USING INPUT SOURCES IN THE MEDIA IN TEACHING LANGUAGE SKILLS FOR ENGLISH MAJORS

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RATIONALE

1. A high demand for reliable and high quality materials

2. Language learning and teaching connected with real life

3. Input sources in the media (MIS) - a wise option: being authentic, being updated, and being in use
1. Theory of Teaching Language Skills:

Listening skill

- 3 major aspects - “paralinguistic clues”, “specific information” and “general information”, proposes Harmer (2010)
- 2 terms - “top-down” and “bottom-up”, explains Scrivener (2011)
- The close tie between “top-down” and “bottom-up”, justifies Harmer (2007)
THEORETICAL BACKGROUND

1. Theory of Teaching Language Skills:

   Reading skill
   
   • 4 major techniques - “skimming”, “scanning”, “intensive reading”, and “extensive reading”, encapsulates Grower et al. (2005)
   
   • “Skimming” and “scanning” are both “top-down” skills, justifies Scrivener (2011)
THEORETICAL BACKGROUND

1. Theory of Teaching Language Skills:

Speaking skill

• 2 major aspects - “accuracy” and “fluency”, emphasizes Grower et al. (2005)

Writing skill

• A gap between task setting and assignment collecting, to be filled with a range of activities, addresses Scrivener (2011)
2. Theory of Teaching Integrated Skills:

Grounds justifying the skill-integration in teaching, suggests Brown (2000)

- “Production and reception are quite simply two sides of the same coin; one cannot split the coin into two.”
- “Interaction means sending and receiving messages.”
- In communication, four skills: simultaneously included and closely connected
2. Theory of Teaching Integrated Skills:

Ways to integrate skills, recommends Harmer (2007)

- **Speaking as preparation and stimulus**
- **Text as models**
- **Texts as preparation and stimulus**
- **Integrated tasks**
3. Authentic materials:

What are authentic materials?

- “materials and activities” set to emulate real world circumstances
- those texts made by native speakers for non-pedagogical purposes

How can the authentic materials be selected?

- suitability of content
- exploitability
- readability
THEORETICAL BACKGROUND

4. Learner’s autonomy:

In the 21st Century

• Students are encouraged to study by themselves with teachers’ guidance

• Input sources in the media - a wise selection: students study at anytime and anywhere to boost the quality of the whole learning process
METHODOLOGY

1. Research design

- Two survey questionnaires were designed and distributed
- Data gathered from survey were processed and analyzed using descriptive, contrastive, comparative methods – following quantitative & qualitative approaches
METHODOLOGY

2. 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?
METHODOLOGY

3. Participants and data

- Participants: 50 students and 20 teachers
- Data-collecting instruments: questionnaire and interview
- Data Analysis: MS Office Excel, tables, opinions
SURVEY QUESTIONNAIRES

1. Section 1
   • Eight questions – general evaluation on the use of MIS frequency, effectiveness, usefulness, authenticity, degree of being updated, degree of students’/teachers’ interest, interestingness

2. Section 2
   • Five broad questions – four language skills, integrated skills as a whole
   • Each question accompanied by six features/ functions to be assessed
## FINDINGS

### Students’ general assessment on MIS and the use of MIS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often &amp; very often</td>
<td>72%</td>
</tr>
<tr>
<td>Effective &amp; very effective</td>
<td>78%</td>
</tr>
<tr>
<td>Practical &amp; very practical</td>
<td>66%</td>
</tr>
<tr>
<td>Authentic &amp; very authentic</td>
<td>44%</td>
</tr>
<tr>
<td>Updated &amp; very updated</td>
<td>84%</td>
</tr>
<tr>
<td>Like &amp; Really like</td>
<td>70%</td>
</tr>
<tr>
<td>Interesting &amp; very interesting</td>
<td>66%</td>
</tr>
<tr>
<td>Possible &amp; highly possible</td>
<td>60%</td>
</tr>
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</table>
FINDINGS

Students’ general assessment on MIS and the use of MIS

• Students surveyed showed positive attitude towards the idea of employing MIS in learning language skills. (72% of the learner-participants: often & very often)

• Most of the students interviewed claimed that MIS were diverse, popular and authentic.

• Students (78% of the respondents) found MIS effective in learning pronunciation, familiarizing themselves with the target language, accumulating ways to express ideas and enriching knowledge of numerous fields.
FINDINGS

Students’ general assessment on MIS and the use of MIS

• The genuine MIS, with high levels of authenticity, require students to have quite sufficient levels of proficiency to fully comprehend. The authenticity must be lowered or put under control so those materials can be accessible to students.
• The more students were exposed to language, the more they knew about it, students revealed
• Learning with media input sources was interesting as students 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
• To adopt MIS in integrated skill teaching, 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.
FINDINGS

Students’ assessment on the use of MIS in learning language skills

The effect of MIS on improving students’ pronunciation and vocabulary

<table>
<thead>
<tr>
<th>Skill</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>86%</td>
<td>90%</td>
</tr>
<tr>
<td>Listening</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Integrated skills</td>
<td>76%</td>
<td></td>
</tr>
</tbody>
</table>
FINDINGS

Students’ assessment on the use of MIS in learning language skills

Speaking

• By using MIS, students could imitate native speakers to gradually enhance their pronunciation and intonation. Students can also treat MIS as abundant sources for researching and developing their ideas
• Students can learn how ideas are joint together (coherence in speaking); native-like style of speaking can also be developed

Listening

• *Pronunciation* is the aspect that benefits the most
• Gaining access to films, songs, news, speeches, and reports enables students to get familiar with a wide range of accents, facilitating students’ comprehension
• Students are also able to learn new words and have those words engraved in their minds
FINDINGS

Students’ assessment on the use of MIS in learning language skills

Reading
- Students have the chance to be exposed to *new words* of various issues
- On the condition that students practice reading on daily basis, reading speed can be greatly amplified

Writing
- MIS enable students to enormously enhance their *vocabulary* and to select favorite topics for writing
- Students are able to get access to techniques of *vocabulary utilization* and to vary the types of sentence employed

Integrated skills
- Activating learners’ background knowledge and expanding students’ *vocabulary* and grammar
- Teachers: collect materials focusing on one particular field, yet can be utilized for various
### Teachers’ general assessment on MIS and the use of MIS

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<tr>
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<th>Percentage</th>
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<tr>
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FINDINGS

Teachers’ general assessment on MIS and the use of MIS

• Most of the teacher-participants supported the use of MIS in teaching language skill teaching (55%: often and very often; 75%: practical and very practical)

• MIS can serve to arouse students’ interest and excitement; students can be updated with what are happening around them, enrich their knowledge and get to know a variety of topics

• Reluctance in exploitation: teachers have to follow fixed syllables in schools and the use of MIS really takes time (tailoring the input sources in the media to meet the lessons’ aims and the students’ levels of proficiency)
FINDINGS

Teachers’ general assessment on MIS and the use of MIS

• The practice is effective: as the language used in daily life is brought into the classroom, students are more attentive and absorbed in learning; teachers are also excited as they can expand their knowledge of different fields.

• The levels of authenticity ought to be put under control and appropriately adjusted so that the MIS can be usable.

• Once the MIS are employed, students are capable of relating to themselves, which can be considered as the ultimate aim of learning.
Teachers' assessment on the use of MIS in learning language skills

The effect of MIS on improving students’ pronunciation and vocabulary

- Speaking: 100%
- Listening: 95%
- Reading: 85%
- Writing: 85%
- Integrated skills: 70%

Pronunciation
Vocabulary
FINDINGS
Teachers’ assessment on the use of MIS in learning language skills

Speaking
• By watching video clips by native speakers, students can observe their articulation shapes when pronouncing a word, thereby, being able to imitate to produce the correct and native-like pronunciation
• Students are exposed to updated issues, vocabulary relating to those subjects, and derived words of the recent trends

Listening
• Teachers could apply MIS a lot to help enhance students’ pronunciation and get students to be acquainted with various accents (highlighted by 95% of the teachers)
• Teachers need to opt for standard accents, not dialects, which may pose problems for students’ comprehension
FINDINGS

Teachers’ assessment on the use of MIS in learning language skills

Reading

• Approaching MIS enables students to learn more word collocations, and words in real contexts
• On reading on a daily basis, the cognitive load will be lowered, and students only need to concentrate on vocabulary and grammar

Writing

• Vocabulary and ideas can be accumulated from browsing newspaper articles regularly
• Students’ writing become more persuasive with the information quoted from MIS
• Students can pay attention to linking devices, collocations and language chunks

Integrated skills

• Most of the teachers agreed that they would rather use MIS to lead students to new
CONCLUSION

• Both students and teachers highly welcome the idea of incorporating MIS in learning and teaching language skills & integrated skills
• The use of MIS greatly enhances teachers’ and students’ interest and helps to improve students’ skills in using language in daily life
• MIS prompt students’ awareness of self-studying
• The frequent exploitation of these learning sources requires much of T’s flexibility and effort
IMPLICATIONS

• The utilization of MIS is an effective strategy to get students immersed in the target language
• Selecting materials from the media sources entails meticulous consideration of students’ level of proficiency and the lesson’s aims
• Encouraging students to employ MIS to study by themselves at home to maximize the quality of the learning process
IMPLICATIONS

- One lesson plan is introduced
  - the use of MIS (video file & newspaper article)
  - integrated skills
  - third-year students
  - 100 minutes
Thank you for your attention!