

T: Okay, let’s move on the first sentence What will you do in the morning?

P: WILL
T: Nói to cho cô nghe nào.

P: WILL
T: Yes, WILL and the second. (T points at the second sentence).

P: No.
T: Yes, and the third.

Ps: WILL.
T: What’s else, hết rồi đúng hôm and the fourth, the fourth, Hoa (T points at a student).

P: SMALL.
T: SMALL, What’s else?

P: WINDMILL.
T: Good, WINDMILL and the fifth (T points at the fifth sentence).

Ps: No.
T: No?

Ps: WILL
T: Yes and the last. And the last.

Ps: WILL
T: Nào, we will listen and repeat.

- Teacher plays the tape and stops each sentence for the class to repeat.
Then teacher asks the pupils to practice in pair.

T: Now, we will have two minutes to practice in pairs.

- The pupils practice reading in pairs and teacher goes around and help if they need.

T: Okay, stop, who can?

- Teacher points at the pupils to read in front of the class

T: Okay, thank you, good. Chú ý cho có 2 câu này. Hai câu này mình lên giọng hay xuống giọng ở cuối câu nhiễm? (T points at the question in the slide).

Ps: Lên giọng.

T: Xung giọng, còn câu này mình lên giọng hay xuống giọng?

Ps: Lên giọng.

T: Nhớ chưa nào, đối với loại câu hỏi YES/ NO thì mình lên giọng ở cuối câu còn đối với loại câu hỏi WH- question thì mình sẽ xuống giọng ở cuối câu.

- After that, she continues points at some pairs to read the conversation again.


- Teacher plays the tape again and asks the pupils to repeat the word “CRUISE”.

T: Nào, class (T points at the word CRUISE.)

Ps: CRUISE, CRUISE.

T: Chú ý cho có từ đó nha.

T: Okay, now we will listen and write the word. Let’s move to number 3.

4. Free practice: (Time: from 24’56 to 34’15)

- Teacher will play the tape for the pupils to listen some words including two sounds /ILL/ and /ALL/: HILL, MILL, WILL, SMALL, TALL. After that, the pupils will write down all these words and practice reading them in front of the whole class.
- Teacher lets the pupils to play the game “SLAP THE TABLE” and then practice reading again these above words including HILL, WILL, SMALL, BALL.

**T**: Are you tired?

**Ps**: Yes.

**T**: Do you want to play a game?

**Ps**: Yes.

**T**: Okay, clean your table. Đon bàn của các em đi.

- Teacher delivers some pink papers for all groups.


**T**: SMALL.

- The pupils clap this word.

**T**: Okay, the second, WILL.

- The pupils clap this word.

**T**: Okay, the third” HILL”

- The pupils clap this word.

**T**: The fourth “ WALL”.

- The pupils clap this word.

**T**: The fifth “BALL”.

- The pupils clap this word.

**T**: MILL.

- The pupils clap this word.

hill ʰɪl
T: Okay, the pupils, let’s count words. Five words, who has five words? No, Four?

Ps: Me (A boy student has four words.)

T: Yes, come here. (T calls this student to go to the board). Bạn Minh làm được 4 từ, có ai 4 từ nữa hông? Okay, nhiều nhất, bây giờ bạn Minh lên đây, đưa ra từng từ cho cả lớp xem. Nếu bạn Minh phát âm đúng thì bạn Minh sẽ được hoa điểm cộng của cô, okay, the first.

- This boy student reads aloud each word in front of the whole class for teacher to check his pronunciation whether it is right or not.

Ps: WILL/

T: Yes or No, class.

Ps: Yes.

Ps: HILL.

Ps: Yes.

P SMALL

Ps: Yes.

P: BALL

Ps: Yes.

T: Yes, so the winner is Minh, clap your hands.

- The whole the pupils clap their hands.

9. Homework: (Time: from 34’15 to 34’43)

T: Okay, hôm nay cô thấy các bạn học rất là tốt. Các bạn về nhà tập nói phát âm lại những từ này cho đúng. Ngoài ra, các bạn thêm cho cô những từ mà mới xuất hiện những âm mà cô trò chúng ta vừa tìm hiểu. Các lớp nhỏ chưa nào?

Ps: Yes.

T: Okay, good, stand up and say goodbye our teacher please.

- The class stops.
### Additional verbal and non-verbal instructional behaviour checklist ID 9

<table>
<thead>
<tr>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Language of instruction:</strong> Use of more English than Vietnamese</td>
<td>Throughout the video</td>
</tr>
<tr>
<td><strong>2. Rapport build-up</strong> A lot of encouragement: “Good”, “okay”. Walking around for support</td>
<td>Throughout the video</td>
</tr>
<tr>
<td><strong>3. Facial expressions, body language and addressing styles</strong> Friendly with gestures and informal addressing with Cô and Con</td>
<td>Throughout the video</td>
</tr>
<tr>
<td><strong>4. Exposures or vocabulary encounters</strong> Listen and repeat, Look and read together, Listen, complete and say aloud Game: “SLAP THE TABLE”.</td>
<td>From 9:25 to 14:20 From 14:20 to 25:00 From 25:04 to 30:34 From 30:37 to 34:15</td>
</tr>
<tr>
<td><strong>5. Attention getting activities</strong> - visual aid: projector, pictures - Audio aid: microphone - pointing - Game</td>
<td>From 9:25 to 14:08 From 14:10 to 25:03 From 9:25 to 16:05</td>
</tr>
<tr>
<td><strong>6. Board work</strong> yes</td>
<td>From 7:25 to 8:59 From 10:48 to 11:13</td>
</tr>
<tr>
<td><strong>7. Time length of pupils’ in-class writing</strong> 4:03”</td>
<td>From 8:25 to 9:15 From 25:11 to 28:29</td>
</tr>
<tr>
<td><strong>8. Classroom management</strong> - walking around for support - Observation</td>
<td>From 13:05 to 14:15 From 15:56 to 16:50 From 20:45 to 24:40</td>
</tr>
<tr>
<td><strong>9. Classroom decorations</strong> Projector screen and the blackboard, radio</td>
<td>Throughout the video</td>
</tr>
</tbody>
</table>
OBSERVATION TRANSCRIPT (TEACHER ID: 10)

a. Vocabulary to be selected for instruction

- When's your birthday? It's on the seven of March (January, February, March, April, May, June, July, August, September, October November, December.)
- What's the date today? It's ..

b. Teaching Procedure:

18. Warm-up Activity: (Time: from 0’ to 3’04’’)
At the warm-up stage, teacher asks students to close their books and play a mini-game. In this game, teacher will have a box with a thing and ask her students only to touch it and guess its name without seeing it. And the right answer is a birthday cake. After the teacher points three students to ask her question: “What is this”, unfortunately, her students have wrong answers such as a lamp, a mirror, a clock. However, when teacher asks the last student, she can guess what the thing in the bag is. (It is a birthday cake)

T: A, bạn nói gì cả lớp?
Ps: Bánh sinh nhật.

T: Okay, let’s see.

19. Presentation:
LEAD-IN (from 3’05’’ to 4’30’’)
The teacher gives a birthday cake to her students to see it and says:

T: Ah, is it beautiful? Đẹp hông, đẹp hông cả lớp?
Ps: Đẹp.

T: Thế thì mình thường thấy bánh sinh nhật vào dịp nào? Minh thường thấy vào dịp nào?
Ps: Sinh nhật.

T: Raise your hands. Who can tell me? Where can you see it? Linh, please.

P: Sinh nhật.

T: Ă, vào dịp sinh nhật .Vậy thì sinh nhật của Linh vào ngày nào?

P: Thưa cô là vào ngày 21 tháng 1.

- Teacher continues asking three students about their date of birth by Vietnamese. (Sinh nhật của con vào ngày nào?)
T: Thế thì để biết về cách hỏi và trả lời về ngày sinh nhật của một ai đó thì hôm nay ta sẽ vào bài mới tìm hiểu xem khi người ta sử dụng tiếng Anh để hỏi và trả lời về ngày sinh nhật của bạn thì người ta sẽ sử dụng như thế nào. Now, open your book.

PRESENT NEW LESSON (from 4’40” to 10’30”)

T: Have you finished?
Ps: Yes.

T: Now, look at the board, the whole class. Can you tell me who are they in the picture? Nào who are they in the picture, Dung please.

P: Thưa cô là Linda and Mai.

T: À, Linda and Mai. Can you guess what they are talking about? Can you see it? Phuc. (T points at another one)

S: Birthday cake.

T: À, a birthday cake. And what are they talking about? À, mình thấy có bạn Linda and Mai and a birthday cake. Bạn Linda nè, Mai nè, 1 cái bánh sinh nhật nè. Như vậy các bạn sẽ nói về gì nè? Now, the whole class.

Ps: Ngày sinh nhật.

T: À, nói về ngày sinh nhật, có thể là của bạn Mai hoặc là bạn Linda. Bây giờ, mình sẽ listen to the conversation, mình nghe bài hỏi thoại giữa hai bạn này và xem thế các bạn đang nói về ngày sinh nhật của bạn nào nha. Nào, the whole class, listen.

-Teacher plays the tape for her students to listen this conversation twice.

T: Okay, so who can tell me? Bạn nào có thể nói cho cô biết nào là các bạn đang nói về ngày sinh nhật của ai nhỏ? À, Vinh please.

P: Thưa cô có các bạn ấy đang nói về ngày sinh nhật của bạn Linda.

T: À, bạn Linda- em bé và sau đó... You please, Phuong.

T: À, và sau đó bạn Linda sẽ nói về ngày sinh nhật của ai?

Ps: Mai.

T: À, Mai, now, you listen sentence by sentence and repeat.

- Teacher plays the tape again for students to listen.

T: The whole class.

Then students repeat each sentence in the conversation.
Now, the whole class, sau khi mà thực hành xong phần hỏi thói quen của bạn Linda và bạn Mai, bây giờ các bạn nhìn một lần nữa, nhìn lại đoạn hỏi thói quen một lần nữa. Nào, look at the picture. Can you guess which sentence they use to ask and answer about someone’s birthday? Các bạn cho cô biết các bạn sẽ sử dụng mẫu câu nào trong bài để hỏi và trả lời về sinh nhật của một ai đó nào? Đoán xem ha, okay, uhm, you please.

P: Thưa cô là When is your birthday?

T: Ở, When is your birthday? So which is answer?

P: Thưa cô là It’s on the 5th of March.

T: Okay, now look at the board, à vậy là bạn đoán là gì? Bạn sử dụng mẫu câu gì? When’s your birthday (T writes this question and answer on the board).

T: Thế thì ta sử dụng mẫu câu “When is your birthday?” để hỏi về ngày sinh nhật của một ai đó và khi mình đăng giao tiếp với bạn, mình biết tên bạn rồi dùng hông, thì mình sẽ thêm tên của bạn trong phần câu hỏi để thêm phân lịch sự. Ví dụ bạn Linda hỏi về bạn Mai thì bạn Linda sẽ thêm tên của ai vào?

Ps: Mai. (she writes this name in the structure).

T: Ở, phân ngày tháng và các tháng trong năm ta đã học từ các bài trước rồi dùng chưa. Có chỉ có một lưu ý nhỏ với cả lớp là gì. Khi mà trả lời về ngày tháng năm sinh của bạn thì ta có thể thay ngày khác hoặc tháng khác vào đây, vào vị trí mà cô gạch chấm ha. Đây là nội dung chính mà ta sẽ thực hành trong Activity 2:

POINT AND SAY.

Controlled Practice: (Time: from _____ to _____)

Teacher asks students practice reading the conversation again in pairs (from 10’31” to 15’02”)

T: Now, you have two minutes to practice in pair. Two minutes, go. Có 2 phút để thực hành đôi.

- Students practice reading in pairs and teacher goes around the class to observe their practice.


- Some pairs stand up and practice reading.

20. Free Practice: (Time: from _____ to _____) No

21. Homework: (Time: from _____ to _____) No
<table>
<thead>
<tr>
<th>1. Language of instruction:</th>
<th>Observer’s feedback</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both (more Vietnamese than English in presentation, introducing a game, explanations, end-of lesson consolidation)</td>
<td>Vietnamese</td>
<td>3:30 – 3:40 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:30 – 8:00 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23:07 – 26:00 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:23 – 12:39 (video 00659)</td>
</tr>
<tr>
<td></td>
<td>English:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0:00 – 0:42 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:50 – 7:30 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20:00 – 23:07 (video 00658)</td>
</tr>
<tr>
<td>2. Rapport build-up</td>
<td>Informal smiles, positive encouragement and guidance during practice.</td>
<td>15:05 – 19:59 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4:40 – 6:54 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:00 – 10:56 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24:40 – 29:18 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4:00 – 7:37 (video 00659)</td>
</tr>
<tr>
<td>3. Facial expressions, body language and addressing styles</td>
<td>Friendly smiles, informal addresson with “Cô and trò” clapping, error and mistake correction in pronunciation</td>
<td>12:27 – 14:30 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13:00 – 13:10 (video 00658)</td>
</tr>
<tr>
<td>4. Exposures or vocabulary encounters</td>
<td>Guessing a hidden object: look, listen and repeat; point and say, slap the board and read</td>
<td>0:00 – 0:42 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23:07 – 29:18 (video 00658)</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Time References</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>5. Attention getting activities</strong></td>
<td>+ clapping</td>
<td>0:13 – 0:15 (video 00658)</td>
</tr>
<tr>
<td></td>
<td>+ hand gestures</td>
<td>11:56 – 11:58 (video 00658)</td>
</tr>
<tr>
<td></td>
<td>+ repetition “one more time”</td>
<td>2:37 – 2:39 (video 00658)</td>
</tr>
<tr>
<td></td>
<td>+ tapping a ruler.</td>
<td>9:10 – 9:47 (video 00658)</td>
</tr>
<tr>
<td></td>
<td>+ T’s stimulus “student” – learners’ responses “Yes, I…”</td>
<td>1:10 – 1:15 (video 00659)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:15 – 1:25 (video 00659)</td>
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<td></td>
<td></td>
<td>15:54 – 17:05 (video 00658)</td>
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<td></td>
<td></td>
<td>7:47 – 7:84 (video 00659)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:39 – 3:44 (video 00659)</td>
</tr>
<tr>
<td><strong>6. Board work</strong></td>
<td>A little</td>
<td>3:16 – 4:40 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15:17 – 15:54 (video 00658)</td>
</tr>
<tr>
<td><strong>7. Time length of pupils’ in-class writing</strong></td>
<td>5’11”</td>
<td>3:16 – 5:39 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17:05 – 19:53 (video 00658)</td>
</tr>
<tr>
<td><strong>8. Classroom management</strong></td>
<td>+ Moving around.</td>
<td>15:05 – 19:59 (video 00658)</td>
</tr>
<tr>
<td></td>
<td>+ Routine: T’s stimulus “student” – learners’ responses “Yes, I…”</td>
<td>4:40 – 6:54 (video 00658)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:00 – 10:56 (video 00658)</td>
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<td>24:40 – 29:18 (video 00658)</td>
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<tr>
<td></td>
<td></td>
<td>1:15 – 1:25 (video 00659)</td>
</tr>
<tr>
<td><strong>9. Classroom decorations</strong></td>
<td>Computer projector, the blackboard, a good table-and-chair layout for groupwork.</td>
<td>23:07 – 29:18 (video 00658)</td>
</tr>
</tbody>
</table>
a. Vocabulary to be selected for instruction
   - Can you sing / swim / swing / sit on a chair?
     - Yes, I can / No, I can’t

b. Teaching Procedure:

   22. Warm-up Activity: (Time: from …01:31….. to …04:25….)
   T: I will check your previous lesson by doing some actions and you will say the words what I do.

   Cô sẽ làm một số hành động để kiểm tra bài cũ của các em và các em sẽ đọc cho cô động từ đó in English. Can you? Được không? Now the first one.

   - Then teacher does the action **SWIM** and points at a girl student.
   P: **SWIM**

   **swim**  **swim**

   T: *That’s good. SWIM very well!*
   - Then teacher moves to the action Sing
   P: Thưa cô là **SING**.

   **sing**  **sĩɲ**

   T: *sing! That's right. Very good.*
   - Teacher makes the action **SKIP**.
   P: **SKIP**

   **skip**  **skɪp**

   T: *Very good.*
   - Next, she does the action “Play volleyball”
   P: Volleyball
   T: *Again?*
   P: Volleyball
T: *Playing volleyball. Again.*

P: *Playing volleyball.*

T: *That’s good.*

- After that, she acts the action *play the guitar.*

T: *you please*

P: *Play the guitar.*

T: *Play the guitar. Very good. You have the song about the action. Các em có một bài hát về hành động đó. Can you remember? Các em nhớ bài đó không?*

P: *nhớ*

T: *Now let’s sing the song. Hát lại bài hát đó nhan. Nào, stand up, please! - Teacher plays that song for students to sing and do.*

T: *well done! Thank you, thank you. Sit down, please! - Teacher asks some students about the previous lesson.*

P: *Can you swim?*

T: *Can you swim? Good. Swim. What else? - Then she writes down the word *SWIM* in the black board.*

P: *inaudible*

P: *Sing*

T: *Sing. Yes! That’s right, one more, Bảo, please!*

P: *Dance*

T: *Dance. Good. That’s right. These are the verbs in the song. Can you repeat these words? This verb. (Teacher points at the verb swim).*

- Then students read aloud three verbs in the word including swim, sing and dance twice.

**23. Presentation: (from 04’26 to 25’22….)**

*ACT 1 : LOOK, LISTEN AND REPEAT (Form) (from 06’01 to 16’06)*

T: *Nào, as I told you, today, I will introduce you the sound / sw / and / s/. Look at the first one. Như cô giới thiệu hôm nay chúng ta sẽ học 2 âm đó là /sw/ và / s/, look at the board.*

- Then teacher writes the example of each letter on the board.

+/s/: *I can sing.*
+/ sw /: I can’t swim.

T: Nào, look at the board and listen to the tape, please!

T: Nghe thôi các em, lần 1 các em chỉ nghe thôi.

- Teacher plays the tape the first time for students just to listen.
- Then she moves to the second time.

(07:39) controlled practice

T: Lần này chúng ta lắng nghe và lặp lại.

- Then students read aloud two sounds /S/ and /SW/ and its examples in words and sentences.

Ps: /S/… SING.. Can you sing? , /SW/… SWIM… Can you swim?

- Then teacher points at some students to read again.

T: That’s good. Who can repeat them? Nào ai có thể đọc lại được cho cô như từ này nữa. Dùng, please!

- Some students stand up and read again.

T: Now, who can find some other words what these sounds? Ai có thể tìm được cho cô những từ khác mà có những âm mà chúng ta vừa mới học xong. /S/ and /SW/. Who can? Bảo, please!

P: SKIP

T: SKIP, good, what else?

P: STICK

T: STICK, good. What else?

P: Thưa cô là SKATE

T: SKATE, good, what else?

P: Thưa cô là SWING.

T: SWING, good, not SWIM, just as /S/ not /SW/, Tiên, please!

P: STAR

T: STAR, yes, good!

T: How about this one / SW/?
P: SWEET
T: SWEET, that’s good. SWEET là gì các con? Cái mà nhỏ nhở mà mình hay ăn mà rất là ngot ó, là gì Phát?
P: Kẹo
T: À, SWEET là kẹo. That’s good. What else?
P: Squeak
T: SQuEAK. That’s good. I’ll give you a word. SWING là hành động của một con khi ó, là gì con là swing từ cành này sang swing một cành khác, hoặc là mình ngồi trên một cái ghế mà mình SWING như thế này nè. Vậy SWING là gì các con?

- skate  skɛrɪt
- skip  skɪp
- swing  swɪŋ
- star  staː
- squeak  skwiːk

P: Dạ thưa cô là đủ.
T: Du hoặc là gì nữa?
P: Dạ thưa cô là chuyển hoặc giật.
T: À chuyển, giật.
T: Now repeat after me. SWEET, SWING
P: Repeat.

Would you like to play a game? Các con có muốn chơi một trò chơi hông?
Ps: Dạ muốn.

T: Ya, I have a one game. Match the word, Matching the picture. Chúng ta có trò chơi là ghép tranh với từ. I have some pictures. I need two teams to play this game. Cố cần 2 đội chơi trò chơi này.

- Teacher chooses four students for each team A and B

T: Okay, 1, 2, 3, 4 the first team, team A and team B: 1, 2, 3, 4.
T: Nào, make a line, please. Xếp 2 hàng cho cô nào, quickly!

T: Name your team, con đặt tên cho đội mình đi. What is the name of your team?

- Then two teams decide the name of their team. Team A is **APPLE** and team B is **BANANA**.

T: Nào, each team will have these verbs and you will find the suitable word for the correct picture.

- Teacher delivers some papers for two teams. Team A will have the blue papers and team B will have the pink papers. And each person in the team will take one paper.

T: Nhiệm vụ của mình là lên định vào mỗi bức tranh phù hợp, được chưa, ready, đặt vào đúng bức tranh đúng để che 2 bức tranh và đội nào là theo màu đó cho thắng hàng nghe, được chưa, 1, 2, 3, let’s start.

- Students play this game.

- Teacher lets two teams play this game and when the time is over she checks the answers of two teams and announces the winner of this game.

T: Who is the winner? Ai chiến thắng hé?

Ps: BANANA

T: Give BANANA a clap hand. Thank you!

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* **ACT 2 : LISTEN AND NUMBER(Form)( from 16’09 to 25’22)**


P: Listen and number.

T: Listen and number. Good. listen and number. What does this mean? Có nghĩa là gì các bạn? [immediate translation]

P: Thưa cô có nghĩa là nghe và đánh số.


T: Now tell me the first sentence. Câu thứ nhất là gì các em?
P: Dạ thưa cô là..
T: Louder please.
P: Can you sing?
T: Can you sing? good.
T: B, Nguyên please
P: Can you swim?
T: Can you swim? How about C?
P: Can you sit on the chair?
T: Can you sit on the chair? Good.
T: D, tiếp Nguyên
P: can you swim?
T: can you swim? Can you swim? Already. Swim or swing class?
P: swing
T: can you swing? Good!

- Teacher asks students to repeat these above sentences.

- After that, she lets students listen the tape.

T: Good, listen, we will listen twice. Chúng ta sẽ lắng nghe 2 lần and the last one we will check và lần cuối cùng chúng ta sẽ kiểm tra thử chúng ta đã nghe đúng hay chưa nha. Nào, let’s listen, look at the book, listen carefully.

- Students listen.

- T: Nào tell me your answers. Nói cho cô biết đáp án của mình nào, number 1: A, B, C or D, Trí, please.
P: 1B
T: 1B, another idea, có ý kiến khác không con? No, number 2.
P: C
T: 2C, another idea, có ý kiến khác không? No, thank you

-Teacher continues asking students their answers of two sentences.

- Teacher plays the tape to check answers.
- Teacher leads to the new section by asking students some questions.

T: Good, you did very well, các con làm rất là tốt. Now, I have some questions, please, answer my questions, trả lời câu hỏi của cô ha.

T: *Can you sing?* Huy, please.

P: Yes, I can.

- Then she continues asking some other students such as:

  *Can you dance?*
  *Can you swing?*
  *Can you play the football?*

T: *Can you sing?* (asks another student)

P: Yes, I...

T: Yes, I...

P: Yes, I can.

T: *Can you sing, Hoa?*

P: Yes, I can.

T: Good. So all of you can sing. Ahh *can you swing?* Yes or no? *can you swing?*

P: Yes, I can.

T: Yes, I can. *Thank you. Can you swing?* (asks another student)

P: Yes, I can.

T: Yes, you can. *Ai cũng biết du xích du hết hà. Can you play football?* (asks another student)

P: No, I can’t.

T: *No, you can’t. Good. Các bạn vừa trả lời xong này.*

T: *Các bạn vừa trả lời xong những hành động mà các bạn có thể làm như là gì nên sing rõ gì nữa swing thì nếu mà biết thì chúng ta là yes, I .. gì các bạn.*

Ps: Yes, I can.

T: *Yes, I can còn nếu không là No, I can’t. Đó là toàn bộ nội dung mà mình học unit 5 nói về khả năng YES, I CAN và NO, I CAN’T. In order to remember what you learned, we will*
practice it in the chant. Chúng ta sẽ thực hành trong bài chant để chúng ta dễ nhớ trong bài học của mình, chúng ta sẽ sang phần thứ 3: LET’S CHANT.

24. Controlled Practice: (Time: from ...25’23..... to ...32’13....)

*ACT 3: LET’S CHANT  from (25’23 to 34’23)


- Teacher points at three students to read each paragraph of the chant.
- Teacher plays the tape for students to listen this chant.

T: Now, the first paragraph, có dịch thơ đoạn thứ nhất, thường thì chúng ta theo nhịp máy hè? Bài chant của mình hồi giờ theo nhịp may?

- Teacher claps and sings 1 2 3 4 Can you sing? for students to do.
- Then teacher asks each group to do each paragraph of this chant.

T: Minh làm theo nhóm thứ nha, the first group, you will be the first paragraph, the second group, you will be the second and the last, you will be the last. Nào, listen!

- Then each group does their assigned paragraph.

T: That’s good. Có cắm thấy cả ba nhóm chúng ta đều bắt được nhịp và thuộc bài chant rồi. Who can do individually? Bạn nào có thể làm một mình mình được. You please! Can you?

- Some students stand up and do this chant individually.

25. Free Practice: (32’14 to 34’23)

T: Nào bây giờ mình đồng có chant theo những động từ này nữa mình sẽ chant theo những động từ chỉ khả năng của bạn thân mình. Now, think up your ability, nghĩ ra các hành động của mình đi ha, khả năng của mình, nếu như con có khả năng thì con sẽ nói là Yes, I can. Nào I will chant with you. I will chant the questions and you chant the answers. Có sẽ chant câu hỏi còn chúng ta sẽ chant câu trả lời. Nào listen to me, Who can? [personalizing]

T: 1 2 3 4, Can you swim?
T: I will ask and you will answer. Cô sẽ chant câu hỏi và con sẽ chant câu trả lời. Yes hay no là tùy mình nghĩ.

T: 1 2 3 4 can you swim?

P: Yes, I can. I can swim.

- Then some other students are asked to do the chant with teacher. (Ps continue practising)

26. Homework: (Time: from …34:24….. to …34:34….) No

Additional verbal and non-verbal instructional behaviour checklist ID 11

<table>
<thead>
<tr>
<th>Observer’s feedback</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Rapport build-up Friendly smiles. Movement and positive encouragement to good answers. Dancing modelling</td>
<td>0:00 – 0:43(video 2.mts) 7:50 – 12:50(video 00718.mts) 7:50 – 12:30(video 00718.mts) 12:26 – 12:35(video 00718.mts) 3:10 – 5:40(video 00718.mts)</td>
</tr>
<tr>
<td>3. Facial expressions, body language and addressing styles Friendly smiles, clapping to encourage the class.</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>4. Exposures or vocabulary encounters</td>
<td>1. miming, 2. game (match the words with pictures), 3. listen and number, chant.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5. Attention getting activities</td>
<td>+ Direct modeling with dancing + pointing and clapping to create tempo. + ruler use</td>
</tr>
<tr>
<td>7. Time length of pupils’ in-class writing</td>
<td>5’58”</td>
</tr>
<tr>
<td>8. Classroom management</td>
<td>Good with friendly reminders</td>
</tr>
<tr>
<td>9. Classroom decorations</td>
<td>The blackboard and a louder speaker, a movable microphone</td>
</tr>
</tbody>
</table>
OBSERVATION TRANSCRIPT (TEACHER ID: 12)

Vocabulary to be selected for instruction
Is that your friend? Yes, she is / No, she is not / isn’t.
Who’s that?
She is ……
They are ……

Teaching Procedure:

Warm-up Activity: (from beginning to 4’10)
T gets the class to sing and dance 123 song.
(T gets the class to play a game call “Princess and a Shark”) 
Now we will play a game. Bay giờ cô cho các con chơi trò chơi .
The teacher draws steps with a princess and a shark.
She asks the kids about some features about the shark and the princess in order to comfort the kids. She mostly speaks Vietnamese and elicits the word “Friends” and leads to the new lesson “Are they your friends?”
The teacher sticks two pictures on the board and write the title of the lesson on the board.

Lesson three, Part 1
Các em hãy đoán một danh từ trong Unit 5.

Presentation: (Time: from 4:12 to ……..)
The teacher sticks a poster on the board.
Teacher asks students to look at the board and then listen and repeat after the tape.

T: First, I want you to learn how to pronounce letters A and E. Now, look at the board, listen to the cassette and repeat
A That Who is that?
E Yes Yes, it is
Students listen and repeat many times
T: A – that – who is that?
Ps: T: A – that – who is that?
T: E – Yes, it is.
Ps: E – Yes, it is.
T: Again, to ra
Ps: E – Yes, it is.
Ps repeat many times.
T: Who can read again.?
Ps practise reading individually and chorally.

*Controlled Practice:* (from 09’23 to 35’00)

09:23 Listen and write

T: Now we come to part 2, *Listen and write*. Trong phần này có 2 câu, 1 and 2 và có hai chỗ trông, các em sẽ nghe và diễn tử gì. Cô sẽ cho các em nghe hai lần.

The teacher puts up a small magnetic board with the two sentences with two gaps on the board.

Teacher asks students to look at their books and listen to the tape.

T: *Now look at your book and listen. The first one*

T: *The second time?*

T: *Now is.. is gì các em? Who can? Ngoc?*

P: Is that your friend?
T: *Good, Is that your friend?*

T: *Now, number two. Which word?*

P: Yes, it is.

T: *Good, yes it is.*

-Teacher asks students to give their answers and then get the children to listen the third time, then repeat the structures.

The teacher offers oral modelling (very Vietnamese and many final sounds are missing)

(13:00) Chanting
The teacher sticks a big poster with a chant, offering oral model (not good modelling)

Teacher asks students to look at the board, repeat after her, then get the kids to read aloud sentence by sentence (four times)

T: *Now, look at the board, please. Now, listen and repeat...*

The teacher chant with the kids in turn.

One girl and the whole class chant in turn.

(23:21) Matching questions and answers. The class is very noisy and inattentive

The teacher sticks another small board with a conversation with gaps

Teacher asks students to read through some sentences and questions. Then match questions with the right answers.

T: *Now, look at the board, please. Bây giờ cô sẽ cho các em 2 phut để thảo luận với bạn bên cạnh mình, nói cho cô câu hỏi với câu trả lời. now, work in pairs, please. Work in pairs!*

T: *Now, the time is over.*

T: Number one? Number one, Nhu?

P: it’s Tony

T: *one.. a, b, c, d?*

P: c

The kids discuss in class then the answers are given with the teacher’s feedback.

Teacher asks students to repeat three sentence patterns.

27:10 Ordering dialogues with music for time limit.

Teachers asks students to use sub-boards to do another exercise: arrange words to make complete sentences for a dialogue.

T: Bây giờ các em lấy bảng nhóm ra cho cô. Bây giờ tất cả nhìn lên bảng cho cô, cô có một hoạt động này. Bây giờ trên bảng có có 4 câu, các em phải sắp xếp các từ xáo trộn trong mỗi câu thành câu hoàn chỉnh. Các em hiểu ko?

Ps: đã hiểu

T: và mình sẽ ghi câu trả lời vào bảng nhóm mình. Cô sẽ mở một bài nhạc và các nhóm bắt đầu làm, khi bài nhạc kết thúc, các nhóm phải dán bảng nhóm của mình lên bảng cho cô.
The teacher give feedback to the pupils’ students’ answers.

T: *Number 2, WHO ARE THEY?, right or wrong? You, please. Right or wrong?*

Ps: Right!

T: *Good!*

(35’00)

04 activities in controlled practice:

Listen and write, Chanting, Matching questions and answers; Ordering dialogues with music for time limit.

Free Practice: no

Homework: (Time: from ……. to …….)

NO

**Additional verbal and non-verbal instructional behaviour checklist ID 12**

<table>
<thead>
<tr>
<th>1. Language of instruction:</th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both</td>
<td>Vietnamese:</td>
<td>Vietnamese:</td>
</tr>
<tr>
<td></td>
<td>1:05 – 3:01(video</td>
<td>1:05 – 3:01(video</td>
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<tr>
<td></td>
<td>00666.mts)</td>
<td>00666.mts)</td>
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<td></td>
<td>6:20 – 6:40(video</td>
<td>6:20 – 6:40(video</td>
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<td>00667.mts)</td>
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<td>14:49 – 15:00(video</td>
<td>14:49 – 15:00(video</td>
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<td>00667.mts)</td>
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<td>15:43 – 16:35(video</td>
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<td>00667.mts)</td>
<td>00667.mts)</td>
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<tr>
<td>English:</td>
<td>6:40 – 9:50(video</td>
<td>English:</td>
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<td></td>
<td>00667.mts)</td>
<td>6:40 – 9:50(video</td>
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<td>16:35 – 18:10(video</td>
<td>16:35 – 18:10(video</td>
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<td>00667.mts)</td>
<td>00667.mts)</td>
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</tbody>
</table>

<p>| 2. Rapport build-up         | Friendly smiles, eye contact, giving candies | 0:00 – 10:05(video 00666.mts) |
|                             |                                               | 0:00 – 6:20(video 00667.mts)  |</p>
<table>
<thead>
<tr>
<th>3. Facial expressions, body language and addressing styles</th>
<th>Smiles, informal addressing</th>
<th>9:25 – 9:50 (video 00667.mts) 20:00 – 22:12 (video 00667.mts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Exposures or vocabulary encounters</td>
<td>Game (princess and a shark), listen and repeat; read and match; word order.</td>
<td>Game 1: princess and a shark 1:05 – 3:01 (video 00666.mts) Game 2: word ordering 24:00 – 26:24 (video 00667.mts) 0:00 – 10:05 (video 00666.mts) 15:10 – 18:58 (video 00667.mts) 0:00 – 6:20 (video 00667.mts)</td>
</tr>
<tr>
<td>5. Attention getting activities</td>
<td>“again, again.” + raised her voice over the children’s voice. + ruler use to tap on the board and the table.</td>
<td>0:00 – 6:20 (video 00667.mts) 8:53 – 9:25 (video 00667.mts) Full video 00668.mts Video 00670.mts</td>
</tr>
<tr>
<td>6. Board work</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>7. Time length of pupils’ in-class writing</td>
<td>2’50” On the sub boards</td>
<td>27:28-30’10”</td>
</tr>
<tr>
<td>8. Classroom management</td>
<td>Moving around Use a rattle to make a signal for attention</td>
<td>9:25 – 9:50 (video 00667.mts) 24:00 – 26:24 (video 00667.mts)</td>
</tr>
<tr>
<td>9. Classroom decorations</td>
<td>The blackboard, louder speaker, a laptop</td>
<td></td>
</tr>
</tbody>
</table>
a. Vocabulary to be selected for instruction

Are they your friends? Yes, they are / No, they are not.

b. Teaching Procedure:

1. Warm-up Activity: (Time: from 0’00)

   Greeting:

   T: Hôm nay cô giới thiệu với cả lớp mình có cô giáo Diễp, cô Diễp sẽ vào dự giờ lớp chúng ta và cô là giảng viên của trường Đại học Quy Nhơn. Các con chào đón cô nào!

   S: Hello Teacher hai ba…

   - All students sing this song together.

2. Presentation: (Time: from 0’42)

   Indirect:

   - T asks sts to play a game between 2 groups.

   T: Bây giờ cô sẽ cho 2 nhóm. Mỗi đội sẽ cử ra cho cô 1 bạn. Trong vòng 1 phút các con hãy lên trên này, viết các câu hỏi các con đã học từ unit 1 đến unit 5. Các con ghi mỗi câu hỏi ở chỗ mà cô đã gạch ở đây. Đội nào ghi được càng nhiều đội đó sẽ là đội chiến thắng.

   - 2 sts go to the black board and write down questions they learnt.

   T: Đội nào mà nhắc thí đội đó sẽ bị thua. Các con phải ghi chữ rõ a, các con có thể xuống hàng ghi tiếp, các con phải ghi chữ to lên có giáo ngồi xa không thấy được đâu.

   T: Chúng ta còn mười giấy nữa các lóp đem ngược cho cô.

   T&Ss: Ten, nine,eight….zero,

   T:Mỗi hai con về chỗ.

   - T checks their answers. (T uses a lot of Vietnamese here)

   T:Cô mỗi đội Yahoo sẽ kiểm tra đội Google.

   T: How are you?

   Ss: Yes.

   T: What your name?
Ss: No.
T: Sao lại NO?
SS: Thiếu is.
T: Thiếu IS rồi, IS có đẹp ở đâu nhờ? Giữ WHAT và YOUR. Nếu viết đầy đủ có sẽ có chữ gì các con?
SS: What’s your name?
T: How are you?
Ss: Yes.
T: Dùng không các con?
Ss: No.
T: Bồi vi sao nó bị trùng lại với câu này rồi. Cả lớp đọc lại đùm có câu hỏi này nào.
Ss: Who is this?
T: Dùng hông?
Ss: Dạ hông.
T: Bạn bì thiếu gì các con?
Ss: Đầu chậm hỏi.
T: Các con đếm với có được bao nhiêu câu nào!
Ss: One, two, three.
-T checks the next team. T points at the sentence on the board.
Ss : How are you?
T: Các con đọc cho cô câu này.
Ss: Are they your friends?
T: Is it right? No. Bạn thiếu chữ’s’ ở đâu con? Dùng rồi chữ’friends’
T: How do you spell your name? Nhưng ở đây bạn viết thiếu gì con. Ư đâu chậm hỏi. Chữ bạn viết có rõ không, chữ nào bạn viết không đúng?
Ss: Chữ’your’.

.......
T: Các con nhắc lại các câu hỏi chúng ta vừa ghi trên bảng? .. hỏi bạn mình về sức khỏe?
Ss: how are you?

T: Hỏi bạn mình về tên?
Ss: What’s your name?

T: Nhờ bạn đánh vấn về tên của bạn?
SS: How do you spell your name?

T: Hỏi xem người này người kia có phải là người đó không?... đồng từ TOBE dùng ở đầu câu hỏi xem đây có phải là Bao không?
Ss: Is that Bao?

…

T: Câu hỏi tiếp theo nữa là gì nào? Bạn bao nhiêu tuổi?
Ss: How old are you?

T: Hỏi xem những người bạn ấy có phải là bạn của họ không?
Ss: Are they your friends?

(T leads to the new lesson)

T: Yes, và hôm nay chúng ta tiếp tục đề tài are they your friends ở lesson 2

3. Controlled Practice (Time: From: 9’10)

*VOCABULARY

T: Các con nhắc lại cho cô 1 từ đã học ở lesson 1. là từ gì nào.
S: Friend.

T: Friend. Very good, Nhi. Nếu chúng ta muốn nói có 1 người bạn thôi thì chúng ta có FRIEND, nhưng nếu chúng ta có rất nhiều người bạn thì từ FRIEND của chúng ta phải thêm 1 từ ở phía sau đó là chưa… S.và từ FRIENDS này có nghĩa là những người bạn. now, listen and repeat. FRIEND [immediate translation]

Ss: FRIEND

T: FRIENDS

Ss: FRIENDS
T: Và từ friends chúng ta gọi đó là danh từ số nhiều

(T writes on the board:
Friend → friends: những người bạn (danh từ số nhiều))

T: Và các con còn nhớ từ hôm trước mình học, từ Họ là gì nào?

Ss: They.

T: They. Now repeat “They”

Ss: They.

T: Giờ mình muốn nói Họ là mình nói THEY ARE

Ss: THEY ARE

T: Vậy thì they are có nghĩa là gì con. Các con đã học THEY rồi, ARE rồi, ghép lại là gì con?

S: Họ là.


T: Now repeat

Ss : THEY ARE

T: Một bạn đọc cho cô từ đây đủ

S: THEY ARE

T: Một bạn đọc cho cô từ viết tắt

Khoa: THEY’RE

(T writes on the board:
They’re = they are: họ là)

T: Chúng ta có một dòng từ tobe số nhiều đi với they, đó là are. Bây giờ phù định là are not, viết tắt là aren’t. Các con đọc cho cô “AREN’T”

Ss: Aren’t

T: Như vậy aren’t là từ viết tắt của are not

Vậy thì are not có nghĩa là không, không phải [immediate translation]
(T writes on the board: aren’t = are not: không, không phải)
-T asks sts to listen and repeat vocabulary
T:Một bàn đọc lại nào, cô mời Vũ
Vũ: Friend- friends, they’re-they are, aren’t – are not

ACT 1: LOOK, LISTEN AND REPEAT ( Time: From :15’16 )
T:Các con trả lời câu hỏi họ là ai? Các con nhìn lần lượt bức tranh a và bức tranh b
S:That’s Peter and that’s Tony.
T: Các con đã gắp nhận vạt này rất nhiều lần rồi… Mai, Quan… Peter… Tony.. and how about picture b? cô mời Phúc.
S: Tony… Mary.. Hoa.. Nam.
T: And.. các bạn ấy đang ở đâu con? Các tranh này các bạn ấy đang ở đâu? .. à tranh a họ đang ở biên, tranh b họ đang ở trong công viên… thật ra cả tranh a và tranh b các bạn đều đang ở trong công viên, và đây là một hồ nước chứ ko phải biên.
   [interference between friends and they]
Now the whole class, look at the picture, listen and repeat.
-T asks sts to listen and repeat after the tape.
T:Now class alright. Now read louder
Ss : -That’s Peter
   -And that’s Tony.
   -Are they your friends. Yes they are.
   - Are they your friends. Yes they aren’t.
-T: Cố sẽ mỗi 1 bàn nhắc lại câu hỏi và câu trả lời mà các con vừa học ở phần look, listen and repeat. Cô mời con.
S: Are they your friend?
T: Are they your friend? Yes.
S: Yes, they are.
T: Đó là minh khẳng định, còn nếu như mình phủ nhận thì sao?
S: No, they aren’t.

T: No, they aren’t. thank you. Vây thì để hỏi xem những người đó có phải là bạn của bạn hay không, thì chúng ta có câu sau đây.

-T writes on the board:

Hỏi đáp họ là những người bạn của bạn phải không
+Are they your friends?
+Yes, they are.
+No, they aren’t.

T: Các con có câu: are they your friends? Và chúng ta khắc định dùng là họ là bạn của mình thì các con sẽ nói YES, THEY ARE. Còn chúng ta phủ nhận không phải bạn của mình thì chúng ta sẽ nói NO, THEY AREN’T. “aren’t” là viết tắt của “are not”.

ACT 2: POINT AND SAY (Time: From 25’52)

-T shows 2 other pictures on the board

T: Như vậy các con thấy chúng ta có 1 bức tranh. 3 người bạn này là bạn nào?

Ss: Nam…

-T explains the task and asks sts to work in pairs

T: Nào các con hãy làm việc theo cặp. Chúng ta hỏi và trả lời xem những người bạn đó có phải là bạn của mình không.

-T Asks some sts to present in front of the class.

T: Nào cô môi bạn Quân.. là Nam, Mai là Hoàng Nhi và bạn Hoa là bạn Linh

-T comments on sts’ speaking

T: Các con lưu ý là khi mình nói thì mình phải làm gì? Minh phải quay xung lông nhìn bạn mình chữ không có nhìn lên bảng. Các con nhìn lên bảng sẽ quay lưng lại với bạn mình nên khi nói các con quay lại với bạn mình nó sẽ lịch sự hơn đúng không nào


Minh: Are they your friends?

Kì: Yes, they are.
T: Minh hỏi Phong.
Minh: Are they your friends?
Phong: No, they aren’t.
T: Good, thank you.

ACT 3: LET’S TALK (Time: From 29’50)
T: Các con sang phân số 3 LET’S TALK.
-T shows a picture on the board and asks sts some questions.
T: Now, please tell me… bạn này đặt tên là gì các con?
Ss: Nam.
T: Yes (point at another person in the picture)
Ss: Linh … Quân… Mai…
Nam… Phong… Quân…
T: Các bạn này đang ở đâu?
Ss: Trong công viên
T: Ở đây ở trong công viên. ở đây là bạn Quân và ở đây là bạn Nam. 2 bức tranh này khác nhau con. Cái cảnh này là bạn Nam đang chơi cờ với bạn Phong. Còn cảnh này là bạn Nam đang chơi cầu lông với bạn Mai. Và ở đây chúng ta đặt câu hỏi ARE … gì các con? ARE …. YOUR FRIENDS?
Ss: Are they your friends?
T: Are they your friends. Nào cả lớp đọc to lên nào
Ss: Are they your friends?
T: Ở đây có câu trả lời bổ ngõ, các con khẳng định họ là bạn của mình thì các con trả lời thế nào?
Ss: Yes, they are.
T: Nếu phủ nhận họ không phải là bạn của mình thì các con trả lời thế nào?
Ss: No, they aren’t
T: Các bạn có 2 phút để hỏi và trả lời. Cô sẽ cung cấp thêm cho các bạn 1 số tranh. 2 bàn là 1 nhóm.

- SS practice in groups, then T asks some sts to present.

T: Nào các nhóm. Stop. Đại diện các nhóm sẽ trả lời cho cô các bạn trong tranh có phải là các bạn của mình không.

(\textit{T slaps the table to attract sts’ attention. T can’t control sts in class}) 31’57

T: Các con hỏi xem những người bạn này có phải là bạn của mình không?

- T delivers each group a piece of exercise and asks them to fill in the gap.

- T checks the answers.

.. T: Như vậy cả 2 đội cùng làm giống nhau và cả 2 đội cùng nộp 1 thời gian như nhau, do đó cả 2 đội mỗi đội đều được 1 điểm trong cuộc thi này. ở đây Yahoo là 1 và Google là 2. chúc mừng đội Google. Cả lớp đọc to cho cô nào!

-Ss listen and repeat after the teacher.

- T points at a picture and asks a student.

T: Are they your friends? Con?

S: No, they aren’t.

T: Cả lớp cùng trả lời theo bạn nào

Ss: No, they aren’t.

T: (points at the whole class) Are they your friends?

Ss: Yes, they are.

T: Được rồi nghe cô nói đây. Tất cả chúng ta, những người bạn ngồi dưới phòng 3C này đều là bạn của nhau. Do đó các con phải yêu thương, đoàn kết và hỗ trợ lẫn nhau trong mọi tình huống. cô thấy sáng nay các bạn chưa được tốt đó là vì các bạn tranh nhau để viết bài tập mà các bạn kinh cãi với nhau hoặc các bạn nộp sau các bạn khác như thế là không có được. chúng ta phải có gang và chúng ta phải đoàn kết với nhau, hỗ trợ cho các bạn để các bạn làm việc tốt hơn. Các bạn đồng ý với cô không nào?

Ss: đa đồng ý.

4 Free Practice: (Time: from ........ to .......) (no)

5 Homework: (Time: from ........ to .......) (no)
### Additional verbal and non-verbal instructional behaviour checklist ID 13

<table>
<thead>
<tr>
<th></th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language of instruction:</td>
<td>Use of more English than Vietnamese</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>4. Rapport build-up</td>
<td>A lot of encouragement: “Good”, “okay”</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>6. Facial expressions, body language and addressing styles</td>
<td>Friendly with gestures and informal addressing with Cô and Con</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>7. Exposures or vocabulary encounters</td>
<td>Look, listen and repeat, Point and say, Let’s talk</td>
<td>From 14:25 to END (Video 674) From 02:53 to END (Video 675) From 03:07 to END (Video 676)</td>
</tr>
<tr>
<td>9. Attention getting activities</td>
<td>- Pictures - Ruler use for pointing or underlining - Pointing</td>
<td>From 15:00 to END (Video 674) From 0:01 to 6:22 (Video 674) From 15:40 to 16:55 (V. 674) From 18:44 to 20:15 (Video 674)</td>
</tr>
<tr>
<td>11. Board work</td>
<td>-</td>
<td>Throughout the video From 0:01 to 0:32 (Video 673) From 8:17 to 12:20 (Video 674) From 0:43 to 2:06 (Video 675)</td>
</tr>
<tr>
<td>12. Time length of pupils’ in-class writing</td>
<td>9’09”</td>
<td>From 08:00 to 14:00 (Video 674) From 0:43 to 02:26 (Video 675)</td>
</tr>
<tr>
<td>13. Classroom management</td>
<td>Constant involvement to keep the class away from distraction and whispers. -noisy group work - suggestions</td>
<td>Throughout the video From 6:32 to 12:07 (Video 676) From 0:30 to END (Video 677)</td>
</tr>
<tr>
<td>14. Classroom decorations</td>
<td>Projector screen and the blackboard, radio</td>
<td>Throughout the video</td>
</tr>
</tbody>
</table>
OBSERVATION TRANSCRIPT (TEACHER ID: 14)

a. Vocabulary to be selected for instruction

(Daily Routines)
- What do you do in the morning/in the afternoon/in the evening?
- I usually/sometimes/often...
+ go swimming/watch TV/listen to music/ride a bike/do morning exercise/read a book/do homework/listen to music/play table/tennis/play badminton/play volleyball.

b. Teaching procedure:

0:00 –

1. Lead-in
- T asks pupils to play the game “Guess the words”
- T uses gestures to divide the class into 3 teams then writes their names on the board.
T: “Nobita, I write N. And you, Xeko. And you, Chaien. Now the game ‘Guess the word’. Look at me, look at my action and speak out the words you guess. Ok?”
- T uses body language to describe the activities and pupils raise their hands to answer. T describes the action of watching.
Pupil: “Watch TV”
T: “Right? Clap your hands.”
T describes the action of writing.
Pupil: “Eh… Write… do homework”
T: “Write do homework or do homework?”
Pupil:…
And the last one. Cái cuối cùng nhà các bạn.”
T describes the action of kicking.
Pupil: “Thua cờ play football.”
T says it again and corrects the pronunciation: “P-ley football. Yes or no?”
Pupils: “Yes”
- T draws a star for each correct answer and continues until the end of the lesson to decide which team wins.
T: “Xeko wins, Xeko wins, but a big game, cuối buổi mình mới biết đội nào thắng cuộc. Ok!”
- T leads to the new lesson.

(2’14)

2. Presentation:
T: “Ok, the whole class, we continue unit 2, lesson 1, part 3, 4 and 5.”

Communicating meanings (2:21 – 4:19)
T: “Now, listen and answer my questions. What do you do in the morning? You, please.” (2 times)

St: “I always get up early and have breakfast”
T: “Yes, very good, but you do actions.”
- T says the answer again and uses body language for modelling.
T: “I always get up early and have breakfast. Ok. Again. Nói lại, làm động tác vừa rồi.”
St: “I always get up early and have breakfast.”
T: “Do action, làm động tác theo cô nào.”
St does it again with body language.
T: “What do you do in the afternoon? You!”
St: “I always swimming and play volleyball.
T: “I always go swimming. Again.”
St: “And play volleyball”
T: “Now, do action. I always go swimming and play volleyball. Ok, clap your hands for him.”
St: “I listen to music and…”
T: “Often, usually, often, usually, sometimes.”
St: “Watch TV”
T: “Again, again, now. I always, I usually…”
St: “I usually listen to music and watch TV”
T: “Ok. Very good.”

(5’09)

Presenting use of the language chunks

(part 3): Work in pair, ask and answer about your friends’ daily routine.

“Ok the whole class, we come to part 3. Ask and answer about your daily routine. Làm cặp đôi, hỏi xem, hoạt động hàng ngày của các bạn là gì. You have 2 minutes, work in pair”

- T writes the title on the board then walks around the class to observe and motivate pupils.
T: “Stop here. The boy, are you sleeping? Em đang ngủ hà? Nếu lại có xem. Ok, không nằm trên bàn nhà.”

“Now, the first pair. Who can? Cặp đầu tiên cho cô nào. Raise your hands please. Ok, two of you, go to the board please.”

“Now stand here, we should ask in the morning, only in the morning. Ok.”

“Now look at them.”
St1: “Nice to meet you.”
St2: “Nice to meet you, too.”
St1: “What do you do in the morning?”
St2: “I often go jogging. What about you?
St1: “I go to school.”
St2: “Bye”
St1: “Bye”
T: “…I love you. Ok. The whole class. I think you get one star.”

“Another pair. Cặp khác nào. Yes, two of you, go to the board, please.”

“You schould ask and answer about ‘what do you do in the afternoon?’ Ok. Do action.”
St1: “Hello”
St2: “Hello”
St1: “Nice to meet you.”
St2: “Nice to meet you, too.”
St1: “What do you do in the morning?”
T: “Ah… What do you do in the afternoon? Ok.”
St1: “What do you do in the afternoon?”
St2: “I usually play football “
T: “Ask him, ask him”
St2: “What about you?”
St1: “I sometimes watching TV”
T: “I sometimes watch TV. Ok, clap your hands.”

“Bạn rất là dũng cảm, nhút nhát nhưng mà rất là dũng cảm.”

“Another pair, cô muốn mới bạn Chaien nè. Chaien bừng b Urdu rồi. What do you do in the evening. Yes, two of you. Go to the board, please. Lên đi con”

“You should ask and answer about ‘what do you do in the evening?’ evening Ok.”

“Oh, one gosh. Speak loundly, nào nói lớn lên nào. What do you do in the evening?”
St1: “What do you do in the evening?”
St2: “I of…”
T: “I often, I sometimes, I always…”
St2: “I often watch TV”
T: “Oh my god. ‘I often watch TV’. In the morning, watch TV. In the afternoon, watch TV. In the evening, watch TV. When you sleep, watch TV.”

“Ok, thank you. Clap your hands class”

“Bạn hồi hộp quá, thế là bạn nói là tôi xem TV, luôn luôn xem TV.

(8:47)

“We have reviewed Structure ‘what do you do in the morning?’, ‘what do you do in the afternoon?’, ‘what do you do in the evening?’. Now, the whole class, I have some pictures for you.”

“Ok, now, answer my question, What does he do in the morning? Picture A, you, please.”
St: “Thưa cô là run”
T: “Run, Ok, he runs. Good. And what about picture B. You.”
St: “Ride a bike”
T: “Ride a bike. Con nói lớn lên, con nói rất là hay.”
He rides a bike or goes cycling.”
“And what about…?”
St: “He does morning exercises.”
- T gives one star for each pair.

(Part 4: Listen and tick) 9:10 – 21:30
- T speaks a sample for pupils to recognize.
T: “Now, the whole class, listen and tick the words you hear.”
+ What do you do in the morning?
+ Ride a bike.”
St: “B”
- T lets pupils listen to a recording. T pauses and invites pupils to answer.
St: “C”
T: “Why? Why do you choose it? What do you hear?”
St: “Do morning exercise”
T: “Right or wrong, class. Yes or no?”
Sts: “Yes”
T: “Now listen again”

- T checks again and give one star for the team whose member gives a correct answer.
- T repeats the step and lets pupils listen about the activities in the afternoon and in the evening
  + read a book
  + do homework
  + listen to music
  + play table tennis
  + play badminton
(part 5: Read and complete) 21: 32 – 29:00

- T sticks a portable board containing a passage. There are 5 blanks and 5 words for pupils to stick into.
- T tells the requirement of the task.
T: “How many blanks are there?”
St: “Thưa cô là 5”
T: “Five blanks and I have 5 words for you… And you will pick up these words and fill in here… here. I don’t know. And who can tell me how do we do exercise? Bạn nào có thể trình bày cách làm bt này hiệu quả và nhanh nhất?”
St: “Muốn làm bt nhanh và hiệu quả, chúng ta phải nhìn vào chỗ trông trước sau đó mới diễn tử sau.”
T: “Another idea?”
St: “Thưa cô là nhìn vào các từ đặc biệt.”

The teacher reminds the pupils of a vocabulary learning strategy: (23:00)

T: “Ok, cô nói chung cho đang bt này luôn. Đầu tiên chúng ta sẽ đọc các từ người ta cho. Sau đó chúng ta sẽ đọc lưới qua cả đoạn văn và tập trung vào những từ được trước chỗ trông hoặc sau chỗ trông, xem thử chúng ta có ghép được thành một cụm từ hay không. Và chúng ta làm từ câu dễ đến câu khó, chứ không nhất thiết các em phải làm từ câu 1 đến câu 5”

“Now the whole class, you have 3 minutes to complete the passage. Ok. And then go to the board and fill.”
- T invites pupils to come to the board and complete.
- T checks with the whole class.

(part 6: Let’s sing) 29:30 – 40’50

T: “Ok, now, the whole class, listen and answer my question.”

T uses body language to describe:

“Go to school, what does it mean?”

St: “Thưa cô là đi” [immediate translation]

+ play volleyball
T: “Di đến trường, hoặc là đi học. Ok, thế bây giờ bạn nào có thể nhắc lại cho cô một bài hát mà chúng ta ‘go to school’…”

St: “This is the way we go to school”

T: “Thế bây giờ cô sẽ giới thiệu cho các em một bài hát tương tự bài mà các em đã học”

**Consolidation and Homework: (40’52 to the end)**
- T sticks a poster with pictures and lyrics of the song “This is the way we do things.”
- T asks pupils about the activities in the pictures.
- T writes a phrase about daily activities: wash our face
- T reads the lyrics and has pupils speak chorally. After that, T plays the song and lets pupils sing and dance along chorally, in groups and individually. (3’40)
- T invites some pupils to come to the board to sing and the rest sing along.
- T gives stars to encourage the pupils, decides the winner.

**27. Homework:** (from 40:58 to END)
- Fulfilling textbook exercises.

### Additional verbal and non-verbal instructional behaviour checklist ID 14

<table>
<thead>
<tr>
<th>Language of instruction:</th>
<th>Use of more English than Vietnamese</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language of instruction:</td>
<td>Throughout the video</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rapport build-up</th>
<th>A lot of encouragement: “Very good”, “Good”, “okay”</th>
<th>Throughout the video</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Rapport build-up</td>
<td>Throughout the video</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friendly with gestures and informal addressing with Cô and Con -body language</th>
<th>Throughout the video</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Facial expressions, body language and addressing styles</td>
<td>From 8:00 to 9:00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
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<td>1. Language of instruction:</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>2. Rapport build-up</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>3. Facial expressions, body language and addressing styles</td>
<td>From 8:00 to 9:00</td>
</tr>
</tbody>
</table>
| 4. Exposures or vocabulary encounters | Work in pair  
Listen and tick  
Read and complete  
Let’s sing | From 5:09 to 9:14  
From 9:10 to 21:30  
From 21:32 to 29:00  
From 29:30 to 40:50 |
|--------------------------------------|-------------------------------------------------|
| 5. Attention getting activities      | - pictures  
Gestures and body language  
suggestion  
ruler tapping | From 9:18 to 20:49  
From 12:28 to 14:59  
From 15:10 to 17:56  
From 18:00 to 20:50 |
| 6. Board work                        | Yes | Throughout the video  
From 4:38 to 4:56  
From 10:48 to 10:56  
From 31:43 to 32:55 |
| 7. Time length of pupils’ in-class writing | 2’30” | From 40:45 to 42:15 |
| 8. Classroom management              | Constant involvement to keep the class away from distraction and whispers.  
Moving around clapping  
observation | Throughout the video  
From 4:56 to 5:44  
Throughout the video  
From 24:31 to 25:17 |
| 9. Classroom decorations             | The blackboard, cassette player | Throughout the video |
OBSERVATION TRANSCRIPT (TEACHER ID: 15)

a. **Vocabulary to be selected for instruction**

   Can you skip / skate / cook / cycle / swim?

   Yes, I can / No, I can not.

b. **Teaching Procedure:**

28.  **Warm-up Activity:** (from 0’2 – 0’37)
    
    T: -Teacher lets students listen and sing Happy Birthday song

29. **Presentation:** (Time: from to …0’38’’)
    
    Then teacher asks students some questions.

T: *I want to ask you a question. When’s your birthday? You, please!* When’s your birthday?

P: It’s on the 17th of April.

T: *Good, very good. Now, please stand up, ask your friend.*

P1: (asks another one) When’s your birthday?

P2: It’s on the 2nd of January.

T: *Ok. Ask your friend!*

P3: When’s your birthday? Phuong Uyen?

P4: It’s on the 8th of March.

T: *Good! Thank you*

3. **Controlled Practice:** (Time: from 01’53’’ to ………)

T: *OK. Unit 5: Can you swim, lesson 1*

T: (points at the picture) Look at the picture... this girl... I can dance. Cô gái này báo: I can dance.. tôi có thể múa. And two others. I can draw... có ấy có thể làm gì? Các con đã học rồi.

Ps: vế

T: *OK. (points at another picture) I can sing*

Ps: hát

T: *Như vậy 3 hoạt động này chúng ta đã học ở bài học trước. Chúng ta đọc lại để nhớ đi nào. I can dance.*
Ps: I can dance.
T: I can sing.
Ps: I can sing.
T: I can draw.
Ps: I can draw.

T: Now listen and check.

T: Sau bài học này chúng ta có nội dung gì đây? Tắt cả chúng ta nhìn lên màn hình đây. Bạn Nam muốn hỏi bạn Phong có khả năng làm gì, bạn hỏi như thế nào?

- Teacher shows a picture with the conversation. Teacher hides some information and asks students to guess, then teacher asks them to listen and repeat.


T: Now, tell me your opinion about your prediction. Chúng ta nghĩ như thế nào về dự đoán của mình. Right or wrong? Are you right?
Ps: Yesss!

T: Yes, very good. You are clever today. Ok! The whole class, look, listen and repeat, one sentence by one. Nghe, đọc theo từng câu một nha!

(Teacher plays the tape)

T: Listen again. Lần này cô yêu cầu các con sẽ nghe và đọc theo nhóm. Understand? Cô phân nhóm như thế này. Mỗi bàn có 3 bạn, chúng ta sẽ đọc đoạn hội thoại này. Và lưu ý chúng ta sẽ đọc theo vai từ trái sang phải. cô phân vai như sau. Mai, Nam. Phong. You are Mai, you are Nam, you are Phong. Now, who is Mai, raise your hand? Stand up. You! Who are you? ... Now, let’s start!

- Teacher asks some students to practice speaking the conversation in front of the class.

- Teacher shows another picture and asks students some questions.

T: Muốn đặt cho các con một câu hỏi. sau bài học này chúng ta có nội dung gì đây? Tất cả chúng ta nhìn lên màn hình đây. Bạn Nam muốn hỏi bạn Phong có khả năng làm gì, bạn hỏi như thế nào?

P: What can you do, Phong?

T: Very good. What can you do, Phong? đây là câu hỏi nhằm hồi xem bạn mình có thể làm được việc gì. Và hôm nay chúng ta sẽ tập trung vào hỏi các mẫu câu này. Để có đủ liệu đặt câu hỏi thay thế từ DANCE chúng ta phải học các động từ chi hoạt động.

ACT 1: LOOK, LISTEN AND REPEAT (Time: From: 9’59’’)

- Teacher shows some pictures on the screen.

T: Now, let’s start. Look, listen and repeat. Look at the picture, listen to me and repeat. Understand? Now, the first one. SKIP

Ps: Skip. Skip

- Teacher teaches some verbs of action. Students listen and repeat. Then students translate them into Vietnamese.

- Teacher asks students to repeat all the words again.

- Teacher asks students to play a game: listen and do.

T: Now please remember the meaning and do. LISTEN AND DO. Do you know the game? Các con biết trò chơi này không?

Ps: Đã biết
T: Trước khi chơi, lớp chúng ta có thường phân đội là 1, 2, 1, 2. Can you remember your number?

Ps: Yessss!

T: Ok! Please, 1 stand up and 2 sit and observe. Understand? 1 stand up. Bạn nào là số 1 chúng ta đứng lên. Now, number 2, you look, listen and observe your friends. Understand?

Ps: Yessss

T: Listen to me and do.. do.. do.. don’t say anything. Understand? SWIM

Ps: (Students who are number 1 do the action SWIM)

T: CYCLE

Ps: (Students who are number 1 do the action cycle)

...

T: Oh good. Thank you. Sit down, please. Cô có lờ khen chúng ta đã nghe được và thực hiện rất nhiệt tình. And now, please stand up. Number 2. number 1, remember, observe your friends.

(Students who have number 2 do the action)


Now you remember the sentence: what can you do? Dùng để hỏi gì? Nhận lại lần nữa nào.

P: Bạn có thể làm gì?

T: ohhh bạn có thể làm gì. bây giờ, chúng ta cùng có luyện tập thay thế các hoạt động này vào chỗ I CAN... chúng ta có thể làm được không? Do you know Mickey?

Ps: Yess!

T: (Picks 2 Mickey mouse) Ok! listen to me. I number the picture. You make the question and answer. Understand?

Ps: Yess!

T: Now, What can you do? Đọc theo cô nào. Again. What can you do?

Ps: What can you do?

T: I can skip.

Ps: I can skip
T: Các bạn sẵn sàng chưa? Và bây giờ có sẽ đọc number thôi. Có không đọc hết. Các con sẵn sàng ha. 1 2 3....NUMBER 2
Ps: What can you do? ... I can skate
T: Three
Ps: What can you do? ... I can cook
T: Four
Ps: What can you do? ... I can cycle
T: Five
Ps: What can you do? ... I can swim
T: Ok! I’m very tired now.

ACT 2 :LET’S TALK (Time: From 16’38)
T: Now, please tell me. What can you do, Ngan? (T shows another picture)
P: I can cook

- Students practice in pairs and then present in front of the class

..
T: Ok! Cố hiểu các con rồi. phân lón bạn nào cũng biết cờ xe đạp, cũng biết đi trẻ tốt bằng... do là kí năng sống của các con, phải không. Các con phải tập nhiều để có khả năng làm được nhiều việc nha

ACT 3: LISTEN AND TICK (Time: From 19’08’’)
T: Có cho các con 1 hoạt động nhẹ hon là nghe 1 tự. Chúng ta dự đoán kết quả bằng cách chơi trò BINGO. ở đây chúng ta có 9 bức tranh. Mỗi chúng ta có 3 bức tranh dự đoán. Dự đoán kết quả trước đi. Lát chúng ta sẽ xem ai bingo ... OK. Time for prediction is over. Hết giờ dự đoán rồi. bây giờ các con sẽ nghe và kiểm tra dự đoán của mình như thế nào. Chúng ta có 3 lượt nghe. Lượt nghe 1 chúng ta sẽ nghe và kiểm tra. Lượt nghe 2 chúng ta sẽ nghe và đánh tick. Sau đó sẽ trao đổi với bạn thử kết quả mình với kết quả bạn có trùng không. Và nghe lượt 3 để phân giải ai thắng ai thua. Understand? Now, let’s listen please!

- Teacher asks students to listen and then checks their answers.
T: Và bây giờ để khắc sâu lại kiến thức của ngày hôm nay, đó là gồm những nội dung nào, có đặt câu hỏiuther nhất. Để muốn biết bạn mình có thể làm được việc gì, chúng ta hỏi như thế nào bằng tiếng Anh? Who can?

P: What can you do?

T: OK. You’re right. What can you do? I can dance. Cô múa được (T do the action) And What are the new words? Những từ mới là từ gì? Look at the picture and tell me.

(Teacher shows some pictures on the screen)

P: I can skip

T: You say the word. Cái từ thôi.

P: skip

T: skip. OK. (the new word appears on the screen: skip: nhảy dây) And the next picture. Close your books. Look at the picture only and tell me.

P: skate

T: And the next. Quick quick quick.. tell me

P: cook

T: cook. And the next one

P: cycle

T: cycle. Very good. And the next one?

S: swim


- Students listen and repeat all the new words and structure.

- Students open their notebooks and write down new words.

4.Free Practice: (Time: from …… to ……. ) NO

30.Homework: (Time: from ……. to ……. ) NO
### Additional verbal and non-verbal instructional behaviour checklist ID 15

<table>
<thead>
<tr>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
</table>
| **1. Language of instruction:** Use of both English for singing the song, giving instructions as well as feedback and Vietnamese for presentation, explanation and giving feedback. | **Vietnamese:**  
0:00 – 0:37 (video 00680)  
8:10 – 12:00 (video 00680)  
12:45 – 15:00 (video 00680)  
0:00 – 0:49 (video 00684)  
**English:**  
0:00 – 1:28 (video 00679)  
2:43 – 4:00 (video 00680)  
4:02 – 5:20 (video 00680)  
0:50 – 2:13 (video 00684) |
| **2. Rapport build-up** Friendly smiles, frequent encouragement, “good”, “very good” Moving around the class for support. | 2:43 – 5:20 (video 00680)  
12:45 – 15:00 (video 00680)  
15:11 – 16:58 (video 00680)  
Full video 00683  
0:00 – 2:53 (video 00684)  
3:50 – 6:18 (video 00684) |
<p>| <strong>3. Facial expressions, body language and addressing styles</strong> Friendly smiles, frequent encouragement, “good”, “very good” | Throughout the videos |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity/Task</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Exposures or vocabulary encounters</td>
<td>Game “Crossword”; Look, listen and repeat; Matching (to present Vocabulary); Point and Say; Groupwork, Song</td>
<td>+Miming Game 1 12:45 – 15:00(video 00680) +Puppet Game 2: 15:11 – 16:58(video 00680) + Game 3: Bingo (Full video 00683)</td>
</tr>
<tr>
<td>6. Board work</td>
<td></td>
<td>1:54 – 2:38(video 00680) 0:00 – 2:20 (video 00684)</td>
</tr>
<tr>
<td>7. Time length of pupils’ in-class writing</td>
<td>4:32”</td>
<td>3:50 – 6:18 (video 00684) Full video 00685 (0’34”) 00686 (0’20”) 00687 (0’10”)</td>
</tr>
<tr>
<td>8. Classroom management</td>
<td>Qs and As all the time</td>
<td></td>
</tr>
<tr>
<td>9. Classroom decorations</td>
<td>Computer, projector, the blackboard.</td>
<td></td>
</tr>
</tbody>
</table>
OBSERVATION TRANSCRIPT (TEACHER ID: 16)

a. Vocabulary to be selected for instruction
   - playground:
   - sport field:
   - art room:
   - computer room:

b. Teaching Procedure:
   1. Warm-up Activity: (Time: from 0:00 to 5:56)
      Greeting:
      S: Good afternoon teacher.
      T: How are you today?
      S: I’m fine, thank you. And you?
      T: Fine, thanks. Sit down, please. Stand up, please. Opens a song and students sing along.
      T: There are five pictures.
      S: PE, English, science, music, art, maths
      T: Do you want to play a game?
      S: Yes.
      T: Look at the board.
      Then T writes 5 words on the board
      T: Now look at and read again.
      S: Maths, art, music, science, PE, English
      T: Now, one, two Team A. three, four Team B. Now, who volunteers?
      -1,2,3 SCIENCE. One point for team A and 1 point for team B
      T: Invites two other students.
      -1,2,3 PE
      -You ,You
      -1,2,3 ENGLISH
      T: Says Team A and writes 1 point on the board for Team A.
      T: Invites two other students.
      -Bắt đầu. 1,2, 3 ART
      T: Invites two other students.
      -1,2,3 PE
T: Invites two other students.

-Listen 1,2,3 SCIENCE Now who goes first?..You could.

She writes on point for both teams. Then she raises 1 finger and says: “Now, one word”. She invites her students: “You, come here”

-1,2,3 MATHS

She checks points on the board: (1,2,3,4), (1,2,3). Team A, you are the winner!

2. Presentation: (Time: from 6:00 to 12:06) (Cô giáo giới thiệu ngữ cảnh, treo ảnh, bất máy tính, tivi, giải thích nghĩa, ghi ?, cho đọc mẫu, viết bảng, ghi ví dụ, ……)
lưu ý ghi đúng theo trình tự Cô thực hiện trong phim?)

T: Open your book.

Then she writes the date on the board, turns round and asks sts “Open your book and notebook”. She writes the title on the board. (Lesson B: Song), (Vocabulary).

S: Open the board and write the title on the board
T: Aks “What is it?” She invites “Tri”
S: “Thưa cô là playground”
T: “Very good”. “Now, listen, PLAYGROUND, PLAYGROUND, PLAYGROUND. “Now repeat!” She claps her hand to do appropriate chorus tempo repetition.

She raises her hands towards group 1 and 2 and says: “One Two”. Then sts in Group One and Two says: PLAYGROUND. After that, goup 3, 4: PLAYGROUND. She also claps again her hands to do appropriate chorus tempo repetition. Then she asks 1 student to read.

T: “good”
After that she asks another one:
T: “Excellent”
Next, another one
T: “Very good!”
T: “Good”...
T: “Playground in Vietnamese? Who can say in Vietnamese? Thao
S: “Sân chơi”
T: “Sân chơi”
T: Points into the picture and says: “What’s it?” “Now you please!”
S:”SPORT FIELD”
T: “Yes, now repeat after me”. “SPORT FIELD”. Similarly, she invites group “One, two”.
S: “SPORT FIELD”.
T: Then she invites some students to read. Now “You, please!”
S: “Sportfield”
T: “Good”
T: “SPORTFIELD in Vietnamese?”. “You”.
S: “Sân thể thao”
T: “Sân thể thao”
T: “What room is it?”
S: “Art room”

T: She asks some students to read all the words:
S: “Now another one, You!”
S: “PLAYGROUND”, SPORT FIELD, ART ROOM, COMPUTER ROOM.
T: “Very good”. Ta tiếp tục này.
T: Writes on the board the vocabulary.
- playground: Sân chơi
- sport field: Sân thể thao
- art room: Phòng âm nhạc
- computer room: Phòng vi tính

Controlled Practice: (Time: from 12:48 to 21:33)

There are 2 activities.

**ACT 1: LOOK AND DO**
T: “In the art room, we paint and draw, we put our pictures. In the computer room, we look and hear. We put our head phones on our ears.”
-“Now stand up! You do and listen to the lesson after me.”
She opens the recording.
She makes gestures and does some actions along the song so that the students can do follow.

-Now, who volunteer?

**ACT 2: LISTEN AND SING**
-T: Now, in the playground in Vietnamese. Phuong
-S: Trong sân chơi
-T: He has lots of fun, Lam
-S: cậu ấy có nhiều niềm vui
-T: Very good
-T: We play, we talk, we jump, we run. An
-S: chúng ta chơi, chúng ta nói cười, chúng ta nhảy chúng ta chạy
-T: Very good
T: At our school, Linh
S: Tại trường của chúng tôi
T: Very good!
T: On the sportfield. Uyen
S: Trong sân thể thao
T: Trong sân thể thao. We do PE. Thao
S: chúng ta tập thể dục
T: We play sport together
S: Chúng ta chơi thể thao cùng nhau
T: You and me
S: Bạn và tôi
T: In the art room
S: Trong phòng mỹ thuật
T: We play and draw, You
S: Chúng ta tô màu và vẽ
T: We put our pictures on the wall
S: Chúng tôi đã gắn bức tranh ở trên tường
T: In the computer room
S: Trong phòng vi tính
T: You look and hear
S: chúng ta nhìn và nghe
T: We put the head phones
S: Chúng ta đặt tai nghe
T: On our ears. Ở đâu? Where?
S: Trên tai của chúng tôi
T: Chữ bây giờ các em. You do and sing the lesson
T: In the playground
We have lots of fun
We play, we talk, we jump, we run
On the sportfield, we do PE
We play sports together
In the art room, we play and draw
We put our pictures on the wall
In the computer room
You look and hear
We put the head phones on our ears
The T guides sts to sing
In the art room, 1 2
S ts sing along
T: Bây giờ các em hát lại phần này cho cô này
She plays the recording. Students listen and sings along
T: Bây giờ các em hát lại toàn bài nhưng không có nhạc nhe
T; In the playground, 1 2
S: They sing
““In the playground
We have lots of fun
We play, we talk, we jump, we run
Art art school, art art school, art art school
On the sportfield, we do PE
We play sports together, you and me
Art art school, art art school, art art school
In the art room, we play and draw
We put our pictures on the wall
Art art school, art art school, art art school
In the computer room
You look and hear
We put the head phones on our ears
Art art school, art art school, art art school”

3. Free Practice: (Time: from …….. to ……. ) No

4. Conservation and Homework: (from 45:56 to 48:14)
Practice singing. Sing with your friends, or your neighbors, your parents.
Prepare lesson 2, part 1, 2 and 3.
# Additional verbal and non-verbal instructional behaviour checklist ID 16

<table>
<thead>
<tr>
<th></th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language of instruction:</td>
<td>Short, basic and simple language of instruction On-and off translation</td>
<td>Vietnamese: 0:13- 2:45 (video phuong4) English: 0:00 – 0:30 ( video phuong 1) 0:39 – 2:06 (video phuong 3)</td>
</tr>
<tr>
<td>2. Rapport build-up</td>
<td>Singing along and making gestures</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>3. Facial expressions, body language and addressing styles</td>
<td>Friendly with gestures and informal addressing with Cô and Con</td>
<td></td>
</tr>
<tr>
<td>4. Exposures or vocabulary encounters</td>
<td>revision with a song; Look and listen; Listen and repeat; Look and do; Listen and sing</td>
<td>0:39 – 2:06 (video phuong 3) 0:39 – 2:06 (video phuong 3) 0: 13 – 2:45 (video phuong 4)</td>
</tr>
<tr>
<td>5. Attention getting activities</td>
<td>Stand in such a visible position on the class platform and use body language for gestures.</td>
<td>0:39 – 2:06 (video phuong 3)</td>
</tr>
<tr>
<td>6. Board work</td>
<td>A lot of writing</td>
<td>0:30 – 1:26 (video phuong 1)</td>
</tr>
<tr>
<td>7. Time length of pupils’ in-class writing</td>
<td>Nearly 1 minute</td>
<td>0:30 – 1:26 (video phuong 1)</td>
</tr>
<tr>
<td>8. Classroom management</td>
<td>The children were not very attentive and left their seats.</td>
<td>Thoughout the video</td>
</tr>
<tr>
<td>9. Classroom decorations</td>
<td>Computer projector and a micro.</td>
<td></td>
</tr>
</tbody>
</table>
a. **Vocabulary to be selected for instruction**

1. **Table tennis: bóng bàn**
   → Play table tennis: chơi bóng bàn

2. **volleyball: bóng bàn**
   → Play volleyball: chơi bóng chuyền

3. **guitar: đàn ghita**
   → Play the guitar: chơi đàn ghita

A: Can you play volleyball?
B: Yes, I can / No, I can’t

4. **Play table tennis: chơi bóng bàn**
   → Play volleyball: chơi bóng chuyền

   guitar: đàn ghita

5. **Play the guitar: chơi đàn ghita**

A: Can you play volleyball?
B: Yes, I can / No, I can’t

b. **Teaching Procedure:**

   **Warm-up Activity: (0’00” to 3’00’”)**

T: Trước khi chúng ta vào bài mới thì chúng ta sẽ có một bài hát, hát nha, chuẩn bị chưa?

Ps: Dạ rồi.

T: **Ready?**

Ps: Yeahhh.
T: Bây giờ các con ra khỏi chỗ chúng ta sẽ hát. Chúng ta vừa hát vừa ôn bài cũ nghe.

Pupils stand in four lines.

T: Chúng ta vừa hát vừa ôn bài cũ hôm trước chúng ta đã học.

Pupils listen the song “How about you” and act some actions in the song such as swim, jump, ride a bike, read, sing a song, play the guitar.

T: Thank you, come back to your seat. Các con về chỗ nào.

Ps: What can you do?

Teacher writes “What can you do” on the board and asks.

T: Có nghĩa là gì đây ta, nghĩa là gì cả lớp, nói cho cô biết. [immediate translation]

Ps: Bạn có thể làm gì?

T: Đúng rồi. và bạn nào có thể cho cô biết mình có thể hay nói sao ta.

Ps: I can dance.

Teacher writes “I can dance” on the board and says.

T: Thank you, sit down. Hôm trước chúng ta đã học bạn mình có thể làm gì và bạn mình trả lời là mình có thể: hay nói, trước ta tin là gì?

31. Presentation: (Time: from 3’00 to 16’13”)

T: Thank you, come back to your seat. Các con về chỗ nào.

Ps: What can you do?

Teacher writes “What can you do” on the board and asks.

T: Có nghĩa là gì đây ta, nghĩa là gì cả lớp, nói cho cô biết.

Ps: Bạn có thể làm gì?

T: Đúng rồi. và bạn nào có thể cho cô biết mình có thể hay nói sao ta.

Ps: I can dance.

Teacher writes “I can dance” on the board and says.
T: Thank you, sit down. Hôm trước chúng ta đã học bạn mình có thể làm gì và bạn mình trả lời là mình có thể: nhảy nào, trượt pa tin là gì?

Ps: Skate.

T: Nhảy dây là gì?

Ps: Skip.

T: Dập xe đạp là gì?

Ps: Ride.

T: Chúng ta còn có từ nào khác?

Ps: Cycle.

T: Dược chưa nà, vậy thì hôm nay chúng ta sẽ học bài mới. Chúng ta sẽ hỏi bạn có thể nhảy, bạn có thể hát hay không? từ câu trả lời mà hôm qua chúng ta đã học, chúng ta sẽ học bài hôm nay đó là "CAN YOU SWIM"? có nghĩa là bạn có thể bơi hay không? Vậy thì chúng ta sẽ bắt đầu bài mới nha.

The teacher writes the new words and their Vietnamese equivalents and sentence patterns on the board and the kids begin to write down in the notebook.

The teacher goes around to check spelling in the kids’ notebooks.

When the children finish writing, the teacher offers oral modelling for the pupils to repeat the new words in the sentence patterns after her.

32. Controlled Practice: (Time: from 16:13 to 28:08)
a. Repeat after the tape

The teacher plays the tape and get the pupils to guess the context of the listening. Then she gets the pupils to repeat after the tape.

T: Nào bây giờ Cô mới hai bạn đọc lại cuộc hội thoại cho Cô nào.

(18:25) Pair practice then comes choral practice, dialogue practice in pairs with the teacher’s feedback (20:20)

b. Translate into Vietnamese:

Nào bạn nào có thể dịch lại tiếng Việt cho Cô xem nà.
The pupils take turns to read and translate sentence by sentence.

c. Repeat the sentence structures

21’30” -26’41”

Nào bây giờ chúng ta sang Activity 2.

Repeat the structure: “No, I can’t” “Yes, I can.”

Practise reading the two structures in groups and in pairs.

d. Translate from Vietnamese into English

26:43”

T: Tôi có thể đọc sách thì nói làm sao?

Có thể hỏi bạn là bạn có thể hát được hay không?

The pupils translate the question into English.

4 activities in controlled practice:

a. Repeat after the tape

b. Translate into Vietnamese:

c. Repeat the sentence structures

d. Translate from Vietnamese into English

33. **Free Practice:**

28:08 – 35:00

T: Nào bây giờ mình chơi trò chơi, Cô sẽ phát cho con một tờ giấy có name. Name là gì?

P: Name là tên. Và các con sẽ hỏi bạn mình có thể làm gì. The teacher delivers each pupil a small piece of paper and asks the pupils to go around to ask their friends.

Ps continue practising till the end of the lesson.

34. **Homework:** No
### Additional verbal and non-verbal instructional behaviour checklist ID 17

<table>
<thead>
<tr>
<th><strong>Observer’s record</strong></th>
<th><strong>Chronological order</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Language of instruction:</strong></td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Use of both Vietnamese and English</td>
<td>5:55 – 6:06 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>8:41 – 9:55 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>15:11 – 15:30 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>13:51 – 15:10 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>0:00 – 1:00 (video 00700.mts)</td>
</tr>
<tr>
<td></td>
<td>8:16 – 10:16 (video 00711.mts)</td>
</tr>
<tr>
<td><strong>2. Rapport build-up</strong></td>
<td>English:</td>
</tr>
<tr>
<td>Friendly smiles, positive encouragement “good”, “very good”, and error corrections. Moving around.</td>
<td>7:51 – 8:40 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>9:56 – 10:25 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>10:40 – 12:00 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>12:50 – 13:15 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>15:30 – 15:50 (video 00699.mts)</td>
</tr>
<tr>
<td><strong>3. Facial expressions, body language and addressing styles</strong></td>
<td>6:58 – 7:50 (video 00699.mts)</td>
</tr>
<tr>
<td>Friendly with gestures and informal addressing</td>
<td>12:00 – 12:49 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>13:16 – 13:50 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>14:45 – 15:10 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>15:51 – 20:39 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>2:26 – 5:55 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>15:51 – 20:39 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>Full video 00704.mts</td>
</tr>
<tr>
<td></td>
<td>6:58 – 7:50 (video 00699.mts)</td>
</tr>
<tr>
<td></td>
<td>0:00 – 4:30 (video 00711.mts)</td>
</tr>
</tbody>
</table>
| 4. Exposures or vocabulary encounters | Revision with “How about you?” Song; Passing ball; Look, listen and repeat, Translation with picture cues; Point and say; Group interviews; Singing; Sing and do | Game 1:  
1:00 – 1:20 (video 00700.mts)  
Full video 00701.mts  
Full video 00702.mts  
0:00 – 4:30 (video 00711.mts) |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Attention getting activities    | + hand gestures  
+ Keep repeating instructions “again”, “again”.  
+ ruler taping. | 6:08 - 6:57 (video 00699.mts)  
1:00 – 1:14 (video 00696.mts)  
Full video 00697.mts  
7:51 – 8:40 (video 00699.mts)  
9:56 – 10:25 (video 00699.mts)  
10:40 – 12:00 (video 00699.mts) |
| 6. Board work                      | 4 minutes | 0:00 – 1:45 (video 00698.mts)  
0:00 – 2:16 (video 00700.mts) |
| 7. Time length of pupils’ in-class writing | 4’00 | 1:35 – 3:18 (video 00698.mts)  
2:16 – 5:55 (video 00699.mts) |
| 8. Classroom management            | Use of ruler tapping  
Moving around with eye contact | 2:26 – 5:55 (video 00699.mts)  
15:51 – 20:39 (video 00699.mts)  
Full video 00704.mts  
0:00 – 4:30 (video 00711.mts) |
| 9. Classroom decorations           | The blackboard, pronunciation table, computer |
OBSERVATION TRANSCRIPT (TEACHER ID: 18)

a. Vocabulary to be selected for instruction
Vietnam, Malaysia, Australia, America, Japan, England.
- Where are you from?
I’m from…

b. Teaching Procedure:

35. Warm-up Activity: (Time: from 0:29 to 6:23)
- Teacher asks students to sing and dance along the song “If you’re happy and you know it”
T: Now, can you sing a song?
Ps: Yes.
T: You’ll sing and dance. Before you sing the song, you’ll dance with me. Now clap your hands! Stomp your feet! Say Hooray! (Students look at teacher’s actions and do them.)
T: Ok, now you’ll listen and you’ll dance.
- Teacher turns on the music and students dance along the song.
Teacher’s language of instruction: “Hands up! Giơ cao tay lên nào!”
T: Ok, thank you! Ok sit down, please!
- Teacher asks students to play a game between 2 groups “Slap the board”
T: The last lesson we have some greeting formula with your friends. Today I have a game for you to review the old lesson. Now, do you like play a game?
Ps: Yes.
T: Yes, I have a game “Slap the board”. Now, before play the game, I’ll divide you into 2 groups. All of you group A, and all of you group B. Understand? (Teacher uses gestures to group students)
- Teacher invites 1 student from each group to come to the board and play the game.
T: Group A, who volunteer? You! And group B, you! Come here!
Teacher uses Vietnamese to explain the rule of the game again.
T: Nào trò chơi này có tên là gì? “Slap the board”. Khi mà có đọc từ trên bảng thì các em sẽ gì? Chạy vào và đáp tự đố cho có được chưa nào?
- 2 students go to the board and play the game. Teacher also checks whether which group is faster with the whole class.

T: Now, are you ready? Good morning! A or B?
Ps: A.

T: A, one point. Next, Good afternoon, A or B?
Ps: A.

T: Good bye, A or B?
Ps: B.

T: Very good! Good evening! A or B?
Ps: B.

T: B, yes. Good night! A or B?
Ps: A.

T: Good! One point. Bye! A or B?
Ps: A.

T: A. Next, Goodbye! A or B?
Ps: A

T: Good. Now, Good morning!
Ps: A.

T: A. Very good!

- Teacher asks students to repeat the words in the game.

T: The new words relating in greeting formulas. Now, listen and repeat! Good morning! Good night! Good afternoon! Good evening! Good bye! Bye! Now, who can read again? You!
Ps: Good night! Good morning! Good afternoon!

T: Now, next. (Teacher invites another student)
Ps: Good night! Good afternoon! Bye! Good evening! Goodbye! Good afternoon!

T: Ok, very good! You. (Teacher invites another student)
Ps: Goodbye! Bye! Good evening! Good afternoon! Good night! Good morning!

- Teacher introduces the new lesson.

T: *Today we has come to the new lesson. I’ll introduce you some new word relating to some countries. Now, move to Unit 2: Where are you from? Lesson 1, part 1,2*

36. Presentation: (Time: from 6:27 to 14:57)

- Teacher introduces some new words by showing pictures.

T: *Before you learn the new lesson, I have some new words relating to countries. Look at the pictures. What country?*

Ps: I’m from Vietnam.


- Teacher speaks “Vietnam” and asks students to repeat.

T: *what is it? Đây là cờ Việt Nam đúng không nào?*

- Teacher shows the picture of the America’s flag, the teacher says “America” and students repeat, then the teacher invites some students to stand up and say again. After that, the teacher asks students the meaning of “America”.

T: *What does it mean? America. [immediate translation]*

Ps: Đã thưa cô, nước Mĩ.

T: *Very good. Nước Mĩ.*

- Teacher tells students some features of the America’s flag.

- Teacher takes turn to present the new words in the same way.

Malaysia/ Japan/ England/ Australia (on the powerpoint)

- Teacher uses some printed pictures to show students the flags again. Teacher asks students to tell the names of the countries and correct students’ mistakes in pronunciation.

- Teacher chooses 6 students and divides them into 2 groups of 3 to play a game. Teacher says the names of the countries, students will take the pictures of those countries and stick them on the board.

- Teacher asks the students to look at the pictures on the screen again and ask them “Where are you from?”

T: *Now, look at the picture and answer my question. Where are you from?*

Ps: I’m from Vietnam.

- Teacher asks students the meaning of the question “Where are you from?” Then the teacher shows the structure on the screen.
Controlled Practice: (Time: from 15:00 to 33:05)

There are 2 activities.

**ACT 1: LOOK, LISTEN AND REPEAT**

T: *Now, look at the picture. Answer my question. How many people?*
Ps: There are five people.

T: *and 2 main characters. Và 2 nhân vật chính là gì? Who are they? Who is he?*
Ps: He is Nam.

- Teacher asks students to look, listen and repeat after the recording.
- Teacher asks students to practice in pairs. Then teacher invites some pairs to read aloud.
- Teacher asks students to listen and repeat after her.
- Teacher invites some other pairs.
- Teacher asks students to learn by heart the dialog at home.

**ACT 2: POINT AND SAY**

T: *Let’s turn on 2 Point And Say. Now, who is he? He is…*
Ps: Nam.

T: *He is Nam and she is… Akiko. What are they doing? What are they talking about?*
Ps: Where are you from?

T: *Now, Nam introduce yourself and ask Akiko where is she from. Who can?*

- Teacher invites 2 students to do the role play.

T: *Tương tự như vậy nào em sẽ lần lượt đóng vai cho cô Hakim, đến từ Malaysia.*

- T reads aloud the names and the names of the countries, then asks students to repeat.

T: *Now, work in pairs, practice a, b, c and d.*

- T invites some pairs to stand up and read aloud.
- Teacher shows the forms on the screen, reads aloud and asks students to repeat.

37. Free Practice: (Time: from 33:10 to 43:40)

**Role play**

- Teacher asks students to do the role play with their partner. Teachers demonstrates the activity by modelling with a student.
- Teacher gives the student the flag of Japan.
T: Hi, I’m Hai. Where are you from?
Ps: I’m from Vietnam. Where are you from?
T: I’m from Vietnam. Tương tự như vậy. You come here and you use the picture. Bạn nào cảm xúc bức tranh nào thì là người ngược đó đã được chưa?
- Teachers invites some pairs to go to the board and do the activity.

GAME

T: Are you tired? I have a game for you. Do you like playing game?
Ps: Yes.
T: Lucky number. Trò chơi này có tên là Ô số may mắn. I have eight numbers. I’ll divide you into 2 groups.
- Group A chooses number 4. Teacher shows a picture of Barack Obama and the America’s flag and asks students “Where is he from?”
T: What’s his name? Ai biết tên ông này?
T: Ông này là Barack Obama. Tổng thống nước nào?
Ps: Tổng thống nước Mĩ.
T: Where is he from?
Ps: He is from America.
T: Yes, he is from America, not Japan.
- Each group takes turn to choose the number and play the game. One group chooses a lucky number.

38. Homework: (Time: from 43:43 to 44:18)
- Learn by heart the new word and the structures.
- Prepare the new lesson: Unit 2, Lesson 1, part 3,4,5.

T: Về nhà học cho cô phân tử mới, các nước, các quốc gia và mầu câu “Where are you from?”. Prepare the new lesson: Unit 2, Lesson 1, part 3,4,5.
## Additional verbal and non-verbal instructional behaviour checklist ID 18

<table>
<thead>
<tr>
<th>1. Language of instruction: Use of more English than Vietnamese</th>
<th>Chronological order: Throughout the video</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Rapport build-up</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>+ encouragement “okay:, “good”, “very good” + small talks</td>
<td>From 3:29 to 3:53</td>
</tr>
<tr>
<td>3. Facial expressions, body language and addressing styles</td>
<td>Throughout the video</td>
</tr>
<tr>
<td>+ Friendly with gestures and informal addressing with Cô and Con + singing and body language</td>
<td>From 0:55 to 1:09</td>
</tr>
<tr>
<td>From 1:15 to 2:36</td>
<td></td>
</tr>
<tr>
<td>From 05:30 to 06:00</td>
<td></td>
</tr>
<tr>
<td>4. How many exposures or vocabulary encounters</td>
<td>From 05:30 to 06:00</td>
</tr>
<tr>
<td>- singing - Team game “Slap the board” - Lucky numbers Word pictures Pictures for structures - Look, listen and repeat - Role play: - Point and say</td>
<td>From 0:55 to 2:36</td>
</tr>
<tr>
<td>From 02:58 to 05:07</td>
<td></td>
</tr>
<tr>
<td>From 15:10 to 18:25</td>
<td></td>
</tr>
<tr>
<td>From 36:54 to 43:28</td>
<td></td>
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<tr>
<td>From 10:50 to 14:40</td>
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<td>From 15:20 to 18:25</td>
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<td>From 33:49 to 36:35</td>
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<tr>
<td>From 15:00 to 26:15</td>
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<tr>
<td>From 33:10 to 36:50</td>
<td></td>
</tr>
<tr>
<td>From 26:17 to 33:05</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5. Attention getting activities</td>
<td>Visual aids: projector and pics - loud instructions and repeated explanations - ruler tapping an OK to end pair work. - pointing - clapping</td>
</tr>
<tr>
<td>6. Board work</td>
<td>no</td>
</tr>
<tr>
<td>7. Time length of pupils’ in-class writing</td>
<td>no</td>
</tr>
<tr>
<td>8. Classroom management</td>
<td>+ constant verbal involvement - moving and observing during pair work and group work</td>
</tr>
<tr>
<td>9. Classroom decorations</td>
<td>Projector screen and the blackboard, radio</td>
</tr>
</tbody>
</table>
a. Vocabulary to be selected for instruction:
   - What’s your name? – My name’s…
   - How are you? I’m fine, thank you. And you?

b. Teaching Procedure:

   39. Warm-up Activity: (Time: from 0’00 to 0’31”)
   T: Good morning, class.
   S: Good morning, teacher.

   Then the teacher chooses some students to ask some questions.
   T: How are you?
   S; I’m fine, thank you. And you?
   S: I’m very well. Thank you.

   The teacher invites another student:
   T: Hello! I’m Tu. How are you?
   S: I’m fine, thank you. And you?
   T: I’m very well. Thank you. Sit down, please!

   The teacher invites another student:
   T: What about you? How are you today?
   S: I’m fine, thank you. And you?
   T: I’m very well. Thank you. Sit down, please!

   The teacher invites another student:
   T: And what about you? How are you?
   S: I’m fine, thank you. And you?
   T: Thank you. Sit down, please!

2. Presentation:

   LEAD-IN (from 0’32” to 5’12’’
T: My name’s Tu. What’s your name?
S1: My name’s Hang.
T: Thank you. Sit down, please!
T: Hello! My name’s Tu. What’s your name?
S2: Hello! My name’s Hung.
T: Thank you. Very good.
T: Hello! My name’s Tu. What’s your name?
S3: My name is … (inaudible)
T: Very good. Sit down, please!

*T: Today we are going to practice asking and answering about “What’s your name?”. Let’s come to unit 2 “What’s your name?”. The whole class, repeat after me “What’s your name?”*

Các con lặp lại theo cô nào “What’s your name?”

Class: What’s your name?

T: Good job. What’s your name?

Class: What’s your name?

T: Again. What’s your name?

Class: What’s your name?

T: Very good! Now open your notebooks and write down.

Then the teacher write down the title of the lesson Unit 2: What’s your name? on the board.

T: Ok. The whole class, open your notebooks and write down. Các con mở vở ra và ghi nào.

The teacher goes round the class to check if the students write down or not.

T: Are you ready? Các con xong chưa nào? Yes or No?
S: No.

T: Quickly, please! Nhanh lên, các con viết nhanh lên.

Then the teacher spends 1 minute for students writing down.
T: Are you ready? Yes or No?

Class: Yes.

T: Very good!

**ACT 1: LOOK, LISTEN AND REPEAT** (from 5’13’’ to 7’56’’)

*Teacher writes down Act1 on the board. Then she asks students to look at a picture.*

T: Nào, the whole class. We come to activity 1: Look, Listen and Repeat.

The teacher asks some students to stop talking.

T: Don’t talk!

T: The whole class, look at the picture, please!

Then she points a boy in the picture and asks:

T: Tell me Who is he?

S: He’s Peter.

T: Very good. He’s Peter.

The teacher asks another boy in the picture and asks:

T: Who is he? Good! You, please!

S: He’s Nam.

T: He’s Nam. Good. Sit down, please! And tell me What does Peter say?. You, please! Good! You, please!

S: Hi! My name’s Peter.

T: Very good! And What does Nam say?

S: Hello, Peter. My name’s Nam.

T: Good job! Sit down, please!

**ACT 2: POINT AND SAY:** (from 18’05’’ to 24’43’’)

*Teacher sticks a picture on the board and write down the title.*

T: And now we are going to practice asking and answering the question “What’s your name?” Now we come to activity 2.

The teacher sticks a picture on the board and write down the title.
T: The whole class, look at the picture, please! Look at là gì các con?

Class: Nhìn.


S: Peter

T: Very good. He is Peter. And who is he.

S: Phong

T: He’s Phong. Good. Tell me What does Peter say?

S: What’s your name?

T: Very good. Peter says What’s your name? And What does Phong say?

S: My name’s Phong.

T: Thank you! Sit down, please! Như vậy các con thấy trong bức tranh này bạn Peter đang chỉ vào bạn Phong và hỏi What’s your name? và bạn Phong trả lời My name’s Phong. Như vậy trong chỗ trông này chúng ta diễn “Phong”.

Then the teacher writes down “Phong” in the gap in the picture.

After that, the teacher divides the class into groups to play the dialogue.

T: You are Peter and you are Phong. Please play roles the dialogue!

Group 1: What’s your name?

Group 2: My name’s Phong.

T: Very good. Change roles! You are Peter and you are Phong.

Group 2: What’s your name?

Group 1: My name’s Phong.

T: Peter says What’s your name? And Phong says My name’s Phong. Như vậy khi các con muốn hỏi tên người đang nói chuyện với mình thì con hỏi tiếng anh như thế nào? You please!

S: What is your name?

T: OK. What is your name? Bạn trả lời là What is your name? Còn có cách nào khác nữa là gì nào? You please?

S: What’s your name?
T: Như vậy một bạn trả lời là **What is your name?**, một bạn trả lời là **What’s your name?** Như vậy sự khác nhau giữa hai cách hỏi này là như thế nào. Từ **What’s** chính là viết tắt của từ **What is** và nó có nghĩa là “Là gì”. The teacher writes **What’s = What is: là gì?** on the board.

T: Và khi trả lời tên của mình, ta trả lời như thế nào? Khanh, please.

S: **My name’s Khanh.**

T: Ta trả lời **My name’s. My name’s** là hình thức viết tắt của từ gì nào? Em nào biết?

S: **My name is**

T: Good! Chính là **My name is**. Từ đó có nghĩa là “tên của tôi là”

The teacher writes down **My name’s... = My name is...** on the board and asks the students to write down on the notebook.

T: Các con viết vào trong vở cho cô.

The teacher goes around the class while students are writing.

2. Controlled Practice:

ACTIVITY 1 (from 7’58” to 13’03”)

The teacher divides the class into groups to read the dialogue. (from 7’58” to 10’02”)

T: Now I divide our class into 2 groups. You are Peter. And you are Nam. Now you play roles the dialogue. Tất cả các con ở bên này sẽ đóng vai Peter. Và tất cả các con ở bên đấy sẽ đóng vai Nam. Bây giờ các con sẽ đóng vai đoàn hội thoại. Peter sẽ nói lời của Peter. Nam sẽ nói lời của Nam. OK?

S: Yes.

Then the teacher invites the groups to play roles:

T: Peter, please!

Peter (Group 1): Hi! My name’s Peter.

S: Loudly! Nam please.

Nam (Group 2): Hello, Peter. My name’s Nam.

Then the groups change roles:

T: Very good. Now change roles.

Peter (Group 2): Hi! My name’s Peter.
Nam (Group 1): Hello, Peter. My name’s Nam.

T: Very good.

Then the teacher asks the students to look at picture B:

T: Now, you look at the picture B and tell me. **Who is she?**

S: **She is Linda.**

T: She is Linda. Very good! Sit down, please! And **she is?**

S: **She is Mai.**

T: Yes. She is Mai. Good job! And tell me **what does Linda say?**

S: **I’m Linda. What’s your name?**

T: Very good! And **what does Mai say?**

S: **My name’s Mai.**

T: Very good!

Then the teacher divides the class into groups to play roles (from 10’03’’ to 10’40’’)

T: Now you are Linda. And you are Mai.

Linda (Group 1): I’m Linda. What’s your name?

Mai (Group 2): My name’s Mai.

T: Good! Very good! Change role!

Linda (Group 2): I’m Linda. What’s your name?

Mai (Group 1): My name’s Mai.

T: Very good!

Then the teacher asks the students to use headphones to listen the dialogue (from 10’41’’ to 13’03’’)

T: **Now you take your phones and listen to the tape. Take your phones, please! Các con mang phones vào và lắng nghe. Right? The first time you listen and the second time you listen and repeat.**

Then the teacher lets the students listen the tape and the students repeat the dialogue after listening.

After listening, the teacher asks students to take off the phones:
T: Now take off your phones. OK!

**ACTIVITY 2** (from 24’44” to 28’20”)

The teacher asks the students to listen and repeat after her:

**T:** The whole class, listen and repeat after me **What’s**

Class: What’s

**T:** **What is**

Class: What is

**T:** Again.

Class: What’s, What is

**T:** **My name’s**

Class: My name’s

**T:** **My name is**

Class: My name is

**T:** Again.

Class: My name’s, My name is

**T:** Các con khi viết tất là các con không có đọc là “is” nữa, mà khi viết đầy đủ chúng ta mới đọc là “is”. Đọc nào **My name’s**

Class: My name’s

**T:** **My name is**

Class: My name is

Then the teacher asks some students to read **What’s = What is; My name’s = My name is.**

**T:** Now look at the picture and tell me who she is. You please?

S: She is Linda.

**T:** Good job. And he is?

S: He is Quan.

**T:** Good job. Và tương tự như đoạn hội thoại mà Peter và Nam đóng vai hồi và trả lời tên, thì bây giờ các em hãy thay thế hai bạn Linda và Quân vào. Chúng ta chưa biết được bạn
nào hỏi, bạn nào trả lời phải không nào. Bây giờ chúng ta hãy quan sát một lần nữa và đoán xem bạn nào sẽ là bạn hỏi, bạn nào trả lời. You, please!

S: Bạn Quân hỏi.

T: Good. Bạn Quân hỏi và bạn Linda đang chỉ vào mình và trả lời.

Then the teacher divides the class into 2 groups to practice the dialogue.

T: You are Linda and you are Quan. Bây giờ Quan sẽ đặt câu hỏi và Linda sẽ trả lời. The whole. Quan, please!

Quan (group 1): What’s your name?

Linda (group 2): My name’s Linda.

T: Very good! Chúng ta thể Linda vào chỗ chữ xanh này thì ta được một câu mới.

The teacher asks two groups to change roles.

T: You are Quan, and you are Linda. Quan, please!

Quan (group 2): What’s your name?

Linda (group 1): My name’s Linda.

T: Good job!

ACT 3: LET’S TALK: (from 30’57’’ to 34’)

The teacher sticks the picture on the board.

T: Nào, we are going to practice ask and answer about name with your friends. Nào, we come to number 3. Look at the picture, please. Tam, don’t talk. Look at the picture. Thuy, please. Look at the picture. The whole class, look at the picture.

Then teacher points the picture and asks some question:

T: Who can call name? He is?

S: He’s Nam.

T: Good. You, tell me, who is he? Con không chú ý nên con không nói được phải không nào. He is? He is Quan. Thank you. Sit down, please. Tell me What does Nam say?

S: Nam says what’s your name.

T: Nam says what’s your name. Good. Bạn Hân vừa trả lời là “What’s your name?”, nhưng trong câu này hiện đẳng thiếu chữ gì vậy các con?

Class: What’s
T: Đúng rồi. Thiếu chữ What’s. (The teacher writes “What’s” in the gap). And What does Quan say?

S: My name’s Quan.

T: My name’s Quan. Và chồ này còn thiếu chữ Quân phải không nào. (The teacher writes “Quan” in the gap).

**ACTIVITY 3** (from 37’26” to 41’31”)

The teacher lets students play a game

*T: The whole class, do you like games? Do you like games? Các con có thích chơi trò chơi không nào?*

Class: Yes.

T: Now we are going to play **“Passing ball”** game. Chúng ta chơi trò chơi truyền bóng. Who wants to keep the ball? You, please! The whole class, sing the Hello song. And when Khanh says stop, you stop singing and answer his question. OK. Cả lớp các con hát bài hát Hello và khi bạn Khánh nói ngừng lại thì tất cả các con ngừng lại và trả lời câu hỏi của bạn. Who has the ball will answer his question. Ai có quả bóng sẽ trả lời câu hỏi của bạn. OK?

Class: Yes.

T: Sing loudly. Hát to nào.

The whole class sings the song and pass the ball.

Khanh: Stop!

T: Stop! Bạn đã nói stop. Nào.

Khanh: How are you?

T: How are you? Bạn hỏi con có khỏe không, trả lời sao nào.

S: I’m fine.

T: Very good! Now continue please!

The class continues singing.

Khanh: Stop! What’s your name?

Thuy: My name’s Thuy.
T: Very good! Continue!
The class continues singing.

Khanh: Stop! How old are you?
S: I’m ten years old.
T: Very good! Continue!
The class continues playing.

T: Very good! Stop here, please! And now home work.

*T: Các con học thuộc lòng câu hỏi và trả lời. “What’s your name?-My name’s…”* 
*Các con thế tên mình vào. Và về nhà các con tập đóng vai nhé.*

How many activities trong controlled practice? Lưu ý ghi rõ giờ khi giáo viên chuyển từ hoạt động này sang hoạt động khác (xem màu)

2. Free Practice: (Time: from 13’04” to 17’46”)

**ACTIVITY 1**

Then the teacher asks students to play roles in pair (from 13’04” to 15’09”)

T: Now you work in pair, play roles as A and B. Các con làm việc theo nhóm đôi và đóng vai A và B. OK? Work in pair, please! Face to face! Các con quay mặt lại với nhau nào.

The teacher goes around the class while the students work in pair.

Then the teacher asks some pair to play roles in front of the class. (from 15’10” to 17’46”)

*T: Stop here! Now I want some pairs to go in front of the class. Bây giờ cô muốn mỗi một số cặp lên trước lớp. Who volunteers? Very good! You, come here, please!* 

S1: Hi! My name’s Peter.

S2: Hello, Peter. My name’s Nam.

T: Change role!

S2: Hi! My name’s Peter.

S1: Hello, Peter. My name’s Nam.

T: Good job! Clap your hands, please! Who else? You?

T: You are Peter (point at student 1) and you are Nam (point to student 2)

S1: Hi! My name’s Peter.
S2: Hello, Peter. My name’s Nam.

T: Change role.

S2: Hi! My name’s Peter.

S1: Hello, Peter. My name’s Nam.


T: You are Linda (point at student 1) and you are Mai (point to student 2)

S1: I’m Linda. What’s your name?

S2: My name’s Mai.

T: Good job! Clap your hands!

The teacher puts away the picture and moves to activity 2.

**ACTIVITY 2** (from 28’21’’ to 30’42’’)

The teacher asks students to work in pair.

**T: And now work in pair, please. Các con quay mặt lại và làm việc theo cặp nào.**

The teacher goes around the class to observe and instruct students. The teacher asks some pairs to stand up and practice the dialogue.

T: Stop here, please. And now who volunteers? You please! You are Quan, you are Linda.

S: What’s your name?

S: My name’s Linda.

T: Very good! Thank you. Sit down, please.

**PUPILS CONTINUE PRACTISING**

T: Ok good. Now we come to number 3.

The teacher puts away the picture and moves to activity 3.

**ACTIVITY 3** (from 34’01’’ to 37’25’’)

Tương tự như thế các con hãy đóng vai bạn Peter và Phong, Mai và Linda theo mẫu này. Nào, Work in pair in 2 minutes. Các con làm việc theo cặp trong vòng 2 phút.

The teacher goes around the class to observe.

After 2 minutes, the teacher ask some pairs to practice.

S: What’s your name?

S: My name’s Mai.

T: Good. Sit down, please. Who else? You, please!

S: What’s your name?

S: My name’s Linda.

T: Thank you. Sit down, please!

PUPILS CONTINUE PRACTISING.

40. Homework: (Time: from 41’32’’ to 43’50’’)

The teacher writes down homework on the board.

T: Write down, please.

T: Các con học thuộc lòng câu hỏi và trả lời. “What’s your name? - My name’s…”

Các con thế tên mình vào. Và về nhà các con tập đóng vai nhé.

The teacher goes around the class to ask pupils to write down homework.

Additional verbal and non-verbal instructional behaviour checklist ID 19

<table>
<thead>
<tr>
<th>1. Language of instruction:</th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of both Vietnamese to explain game rules, consolidations, and encouragement and English in presentation, Qs and giving instructions</td>
<td>Vietnamese: 26:20 – 28:00(video 00014.mts) 7:40 – 11:20(video 00015.mts) 11:30 – 14:40(video 00015.mts) English: Throughout the video 00014.mts 7:30 – 11:20(video 00015.mts) 0:32 – 1:00(video 00014.mts) 10:44 – 13:00(video 00014.mts) 7:30 – 11:20(video 00015.mts)</td>
<td></td>
</tr>
<tr>
<td>2. Rapport build-up</td>
<td>Friendly smiles, positive feedback. Small talks and support during</td>
<td>0:00 – 1:35(video 00014.mts) 14:00 – 14:40(video 00015.mts) 0:32 – 1:00(video 00014.mts)</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Time Period</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>3. Facial expressions, body language and addressing styles</td>
<td>Friendly smiles and gestures. Informal addressing.</td>
<td>25:00 – 26:19 (video 00014.mts)</td>
</tr>
<tr>
<td>4. Exposures or vocabulary encounters</td>
<td>Revision; Look, listen and repeat; point and say; Let’s talk; Game: Passing ball with a musical background.</td>
<td>7:30 – 11:20 (video 00015.mts)</td>
</tr>
<tr>
<td>5. Attention getting activities</td>
<td>Ruler use to tap or point at the board.</td>
<td>0:00 – 1:35 (video 00014.mts)</td>
</tr>
<tr>
<td>6. Board work</td>
<td>little</td>
<td>1:36 – 3:45 (video 00014.mts)</td>
</tr>
<tr>
<td>7. Time length of pupils’ in-class writing</td>
<td>10’47”</td>
<td>1:36 – 5:08 (video 00014.mts)</td>
</tr>
<tr>
<td>8. Classroom management</td>
<td>Frequent and friendly reminders to concentrate.</td>
<td>20:58 – 24:39 (video 00014.mts)</td>
</tr>
<tr>
<td>9. Classroom decorations</td>
<td>Computer, the blackboard and some teaching stickers.</td>
<td></td>
</tr>
</tbody>
</table>
a. Vocabulary to be selected for instruction

(Bao nhiêu từ, từ nào trong cấu trúc gì?)

New words: Always, usually, often, sometimes

Structures: What do you do ...(in the morning/afternoon/evening)…?

I always/ usually/ often/ sometimes ..... 

b. Teaching Procedure:

41. Warm-up Activity: (Time: from 0:00 to 8:15

Teacher makes a warm up activity: sing and do with students.

Then teacher holds a game called “whisper”.

T: I will give you a game, named “whisper”. The left one and a half of the left, two, team Lion and the last one, team Tiger. (she uses both speech and gesture.). Now each team to choose 4 people, make two columns. Now go to the board.

->Next, Students stand up and go to the place which the teacher instructed. In this time, teacher gives each team a chalk.

T: I whisper a sentence to the first person in each team, and the first person whispers to the second person, and the third person does the same to the last person. And the last person runs to the board to write down. Now, let’s check, how many person are there in your team? How many people?

Ps: There are four people

T: Four people, ok. And what do you do in this team?....What do you do? Talk or whisper? Louder, talk or whisper?

Ps: Whisper.

T: Now, louder…whisper. Whister whisper the sentence I say, and the last one, what do you do? The last one, what do you do? Tiếng, what do you do? Em làm cái gì, cuốn cùng em là người làm gì?

P: Whisper..

T: Ah, run to the board and write down. Is it ok?
Ps: Yes.
T: Ya, are you ready?
Ps: Yes.

->After that, teacher writes down the names of each team on the board.
T: The team with the correct answers will be the winner. Now, the first one...you and you come here.

->Two students come to the teacher, and she whispers to them. Then they back to their team.
T: Now let’s start.
Students whisper to their members one by one.
T: Now, don’t whisper.

->Students run to the board and write down the sentence
T: Back to your seat. Now, Tiger, write here and Lion, write here...ok, now second.

->Then the game continues to the last one.
T: Cố vữ các bạn đi nào.
P: Cố lên.
T: Ok, thank you, now let’s check.

->Teacher checks and gives compliment in each right answer, and counting the number of right answers in each team.
T: Who is the winner? Lion or Tiger?
Ps: Lion.
T: Oh raise your hand please. Turn to your seat please.

->Then she leads to the new lesson by reading one sentence that student wrote.
T: I get up early. Oh ,I always get up early in the morning. How about you? This is the title of the lesson today. Open your notebook.

42. Presentation: (Time: from …… to …………..)
(quan sat giáo viên làm gì, ghi gì, nói gì để giải thích nghĩa, cách đọc, cách viết, cách sử dụng từ. Lưu ý cách phát âm hoặc sửa lỗi, chờ nào sai thì màu đỏ. Lưu ý các thứ tự của hoạt động dạy)
ACT 1_8’20 - 21’38

- Teacher shows the picture and lets students guess: 10:23 – 11:55
- Teacher turns on the record: 11:57 – 15:06
- Students read in groups: 15:11 – 17:48
- Teacher corrects the pronunciation: 17:50 – 18:19
- Teacher asks students some questions: 18:21 – 21:18

Teacher writes the title of the lesson first, then divides the board into 3 parts. In part 1, she holds an exercise for students to PRACTISE.

T: *First, look and repeat.*

⇒ She writes down 1 sentence on the board, and students look, then write down it on their notebook. ⇒ Next, teacher goes to students’ place to observe. After that, teacher comes back to her table and starts to stick a big picture on the third part of the board.

T: *Now whole class, look at the picture and answer my question. Who’s this? Nào, you please.*

P: To go.

T: *Not to go. He’s…*

P: It’s Quân?

T: *Good. And what’s he doing? Now, Triệt please.*

P: He’s Tom.

T: *He’s Tom? No I’m sorry. Nào, who can? Nào you please.* (she chooses randomly 1 student.)

P:…..(cannot hear)

T: *Oh, he’s talking with friends on the computer in the evening* (she speaks slowly, word by word.). Nào, Who is talking with on nine? Nào Trang please.

P: He’s Tom.

T: *He’s Tom? Good, Nào, excellent.*

Teacher and class clap their hands.

T: *Nào, you want to listen a story about Quân and Tom. Nào, the first question. Look at the picture and listen carrefully.*

⇒ Then teacher turns on the recording. Students listen
T: Nào, the second one, listen and repeat.

- Teacher pauses the recording into a short form in order that students repeat.

While students repeat, teacher gives them compliments like good, excellent.

T: Nào, work in groups. Group one here and a half, group two. A half and here. (she uses her gesture to indicate the groups)

T: Group 1 Tom, group 2 Quân. Nào, when speak, you stand up.

Students stand up.

T: Wait me, Now, Let's start. Quân or Tom trước?

Ps: Tom.

T: Stand up.

- Each group takes turn to stand up and to speak the dialogue.

T: Ok, good, and change your role. Group 1 Quân, and group 2 Tom. Nào, group two first.

The progress is repeated. - While groups take turns, teacher points the dialogue in the picture line by line.

T: Ok, này in the afternoon, này in the afternoon in the afternoon, not the. In the afternoon.

Ps: In the afternoon.

T: Talk with.

P: Talk with? (repeats two times)

T: Talk with friends online.

P: Talk with friend online.

T: Nào chớ này chúng ta đọc nói nè, talk with friends online.

Ps: Talk with friends online.

T: Nào, answer my question. Nào who is he? (asks and points to the picture) Nào Hùng please.

P: He is Quân.

T: He’s Quan, and he? (she points to Tom in the picture.)

P: He is Tom.

T: And does Quan go to school? who can? Does Quan go to school? Nào Duyên please.
P: Yes, he does.

T: Yes, he does, ok. And does he do homework in the afternoon? Nào Hồng Nhi please.

P: Thưa cô là yes.

T: Yes..Yes he does..Nào, does he watch Tv? Watch Tv...Nao Son please.

P: No, he does. (mispronunciation)

T: No, he doesn’t.

T: What do you do in the morning?

And..Nào, you, tell me the adverbs and the structure in the dialogue. Who can? Nào Thuỳ, please.

Thuỳ: Always.

T: Always, where? Always, good. (points to the word on the picture). What else? Thu Ngan please.

P: Usually.

T: Usually, good. (then uses a marker to underline the word). Alright, what else? Nào Hiền please.

P: Thưa cô là often.

T: Often, where? (finds the word on the picture and underlines it). Here, and....Nào Trọng please.

P: Sometime.


P: What do you do in the afternoon?

T: Choose words, not structure, tètre, nào Hà please.

P: Thưa cô là ialy.

T: Early, already, great for, non great for, nào who can? Bình, please.

P: Before.

T: Before? No..before (underlines the word) and..and always. Nào new structure, can you? You please.

P: Early.
T: *Early, no structure...*(couldn’t hear), *nào you please.*

P: What do you do in the afternoon?

T: *Right, what do you do in the afternoon?* (underlines the sentence). Vì ra rồi cô giúp các em luyện kỹ năng nghe. Bây giờ chúng ta sẽ chuyển sang part two, luyện kỹ năng nói hội và trả lời công việc thường ngày của người nào đó. *Nào part two, which one to say?*

->Then, teacher unsticks the picture, and writes the title of part two on the board.

**ACT 2(22’05__28’00)**

- Explain the meaning of the words: 22:05 – 26:36
- Teachers helps students pronoun the words: 26:37 – 27:59

T: Trước tiên là cô giúp chúng em tìm hiểu một vài từ mới và cấu trúc mà chúng ta vừa khám phá ở bài tập 1, look, listen and repeat.

->After that, she sticks the information table on the centre of the board.

T: *Nào, look at the table. I have some. For example, I brush my teeth every day. Mean I always brush my teeth. *Nào, what does it mean? [immediate translation]*

P: Always means luôn luôn


P: Always

T: *Write down. The second, I go to school from Monday to Friday. Mean I usually go to school. Usually, nào in Vietnamese. Nào you please.*

P: Usually means thường thường

T: *Ok, good, clap (wrong pronunciation) your hand please.*

Students CLAP their hands

T: *Ok, usually (writes this word on the table), and means, thường thường. Nào another example, I watch Tv on Monday, Thursday Thursday, Friday, three times a week. Nào, I often watch Tv, não often in Vietnamese, não Sơn please.*

P: Thường ngày.
When she has already explained one word, she uses the papers that have the word in English and in Vietnamese to stick together on the first part of the board. Then she unsticks the picture.

T: Nào, look at the picture please. Repeat after me. Always.

Ps: Always.

T: Usually.

Ps: Usually.

T: Often.

Ps: Often.

T: Sometimes.

Ps: Sometimes.


P: Thưa cô là nó nhận vào phần 1.

T: For example always, đầu nhận roi vào phần nào?

P: VÀN 1

T: Usually?

P: Vạn u.

T: Often.

P: Often.

T: Sometimes.

P: Sometimes

T: Và các từ này trong tiếng Anh gọi là các trạng từ chỉ sự thường xuyên, và sau này lên lớp 6 các em sẽ học kĩ hơn. Cô chi giới thiệu cái tên gọi.

ACT3: (28’00 - 34’51)

- Teacher gives structures for children: 28’00 – 32’35
- Teacher gives examples by using pictures with key words, then she asks and the whole class answer : 32’35 – 34’51
Teacher starts to give the structure for students. She writes the structure on the centre of the board (in the second part).

T: Nào, do you go to school? Nào you please.

P: Yes.

T: Yes, I do. Yes I do. In the morning or in the afternoon? Nào you, please.

P: Yes, I do

T: (smile) Ok, in the morning or in the afternoon. Morning or in the afternoon?

P: Yes.

T: Nào you, please.

P: In the morning.

T: In the morning, Nào thank you sit down please. How often do you go to school? Nào Hùng please.

P: I go to school five days a week

T: Nào another one, now sit down please. Nào another one, five days a week, eh..four six or five days a week? Five days or six days, cô kiểm tra lại 1 tí mà sao các em không có lập trường vây, five days or six days. Nào the whole class.

Ps: Five days a week.

T: I usually go to school. Đây chính là câu trả lời cho câu mà chúng ta chuẩn bị làm quen ở mẫu câu của bài học hôm nay. What do you do in the morning? Dây nha, write down hỏi.

-While teacher sticks the handout on the board, students write down the structure on their notebooks. Then she sticks the picture next to the structure handout after going around to observe students.

T: Nào tell me activity. Nào you, please.

P: Brush my teeth.

T: Brush my teeth, what do you do in the morning?

P: She always brush my teeth.

T: Đóng vai thì ta nói làm sao, I...

P: I always brush my teeth.
T: *I always* brush my teeth, ok, *nào* tell me. *Tell me another example.* *Nào* cho cô một ví dụ khác nào. *What do you do in the morning?* *Nào* em *nào* có thể mở rộng hơn *nào*, in the, *nào who can, don’t be shy, *nào Phan Anh please.)*

P: *I always.*

T: (*interrupts student’s speech*) *what, question* not answer, *what?*

P: *what do you do in the evening?*

T: *In the evening. Excellent.* (clap her hands)

T: *Nào another that one, *nào you, please.*

P: *What do you do in the afternoon?*

T: *What do you do in the afternoon?*

P: *I sometimes go shopping.*

T: *Sometimes go shopping, ok, *nào* thank you sit down please.

→ Next, she continues to point to another picture on the board


P: *Do morning exercise.*


P: *Cook dinner.*

T: *Ok cook dinner, D, *nào Vy please.*

P: *Thưa cô là watch Tv.*

T: *Watch Tv.*

→ Then she shows the key words which she hid below the pictures.

T: *Nào I ask and who can answer? *Nào Hoài Nam please, what do you do in the morning?*(* points to the picture A*)

P: *I always brush my teeth.*

T: *I always brush my teeth. Ok. *Nào I ask and the whole class answer. What do you do in the morning?* (*points to the picture B*)

P: *I usually do the morning exercise.*

T: *Nào C, what do you do in the afternoon?*
Ps: I often cook dinner.

T: Nào D, what do you do in the evening?

P: I sometimes watch TV.

43. Controlled Practice: (Time: from 34:55 to 43:40)
(quan sát giáo viên làm gì, ghi gì, nói gì để cho hs thực hành. Lưu ý các thứ tự của hoạt động dạy)

(ghi lại thời gian chuyển từ hoạt động này sang hoạt động khác)

34:55 – 37:00: Students work in pairs, then some pairs are chosen to stand up speaking.

37:00 – 40:27: Students practise again about their daily routines, then the teacher chooses some pairs to go to the board.

40:27 – 41:44: Teachers asks students some questions and remind them not to play games too much.

41:44 – 43:40: Teacher gives a song for her students to practise singing and dancing

T: Ok, good. Nào work in pairs please, three minutes for you.

→Teacher starts to go around and to correct some mistakes of pairs.

T: Stop, nào, you and you please stand up. A, stand up.

P: What do you do in the morning?

P: I usually brush my teeth.

T: Nào thank you sit down please. Nào the whole class, brush.

Ps: Brush.

T: Brush my teeth.

P: Brush my teeth.

T: Who can? Nào Bình và Gia Hân please, D.

P: What do you do in the evening? (wrong pronunciation)

P: I sometimes watch TV.


P: What do you do in the morning?
P: I usually do exercise in the morning.

T: Nào one pair please, ask and answer about your daily routines. Nào one pair please, two minutes for you.

After going around,

T: Nào stop, nào another pair go to the board, nào Hoài Nam and Tiến go to the board.

P: Hello An, how are you?

P: Hello Tiến. I’m fine. Thank you and you?

P: I’m fine thanks. What are you do in the morning ?

P: I usually do the morning exercise. How about you?

P: I often have breakfast and go to school. What do you do in the after noon?

P: I always listen to music and play football. How about you?

P: I sometimes go fishing. What do you do in the evening?

P: I sometimes see the man.

P: I often work diner and read the book. Bye Nam.

T: Well done.(clap her hands), another pairs. Nào you you please.

P: Nice to meet you

P: Nice to meet you too.

P: What do you do in the morning?

P: I often do aerobic. What about you?

P: I usually go to school. What do you do in the afternoon?

P: I usually do the video game. How about you?

P: I often play badminton. What do you do in the evening?

P: I sometimes search in the internet for the my school check. What about you?

P: I sometimes play the guitar. Bye.

P: Bye.

T: Good (clap her hands), thank you sit down please. Nào, answer my question, nào, Thùy please, what do you do in the afternoon? [personalizing]
P: I usually play video games.

T: Usually? Four or five days a week.

P: Five days a week.

T: Five days a week. Is playing the computer game the most good for the eyes? Thank you, sit down please. Is playing the computer game the most good for the eyes (points to her eyes)? Nào you please.

Ps: It isn’t true.

T: No it isn’t, right? Thank you. And good for your study (puts notebook up). Good for your study? Bính please.

P: No, it isn’t.

T: No it isn’t ya. And games help us to relax. If we play computer game too much, it’s not good for your health and for your study. Do you agree with me?

Ps: Yes.

T: I have a job for you (sticks a paper on the board). This name is what do you do. It’s based on the melody of “Kìa con buôm vàng”. Ok I sing, and you listen. “what do you do what do you do? In the morning in the morning. I often learn English I often learn english. I love it I love it”. Nào listen and repeat.

Ss: (sing) What do you do what do you do. I often learn english I often learn english. I love it I love it.

T: Ok, nào sing and dance, dance, ok. Stand up.

→While teacher sings and uses some gestures, students imitate.

T: Good, nào sing again. a one, let’s start.

→Students do it again.

T: Good, sit down please.

Teacher unsticks the song of paper. Students sit without doing anything.

44. Free Practice:
(quan sát giáo viên làm gì, ghi gì, nói gì để cho hs thực hành tiếp nói về bản thân của chính hs.)

(ghi lại thời gian chuyển từ hoạt động này sang hoạt động khác)
Homework: (Time: from 43:40 to END)

The teacher asks students to do homework in their work book and prepare for the next lesson.

T: Nào homework for you.

T: (talks to a student) I borrow your book please.

→Then teacher writes the homework and reads loudly the content of it. Students write down.

T: Open your work book please, page 8. Nào do exercise A, pronunciation, bài tập 1 các em về chú ý, làm lại, đánh dấu nhận của các từ của bài tập 1 là. Gồm các từ là always, usually, often, sometimes and never. And two, các em gặp lại các từ ở dưới bức tranh number 1 and number 5, sau đó các em chú ý cho có các từ in đậm, always, usually, often, sometimes and never. Chú ý ổn lại cho có nhá.

→After that, teacher continues to write the content of homework on the board, and students write down.

T: Nào open your book please, text book. Chuẩn bị cho có các phần sau gồm các phần 3 đến 6. Bài 3 các em về nhà luyện nói lại hỏi các hoạt động hàng ngày của mình. 4 là các em về nhận xét các bức tranh trước ở nhà nhen, xem thử những người trong tranh đang làm hoạt động gì để hôm sau chúng ta luyện nghe. Và bài tập 5, các em sử dụng những từ trong khung, chúng ta có 5 từ để diễn vở một đoạn văn tương ứng với 5 chỗ vắng của đoạn văn. Trước tiên là các em đọc đoạn văn, nắm y nghĩa của đoạn văn sau đó thử làm được bao nhiêu từ thì làm, hôm sau có co giáo giúp đỡ. Còn bài số 6 này là bài hát ôn lại từ vựng và các mẫu câu của bài học hôm trước. Do đó yêu cầu các em về nhà đọc trước nội dung bài hát. Cái nào không biết thì chưa lại còn cái nào biết và các em thử đọc xen cái bài hát nó tự ngóng với bài hát nào chúng ta đang học ở các tiết trước. This is the way, em nghe bài hát nào có cái tựa This is the way chưa.

Ps: Rồi.


Ps: (stand up) Good bye teacher.

Finally, the teacher and class sing the song again.
**Additional verbal and non-verbal instructional behaviour checklist**

<table>
<thead>
<tr>
<th>1. Language of instruction:</th>
<th>Observer’s record</th>
<th>Chronological order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both</td>
<td></td>
<td>Vietnamese:</td>
</tr>
<tr>
<td>Vietnamese:</td>
<td></td>
<td>15:50 – 16:10 (video 0001.mts)</td>
</tr>
<tr>
<td>Explaining the exercises</td>
<td></td>
<td>16:45 – 18:11(video 0001.mts)</td>
</tr>
<tr>
<td>Attracting attention</td>
<td></td>
<td>English</td>
</tr>
<tr>
<td>English: teaching a dialogue</td>
<td></td>
<td>11:57 – 15:13 (video 0000.mts)</td>
</tr>
<tr>
<td>Working on exercises</td>
<td></td>
<td>22:40 – 26:50(video 0000.mts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:40 – 12:00(video 0001.mts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full video các video của cô Phương</td>
</tr>
</tbody>
</table>

| 2. Rapport build-up       | Friendly smiles   | 0:00 – 0:35(video 0000.mts) |
|                          |                   | 11:35 – 11:37(video 0000.mts) |
|                          |                   | 2:16 – 2:18(video 0001.mts) |
|                          |                   | 8:45 – 10:40(video 0001.mts) |
|                          |                   | 18:00 – 18:22(video 0000.mts) |
|                           |                   | 0:37 – 7:30(video 0000.mts) |
|                           |                   | 10:00 – 10:08(video 0000.mts) |
|                           |                   | 19:00 – 19:30(video 0000.mts) |
|                           |                   | 5:10 – 6:00(video 0001.mts) |
|                           |                   | 13:30 – 13:50(video 0001.mts) |

<table>
<thead>
<tr>
<th>3. Facial expressions, body language and addressing styles</th>
<th>Friendly smiles</th>
<th>Xuyên suốt các video của cô Phương</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clapping for encouragement (“excellent”, “very good” )</td>
<td></td>
</tr>
</tbody>
</table>
| 4. Exposures or vocabulary encounters | Task 1: look and repeat (Students learn some new words in this task; Task 2: look, listen and repeat; Task 3: learn structures and practice speaking by using them; Task 4: singing | 0:00 – 0:35(video 0000.mts)  
12:00 – 13:00(video 0001.mts)  
13:00 – 13:50(video 0001.mts)  
Full video 0002.mts  
10:40 – 11:35(video 0000.mts)  
15:13 – 18:22(video 0000.mts)  
18:30 – 21:30(video 0000.mts)  
Game 1: “Passing top secrets”  
0:37 – 7:30(video 0000.mts) |
| 5. Attention getting activities | Clapping  
Shouting “stop” | 6:00 – 7:15(video 0001.mts) |
| 6. Board work | little | 22:40 – 26:50(video 0000.mts) |
| 7. Time length of pupils’ in-class writing | 4’40” | 8:30 – 10:10(video 0000.mts)  
0:00 – 1:15(video 0001.mts)  
14:20 – 15:30(video 0001.mts)  
16:10 – 16:35(video 0001.mts) |
| 8. Classroom management | Walked around to manage the class quite well | 10:00 – 10:08(video 0000.mts)  
5:10 – 6:00(video 0001.mts) |
| 9. Classroom decorations | The blackboard, louder speakers, and a laptop. |
e. TEACHER INTERVIEWS TRANSCRIPTS (ID 1,2, 7,11,16)
(Teacher ID: 1)

Interview Transcript (English Version)

1. *Self introduction*(00:50 – 01:12)

Interviewer: Can you tell me where you are teaching now? How long have you taught there?

Interviewee: I have been teaching at xxxxx primary school for 12 years.

Interviewer: 12 years?

Interviewee: Yes.

2. *Vocabulary Selection* (07:00 – 12:00)

**Focus on:** textbookguide (23) to teach YLLs should be oral, of high frequency (24), in chunks for fluency (4) and meaningful for comprehension (6).

Interviewer: It’s quite a lot. I have one more question, when we teach language to children, especially foreign language, do you think that teaching vocabulary is important?

Interviewee: Yes, of course. That factor is very essential. Because at the onset of the course, children don’t know anything about English. Therefore we should teach them a *certain amount of vocabulary* [vocabulary number] so that they can listen and read aloud [oral].

Interviewer: When selecting vocabulary to teach in lesson, how do you select? Why do you choose that word?

Interviewee: I choose new words to teach them.

Interviewer: Which words did you choose in the lesson that I filmed?

Interviewee: It’s a pity that I didn’t teach vocabulary in that lesson. Because we just teach vocabulary in the parts Look, Listen and Repeat, and Point and Say. [textbook guide]

Interviewer: Therefore, we didn’t need to teach new words in this lesson. However, you reinforced the new words through a skill lesson, didn’t you?

Interviewee: Yes.

Interviewer: Therefore, this lesson is to reinforce the new words through skill. Which skills?

Interviewee: It was a game called ‘BenBen’.
Interviewer: What factors do you base on to choose the new words?

Interviewee: The game used to review the vocabulary is based on the old lesson. [prior lesson / teacher self-design]

Interviewer: It’s right. But I want to know when choosing the new words to teach, what do you base on? For example, you base on the textbooks, your feeling or your pupils or you think that word is necessary, so on. Which factor?

Interviewee: It’s mainly in the textbook [textbook guide]. Because our duty is to transmit knowledge in the textbooks to pupils so that they can understand the lesson. We teach all new knowledge in the textbook. In addition, the words used frequently [high frequency – incidental exposure] to instruct pupils in class (called ‘Classroom language’) are also taught to pupils if I feel essential.

Interviewer: Why do you want to teach words in phrase or in any sentences, set expressions?

Interviewee: Because I want my pupils to know how to use that word or phrase in order to speak or write exactly For example, in grade 5, we have phrase ‘take part in’, when teaching this phrase I teach the whole phrase instead of separating one by one[chunking dùng nguyên cụm].. Therefore, the pupils can use the phrase to make sentences exactly. [time saving / accuracy]

Interviewer: The aim of teaching phrase is to…

Interviewee: Pupils can make sentences exactly. We can also improve their fluency [fluency / accuracy].

3. Teaching techniques (12:01 – 16:25)

Interviewer: Ok, thank you. In the previous lesson, can you tell me what teaching techniques you used directly?

Interviewee: It’s game. [game for contextualizing]

Interviewer: Game?, what kind of games is it? There are many kinds of game such as games using pictures, films or songs. Which one did you use?

Interviewee: I used pictures. I showed some flags on the screen. [visual cues]

Interviewer: Yes, you used the flags. When teaching, you focused on pictures and then what did you do?

Interviewee: I focused on the pictures. And my aim is to check their memory and reflection. [review for lead-in]
Interviewer: It’s their ability to memorize and react to new words. Is it the reflection on pronunciation, the use of words or in any situations?

Interviewee: Their reflection on listening and speaking skill. [oral skills]

Interviewer: In teaching process, the aspects of vocabulary you concentrate on are pronunciation and memorization of words. What else?

Interviewee: Word stress. [oral skills]

Interviewer: After choosing that word, you want to pay attention to its fluency, stress and pronunciation. Do you think that you should exploit another aspect of word? For example, vocabulary is often related to grammar, its position in a sentence and so on. But in this situation, you just paid attention to pronunciation and memorization.

Interviewee: Yes.

Interviewer: According to you, why do we have to focus on pronunciation, context to help pupils pay attention when teaching vocabulary?

Interviewee: Yes, because children can imitate very well. If we pronounce exactly, they can also do well and vice versa. [the importance of teacher modelling ]

Interviewer: So the teacher is the mold.

Interviewee: Yes. [teacher modelling ]

Interviewer: Thank you. Do you think that it’s necessary for children to read English comic books?

Interviewee: Have you read the sentence I change into red?

Interviewer: Yes.

Interviewee: My pupils do like comic books but the source is limited. Where can I get books and how can I select these graded readers? [awareness of wide reading but the reality is different]

4. **Communicating vocabulary meaning (16:26 – 20:02)**

Interviewer: I want to have another question. When we write down a word, its use and meaning, according to you which one is the most important?

Interviewee: It’s **the meaning of word.** The pupils have to understand the meaning. [meaning counts]

Interviewer: The meaning of word is important, isn’t it? They have to understand the meaning.

Interviewee: Yes.
Interviewer: It’s the meaning of word. Did you introduce the vocabulary about the countries? It belongs to the structure “Where are you from?”, “I am from…” How do you explain the meaning of word?

Interviewee: By showing the pictures. [visual cues.- [multisensory differentiation]

Interviewer: By showing the pictures? Ok. What else?

Interviewee: Translation. [L1]

Interviewer: Translation. OK. You translate the meaning and show the flags to the pupils.

Interviewee: Yes, because the general knowledge of some pupils is limited. They look at the flag but they have never seen it before, so I have to translate it so that they can understand the meaning.

Interviewer: OK, translation helps them understand the lesson easily. And they have never seen those words before.

Interviewee: Yes.

Interviewer: Apart from translation, are there any other methods to explain the meaning? You translated, used the pictures.

Interviewee: For example, when teaching the word ‘bird’, I draw a bird. [multisensory differentiation]

Interviewer: OK, drawing pictures is also a convenient way, isn’t it?

Interviewee: Yes.

Interviewer: According to you, from the methods above, which one is the most convenient way while we still speak English?

Interviewee: The most convenient?

Interviewer: Yes. It can also make us not tired and bring the effectiveness.

Interviewee: Translation is the fastest way. [translating ]

Interviewer: Just translation? OK. I feel that you always want your pupils to memorize a lot of words.

5. Teaching vocabulary through skills

(20:05 – 24:43)

Interviewer: There are two kinds of word forms. The first one is written form and the second one is spoken form. How can the pupils memorize a lot of words with these two forms?
Interviewee: I think spoken form is more important. [oral skills]

Interviewer: Yes, more important.

Interviewee: Yes, because they can use spoken form for many other purposes. From my teaching experience, I see that with written form, we can give them homework to read and write words or sentences. [extended practice - receptive skills]

Interviewer: Spoken form is important because only teachers can provide the source to pupils. Whereas, pupils can practice writing new words at home by themselves. [extended practice / receptive skills]

Interviewee: Yes, every textbook includes a workbook. We can give them exercises at school as well as at home. They can remember vocabulary by writing many times. [extended practice / receptive skills]

Interviewer: Do you think that we focus on written form too much if we use ordinary teaching method?

Interviewee: Actually, primary pupils mainly need to speak and listen [oral skills]. When designing a test [test-oriented / visual cued], we also use a lot of pictures while written form is limited. For example, with listening skill, the kind of exercise Listen and Complete is too difficult for pupils.

Interviewer: Is there a change in the format of evaluating exam?

Interviewee: Yes, I wrote in my initiative experience. [modification / self development]

Interviewer: Since they changed their evaluating exam, they pay more attention to oral language, don’t they?

Interviewee: Yes. In my district, listening and speaking skill [productive skills] were officially applied in writing test in the second semester in 2016-2017. In the past, we just tested reading skill and writing skill [former exam focus]. But now we test reading, listening and writing skill. Our speaking exam is similar to pupils’. [teaching in connection with testing / modification / self development]

Interviewer: Good. We can change oral language, can’t we?

Interviewer: So good. In four skills, do you mean that listening skill which is appreciated must be taught first, and then reading and writing skill?

Interviewee: Yes. When we design a test, there are a few differences in every grade. For example, in grade 3, listening skill accounts for 30% while speaking skill takes 20%, reading and writing skill take the rest. In grade 4, we decrease the percentage of listening and speaking skill a little bit. However, in grade 5 we balance the percentage of all 4 skills.
It is assigned clearly. [increasing challenge (đo khó tăng dần trong thiết kế bài thi nghe cho các cấp lớp ).]

Interviewer: Is it the rule of our department?

Interviewee: It’s the rule of our country. [test oriented / conformity]


Interviewer: Now I want to ask you some questions about your teaching process. How did you start your lesson?

Interviewee: At first, I warmed up the class by the song ‘Good morning to you’. [warm-up] After that, pupils played game to review the vocabulary [revision / motivation] and then started the lesson with the part Listen and Tick, Look and Write. In the end, they sang the songs to finish the lesson. [consolidation]

Interviewer: When you teach vocabulary, normally a word consists of its meaning, spoken form and written form, besides you also have to put it into use. How do you arrange this process?

Interviewee: My teaching process? Firstly, pupils have to understand the meaning of word. [focus on meaning]

Interviewer: Normally, structure of a word includes meaning and form. There are two kinds of form: written form and spoken form. And we have to put it into use, how do you arrange these factors?

Interviewee: The first one is spoken form and the second one is written form [oracy].

Interviewer: But in the video, I feel that ….

Interviewee: Spoken form first. [oracy].

Interviewer: Yes, you spoke first, then wrote down on the board. How about the meaning?

Interviewee: After we speak, the pupils can also understand the meaning.

Interviewer: It means that you speak first and then give the meaning, don’t you?

Interviewee: Yes.

Interviewer: Spoken form, meaning and then written form. [oracy first].

Interviewee: Yes.

Interviewer: Then you show them how to use that word.

Interviewee: Yes. [confirmation of word use]

7. Areas of interest
Interviewer: Ok, good. I forgot to ask you about difficulties. For example, if you had a chance to be improved, what would you want to improve yourself?

Interviewee: Yes. Actually there are 30 teachers in my district. However, just a few teachers can teach well. [Opportunities for self-improvement needed]

Interviewer: What does it mean?

Interviewee: Our primary pupils are too young to evaluate the teaching quality of a teacher [zero pressure from learners]. However, if a professional teacher observes, he can see that speaking skill of that teacher is too bad. [awareness of oral skills / inconfidence]..

Interviewer: Is it the pronunciation?

Interviewee: Many teachers’ pronunciation is influenced by their local accents [awareness of oral skills / inconfidence / L1 impacts]. In general, they are very subjective because they think that their pupils don’t know anything [no pressure to improve pronunciation], so they don’t need to train their speaking skill. Personally, because I’m not pleased with my pronunciation, I have to practice speaking by myself. In fact, many teachers don’t care about that problem, they just write down the word on the board, ask pupils to repeat without focusing on pronunciation. They don’t concentrate on teaching. Therefore, some teachers teach effectively, and vice versa.

Interviewer: Do you want me to provide you anything?

Interviewee: In general, sometimes we attend training courses and socialize with everyone [training / opportunities to improve oral skills]..

Interview Transcript (Vietnamese Version)

Giới thiệu(00:50 – 01:12)

Interviewer: Bây giờ X có thể nói cho cô sơ độ là em dạy trường nào, rồi trong bao lâu, thời gian bao lâu rồi ha?

Interviewee: Dạ em dạy trường Tiểu học số 1 Phước An, được 12 năm rồi ạ.

Interviewer: 12 năm rồi.

Chọn từ vựng (07:00 – 12:00)

Interviewer: À vậy cũng nhiều quá ha. Bây giờ cô muốn hỏi em là, đầu tiên là X có nghĩ khi mà mình dạy trẻ về ngôn ngữ, đặc biệt là ngoại ngữ, thì yếu tố, việc mà dạy từ. có quan trọng không?
Interviewee: Để dửng rỗi, yêu tôi từ rất là quan trọng. Bởi vì trẻ em như một to giấy trắng, nó đâu biết tiếng Anh lại gì đâu. Đầu tiên là mình phải dạy nó, nó có một chốn từ nhất định nào đó để nó nghe, nói, đọc.[Từ và việc dạy từ rất quan trọng đối với học trò, đặc biệt là các em học tiếng Trung, khi nâng tiếp thu còn thấp, việc học từ vựng sẽ tạo tiền đề cơ bản để các em học tốt những kỹ năng khác như nghe nói nói đọc…]

Interviewer: Thế thì thường khi em chọn từ vựng để dạy, thì em chọn như thế nào. Trong bài mà em lên lớp thì em chọn từ nào, và vì sao em chọn từ đó?

Interviewee: Đã khi em dạy các từ mới thì em chọn em dạy cho các cháu.

Interviewer: Ví dụ như từ mới trong bài mà có đã quy đối, thì đó là những từ mới nào?

Interviewee: Bài mà có quay em thì rất tiêu đối không phải là tiết dạy từ. Do là tiết dạy từ thì thường nắm ở phần Look, Listen and Repeat và phần Point and Say.

Interviewer: Như vậy bài này là không phải dạy từ mới. Tuy nhiên, em cũng có từ mới thông qua một tiết dạy kỹ năng, đúng không?

Interviewee: Đã.

Interviewer: Chọn bài này có giỏi đó là cùng có từ, thông qua kỹ năng gì và dạy em?

Interviewee: Đã trở lại, chọn Benben a.

Interviewer: Rồi, thế thì cách khi mà em chọn từ để mà dạy thì em đưa vào đâu?

Interviewee: Chọn từ là đưa vào bài mà em cho các em chọn để các em ôn lại từ, là đưa vào những từ hôm trước mình đã dạy rỗi.

Interviewer: Đúng rồi, thế nhưng bây giờ có muốn hỏi là ví dụ quay lại cái bài ở phía trước một chút. Thi khi mà em chọn từ để dạy, thì em đưa vào đâu? Ví dụ như đưa vào SGK, đưa vào theo cảm tính hoặc là đưa vào học trò, hoặc là em nghỉ từ đó là quan trọng, cần thiết, v.v… Thì theo em đó là gì?


Interviewer: Có muốn hỏi lại vía sao em muốn dạy từ trong cụm từ, hoặc trong một câu nào đó, hoặc trong một set expression nào đó?
Interviewer: Đó em muốn dạy như vậy là bởi vì em muốn học trò em sử dụng từ hoặc cụm từ đó để nói hoặc viết cho đúng. Ví dụ như ở lớp 5 có cụm từ “take part in” là em phải dạy riêng trong 1 cụm vậy cứ em không tách ra một từ “take” có nghĩa như thế nào. Để khi mà các em đặt câu thì các em sử dụng cả một cụm để đặt câu luôn cho đúng.

Interviewee: Mục đích của việc dạy hướng cụm như vậy để cho...

Interviewee: Để cho các em viết câu không bị sai cò a. Để cũng có fluency của các em.

Kỹ thuật dạy (12:01 – 16:25)

Interviewer: Ok, cò cảm ơn em. Bây giờ cò muốn hỏi khi mà dạy trong bài vừa rồi, mà cò đã up lên, thì X có thể nói cho có những Teaching Techniques mà em sử dụng trong này, cái mà em trực tiếp dạy là cái gì, là những Teaching techniques gì?

Interviewee: Dạ dò là game.

Interviewer: Game, game có những game nào? Ví dụ game sử dụng hình ảnh, game sử dụng film, game để chây hay, game hát để nói với nhau. Tức là có nhiều loại game, vậy game mà em đang sử dụng là game gì?

Interviewee: Game mà em sử dụng là game sử dụng hình ảnh. Hôm trước em có mở màn hình lên có máy là cò.

Interviewer: Dưng rồi em sử dụng máy là cò. Như vậy khi mà em dạy trực tiếp thì em lưu ý nè: một là em để ý đến hình ảnh nè, rồi sau đó em làm gì nữa X?

Interviewee: Dế ý đến hình ảnh. Và mục đích của em là kiểm tra mức độ nhớ từ của các em và cái phần xã tự.

Interviewer: À như vậy cái khả năng nhớ từ và phần xã. ý ở đây em muốn nói phần xã về cái gì? Về phát âm, về nói từ ra, cho vào tinh huống hay như thế nào?

Interviewee: Phần xã nghe cò a, phát âm nữa, phải phát âm cho đúng. [Sử dụng Game đưa vào những hình ảnh có từ để học để ôn tập nhằm mục đích kiểm tra mức độ nhớ từ và khả năng phân xã từ như việc nghe, phát âm.]

Interviewer: Trong quá trình dạy a, như vậy là em lưu ý nè: do là phát âm nè, tức là em khai thác các khía cạnh của từ vụng đó là phát âm, nhớ từ nè, đúng hông? Rồi còn gì nữa?

Interviewee: Dạ đầu nhân, trọng âm của tự.

Interviewee: Dạ.

Interviewer: Báu giờ có muốn hỏi, thế thì theo em vì sao khi mình đọc thấy mình cần lưu ý đến việc phát âm ra, nói ra, mình đọc ra để cho các cháu lưu ý, rồi ngữ cảnh vui. Em cũng có lưu ý đến đúng không?

Interviewee: Dạ, do là trẻ em bắt carácter tốt lắm cơ. Minh đọc đúng thì nó đọc đúng, mình đọc sai thì nó đọc sai a. [Trong dạy tự, phải lưu ý đến các khía cạnh khác của tự như đầu nhân, trọng âm (dở sâu của tự); vị ố lũa tuổi tiểu học các em học theo rất nhanh nên khi giáo viên có nhiều lưu ý trong việc dạy tự sẽ giúp các em tránh được những sai sót khi viết đúng tự vào các kỹ năng khác.]

Interviewer: À đúng rồi, như vậy cô giáo là cái khuôn hà.

Interviewee: Dạ.

Interviewer: Đúng rồi, cảm ơn em. Có một câu cô muốn hỏi đây là em có nghĩ là có cần cho trẻ đọc thêm không, đọc thêm truyền cho vui không?

Interviewee: Lúc nãy em có làm câu đó, cô có đọc không cô?

Interviewer: Cô có đọc.

Interviewee: Nó rất thích comic book nhưng mà nó ở đâu ra, không có nguồn. Em tìm ở đâu và làm thế nào để chọn sách đọc thêm?

Cách giảng nghĩa từ (16:26 – 20:02)

Interviewer: Báu giờ cò muốn hỏi một mạng khác, ví dụ như theo em tự khi mình viết xuống với câu nghĩa với cách sử dụng trong tự, thì theo em ba mạng này thì câu nào là quan trọng nhất.

Interviewee: Nghĩa của từ đó, nó phải hiểu được nghĩa đó.

Interviewer: Nghĩa của từ là quan trọng, đúng không? Nó phải hiểu được nghĩa.

Interviewee: Dạ.

Interviewer: Báu giờ cò muốn hỏi là, đó là nghĩa của từ. Ở đây em giới thiệu những từ của các nước dùng hà? Nó nằm trong câu trúc là “Where are your from?”, “I am from…” Thế thì khi mình dạy nghĩa của tự, em giải thích câu nghĩa đó bằng cách nào?

Interviewee: Dạ bằng showing pictures cơ.

Interviewer: Dùng hình ảnh? Ok. Rồi em còn có dùng một cách khác nữa không?

Interviewee: Translation.

Interviewer: Translation. Ok. Dịch thẳng ra luôn rồi cho học trò nhìn theo cái cơ.
Interviewee: Đa bởi vì có một số em trình độ hiểu biết bên ngoài còn chưa đầy đủ. Cháu nó nhìn là có những hội giờ chưa bao giờ gặp cho nên mình dịch ra cho nó hiểu.

Interviewer: OK, dịch ra dễ hiểu cho nhanh. Vói lại những khái niệm đó là hoàn toàn mới.

Interviewee: Đa.

Interviewer: Theo em nó còn có cách nào dễ dạy, ví dụ như ngoại ra còn có cách nào nữa để giải nghĩa nữa hóng? Ví dụ em dùng dịch rõ ra, rồi em dùng hình nè.

Interviewee: Ví dụ em dạy từ `con chim` là em vẽ con chim.

Interviewer: OK, cứ về ra rõ ràng như vậy cho nhanh cho rồi ha.

Interviewee: Đa.

Interviewer: Theo X thì cách nào đén dạy nghĩa của từ dễ dàng nhanh gọn nhất không, và dễ hiểu mà sử dụng Tiếng Anh đó? Có cách nào mà nhanh hay không?

Interviewee: Nhanh nhất hà có?

Interviewer: Ủ nhanh nhất. Nhanh mà mình dễ met và có hiểu quá đó.

Interviewee: Nhanh nhất thì chỉ có Translation.

Interviewer: Translation thôi hà, là nhanh nhất hà? OK. À trong khi em nói về dạy, bao giờ có vẫn có cảm giác như là em vẫn muốn học trò nó rất là nhiều tự.[Day nghĩa của từ thông qua sử dụng tranh, hình ảnh minh họa và dịch ra nghĩa tiếng Việt nếu từ ngữ đó xa lạ với các em; cách dạy từ đơn giản và nhanh nhất cho học sinh là dịch luôn nghĩa của từ muốn dạy.]

**Day từ qua kỹ năng (20:05 – 24:43)**


Interviewee: Đa nhớ nhiều ở 2 dạng này thì đang đầu tiên nó quan trọng nhất có, do là dạng nói.

Interviewer: À quan trọng hơn.

Interviewee: Đa vì cái nói là dễ các cháu sử dụng sau này, còn cái đọc viết thì mình có thể mình giao bài về nhà, cho về nhà viết từ này may hàng, câu này may hàng.


Interviewee: Đa, sách của tự em là có kèm quyền work book a. Minh ở trường mình cho làm bài tập, rồi ở nhà mình cho làm bài tập nữa. Cú đọc và viết đi viết lại vậy là nó nhớ.[

239
Khi dạy từ qua kỹ năng thi đăng nghe, nói là quan trọng nhất khi dạy trên lớp; đăng viết được thực hiện chủ yếu thông qua việc làm bài tập ở nhà.


Interviewer: Có phải là nó có thay đổi về cáí định đăng đánh giá thì phải không em?

Interviewee: Đã có, cái này em có viết trong cáí sang kiến kinh nghiệm.

Interviewer: Như vậy là do cáí kiểm tra đánh giá định kỳ người ta có thay đổi cho nên cáí phần chuyển hướng là qua phần Oral language nhiều hơn dùng không?


Interviewer: Good. Như vậy nó mới có thay đổi được Oral language dùng không em?

Interviewee: So good. Như vậy trong 4 kỹ năng, thì vừa rồi có nó không biết có đúng theo ý em, đó là Nghe, nói là được đánh giá cao, phải dạy trước rồi đến Độc, Viết dạy sau. [Ô lừa tuổi tiểu học việc dạy tự thông qua kỹ năng nghe, nói được chú trọng; hạn chế viết (trong tiểu học và các bài kiểm tra định kỳ) để tránh gây khó khăn cho các em vi các em còn nhỏ.]


Interviewer: À quy định rõ của Sở ha em?

Interviewee: Dả của cả nước mình luôn có a.

Các tiến trình dạy tự ứng (24:45 – 27:32)

Interviewer: Bây giờ có hồi đên tiến trình dạy, tiến trình dạy trong phần bài cò ghi video đó, thì em bắt đầu từ đâu?

Interviewee: Dã vô lớp đầu tiên thì tạo không khí cho lớp chút xỉu, hát bài hát ‘Good morning to you’. Và sau đó cho các em chơi trò chơi để ổn tự, ổn để nhò từ và mình bắt đầu
cho các cháu vào phần thực hành là Nghe và Tích, sau đó là Nhìn và Viết, rồi sau đó cuối cùng có phần hát.

Interviewer: Như vậy cô muốn hỏi đây là, khi mà dạy từ vựng, từ đó gồm từ có nghĩa, từ có dạng viết, có dạng đọc, rồi khi mà em dạy em phải đưa nó vào sử dụng. Thế thì em có thể nói cho cô tiền trình mà em sắp xếp những điều đó như thế nào?

Interviewee: Tiền trình dạy từ hà có? Đầu tiên là cháu nó phải biết nghĩa, nó hiểu được.

Interviewer: Từ thì thông thường một câu tạo của từ là nghĩa và form, thì form phải có written form và spoken form, rồi nó phải đưa vào sử dụng. Thế thì cách mà em sắp xếp cái này nó như thế nào?

Interviewee: Spoken form ở trước, written form dùng sau.

Interviewer: Nhưng mà quay lại trong cái này, thì có có cảm giác như là... đề có xem thứ là X nói trước hay viết trước.

Interviewee: Nội trước có a.


Interviewee: Khi nói trước là học sinh nó hiểu nghĩa a có.

Interviewer: À như vậy em sẽ nói trước, rồi cho nghĩa sau hay sao?

Interviewee: Đa đúng rồi.

Interviewer: Nội trước, rồi nghĩa rồi đến form.

Interviewee: Đa.

Interviewer: Rồi sau đó mới giới thiệu đến cách sử dụng?

Interviewee: Đa.

Muôn được bồi dưỡng gì để làm cho việc dạy tốt hơn (31:55 – 35:00)

Interviewer: Ok, good. Lúc này cô quên hỏi em phán khó khăn. Ví dụ như em được có một cơ hội để em được bồi dưỡng, thì em thích gì khi mà em dạy không, cho tốt hơn không?

Interviewee: Đa có a. NóiBrief với cô là bây giờ trong Huyền em có khoảng 30 GV tiếng Anh, nhưng do điều kiện khách quan và chủ quan, phần lớn GV ít có điều kiện hoặc ít chú ý rèn luyện chuyên môn nghiệp vụ để dạy học ngày một tốt hơn

Interviewer: Em có thể nói rõ hơn không?

Interviewee: Theo em nghĩ là họ sinh tiếng học nói còn nhởn quá, nó không nhận xét được người dạy đúng hay sai nên dễ làm cho giáo viên có tư tưởng chủ quan mà ít rèn luyện

241
chuyên môn. Người có chuyên môn vung có thể sẽ dễ nhận ra nhiều hạn chế của giáo viên ở đây, nhất là về ngôn ngữ nói

Interviewer: Em muốn nói phần phát âm phải không?


Interviewer: Ví dụ như em bây giờ cơ hội là X thích cơ cung cấp cho em cái gì không?

Interviewee: Nói chung là tính thông tin em được đi tập huấn rồi giao lưu cùng thích làm cơ. [Muốn bồi dưỡng, luyện tập thêm về phát âm chuẩn vị ở nhiều nơi giáo viên nói giọng địa phương, tập hành trao đổi kinh nghiệm giữa các giáo viên.]

TEACHER INTERVIEW

(Teacher ID: 2)

Interview Transcript ( EnglishVersion)

1. Self introduction ( from 17s to 6’26)

Q: Can you introduce something about yourself?

A: I’m an English teacher at xxxxxxxxxxx primary school in xxxxxxxxxxx.

Q: How long have you taught here? When did you start your teaching work?

A: I have taught English since 2010. It’s been 7 years until now.

Q: It’s been a long time. Have you taught in somewhere before?

A: I used to teach for 2 years at xxxxxxxxxxx university in xxxxxxx, 2 years at Dang Tran Con high school in Hue.

Q: How long have you taught at high school?

A: 2 years

Q: Then you moved to the primary school. So when you moved to primary school, is it easy or difficult for you to teach?

A: Of course it’s easier and more comfortable.
Q: I mean what aspect do you find it easy?

A: Students are little, so it’s easy for me to teach. The knowledge is not at too high-level. In addition, the students are so cute.

Q: So what do you think about the teaching methods between high school and primary school?

A: Teaching at primary school needs more carefulness and more activities than teaching at high school.

Q: At the beginning, do you feel difficult in teaching method?

A: At first, I felt confused because we can pass some parts more quickly at high school than at primary school. However, when I moved here, it was necessary for me to study more from my experienced teachers.

Q: Can you tell me in details?

A: The teaching stages at primary school are completely different from high school and university. I must learn gradually and accumulate more experiences.

For example, when I teach a vocabulary lesson, it consists of many steps. First, the teacher must elicit the word, read the word as a modal, then ask the class to repeat that word in choral, then in group and individual. After that, there are some games so that students can remember the words that they have learned longer.

Q: So, the ways you teach vocabulary is right according to the theory and methods in teaching vocabulary. Do you find any difficulties in teaching children?

A: Sometimes, I find it hard to think or look for some activities, games to motivates the students. Moreover, the little pupils are less concentrated. As usual, we run two periods at one go for class 3 or 4. In the first period, students concentrate but in the second one, their concentration reduces. To grade 1 and 2 we also have the same situations. During the first 15 or 20 minutes, the kids focus on the lesson but later they start neglect the lesson. Therefore, it is quite hard for me to keep them focus completely on the lesson.

Q: So how do you make them stay focused? I mean the way you make them focus on the lesson. You can take the example in the lesson that you have taught.

A: I usually use games. In the lesson I have taught, it is already quite exciting. So it is easy for my students to love learning.

The book Family and Friend is very great. At some first lessons, the authors require to teach the certain words in textbook. So teacher just needs to combine some games, activities with these words to make the classroom more exciting.

2. Vocabulary selection (from 6’27 to 8’40)
Q: Thank you. Now I would like to ask you about the word choice. Can you tell me the way you choose vocabulary to teach?

A: You know, here are the words that are required to teach in the textbook so I have to teach these words.

Q: So, when you choose the words, which criteria do you often base on. You have said you base on the textbook. So besides the textbook, do you think about other criteria?

A: If I see some words that students cannot understand in the song, I will teach these words.

Q: Do you think about the importance of key words?

A: Yes

Q: So from textbook, from students, from the importance of these words in the text. Do you think about other criteria? For example, do you think that you have to base on the demand of the previous lesson or the feelings that you think it is necessary to teach.

A: As I told you, I must teach the important words in order for students to understand the lesson.

3. Teaching techniques (11’46 to 20’32)

Q: Thank you. So now I would like to ask you about teaching techniques. How many teaching activities that you have used in this lesson?

A: Games, actions, activities, pictures.

Q: You use images, games. So do the students play in groups?

A: Yes. They play in group. For example, Slap the board

Q- I see one interesting activity that you ask students to practice pronunciation. What is your purpose when you create this rooting? For example, you speak one word, then you ask one student to speak, one by one do that until the last one. You do this routine but students do not feel boring.

A- Yes, I ask them to make a habit. I set the rule for students and then they follow. The process is that teacher will elicit the word-make a modal-read in choral-read in group-read individually.

Q: So why do you make that routine?

A: I want all students to have a chance to speak in class.

Q: Thank you, and the teacher will also feel less tired, right?

A: Yes, I don’t need to call many times.

Q: Do you think pronunciation is important?
A: Of course, I must make them pronounce correctly.
Q: Yes. So pronunciation is very important, right?
A: Yes, teacher must pronounce correctly so that their students can do correctly as well.
Q: Because you used to be a teacher at university, then you moved to high school, then primary school, your pronunciation is good. So you don’t have any difficulties in pronunciation, right?
A:-Yes, but I have to read before some words. I consider it if it is the American accents or British accent so that students can imitate the recordings and speaking exactly.
Q:-So you have the assistance of the recordings, CDs and you used to be a high school teacher. You passed the B2 test of proficiency. So your pronunciation is very good.
Q: We have discussed some teaching techniques. Can you tell me why you tried to find more teaching activities?
A: To make students more exciting in learning English.
Q: Thank you. Now we talk about meanings. When you explain about the meaning, you give many techniques. Which techniques did you use in your lesson? Besides using images, translation, word concepts, do you use songs?
A- I use direct meaning. Then using songs, explaining concepts and using gestures.
Q-So you use gestures, miming, songs, games.
A-yes, the song is obligatory in this lesson. Through the songs, students can remember more about the words they have learned.

4. Communicating vocabulary meaning (from 8'41 to 11’45)

Q: Can you tell me in details the words that you have taught in this lesson?
A: Some words about describing the shapes
Q: I want to ask you that why do you teach some additional words like side, all the same, smooth and round?
A: To make students understand more about these shapes
Q: Thank you. So you want to explain more about the word concepts, right?
A: Yes, and one important thing is that the grade 4th student already learn these shapes, so they can figure out the shapes when I explain in English.
Q: Thank you. So you want to connect the knowledge between Maths and English, right?
A: Yes, students can get it without Vietnamese explanation. I just use body language and they can figure out.

Q: Ok, so you combine body language, word concepts with some words like side, all the same, smooth, round in order to enhance students’ vocabulary, right?

A: Yes

5. *Teaching vocabulary through skills (20’39 to 25’50)*

Q: Thank you, that is about the meaning. So what skills are you teaching your students?

A: Listening and speaking skills

Q: Do you think which skills will be developed first?

A: Listening and speaking first

Q: Why?

A: Because if students are good at speaking and listening, they will be more confident in learning English?

Q: So does the testing affect the teaching? Do children take listening or speaking test?

A: Yes, 4 skills: listening, speaking, reading and writing.

Q: So has the percentage of 4 skills at each grade changed?

A: Frequently, students tend to be good at listening and speaking than reading and writing.

Q: In free-practice, do you have any activities to help students remember longer?

A: In the lesson, when learning songs, I ask students to act to describe the shape so that they can remember longer.

Q: Thank you so much.

A: I want to talk more about the listening and speaking. To good students, they are very good at more listening and speaking than reading and writing. However, to some shy students, they need more time to practice these skills. If speaking and listening are not good, their reading and writing are not good too. Then when they study at high school, their speaking and listening skills will be restricted.

Q: So, listening and speaking will affect the reading and writing, especially to little students.

A: Ok

Q: So the better they are at listening and speaking, the more they remember.
A- Yes. Actually I don’t often ask students to write more in grade 1 and 2. In grade 1, they just listen and speak to remember.

Q- So you also teach at grade 1 and grade 2, right?

A- Yes

Q- So how about the grade 3 and grade 4? Do you have any comments on them?

A- If they are good at listening and speaking, it will affect reading and writing. It helps students remember more and become more confident.

6. *Vocab Teaching Procedure (25’51 to 30’10)*

Q- Now, we talk a little bit about the teaching procedure. According to you, which aspect of word should be emphasized and presented first?

A- Sorry, I cannot get it.

Q- I mean your teaching process. Which one is more important to teach first?

A- At first, teacher will elicit the word-make a modal-read in choral-read in group- read individually. Or teacher uses gestures to explain the meaning to students and finally teacher must have Vietnamese meaning to make sure that all students in class can understand the word meanings. After that, I use games and some activities to help students remember longer.

Q- Do you have any activities that make students relate to themselves. I mean they can communication in real life. For example, students draw and describe how many squares, circles. Do you think it is necessary?

A- I think it’s necessary

Q- So in this lesson, do you have this part?

A- In the song I have taught them, I let them sing and draw in the air some shapes so that students can remember longer.

Q- Ok, Thank you a lot.

7. *Areas of interest (30s to 6’16)*

Q- Do you have any indirect ways to teach vocabulary after school?

A- I usually introduce to my students some websites, programmes on Youtube. Students can read more or they can play IOE here, practice on the Internet. They can also practice at home.
Q-So do you think it is necessary and feasible to make Word Wall in class?

Q-So do you think it is necessary to have a cooperation between teachers and families. Do you think it is essential?

A- Yes, I think it is very important. As I see, some students who have their parents’ concern often study well. Their parents often check their children’s notebooks and ask me if their students should learn from programs, reading books or so on [parental concern on free reading for incidental learning] because there are no specific flashcard sets to teach.

A- I think it is necessary for students to look at them and remember more words. However, at my school, there is not a room to do that. I wish every school has a room to do activities for students. Many years ago, my school also did this. However, the number of students is so large, each class just has one period for one week. We don’t have enough budget to decorate or buy the equipment in the room [limited budget on visual vocabulary exposures for incidental learning].

Q- According to you, do you like some books going along with the textbook?

A-I like some reference books or pictures, stories to study with the textbook. At present, my school also teach based on the MOET’s materials. Some teacher in my group take some pictures in the textbook to print and make flashcards supporting for teaching

Q-So you have to create your own flashcard set?

A-Yes, some books have their own flashcards but it is not enough for the current book I am teaching. So I have to print the pictures from the textbook and print them.

Q- Do you think that to enhance the vocabulary, students need to practice at home?

A-Yes, there are just 4 periods in a week for students in grade 3, grade 4 and grade 5. Because each period lasts 35 minutes, I don’t have so much time to teach. It depends on the time student spending at home by reading books, watching TV or some programs.

Q-Thank you so much!

Interview Transcript (Vietnamese Version)

Giới thiệu

(from 17s to 6’26)

Q: Mời cô giới thiệu bản thân (17s-24s)
A: Em là giáo viên dạy tiểu học trường XXXX (25s-33s)
Q: Như vậy là thời gian bao lâu đã có? Có đã công tác được bao lâu rồi? (33s-38s)
- Em dạy từ 2010, 7 năm rồi (39s-45s)
Q-Cùng khá lâu rồi. Trước khi có dạy ở đây thì có có dạy ở đâu không? (45s-53s)
A-Trước đây em có dạy 2 năm ở trường XXXXX, sau đó 2 năm ở trường XXXXX. (54s-1’06s)
Q-Cô đay cấp 3 bao lâu? (1’07s-1’45)
A-Em dạy được hai năm
Q-Sau đó có có chuyển về dạy trường tiểu học. Như vậy khi có chuyển về dạy cấp 1, công việc giảng dạy có thấy dễ hơn hay khó hơn? (1’46-2’04)
- Đa dễ hơn, thoải mái hơn
Q-Ý có muốn hồi thôi mới này hơn với cái gì?
A-Học trò thì nhỏ, mình dạy dễ hơn, kiến thức không đòi hỏi cao quá, các em rất dễ thương.
[Đã công tác được 7 năm; trong đó có 3 năm công tác ở Đại học và 2 năm công tác ở cấp 3, chỉ vừa chuyển qua cấp 1 được 2 năm; theo cô thì dạy cấp 1 thoải mái hơn vì đối tượng học sinh còn nhỏ và lương kiến thức không đòi hỏi quá cao.]
Q-Như vậy phương pháp giúp dạy đại học ở cấp 1 đã dạy cấp ba rồi dạy tiểu học thì có thấy như thế nào? (2’12-2’22)
A-Dạy tiểu học cần ít mi và cần nhiều hoạt động hơn dạy cấp 3. (2’23-2’35)
Q-Thoạt đầu thì cái phần phương pháp có có cảm thấy khó khăn gì không? (2’37-2’41)
A-Mỗi đầu thì em cũng thấy bỏ ngồi lại với ở cấp 3, đại học thì mình luôn huấn luyện mà khi về dạy tiểu học thì mình cũng phải học hỏi nhiều ở các chí. (2’43-2’57)
Q-Cụ thể là gì hơn có?
A- Những bước dạy để khác hoàn toàn so với đại học và cấp 3, mình phải học từ đầu, mình phải học hỏi kinh nghiệm nhiều.
Ví dụ như mình dạy 1 bài từ vựng chẳng hạn. Nó đòi hỏi các bước, đầu tiên là giáo viên phải elicit từ đó, rồi sau đó mình sẽ model, rồi cho cả lớp làm lại động thanh, sau đó rồi lập lại theo nhóm, rồi từng cá nhân, rồi sau đó có một vài trò chơi gì đó cho học trò nhớ lại, khác sau, rất nhiều và mình dạy đi mi hơn. (2’58-3’39)[Tuy nhiên vì các em còn nhỏ, khả năng tiếp thu còn chậm; phương pháp dạy học phải đi mi hơn để các em có thể tiếp thu được và phải có nhiều hoạt động (game, bài hát...) để các em hứng thú hơn trong học tập.]
Q-Vàng, cái cách mà cô hướng dẫn cái dạy từ của cô nói vừa rồi đỉnh thì nó rất đúng theo phân tích thuyết về dạy phương pháp về dạy từ vựng cho thông thường. Thế thì khi mà dạy cho trẻ, có cô gì không? Có cảm thấy có gì khó khăn không? (4’- 4’16)

A-Nhiều lúc thì em thấy khó là mình khó về tìm các hoạt động, trò chơi hoặc là để làm cho học trò cảm thấy hứng thú hoặc là học trò khó thì thường các em ít tập trung. Thường thì lớp 3, 4, 5 sẽ dạy hai tiết đối như vậy liên tục, thì tiết đầu các em còn tập trung, đến tiết thứ 2 đã bắt đầu lơ lửng tập trung rồi. Lớp 1 và lớp 2 cũng vậy. 15’ đầu hay 20’ đầu các em còn tập trung nhưng mà sau thì các em ít tập trung nên mình cùng bạn khoảng mà cũng muốn là cho các em trong lớp thì, trong 1 tiết học thì tập trung hoàn toàn và nó tham gia hoạt động với mình hoàn toàn thì cũng khó. (4’15- 5’19) [Cảm thấy khó khăn để gây chú ý, tạo độ tập trung cho các em vì ở lựa chọn điều độ tập trung rất thấp; cũng với đó là sự hạn chế trong việc tổ chức trò chơi và các hoạt động khác.]

Q-Cho nên là, thế thì thường, thông thường đó, có làm thế nào để cho cháu tập trung được. Ví dụ như trong bài vừa rồi đó, trong bài mà video có dạy đó thì các cháu thấy cũng hoạt động tốt đội như mình nói nhưng mà ố mình muốn học lại cái cách mà cô làm cho các cháu tập trung đó là gì? (5’20-5’39)


1) Chọn từ vựng (from 6’27 to 8’40)

Q-Cảm ơn cô. Hãy giờ mình muốn hỏi một tí về việc mà chọn lựa từ vựng đó, thì trong bài này có đã chọn. Có cô thể nói giúp là cái cách chọn từ vựng của có như thế nào được không? (6’27-6’40)

A-Trong cái bài những từ vựng là vẹ, những từ vựng này người ta đã quy định sẵn trong sách rồi. Những cái hình này là mình bắt buộc phải dạy từ đó. (6’41-6’59)

Q-Như vậy, xin hỏi thêm có là khi mình chọn lựa từ vựng đó thì mình sẽ đưa vào những tiêu chí nào. Có cô nói là có đưa vào sách giáo khoa, đúng không cô. Thế thì ngoài sách giáo khoa có cô nghĩ ra những yếu tố nào khác không? (7’-7’17)

A-Những từ vựng mà có thể ở trong bài hát thì những từ các em không có hiểu thì mình sẽ dạy cho học trò những từ đó. (7’18-7’35)
Q-Như vậy cô nghĩ là key words, có nghĩa là tâm quan trọng của từ vựng trong bài, dùng không có? (7’36-7’40)

A- Dùng rồi.

Q-Còn có tiêu chí gì mà cô suy nghĩ thêm không? Như vậy là từ textbook, từ học sinh, có nghĩa là từ cái tâm quan trọng của từ đó trong bài text. Còn cái yêu tố nào cô suy nghĩ không? Chẳng hạn như là có có nghĩa là đưa vào như câu trước đó của bài trước của học trò nó đã học hay là đưa vào cái cầm nhân của có hoặc là có nghĩa nó là cần thiết phải dạy. (7’42-8’29)

A- Thi đó em đã nghĩ là những từ đó là quan trọng trong bài. Để cho học sinh nó hiểu cái bài đó thì những từ quan trọng đó mình sẽ dạy. (8’30-8’40) [Chọn từ vựng đưa vào sách giáo khoa, những từ vựng có trong bài hát sẽ học.]

2) Kỹ thuật dạy (11’46 to 20’32)

Q- Ok, cảm ơn cô, rất hay. Đò là phần về chọn lựa từ vựng. Đây giờ mình muốn hỏi thêm phần các teaching techniques từ cái việc chọn lựa từ vựng đó. Cô đã sử dụng bao nhiêu cái teaching activities trong bài này cô? (11’46-12’5)

A- Sử dụng games, hành động, những hoạt động. (12’16-12’33)

Q- Hình ảnh có dùng không có? (12’34-12’35)

A- Dạ

Q- Có dùng hình ảnh, có dùng games nè. Rồi game này học trò có hoạt động đúng không có? Rồi nó có chơi đổi không có? (12’36-12’48)

A- Theo đổi trong trò chơi đó. Trò chơi slap the board. (12’50-12’58)

Q- Ở đây mình thấy có 1 hoạt động rất là hay đó là cách mà cô tập cho em luyện tập phát âm. Thế thì cô đã tạo 1 rooting rất là hay. Minh muốn hỏi vì sao mục đích của cô, ví dụ cô đọc 1 từ, 1 em đọc rồi sau đó em tiếp theo ngợi doc, tiếp theo độc, tiếp theo độc mà các em nói không có nhầm chấn. Cái routine mà cô tạo ra ngày từ đầu đúng không? Túc là cách mà cháu thực hành, tập đọc đó. (12’59-13’42)

A- Dạ đúng rồi, cái này là mình, cấp 1 thì mình đã theo những bước như vậy. Minh quy định như vậy luôn. Mỗi đầu là mình đã nói cái quy trình như vậy. Rồi mỗi đầu là giáo viên elicit, modal, sau đó là các lớp độc đông thành, theo group rồi mỗi giờ từng em. (13’43-14’1) [Tập cho các em đọc, phát âm theo một quy trình định sẵn.]

đọc, cháu tiếp theo đọc, cháu tiếp theo nữa tiếp theo nữa. Cái rooting rất là hay. Mà mục đích cô tạo routine đó để làm gì? (14’2-14’43)
A-Dế mình muốn cho tất cả các em trong lớp có thể có cơ hội dùng đầy đủ đọc. (14’44-14’46)
Q-Cảm ơn cô, và cô giáo cũng dỗ một đúng không? CUT (14’46-14’47)
A-Dài đúng rồi, dỗ phải gọi nhiều lần. (14’49-14’51) [Việc các em tự giác dùng lên để đọc làm cho các em có thể mạnh dạn hơn và giáo viên có thể thao mái mình, giáo viên có thể quan lý lớp để đáng hơn.]
A-Dài cũng quan trọng chưa, dễ mình tap cho học trò đọc theo đúng mà. (15’30-15’34)
Q-Dài  vang. Như vậy phân mà phát âm là vô cùng quan trọng, đúng không cô? (15’34-15’42)
A-Dài đúng. Giáo viên phải độc chuẩn để cho học trò đúng. [Cách phát âm của cô rất quan trọng, có phát âm chuẩn để các em học theo đúng.] (15’43-15’46)
Q-Bôi vì cô từ giáo viên đại học, chuyển sang giáo viên cấp 3, rồi chuyển sang giáo viên cấp 1 cho nên phân pronunciation như cô rất rõ ràng, rất là tốt. Chắc là cô không gặp khó khăn gì trong cách luyện âm đúng không có? (15’47-16’8)
A-Dài một số từ mình cũng phải coi trước bài. Minh coi thử trong bài nò đọc theo giống Anh hay giống Mỹ để mà đọc đúng như vậy vì học trò nghe theo, khi mà bắt bằng lên, đọc đúng như trong máy. (16’9-16’26)
Q-Như vậy có có sự hỗ trợ của máy, của bằng dịa và kèm theo cô là giáo viên cấp 3. [Có sự hỗ trợ của phương tiến kỹ thuật.] Và mình muốn hỏi phân thi proficiency có thì rất là tốt rồi đúng không có? (16’27-16’49)
A-Dài
A-Dài
Q-Rồi bây giờ mình muốn hỏi về các teaching techniques thì có có để cấp đến chơi games, các activities có đúng rất da dạng. Thế có có thể giải thích lý do vì sao mà có rằng tìm những teaching activities ở ngoài cho nó da dạng hoạt động cho học trò là xuất phát từ đâu?
(17’32-18’04)
A-Để làm cho học trò hứng thú trong giờ học, thích thú hơn khi học tiếng Anh.
(18’05-18’10) [ Các em tuổi còn nhỏ sẽ thích thú hơn với những hoạt động sôi nổi, vui chơi; các em không cảm thấy nhầm lẫn với bộ môn.]
-Mình muốn hỏi thêm có là ngoại việc dạy trực tiếp trong lớp học, có lưu ý đến phương phát âm là cách từ rất tốt rồi. Có đưa ra nhiều hoạt động. Thế thì mình muốn hỏi là cách giảng tiếp tế có có thể dạy thêm từ vựng cho cháu nằm thêm ngoại giờ học là cái gì không có?
(30s-53s)
-Thường em hay giới thiệu tranh web hoặc các chương trình ở trên Youtube, các em có thể xem thêm hoặc là độc sách thêm hoặc là các em có thể chơi ở đây, chơi chương trình IOE, luyện tập trên mạng do. [Học tiếng Anh giảng tiếp qua internet]. Học trò có thể luyện tập thêm ở nhà. (54s-1’24s)
- Thế thì những tranh ánh trong tiếng anh gọi là WORD WALL, bức tường từ vựng trong lớp đó có. Theo có có cần thiết không và khả nâng mình làm có để không? (1’25-1’46)
- Em nghĩ rất là cần thiết để học trò có thể nhìn vào và tạo cho học sinh ít từ đó nhiều hơn nhưng mà ở tiếu học thì hiện tại ở trường em chúng hạn không có một phòng anh văn riêng để mà làm như vậy. Thế cùng mong muốn là mỗi trường đều có một phòng anh văn riêng để cho học trò có thể vào học được thuận tiện hơn. Những năm trước, ở đây hai năm, mình trường em cũng có phòng riêng nhưng sau só lượng học trò cũng quá nhiều, rất lạ đống và có thể chia ra mỗi lớp như vậy học được một buổi 1 tuần thôi. Cũng không có đủ kinh phí để làm nhiều để trang hoàng nhiều trong phòng (1’47-2’56)
- Á như vậy mình không có đủ kinh phí. Vì dụ như sách giáo khoa thì trong sách giáo khoa nó cũng có là teacher’s book đúng không có? Theo có có thích những sách gì đi kèm sách giáo khoa không? (2’57-3’20)
- Thế em thích những sách tham khảo hay tranh ảnh, truyền để bố sung đi kèm với sách. Hiện tại trường em cũng đang dạy giá trị trinh của bộ. Các cơ tổ em cũng lấy những hình ảnh từ các hình trong sách, in ra rồi làm flashcard riêng do nó không có một bộ flashcard cụ thể hoặc là cái hình để mình dạy những từ mới nó không có. (3’21-4’00)
- Á cho nên là giáo viên mình tự tạo 1 bộ flashcard riêng. (4’00-4’07)
Đạt một số giáo trình thì có flashcard riêng nhưng giáo trình hiện tại có những không đủ chăng hạn của bố là không đủ, mình phải lấy những từ tranh ở trong đó, phổ to ra to, in. (4’07-4’26)

- Ưu lực là giáo viên mình tự tạo ra. Thế thì để tăng vốn từ ngữ thì có cố gắng là căn đọc nhiều ở nhà không bỏ vì trên trường mình đau có đủ thời gian để mình luyện tập đầu. (4’27-4’46)

- Đạt đúng rồi, một tuần như vậy đối với lợp 3 lợp 4 lợp 5 thì học 4 tiết một tuần thì một tiết 35’ mình cũng không có thời gian để dạy nhiều nên phụ thuộc là các em có học thêm ở nhà hay đọc sách, xem những chương trình hoặc là xem những tranh bô sung kiên thức ở nhà thường là nhiều hơn và các em đánh thời gian nhiều hơn. (4’47-5’18)

- Thế có cố gắng là có cần thiết có sự phối hợp giữa giáo viên và gia đình, vì dự các bậc cha mẹ để hướng dẫn thêm. Việc phụ huynh và giáo viên hợp công tác nhau để hướng dẫn cho các cháu đọc thêm ở nhà chẳng hạn, mở những truyện hoặc chương trình hay cho các cháu xem. Có nghĩ có cần thiết không? (5’19-5’42)

- Đạt em nghĩ rất là quan trọng đó, giống như là những học sinh mà em thấy những học sinh mà có phụ huynh quan tâm đó, hỏi có có học chương trình này không, hỏi những kiến thức rồi có cần cháu bô sung gì để mua hoặc là những sách vở gì mà có thể mình để nghĩ thì phụ huynh sẽ mua. Những phụ huynh mà quan tâm thì con của họ học rất tốt. (5’43-6’15) [Sự phối hợp của phụ huynh với giáo viên trong việc học tiếng Anh rất quan trọng đối với học sinh, giúp các em học tốt hơn cũng như phát hiện được những hạn chế mà các em đang gặp phải để có sự khắc phục đúng lúc.]

3) CÁCH GIẢNG NGHỈA TỪ (FROM 8’41 TO 11’45)


A-Dạ


Q-Như vậy có có dùng gestures, dùng miming, có có dùng bài hát, có có dùng game. (19’57-20’18).

A-Dạ. Bài hát là bài em phải dạy bài đó, thông qua những từ đó thì những bài hát mình dạy làm cho học trở nhờ hơn về từ mới đó (20’19-20’32)
Q: Thế thì mình có muốn hỏi thăm cơ duyên là: Cô có thể nói lên cụ thể những cụm từ mà cô đã dạy trong bài bài này đó là từ nào, có có thể nhớ được không? Và từ mà cô có tập trung dạy cho cháu đó. (8’41-8’52)

A: Những từ về hình dáng của hình, mô tả về hình. (8’53-9’10)

Q: Đây mình có thể mặc đồ là khi mà cô dạy đồ, có có đi sâu và giải thích rất kỹ. Ví dụ như là side, smooth, round, all the same. Thế thì mình nghĩ là mình muốn hỏi thăm cơ dừa hướng có đi rất là hay. Minh muốn hỏi là khi cô dạy các cách side, all the same, smooth và round. Tức là những từ phù trò thêm cái đồ, thêm cho circle, square, triangle, rectangle thì mục đích để làm gì cơ? (9’11-10’14)

A: Để học trò hiểu hơn về cái hình đó. (10’15-10’18)

Q: Dùng rồi, cảm ơn cơ. Như vậy có muốn giải thích thêm về cái word concepts. Cái khác niệm, những cái khác niệm xung quanh từ vựng để cho học trò hiểu bản chất hơn, đúng không cơ? (10’19-10’30)

A: Dùng rồi.Với thể nữa học trò lớp 4 cũng học thêm những hình dáng đó rồi cho nên giải thích bằng tiếng anh nó có thể tương tương ra, có thể hiểu. (10’31-10’42)

Q: Ok, cảm ơn cơ. Như vậy có muốn nói kiến thức có sẵn, kiến thức liên môn có sẵn ở những môn toán của lớp 4 với cái tiếng anh mà các cháu hiện đang học. Như vậy kiến thức bằng tiếng Việt có muốn kết nối bằng tiếng anh. (10’43-11’5)

A: Các cháu hiểu lực không cần giải thích bằng tiếng Việt thì các cháu cũng đã hiểu rồi. Minh giải thích bằng ngôn ngữ điều bố thì nó cũng đã hiểu rồi. (11’6-11’11)

Q: OK. Như vậy có kết hợp ngôn ngữ điều bố, rồi có kết hợp thêm các kiến niệm có sẵn trong tiếng Việt và sau đó có có lòng ghép thêm một số những từ ví dụ side, all the same, smooth, round để tăng lên vốn từ vựng dùng không cơ? (11’12-11’45)

A: Dạ

[Sử dụng các kiến thức mà các em đã được học ở những bố môn khác, kết hợp với điều bố để các em có thể hiểu hơn về bản chất của từ vựng, nhớ lâu hơn và cũng như tăng thêm vốn từ vựng cho các em.]

4) Dạy từ qua kỹ năng (20’39 to 25’50)

- Cảm ơn cơ, đó là phần về nghĩa. Bây giờ cái kỹ năng mà có đang dạy cho các cháu là kỹ năng gì đó? (20’39-20’50)

- Kỹ năng nghe nói (20’51-21’)

- Các kỹ năng nghe, nói, đọc, viết kỹ năng nào nên phát triển trước, theo cơ? (21’-21’15)

- Kỹ năng nghe nói mình nên phát triển trước. (21’16-21’19)
- Vì sao vậy cơ? (21’21-21’25)
- Vì mình thấy học trò kĩ năng nghe nói mà khi phát triển tốt thì học trò sẽ đẫn dĩ hơn trong việc học tiếng anh (21’26-21’40) [Chủ trọng kỹ năng nghe nói]
- Như vậy việc kiểm tra đánh giá có chỉ phối việc dạy không? Ví dụ như mình thi đó, thì khi các cháu thi, các cháu có thi nghe nói không cơ? (21’41-22’04)
- Đã có, thì 4 kĩ năng nghe nói đọc viết (22’05-22’07)
- Thế thì lệ phân trăm phần nghe nói đọc viết của mỗi cấp có thay đổi gì không cơ? Ví dụ lớp 3 rồi lớp 4 rồi lớp 5, có gì thay đổi không cơ? (22’08-22’23)
- Thường thì học trò nghe nói thì nó cũng tốt hơn khi làm ở đó. (22’24-22’38)
- Phân free-practice, mình có ra hoạt động gì để gần kết, giúp trẻ nhớ lâu không cơ? (22’39-23’)
- Ở trong bài, khi học bài hát, sau bài hát em có cho học trò hành động để mở tả những cái hình đó để cho học trò nhớ hơn. (23’1-23’19)
- Cảm ơn cơ nhiều. (23’20-23’26)
- Em muốn nói thêm về phần nghe nói, nếu mà học trò giỏi; nghe nói nó rất là tốt, so với đọc viết thì nghe nói tốt hơn nhưng mà một số học trò ít mạnh dạn thì cái phần nghe nói mình cần một thời gian để luyện tập rất là nhiều. Thực ra nghe nói mà nó không tốt thì thường thường học trò đọc viết cũng không có tốt là lắm.OGLEP 1, học trò nghe nói cơ rất là dễ. Nhưng mà lên cấp 2 cấp 3 thì khả năng nghe nói giảm dần. Minh thấy nó không tốt bằng, thường thường viết thì tốt hơn. Cơ khi học trò ở cấp 1 học trò giỏi rồi thì tất cả kỹ năng nói nói nhưng mà đối với những học sinh yếu thì nghe nói rất là hạn chế. (23’27-23’49)
- Như vậy có nghĩa là hoạt động nghe nói nó bị ảnh hưởng đến hai hoạt động kia là đọc và viết, đặc biệt ở lớp nhỏ. (23’50-23’55)
- Đã
- Ok. Như vậy có khả năng đó là khi mà cháu nói hay cháu nghe mà tốt thì cháu sẽ nhớ nhiều hơn. (24-25’03) [chủ trọng đến kỹ năng nghe nói; vi ở lứa tuổi tiểu học kỹ năng nghe, nói sẽ ảnh hưởng đến khả năng đọc, viết của các em. Lứa tuổi tiểu học các em còn nhỏ, các em sẽ mạnh dạn hơn trong nghe-nói và việc nghe-nói tốt thì đọc-viết cũng sẽ tốt.]
- Đã đúng rồi. Nhưng mà ở lớp 1, lớp 2 thì thường em dạy không có viết nhiều đâu. Lớp 1 không có viết, chỉ có nghe nói để học trò nhớ thôi. (25’04-25’17)
- Ở như vậy cơ cũng có dạy luôn ở lớp 1 lớp 2 (25’17-25’25)
- Đã đúng rồi
- Ví dụ như lớp 3, mình muốn nói tới đối tượng lớp 3 lớp 4 thì có nhận xét gì đối với các cháu lớp 3 lớp 4 không?
- Lớp 3 lớp 4 đều nghe nói tốt thì ảnh hưởng tới đọc viết đó. Có thể nhắc lại quy trình dạy trong bài vừa rồi
- Nó giúp cho nó nhớ nhiều hơn, nó mạnh dần hơn (25’50)

5) Các tiến trình dạy từ vựng (25’51 to 30’10)

- Bây giờ mình nói một chút về quy trình dạy đó. Có dạy bắt đầu từ thương từ vựng mình sẽ cố là bàn thân từ nó để mang nghĩa rõ, rồi tiếp theo đó là cái từ nó phải viết ra, phải đọc liên và phải được sử dụng trong ngữ cảnh. Như vậy theo cô thì mặt nào khả cạnh nào của từ nên được nhận mình, nên được trình bày trước. (25’51-26’35)
-  yargı có hỏi sao ấy?
- Lúc đầu là giải vòien eliciting từ, sau đó là choral work, group, individual rồi sau đó là Vietnamese meanings. Hoặc là mình dùng gestures để mình dùng giảng giải nghĩa cho học trò hiểu và cuối cùng là mình bắt bước có các bước Vietnamese meanings để cho mình chắc chắn là cả lớp đều hiểu từ đó nghĩa gì. Sau đó mình dùng games, một số hoạt động để học trò khác nhau. (27’41-28’40)
- Để mà khác sau có có cho các cháu luyện tập lập đi lập lại rất là nhiều lần. Ngoài ra có còn có thêm hoạt động gì mà nó liên quan đến bán thân của trò không? Ví dụ như个人ization. Ví dụ mình có thể cho những hoạt động nào mà nó tự đưa ra rồi nói tự nó há có, có nghĩa là nó gán kết với như câu giao tiếp của bán thân đó. Giống như là free-practice đó. Ở đây mình dừng nói đến yêu tố cháu sẽ liên hệ bán thân để nó tự đưa ra cách. Ví dụ các cháu tự về rồi tự mở tỏa, ví dụ trong hình này có bao nhiêu hình vuông, hình tròn... Nó tự vẻ và tự mở tỏa thì có nghĩ nó cần không? (28’41-29’40)
- Đả cái đó em nghĩ là củng cần thiết. (29’41-29’47)
- Thế thì trong bài này mình có nên không có? (29’48-29’52)
- Bài này ở trong bài hát thì cái bước mà em dạy. Sau khi mà em dạy bài hát xong, thì phần mà em dạy cho học trò là vừa được hát rồi vừa vẻ trên không những hình đó cho học trò nhỏ khác sau hơn. (29’53-30’09)
Interview Transcript (English Version)

1. Self - introduction
(1:30 -> 4:05)

Interviewer: First, I would like to know how long you have taught in this school.

Interviewee: I’ve taught here for 6 years.

Interviewer: Is it a specialized school in xxxx province?

Interviewee: Yes.

Interviewer: Do you think that students there are good? Are you happy?

Interviewee: Yes, I’m very happy. It’s because after I graduated from university, I taught at a high school, then I worked as a teacher at a secondary school with a one – year contract. Although there was a slot for full – time teacher at a mountainous area, because of health problems, I have to wait until there was a full – time teaching at a primary school. It is more interesting when I teach at a primary school rather than at secondary or high school because pupils are cuter and I like children.

Interviewer: Were there any difficulties in transferring from secondary to primary school?

Interviewee: I once worked at a secondary school in a remote area and the students were innocent. I had to teach step by step. When I came here, I found that the primary pupils here were the same as those in that secondary school. However, the method is completely different. At secondary school, students focus on knowledge but at primary school, pupils just get to know English.

2. Vocabulary selection (4:05 -> 8:24)

Interviewer: I would like to know which vocabularies you taught in this lesson.

Interviewee: In this lesson, I taught the last part of Unit 4 so it was not the period for introducing vocabulary but for reviewing part 1 and 2 of Unit 4 [textbook guide]. Therefore, I just reviewed old words and structures such as “How old are you?” and “Who is that?” [high frequency].
Interviewer: In your opinion, what is vocabulary?

Interviewee: I consider those structures as vocabularies [chunking menggunakan câu] because primary pupils are still little and we could not teach them sentence structure.

Interviewer: How did you choose the vocabularies for the lesson?

Interviewee: First, I based on the topic of Unit 4 “How old are you?” Second, I followed the book map of the textbook [textbook guide]. Then, I enlarged their vocabularies [teacher self-design].

Interviewer: In your opinion, how many vocabularies for each unit are reasonable?

Interviewee: In general, the maximum vocabularies for each unit are 10 [vocabulary number]. Each unit is divided into 3 parts. However, part 3 is only for reviewing and practicing pronunciation so there is no vocabulary; as a result, vocabularies are mainly in part 1 and 2. To grade 5, I usually provide them 6 – 7 vocabularies for each lesson [vocabulary number]. As for third – grade pupils, they are very slow so we should teach 5 words at maximum [vocabulary number].

3. Teaching techniques (10:51 -> 16:29)

Interviewer: When you teach vocabulary, what aspects of vocabularies do you focus on? Meaning, sound, form or use?

Interviewee: First, I focus on its pronunciation, then come ending sound [oral skills] and meaning. I do not pay much attention to how to use vocabulary because I present vocabulary by putting it in sentence patterns [chunking] so they are considered new word chunks. No grammatical explanation was given. For example, where the word should be grammatically.

Interviewer: Why did you pay much attention to the ending sound?

Interviewee: It is very important for the fourth and fifth graders. They learn the ending /s/ sound for plural form and the ending sounds for past tense form so even in third grade, I started to focus on final ending sound because the absence of final sounds may lead to confusion, which are common mistakes [oral skills]. [grammar / exam focus].

Interviewer: That is how you teach directly. How can you develop vocabulary after class?

Interviewee: I encourage the kids to take IOE test on the Internet [self-studying]. Whenever they get stuck at home, they can take notes and bring their questions to me at school. They
can also check up how to pronounce on the Internet [auditory exposures] and share their knowledge with friends. Sometimes, I help them to review what they have learned. These teaching techniques are for the kids who love English. In addition, I also introduce to them some websites of English songs [oral/auditory exposures] and games [games]. Bilingual comics do not attract their interest as much as English cartoons [visual and auditory exposures] or songs.

4. **Communicating vocabulary meaning (8:25 - 10:50)**

Interviewer: Which teaching techniques do you use when introducing meaning?

Interviewee: There are many ways to introduce meaning, topic-based presentation. For example, to teach vocabularies of colors, I will prepare a color wheel [visual cues] or I will use pupils’ crayons along with live resources in the classroom [real objects-multisensory differentiation]. I mainly use printed pictures from the textbook [visual]. When I teach vocabularies of outdoor activities, I will use gestures [multisensory differentiation]. Sometimes, I teach by giving synonyms, or antonyms [semantic connections].

Interviewer: How about word translation?

Interviewee: After introducing a word, I will ask “What does that mean?”. If it is an abstract word, I will translate it into Vietnamese [translating]

Interviewer: When teaching vocabulary, do you base on pupils’ known knowledge?

Interviewee: Yes, I do. When introducing new words in English, I try to use simple and basic language. [close-to-child-life language experience]

5. **Teaching vocabulary through skills for deep processing (16:30 - 22:59)**

Interviewer: 2 more questions left. Do you think that teachers should teach vocabulary through skills? Do you think that teaching 4 skills can improve vocabulary?

Interviewee: Do you mean teaching vocabulary through 4 skills? I think we can integrate teaching vocabulary with teaching skills in some lessons. **Vocabulary can be recycled in textbook units because the textbooks are topic-based** [high frequency / textbook-based].
So I follow these topics closely, and I will check the vocabulary again in the listening, reading, speaking, or writing section.

Interviewer: In your opinion, as for children, what language skill should we develop first?

Interviewee: I focus on developing listening and speaking skill [oral skills first] because the pupils are still in primary school, they only need basic knowledge so that they can ask foreigners their names, age, and nationality and basic utterances. I like teaching pupils listening and speaking skills to serve their basic needs. I only teach reading and writing to prepare pupils for tests and final exams [test-oriented].

Interviewer: Does testing go along with teaching? Does it affect your teaching?

Interviewee: Yes, of course. I love teaching listening and speaking, but the tests mainly focus on writing [test-oriented]. We do have semester speaking tests, but it is not very effective since a teacher has to be in charge of 4-5 classes. In our school, there are 8-9 classes but only 2 English teachers, so teachers in charge will also be the examiners and there is no need to do cross-check [zéo pressure]. Therefore, pupils are not exposed to accents of the other teacher [oral].

Interviewer: In free practice stage, teachers introduce activities that are related to pupils’ life. Do you add any such extra activities at the free practice stage?

Interviewee: In the free practice stage, I let pupils introduce about their names and age [close-to-child-life language experiences]. Pupils will practice with each other first, and then I will call up some pairs to practice in front of the class.

Interviewer: Do you encounter any difficulties in teaching 4 language skills?

Interviewee: Third graders are very slow at writing. However, parents usually rely on what the kids write in their notebooks [parental pressure], so that’s why I have to get the kids to write down quickly what they learn in class. Because third graders are new beginners so writing is time-consuming [writing pressure]. I am under time pressure despite teaching easy English to third graders, whereas fifth graders have heavy learning load. Some units have many new words (6-7), in addition to some sentences that require complicated explanation about –ed [grammar based textbook]. English for third graders is ok at the very beginning, but a little bit challenging in the second semester. For example, in the first unit in English 3, pupils have to learn 6 new family words along with how to ask about their grandparents’ age, whereas they only learn how to count from 1 to 10. It’s difficult for us to present numbers from 20 to 100. How difficult it is to teach due to inappropriate distribution.
6. Vocabulary teaching procedure (23:00 -> 27:19)

Interviewer: The last question is how you stage your teaching procedure when teaching vocabulary?

Interviewee: First, I will have a small talk with pupils or have a check-up [check-up], then comes a lead-in to the new teaching focus [lead-in]. If that section is related to vocabulary, I will start with visual presentation [visual cue], from which I elicit and present vocabulary to pupils.

Interviewer: How did you stage the teaching procedure in your video-taped class?

Interviewee: In the unit I was working, the first lesson involved the question “Who is that?”, so I used pictures [visual] to elicit pupils by asking “What’s his name?”, “How many students?”, “Whom are they talking about?” [oral], then I said “Today I will teach you how to ask about a third person. When you are talking face-to-face with someone, and you want to ask about someone else, how do you ask in English?”. Then I led pupils to task 1, and I followed topics in the textbook closely [textbook guided]. For example, in Act 1: Look, listen, and repeat, I said “Today we will learn Act 1: Look, listen, and repeat [oral first]. We have already looked at the pictures, now listen and tell me whom they are talking about.” After listening, then came the Repeat section, I just played the tape and let pupils listen and repeat [oral]. I considered the question “Who is that?” as a new vocabulary [chunking]. When pupils finished practicing, I led them to Act 2: Point and say and emphasized the meaning of the question. I said “We have practiced the dialogue in Act 1. When they are talking about Tony, what question do they use?” Then pupils would answer “Who is that?”. Then I taught them the meaning of the question [meaning -translation]. After that I instructed pupils to use this question to ask about Mr. Loc or Ms. Hien. [extended practice]

Interviewer: So your teaching method is very simple. You didn’t give long explanations, just put the word in context and explained its meaning [contextualization].

Interviewee: Yes, of course. Because the pupils are still in primary school, so I just use simple and basic language. My use of raising or falling tone is preferential to the kids [oral].

7. Area of interest (27:20 -> 30:56)

Interviewer: In your opinion, what aspect of training do you prefer to have for your teaching improvement?

Interviewee: Yes, of course, for example, classroom management, my class is very big, about 42-43 pupils [awareness of standard size of a language class]. I’d like to be trained in classroom management through games and songs [awareness of effective management of classroom – reinforcing oral skills]. Actually, we had a 3-week training course in Dalat, but
they just reviewed general skills in listening, speaking, pronunciation, but little attention was given to classroom management. So when I came back home, I have had to manage on my own. We learn from each other in classroom observation.

One more thing I’d like to know more is how to run a club for the kids [opportunities to improve teaching quality through extracurricular activities]. Recently, in Kon Tum, there has been a club movement to run a club for good students. However, each school has its own procedure for a club and there is no fixed procedure, which makes me very confused. Therefore, I’d like to be trained in how to manage classroom and how to run an English club. As for teaching methodology, we had a training course in last November. We learned that in task 1 and 2, we had to teach topic-based vocabulary. So now what I like to know is about clubbing skills.

Interview Transcript (VietnameseVersion)

Giới thiệu (1:30 -> 4:05)

Interviewee:: X về trường dó bao lâu rồi?
Interviewee: Em về trường dó gần 6 năm.
Interviewer: Trường dó là trường điểm của Kon Tum phải không?
Interviewee: Đã vậy.
Interviewer: Cô thấy học trò ở dó học giov quá. Em cảm thấy vui không?
Interviewee: Đã vui. Tại em ra trường rồi em dạy cấp 3 sau đó cấp 2 làm hổp đồng ngăn han từng năm, có biết chỉ những phải dạy ở vùng núi, vi sức khỏe em nên em phải đối đên lúc có biết chỉ ở tiêu học nên em xin dạy ở dó. Nhưng dạy em thấy thích hơn, so với cấp 2, 3 thì dạy ở cấp 1 vui hơn, vi trẻ con dễ thương hơn, với lại em cũng thích trẻ con nữa.
Interviewer: Như vậy ban đầu khi chuyển từ cấp 3 sang cấp 1 thì có khó khăn gì không?
Chọn từ vựng (4:05 -> 8:24)

Interviewer: Cô muốn hỏi từ mà em đã trong bài này là những từ nào?

Interviewee: Trong bài này, phần em đã là phần cuối cùng của unit 4 nên nó không phải là tiết giới thiệu nghĩa liệu mà nó là tiết ôn tập của phần 1 và 2 của unit 4, nên phần này không có từ mới, mà chỉ là phần ôn tập lại những từ đã học, và những mẫu câu “How old are you?” với “Who is that?” thôi cô.

Interviewer: Cô cảm thấy rất thú vị khi nghe em nói là em đã trong bài “How old are you?” với “Who is that?”. Như vậy theo X từ là gì?

Interviewee: Em đã mượn câu đó là một từ mới luôn, bởi vì học sinh nhỏ mà cô nên minh không thể nào dạy cấu trúc câu được. Nên đối với em mẫu câu cũng là một từ mới. Em cùng cấp luôn trong phần giới thiệu ngữ liệu, hay là giới thiệu từ mới luôn có.

Interviewer: Cô cảm thấy rất thú vị khi em là người duy nhất nói một cụm từ là một từ. Thật sự khi nghiên cứu, đối với trẻ con thì những cấu từ đó cũng là từ. Như vậy theo em cấu từ đó là một từ luôn?

Interviewee: Dúng rồi. Em dạy nó như là một từ mới vậy.

Interviewer: Như vậy, “How old are you?” với “Who is that?” em coi là một từ mới?

Interviewee: Đạ.

Interviewer: Như vậy, bài này là bài ôn đúng không X?

Interviewee: Đạ đúng rồi. Dắt bài ôn, là bài cuối, là phần cuối cùng của unit 4 luôn cô.

Interviewer: Như vậy, khi mà em chọn từ thì em dựa vào đâu?

Interviewee: Em dựa vào chỉ đề của unit 4, tên bài là “How old are you?”. Thứ hai là ở trang đầu của sách cũng có một phần riêng, có những cột như là mục đích, yêu cầu của unit đó là gì, những mẫu câu của unit đó là gì, và từ vụng thì sẽ dạy những từ nào. Em sẽ dựa vào đó.

Interviewer: Như vậy thì chủ yếu em sẽ dựa vào sách giáo khoa. Ngoài ra còn có dựa vào đâu nữa không?

Interviewee: Vào chỉ đề của unit đó, rồi từ đó em mở rộng ra cho các em.

Interviewer: Thông thường một bài như vậy thì khoảng bao nhiêu từ mới thì vừa?
Kỹ thuật dạy

(10:51 -> 16:29)

Interviewer: Đó là phần nghỉ. Như vậy có hỏi X thì rất là rõ ràng. Cố hỏi thêm từ việc mà em chọn tử, dạy nghỉ trong tình huống dễ dàng cho các cháu, và mình chọn ra những teaching techniques đúng không? Thế khi mà mình dạy, theo em những mạng nào là quan trọng?

Interviewee: Ở có hỏi phần nào là sao cô?

Interviewer: Vậy những teaching techniques khi mình dạy thì mình phải chú trọng vào những mạng nào? Thương tử thì có meaning, sound, form, use, khi mà em dạy thì em lưu ý mạng nào? Ví dụ như là model thì em có nghĩa model quan trọng không?


Interviewer: Ok, coi như mình xử lý nguyên cúm như vậy. Cú theo nguyên cúm, theo như như câu giao tiếp mà mình phải dùng cả cúm đó.

Interviewee: Chú yêu là phát âm với ngữ âm của từ đó, và âm cuối của từ đó.

Interviewer: Có cảm ơn X. Em vừa nói về âm cuối của từ đó, thế thì việc sao em chú ý đến âm cuối của từ?

Interviewee: Nó quan trọng lắm cô, vì học sinh lớp 4, 5 có học thêm âm “s” số nhiều, cả quá không thêm –ed nữa. Cho nên em cũng nhận mạnh tử hỏi lớp 3, vì lại âm cuối nó rất là quan trọng. Có nhiều từ nó có nhiều nghĩa giống nhau, mà nếu như mình không làm rõ âm


Interviewee: Đã mình nhận mạnh chỗ đó luôn cô vì nếu không các em sẽ bỏ qua âm cuối. Cho nên là lúc nào cũng cần mạnh âm cuối, em thay nó quan trọng làm luôn.


Interviewer: Như vậy IOE là một cách, ngoài ra còn cách gì không?

Interviewee: IOE, ngoài ra em còn thích tập bài hát cho các cháu đó cô. Thành ra cứ về khuyến khích học sinh nào mà nhà có mạng Internet, mà bố mẹ cho sử dụng điện thoại, thì vào trang nhạc tiếng Anh thiếu nhi nghe, chủ yếu là như thế thời cô. Chụp còn truyền tranh bằng tiếng Anh song ngữ thì các em cũng mở đọc, mở tiếp xúc, thì sẽ không thách thức bằng việc xem phim hoạt hình bằng tiếng Anh hoặc xem ca nhạc và nghe. Cho nên em chủ yếu khuyến khích cách đó thôi.

Interviewer: Thế thì trong lớp mình có treo tranh ảnh riêng,... phòng học của em là phòng riêng hay chuyển biệt cho môn hay là phòng chung cho tất cả?

Interviewee: Đã đó là phòng chung cho các lớp thời, em không có phòng riêng đâu cô. Đồ dùng cũng không có, mình phải tự chuẩn bị hết, tranh ảnh đó...

Cách giảng nghĩa từ

(8:25 -> 10:50)
Interviewer: Bây giờ cô muốn hỏi đến phần nghĩa của từ. Khi em giới thiệu nghĩa của từ thì em dùng những techniques gì? Đề giới thiệu từ một cách có hiệu quả thì em sẽ làm gì?


Nói từ đồng nghĩa, khác nghĩa hoặc trái nghĩa của nó thôi.

Interviewer: Còn phân dịch từ?


Interviewer: Tức là dịch nghĩa tiếng Việt luôn?

Interviewee: Đa, em dịch nghĩa tiếng Việt luôn. Em sẽ nói là “Hôm nay cô cung cấp từ mới này nè. Và từ này trong bài nó có nghĩa là như thế này.”

Interviewer: Thế thì khi mình đầy mình có đưa vào những kiến thức mà các cháu đã biết rõ không?


**Đẩy từ qua kỹ năng**

(16:30 -> 22:59)

Interviewer: Còn hai câu hỏi nữa thôi. Đó là em có nghĩ là đẩy từ vung có nên đẩy qua kẻ nang hay không? Và khi mình đẩy qua từ tắt cả các kí nang nghe nói đọc viết thì khả năng phát triển có nhiều hơn hay không?

Interviewee: Có nghĩa là đẩy từ thông qua 4 kí nang hà có? Em thấy cũng có thể kết hợp được đối với 1 số tiền đố cò. Thi mình lồng ghép, tích hợp. Mà thường thường tất cả các kí năng trong sách giáo khoa của tiêu học, kí năng nào nó cũng sẽ dùng di dùng lại từ đó, vi
chia theo chữ để nên nó phải dùng đì đúng lại. Cho nên là cú bấm theo chữ đê đó, phân viết, nghe, đọc, nói cũng lấp di lập lại. Và trong quá trình dạy các kĩ năng đó, mình tập trung chú ý kiểm tra lại các từ đó.

Interviewer: Thế bây giờ cô muốn hỏi là: Như vậy đổi với trê, kĩ năng nào theo em nên phát triển trước?

Interviewee: Em chú ý phát triển kĩ năng nói và nghe. 2 kĩ năng đó là em chú trọng.

Interviewer: Vì sao?

Interviewee: Tạ vì tiêu học mà cô, tiêu học thì nó cần cái gì cơ bản và số Đông thời. Chi cần giao tiếp được với người nước ngoài tên, tuổi, quê quán, rồi những câu hỏi đường thông thường thôi.

Interviewer: Ok, những như câu cơ bản.


Interviewer: Thế thì việc kiểm tra với việc dạy nó có tương thích với nhau không? Theo em như vậy có ảnh hưởng gì đến việc dạy của em không?

Interviewee: Có chứ cô. Em thì thích dạy nước ngoài, nhưng mà các tiết kiểm tra thì chú yếu là viết không ạ. Còn kiểm tra nói thì cụ một có một trò, mà mà mình có với 4-5 lớp vậy đó, thành ra nó cũng không có hiệu quả lắm. Tài trường có 2 cô ấy, mà mà 8-9 lớp vậy đó cô, thành ra có nào kiểm tra lớp đó và không được phép đổi chỗ giáo viên, mà nếu đổi chỗ thì cũng 1-2 lớp 5. Còn đối với lớp 3, 4 thì có nào dạy lớp nào thì tự kiểm tra nói lớp đó. Thành ra học sinh không được tiếp xúc với giọng và phát âm của những có khác nữa, nên cũng hạn chế lắm.

Interviewer: Khi mà mình dạy thì mình có phân free practice thì thường mình nếu những hoạt động liên quan đến bàn thân của cháu. Trong dạy thì em có thêm hoạt động gì ở phần cuối không? Ô phân free practice đó.

Interviewee: Dạ, phân free thì em chú yếu lên giới thiệu về tên, tuổi.

Interviewer: Cho tự role – play, ok.

Interviewee: Dạ đúng rồi. Em có cho tự nói với nhau, xong rồi kêu lên.

Interviewer: Khi mà dạy 4 kĩ năng thì em thấy có khó khăn gì không?

Interviewer: Các câu He is, She is nữa phải không?


Interviewer: Ừ, khó khăn chỗ đó là vì độ kết nối giữa bài trước và bài sau không có nhiều.

Interviewee: Đa do phân bố chưa hợp lý lắm.

Các tiến trình dạy từ vựng

(23:00 -> 27:19)

Interviewer: Câu hỏi cuối cùng. Khi mà em dạy các từ vựng, thì cách em sắp xếp tiến trình dạy như thế nào?

Interviewee: Ừ, là nếu mình vào tiết đó mà có từ vựng thì mình dạy như thế nào hà có?

Interviewer: Ừ.

Interviewee: Như tiến trình thì chắc chắn phải có trước tiến là chatting trước hoặc là kiểm tra bài cũ, sau đó dẫn dắt vào bài mới. Nếu mà có từ vựng thì em sẽ giới thiệu từ tranh của phần 1 đó rồi em sẽ khai thác tranh đó để em dẫn dắt học sinh vào từ. Nếu từ đó xuất hiện trong bức tranh thì em sẽ khai thác bức tranh đó luôn luôn. Phần nào thì giới thiệu phần đó luôn. Ví dụ phần 1 có 1 từ mới thì mình chỉ giới thiệu 1 từ mới thôi, rồi sau đó mình luyện tập
phần 1. Sau khi luyện tập phần 1 xong thì mình dấn đạt sang phần 2, rồi mình mới giới thiệu thêm các từ của phần 2.

Interviewer: Chẳng hạn như bài How old are you em, thì em sắp xếp tiến trình như thế nào?


Interviewer: Như vậy cách dạy của em rất là đơn giản. Không có giải thích gì trong bài hết, đại vở tình hưởng rồi giải thích, đúng nhiều lần như vậy.

Interviewee: Đã, ở tiểu học nè em thấy đúng cái gì đơn giản nhất. Những câu nói của mình phải có cái gì hấp dẫn. Lên giọng, xuống giọng là học sinh nó thích ở cờ.

Muốn được bồi dưỡng gì để làm cho việc dạy tốt hơn

(27:20 -> 30:56)

Interviewer: Bây giờ em suy nghĩ thử theo em thì em có như câu gì để làm cho việc giảng dạy của em vui hơn không? Em thích gì không? Em thích được bồi dưỡng gì không?

Interviewee: Có cờ, ví dụ như bồi dưỡng về cách quản lý lớp, lớp nó đông lắm cờ, lớp nào cũng 42 – 43 em, em thích được bồi dưỡng về cách control lớp qua các trò chơi, games,

Interviewer: Có gì nuevos có cô có tài liệu gì thể cô sẽ chia sẻ cho em về những hoạt động ngoài giờ mà em thích để các cháu học, mà có đang như câu lạc bộ. Rồi cái phân control class, có 1 cái cô thấy mà có học ở Hội đồng Anh cùng hay lắm, mà em có thể vào trang mạng, đánh chủ “Attention – getting technique”, có gì có sẽ chuyển đường link đó cho em để em bắt chước các teaching techniques đó, để khi mà lớp ông quá để em tập cho quen. Cô cảm ơn em nhiều nha.

TEACHER INTERVIEW

Teacher ID: 11

Interview Transcript (English version)

1. Self introduction:

Interviewer: How long have you been a primary teacher of English, Tram?

Interviewee: I have been a teacher since 1999 after my graduation.

Interviewer: Do you like your job?

Interviewee: Yes, I do. I enjoy what I am doing. That’s why I can continue working up to now. However, there are some situations that make me feel unhappy.

Interviewer: Why are you unhappy?
Interviewee: Because I am very hard working and dedicated towards my work. I try my best to help my pupils learn English. However, as you know, the proficiency levels of pupils are varied. I try to provide good pupils with some advanced knowledge. After that, I focus on the basic content of the lessons for the rest. And that way seems not to be effective for all. When I explain the lesson for the bad pupils, it takes much time and the good ones show their own depression.

2. **Vocabulary selection**

*Interviewer: Which vocabulary do you choose to teach in this video? It is the new lesson, isn’t it?*

Interviewee: This is the phonics lesson. That is the recognition of the verbs with /sw/ sound.

*Interviewer: So, Can I say this: You have a look at vocabulary from the angle of phonics? We can say that the lesson is a Phonics practice. For what reasons do you choose these words?*

Interviewee: That is the compulsory content in the textbook. The sounds and their examples are presented very clearly [textbook guide]. Besides, I want my pupils to find out some other words including these sounds. [extended practice]

*Interviewer: The compulsory content of the textbook is to teach Phonics and the target sound is sw, right? You mainly focus on practicing the sentences in the textbook and then direct your pupils to find out the other words that having the sound. So, could I say that your vocabulary selection is based on the relation between the target sounds and the words that your pupils have known, couldn’t I?*

Interviewee: Yes, definitely yes.

3. **Vocabulary teaching techniques.**

*Interviewer: How about the techniques on vocabularies?
Interviewee: I use all of the techniques that I have learnt at university and the training such as using pictures, body language [visual cues], or context [contexts], etc to guess word meaning [multisensory dimension].

4. Communicating vocabulary meanings (7’30 to 15’00 video1 and the whole video3)

Interviewer: How do you teach vocabulary meaning? Do you believe that understanding the meaning of word is important?

Interviewee: I think providing word meanings for comprehension is one primary task [meaning focus for comprehension]. For example, during my class teaching for observation, I carry out a principled teaching process as I am supposed to; that is, I don’t focus much on meaning analysis. I just provide my pupils with words and word meanings for practice and no translation to sentences for comprehension so I don’t need to translate the whole sentences [implicit explanation]. Yet, when I work in my class on my own, I want my pupils to comprehend thoroughly the meanings of the sentences in Vietnamese [explicit explanation] ... [translation]

Interviewer: Do you think that children can grasp all the words just in one time?

Interviewee: No, I don’t. Actually, when teachers vary their activities [various activities], good pupils can remember new words very quickly. But, only good pupils can do that and the rest can not. When I was still at university, I was taught that children needn’t to write new words, the teachers just directed them to pay attention to the lesson at class by verifying their techniques. In fact, what I have observed in my school is that a few pupils can remember the vocabulary without writing and the rest seems to forget all if they do not practice writing the words. [remember vocab by writing/ extended practice]

Interviewer: When children are listening and looking at the words, they are just at the level of first encountering. When they are writing and speaking, they are at the higher level of handling the information. And they will certainly remember longer, won’t they?
Interviewee: Well, they will if the lessons have a connection. I think that the order of the units in our textbook is not logical. I will give you an example. One unit encompasses three lessons. The first lesson is to learn several words and one sentence pattern. The next lesson should be a revision for the previous one. But it isn’t. In lesson 2, pupils continue to learn some more words and structures. This is the same to lesson 3, which causes an overload. If the content of the textbook can be changed a little bit, children can remember words better. For example, lesson 2 should be designed as a listening or reading task about the vocabulary in lesson 1. Actually, I have tried my best to teach vocabulary but when I take a look at the lesson sequences, I realize that the content is not relevant. Some parents ask me why their children cannot speak some basic sentences such as “where do you live?” or “how old are you?” even though they have learnt English for a year. The reason is that children have to access to new content daily. [no time for oral skills]

Interviewer: So, how do you solve this problem?

Interviewee: There are 2 periods for one lesson. If there are too many words in a lesson, I will provide my pupils with only a half of the wordload in the first period and the rest will be taught in the second one. However, this is just our flexibility. We are not allowed to do that. That’s why the way I’ve shared with you is never seen in our lesson plans.

Interviewer: But we should do that if it can help our pupils study better.

Interviewee: Yes, we should. But when we have model lessons, we just act out like actresses.

Interviewer: In the curriculum of textbook, are there any words that you find it difficult to explain? Take lunch box as an example, it is possible to explain compound words through individual words, but do pupils understand?

Interviewee: They don’t know those compound words.
Interviewer: Do they know the meaning of the word “lunch box”? 

Interviewee: No. Teachers even have to look up in the dictionary. We sometimes just guess, but we definitely have to look up in the dictionary. [difficult vocabulary]

Interviewer: For similar words, is it difficult to explain them? For example food, clothes, festivals. To you, are there any strange words?

Interviewee: Yes, of course. We are teachers, but when we met compound words like the ones you’ve just said, we didn’t know their meanings. [difficult vocabulary]

Interviewer: We usually think that we teach pupils by connecting what they have learnt with new vocabulary, but there is something completely new because they don’t exist in Vietnamese. So it is difficult to teach in that way, right?

Interviewee: Yes. It is difficult to connect new vocabulary with what pupils have learnt. [No connection between new words and what pupils have learnt]. For example, when we prepare for the new lesson, we can guess the meaning from the context, but then we have to look up in the dictionary. If we know, we can directly provide knowledge to our pupils. Just gifted pupils concern about this, and most of the pupils only know what we have taught them. For those who are interested in English, we create contexts for them, they listen to us, and after that they will be able to use it again in context. [setting contextualization]

Interviewer: I know. I take an example about the difference of region in learning new words. How do pupils living in the countryside know sandwiches, hamburgers and sushi?

Interviewee: They’ve not eaten but they’ve seen those kinds of food on the Internet via programs for children. They haven’t studied or tried those foods but have seen them on the Internet [visual media for unfamiliar vocab]. They will identify these foods when they are taken to the supermarket. However, it is difficult to see what you’ve said. Pupils can see foreign food on Youtube although these words rarely appear in their textbooks.

Or in unit 4, lesson 2 English 4, it’s difficult to teach pupils to talk about their birthday, when they have learnt ordinal 1 to 31 numbers along with 12 months in a year.
Interviewer: Good. Thank you!

5. Teaching vocabulary through skills (3’17 to 3’56 video1)
Interviewee: The requirement in part 2 (listen and number) is to listen to some sentences including the sw sound. This helps learners to recognize the sound in these sentences. [the very first phonics skills]

Interviewer: What skill is it?
Interviewee: It is listening skill. [oracy]

Interviewer: Which skill is the most important to young learners?

Interviewee: In my opinion, all of the 4 skills are very important but speaking is the most skill because in speaking, children are provided with vocabulary, structures, etc. Building reading skills requires learning vocabulary, translating, scanning, skimming,… [oracy before literacy]. Listening is very difficult as always. But, at primary levels, listening is closely connected with speaking so kids find it not too demanding.

[Relevance between vocabulary and listening skill / test-oriented]

Interviewer: But pupils also understand the meaning, right?

Interviewee: Yes, they do. [Confirmation of word meaning]

6. Conducting teaching procedures
Interviewee: I will let my pupils themselves find out the word first [sight words]. For example, they can look for new words in a conversation. Then, they will ask me the meaning of the words. This is the way I begin my lesson. I use as many techniques as possible to make my student grasp the meaning of the words [present meanings through various techniques]. But this process is not accepted. The model teaching process begin with the student’s observation first, then pupils listen and repeat as much as
possible. After that, teachers themselves introduce new words. I think, the updated process is not highly appreciated. [Awareness of unsuitable process]

Interviewer: To the best of my knowledge, there are three processes that we should use when teaching vocabulary. The first process begins with showing some pictures. Kids will ask what the pictures are about. Then they will listen to the words and practice to use them. The second process is sight recognition or sight word. This is a kind of word consciousness. This means kids desire to know the words and we just help them do it. It’s just like language acquisition.

Interviewee: I think the 2 processes are used in 2 different situations. They are suitable for those who are not in an official course. When kids read a story, they may see an animal or an object and they want to know the concept of these things [Sts’ desire of language acquisition]. For us, we are forced to teach the given words in given context [obligatory teaching process]. So that’s why I think the processes are used in different situations.

Interviewer: There is still another way. The first step focuses on the Use, the second deals with meaning and the last is about form. But this is for adult.

Interviewee: Yes, it is. This should be used in secondary school. Because I have worked with kids for years, I realized that they are not able to understand complicated grammatical points.

7. Other areas of interest in training (4’00 to 7’11 video1)

Interviewer: By the way, do you think that the teacher’s oral language is important to pupils?

Interviewee: For me, it is absolutely important. Well, teachers’ accents might directly affect YLLs’ pronunciation. I always check the pronunciation of new words by listening to the pronunciation in CDs and trying to imitate the pronunciation of the words [importance of standard oral language]. This is because the young learners can imitate everything very quickly. You know, I have observed a couple of classes. Some teachers are strongly affected by their local accents [awareness of oral skills / inconfidence]. Despite
the fact that they also listen to CDs, they produce wrong sounds. That’s why their pupils have incorrect pronunciation.

Interviewer: Do you think that the demand of oral language improvement for teachers is essential? I wonder if teachers are interested in oral language workshop.

Interviewee: I think they would be afraid of this. Even though they are English teachers, they are still too shy to show their viewpoints and their voices. They are only confident to express their ideals in class when the listeners are their pupils. In workshops, they usually keep quiet. They worry that they could make mistakes due to fast and long speeches. [Self-consciousness].

Interview Transcript (Vietnamese Version)

Giới thiệu (0’50 to 3’10 audio 2)

Interviewer: XXXX dạy giáo dục tiểu học bao lâu rồi?

Interviewee: Em dạy từ 1999 ra trường đến giờ.

Interviewer: Em cảm thấy công việc có vui không?

Interviewee: Dĩ nhiên là phải có động lực thì mới tiếp tục chứ có. Thử nhất là bản thân mình phải thích nghề của mình, rồi trong quá trình dạy mình nói chung cũng có ham thích thì mới để duy trì tiếp. Chứ khi dạy cung những cái bước rồi làm đó.

Interviewer: Vì sao lại bước đó?

Bước bộ học trò mình hiểu lúc mình tạm tạm hết sức, mình niet tình hết sức để mà có gắn cho tất cả level của các em đều (học) được hết. Nhưng mà tại vì trong lớp có nhiều levels, mình cũng rằng có gắn cho những đứa khá thì mình nói thêm cho nó 1 chút, những đứa dựa bình thường thì mình có gắn nói vựa vựa. Minh có gắn cho những đứa kì biết hết rồi thì mình tập trung cho những đứa yêu 1 chút. Nhưng mà khi, nói vậy chứ nó cũng không đều, khi mà mình nói nếu mình dành thời gian nhiều vỏ máy anh nhỏ yếu thì máy anh lớn nhỏ lại nán.

Chọn từ vựng (0’00 to 2’40 video1)
Interviewer: Câu đầu tiên cô muốn hỏi Trâm đó, trong video clip, em chọn những từ nào để dạy. Như lúc này em nói, dạy là bài mới đúng ko?

Interviewee: Đây là phần dạy phonic. Nó thật sự, chúng qua là nhân biết lại những lại những động từ đa học rồi như âm sw

Interviewer: Như vậy, có có thể nói như thế này được không? Em khai thác từ ở dạng phonics. Như vậy dạy là bài luyện tập Phonics trong tự. Như vậy đứa vào đầu em chọn những từ này?

Interviewee: Đó là phần bài học bắt buộc, nó có sẵn ở trong bài học, trong sách giáo khoa. Trong bài nó có sẵn các âm và ví dụ cho các âm là những từ đó. Em chỉ khai thác thêm cháu sẽ tìm thêm 1 vài từ có các âm đó.

Interviewer: Ông trong sách bắt buộc là bài dạy Phonics và target sound đồ là sw. Và em chỉ luyện tập đúng những câu trong sách thời rồi sau đó em có mở rộng thêm là em đứa vào một số những tự mà học trò biết. Từ dạy, có có thể nói là em đứa vào những tự mà học trò đa học em gần kết luận với phonics, đúng không?

Interviewee: Đã

Kỹ thuật dạy

Interviewer: Vậy còn những techniques về vocabulary?

Interviewee: Em vẫn xài dù như được học ở thời đại học với lại được tập huấn. E sử dụng hết những technique e liệt kê ra như tranh ảnh, body language hoặc đứa vào ngữ cảnh..

Cách giảng nghĩa từ (7’30 to 15’00 video1 and the whole video3)

Interviewer: Thông thường, em làm thế nào để cho cháu nó hiểu được nghĩa. Em có nghĩ là nghĩa quan trọng không?

Interviewee: Thường em đặt vấn đề tìm nghĩa là chính bởi vì cháu biết nghĩa thì mới hiểu câu đó như thế nào. Ví dụ như dạy đúng lặp cho những người hờ dở giờ thì mình cứ dạy theo tiến trình của người ta là không nhất thiết đi sâu vào ngữ nghĩa. Có nghĩa là mình cung...

Interviewer: Em có nghĩ là từ vựng dạy 1 lần là trễ hiểu được không?

Interviewee: Không thể nhớ được cơ, chúng qua khi mình dùng nhiều technique để dạy cháu. Ngay lúc đó, nó diễn được từ, trong lúc thực hành với cơ nó sẽ nhớ, cơ hội đầu trả lời đó. Nhưng đầu khá thì nó có thể còn nhớ, nhưng những đầu trung bình hay dưới 1 xỉu nữa thì nó không nhớ là anh học gì hết mắc đủ ngày lại lớp nó làm giai của cơ rất sớm nói những ngày hôm sau sẽ là nó quên liên. Có 1 thói quen tự em học về phân từ vựng ở trường, người ta bảo là không cần cho cháu viết nhiều, chỉ cần cho cháu tập trung tại lớp và sử dụng tất cả các technique để cháu nắm được từ. Nhưng như vậy thì chỉ hiểu quá ngày tại lớp thôi, ở 1 số lượng nào đó chịu về lâu về dài thì không hiểu quá cho số đông còn lại thì nếu không luyện viết thì cháu không nhớ được từ.

Interviewer: Vì khi cháu nghe, cháu nhìn. Nó chỉ nói ra thì nó vô sâu họ?

Interviewee: Em có nghĩ là tôi phải nói ra thì nó vô sâu họ thôi, thay vào đó hôm trước là mình giữ, nhưng ngày hôm sau vẫn làm gian trích, ngư

Interviewer: Em có nghĩ là tôi phải nói ra thì nó vô sâu họ thôi, thay vào đó hôm trước là mình giữ, nhưng ngày hôm sau vẫn làm gian trích, ngư

Interviewee: Để nếu như nó liên hoàn. Vì anh soan sách làm những cái không logic. Ví dụ ngày hôm nay cung cấp phần từ vựng. Nhưng ngày hôm sau cho nó phân bài mới. Có chương trình nó gán gửi, nhưng nó không xài lại những từ đó mà cung cấp những từ khác nữa. Ví dụ trong 3 lessons, lesson 1 anh cung cấp 1 số từ vựng, 1 phần câu trục sang lesson 2, anh lại cung cấp thêm 1 câu trục nữa và 1 số từ vựng nữa. Nghĩa là lượng từ vựng ngày hôm trước nó chưa kịp sử dụng hết thì ngày hôm sau lại chống thêm 1 mới từ vựng nữa. Thay vào đó, nếu như với những từ vựng câu trục đó, anh cho thêm 1 listening hay reading kết liên rồi hôm sau lại sử dụng những cái đó trong lesson 2 thì may ra nó nhớ lâu hơn. Nên em thấy, mình cũng kì công dạy, luyện đủ tất cả, xây hết techniques làm sao trong ngày đó nó nhớ được từ với vận động mâu câu là ok. Nhưng sau 1 thời gian mình đi từng unit, em kiểm tra lại thì thấy nó không có sự kết nối. Nhiều người hỏi sao con em học cả nam nay có những câu như em hỏi tuời hay sống ở đâu thì cháu không nhớ được chỉ. Thì mình mới thấy là mỗi ngày mình cung cấp cho cháu 1 mẫu câu, hôm sau lại là 1 mẫu câu mới, ngày hôm sau lại đặt một câu mới nữa thì khi học câu thứ 3 nó quên câu thứ nhất. Nghĩa là lượng kiến thức nhiều quá.

280
Interviewer: Vây nếu như từ đồn nhiều quá, em làm thế nào để xử lý giúp cháu nhỏ từ được?


Interviewer: Nhưng miễm sao hiệu quả cho cháu thì mình cũng nên làm.

Interviewee: Học trò của mình thì mình làm sao cho cháu nắm thì thôi. Còn khi dự giờ, thì mình làm giống như biểu diễn vậy.

Interviewer: Có khi nào mà trong chương trình của sách Tiếng anh mà em đang dạy ờ, có những từ mà em cảm thấy khó giải thích không? Có lấy 1 ví dụ thôi, ví dụ như chữ lunch box, nếu như mà cắt ghép láp từ thì dễ hiểu rồi, nhưng mà học trò nó có hiểu không?

Interviewee: Những từ ghép cháu nó không biết đầu cơ.

Interviewer: Vói lại khái niệm “lunch box”, ở trường ờ, nó có hiểu hông?

Interviewee: Thậm chí có giáo còn phải tra curr mà học trò nó không biết đầu. Tui em muốn dạy cái đó nhiều lúc đoạn lởi, nhưng mà chắc chắn phải tra từ diễn, chỗ mà học trò nó chưa hình dung ra đâu!

Interviewer: Rồi có những từ đại khái như vậy mà cảm thấy khó hông? Ví dụ như thức ăn, áo quan ẻn, lễ hội ẻn. Những cái đó nhiều khi có những từ nó lả làm so với mình hông?

Interviewee: Đã có chú. Ví dụ như lá, ngay bàn thân tự em nói tiếng là giáo viên nhưng mà doi lúc gặp những từ ghép đó ờ cố, ví dụ như có nói nói cháu em cũng không nghỉ ra cái động từ đó với nghĩa như nó có nói.

Interviewer: Bởi vậy, nhiều khi mình dạy trẻ mình nghĩ là đưa vào kiến thức đã học rồi mình bắt câu qua thêm, nhưng có những cái là hoàn toàn mới lạ, bởi vi nó không tồn tại trong tiếng Việt, cho nên nhiều lúc cũng khó, dùng hông?

Interviewee: Đã. Cái độ khó chủ. Ví dụ mình phải coi bài trước, mình xem cái ngữ cảnh đó may ra mình đoán, mà mình đoán xong thì mình cũng phải tra từ diễn. Nếu mà mình biết thì
minh cung cạp trực tiếp cho cháu. Mà thường máy đưa nhỏ con cung ít quan tâm làm có, những đưa mà nó cưng giới nó mọi lưu tâm để ý tới cháu con đã phân là mình dạy mẫu câu gì là nó biết mẫu câu đó à. Chú con đi chuyến sâu cái đó, những đưa mà nó ham thích ó, nó nghe mình nói, mình tạo những tình huống cho nó à. Ví dụ như nói gặp từ đó trong tình huống đó, như máy đưa khả nó nhỏ thì hôm sau nó nhỏ nó xa lạ.

Interviewer: Ú. Cô lấy ví dụ về sự khác biệt. Như trẻ ở thôn quê, nó có ăn sandwich bao giờ, hamburger, sushi bao giờ mà nó biết?

Interviewee: Đạ, nó không ăn nhưng mà bữa ngày nó xem trên mà cô. Nó xem những chương trình như ví dụ như cho em bé thì nó cũng biết. Những cái đó nó không học nhưng mà nó cũng xem, mà dù nó chưa biết thì nó cũng xem, mà dù nó chưa hình như nó không có, nó khó gặp. Chó con những đô ăn nước ngoài thì trong giáo trình nó xuất hiện ít, nhưng nó có thể xem trên Youtube. Hay ví dụ unit 4, lesson 2 English 4, khi em dạy nói ngày sinh nhật, nhưng học trò chưa học số thứ tự từ 1 -31

Đày từ qua kỹ năng (3’17 to 3’56 video1)

Interviewee: Trong bài này, em dựa theo sgk có ấm: sw: trong phần số 2, listen and number, nó yêu cầu nghe 1 số câu. Trong các câu, nó có những từ có ấm mình mới học giúp cháu nhận diện được âm đó hay không?

Interviewer: Như vậy đó là kỹ năng gì?

Interviewee: Đó thuộc dạng listening.

Interviewer: Khi em dạy về kĩ năng thi theo em kĩ năng nào là quan trọng đối với trẻ?


Interviewer: Nhưng cháu cũng phải biết nghĩa đi kèm, đúng không?
Interviewee: Đã, cháu phải biết nghĩa.

Các tiến trình đầy từ vựng


Interviewer: Khi mà có tìm hiểu, người ta có đưa ra 3 dạng bỏ không nên cùng nhắc 1 cách nào hết. Ví dụ, ban đầu có thể bắt đầu từ nghĩa tức là cháu thấy 1 hình nào đó thì cháu mới có hồi vặt này có nghĩa là gì. Như vậy cháu phải nhìn vào hồi việc nghĩa của từ. Xong rồi, cho cháu nghe từ đó đọc rồi viết rồi đưa ra sử dụng. Đó là 1 cách. Cách thứ 2 rất gần giống em đó là cho nó recognition trước. Ó loại này có 2 dạng. 1 là đưa cháu sight recognition (sight word), nhận dạng từ trước, cháu phải tự hỏi đó là từ gì bỏ đó là word consciousness, nghĩa là bản thân cháu muốn biết từ đó. Nó giống như tự nhiên mà nói.

Interviewee: Như 2 cách đó đưa ra thì nó được dùng trong 2 tình huống khác nhau. Như những cháu mà nhìn hình mà nói đầy là cái gì, thì danh cho những cháu không đi theo những phần bắt bước mà nó học tự do. Như bình thường nó học 1 quyển sách tham khảo nào đấy, nó không động gì đến bài học, mà chỉ nhìn tranh nhỏ, tranh của con vật đó, hoặc tranh của sự việc đó và nó muốn biết sự việc hay con vật đó có tên gọi là gì. Đó là kiểu học tự do, tự nghiên cứu tham khảo thêm. Còn như tự em, vì bắt buộc trong 1 bài học, vì là bắt buộc nên nó nhìn thấy từ trong bài học đang hoàn chủ làm sao nó được thấy tranh hay ảnh của từ đó được, nó xuất phát từ context. Nên em thấy 2 cách của có xuất phát từ 2 tình huống.


**Muốn được bồi dưỡng gì để làm cho việc dạy tốt hơn (4’00 to 7’11 video1)**

Interviewer: Nhân đây cô muốn hỏi xxx là kỹ năng phát âm (oral language) của giáo viên có quan trọng với học trò không?

Interviewee: Em thấy cái đó quan trọng vì nó quyết định giống nói của cháu luôn.

Bình thường trước khi dạy em phải kiểm tra về từ vựng, kiểm tra trong tư diên và mở bảng lên, em nghe trước, nghe người ta phát âm như thế nào và mình phát âm lại cho chính xác bởi vì học trò con nít bắt chước rất nhanh. Và một khi mình phát âm không đúng là cháu sẽ bắt bước i xì. Em có dị ướp một số cơ. Em thấy một số cơ có giọng đia phương khá nằng. Họ cũng có cơ dạng nghe bằng nhưng giọng đọc của họ không may thay đổi, như vậy vô tình làm cho học trò đọc i xì như cô giáo luôn nên em thấy ảnh hưởng của giáo viên rất là quan trọng.

Interviewer: Như vậy em có thấy cái nhu câu cho bồi dưỡng oral language có cần thiết không? vi như giáo viên có workshop nào đó thì họ có thích oral language không?

Interviewee: Thường thì họ rất là ngại cái đó. Bởi vì khi đúng lên nói trước dám động người ta rất là ngại, cho nên mỗi lần mà nói cái gì, như bạn nghĩ gì về tiếng anh? Thi người ta ngại trình bày cho nên người ta chỉ phát âm cho học sinh người ta nghe thôi chứ còn ở nhiều workshop người ta cũng ngại vẫn để đó. Người ta sợ người ta nói nhanh thì không đúng, không chuẩn, sợ đồng nghiệp đánh giá.
Teacher Interview
Teacher ID: 16

Interview Transcript (English Version)

1. Self-Introduction

I have been teaching for 18 years. (40s-45s)

I worked as a teacher in Bao Loc, Lam Dong for 1 year. (1’-1’03s)

Students from lower and upper secondary schools. (1’11 s – 1’13s)

One year later. (teaching primary students) (1’48s – 1’50s)

I find teaching primary students so much fun. In general, the job is easier.

Students are little, so it’s easy for me to teach. The knowledge is not at too high-level. In addition, the students are so cute.

I do (feel comfortable) because the course book is quite suitable for students. (2’56s – 3’03s)

Teaching at primary school needs more carefulness and more activities than teaching at high school.

- Difficulty

I had difficulty in transferring knowledge because students are so young. The next year was much easier. (1’19s – 1’39s)

Sometimes, I find it hard to think or look for some activities, games to motivate the students. Moreover, the little students are less-concentrated. As usual, teacher teaches two periods continually for class 3 or 4. In the first period, students concentrate but in the second one, students start losing their concentration. Class 1 and 2 also have the same situations. The first 15 minutes or 20 minutes, students still keep focusing on the lesson but later they neglect the lesson. Therefore, it is quite hard for me to keep them focus completely on the lesson.

The teaching stages at primary school are completely different from high school and university. I must learn gradually and accumulate more experiences.
For example, when I teach a vocabulary lesson, it consists of many steps. First, the teacher must elicit the word, read the word as a modal, and then ask the class to repeat that word in choral, then in group and individual. After that, there are some games so that students can remember the words that they have learned longer.

At first, I felt confused because we can pass some parts more quickly at high school than at primary school. However, when I moved here, it was necessary for me to study more from my experienced teachers.

2. Vocabulary Selection (5:20)

I think 5 to 6 new words are enough for primary kids. (5’20 – 5’26) [vocabulary number]

(You mean you want to enable students’ fluency, so you put the words in context in order for students to use at once.) (10’41 – 10’54)

Yes, just like help them to make the whole sentence with the word. Because they are in grade 5, they can better in speaking [oral, putting in context]. If students are in grade 3, they just can say the words. (10’55 – 11’06). [oral]

Part 1 is vocabulary given by the course book [textbook guide]. Then comes the song. If there are new words that are related to the song, I will teach them. If not, there is no need to teach. (5’45 – 6’44)

I base on the content of the course book and the content of the song, help students to understand the song. (7’04 – 7’24) [meaningful for comprehension]

In general, I help students to extend the vocabulary related to the topic. For example, Unit 1 is about School. In lesson 1 of Unit 1, students learn about subjects. I will teach some more new words related to that topic. (7’29 – 7’56) [topic-related vocabulary]

There are many words that the MOET already requires to teach in the curriculum. So I have to teach these words [textbook guide].

(Item 6: teaching vocab in idioms, phrases, sentences)

(Include phrases which are in context.) To enable students to use those phrases while they are talking or listening. (9’12 – 9’27) [context-based]

(You add some related words so students can understand more then can use. Are they individual words? For example, “a playground”, you put in a sentence like “It’s a playground”). (9’28 – 10’15)
I help students to **practice the whole sentence**. Because many students can just learn one single word then can say that word only. They can’t say the whole sentence which includes that word. (10’16 – 10’40) [chunking, putting in context]

(Item 23: textbook-based choices in comparison)

In general, (Family and Friends) It’s simple and easy enough for students. The Educational Ministry’s course book is much heavier. (3’19 - 3’23)

Well, I mean that the current course books include too many words and knowledge [overloading knowledge – lack of exposures]. With Family and Friends, students have chance to **meet** with what they have learnt **again and again**, so they can memorize the knowledge better. The amount of vocabulary is **repeated again and again**, so students find it easier to remember. (3’28 – 4’14) [multiple exposure].

I think that the English program of The Minister of Education System in grade 5 is the most difficult. (20’01-20’06)

In textbooks of The MOET, there are only 3 lessons in 1 unit. In lesson 3, there is a revision part. I recognize that the knowledge which pupils review [insufficient review in textbook design issue] is less than that of Family and Friends textbook. In this kind of textbook, for example, children can **learn vocabulary at the beginning stage, then come a story and sentence structures**. There is a song before reading comprehension in which pupils meet **the words they have learned again**. (20’14 – 21’24) [multiple exposures].

I see that the English program is overloading [textbook design]. It is OK for grade 3 and 4, but in grade 5, it is more challenging [grammar focus]. For example, the fifth graders have to learn Past Tense at the beginning. According to me, if so, in Unit 2, they should review a little bit, and in Unit 3 they should be taught Present Tense. Instead, in textbook, from Unit 1 to Unit 5, learners have to cover 5 tenses such as Present Simple Tense, Present Continuous Tense, Future Tense and Past Simple Tense. Then there is a revision in the next term. Therefore, some pupils forget what they have learned. In my opinion, there should be 2 or 3 units for pupils to review a one sentence pattern of the Past Simple Tense then come to a new one [insufficient revision]. I see that children remember easily and forget easily as well. [vocabulary retainment]. Or in English 4 (actually in English 3), pupils have not been taught affirmative sentences, we have to present interrogative sentences “Are they your friends?” [sequence of language chunks]
I find it difficult to follow textbooks. We are using one textbook series, instead of 3 or 4 textbooks at present. (31’00 – 31’29).

In fact, Department of Education and Training have suggested 2 textbooks among which we can choose either. That’s why I find it hard to share and learn with the teachers from other schools [learning from colleagues]. Regarding CDs, flash cards, pictures, the reference materials of MOET English series are very poor [textbook reference resources]. So are songs. (31’32 – 32’40)

We like Family and Friends, but we have to change the textbook this year. To the kids, Family and Friends is more preferential. (32’43 – 33’00)

The book Family and Friend is very great. At some first lessons, the authors require to teach the certain words in textbook. So teacher just needs to **combine some games, activities** with these words to make the classroom more exciting. [games, activities]

(Item 24: usefulness of vocabulary selected for instruction)

(When you teach extra words related to classrooms, you also mention sport, put headphone on your ears, fun, play, jump, run… Are they old or new words?) (7’57 – 8’38)

They are old words. Students have already learned them. (8’39 – 8’49) [reviewing]

(You want to connect those words to the new words so that students can understand the content of the lesson more easily.) (8’50 – 9’4) [old-new vocabulary connection/extended teaching]

Yes, that’s right.

3. **Vocabulary Teaching Techniques**

It is because of learners’ concentration. For example, first graders can only pay attention within **10 minutes in a 35 - minute** period. The time for pupils’ concentration is just **10 minutes.** if longer than that, about 15 minutes, they become naughty and noisy. Therefore, we feel exhausted to manage the class. (24’35 – 25’16).[learners’ concentration span of time]

First and second graders can concentrate **within 15 minutes**, the more they learn, the longer their concentration span get. The younger the learners are, the tiring our job is. (25’18 – 25’36) [short learners’ attention span]
In a 35 – minute period, **concentration span of children is too short**. They become tired in the last minutes. (25’45 – 26’00) [learners’ concentration span of time]

I usually use **games**. In the lesson I have taught, it is already quite exciting. So it is easy for my students to love learning. [play games]

(I34 (direct) (simple and basic explanation)

Well, I see that teaching vocabulary is often through the 4 skills. (19’00 – 19’20)

Yes, I have to **speak more** with primary children. [oral] However, it is necessary to ask them **write at home**. [written] (19’31 - 19’39)

I36 (direct) (providing oral modelling of high quality / T’s pronunciation quality+ context)

I’m interested in **pronunciation, sound, and ending sound**. (11’48 – 12’03) [high-quality oral]

**Ending sound** To help students to distinguish the words. (12’08 – 12’14)

I realize if students are good at practicing saying **sounds**, their listening and speaking will be better. (12’49 -13’02) [sounds focus]

The process is that teacher will elicit the word-make a modal- **read in choral-read in group-read individually**. [oral]

Yes, teacher must **pronounce correctly** so that their students can do correctly as well. [high-quality oral/ pronunciation accuracy]

I12 (indirect) (hoc thông qua nhìn cảm nhận giác quan)

Yes, the **song** is obligatory in this lesson. Through the **songs**, students can remember more about the words they have learned. [auditory exposure+oral]

In the lesson, when learning songs, I ask students **to act to describe** the shape so that they can remember longer [miming]. The textbook of MOET is overloading. (33’01 – 33’02)

I45 (indirect) (encourage reading at home qua nhiều nguồn)

First, I have leaners **listen at home**. If their parents have favourable socio-economic status and knowledge, they buy more books or can check their offspring’s study at home or get kids to review the **words** they have learned at school. (26’50 – 27’26) [parent concern and involvement for extended vocabulary learning]
**Reading book** is interesting, in my opinion. Like studying, reading stories relating topics in class helps pupils remember a number of words. (27’50 – 28’07) [reading skill]

48 (indirect) (tạo môi trường học sinh động mọi lúc mọi nơi để hs tự tưởng)

Teacher can read stories for the whole class in which the level of pupils’ competence is high. Otherwise, learners can read stories themselves at home if they have conditions. (28’28 – 28’36) [reading & listening skills]

There is a picture room. Which school with that kind of functional room will decorate it with pictures and photos relating to the topics, or they use projectors to teach. Pupils will have a chance to approach and understand more easily. (28’43 – 29’17) [visual aids]

4. **Communicating vocabulary meanings**

8 (đầy trong mối liên kết, động / trái nghĩa, nghĩa bao quát/ thành phần, học từ trong mối quan hệ)

In general, I help students to extend the vocabulary related to the topic. For example, Unit 1 is about School. In lesson 1 of Unit 1, students learn about subjects. I will teach some more [topic-related vocabulary]

111 (đày độ khó nâng dần từ từ thấp điểm cao)

(Do you think which skills will be developed first?)

Listening and speaking first

Because if students are good at speaking and listening, they will be more confident in learning English?

Frequently, students tend to be good at listening and speaking than reading and writing.

I want to talk more about the listening and speaking. To good students, they are very good at more listening and speaking than reading and writing. However, to some shy students, they need more time to practice these skills. If speaking and listening are not good, their reading and writing are not good too. Then when they study at high school, their speaking and listening skills will be restricted.

Yes. Actually I don’t often ask students to write more in grade 1 and 2. In grade 1, they just listen and speak to remember. [listening and speaking focus - oracy]
Yes, and one important thing is that the grade 4th student already learn these shapes, so they can figure out the shapes when I explain in English.[explanation]

So you want to connect the knowledge between Maths and English, right?

Yes, students can get it without Vietnamese explanation. I just use body language [body language]

In general, I help students to extend the vocabulary related to the topic. For example, Unit 1 is about School. In lesson 1 of Unit 1, students learn about subjects. I will teach some more new words related to that topic. (7’29 – 7’56) [topic-related vocabulary]

I use direct meaning. Then using songs, explaining concepts and using gestures. [translation/explanation/body language]

In term of meaning, I see that pupils can understand through pictures. (16’05 – 16’21) [visual aid]

Teacher defines the words’ meaning or translates the words into English or Vietnamese. [translation]
5. Teaching vocabulary through skills

I think writing and reading are important in learning vocabulary too. In writing, which pupil who has aptitude, and good pronunciation need not try to learn vocabulary, still remember these words. (13’26 – 14’00) [literacy importance]

(When they read out, they can remember, then they write.) (14’00 - 14’02)

Yes, they read it once, then they remember and write it. Yeah, they have no need to learn. I realise that pupils nowadays are good at writing down new words when they pronounce well. (14’03 – 14’19) [literacy importance]

I22 (lưu ý dạy từ trong L +R)

(Include phrases which are in context.) To enable students to use those phrases while they are talking or listening. (9’12 – 9’27)

I30 (lưu ý dạy từ luyện fluency qua skills)

I realize if students are good at practicing saying sounds, their listening and speaking will be better. (12’49 -13’02) [sound focus]

(You mean you want to enable students’ fluency, so you put the words in context in order for students to use at once.) (10’41 – 10’54) [putting in context]

Yes, just like help them to make the whole sentence with the word. Because they are in grade 5, they can better in speaking. [oral] If students are in grade 3, they just can say the

I37 (dùng IT tạo nhiều hoạt động và nhiều lần để luyện tập)

6. Conducting teaching procedures

I3(có liên hệ bản thân đề khắc sâu và nhớ lâu)

(When you teach extra words related to classrooms, you also mention sport, put headphone on your ears, fun, play, jump, run… Are they old or new words?) (7’57 – 8’38)

They are old words. Students have already learned them. (8’39 – 8’49) [reviewing]

(You want to connect those words to the new words so that students can understand the content of the lesson more easily.) (8’50 – 9’4) [connection/extended teaching]

Yes, that’s right.
Yes, and one important thing is that the grade 4\textsuperscript{th} student \textbf{already learn these shapes}, so they can figure out the shapes when I \textbf{explain} in English. [reviewing by explanation]

So you want to connect the knowledge between Maths and English, right?

Yes, students can get it without Vietnamese explanation. I just use \textbf{body language} and they can figure out. [body language]

I9 \textbf{(comprehension - )}

I can \textbf{put these words in a certain context}. (16’55 – 16’58) [setting contextualization]

I see that primary pupils mostly understand meanings of the words thanks to \textbf{pictures} which definitely contain the meanings. (17’22 – 17’52) [visual aids]

I19 (khâu ngữ phát triển trước viết ngữ)

(When they read out, they can remember, then they write.) (14’00 - 14’02)

Yes, they \textbf{read} it once, then they remember and \textbf{write} it. Yeah, they have no need to learn. I realise that pupils nowadays are good at \textbf{writing down} new words when they \textbf{pronounce} well. (14’03 – 14’19) [literacy]

I20 (tạo nhiều hoạt động, tạo nhiều điều kiện học từ vựng)

First, I have leaners \textbf{listen at home}. If their parents have abilities and knowledge, they can check their offspring’s study at home or remind kids about the words they have learned at school. (26’50 – 27’26) [practice at home]

\textbf{Reading book} is interesting, in my opinion. Like studying, \textbf{reading stories} relating topics in class helps pupils remember a number of words. (27’50 – 28’07) [learning vocabulary through reading]

Teacher can \textbf{read stories} for the whole class in which the level of pupils’ competence is high. Otherwise, learners can \textbf{read stories} themselves at home if they have conditions. (28’28 – 28’36) [stories/oral/self-study]

There is a \textbf{picture room}. Which school with that kind of functional room will decorate it with \textbf{pictures and photos} relating to the topics, or they use \textbf{projectors} to teach. Pupils will have a chance to approach and understand more easily. (28’43 – 29’17) [support of multimedia]
I think it is necessary for students to look at them and remember more words. However, at my school, there is not a room to do that. I wish every school has a room to do activities for students. Many years ago, my school also did this. However, the number of students is so large, each class just has one period for one week. We don’t have enough budget to decorate or buy the equipments in the room.

I like some reference books or pictures, stories to study with the textbook. At present, my school also teach based on the MOET’s materials. Some teacher in my group take some pictures in the textbook to print and make flashcards supporting for teaching because there are no specific flascard sets to teach. [visual aids/support of multimedia]

Yes, some books have their own flashcards but it is not enough for the current book I am teaching. So I have to print the pictures from the textbook and words. (10’55 – 11’06). print them. [visual aids/support of multimedia]

It depends on the time student spending at home by reading books, watching TV or some programs. [self-practice]

As I see, some students who have their parents’ concern often study well. Their parents often ask me if their students should learn from programs, reading books or so on.related to that topic. (7’29 – 7’56) [support of multimedia]

7. Areas of interest

Q: Your difficulties and your area of interest please? (30’15 – 30’29)

A: I like to learn how to do miming for remembering word longer (30’30 – 30’52)

Q: in teaching? (30’53 – 30’59)

A: It’s teaching materials, may be one types of textbooks should be used instead of 3 or 4 series (31’00 – 31’29)

Q: At your own choice or ……….? (31’30 – 31’31)

A: DOÉT suggest two and we can choose either of them. When I went to a training workshop, I like to learn from other colleagues using the same as mine so I could not learn from them. The accompanying teaching materials are poor. (31’32 – 32’40)

Q: Family and Friends is interesting, isn’t it? (32’41 – 32’42)
A: Yes, but this year we have to change. If not, we like to use Family and Friends. Children feel comfortable to learn that textbooks. This is what we need to do. (32’43 – 33’00)

Q: That’s right(33’00 – 33’01)

A: Series of Tieng Anh 1,23 are overloading (33’01 – 33’02)

Q: Thank you for sharing.

Interview Transcript (Vietnamese Version)

Giới thiệu (from 38s to 4’14)

Q: Chị muốn hỏi là Phương đã dạy được bao lâu rồi? (38s-40s)

A: Đã em dạy được 18 năm rồi (40s-45s)

Q: 18 năm rồi. Công việc dạy trẻ ở trường tiểu học này, trước khi em dạy ở trường tiểu học hiện nay thì em có dạy ở đâu không? (45s -1’)

A: Đã em có dạy ở Bảo Lộc, Lâm Đồng. Đã được 1 năm. (1’-1’03s)

Q: 1 năm. Vậy đội trường lúc đó em dạy là...? (1’03s-1’11s)

A: Học sinh cấp 2 và cấp 3. (1’11 s – 1’13s)

Q: Các cấp 2 và cấp 3. Khi em chuyển qua tiểu học em thấy thế nào? (1’13s - 1’18s)

A: Mỗi đầu em cũng gặp khó khăn trong việc truyền thụ kiến thức [Học trò tiểu học khó truyền thụ kiến thức hơn cấp 2, 3]. Học trò thì còn nhở. Năm sau thì quen hơn. (1’19s – 1’39s)

Q: Trong thời gian bao lâu thì Phương cảm thấy quen l rails? (1’40s – 1’48s)

A: Đã, là một năm sau đó chị. (1’48s – 1’50s)

Q: Vậy bây giờ công việc dạy của em cảm giác của em như thế nào? (1’51s - 1’56s)

A: Em thấy dạy tiểu học cơ cãi vui. Công việc nói chung cũng nhẹ nhàng hơn [Có nhiều cách để giáo viên tổ chức các hoạt động trong giờ học: game, hoạt động nhóm ].(1’56s - 2’14s)
Q: Chi nhận được Questionaire của Phương rồi. Rất là hay. Chi muốn hỏi thêm một số quan niệm về dạy tiếng Anh cho trẻ tiêu học. Chi muốn hỏi trong bài em dạy cho trẻ, em thấy thoải mái không? (2’15s - 2’56s)

A: Đã em thấy thoải mái với giáo trình nhé nhưng đối với học sinh. (2’56s – 3’03s)

Q: Giàodình đó là giáo trình gì và em? (3’03s – 3’06s)

A: Đã là Family and Friends. (3’06s - 3’10s)

Q: Vậy là em cảm thấy giáo trình hay không? (3’07s - 3’18s)


Q: Ý em muốn nói “nảng” là như thế nào? (3’23 - 3’27)


Chọn từ vựng (from 4’15 to 11’06)

Q: Bài em dạy là về playground rồi sport field...? (4’15 - 4’22)

A: Đã là Unit one đó. Về We’ve got … (4’22 - 4’31)

Q: Lớp mấy vậy em? (4’42 - 4’44)

A: Đã là lớp 5. (4’44 - 4’45)

Q: Lớp 5... Và bài này là bài ồn Chủ không phải bài mới? (4’46 - 4’52)

A: Đã tục là có ồn lại kiến thức của lesson one sau đó mở rộng thêm một vài từ mới. (4’53 – 5’02)

Q: Vây trong bài này từ mới có bao nhiêu từ em? (5’04 - 5’10)

A: Đã 4 từ a. (5’11 – 5’13)

Q: Chi muốn hỏi số lượng từ theo em khoảng bao nhiêu là vừa? (5’14 - 5’19)

A: Đã em thấy đối với học trò tiêu học thì khoảng 5 đến 6 từ là vừa. (5’20 – 5’26)
Q: Trong dạy chỉ thầy em đưa 4 từ: playground, sport field, art room, computer room (5’30 – 5’42). Chỉ muốn hỏi khi mình dạy, cach mình chọn từ như thế nào?

A: Đa phần 1 là phần mà từ vực là do sách giáo khoa đưa ra. Rồi trong bài hát có những từ mới liên quan đến bài hát thì bổ em dạy thêm những từ ngoài.Nếu trong bài hát không có từ nào mới thì không cần dạy. (5’45 – 6’44)

Q: À vậy là không cần dạy từ mới mà chỉ cần luyện lại thôi. Chỉ muốn hỏi bài này để chọn từ mà em lấy ra, để chỉ xem, à là 4 từ, thế thì em đưa vào đầu để em rút ra 4 từ này? (6’45 – 7’03) A: Em đưa vào nội dung của sách giáo khoa, rồi nội dung bài hát [dạy từ hữu ích liên quan đến tăng lương từ], giúp học trò hiểu được nội dung bài hát. (7’04 – 7’24)

Q: Ngoài ra còn gì nữa không? (7’24 – 7’28)

A: Nhìn chung em thấy giúp cho học trò mở rộng ra thêm lượng từ liên quan đến chủ đề đó. Ví dụ bài 1 liên quan đến chủ đề School, ở lesson 1 học trò học các môn học thì khi dạy em mở rộng lượng từ liên quan đến chủ đề đó. (7’29 – 7’56)

Q: Khi em dạy ngoài các từ liên quan các phòng học, các phòng trong trường, em còn để cấp đến PE, sport, put headphone on your ears, fun, play, jump, run… Những từ này là từ cụ dụng không, hay từ mới? (7’57 – 8’38)

A: Đa những từ này là từ cụ do chỉ. Học trò đã học những từ đó hết rồi. (8’39 – 8’49)

Q: Em muốn đưa những từ này gán kết với các từ mới để cho học trò nó hiểu rõ hơn về nội dung bài học? [tính liên tục] (8’50 – 9’4)

A: Đa dụng rồi a.

Q: Chỉ thầy em đưa luôn cả những cửm từ, nó nằm trong ngữ cảnh luôn. Ví dụ What is this? It’s a playground. Mục đích của nó là gì? (9’5 – 9’11)

A: Đa là để học trò tận dụng những cửm từ đó trong khi các em nói hoặc nghe. (9’12 – 9’27)

Q: Đó là cách em tận dụng từ, em mở rộng thêm một số từ liên quan để cho cháu hiểu hơn sau đó có thể dùng. Chỉ muốn hỏi những từ này là từ dụng không? Ví dụ “a playground” em đưa nó vào buổi là “It’s a playground”. (9’28 – 10’15)

A: Đa giống như cái phần em tập cho học nói nguyên câu. Vì nhiều khi học trò chỉ học một từ và chỉ nói được một từ đó thôi, không thể nói được nguyên câu. [chunking] (10’16 – 10’40)

297
Q: Tức là em muốn dỗ lười loat của cháu cho nên em dạy luôn cho nó năm trong ngữ cảnh cho học trò ứng dụng luôn. (10’41 – 10’54)


Kỹ thuật dạy (11’07 to 15’30)


A: Đạ dùng rồi chỉ. (11’36-11’37)

Q: Chỉ muốn hỏi khi mình dạy trực tiếp mình lưu tâm đến những khía cạnh nào trong dạy tử? (11’37 – 11’47)

A: Em chú y đến phần pronunciation, sound, ending sound [đố sau của tử] này. (11’48 – 12’03)

Q: Chỉ muốn hỏi tài sao em lại chú y đến ending sound? (12’04 -12’07)

A: Đạ để cho học trò phân biết sự khác nhau giữa các tự. (12’08 – 12’14)


A: Vì em thấy học trò necesita thành việc tập đọc sound tốt thì sau này phân nổi và nghe của cháu tốt hơn.[skill connections] các khia cạnh của từ giúp cho các em học tốt các kỹ năng khác] (12’49 -13’02)


A: Đạ em thấy phân viết và đọc đối với học trò cũng quan trọng chỉ này. Đối với phân viết, cháu nào có năng chiều, giỏi, phát âm tốt là không cần học từ vựng vẫn sẽ nhớ.Cháu sẽ viết ra được từ đó, phát âm tốt giúp học trò dễ dàng hơn trong việc thuộc từ vựng (13’26 – 14’00)

Q: À, cháu nhớ ha. Cháu chỉ cần đọc ra là cháu nhớ cháu viết ra được. (14’00 - 14’02)
A: Đã, cháu đọc một lần là cháu nhớ, cháu viết ra được. Đã, không cần phải học. Em nhận thấy học trò ngày nay có một cái gì là khi cháu phát âm tốt thì cháu tự viết ra được. (14’03 – 14’19)


A: Đã khi thi gồm 4 kĩ năng luôn chị này. Speaking, reading, và listening và writing (14’53 – 14’57)

Q: Nhưng mà trước đây thì sao em? (14’58 – 15’01)


Cách giảng nghĩa từ (from 15’35 to 18’18)

Q: Okay, vậy chỉ tóm tắt lại là khi chọn lựa từ xong, mình sẽ đi đến thiết kế các hoạt động. Khi mình dạy trực tiếp các hoạt động, theo Phương cái sound, pronunciation rất lớn, rất quan trọng bởi vì trẻ nói lên nó sẽ nhỏ. Thế còn phần nghĩa? (15’35-16’05)

A: Em thấy phần nghĩa học trò có hiểu được qua tranh ảnh. (16’05 – 16’21)


A: Đã vậy à. Tranh ảnh đã nói lên được nghĩa của từ rồi. (16’29 -16’30)

Q: À đúng rồi. Còn có cách nào nữa theo em? (16’30 – 16’35)

A: Thường thường là vậy. Ngoài ra có những từ trái trực quan thì em cho ví dụ. (16’36 – 16’46)

Q: Có thể cho một ví dụ nào đó để giải thích được không? (16’46 -16’52)

A: Đã ví dụ em có thể đưa cái từ đó với một ngữ cảnh nào đó (16’55 – 16’58)

Q: Như vậy để giải thích nghĩa của từ em gắn kết từ với ngữ cảnh, rồi em đưa hình ảnh. Vậy khi mình dạy nghĩa của từ có vấn đề gì khó khăn vặt và không? (16’59 -17’21)

299
A: Đã không. Em thấy phân nghĩa của từ thì học trò tiểu học chủ yếu sử dụng tranh ảnh nhiều và trong tranh ảnh thì nghĩa rất cụ thể rõ rệt, rõ quá rồi dạy nghĩa của từ vựng cho học sinh tiểu học thông qua tranh ảnh đã có thể giúp học sinh hiểu được. (17’22 – 17’52)


A: Đã. (18’17 -18’18)

Đầy đủ qua kỹ năng (18’28 to 29’17)


A: Âem thấy thường thì phân từ vựng cần qua kỹ năng nghe nói, viết, đọc, dạy đủ 4 kỹ năng [skill-based teaching] đó chứ. (19’00 – 19’20)

Q: Đúng rồi phải dạy đủ 4 kĩ năng luôn đó. Nhưng mà đôi khi trẻ tiêu học thì phải nói nhiều kỹ năng không? (19’20 -19’31)


Q: Đúng rồi, phải có sự kết hợp giữa gia đình với ở trường [Học trên trường và về nhà phải có sự theo dõi của gia đình]. Chỉ muốn hỏi đến chương trình của lớp 3, lớp 4 đến lớp 5 theo sách của các cháu hiện đang học do Bộ phát hành theo em năm nào thì khó nhất? (19’39 – 20’00)

A: Em thấy chương trình của Bộ thì lớp 5 là khó nhất. (20’01-20’06)

Q: Vi sao khó? Khó ở dạng nào em? (20’07 – 20’13)


Q: À, cho nên kĩ năng mà người ta soạn, phân thảo bài hay đúng không? (21’25 – 21’27)
A: Dạ, tức là người ta lập đi lập lại nhiều lần. Còn bên giáo trình của Bố em thầy cũng có những thời gian luyện ít quá. Ví dụ em tổng hợp những mẫu câu lớp 3 sau một năm học, em thấy quá nhiều so với học trò. (21’28 – 22’01)

Q: Vậy hà em? Thế nào gọi là nhiều em? (22’02 – 22’04)

A: Ví dụ em tổng hợp riêng học ki 1 của lớp 3 thời là phải trên 20 mẫu câu rồi. (22’05 – 20’20)

Q: Ở nguyên cả học ki 1 đa 20 mẫu câu. Rồi từ mẫu câu đó mình lập lập cho cháu học từ luôn. (22’21 – 21’35)

A: Dạ, nhưng mà so với độ tuổi học trò thì cháu sẽ không nhớ được nhiều như vậy. (21’36 – 22’44)

Q: Có nghĩa là chương trình hơi nặng, đúng không? (21’45 – 22’49)

A: Dạ, em thấy chương trình hơi nặng. Lớp 3 lớp 4 thì còn được, ổn. Nhưng em thấy lớp 5 lại nặng hơn nữa [lớp càng lớn chương trình càng nặng grammar-based for fifth graders]. Ví dụ lớp 5, mới vào Unit 1 đã học thì quá khổ. Theo em nếu vậy thì qua Unit 2 ổn lại một chút, qua Unit 3 dạy hiện tại đơn. Nhưng từ Unit 1 đến Unit 5 người ta cho học 5 thì: hiện tại đơn, hiện tại tiếp diễn, tương lại đơn, quá khó don...Rồi qua học kỳ 2 lại ổn lại. Có những học trò ổn lại nhưng quên hết. Theo em một mẫu câu của thi quá khổ don nên cho 2, 3 Unit để học trò gặp đi gặp lại rồi bắt đầu chuyển qua mẫu câu mới. Em thấy học trò mau nhớ mà cũng mau quên lắm. (22’49 – 24’04) trong giáo trình của Bố đưa ra thì phản ứng tốt khá ít và xã so với phần đa học cũng với đồ là lượng kiến thức nặng so với sự nhận thức của học sinh tiểu học làm cho học sinh khó nhớ.] Hoặc như ở lớp 4, chưa học dạng khẳng định mà đã phải giới thiệu câu nghi vấn Are they your friends?


Q: Đúng rồi, đề gì cho nó khỏi bị distract đó (25’16 – 25’18)

A: Dạ, từ lớp 1 lên lớp 2 thì độ tập trung của trò được 15 phút, có tăng tăng dần lên. Nên dạy lớp càng khó thì giáo viên càng khó - độ tập trung ít khi lửa tuổi càng nhóm]. (25’18 – 25’36)
Q: Hên chi giáo viên dạy ra xong là một nhói chứ không phải giòn đâu (25’36 – 25’45)

A: Đạ, một tiết 35 phút đồ tập trung của trẻ quá ít đi. Đến những phần sau học trò cùng một rối. (25’45 – 26’00)

Q: Giờ chỉ hơi nè. Nay giờ em đã cấp rất nhiều đến cách dạy trực tiếp là phải đưa oral ra này, cho trẻ phát âm cho nó dùng này, từ sound dùng giúp cho trẻ nhớ nhiều, rồi dạy vào luyện tập nhiều lần trong nhiều kì năng, đúng không? Thế thì có cách nào gián tiếp. Vì dự giờ học trên lớp rất ngắn là sao em có thể tiếp tục việc dạy của mình sau đó nữa? (26’01 – 26’49)

A: Ví dụ em bất học trò về nhà mở máy nghe[auditory exposures for incidental learning at home] là một. Nếu ba mẹ có điều kiện, có kiên thức thì ở nhà dò bài cho học trò ví dụ nhặc học trò con học ở trường từ nào từ nào thì học trò mau nhớ. (26’50 – 27’26)

Q: Như vậy em có nghi là giống như mình hỏi xưa mình muốn học giới thì về nhà mình phải đọc sách. Có khi nào em nghĩ nên tăng cường chuyển đọc sách cho trẻ không? Để cho trẻ tăng vốn từ vựng thêm không ngoài ảnh hưởng của giáo viên (27’27 – 27’49)

A: Đạ có chút. Phấn độ em cùng thấy hay. Giông như học thì đọc truyên, đọc những câu chuyển có liên quan đến chủ đề là học trò cùng nhót được một lượng từ vựng (27’50 – 28’07)

Q: Rồi. Như vậy là giáo viên đọc hay mình cho các cháu về nhà tự tiếp xúc rồi tự đọc sách rồi cháu tự vào? (28’08 – 28’17)

A: Ví dụ dạy một lớp, lớp nào thấy khả năng học trò gió thì giáo viên có thể đọc cả lớp được. Còn không thì học trò nào có điều kiện thì ở nhà tự đọc. (28’28 – 28’36)

- Học từ vựng ở nhà qua việc nghe, sự giúp đỡ của phụ huynh và đọc sách ở nhà]

Q: Rồi, ngoài ra còn có cách nào không? Ví dụ đúng tranh ảnh treo luôn trong lớp được không em? (28’37 – 28’42)


**Muốn được bồi dưỡng gì để làm cho việc dạy tốt hơn (30’15s to 33’31)**

Q: Thế thì khi mình dạy mình-gap tre có khó khăn gì không em? Ví dụ em muốn có một training gì đó thì em thích được training cái gì? (30’15 – 30’29)
A: Đã em thấy có những phần miming để tập cho học trò thì học trò sẽ nhớ được lâu hơn (30’30 – 30’52)

Q: Vậy em có gặp khó khăn gì khi dạy không? (30’53 – 30’59)

A: Em thấy khó khăn bên giáo trình. Chỉ nền thông nhất một giáo trình thôi. Em thấy hiện giờ dùng tới 3 giáo trình, 4 giáo trình. (31’00 – 31’29)

Q: Minh muốn dùng gì mình dùng hay sao em? (31’30 – 31’31)


Q: Giáo trình Family and Friends hay ha? (32’41 – 32’42)


Q: Ư đùng rồi. Chinh xác luôn (33’00 – 33’01)

A: Đạ giáo trình của Bộ ôm dom quá. (33’01 – 33’02)

Q: Ư ôm dom nhiều quá nó cũng không nhớ, mau chán. (33’03 – 33’10)

A: Đạ.


A: Đạ.