

# Using Input Sources in the Media in Teaching Language Skills for English Majors

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**Abstract:** *As a matter of fact, providing English learners with diversified modes and forms of English language teaching and learning is of great importance. This paper presents the results of a study, conducted in 2016, on learners' and teachers' assessments on the use of media input sources in teaching and learning language skills. The participants include 50 English majors and 20 English lecturers at Quy Nhon University who provided their assessments by means of both questionnaires and interviews. The study focuses on (1) reviewing theory of teaching language skills, teaching integrated skills, using authentic materials, and developing learners' autonomy, (2) assessing the possibility and effectiveness of teaching and learning English with media input sources, and (3) suggesting possible applications of the mode. Results show that media input sources including those in newspapers, TV programs, and online materials are frequently used, practical, authentic, updated, interesting, possible, and effective as a whole. This suggests the necessity of frequent use of the sources in English teaching and learning.*

**Key words:** *Input sources in the media (MIS), Quy Nhon University (QNU)*

## 1. Introduction

Along with the advancement of science and technology, studying English has been made more straightforward to learners as both teachers and learners are exposed to a wide range of input sources, from the conventional English paper course books to online English materials, namely electronic books and audio/ video files, etc. Nevertheless, this so-called benefit tends to be a drawback to teachers and learners owing to the fact that they are sometimes inevitably spoilt for choices. Phrased another way, it is likely that they find it hard to opt for the most appropriate materials, which can greatly facilitate the learning and teaching process. Indeed, material selection has a role to play in stimulating students' interest as well as providing them with a certain amount of lexical resources for enriching their own language capacity. Therefore, there has been a strong desire for reliable and high-quality language input sources.

Since it is an indisputable fact that the ultimate aim of learning a foreign language is being able to put that language into practical communication, language learning should be glued to the daily life as much as possible so as to maximize its effectiveness. As a result, the utilization of materials in the field of media, specifically newspapers, television reports, or interviews, etc. seems to be a wise selection in language teaching and learning, which can be justified by the following reasons. Firstly, such type of input is authentic. In other words, it assists learners in bridging the gap between learning and practical use. Learners have the opportunity to be familiarized with the contexts in which the language is practiced and are prepared to

get engaged in real-life communication with confidence. Secondly, media input sources (MIS) entail language and information being brought up-to-date. Consequently, there are more chances that the level of interest of learners is greatly enhanced, and the effect of learning is enormously increased accordingly. Thirdly, the language of this kind of input is what is currently in use. This means that when using the materials of this sort, learners can be refrained from the burden of acquiring unnecessary, outdated language, which is rarely used or no longer in existence. Additionally, the powerful impact of using media input sources lies in its lively visual and sound effects, which contributes to accelerating students' attention and engagement. Another merit of this practice is that learners' independence is also strongly encouraged because they are capable of having their English skills improved by using these materials themselves, at their own convenience with the essential guidance from teachers.

For those reasons, there has been a great need for more studies into the tactics for using authentic materials in general and input sources in the media in particular in fostering English skills. This has generated our motivation to conduct a study on "*Using input sources in the media in teaching language skills for QNU English majors*".

## **2. Theoretical background**

### ***2.1. Theory of teaching language skills***

The theory of teaching language skills plays an essential part in the study. Specifically, this practice facilitates the authors' understanding of the art of language teaching. Thereby, the design of survey questionnaires and the preparation for suggested lessons plan are theoretically ensured and efficiently conducted.

As regards listening skills, Harmer (2010, p. 135) proposes three major aspects, namely, "paralinguistic clues", "specific information" and "general information". He justifies when listening, students are supposed to be capable of identifying "paralinguistic clues", such as intonation so as to grasp the mood and meaning. Usually, they listen for obtaining an overview of the audio texts, also called listening for gist. Besides, students are required to listen for particular details, i.e., time, platform numbers, etc.

Scrivener (2011), on discussing the techniques employed in teaching listening skills in the language classroom, explains two terms "top-down" and "bottom-up" as follows:

When working on listening in the classroom there are two alternative starting points; working on the 'small pieces' (sound, words and details) or on the 'big pieces', (background topics, overall structure and organization). The former is known as top-down whilst the latter is known as bottom-up (Scrivener 2011, p. 257).

In fact, according to Harmer (2007, p. 270), the two approaches “top-down” and “bottom-up”, are tightly tied to each other in the practice of listening or reading. Occasionally, the details contribute to facilitating learners’ thorough understanding of the entire entity. In addition, a global understanding of the text usually proves to be powerful in handling the details more effortlessly.

In terms of reading, according to Grower et al. (2005), a reading text can be approached by a wide range of methods, being decided by the reader’s objectives. In detail, they propose four major types of technique, namely “skimming”, “scanning”, “intensive reading”, and “extensive reading”.

With respect to skimming and scanning, Scrivener (2011, p. 265) notes, “*skimming and scanning are both ‘top-down’ skills*”. Indeed, in spite of the fact that scanning has many things to do with looking for small pieces or particular details from the reading text without conscientiously noticing every word, the manner in which the information can be found entails studying the configuration of the text, swiftly widening eyes through the whole text, and tracing hints from key words to get the expected answers.

Turning to speaking, according to Grower et al. (2005), there are two major aspects to talk about in terms of speaking skills, i.e. “accuracy” and “fluency”. Accuracy implies using vocabulary, grammar and pronunciation without flaws. Accuracy is considered to be common and vital in controlled and guided activities, and it involves continuous correction. In production or free stage, the correct employment of language is expected from the students, yet the students’ endeavor and ability to communicate is more strongly favored. Fluency, on the other hand, can be regarded as “*the ability to keep going when speaking spontaneously*”. With fluency being taken into account, what students aim at is to express the ideas, to make themselves understood, “*regardless of grammatical and other mistakes*”. In fluency activities, it is advisable that the teacher not always do the correction on the spot, yet he/she instead “*in feedback afterwards ... comment favorably on any strategies the students used to increase their fluency*” (Grower et al. 2005, p. 100).

Concerning writing, according to Scrivener (2011, p. 236), it is thought by many teachers that the act of teaching the writing skill is carried out by “... *mainly setting a writing task, leaving the students to do it (perhaps as homework) then collecting it in and marking it.*”. There is, however, a “gap” between the step of task setting and assignment collecting. In order to have this gap filled, there are several ways the teacher can adopt to assist learners, such as brainstorming ideas, choosing and sorting ideas, studying structures and vocabulary items suitable for the text, working on the layout of the text, etc.

## ***2.2. Theory of teaching integrated skills***

According to Brown (2000, p. 234), there are certain grounds justifying the skill-integration in teaching. Most noticeably, he states, “*Production and reception are quite simply two sides of the same coin; one cannot split the coin into two.*”, and “*Interaction means sending and receiving messages.*”. In communication, four skills, listening, speaking, reading and writing tend to be simultaneously included and closely connected to each other. As a result, there is a need for combining four skills in teaching language skills.

Harmer (2007, p. 267) introduces certain ways to integrate skills in language teaching, which are presented as follows:

- *Speaking as preparation and stimulus*: it is quite common for the teacher to adopt speaking, specifically discussion, as a means to activate students’ *schemata*, or to get students involved with the topic of the upcoming listening or reading texts. The justification for this is that students, through discussion, are encouraged to refresh their ideas or express their reactions to a topic.
- *Text as models*: This method is mainly employed to assist students in tasks relating to genre analysis. Apparently, written and spoken texts can be considered as a good source of models for learners to follow. Indeed, those so-called models serve to provide students with “conventions” or “specific features” to follow. For instance, an actual report proves to be helpful in guiding students to examine its layout, and style; students can base on a model spoken text to develop their own one.
- *Texts as preparation and stimulus*: This can be illustrated by the fact that a reading text which is disputable is powerful to stimulate ideas and arguments from students. Similarly, listening to a dramatic story can provoke students’ excitement to recall their memory and verbalize their own stories, or narrate them on papers.
- *Integrated tasks*: Teachers usually integrate tasks by having students listen to a recording to take notes, or get them to provide a summary (of spoken or written forms) of what they have read in advance. In similar fashion, when students partake in group writing activities, they tend to concurrently employ speaking, listening, reading and writing.

### **2.3. Authentic materials**

The study deals with how authentic materials are defined and how they are exploited in language teaching.

According to Herod (2002, as cited in Al Azri & Al-Rashdi, 2014), authentic learning “materials and activities” are those which are set to emulate real world circumstances.

Bacon and Finnemann (1990, as cited in Akbari & Razavi, 2016) confirm that, “*authentic materials are those texts which are made by native speakers for non-pedagogical purposes.*”

As Berardo (2006, as cited in Akbari & Razavi, 2016) states, the selection of authentic materials to be incorporated in classroom use must be based on three criteria: “suitability of content”, “exploitability”, and “readability”. He emphasizes by declaring that the suitability of the content relies on the fact that the materials catch students’ interest and meet their demands. Also, according to Bacon and Finneman (1990, as cited in Akbari & Razavi, 2016), it is essential that the authentic materials used be pertinent in terms of culture to the students’ grounding. Exploitability implies the possibility of the texts to be adopted to enhance “students’ competence” and to be tailored to meet the teaching aims. And last but not least, readability signifies the complexity of the text grammar and lexical resources.

To summarize, it can be seen that authentic materials in general and input sources in the media in particular are abundant resources for language teaching and learning. Studying the use of authentic materials in language teaching has many points relating to the study as input sources in the media and the authentic materials are both extracted from the language used in daily life. Thus, studying the employment of authentic materials in language teaching is certainly of great help in gaining an overview of how the input sources in the media can be effectively put into use in teaching and learning language skills.

#### ***2.4. Learners’ autonomy***

In the twenty-first century, learners in general and English learners in particular, with the assistance of technological boost, have a great opportunity to get access to many sources of learning. Therefore, it is best for teachers not only to teach students knowledge but also guide them to adopt effective learning strategies, encouraging students to maximize their learning outcomes through self-studying. As a result, it is likely that students will become more active and the learning process and cease to be a tedious one.

Palmer (2015), in her article published on edutopia.org, states, “*As students have access to any information possible, there is certainly no need to “spoon feed” the knowledge or teach “one-size-fits-all” content*”. She continues to explain that due to the students’ variety of personalities, objectives and demands, the so-called “personalized instructions” are highly expected by students. As students have the right to choose what to learn, their learning will become personal, which motivates them intrinsically and encourages them to endeavor more.

According to Eaton (2010), students in the 21<sup>st</sup> century have “*the world at their fingertips*”, and they are gaining an understanding of the world through technology in

an innovative manner. She also emphasizes, “*There is a case for reconceptualized field that is more learner-centered, more collaborative and more technologically-driven.*”

From the all the experts’ viewpoints presented, it is likely that input sources in the media are a wise selection. This is due to the fact that, with the assistance of input sources in the media, students can learn language skills anywhere and at any time at their own convenience. Besides studying in the classrooms, teachers can guide students to take advantage of the MIS for studying by themselves at home, which enormously enable students’ activeness in learning and greatly improves the quality of the whole language learning process.

### **3. Methodology**

#### ***3.1. Research design***

In order for the research to be carried out, two survey questionnaires, one for students and one for teachers, were designed and distributed to 50 English majors and 20 teachers in the Department of Foreign Languages, Quy Nhon University (QNU) to enquire into their evaluation on the use of input sources in their language skill learning and teaching. The data gained from the survey questionnaires and interviews were processed, scrutinized by applying descriptive, contrastive, and comparative methods following both qualitative and quantitative approaches.

#### ***3.2. Research questions***

The study endeavors to solve two research questions:

1. How is the use of input sources in the media in teaching language skills assessed by QNU English majors?
2. How is the use of input sources in the media in teaching language skills assessed by QNU English teachers?

#### ***3.3. Participants and data***

In terms of students, 50 participants, who were randomly surveyed, are all third-year English majors, studying in the Department of Foreign Languages, QNU. All of them have more or less 10 years of English language learning. And 50 students enquired are of two majors – Teaching English and English Language. It is likely that all of them have had access to the media sources in their daily life, and to some extent, have used or thought of using input sources in the media in sharpening their language skills. As regards the teachers, 20 lecturers enquired are all the teaching staff of the Department of Foreign Languages, QNU. Most of them have more than ten years of being devoted to the teaching career.

With regard to data analysis, the survey questionnaires collected were sorted out, and then the data were imported to computer with the software Microsoft Office

Excel. With the assistance of this tool, the frequency as well as the proportion of the responses of the questionnaires would be appropriately calculated.

The data exported from the computer were summarized, presented in tables and described using comparative and contrastive techniques. Thereby, conclusions were drawn on how the attributes had been evaluated by the participants and which attributes receive the highest or least ratings and so on.

Apart from that, opinions of the participants, which had been recorded in the interviews, were translated into English and inserted into the texts, where relevant, to provide essential proofs for the statistics analysis.

## 4. Findings

### 4.1. Students' perception

#### 4.1.1. Students' general assessment on MIS and the use of MIS

**Table 1. Students' general assessment on MIS and the use of MIS**

	Percentage
<i>Often &amp; very often</i>	72%
<i>Effective &amp; very effective</i>	78%
<i>Practical &amp; very practical</i>	66%
<i>Authentic &amp; very authentic</i>	44%
<i>Updated &amp; very updated</i>	84%
<i>Like &amp; really like</i>	70%
<i>Interesting &amp; very interesting</i>	66%
<i>Possible &amp; highly possible</i>	60%

At first glance, students surveyed showed positive attitude towards the idea of employing MIS in learning language skills. In detail, it can be seen from Table 1 that 72% of the learner-participants revealed that they often or very often use materials in the media in learning English, and 78% of the total number of respondents claimed the effectiveness of this employment. Most of the students interviewed claimed that materials from the media were diverse, popular and authentic. Therefore, they found input sources in the media effective in learning pronunciation, familiarizing themselves with the target language, accumulating ways to express ideas and enriching knowledge of numerous fields.

In terms of giving comments on the materials in the media, 84% agreed that those materials were very updated and updated, and 66% of the respondents were of the same opinion that those sources were practical and very practical. However, the

authenticity of the MIS was not highly appreciated by the 50 students asked, with 56% of the participants rating “quite authentic” and “a bit authentic”. Indeed, the genuine MIS, which concern high levels of authenticity, require students to have quite sufficient levels of proficiency to fully comprehend. Thus, in order for those materials to be accessible to students, the authenticity must be lowered or put under control. As regards the participants’ outlooks on the manipulation of MIS in language learning, 70% of the students voiced that they like and really like the idea, and 66% of the participants admitted that it was interesting to use MIS in enhancing language skills. The learner-participants were also excited to share their experience that the more they were exposed to language, the more they knew about it. Besides, the students surveyed were of the opinion that learning with media input sources was interesting as they could study with lively audio files and colorful pictures. Nevertheless, since the amount of information is infinite, it is difficult for the students to find the right material to facilitate their study. It is also worth noticing that the feasibility of adopting MIS in integrated skill teaching and learning was confirmed by 60% of the respondents, who rated “highly possible” and “possible”. The reason for this is that, “*these learning sources are likely to be available at any time and able to be accessed at anywhere.*”, shared by a large number of the interviewees. Still, according to most of the students, several issues ought to be considered by teachers, including students’ age, levels of proficiency, target skills and the concerned topics.

#### *4.1.2. Students’ assessment on the use of MIS in learning language skills*

The student-participants were also involved in offering evaluation on each particular language skills and integrated skills as a whole.

As for speaking, according to the participants, the utilization of MIS has a crucial role to play in developing students’ lexical resource, store of speaking ideas, pronunciation and naturalness in speaking. Students shared that by using MIS, they could imitate native speakers to gradually enhance their pronunciation and intonation. Apart from that, students can also treat MIS as abundant sources for researching and developing their ideas. Besides obtaining new ideas, students have the opportunity to learn how ideas are joint together, which can be regarded as coherence in speaking. Furthermore, native-like style of speaking can also be developed with the proper exploitation of MIS.

Regarding listening skill, pronunciation is the aspect that benefits the most from MIS. Gaining access to films, songs, news, speeches, and reports enables students to get familiar with a wide range of accents. Phrased another way, the use of input sources in the media helps to improve learners’ ability to have quick reflexes, to acquire pronunciation features of different accents, which to some extent aids

students' comprehension. Through listening with the support of MIS, students are also able to learn new words and have those words engraved in their minds.

In reading, most of the students voted for vocabulary to be the area that can be strongly developed through MIS. In other words, students have the chance to be exposed to new words of various issues. Besides, on the condition that students practice reading on daily basis, reading speed can be greatly amplified.

Turning to writing, the majority of the students thought that they could take advantage of MIS to enormously enhance their vocabulary and to select favorite topics for writing. Additionally, students are able to get access to techniques of vocabulary utilization and to vary the types of sentence employed.

In terms of integrated skills, activating learners' background knowledge and expanding students' vocabulary and grammar are the main purposes of the use of MIS. The majority of the students interviewed shared the view that there was a close tie connecting four skills. They claimed that teachers should collect materials focusing on one particular field, yet can be utilized for various purposes to diversify the lessons.

#### **4.2. Teachers' perception**

##### *4.2.1. Teachers' general assessment on MIS and the use of MIS*

**Table 2. Teachers' general assessment on MIS and the use of MIS**

	Percentage
<i>Often &amp; very often</i>	55%
<i>Effective &amp; very effective</i>	70%
<i>Practical &amp; very practical</i>	75%
<i>Authentic &amp; very authentic</i>	80%
<i>Updated &amp; very updated</i>	85%
<i>Like &amp; really like</i>	80%
<i>Interesting &amp; very interesting</i>	90%
<i>Possible &amp; highly possible</i>	90%

In general, it is likely that most of the teacher-participants supported the use of MIS in teaching language skill teaching. This can be strengthened by Table 2, which shows that well over half of the instructors' shared that they often and very often employed MIS in their language teaching. The reasons are that material from the media can serve to arouse students' interest and excitement. Besides, students are given the

chance to be updated with what are happening around them, enrich their knowledge and get to know a variety of topics. However, 45% of the teacher-participants were still reluctant to employ the method owing to the fact that they have to follow fixed syllables in schools and the use of MIS really takes time. Specifically, a considerable amount of time needs to be spent on tailoring the input sources in the media to meet the lessons' aims and the students' levels of proficiency.

However, 70% of the participants agreed that the implementation of MIS in teaching skills was effective and very effective. Most of the teachers commented that as the language used in daily life is brought into the classroom, students are more attentive and absorbed in learning. In addition to that, teachers are also excited as they can expand their knowledge of different fields through the employment of MIS in language skill teaching. On offering evaluation on the input sources in the media, three-fourths of the instructors claimed the usefulness of those teaching sources. Similarly, the degree of authenticity and the degree of being brought up-to-date of MIS were confirmed by 80% and 85% of the total number of teachers surveyed respectively. It is also essential for the teachers to pay attention to the levels of authenticity, which ought to be put under control and appropriately adjusted, so that the MIS can be usable.

The practice of putting MIS into language skill teaching caught the interest of 80% of the respondents, who rated "like" and "really like". Once the MIS are employed, students are capable of relating to themselves, which can be considered as the ultimate aim of learning. More strikingly, 18 out of 20 participants (90%) asserted that it was interesting and possible for the MIS to be applied to teach language skills.

#### *4.2.2. Teachers' assessment on the use of MIS in teaching language skills*

With respect to speaking, pronunciation, vocabulary, speaking ideas, and natural speaking style are the facets which can be substantially improved with the support of MIS, which was agreed by 100%, 95% and 95% of the teacher-participants accordingly. According to the teachers, by watching video clips by native speakers, students have an opportunity to observe their articulation shapes when pronouncing a word, thereby, being able to imitate to produce the correct and native-like pronunciation. Additionally, students are exposed to updated issues, vocabulary relating to those subjects, and derived words of the recent trends.

In respect of listening skill, 19 out of 20 instructors (95%) highlighted that they could apply MIS a lot to help enhance students' pronunciation and get students to be acquainted with various accents. Also, teachers need to take notice of opting for standard accents, not dialects, which may pose problems for students' comprehension.

In connection with reading, MIS could be extensively exploited by the instructors to enrich students' vocabulary, familiarize students with many reading topics, and provide a background for reading. Approaching MIS enables students to learn more word collocations, and words in real contexts. Furthermore, reading authentic materials from the media brings about huge benefits when students develop a regular reading habit. As a result, when reading, the cognitive load will be lowered, and students only need to concentrate on vocabulary and grammar.

In the matter of writing, 85% of the respondents share the opinion that MIS can be used for students' vocabulary expansion, whereas 80% of the teacher-participants made use of MIS to help learners brainstorm ideas. As stated by the teachers, for writing, what students need the most is vocabulary and ideas, which can be accumulated from browsing newspaper articles regularly. Hence, students' writing will become more colorful and persuasive thanks to the information quoted from their authentic reading. Moreover, gaining access to authentic materials in the media encourages students to pay attention to linking devices, collocations and language chunks, which can be effectively applied in their writing. Also, 18 out of 20 participants (90%) referred to MIS to browse for favorite or concerned topics for teaching writing.

With respect to teaching integrated skills as a whole, MIS were on maneuver solely for activating students' background knowledge of the topic in question and to trigger students' responses to real-life events, encouraging them to put forward their points of view. Most of the teachers interviewed agreed that they would rather use MIS to lead students to new lessons, to give students further discussion, or to explain new and difficult terms.

## **5. Conclusion and implications**

On the ground of the findings and contributing ideas of learner-participants and teacher-participants, it is clear that both students and teachers highly welcome the idea of incorporating MIS in learning and teaching language skills & integrated skills. Besides, the use of MIS greatly enhances teachers' and students' interest and helps to improve students' skills in using language in daily life. Another point worth considering is that MIS prompt students' awareness of self-studying. In other words, since students are able to get access to MIS in a rather straightforward manner, they can take advantage of these sources to study at their own convenience. Nevertheless, the frequent exploitation of these learning sources requires much of teachers' flexibility and effort regarding the selection and editing process.

Basing on the conclusions above, the authors also arrive at some of the implications for teaching language skills.

First and foremost, it can be said that the utilization of input sources in the media in teaching language skills is truly essential and of great importance in maximizing both students' and teachers' interest in the classrooms. Adapting MIS in teaching also means to create more chances for students to get immersed in the language used in the daily life. In fact, the more students get exposed to the target language, the more competent they are expected to become in that language.

It is worth noticing that, however, in order to successfully organize a lesson with the use of MIS, the teachers are usually supposed to invest a considerable amount of time in selecting the materials with respect to the topics of the lesson. Specifically, it is advisable that teachers avoid culturally-biased or politically-biased materials. Instead, their attention should be paid to materials which are of common sense, which are likely to catch learners' interest and not to entail many obstacles for their comprehension.

Additionally, the input sources in the media should be tailored if necessary to meet the students' level of proficiency. Teachers sometimes need to acquaint students with those materials step by step. To illustrate, students, especially in the first stage, certainly find it difficult to listen and grasp what native speakers communicate at their normal speeds. In the same vein, handling a reading text whose 80% of the vocabulary is new is genuinely a challenging task for students, and they will consequently give up soon.

Nevertheless, despite the inevitable difficulty of the listening or reading texts, what the teachers need to take into account is how the tasks will be designed, not the materials. Phrased another way, regarding the teaching aims, teachers can have students carry out uncomplicated tasks basing on a difficult text. By way of illustration, to help students recognize parts of speech of the words in context, teachers can get students to browse a piece of newspapers to look for all the adjectives included in the text. This is actually not an activity reserved for skill practicing, yet it proves to be powerful in changing the atmosphere, functioning as a supplementary activity.

Furthermore, learners should be encouraged to take advantage of MIS to sharpen their language skills at home by self-studying. To give an instance, most of the language learners are familiar with the site TED.com, a fruitful online destination with many speeches, which are of a wide range of topics and delivered by prominent orators. This site can be fully exploited to encourage students to study on their own. Specifically, at home, students can watch a video, which can be selected according to their concern or be assigned in advance by the teachers. Students are allowed to resort to the subtitle at any time they want. On watching the video, students should (1) make an outline of what are delivered by the speaker by jotting down the key ideas, (2)

make some notes of some key words, and useful expressions in the text, (3) compose a complex sentence featuring all of the content of the speech. In class, students are required to share their notes by talking in pairs. Both of the students in each pair have to share what they have prepared at home, and listen to their partner, guess what it is about, and make a complex sentence of what they have listened to. By doing this, students are guided to form a habit of studying by themselves, and they will find learning more absorbing.

To support the use of MIS in the classroom, the author puts forward one suggested lesson plan to teach language skills with the support of MIS.

## LESSON PLAN ON THE TOPIC OF TECHNOLOGY

**MIS:** Video file, “*What is artificial intelligence?*” by BBC

(adapted from <https://www.youtube.com/watch?v=fvtrRGmv7aU>)

Article, “**New gym opens to train robots**”

(adapted from <http://www.breakingnewsenglish.com/1605/160501-robot-gym.html>)

*A group of business people has opened a kind of gym for robots. The group is headed by Elon Musk, who is the boss of the electric car company Tesla Motors and the space tourism company, SpaceX. Mr Musk also founded the online payments website PayPal. His latest project is called OpenAI Gym. It is a platform for researchers and code writers to test their latest work. It is an open platform, which means people are free to test their ideas for artificial intelligence (A.I.) on it. In particular, researchers can test and share their algorithms for A.I. Algorithms are special set of rules in a computer that can solve problems and quickly deal with large amounts of information.*

*Mr Musk wrote about the OpenAI Gym project and why his team decided to put it online for free. He said: "Our goal is to advance digital intelligence in the way that is most likely to benefit humanity as a whole, [without the] need to generate financial return." The OpenAI Gym follows the idea of giving rewards for successful learning – similar to giving a dog a treat when it learns something new. This is called reinforcement learning. If an algorithm does well in the gym, it gets a reward. If the algorithm fails, it gets no reward and it has to try something different. The aim of the gym is to develop an algorithm that can multi-task – do many things at the same time rather than be good at doing just one thing.*

## LESSON PLAN

### I. Aims and objectives

**+ Language content:**

To prompt students to employ authentic language to talk about the topic of technology

To expand students' vocabulary in terms of technology

**+ Language functions:**

To encourage students to express their personal viewpoints by involving in debates, and writing argumentative essays

To help them improve their language skills

**+ Educational aim:**

To raise students' awareness of the benefits and drawbacks of modern technology, specifically, robots and artificial intelligence

1. **Language:** Vocabulary relating to robots and artificial intelligence
2. **Skills:** Integrated skills
3. **Methods:** Communicative language teaching
4. **Techniques:** Individual work, pair work, group work, elicitation, explanation, visuals, etc.
5. **Teaching aids:** chalk, projector, laptop, lesson plans, handouts, pictures, etc.

**II. Time allotted**

100 minutes

**III. Students' level of proficiency**

Upper-intermediate (third year students)

**IV. Steps and activities**

<b>Teaching steps and time allotted</b>	<b>Teacher's activities</b>	<b>Learner's Activities</b>
<b>I. Stabilization and warm-up (5 minutes)</b>	<ul style="list-style-type: none"><li>- Greet the students: "Hello, class. How are you today?"</li><li>- Checks attendance: "Are there any absentees today?"</li><li>- Cheers the students up</li></ul>	<ul style="list-style-type: none"><li>- Greet the teacher</li><li>- The monitor answers.</li><li>- Get ready to study</li></ul>

**II. New lesson  
(90 minutes)**

**1. Pre  
activities:  
Lead-in and  
introduction  
(10 minutes)**

- Has the students look at some of the pictures below and and base on the three questions followed to discuss in groups of four (3 minutes)



1. *Can you describe what you can see from each picture?*
2. *How can these things benefit human's life?*
3. *What can you relate to from those pictures?*

- Ask and listen to the students' answers and provide feedback (6 minutes)

**Expected answers:**

1. *A robot conducting a symphony*

- Observe the pictures and discuss in groups to answer the three questions

- Answer the teacher's questions

- Listen to the teacher's feedback and comments

	<p><i>orchestra, a watch which can tell one's heart rate, an ATM, and a search engine using speech recognition</i></p> <p>2. <i>They can enormously save people's time and effort, take care of people's health, etc.</i></p> <p>3. <i>Machines, robots, technology, artificial intelligence</i></p> <p>- Leads the students to the concept of "<b>artificial intelligence</b>". "<b>Today we are going to deal with the topics of robots and artificial intelligence.</b>" (1 minute)</p>	<p>- Ask questions for confusing answers</p> <p>- Listen to the teacher</p>
<p><b>2. While activities (60 minutes)</b></p>	<p><b>a. Listening based MIS (30 minutes)</b></p> <p>- Introduces to the students the clip they are going to watch; whose name is "<b>What is artificial intelligence?</b>". Asks some questions based on the title, specifically the words "<i>artificial</i>" and "<i>intelligence</i>". <i>What can you relate to from those two words?</i> (5 minutes)</p> <p>- Shows the students the video clip, entitled "<b>What is artificial intelligence?</b>" by BBC. Requires the students to watch the clip and take note. (3 minutes) <a href="https://www.youtube.com/watch?v=fvtrRGmv7aU">https://www.youtube.com/watch?v=fvtrRGmv7aU</a></p> <p>- Has students discuss in pairs what the clip is generally about. (2 minutes)</p> <p>- Plays the clip one more time and asks the students to check their notes and add more information (4 minutes)</p> <p>- Requires the students to work in pairs, sharing about what they have seen from the clip (3 minutes)</p>	<p>- Listen to the teacher and give answers</p> <p>- Answer the teacher's questions</p> <p>- Watch the clip and take notes of the main ideas</p> <p>- Talk with a nearby partner about the main points of the clip</p> <p>- Checks notes and add specific information</p> <p>- Discuss in pairs and share notes</p>

	<p>- Asks the students what they have got in their notes about the main ideas, and the specific information. Listens and gives comments. (3 minutes)</p> <p>- Gets the students to use their notes to do the task individually: (3 minutes)</p> <p><b><i>Complete the following sentences by filling each gap with no more than TWO words:</i></b></p> <ol style="list-style-type: none"> <li>1. Human’s brain can be considered as the most ... object, or a ... network in the universe.</li> <li>2. The ultimate goal of A.I. is about creating a ... that can think like a human.</li> <li>3. In order to achieve that goal, there are many steps along the way, which are called ... or ... A.I. systems, and each of which is in charge of only one specific task.</li> <li>4. The computer ... .. beat the world chess champion in 1997, but it could not learn a new game itself and could not think as a human.</li> <li>5. Developing a computer mind that that learns, improves, and even becomes superhuman is called ... A.I.</li> </ol> <p>- Calls the students to give answers and provides feedback to students’ answers (3 minutes)</p> <p><b><u>Expected answers:</u></b></p> <p><b><i>1. complex</i></b></p>	<p>- Respond to the teacher’s questions</p> <p>- Do the task individually</p> <p>- Listen to teacher’s feedback and ask for things they get confused</p>
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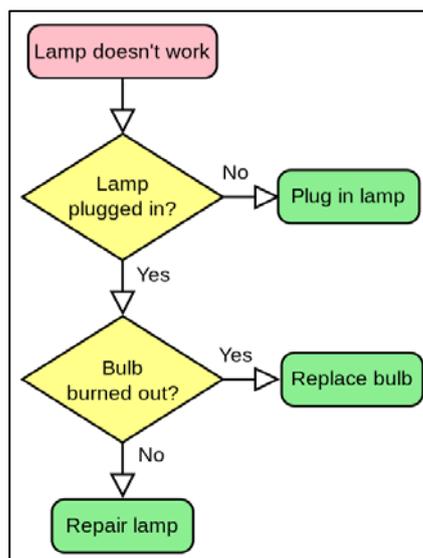
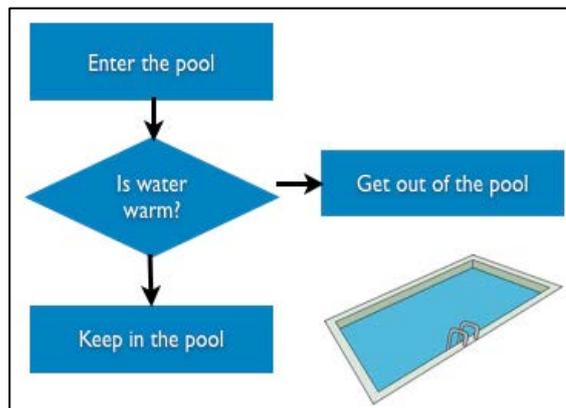
	<p>2. <i>computer mind</i></p> <p>3. <i>simple/ narrow</i></p> <p>4. <i>Deep Blue</i></p> <p>5. <i>general</i></p> <p>- Asks the students to work in pairs, base on their notes and the listening task to ask and answer about A.I (4 minutes)</p> <p><b>b. Reading based MIS (30 minutes)</b></p> <p>- Introduce to the students that they are going to read a text about “<i>New gym open to train robots</i>”. Requires students to make some guesses of what they are going to read by answering questions:</p> <ul style="list-style-type: none"> <li>+ What do you know about gyms?</li> <li>+ What are gyms normally used for?</li> <li>+ Have you ever heard of any gyms for training robots?</li> <li>+ In what ways are those gyms for training robots different from the normal gyms (the place for working out)?</li> </ul> <p>- Listen to the students’ answers and gives comments (3 minutes)</p> <p>- Teaches the students new words in the reading text (5 minutes)</p> <p>+ <b>platform (n)</b>: gives students two sentences for guessing the meanings of “platform”</p> <p><i>The next train for Aberdeen will depart from platform 9. (a flat raised place</i></p>	<p>- Talk in pairs about A.I.</p> <p>- Listen to the teacher and brainstorm the answers</p> <p>- Give answers and listen to the teacher’s comments</p> <p>- Listen to the teacher, answer teacher’s questions, and take notes</p>
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where you get on or off trains at a station)

*This new personal banking software can be used with any Windows **platforms**.* (types of computer system on which types of computer program are used)

+ **algorithm** (n): show two pictures featuring examples of simple algorithms (from <http://www.wizdoh.com/i-want-to-learn-how-to-write-excel-vba-macros-where-do-i-start/>)

and guides the students to discover the meaning of the word.



(a set of rules that can be followed to solve problems)

	<p>+ <b>multi-task (v)</b>: guides students to guess the meaning relying on the prefix “<i>multi-</i>”, which means “<i>many</i>”. (do many things at the same time)</p> <p>- Has the students read the text “<i>New gym opens to train robots</i>” and then do the exercises and try to get the main points of the text. (3 minutes)</p> <p>- Requires the students to discuss in pairs what the text is generally about. (2 minutes)</p> <p>- Has the students, individually, read the text again and complete the task. Reminds students to look for key words in the questions and clues for finding the answers. (2 minutes)</p> <p><b><i>Exercise 1: From what you have read, decide whether the following statements are true (T) or false (F)</i></b></p> <ol style="list-style-type: none"> <li>1. The boss of the new gym also runs a space tourism company.</li> <li>2. The new gym is free for anyone to use.</li> <li>3. The system the gym uses is called a closed platform.</li> <li>4. Algorithms are very slow at solving problems.</li> <li>5. The boss wants the gym to develop humanity as a whole.</li> <li>6. The idea behind the gym is similar to giving a dog rewards for learning.</li> <li>7. An algorithm will get a reward if it fails a task.</li> </ol>	<p>- Read the text individually for 3 minutes</p> <p>- Tell partners what the text is about.</p> <p>- Read the texts, look for clues to answers the questions.</p>
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	<p>8. The boss wants algorithms to do just one thing well.</p> <ul style="list-style-type: none"> <li>- Asks the students to discuss their answers in pairs. (2 minutes)</li> <li>- Gives feedback and comments; asks students to provide clues helping them to find answers. (3 minutes)</li> </ul> <p><b><u>Expected answers:</u></b></p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. T</li> <li>3. F</li> <li>4. F</li> <li>5. T</li> <li>6. T</li> <li>7. F</li> <li>8. F</li> </ol> <p><i><b>Exercise 2: Ask and answers the following questions:</b></i></p> <ol style="list-style-type: none"> <li>1. What kind of group has started the OpenAI Gym?</li> <li>2. What is the name of the car company owned by Mr Musk?</li> <li>3. Who can test their latest work in the gym (besides researchers)?</li> <li>4. What kind of platform is the gym on?</li> <li>5. What can algorithms quickly deal with?</li> <li>6. What does Mr Musk want to advance?</li> <li>7. Who does Mr Musk want the gym to benefit?</li> </ol>	<ul style="list-style-type: none"> <li>- Discuss with a nearby partner about the answers, clues for the chosen answers</li> <li>- Listen to the teacher, give answers, give reasons for their choices and ask for clarification.</li> </ul>
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	<p><b>8.</b> What does Mr Musk not need from his gym?</p> <p><b>9.</b> What will an algorithm get if it does well in the gym?</p> <p><b>10.</b> What kind of algorithms does Mr Musk want from the gym?</p> <ul style="list-style-type: none"> <li>- Asks the students to work individually to work out the answers (3 minutes)</li> <li>- Requires the students to discuss the answers in groups of four (2 minutes)</li> <li>- Calls the students to answer and gives feedback (3 minutes)</li> </ul> <p><b><u>Expected answers:</u></b></p> <ol style="list-style-type: none"> <li>1. A business group</li> <li>2. Tesla Motors</li> <li>3. Code writers</li> <li>4. An open platform</li> <li>5. Large amounts of information</li> <li>6. Digital intelligence</li> <li>7. Humanity</li> <li>8. Financial return</li> <li>9. A reward</li> <li>10. Ones that can multi-task</li> </ol> <ul style="list-style-type: none"> <li>- Asks students to practice questioning and answering in pairs (1 minute)</li> <li>- Tells students to exchange the role and practice one more time (1 minute)</li> </ul>	<ul style="list-style-type: none"> <li>- Work individually for 3 minutes to find out the answers for 10 questions</li> <li>- Discuss the answers in groups of four for about 3 minutes</li> <li>- Answer teacher's questions and listen to feedback</li> <li>- Practice questioning and answering with a partner</li> </ul>
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		- Exchange the role and practice one more time
<b>3. Post activities (20 minutes)</b>	<p>- Divides the class into groups of four. Each student in one group will play one role, A, B, C or D. Their task is as follows:</p> <p><b>Role A – Learning English</b> You think robots will be most useful at helping us learn English. Tell the others three reasons why. Tell them things that are wrong with their ideas. Also, tell the others which is the least likely of these (and why): solving climate change, making money or looking after babies.</p> <p><b>Role B – Solving climate change</b> You think robots will be most useful at solving climate change: Tell the others three reasons why. Tell them things that are wrong with their ideas. Also, tell the others which is the least likely of these (and why): learning English, making money or looking after babies.</p> <p><b>Role C – Looking after babies</b> You think robots will be most useful at looking after babies. Tell the others three reasons why. Tell them things that are wrong with their ideas. Also, tell the others which is the least likely of these (and why): solving climate change, learning English or making money.</p> <p><b>Role D – Making money</b> You think robots will be most useful at making money. Tell the others three reasons why. Tell them things that are wrong with their ideas. Also, tell the others which is the least likely of these (and why): solving climate change,</p>	<p>- Listen to the task given by the teacher (3 minutes)</p> <p>- Take notes of the key words and/or prompts (4 minutes)</p> <p>- Practice individually in silence (3 minutes)</p> <p>- Talk to other group members on what each student is in charge of (3 minutes)</p> <p>- Give comments on each member’s talk (2 minutes)</p>

	<p>looking after babies or learning English.</p> <ul style="list-style-type: none"> <li>- Calls one group to perform in front of the class and gives feedback (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy the performance and give comments (5 minutes)</li> </ul>
<p><b>IV. Consolidation (2 minutes)</b></p>	<ul style="list-style-type: none"> <li>- Reminds the students of some new words to be noted in the lesson</li> <li>- Stresses the popularity and vitality of robots in particular and artificial intelligence in modern life</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher</li> <li>- Listen to the teacher</li> </ul>
<p><b>V. Homework (3 minutes)</b></p>	<ul style="list-style-type: none"> <li>- Asks the students to write a 200-word argumentative essay on the topic: <i>“Artificial intelligence and robots are dangerous to humans. Discuss.”</i>. Hand in the essay in the next meeting.</li> <li>- Encourages the students to expand their vocabulary by using the Internet to research interesting words in the texts and their associations as well as collocations. Asks the students to browse TED.com for speeches relating to artificial intelligence and robots to practice at home.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher’s instructions and ask for explanation if necessary.</li> <li>- Jot down the teacher’s instructions.</li> <li>- Take notes</li> </ul>

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## Appendices

### A. SURVEY QUESTIONNAIRES FOR STUDENTS

#### QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed to collect data for my research, entitled “*Using Input Sources in the Media in Teaching Language Skills for QNU English Majors*”. The study aims at discovering effective methods for utilizing media input sources in teaching language skills for QNU English majors, contributing to the enhancement of the language teaching quality in Quy Nhon University. There is no right or wrong answer, so all your faithful responses are strongly favored. I would genuinely appreciate your cooperation. It is confirmed that your personal identity will be kept strictly confidential.

**Section 1:** Please offer your assessments of the use of media input sources in teaching language skills by circling one of the the choice numbers.

**1. How often do you use media input sources<sup>1</sup> in your language learning?**

1. Very often    2. Often    3. Sometimes    4. Rarely    5. Never

**2. How effective do you think using media input sources in language teaching is?**

1. Very effective    2. Effective    3. Quite effective    4. A bit effective    5. Not effective at all

**3. How practical/useful do you think the material from the media is?**

1. Very practical    2. Practical    3. Quite practical    4. A bit practical    5. Not practical at all

**4. How authentic<sup>2</sup> do you think the material from the media is?**

1. Very authentic    2. Authentic    3. Quite authentic    4. A bit authentic    5. Not authentic at all

**5. How updated<sup>3</sup> do you think the material from the media is?**

1. Very updated    2. Updated    3. Quite updated    4. A bit updated    5. Not updated at all

**6. Do you like learning language skills, with the use of media input sources?**

1. Really like    2. Like    3. Quite like    4. Not really like    5. Don't like

**7. How interesting is it to use media input sources in learning language skills?**

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<sup>1</sup>= **material from the media:** teaching/learning material adapted from the media (e.g., newspaper articles, TV news, reports, interviews, etc.)

<sup>2</sup> in real life, being real/ exactly the same as the original, not being edited

<sup>3</sup> containing the most recent information

1. Very interesting 2. Interesting 3. Quite interesting 4. A bit interesting 5. Not interesting at all

**8. How possible is it for using media input sources in learning integrated skills<sup>4</sup>?**

1. Highly possible 2. Possible 3. Quite possible 4. Hardly possible 5. Impossible

**Section 2:** Please make your evaluations on the effectiveness of using media input sources in teaching/learning language skills by putting a **tick** (✓) in the cell of the corresponding column of extent, from *A lot* to *Not at all*. You are also welcomed to suggest other effective methods on the dotted lines under every table.

**1. How can the use media input sources in teaching language skills help to improve learners' skills in terms of speaking?**

		A lot	Quite a lot	Average	A little	Not at all
1	To enrich learners' vocabulary					
2	To improve learners' language structures					
3	To improve learners' ideas for speaking					
4	To improve learners' coherence in speaking					
5	To improve learners' pronunciation					
6	To improve learners' naturalness in speaking style					

Others (please specify):

.....

.....

.....

**2. How can the use of media input sources in teaching language skills help to improve learners' skills in terms of listening?**

		A lot	Quite a lot	Average	A little	Not at all
1	To improve students' pronunciation					
2	To familiarize students with various accents					
3	To activate students' background knowledge of the listening texts					
4	To introduce natural communication strategies, common expressions, etc.					

<sup>4</sup>Combining two or more language skills (listening, speaking, reading, writing) in language teaching

5	To have students go at speakers' natural speed					
6	To sharpen students' ability to show responses, personal viewpoints					

Others (please specify):

.....

.....

.....

**3. How can the use of media input sources in teaching language skills help to improve learners' skills in terms of reading?**

		A lot	Quite a lot	Average	A little	Not at all
1	To improve learners' ability to develop their critical thinking					
2	To improve learners' ability to develop their logical thinking					
3	To improve learners' reading speed					
4	To enrich learners' vocabulary					
5	To familiarize learners with a variety of reading topics					
6	To activate students' background knowledge of reading texts					

Others (please specify):

.....

.....

.....

**4. How can the use of media input sources in teaching language skills help to improve learners' skills in terms of writing?**

		A lot	Quite a lot	Average	A little	Not at all
1	To enrich learners' vocabulary and grammatical structures					
2	To select favorite, concerned topics for writing					
3	To help students brainstorm ideas					

4	To improve learners' coherence and cohesion in writing					
5	To improve learners' genre analysis					
6	To improve learners' naturalness in writing style					

Others (please specify):

.....

.....

.....

**5. How can the use of media input sources in teaching language skills help to improve learners' skills in terms of teaching integrated skills as a whole?**

		A lot	Quite a lot	Average	A little	Not at all
1	To expand students' lexical and grammar resources					
2	To activate students' background knowledge of the topic discussed					
3	To develop students' ability to memorize					
4	To trigger students' reactions to real-life events					
5	To improve students' ability to synthesize information from a number of sources					
6	To provide students with updated issues of many walks of life					

Others (please specify):

.....

.....

.....

**THANK YOU VERY MUCH FOR YOUR CONTRIBUTION!**

## B. SURVEY QUESTIONNAIRES FOR TEACHERS

### QUESTIONNAIRE FOR INSTRUCTORS

This questionnaire is designed to collect data for my research, entitled “*Using Input Sources in the Media in Teaching Language Skills for QNU English Majors*”. The study aims at discovering effective methods for utilizing media input sources in teaching language skills for QNU English majors, contributing to enhancing the quality of language teaching in Quy Nhon University. There is no right or wrong answer, so all your faithful responses are strongly favored. I would genuinely appreciate your cooperation. It is confirmed that your personal identity will be kept strictly confidential.

**Section 1:** Please offer your assessments of the use of media input sources in teaching language skills by circling one of the the choice numbers?

**1. How often do you use media input sources<sup>5</sup> in your language teaching?**

1. Very often    2. Often    3. Sometimes    4. Rarely    5. Never

**2. How effective do you think using media input sources in your language teaching is?**

1. Very effective    2. Effective    3. Quite effective    4. A bit effective    5. Not effective at all

**3. How practical do you think the teaching material from the media is?**

1. Very practical    2. Practical    3. Quite practical    4. A bit practical    5. Not practical at all

**4. How authentic<sup>6</sup> do you think the teaching material from the media is?**

1. Very authentic    2. Authentic    3. Quite authentic    4. A bit authentic    5. Not authentic at all

**5. How updated<sup>7</sup> do you think the teaching material from the media is?**

1. Very updated    2. Updated    3. Quite updated    4. A bit updated    5. Not updated at all

**6. Do you like teaching language skills, with the use of media input sources?**

1. Really like    2. Like    3. Quite like    4. Not really like    5. Don't like

**7. How interesting is it to use media input sources in teaching language skills?**

1. Very interesting    2. Interesting    3. Quite interesting    4. A bit interesting    5. Not interesting at all

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<sup>5</sup>= **material from the media**: teaching/learning material adapted from the media (e.g., newspaper articles, TV news, reports, interviews, etc.)

<sup>6</sup> being real/ exactly the same as the original, not being edited

<sup>7</sup>containing the most recent information

**8. How possible is it for using media input sources in teaching integrated skills<sup>8</sup>?**

1. Highly possible   2. Possible   3. Quite possible   4. Hardly possible   5. Impossible

**Section 2:** Please make your evaluations on the effectiveness of using media input sources in teaching language skills by putting a **tick (✓)** in the cell of the corresponding column of extent, from *A lot* to *Not at all*. You are also welcomed to suggest other effective methods on the dotted lines under every table.

**1. How can the use of media input sources in teaching language skills help to improve learners' skills in terms of speaking?**

		A lot	Quite a lot	Average	A little	Not at all
1	To enrich learners' vocabulary					
2	To improve learners' language structures					
3	To improve learners' ideas for speaking					
4	To improve learners' coherence in speaking					
5	To improve learners' pronunciation					
6	To improve learners' naturalness in speaking style					

Others (please specify):

.....

.....

.....

**2. How can the use of media input sources in teaching language skills help to improve learners' skills in terms of listening?**

		A lot	Quite a lot	Average	A little	Not at all
1	To improve students' pronunciation					
2	To familiarize students with various accents					
3	To activate students' background knowledge of the listening texts					
4	To introduce natural communication strategies, common expressions, etc.					
5	To have students go at speakers' natural speed					

<sup>8</sup>combining two or more language skills (listening, speaking, reading, writing) in language teaching

6	To sharpen students' ability to show responses, personal viewpoints, etc.					
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Others (please specify):

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**3. How can the use of media input sources in teaching language skills help to improve learners' skills in terms of reading?**

		A lot	Quite a lot	Average	A little	Not at all
1	To improve learners' ability to develop their critical thinking					
2	To improve learners' ability to develop their logical thinking					
3	To improve learners' reading speed					
4	To enrich learners' vocabulary					
5	To familiarize learners with a variety of reading topics					
6	To activate students' background knowledge of the reading texts					

Others (please specify):

.....

.....

.....

**4. How can the use of media input sources in teaching language skills help to improve learners' skills in terms of writing?**

		A lot	Quite a lot	Average	A little	Not at all
1	To enrich learners' vocabulary and grammatical structures					
2	To select favorite, concerned topics for writing					
3	To help students brainstorm ideas					
4	To improve learners' coherence and cohesion in writing					

5	To improve learners' genre analysis					
6	To improve learners' naturalness in writing style					

Others (please specify):

.....

.....

.....

**5. How can the use of media input sources in teaching language skills help to improve learners' skills in terms of teaching integrated skills as a whole?**

		A lot	Quite a lot	Average	A little	Not at all
1	To expand students' lexical and grammar resources					
2	To activate students' background knowledge of the topic discussed					
3	To develop students' ability to memorize					
4	To trigger students' reactions to real-life events					
5	To improve students' ability to synthesize information from a number of sources					
6	To provide students with updated issues of many walks of life					

Others (please specify):

.....

.....

.....

**THANK YOU VERY MUCH FOR YOUR CONTRIBUTION!**

### C. INTERVIEW QUESTIONS FOR STUDENTS

1. How *often* do you use media input sources in your language skill learning? WHY?
2. How effective do you think using media input sources in the media in language skill learning? WHY?
3. Do you *like* using materials from the media in your language skill learning? WHY?
4. How *interesting* do you think using input sources in the media in learning language skills? WHY?
5. How *possible* is it to use media input sources in language skill learning? WHY?
6. How can the use of media input sources in learning language skills help to improve learners' skill in terms of **listening**?
7. How can the use of media input sources in learning language skills help to improve learners' skill in terms of **speaking**?
8. How can the use of media input sources in learning language skills help to improve learners' skill in terms of **reading**?
9. How can the use of media input sources in learning language skills help to improve learners' skill in terms of **writing**?
10. How can the use of media input sources in learning language skills help to improve learners' skill in terms of **teaching integrated skills as a whole**?

## D. INTERVIEW QUESTIONS FOR TEACHERS

1. How *often* do you use media input sources in your language skill teaching? WHY?
2. How effective do you think using media input sources in the media in language skill teaching? WHY?
3. Do you *like* using materials from the media in your language skill teaching? WHY?
4. How *interesting* do you think using input sources in the media in teaching language skills? WHY?
5. How *possible* is it to use media input sources in language skill teaching? WHY?
6. How can the use of media input sources in teaching language skills help to improve learners' skill in terms of **listening**?
7. How can the use of media input sources in teaching language skills help to improve learners' skill in terms of **speaking**?
8. How can the use of media input sources in teaching language skills help to improve learners' skill in terms of **reading**?
9. How can the use of media input sources in teaching language skills help to improve learners' skill in terms of **writing**?
10. How can the use of media input sources in teaching language skills help to improve learners' skill in terms of **teaching integrated skills as a whole**?