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INSTRUCTION-GIVING IN EFL CLASSROOMS:
THE CASE OF A UNIVERSITY IN VIET NAM

MASTER THESIS IN ENGLISH LINGUISTICS

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DECLARATION BY THE AUTHOR

I, M.A student Tong Thi Mai Huong, hereby declare that this thesis titled "Instruction-giving in EFL classrooms: The Case of a University in Vietnam" is my original work, conducted under the supervision of Dr. Dang Thi Minh Tam at Hanoi University of Industry. All sources of information used in this thesis have been duly acknowledged and referenced.

I affirm that this thesis has not been submitted in whole or in part for any other degree or qualification at any other university or institution. I further declare that all necessary permissions and approvals have been obtained for the collection and use of data.

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Tong Thi Mai Huong

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ABSTRACT

Organizing effective instruction is a characteristic of classroom management, which minimizes time wasting and keeps students moving at a good pace. The study aims to explore the current practice of EFL teachers towards instruction-giving in EFL classrooms in a Vietnamese public university. To achieve this goal, classroom observations with 20 English teaching sessions and four structured interviews were conducted. The analysis shows certain characteristics of EFL teachers namely attention-grabbing skills, repetition, the use of mother tongue and body language to support instruction delivery, providing demonstration, and checking understanding. Also, different EFL teachers' perspectives towards instruction-giving practices are highlighted. After analyzing two sources of data, the difficulties related to grouping students, demonstrations, and language uses are proposed that EFL teachers can take into consideration for better instruction-giving. Understanding the current practices of instruction-giving in EFL classrooms allows teachers to manage classrooms better, enhance the quality of instruction, and foster positive learning outcomes for their students.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

L1: First language

TPR: Total Physical Response

VR: Virtual Reality

EOP: English for Occupational Purposes

ICQs: Instruction-checking questions

INTRODUCTION

1. Rationale

The landscape of education in Vietnam has undergone substantial transformation in recent years, reflecting the growing recognition of English proficiency as a crucial skill in diverse sectors such as education, employment, and international communication. As the demand for English language proficiency grows, so does the need for better classroom management.

Instruction-giving, as a fundamental component of classroom management, plays a pivotal role in facilitating students' language acquisition and overall academic development (Angulo, 2023). In the context of the ever-evolving educational landscape in Vietnam, where the demand for English proficiency continues to grow (Lan, 2022), understanding the intricacies of instruction-giving becomes increasingly crucial. Prior research has emphasized the critical role of instruction-giving in fostering effective learning outcomes in EFL settings. Kemma (2019) highlights the significance of effective instruction in promoting students' active engagement and language development. Remarkably, the study of Loaiza and Jean (2023) points out effective instructions improve students' performance in class activities. Interestingly, Sowell (2017) underscores that when students do not understand what they are supposed to do, the activities may be on the verge of failure. Being good at instruction-giving helps students quickly understand their responsibilities for the next task (Bala, 2013), as a result, teachers can manage class better.

Despite its undeniable importance, the specific practices of instruction-giving in EFL classrooms, particularly within the context of Vietnamese universities, remain largely unexplored in the current area of research. Only a few studies have been done, and one of them is Nguyen (2019), which explores the practices of instruction-giving in EFL classrooms. However, the study only utilizes a conversation analysis approach to analyze. Recognizing the limited attention given to EFL instruction-giving

methods in Vietnam, my research seeks to bridge the gap and contribute valuable insights to the existing knowledge base in the field. Through a systematic examination of the current instruction-giving practices, challenges faced by educators, and the impact on students' language acquisition, my research aims to shed light on the practices of EFL instruction-giving at the study site and other institutions in the same context.

The research not only seeks to enhance the understanding of effective instruction-giving strategies but also strives to provide practical recommendations for educators, curriculum developers, and policymakers. Ultimately, the goal is to empower the EFL education sector in Vietnam to evolve in tandem with the increasing demands for English language proficiency, thereby fostering a more robust and responsive learning environment for students.

2. Aim and objectives of the study

The primary aim of this research is to gain a comprehensive understanding of instruction-giving practices in EFL classrooms at a university in Vietnam. To achieve this aim, the research will pursue the following objectives:

- To investigate the various instruction-giving strategies and techniques employed by EFL teachers in university classrooms in Vietnam.
- To explore the perspectives of EFL teachers regarding instruction-giving strategies and techniques.
- To identify the challenges EFL teachers faced while giving instructions in their classrooms.

3. Research questions

To achieve objectives, this study aims to address the following research questions:

1. What is the current state of instruction-giving in EFL classrooms at a Vietnamese University?
2. What are EFL teachers' perspectives towards instruction-giving practice?

4. Scope of the study

This research study focused on investigating instruction-giving practices in EFL classrooms at a university in Vietnam. It explored the current practices of instruction-giving, perspectives of EFL teachers, and challenges faced by them in delivering instructions effectively. The aim was to provide insights into the instruction-giving strategies and techniques employed by teachers, with a specific focus on their relevance and effectiveness within the Vietnamese university context.

However, the study was limited to a single university in Vietnam, and findings may not be generalizable to other institutions or contexts. The study relied primarily on self-reported data from EFL teachers, which might be subject to biases or inaccuracies. It is also acknowledged that time and resource constraints might limit the depth of analysis in certain aspects of instruction-giving practices.

5. Significance of the study

The study contributes to the existing literature by providing a comprehensive understanding of instruction-giving practices in EFL classrooms within the Vietnamese university context. It adds valuable empirical insights to the existing body of knowledge, filling gaps in the understanding of instruction-giving practices.

The research findings inform educational stakeholders, including teachers, administrators, and policymakers, in implementing policies, providing support, creating an environment conducive to effective instruction, and improving student learning outcomes in EFL education.

The introduction chapter lays the foundation for the research paper on instruction-giving in EFL classrooms at a university in Vietnam. By highlighting the significance of the research topic and outlining the objectives of the study, this chapter establishes the rationale for investigating instruction-giving practices in the EFL context. The introduction sets the stage for the subsequent chapters to contribute valuable insights into the field of EFL education and inform pedagogical approaches that can benefit teachers at the study site and other EFL teachers in a similar context.

CHAPTER 1: LITERATURE REVIEW

In the field of education, effective instruction-giving has a significant impact on facilitating language acquisition and promoting student engagement (Loaiza & Jean, 2023). Understanding the specific instruction-giving practices employed in EFL classrooms is particularly crucial in the Vietnamese context, where English language proficiency levels vary among students. This literature review chapter aims to critically examine and synthesize existing research on instruction-giving practices in teaching, especially in EFL classrooms.

By reviewing the relevant literature, this chapter provides background knowledge about classroom management, the importance of instruction-giving, its classification, instruction-giving sequence, strategies, and techniques for effective instruction-giving and explores the factors that influence instruction-giving.

1.1. EFL Classroom Management

It is commonly acknowledged that classroom management is a vital skill in which teachers create a set of expectations that students must follow. There are numerous definitions of classroom management, and it can take many different shapes, depending on the teacher, educator, or principal. Habibi et al. (2018, p. 2017) define classroom management “which is also called classroom control and classroom discipline, is the most well-known concept referring to what we name as the management of the classroom while teaching is taking place”. Marzano (2003) shares the same viewpoint that managing the classroom effectively is one of the classroom teacher's most important jobs. It is a collection of the various techniques that teachers employ daily to create a pleasant learning environment in the classroom that is organized, engaging, productive, and promotes student learning and development (Gaias et al., 2019). Noticeably, classroom management, as clarified by Brophy (2010, p. 41), is “a process of establishing and maintaining effective learning environments”. To achieve this, teachers must decide how to use time and space in the classrooms logically.

Discussing the characteristics of classroom management, Brophy (1986) states teachers who are good at classroom management share the same characteristics namely monitoring student compliance with rules, developing student accountability for work, and communicating information, and one of them is organizing instruction. It is necessary to define classroom management to understand what a well-managed classroom setting looks like. Along with planning and managing the classroom, instruction can be considered as the deliberate direction of the learning process (Bala, 2013). The aim is to achieve the task and to waste less time (Phan, 2018).

1.2. The Importance of Instruction-giving

The importance of instruction giving is clearly highlighted in various studies. The reason for its importance is that “the best activity in the world is a waste of time if the students do not understand what it is they are supposed to do” (Harmer, 2007, p.37). Interestingly, Sowell (2017) emphasizes that,

Instruction-giving is a skill that is sometimes neglected for preservice and in-service teachers in teacher-training programs. New teachers might assume that it is a skill that will be naturally mastered; more experienced teachers might assume that it is a skill they have already mastered. (p.10)

In the statement, he has encapsulated the state of teachers’ perception towards instruction-giving, that both new and experienced teachers suppose they can do well. Instead of being overconfident about their abilities, Kemma (2019) suggests all language teachers should focus and practice instruction-giving since it has a substantial impact on students' capacity to successfully complete tasks and achieve learning achievement.

1.3. What is Instruction-giving?

In the dynamic landscape of human-computer interaction, workplace training, and education, instruction-giving emerges as a fundamental process underpinning effective communication and learning. A review of the literature reveals that there

have been various ways to define and interpret the definition of instruction across the above domains.

In the context of human-computer interaction, proposes a broader definition of instruction-giving. They argue that instruction-giving involves not only explicit directions but also implicit cues, feedback, and user interface design. Their research emphasizes the importance of interactive systems that provide intuitive and user-friendly instructions to enhance user experience and task completion.

Interestingly, the field of workplace training acknowledges the significance of instruction-giving for employee onboarding and skill development. According to Chen et al. (2018), instruction-giving within organizations encompasses both formal training programs and informal knowledge sharing. They emphasize the need for clear and comprehensive instructions, especially in complex work environments, to ensure efficient workflow and productivity.

In the field of education, Şen (2021) defines instruction-giving as the act of conveying information or guidance to facilitate learning. He emphasizes that effective instructions should be clear, concise, and tailored to the learner's needs. In detail, Marzano (2003) acknowledges instructions as verbal or written orders that belong to the strategies of classroom management. His identification is advocated by Nguyen (2019) that instructing means telling learners what to do at different stages of the lesson. Similarly, Sowell (2017), also supports this view that when a task is presented to students, it is vital to provide instruction; before beginning the assignment, pupils must have a complete understanding of what they are going to perform; otherwise, the activity will be a failure. As a result, the main purpose of instruction is to inform pupils of what they must do before engaging in an activity. Recent studies have also explored the role of emerging technologies in instruction-giving. For instance, Satar and Wigham (2017) investigate instruction-giving in web-conferencing supported language teaching sessions. They argue that technologies offer immersive and interactive experiences, allowing learners to receive instructions in a more engaging and practical manner.

In conclusion, instruction-giving encompasses the act of conveying information or guidance to facilitate learning, enhance user experience in human-computer interaction, and promote productivity in workplace training. It involves various strategies, including direct instruction, problem-solving approaches, and technological advancements such as virtual reality. Clear, concise, and tailored instructions are essential for effective knowledge transfer and successful task completion.

1.4. Classification of Instruction-giving

El and Abderrazak (2019) indicate that the classroom is a natural environment for the use of directives for the sake of directing students or not to do something, to start or to end an activity, and so forth. In the classroom, giving instructions can be classified into different categories. One common classification is based on the type of directive used. It is argued that the structure of directives teachers use in their classrooms is divided into three types including imperatives, interrogatives, and declaratives (Holmes, 2014).

- Imperatives: These are commands or orders given to students, such as "*Please stand up*" or "*Work in pairs*".
- Interrogatives: These are questions used to give instructions, such as "*Can you open your book to page 20?*" or "*Could you please stand up and read the text?*".
- Declaratives: These are statements used to give instructions, often in the form of explanations or demonstrations, such as "*I will give you some pieces of paper*" or "*Let me explain the process*".

1.5. Instruction-giving Sequence

The importance of following a logical order while giving instruction is mentioned and emphasized in various literature. El & Abderrazak (2019) explains that if instructions are given in the wrong order, there is ambiguity, and students typically do not get the teacher's point. An existing study by Sowell (2017) shows agreement by demonstrating the sequence of instruction-giving, which typically includes the preparation stage, where teachers carefully plan and analyze instructions, the delivery stage, where teachers employ various strategies to effectively convey information to students, and the post-delivery stage, where teachers check for understanding and monitor the activity.

1.5.1. The Preparation Stage

Through-out the literature, the need for preparation before delivering instruction in classrooms is strongly emphasized. Ur (1996, p.16) states that “experience shows that teachers’ explanations are often not as clear to their students as they are to themselves. That is why teachers should think about the right words and illustrations to use to ensure students understand the activity at home (Kemma, 2019). It is suggested that “teachers should ask themselves the following questions: *What is the important question I am going to convey? What must the students know if they are going to complete this activity successfully? What information do they need first? What should come next?*” (Harmer, 2007, p.37). Once teachers can answer these questions clearly, instruction can be delivered successfully.

1.5.2. The Delivery Stage

In the next stage called the delivery stage, teachers use some principles including getting attention, mother repetition, modeling, and time management skills to deliver effective instruction.

1.5.2.1. Getting Attention

It is advised that teachers should “first, get students’ full attention” and make sure that everyone is listening and watching (Wulandari, 2017, p. 3). When teachers want to start a new activity, pause everything happening, and utilize music, a chime, or another audible cue to get attention. Khandamova (2023) complements that giving students a break from hearing your voice is a key point, as they are much more likely to pay attention to a distinctive sound than a 20-word instruction.

1.5.2.2. Using Repetition

Everybody who has to be aware of and paying attention to everything at once is not possible. In the classroom, there are various stimuli that are vital for learning, but others are not, and these distracting stimuli can easily lead students to change their attention (Cicekci & Sadik, 2019). As a result, Şen (2021) summarizes giving instruction more than once is likely to help students catch the information they miss for the first time.

1.5.2.3. Demonstrating or modeling

Showing what to do is more effective than telling what to do, therefore demonstration is crucial for successful instruction-giving (Hostetter et al., 2006).

According to El and Abderrazak (2019), most teachers did not allow low achievers the opportunity to present the instructions in action. In other cases, even good pupils failed to understand the instructions because they were distracted by conversation, which prevented them from paying close attention to the directions. Scrivener (2005) advises teachers to demonstrate rather than explain whenever possible.

Most teachers agree that babbling without modeling is useless. There are several ways teachers can demonstrate how to do things instead of just telling (Hostetter et al., 2006). It can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by inviting one student to show

the other people in the class how the exercise works (Harmer, 2007). Ur (2012) conceptualizes this as an actual demonstration where the teachers model the activity with the class or a student. If the demonstration had taken place, students would have had more chance to understand the point and then participation would have been guaranteed (El & Abderrazak, 2019). As stated by Harmer (2007), when everyone in the class speaks the same mother tongue, which the teacher also understands, one student can be asked to interpret the instructions in that language to ensure that everyone has understood them.

1.5.2.4. Giving students a time limit

Informing students of the time limitations before teachers begin an activity, aids students in time management and task retention (Sowell, 2017). By using mentioned principals, teachers could deliver good instruction for their students during the lesson. However, giving instructions without checking is an unauthorized omission. Adriyan (2020) provides further depth to this understanding that activity becomes chaotic and at risk of failing if students do not grasp what they are expected to do.

Consequently, the delivery stage of instruction is crucial for effectively conveying information to students. However, it is crucial to recognize the importance of checking for understanding and addressing any potential challenges or distractions that may hinder students' attention and comprehension.

1.5.3. Post-delivery Stage

After giving instruction, it is important to ensure that all students understand the requests and keep on-track (Harmer, 2007). Teachers need to check for students' understanding and monitor the class activities.

1.5.3.1. Checking for understanding

Students are asked questions, and their comprehension abilities can be enhanced (Angulo, 2023). When teachers ask their students questions, especially in

EFL classes, the answers they receive are proof of whether the students have understood what has been taught (Loaiza & Jean, 2023). It is supposed to be a simple assignment for teachers because it is simple to identify the level of comprehension that each student possesses (Badem, 2018). Some oral questions, as El and Abderrazak (2019) elucidates that a great number of teachers usually only use to check understanding, for example:

- Do you understand?
- Are you clear?
- Got it?

However, it is not considered an effective method since most of the students respond with “yes” not to be humiliated in front of the whole class (Şen, 2021). He explains eliciting steps by asking referential questions (open-ended questions) is more effective. This is because it requires longer and grammatically more complex replies when compared to display ones. Students must answer questions more than yes, based on the answers teachers know whether they understand or not.

In addition to verbal checking, various ways would work to check students’ understanding of the instructions. Teachers can observe students’ faces, movements, and attitudes, ask students for a repetition or a summary of what they really obtain from the instruction given (Scrivener, 2005), or demonstrate what they are expected to do (Sowell, 2017) are also more explicit ways to check their understanding of instruction. It is pointed out that “meaning is made clearer through demonstration” (Sowell, 2017, p. 14) after giving instructions, teachers can model the instructions for students to follow. Noticeably, Sowell (2017) maintains that the activity can be modeled in two steps, using teachers first and the students second. Based on the activity, teachers can do it on their own, with a student, with a pair of students, with a group of students, or with the whole class.

1.5.3.2. Monitoring the activity

According to Scrivener (2010), to sure that all students understand the instructions, when students begin an activity, teachers should go around to see if they are carrying it out correctly and give help as needed. Even with well-crafted and

explicit instructions, it's possible for students to still feel unsure or confused about certain aspects. If teachers notice that a significant portion of the class is struggling or off-track, they can stop the activity and explain the instructions one more time (Scrivener, 2012). In case there is only one student miss the requirement, teachers can support individually.

Noticeably, Sowell (2017) stresses teachers should approach situations where students haven't understood with patience and understanding rather than hostility or defensiveness. It is crucial to create a supportive environment where students feel comfortable asking for clarification without fear of judgment. Simplifying or repeating the instructions might work.

1.6. Strategies and techniques for effective instruction-giving in EFL classrooms

This chapter starts with a brief discussion of unnecessary principles for language used in instruction-giving. It will be followed by an exploration of relation between the mother tongue and instruction, its advantages, and drawbacks. Techniques to grab attention, check understanding, and support Total Physical Response then are revealed respectively. Finally, there will be a critical review of visual aids and technology integrations, which play an indispensable role in the success of instructions.

This section is crucial for the study, hence, in EFL classrooms where students are learning a new language and may not have the same level of proficiency as native speakers. In this context, Loaiza and Jean (2023) advise teachers should know clearly what to do, strategies and techniques that help students understand what they are supposed to do.

1.6.1. Clear and concise language use

There are two main principles for the language use of instruction-giving: they must be logical and as simple as possible Harmer (2007).

As a matter of fact, when teachers talk a lot while giving instructions, students get lost because they have only a limited attention span and cannot listen to you for very long at maximum concentration (Margaretha & Wacana, 2015). That is the reason why teachers should keep their talk to the minimum possible. Teachers should speak less and use simple, understandable language while delivering instructions for a task for students to follow (Ur, 2012). Scrivener (2005) shares the same perspective that teachers should use short sentences and each sentence is used to express a key piece of information.

In other words, if the language used with them is quick, basic, and free of unnecessary jargon, students will be able to participate in the activity without any trouble. El and Abderrazak (2019) refers to it as "KISS" in the literature, which stands for "keep instructions short and simple". It is suggested that teachers should stay away from sophisticated jargon, tough colloquial language, and difficult grammar (particularly structures that have not been introduced to pupils). Noticeably, long phrases such as "*It would be great if you could possibly open your books now if you don't mind*" should be avoided. Instead, Sowell (2017) advises teachers to have instructions one or two levels below the level of students.

1.6.2. Using mother tongue

All English learners come to the classroom with their first language (L1), which is called their mother tongue (Harmer, 2007). It should be noticed that beginners have a tendency to translate everything they learn from English to their L1 to understand what teachers explain. However, Harmer (2007, p. 38) considers the habit of translation as "a natural process of learning a foreign language".

It becomes a topic of controversy that teachers should use their mother tongue-their first language (L1) or the second language (L2) to deliver instruction in the classrooms (Sowell, 2017). On the one hand, L1 brings potential benefits if students and teachers share the same L1. A study by Bialystok (2009) suggests that providing explanations and instructions in the learners' L1 can help clarify complex concepts and facilitate understanding, particularly for beginner and intermediate-level learners. After giving instruction, Harmer (2007) advises teachers to require students to repeat

the instruction in their L1, which will check whether they have understood the instruction or not.

Furthermore, the use of the mother tongue can support the development of metalinguistic awareness. Research by Yüzlü and Atay (2020) and Cummins (2006) suggests that by comparing the L2 with the L1, learners can develop a deeper understanding of language structures and improve their overall language proficiency.

On the other hand, we should not abandon the advantages of creating an English environment for English learners (Harmer, 2007). In detail, Gündüz and Kılıçkaya (2021) highlight that allocating time for L1 use might be considered as wasted time as it could have been used for exposing learners to input in L2. Paker and Karaağaç (2015) share the same opinion that it is not advisable for teachers to utilize L1 during classroom activities including giving instruction and interaction in other skills since it might prevent the students from understanding important contextual clues or inferences.

Using mother tongue inappropriately can cause over reliance, which may hinder the development of target language skills (Gündüz & Kılıçkaya, 2021). As a result, Wilden and Porsch (2020) assert it is importance to balance between using the L1 for support and providing ample opportunities for target language practice and production

1.6.3. Attention-grabbing techniques

A review of the literature reveals that attracting people's attention is not an easy task, which requires certain strategies. Discussing the problems in class, Arifadah et al. (2020) admit that "one of the major difficulties of teachers in classroom management is having students pay attention" (p. 284). According to Taylor and Parsons (2011) students' attention encompasses their willingness, need, desire, and compulsion to engage in and succeed in the lesson. They share 11 indicators of students' attention, in which paying attention to teachers' explanation is the first and most crucial.

Teachers can utilize four strategies to grab students' focus during the learning process namely hissing, sounding, singing, and clapping (McIntosh et al., 2004). Surya Gumilar et al. (2023) shares agreement that there are four types of capturing

and maintaining students' attention. Sussing is frequently used, that teachers stand in the middle of the noise then hiss to obtain attention. The second one is greeting by saying “*Hello*”, so students will reply “*Hi*” or in reserve. This technique aid students pay attention and focus on the teacher immediately. Asking for attention directly is also commonly used. Some simple phrases are “*Guys, please*”; “*Please, pay attention*”; “*Slient, please*” (Surya Gumilar et al., 2023, p.75). However the most practical one is physical movement and body language. This refers to the action like clapping hands loudly, hissing “*shhhh*”, using fingers to count down from five to one.

Interestingly, “applying attention grabber in the class is not thoroughly attracting the students' attention” (Arifadah et al., 2020, p.286). Arifadah et al. (2020) provides some reasons for not responding to the attention grabber. Some are taking with their friends and cannot listen to the instruction. Some are doing others irrelevant tasks such as homework. Therefore, teachers should utilize appropriate strategies and techniques to grab students' attention.

1.6.4. Instruction Checking Questions

The utilization of Instruction Checking Questions (ICQs) in English as a Foreign Language (EFL) classrooms has proven to be a pivotal strategy for teachers, providing a straightforward and effective means to assess students' comprehension levels and guide them through various activities, as supported by various research findings (Luruk et al., 2021; Badem, 2018; Radeva, 2021; Loaiza and Jean, 2023; Bolen, 2022).

“Human beings are prone to develop their skills of understanding something when they are asked questions” (Luruk et al., 2021) . According to (Badem, 2018), in EFL classes, the responses that educators receive when they pose questions to their learners serve as indicators of whether the students have understood the material or not. This process is considered relatively straightforward for teachers, as it allows them to easily assess the level of comprehension each individual student possesses (Badem, 2018). ICQs can be understood as didactic strategies employed by educators to provide instructions or guidance in their English classrooms. Commonly referred to as Instruction Checking Questions, these are queries utilized by teachers to verify

students' comprehension of the instructions and steps necessary to complete a specific classroom or textbook activity.

Various classroom management theories exist to enhance lesson delivery and ensure its smooth execution. However, the utilization of Instruction Checking Questions (ICQs) stands out as particularly beneficial for both teacher and learners in terms of comprehension and guidance (Radeva, 2021).

Loaiza and Jean (2023) mentioned the question “Do you *understand*?” has long been perceived as a common component of EFL lessons. However, its widespread use does not necessarily equate to its effectiveness. According to experts dedicated to language studies, this question is deemed ineffective because a simple “Yes” from learners does not guarantee full comprehension of the task at hand. Therefore, Instruction Checking Questions (ICQs) are advocated for in language classes. Learners may hesitate to admit their lack of understanding, making ICQs essential. As Bolen (2022) mentions, an ideal ICQ should elicit responses of only “yes” or “no” or, at most, require answers comprising one to three words.

Types of questions are also observed by Radeva (2020), he explained that “the first one help teachers elicit information, the second one keeps students’ attention and the third one check learners’ understanding” (p. 1141). Besides, Radeva (2020) also notices that ICQs help teachers to exert control over learners. ICQs are display questions and teachers know exactly what the answers are.

The example of effective ICQs is discussed and provided in various research, which allows EFL teachers to understand clearly how to make questions to check understanding. Distinctly, Loaiza and Jean (2023) carry one of the most obvious examples that researcher would like to mention (see Table 2.1).

As shown in the table 2.1, by having their students respond to their questions and provide their answers, teachers can get some feedback from their ICQs. ICQs allows teachers to determine that all is well and that there is enough confidence among the students to carry out the task successfully in class. Additionally, to understand what must be done, timid pupils who are either too reserved or never pay attention to the teacher's questions might use the replies from their classmates and the teacher's questions.

Table 1

Examples of ICQs and when and how we might choose to use them

<i>Task</i>	<i>What students might misunderstand / what they might do that you don't want them to do</i>	<i>Instruction-checking Questions</i>
Students look at a series of sentences about their partner and guess if the statements are true or false.	Students may immediately start talking to their partner rather than guessing first.	What do you do first – ask your partner or guess about your partner?
They put T or F in the first column next to each statement according to their guess. You then want them to have a conversation with their partner and put a T or F in the second column with the actual information they receive.	Students may put their answers in the wrong column.	Where do I write my guess? (Gesture to handout)
Afterwards they will see who guessed most accurately; then or their partner.	Students may give one or two-word answers, but the teacher wants to encourage fluency in the activity.	Do you give a one-word answer or give your partner more information?

Note. Adopted from “The importance of ICQs to better students' performance of class activities in English lessons” by Loaiza and Jean (2023), *Ciencia Latina Revista Científica Multidisciplinar*, 7 (3), 29.

1.6.5. Total Physical Response and its relevance to instruction-giving

Total Physical Response (TPR) has been discussed by a great number of authors in literature. TPR is a language teaching method proposed by Dr. James J Asher (1988), a professor of psychology at San Jose State University, California. TPR attempts to teach language through speech and physical activity at the same time. According to Er (2013), learners' role in TPR is to listen and perform what the teacher says, they monitor and evaluate their own progress. Students are encouraged to speak when they feel ready to speak. This is when a sufficient basis in language has been internalized.

As part of Total Physical Response (TPR), students must listen to instructions given in a foreign language and promptly reply with the proper body movement (Asher, 1964). Using this method, learners are required to respond with whole-body motions (e.g., jumping while clapping their hands) to a series of directions given by teachers in the target language. "In teaching, the teachers can use a song, a storytelling, or role-play in which there are commands to enable students to carry out instructions to perform an action" (Nuraeni, 2019, p.27). For instance, the teacher tells to "run." The teacher then gives instructions to the class, instructing them to do this, and all the pupils run. It is possible to perform these tasks repeatedly. The teacher then instructs the class to repeat the words as they are speaking. Sanchez (2015) concludes the relation that TPR has to instruction giving is modelling directions.

According to Luruk et al. (2021), without incorporating movement and entertainment into EFL classrooms, learners may find the process of simply sitting and repeating new words uninteresting. An important condition for successful language learning is stress free (Putri, 2016). Physical activities are designed to alleviate the stress experienced by individuals, including learners, during the process of studying a foreign language. Stress, often considered as an affective filter, acts as a barrier between the learning activity and the information being learned. In other words, Nuraeni (2019) summarizes that the less stress there is, the more effective the learning process becomes.

Rokhayati, (2017) clarifies five benefits of incorporating Total Physical Response into English teaching and learning activities. TPR offers an enjoyable experience, leading students to actively engage in this approach to learning. It aids students in retaining English vocabulary and expressions. TPR is applicable in both large and small class settings, catering to various classroom sizes. Moreover, TPR is not restricted to young learners but is also suitable for adult learners, demonstrating its versatility across different age groups. Lastly, TPR is particularly well-suited for students who are actively involved in the classroom.

This can lead to wasted time after explaining the task procedure, as learners' motor systems remain inactive. To elicit a better response from students and ensure comprehension of task instructions, Luruk et al. (2021) advises teachers to consider utilizing this foreign language learning method or employing Instruction Checking Questions (ICQs)

1.6.6. Visual aids and technology integration

Visual aids, as cited by Shabiralyani et al. (2015) “are important in education system. Visual aids are the best tool for making teaching effective and the best dissemination of knowledge” (p. 226). Visual aids, such as charts, graphs, diagrams, and images, can encourage students learning process and make it easier and interesting (Shabiralyani et al., 2015). This is because with overhead projectors and PowerPoint slides, students are provided oral and written input at the same time and offer extra support, so they become accustomed to the instructions (Sowell, 2017).

Studies by Fiorella and Mayer (2021) demonstrate that the integration of visual aids promotes cognitive processing, aids in organizing information, and facilitates meaningful learning. The use of visual aids also helps teachers quickly convey concepts to students and piques their interest (Shabiralyani et al, 2015). Sowell (2017) shares the same perspective that gestures, images, drawings, or written directions are considered as support tools during the preparation phase to help with understanding. Although it appears that at least some teachers utilize gestures naturally to enhance

their lessons in useful ways, it is unclear whether all teachers are aware of the value of gestures and how to use them effectively (Hostetter et al., 2006). Moreover, technology integration, as stressed by Le Lant and Lawson (2016), including the use of interactive whiteboards can enhance student engagement and motivation.

All visual aids and technical supports should be chosen during the preparation stage and based on teachers' working contexts (Sowell, 2017).

1.7. Factors influencing instruction-giving in EFL classrooms

According to Phan (2018) and Şen, 2021) it is posited that both instructions and teachers' style of instruction-giving varies. The key factors affecting their instructions which are collected from teachers could be categorized as: activity-based, instruction-based, student-based, timing of the syllabus, and teacher-based.

1.7.1. Activity-based

Activity complexity and importance are activity-based criteria that are considered in instruction-giving. The novelty of the activities is another factor that affects how instructions are given; when students are performing an activity for the first time or are unfamiliar with it, they tend to use the modeling technique to give instructions that are slower and clearer and to check them before they begin.

1.7.2. Instruction-based

Instruction-based factors are the form or content of instructions that students are not familiar with or above their level, long or complex instructions (Şen, 2021). These instructions with strange forms, unknown vocabulary and including long sentences with confusing explanations entail more teachers' clarification, paraphrasing, simplifying, monitoring and increase in teacher talking time. Consequently, as concluded by Hughes et al. (2007), students stop listening before the teachers finished the instructions, that causes misunderstanding.

1.7.3. Student-based

As student-based factors, Weinstein and Andrew (2007) indicates the process might be more difficult by students who do not pay attention in class. Some students are distracted by their own studs around the table, chatting with mates or doing their own work (Weinstein & Andrew, 2007). Paris and Gespass (2001) clarifies that some students might think that they have understood what teacher said, while they truly have not. It is called mismatch between them.

1.7.4. Timing of the syllabus

Because of the time issue, the instruction checking is one of the omittable elements of the lessons depending on the pacing of the syllabus (Şen, 2021).

1.7.5. Teacher-based

In terms of teacher-based factors, it could be considered as a genius communication when teachers explain the activity in target language, however, if it is used for early level of students, they with find difficult to understand (Liruso & de Debat, 2003). So, the first problem teachers face is selecting the appropriate language use as the medium of instruction (Downing, 1978). Many EFL teachers often question that should they give instructions in mother tongue or target language or even become a topic of controversy among them. Linse (2006) states that another problem comes from the unplanned and unstructured oral instructions. It is added that some teachers do not prepare instructions before the lessons because giving instructions could be a spontaneous action (Linse, 2006). Another problem comes from organizing the effective instruction. Long and complicated instructions require teachers have preparation and techniques to deliver. Students might stop listening and lost engagement if requirements from teachers cause confusion.

The Literature Review chapter has provided a comprehensive overview of the existing body of knowledge related to instruction-giving practices in EFL classrooms. Through a thorough examination of scholarly articles, books, and other academic

sources, key themes and trends in instruction-giving have been identified, including the importance of clear and concise instructions, instruction-giving sequence, the use of instruction-giving strategies to enhance student comprehension, the role of technological development in improving instruction-giving skills. Additionally, the review highlighted the factors that affect the effectiveness of instruction-giving in diverse EFL contexts. By synthesizing and critically analyzing the available literature, this chapter has laid the groundwork for the empirical investigation presented in subsequent chapters, contributing to a deeper understanding of instruction-giving in EFL education.

CHAPTER 2: RESEARCH METHODOLOGY

The research methodology chapter serves as the blueprint for the research process, outlining the methods, procedures, and techniques employed to investigate the phenomenon of instruction-giving in EFL classrooms at a university in Vietnam. This chapter aims to provide a clear and transparent description of the research setting, research methods, data collection instruments, analysis procedures and ethical consideration utilized to address the research questions and objectives of the study. By providing a detailed account of the methodology, this chapter aims to ensure the validity, and reliability of the research findings, thus enhancing the credibility and trustworthiness of the study. The study was conducted at a public university, which is located in the Ha Noi capital of Viet Nam. This is one of the top universities in Vietnam. The university educates 52 majors in total with some key training fields such as Information Technology, Electronics, Accounting, Marketing, Tourism and Languages. Within the linguistics program, the university puts effort on educating English as Foreign Language (EFL) for all non-English major students, providing students with the necessary skills to communicate effectively in English and meet the requirements of languages in their career path. There are a total of six semesters in the English program, including four basic English courses and the last two semesters where students focus on studying specialized English. Two main semesters each year in March and September last for about three months, while Spring and Summer semester are taken place over a month.

2.1. Research Context

The researcher chose this university for the study because the university centralizes teaching English for non-English specialized students, with consecutive English classes. My research subjects are EFL teachers, so gathering data at this research site has been convenient and smooth. Additionally, this location frequently hosts various national and international scientific conferences such as EOP (English for Occupational Purposes) or Global CALL, making it suitable for passionate researchers to engage with.

2.2. Research Methods

This study employed qualitative approach to investigate instruction-giving practices in EFL (English as a Foreign Language) classrooms at a university in Vietnam.

The qualitative process adopted in this study comprised 20 classroom observations and four structured interviews with EFL teachers. Classroom observations served as a foundational component of the data collection process, which provide a direct, real-time understanding of instruction-giving dynamics. Furthermore, structured interviews allow for in-depth exploration of teachers' subjective viewpoints, beliefs, and experiences related to instruction-giving. By embracing qualitative methods, this research sought to uncover not only the observable practices but also the underlying challenges shaping instruction delivery.

From the rich qualitative data collected, researcher analyzed and integrated the findings from both the interview and observation data. The action involves interviews were coded, and recurring themes related to instruction-giving practices emerged. Similarly, observational notes were analyzed to identify common instruction-giving strategies and challenges observed during classroom sessions. Through this analytical approach, the study aimed to illuminate the complexities of instruction-giving in EFL classrooms and offer valuable insights for enhancing instruction-giving practices in this context.

2.3. Participants

The participants of this study were random EFL teachers who are both new and experienced in teaching English. The random selection of EFL teachers as participants serves to mitigate the risk of unreliable research outcomes and provides a comprehensive overview of the entire teaching faculty at the research site.

Table 2*Participants' information*

Teachers under 30 years old	Teachers above 30 years old	Teachers with less than 5 years experiences	Teachers with more than 5 years experiences
8	12	9	11

As shown in **Table 2**, a total of 20 teachers were observed. Among them, 8 teachers are under 30 years old, while the remaining 12 teachers are older. Regarding teaching experience, 9 teachers have less than five years of experience, while 11 have taught for 5 years. Each lesson lasted 50 minutes. In terms of students, all of them are non-English majored and undergraduate. All the lessons taught basic English for communication; hence, the level of all classes varies from A1 to B1 according to CEFR standard (Common European Framework of Reference for Languages). Four different teachers were invited to participate in the interviews to explore their belief towards instruction-giving practices. Noticeably, the consent form (see Appendix 3) had been signed and confirmed by the Principal of University before conducting the observation process. The research setting may encompass the physical classrooms, teaching materials, instructional methods, and the overall learning environment within EFL classrooms.

2.4. Data Collection Instruments

In line with the objectives of the study, following research instruments namely observations and interview are utilized.

2.4.1. Classroom observations

According to Angrosino (2012), observation is the use of five senses to orient us to the social environment, which helps us to analyze how people behave. With the

purpose is to record physical and verbal behavior of participants, researcher choose observation as a fundamental method in this study.

The researcher conducted classroom observations to explore the instruction-giving practices employed by teachers. The process was taken from July to September of 2023. There are 20 observations in total and an observation checklist adapted from Sowell (2017, p. 18) was utilized to evaluate the practices of instruction-giving of teachers in the lessons. The checklist consists of 14 criteria that evaluate the effectiveness of instruction-giving throughout three stages that are preparation stage, delivery stage and post-delivery stage. Each criterion is based on the characteristics of an effective instruction, following the instruction-giving sequence. Noticeably, the research focused solely on observing and extracting data during instances of instruction-giving delivery, neglecting to assess other aspects of the teaching process.

This method allows for the collection both qualitative on the types of instructions given, instruction-giving techniques used, challenge, and overall classroom dynamics, that provides valuable insights into the actual implementation of instruction-giving in the EFL classrooms.

2.4.2. Interviews

Interview is a suitable method to collect in-depth information on people's opinions, thoughts, experiences, and feelings (Qu & Dumay, 2011). In the research, the researcher conducted both face-to-face interviews and online interviews, which were time-saving and convenient for interviewees. Structured interviews were utilized due to their capacity to foster interactive communication between the researcher and participants, enabling straight-forward answers of the questions. Four teachers participated in these interviews. This interview format offers distinct advantages over other commonly used methods. Unlike semi-structured interview, structured interviews allow for a quick exchange of ideas, which can save time of participants. Additionally, compared to unstructured interviews, Wingate and Bourdage (2024) suggest that structured interviews provide researchers with some degree of control

over the conversation, ensuring that the interviews remain focused on the key aspects of the study.

A list of open-ended questions was prepared to focus on teachers' perception about instruction-giving, strategies, difficulties, and recommendations for enhancing instruction-giving in their career path. The aim is to collect different opinions about instruction-giving. There were seven questions in total, one of them to ask some basic understanding about instruction-giving sequence, three questions to explore their experience and challenges they faced in their daily lessons. Two last questions clarify their desire, thoughts, and suggestions to improve instruction-giving as well as classroom management skill in the further education.

All the interviews were done in Vietnamese and audio recorded before being transcribed and translated into English. This approach ensured that the original responses of the participants were accurately captured in their native language, preserving the nuances and richness of their expressions. Following transcription, the recordings were translated into English by the researcher and double checked by another fellow researcher who is a fluent English speaker to facilitate analysis. This method allowed for a comprehensive examination of the data while maintaining fidelity to the participants' voices and perspectives.

2.5. Data Collection Procedures

The research procedures for this study on instruction-giving in EFL classrooms at a university in Vietnam involved two primary methods: classroom observations and structured interviews. The participants consisted of EFL teachers from the English Language Department within the university.

During phase one, 20 classroom observations in a University in Vietnam were selected randomly to ensure a diverse representation of teaching contexts and instructors. The researcher attended each selected class session and systematically recorded observations. The researcher adapted an observation checklist to document instruction-giving practices, besides, took detail notes on teacher behaviors, student

reactions, and classroom dynamics. Observations were conducted over several weeks, with one session observed per teacher. Each observation session typically lasted for the duration of a regular class period. There were 45 instructions were completed and observed by the researcher in total.

Classroom observations were the main method in the research, therefore various aspects of instruction-giving were carefully documented, including language use, teacher-student interactions, instruction-giving strategies employed, classroom dynamics, and student responses. The language used by teachers to deliver instructions was examined to assess clarity, conciseness, and comprehensibility. Instances of code-switching between English and Vietnamese were noted, along with the impact on student understanding and engagement. Participation and responses during instruction-giving were assessed through observations of student behavior, interactions, and responses to teacher prompts. Factors influencing student understanding, such as instruction delivery, classroom environment, and other reasons were explored. The observations were recorded using field notes and audio recordings, which were subsequently transcribed for analysis.

Interviews, in phase two were conducted to four EFL teachers to gather qualitative data on their perceptions of instruction-giving practices and effectiveness. Four EFL teachers were purposefully selected based on their teaching experience and willingness to participate. Besides, to ensure the convenience of interviewees, two over Four interviews were conducted via online platform. The interviews included Open-ended questions and were conducted individually with each teacher in a private setting to encourage open and honest dialogue so that teacher can freely share their thoughts and experiences towards instruction-giving. All the interviews were also audio-recorded, transcribed, and kept secretly for analysis.

Finally, the researcher would combine the data to conclude the findings, trends, and patterns of instruction-giving in EFL classrooms. Spontaneously, data from both interviews and observation were combined to find out the difference

between beliefs and actual practices of instruction-giving applied in Vietnamese university.

By employing these research procedures, this M.A thesis aims to provide valuable insights into instruction-giving practices in EFL classrooms at the chosen university in Vietnam.

2.6. Data Collection Procedures

In the study, thematic analysis and descriptive statistics were employed to examine the current practices of instruction-giving in EFL classrooms at the University in Vietnam.

Thematic analysis was employed to explore the qualitative data gathered from classroom observations and teacher interviews, aiming to identify recurring themes, patterns, and underlying meanings related to instruction-giving practices in EFL classrooms at the university in Vietnam. Through a systematic process of categorization, themes emerged organically from the data, allowing for a comprehensive examination of the instruction-giving dynamics and teacher perspectives. The analysis process involved several steps, including transcription, categorization, and interpretation of the data. The collected data, including observation checklists, observation transcripts and interview responses are analyzed by using qualitative techniques.

Descriptive statistics were employed to analyze the quantitative data collected from classroom observations, focusing on the frequency and distribution of observed behaviors. Percentages was calculated to provide a comprehensive overview of the observed instructional dynamics. This statistical analysis enabled the identification of patterns and trends in instruction-giving techniques and language use shedding light on the predominant practices and areas of variation among EFL teachers. By examining the descriptive statistics, this study gained valuable insights into the typical instructional behaviors employed in the EFL context, laying the groundwork for further analysis and interpretation of the data.

The findings from both the classroom observations and interviews were integrated to provide a comprehensive understanding of instruction-giving practices in the EFL classrooms of the university in Vietnam. Combination of data sources helped validate the findings and enhance the credibility of the study.

2.7. Ethical Considerations

This study follows ethical principles and guidelines to ensure the rights, dignity, and confidentiality of all participants involved. Some ethical considerations were carefully addressed throughout the research process.

Prior to participation in the study, a consent letter (see Appendix 3) was signed by Rector of the School of the case study site, which allows the researcher to participate in any lessons to observe and audio record the lesson. All participants in the interview were provided with clear and detailed information about the research objectives, procedures, potential risks, and benefits. They were assured of their voluntary participation and the right to withdraw from the study at any time without consequences.

Measures were taken to protect the anonymity of participants. All personal information, including names, contact details, and specific demographic data, were kept strictly confidential. Participants were assigned identifiers to ensure anonymity in any written or oral presentations of the findings. All data collected for the study, including interview recordings, transcripts, and observational notes, were securely stored and accessible only to the research. Actions were implemented to protect data integrity and prevent unauthorized access or disclosure.

The methodology chapter establishes a systematic approach to studying instruction-giving in EFL classrooms. Through the careful selection of research methods, meticulous planning of data collection procedures, and rigorous analysis of the collected data, this study seeks to uncover insights into the instructional practices, challenges, and strategies employed by teachers in the EFL classroom context.

CHAPTER 3: FINDINGS OF THE STUDY

The findings chapter present the outcomes of the study on instruction-giving in EFL classrooms at a university in Vietnam. This chapter aims to analyze and interpret the data collected through classroom observations and interviews to address the research questions and objectives. The data gathered will be presented in twofold phases, the findings of classroom observations and the findings of interviews.

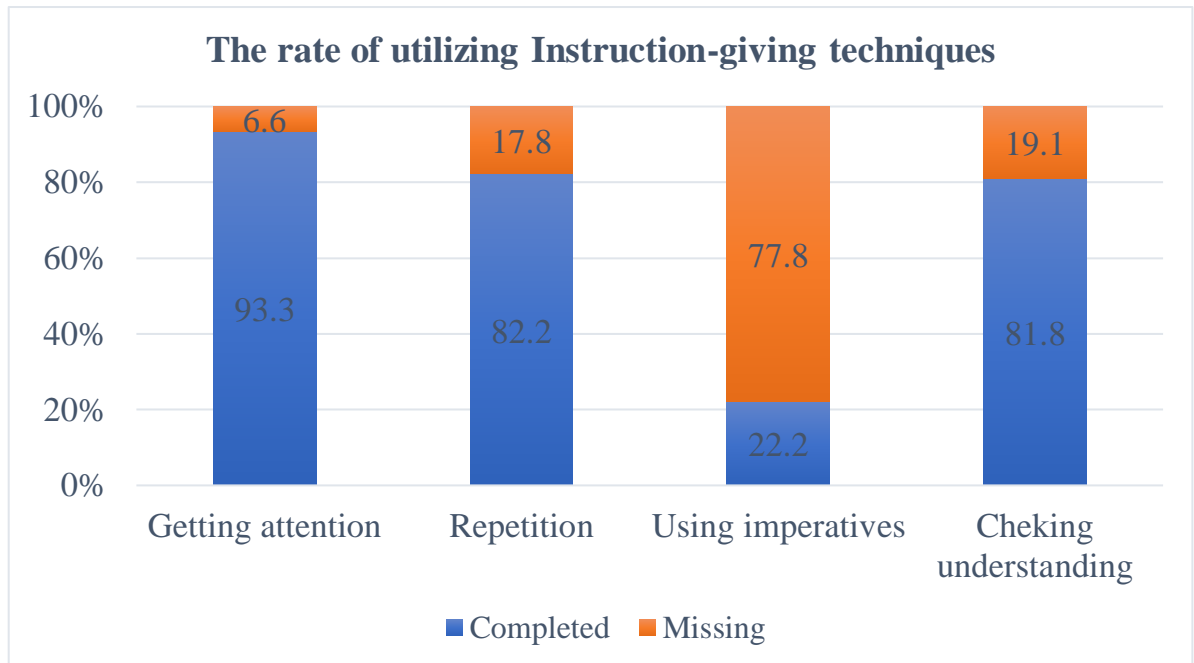
3.1. Teachers' Current State of Using Instruction-Giving Strategies

A total of 45 instructions were identified, and all of them were analyzed based on the strategies and techniques teachers used to deliver instructions. The data indicates some patterns and characteristics related to instruction-giving practices of EFL teachers. These findings are categorized into several key areas, including methods for capturing student attention, strategies for checking understanding, levels of repetition in instruction delivery, and the frequency of imperative language usage by teachers. Each of these aspects provides valuable insights into the instruction-giving practices employed in EFL classrooms at the university in Vietnam

The graph below shows statistical data on the percentage of instructions which were implemented appropriate techniques in the classrooms. As can be seen from the graph, three techniques including attracting attention (93,3%), repeating instructions (82,2%) and checking understanding (81,9%) require good implementation by teachers, accounting for the main proportion. The percentage of teachers using imperative sentences to give instructions is low. Conversely, the percentage of instructions which were imperative sentences to give instructions is low (22,2%).

Figure 1

The rate of utilization some Instruction-giving techniques in EFL classrooms



EFL teachers getting students' attention well in the classrooms.

Teachers cannot guarantee that when they give instructions, 100% of students are paying attention, not doing their own work, or having their minds wandering elsewhere. Hence, 93,33% teachers remembered to get attention before the delivery, while only 6,66% of them forgot (Figure 4.1). For example, Teacher 5 talked to students: “*Let’s move to the next activity with the named brainstorming. Ok?*” and “*So now move the next activity, ok?*”. Teacher 6 said: “*Let’s start with the warm-up activity*”. “*Move on to the next activity number 1*”. Verbal hints were preferred to get attention, however, some teachers utilized body languages and visual aid to let students know. For example, teacher 1, she used hands and eyes contact throughout the activity. When she delivered instruction for the activity 2, she switched on the power points on TV to inform students about new activity.

EFL teachers repeat the instructions

To avoid inattentive students, it is necessary for teachers to repeat instructions to students and teachers at study site have applied this technique relatively well. Data from Figure 4.1 indicates that 82,22% instructions were delivered with repetition to ensure the clearness of the tasks. In only 17,87% of the given instructions, teachers did not utilize this technique. Observations show there are three reasons why teachers forgot to apply this technique. This is because some given activities are familiar with all students, they knew exactly what had to do when teacher introduced the name of the activity. Teachers mistakenly believed that students could understand everything they say. Noticeably, those who delivered the instruction clearly and effectively also did not need to repeat the instruction twice.

Repetition was conducted effectively in some instructions, for example teacher 7 said: "*Work individually. Close your books. Close all your books. Work individually*". Teacher 2 talked "*Work in pairs. OK? I would like you... ok, work together*". Thanks to repeating the instructions, no student had in the difficulty understanding the assigned instructions of teacher 7 and teacher 2.

On the contrary, teacher 3 said "*I want you to work in two groups. Group A, group B, OK? I want each group, one to come to the board, ring the bell to answer the question. OK? I will show the questions in the slide, and then you will ring the bell.*" "*Are you clear?*" There is not any repetition in these long instructions. As a matter of fact, few students in instruction 3.1 responded with the answer "*Are you clear?*" because they had not yet had time to think through the instructions they received.

Some EFL teachers remember to provide time limits form the activities

Data suggests that students tend to work more seriously when they are given limited time for each activity. For example, in the activity of listing materials, teacher 5.1 instructed: "*So 2 mins, let's start. You have two mins*". Teacher 13 said: "*Five minutes start*". "*You will have 7 minutes to work with your friends with other*

suggestions, practice in pairs” teacher 9 instructed. Thanks to giving a specific time, students immediately focused on given tasks, and were aware that after some minutes later the teacher would check their results.

Restricted use of simple languages and imperative sentences

Short and imperative sentences which include most words at levels A1 and A2 help students quickly understand information. Despite its importance, observation data reveals a modest number of instructions were delivered by using imperative structure (22,22%). Most teachers preferred formal structure to talk to students (77,78%) (see Figure 4.1). In case the instruction 5.1 *"Now, as you can see in the book or in the slide here, I would like you to work individually, and in two minutes you have to write as many words related to materials and properties that you have learned in lesson 1 and you have learned online"*, *"What I would like you to do here is I will say a letter and you raise your hand to give me a word, if you can give me the word correctly, you can sit down with your row or column"*, because the instructions are too academic, lengthy, grammatically complicated, students face confusion, difficulty in filtering out the main ideas to focus on, thus potentially consume additional time.

On the contrary, instructions with imperative sentences for example: *"Now, class. Open page 84"*, *"Work individually"*, *"Look at the diagram"* (Teacher 7) without redundant words including: *"I would like you to..."*, *"I want you to..."*, *"And you guys have to..."*, *"What I would like you to do here is..."* present minimal challenges for students in comprehending and adhering to the specified requirements, thereby resulting in significant time savings during the lesson.

Observations suggest that when an activity requires a multiple of steps, each of which takes different instruction, some EFL teachers broke it down, rather than giving out all the instructions in one utterance. For example, Teacher 7 said: *"Now, class. Open page 84. Work individually. Look at the diagram. Look at the description of the manufacturing process of the check Vander. Number the process in the correct order. Ok?"*. *"To practice this, I would like you to stand in*

two lines here. Bring your book and stand in two lines here. Stand face to face” teacher 8 instructed.”

Noticeably, the data from observed teachers unveiled a prevalent use of simple linkers, especially "and" and "so", to connect various instructions within the EFL classroom setting. For example, “and” and “so” was employed by teacher 9, 10,11, they said “*So now you have to work individually, and you have to listen to the conversation twice*”, “*Discuss in 8 minutes. Ask and give the position of the public places in the town*”, “*So now you can stand up and make an example*”. These straightforward linkers were frequently employed to facilitate comprehension and provide clarity to students regarding the sequential flow of activities. With such linguistic devices, teachers aimed to enhance students' ability to visualize the steps they needed to undertake in the forthcoming tasks.

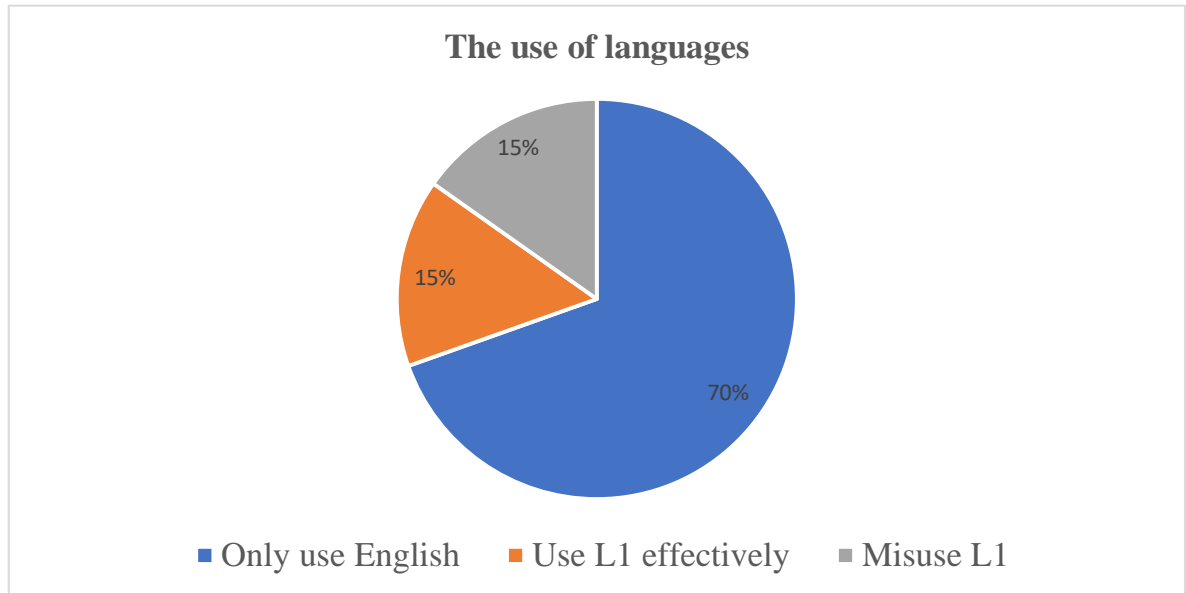
However, the analysis also revealed a more restricted usage of sequential conjunctions such as "first", "then", "next", and "after that". While these terms provide a structured framework for guiding students through a series of actions, they were not as commonly employed by the teachers observed. For instance, one teacher, identified as Teacher 5, initiated an activity with the directive, "First of all, open the book to page 51 for the warm-up activity." Similarly, Teacher 4 provided instructions by stating, "And first, everyone, stand up." Interestingly, despite the use of "first" to initiate an instruction, it was observed these teachers did not consistently employ subsequent sequential conjunctions to guide students through subsequent steps.

Using mother tongue

The use of mother tongue to support instructions appeared among some EFL teachers at the case study site. To deliver instructions, the researcher observed three situations: EFL teachers tried to give instructions completely in English, EFL teachers gave instructions with little use of mother tongue, and EFL teachers only spoke mother tongue.

Figure 2.

The use of first language and English in instruction-giving



As shown in Figure 4.2, observation data reveals that almost EFL teachers tried to use English to deliver the instructions (70%). To deal with complicated instructions, 15% teachers used first language to support, which allowed students to catch the requirements quicker. While there were 15% of teachers who relied too much on their mother tongue and used Vietnamese uncontrollably. Observations also show that teachers had the habit of translating all instructions into Vietnamese right after they had been communicated in English.

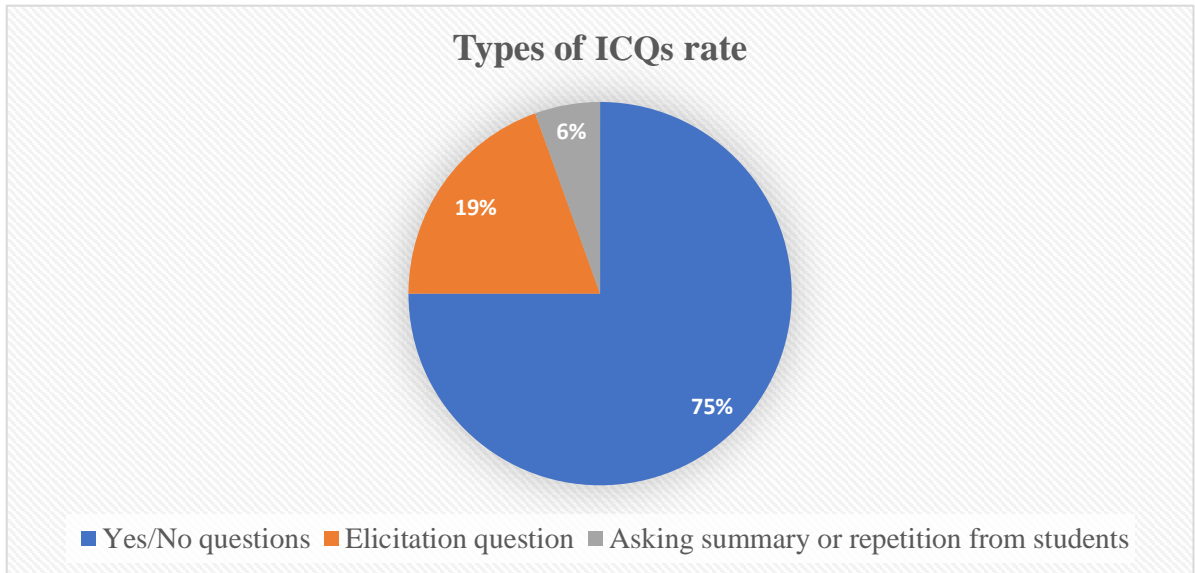
In some situations, namely teacher 7, the uses of mother-tongue are permissible because the teacher only spoke mother tongue when she wanted to check understanding of students. Several EFL teachers namely 3 and 10 have a habit of translating instructions for students as soon as they are given. The data reveals two reasons for this phenomenon. Primarily, teachers express concerns regarding their students' potential difficulties in comprehending English instructions, prompting them to consistently provide translations in the

students' native language, to ensure the students fully grasp all the necessary requirements. They are not aware that students can completely get their requests because in addition to verbal instructions, other non-verbal aids such as slideshows and body language support students partly understand the instructions. In addition, speak-fast teachers have tendency to deliver the instruction repeatedly, once English instructions fail, they switch to use mother-tongue to interpret the requirements.

Within the subset of Vietnamese-speaking teachers, some exhibit a tendency to intermingle both languages in a single sentence. For example, in instruction 15, the teacher said: "There are some given information, ở đây các bạn nhìn hai các cái phần task này nhá, A and B, sau đó sẽ thành lập câu hỏi liên quan đến các từ đã cho sẵn ở đây, cái hoạt động giống mình đi thi ý" which means "There are some given information. Look at these two task sections, A and B, then you will form questions related to the given words here. This activity is similar to participating in a quiz, alright?" in English. Instruction 10.1 the teacher mentioned: "OK nào, bây giờ các bạn làm gì nhĩ? Thảo luận theo cặp trong 8 phút, and then hỏi và give position, đưa ra vị trí của các địa điểm công cộng trong thành phố, dựa trên cái bản đồ, OK?". which means "Alright, now what are you guys going to do? Discuss in pairs for 8 minutes, and then ask and give positions, indicate the locations of public places in the city based on the map, okay?" in English.

Instructions Checking

After instruction-giving, teachers checked students' understanding to ensure that all students were clear about the requirements of the activities.

Figure 3*Types of ICQs rate*

Overall estimation of the Figure 4.1 indicates that most of the activity instructions were checked (81,8%); 19,1% instruction checking were skipped. In terms of the technique's teachers utilized, asking yes/no questions accounts for the highest percentage (75%), while 19% were elicitation questions and 6% were students' summary or repetition.

Four behaviors are observed: Asking checking questions; getting summary or repetition from students, and not checking the given instructions. EFL teachers predominantly employ the questioning technique as a means of assessing comprehension. Commonly utilized phrases in this context encompass:

"Ok?".

"Is this clear to you?".

"Do you understand?".

"Got it?".

"Understand?".

“Are you clear?”

Observations showed that students who were asked Yes/No questions responded to the questions modestly and silently. They tend to keep silence because of several reasons. First, they truly do not get the full understanding of the given instructions. In some cases, they understand the requirements, however they are shy and lazy to reply to the questions. Consequently, when students reply indecisively, teachers also implicitly understand that their students have already grasped the information. It is considered as a bad habit in the classrooms because this situation may cause misunderstanding among students and put the success of the activity at risk. For instance, in instruction 11.1, the teacher even used first language to support the instruction and then check understanding by asking question *“You got it?”*, but students still faced confusion about what they had to do, some worked individually instead of working in pairs as required.

The remaining teachers used very academical sentences to deliver the instruction *“I would like you to...”*, *“I want you to...”*, *“And you guys have to...”*, *“What I would like you to do here is...”*. Empirical observations indicate that imperative instructions present minimal challenges for students in comprehending and adhering to the specified requirements, thereby resulting in significant time savings during the lesson. In contrast, the utilization of lengthy and intricate sentences may impede students' comprehension and lead to confusion, thus potentially consuming additional time.

The use of Total Physical Response

Observations indicate that TPR was utilized in instruction-giving practices but remain restrict. A few instructions were carried with the support of TPR. For example, Teacher 8 said: *“I would like you to stand in two lines here. Bring your book and stand in two lines here”*. She stretched her arm to inform students make a line. Some other teachers, when asking students to stand up, raised their hands so that the students could get the requirements even they did not truly focus on what

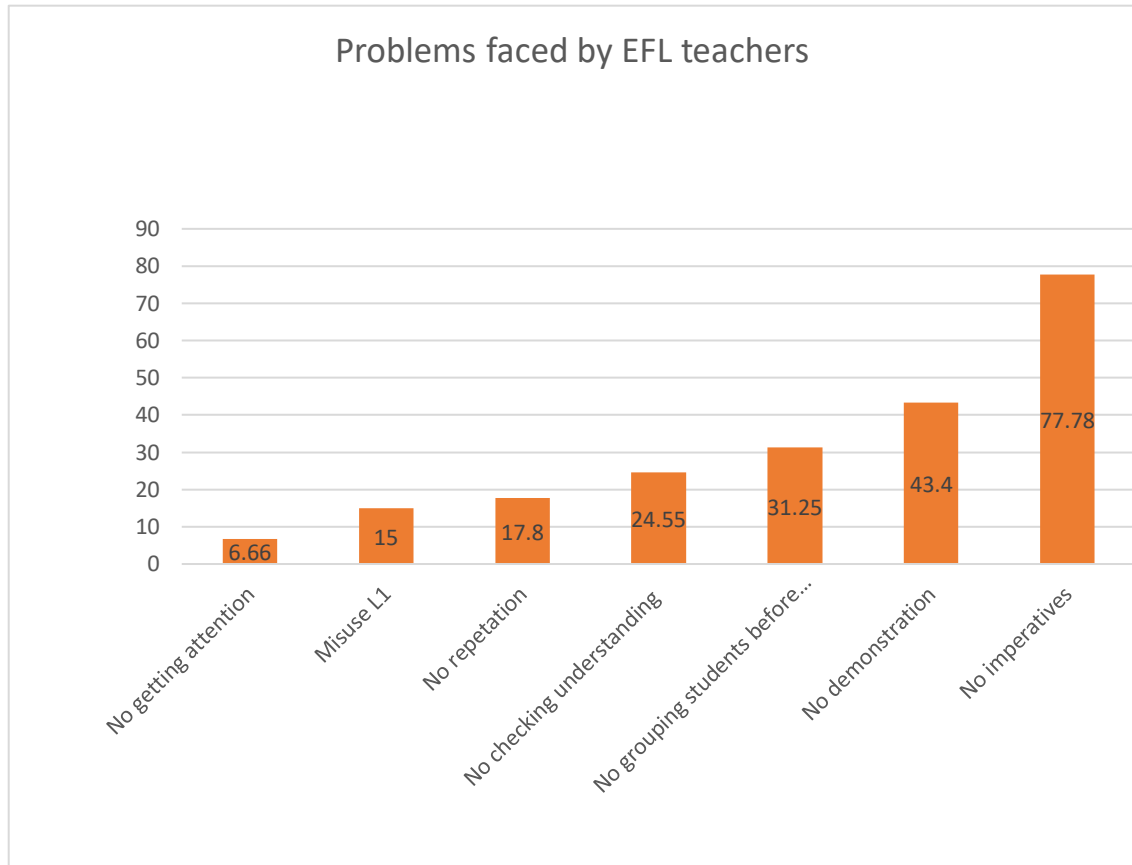
teachers said. When dividing into groups and pairs, teachers use their hands to show students which group is theirs and help them move faster.

3.2. Problems Teachers Should Take into Consideration

Besides the plus points, there are some challenges and difficulties that teachers face while giving instruction. A small number of teachers forget to group students and get attention before delivery. Some skip providing examples of the instructions, do not use short and clear sentences to present the instruction or misuse first language, that lead to cause time consuming.

Based on the criteria and the number of instructions completed according to the requirements of an effective instruction, the author have compiled the number of times the teacher did or did not follow the instructions correctly and came up with following chart.

The data presents on challenges encountered by teachers during the instruction-giving process reveals several critical areas for improvement. Notably, there is an alarming neglect of imperatives in instruction-giving (77,78%). The figures indicate a significant prevalence of issues including the absence of student grouping before instruction delivery (31.25%), insufficient demonstration of concepts (43.4%). Moreover, lack of repetition (17.78%) and over reliance on native language (L1) during instruction (15%) suggest potential communication barriers that may hinder effective knowledge transmission. Additionally, the relatively lower percentages of teachers struggling with attention acquisition (6.66%).

Figure 4*Problems qualified by percentages*

Poor student engagement was another issue in the EFL classrooms at the university in Vietnam. Many students just were not getting into the lessons. They seemed uninterested and did not participate much. It was observed that teachers could not grab their attention or get them involved in class activities. Students often seemed passive and disinterested, which made it challenging to create a dynamic learning environment. In the observation, teacher 9 and 10 asked checking understanding questions, limited responses were emerged. This lack of engagement affected the overall energy and effectiveness of the lessons, making it harder for everyone to learn and enjoy the class.

3.3. Teachers' Perception Towards Instruction-Giving

During the interviews, the teachers' views on their instruction giving practices were gathered and they can be defined under 5 different categories regarding both

suggested steps in the literature and the salient varieties in their instruction giving process:

EFL teachers aware of the importance of instruction

Instruction-giving plays essential role in deciding the success of the lesson and the performance of students (Loaiza & Jean, 2023). Similarly, all teachers who were asked about instruction-giving were aware of the critical importance of instruction-giving in the EFL classroom. Particularly Teacher L and Teacher N, expressed a firm belief in the significance of delivering clear and effective instructions to facilitate student learning.

Teacher L emphasized the foundational role of instruction-giving in shaping the learning experience for students. Teacher L underscored the importance of providing precise and well-structured instructions to guide students through various learning tasks. The teacher shared that *“clear directions not only enhance student comprehension but also foster a conducive learning environment where students feel supported and engaged”*.

Teacher N expressed a deep conviction in the value of instructions within the teaching and learning process. Throughout the interview, Teacher H stressed the vital role that instructions play in helping students navigate classroom activities and achieve learning objectives. The teacher said: *“Instruction is essential, it decides the success of an activity. If the instruction fails, the activity may fail too.”*

Conflict in the use of mother tongue

In the interviews, three teachers agreed that it is crucial for teachers to deliver instructions in English in the EFL classroom. However, Teacher N offered a unique perspective by revealing that the teacher incorporated Vietnamese into his instructions.

The consensus among the interviewed teachers emphasized the importance of English immersion in the classroom setting. They emphasized that consistent

exposure to English is essential for students to improve their language proficiency and comprehension skills. Teacher H said *“I try my best to deliver the instructions in target language first and use English as much as possible up to 100%. In some cases, even after explaining 2 or 3 times, students still do not understand and then switch to Vietnamese”*. *“I always give instruction in English first, if the students do not understand, I simplify the instruction to explain again in English. In the worst case, if the students truly cannot get the requirement, I will finally deliver in Vietnamese”* Teacher P answered.

In contrast, Teacher N’s approach of integrating Vietnamese alongside English highlights a pragmatic consideration. *“I speak 50% in English and 50% in Vietnamese”* Teacher N shared. By utilizing the first language for a portion of the instruction, Teacher N expressed the hope to focus time on the teaching process, particularly for conveying complex ideas or instructions more efficiently.

While most teachers advocate for the primacy of English instruction, Teacher N’s approach underscores the importance of adaptability and responsiveness to students’ needs and levels. However, some teachers even spoke Vietnamese entirely to give instructions to students. The situation is highly countered by teacher H, she considered this situation would be superfluous and constitutes an abuse of the English language.

Technological integration and visual aids play vital role

All teachers emphasized the significant role that technology plays in supporting instruction-giving in the classroom. They highlighted several technological tools that they regularly utilize to enhance their teaching practices, including television (TV), slides, and whiteboards.

TV was mentioned as a valuable resource for incorporating multimedia content into lessons. It is shared that *“I often use slide, and before each activity, I display the instruction on TV, students can see and read it, I can add video or images which allows the instruction to be more intuitive and livelier”* (Teacher P). Teacher

N explained how documentaries, and news picture displayed on a TV screen can capture students' attention and provide engaging visual aids: *"I often give instructions both verbally and through slides, which helps me ensure that if students are not paying attention, they can still see the assignment requirements on the slide"*. Teacher N also described how slideshows enable to structure information logically, incorporate visual elements like images and graphs, and emphasize key points effectively. By using slides, teachers can enhance the clarity and organization of their instruction, making complex concepts more accessible to students. The teacher added: *"Students pay attention and look at the TV every time I transfer a new image, using TV helps me quickly attract students' attention without wasting effort"*.

Challenges EFL teachers faced during instruction-giving process

Interview data suggests some difficulties they encountered in the process of giving instructions, which corresponded to what the researcher observed in the classroom. These challenges encompassed various aspects of the teaching and learning process, impacting both teachers and students.

Language barriers emerged as a predominant challenge towards effective instruction-giving in the EFL classrooms of the university in Vietnam. Both teachers and students struggled with the complexities of language proficiency levels, which affects communication and comprehension during lessons. Teacher L expressed frustration over their struggle to convey intricate ideas and instructions in English, facing difficulty in bridging the gap between their own language proficiency and the diverse linguistic abilities of their students. Teacher L shared: *"Today, I taught the lesson "Telephoning" when I gave the objective and the procedures of the activity, the students did not really understand, they did not understand English, because the activity is complicated, including many branches, they studied this topic for the first time, they studied the structure for the first time"*. The teacher added that cause could be from students' English proficiency are intermediate. *"Students did not understand basic words, so they could understand any instruction"* (Teacher L).

Teacher H shared the same opinion that low English proficiency prevents students from comprehending the instruction. *“Because of students as well, students may do not understand what teachers say, limited knowledge”* (Teacher H). Hence, language barrier was particularly pronounced when introducing complex activity or explaining intricate instructions with multiple steps, leading to instances of miscommunication, and misunderstanding within the classroom dynamic. Similarly, students encountered obstacles in understanding instructions and explanations delivered in English, especially when confronted with unfamiliar activity. These language barriers not only impeded the flow of instruction but also reduced student engagement and participation.

Second, overcrowded classrooms further exacerbated challenges related to classroom management, making it challenging for teachers to maintain an orderly learning environment. EFL English classes at the study site have size of about 30 people. When teachers stand on the podium and speaks, it is hard for students sitting at the last table to hear. Observations show that some teachers must move around the classroom to speak. *“I had to move around class and stand at the back of the class to give instructions”* (Teacher L).

According to interview data, all participants mentioned the importance of checking question checking understanding after delivering the instruction. They agree that Instruction checking is one of the most important steps in the process. Teacher L shared her previous lesson that after the instruction, but nobody responded to her questions, students’ faces were blank with no emotion. She understood that she had to repeat the instructions and explain again.

Insufficient pedagogical training related to instruction-giving and classroom management might be a notable challenge faced by teachers in the EFL classrooms of the university in Vietnam. All interviewed teachers felt they lacked the necessary training and support to effectively deliver instructions to their students. They expressed concerns about not having enough knowledge or skills in instruction methodologies and classroom management techniques. Three over four teachers

answered that they have participated in various workshop and training at university, but none of them specifically focuses on instruction giving. *“I have never participated in workshop about this topic”* (Teacher N). Teacher P revealed: *“I joined in many workshops and formal training, but honestly, I have never experienced any workshop related to instruction-giving.”* *“Personally, I have not participated any offline workshop about instruction-giving. However, I read and did research about it in some webpage, teaching community”* Teacher L explained.

Only teacher H shared: *“I have participated some trainings about instruction-giving, speakers suggested teachers should give short and clear instruction, for example, we should use imperative sentences”*. Thanks to the workshop teachers H could remember exactly basic rules for an effective instruction.

Teacher P emphasized the importance of self-experience, she said *“I base on the experience from previous semester. For example, with the same instruction in the lesson, if students have questions about it, I will focus on it and avoid misunderstanding next times”*. Hence, teachers are aware of the importance of proactively cultivating instruction-giving skills and personally learning lessons after the teaching process. They do not rely on or wait for group training sessions before researching.

Agreement in actions needed for improvement of instruction-giving skills

Recognizing the importance of ongoing professional development, EFL teachers emphasized the importance of continuous improvement in instruction-giving techniques through various means.

They advocated for the university to host more workshops and formal trainings focuses on teaching technique as well as instruction-giving. These workshops would serve as valuable opportunities for teachers to enhance their skills and stay updated on best practices in teaching. *“I would like to join in more workshop in the future”* teacher L stressed. *“It is not necessary for organizing big workshops with broad topic, each small workshop should focus on one element in teaching only”* (Teacher L).

They recognized the importance of acquiring new knowledge and techniques through formal training to better serve their students.

Furthermore, teacher H highlighted that *“Teacher can learn from experienced colleagues, other teachers or even form students”*. By sharing experiences and exchanging ideas with fellow educators, they believed they could gain fresh perspectives and insights into effective teaching methods (Teacher L).

Additionally, teacher acknowledged the significance of feedback from students. Teacher H emphasized the importance of listening to students’ recommendations and suggestions to adapt instruction-giving practices to better meet their needs and enhance engagement in the classroom: *“Teacher can learn from experienced colleagues, other teachers or even form students. When teachers make mistakes, students can raise their opinions and comments”*.

In addition to learning from others, teachers emphasized the importance of self- learning. Engaging in self-study through reading articles, attending webinars, and exploring educational resources was deemed essential for staying informed about current trends and research in education (Teacher L). Teacher P emphasized the importance of self-experience, she said *“I base on the experience from previous semester. For example, with the same instruction in the lesson, if students have questions about it, I will focus on it and avoid misunderstanding next times”*.

Moreover, teacher H recognized the value of preparing instruction outside of the classroom, often dedicating time at home for this task: *“Teachers should practice at home, practice giving instruction before class on daily basic. Teachers can have self-assessment and self-correction after teaching time”*. The teacher emphasized that effective instruction requires thoughtful planning and organization, which is best achieved through careful preparation outside of class hours. Teacher P emphasized the importance of self-experience, she said *“I base on the experience from previous semester. For example, with the same instruction in the lesson, if students have questions about it, I will focus on it and avoid misunderstanding next times”*. Hence,

teachers are aware of the importance of proactively cultivating instruction-giving skills and personally learning lessons after the teaching process. They do not rely on or wait for group training sessions before researching.

The opinions expressed by the teachers during the interviews closely align with the observations made in the research regarding instruction-giving in the EFL classrooms. Both the research findings and the teachers' opinions highlight the importance of clear and effective instruction-giving practices for facilitating student learning. The research identified challenges such as the limited use of sequential conjunctions and the prevalence of language barriers in instruction-giving, which can impede students' understanding and engagement. Similarly, the teachers' opinion underscored the significance of providing clear instructions in English, utilizing visual aids such as slides and interactive whiteboards, and incorporating technology like television to support instruction-giving. Teachers' suggestions for improvement are attending workshops, learning from colleagues and students, engaging in self-study, and utilizing technology and continuous professional development to enhance the learning experience for students.

The findings chapter has illuminated key insights into instruction-giving practices in EFL classrooms at the university in Vietnam. Through the analysis of collected data, this research has identified common instruction-giving strategies, challenges faced by teachers, and potential areas for improvement in EFL education. These findings contribute to the understanding of effective teaching practices and inform pedagogical approaches in the Vietnamese EFL context.

CHAPTER 4: DISCUSSION

The findings of this study shed light on the current state of instruction-giving practices in the context of English as a Foreign Language (EFL) classrooms within Vietnamese university. Through the analysis of the data collected from a diverse range of lessons and teachers, several key patterns, strengths, and challenges have emerged, necessitating a comprehensive discussion of their implications within the Vietnamese educational landscape.

4.1. Strengths in Instruction-giving Practices

In terms of strengths, it is observed that teachers employed specific strategies, such as gaining attention, providing time limits, checking understanding, and monitoring the class, to enhance the instruction-giving process.

Firstly, by employing techniques like using body language or visual aids, Vietnamese teachers can create a conducive learning environment where students are fully engaged and receptive to the forthcoming instructions. This aligns with the findings of Arifadah et al (2020) emphasize the role of attention-grabbing techniques in enhancing students' receptiveness to teaching content.

Secondly, by setting clear time constraints, teachers encourage students to prioritize tasks and effectively manage their time, fostering a sense of discipline and accountability in their learning process. This finding aligns with previous research on the importance of time management skills in educational settings of Brophy (2010) and Marzano (2003). The studies have shown that setting clear time constraints helps students develop essential organizational and time management skills, which are crucial for academic success. Their studies emphasize the significance of structured deadlines in promoting student engagement, motivation, and productivity. By implementing effective time management strategies, educators can empower students to take control of their learning, meet academic expectations, and achieve their educational goals. Fostering a sense of discipline and accountability through

structured deadlines can lead to increased motivation and productivity among students.

Thirdly, the utilization of simple and concise language in instruction-giving serves as a pivotal strategy in preventing misunderstandings among students. This principle finds support in the recommendations of Sowell (2017, p. 14), who advocates that “using simplified language common in instruction-giving, which often includes imperatives and short sentences”. By employing such linguistic constructs, educators can effectively convey information in a clear and straightforward manner, minimizing the likelihood of confusion or misinterpretation.

Moreover, the findings of Nguyen’s study (2019) further underscore the efficacy of linguistic linkers, such as “but” “so,” “and” and “then,” in enhancing language clarity and promoting comprehension among students. These linguistic devices serve as connective elements that facilitate the organization and coherence of instruction content, enabling students to follow the sequence of tasks and instructions more effectively. Linguistic linkers aid creates transitions between different stages or steps in the learning process, thereby enhancing the overall coherence and comprehensibility of instruction. The adoption of simple and concise language in instruction-giving aligns with broader pedagogical principles emphasizing the importance of clarity and accessibility in educational communication. By utilizing language that is easily understandable to students of varying proficiency levels, educators can create an inclusive learning environment that accommodates diverse learning needs and preferences. Additionally, the use of straightforward language promotes active engagement and participation among students, as they are more likely to comprehend and respond to instructions that are presented in a clear and concise manner.

Besides, three techniques of checking instructions are implemented in this case study including asking checking questions: getting summary or repetition from students, asking for demonstration or sample. This finding is complementary to study of Şen, (2021) which underscores there are two main techniques with some sub-

techniques observed in EFL classes in Turkey. He adds three sub-types of questions teachers utilize are display question; referential questions and L1 display question. The practice of regularly checking students' understanding during instruction, as highlighted in the study, reflects the mutual recognition of the pivotal role of feedback and clarification in ensuring effective comprehension. Teachers can identify any potential barriers or areas where students may require additional support thanks to good classrooms management skills. This finding aligns with the insights provided by Mehmood and Taresh (2024) that underscores the importance of continuous teacher-student interaction and support in optimizing the learning process. Thus, this proactive approach allows teachers to provide timely assistance, guidance, and encouragement, thereby fostering a supportive learning environment where students feel valued and understood.

4.2. Challenges Encountered by EFL Teachers

In terms of weaknesses, there is a significant percentage of teachers encounter issues while delivery the instruction.

One noticeable issue is the practice of grouping students at the wrong time, typically after instruction-giving has occurred. This timing can pose challenges as it may not fully capitalize on the benefits of collaborative learning and peer interaction. Students miss out on the opportunity to actively discuss and engage with their peers during the initial exploration of new concepts or tasks. Unclear and inaccurate group division seriously affects the results of the activity, no matter how accurate the group division time is.

The absence of demonstrations as part of instruction delivery methods can limit students' visual understanding and engagement with the material, potentially affects their comprehension. Teachers fail to adequately check students' understanding following instruction-giving, potentially leading to misconceptions or incomplete learning. This lack of assessment can impede the effectiveness of instruction and hinder students' ability to consolidate their learning. Furthermore, the

misuse of the native language (L1) by teachers during instruction-giving presents a barrier to English language immersion and may detract from students' opportunities to practice and develop their English language skills.

Comparatively, these findings resonate with previous studies, which highlights similar challenges faced by teachers in EFL classrooms. For instance, it is emphasized by Sowell (2017) that students may miss the instruction if it is carried after grouping. Besides, it is a topic of controversy that whether teachers should speak L1 in the classroom. Some argue that when dealing with logistical issues, it seems to be more practical to use L1 in the classroom. However, according to the suggestion of Meyer (2008), should be exposed to the use of English right from their first class and maximum the use of L2 should be the goal of every language class. This approach helps students are aware that foreign languages are not merely academic subjects to be learned, but rather, they serve as vital tools for effective communication.

The challenges related to gaining students' attention align closely with the insights provided by Gumilar et al. (2023), whose research emphasizes the critical importance of employing effective attention-grabbing strategies in the classroom. Gumilar et al. (2023) offer valuable techniques and recommendations aimed at enhancing student attraction and engagement during teaching sessions.

Additionally, the practice of long instruction delivery observed in the study contrasts with the findings of Phan (2018) in the Vietnamese context. Phan's study highlights the importance of concise and clear language in instructional delivery, particularly in EFL settings where students may face challenges in understanding complex or lengthy instructions. By utilizing precise language, teachers can enhance students' comprehension and minimize the risk of confusion or misinterpretation.

The problems Vietnamese EFL teachers faces demonstrates distinctions when compared to the study of Liruso & de Debat (2003) in EFL classrooms in an Argentinian Primary school. It reveals that the most conflicting category is the

inappropriate use of native language (28%) in primary school, while a few teachers forget to ask for classification before hearing whole instruction (8%). Notably, the percentage of each issue that teachers encounter at schools in Argentina does not exceed 30%.

4.3. Technology Integration and Visual Aids

In the contemporary educational landscape, technology plays a pivotal role in enhancing instruction-giving practices and fostering dynamic learning environments. My study underscores the significance of integrating technology and visual aids to support instruction-giving in EFL classrooms at the university level in Vietnam.

The findings of the research reveal that technology, particularly television (TV), slides, and interactive whiteboards, serves as valuable resources to support instruction-giving practices. EFL teachers leverage these technological tools to deliver clear, engaging, and multimedia-rich instructions, thereby enhancing instruction's clarity and facilitating student comprehension. For instance, the use of slides allows teachers to visually present information, organize instruction content logically, and emphasize key points effectively. Similarly, television serves as a platform for incorporating multimedia elements, such as videos and images, to capture students' attention and provide engaging visual aids. By integrating technology into instruction-giving practices, teachers create interactive and immersive learning experiences that cater to the diverse learning needs of students.

The integration of technology enables teachers to enhance instruction clarity and effectiveness. Visual aids, such as slides and multimedia presentations, complement verbal instructions by providing additional context, reinforcing key concepts, and facilitating comprehension. In some circumstances, students do not understand or pay attention to the teacher's speech, they can follow visual information on TV and slides. Through visual representations, teachers can convey complex ideas, illustrate abstract concepts, and guide students through sequential steps more effectively. This multi-modal approach to instruction-giving promotes

active engagement, strengthens understanding, and fosters deeper learning experiences among students.

The integration of technology and visual aids contributes to fostering student engagement and participation in the learning process. Multimedia-rich presentations, interactive whiteboards, and audio-visual materials capture students' interest, stimulate curiosity, and create a dynamic learning environment. By leveraging technology, teachers can create interactive and immersive learning experiences that resonate with students' interests, learning styles, and preferences. This proactive approach to instruction-giving promotes active engagement, motivates learners, and enhances the overall learning experience in EFL classrooms.

Moving forward, it is imperative to continue exploring innovative ways to integrate technology and visual aids into instruction-giving practices. Future research should focus on investigating the effectiveness of specific technological tools, multimedia resources, and interactive platforms in supporting instruction-giving in EFL classrooms.

The discussion section provides valuable insights into the current state of instruction-giving practices in EFL classrooms at a university in Vietnam. Through the analysis of data collected from a diverse range of lessons and teachers, several key patterns, strengths, and challenges have emerged, leading to a comprehensive discussion of their implications within the Vietnamese educational landscape.

In terms of strengths, teachers demonstrated proficiency in employing specific strategies such as gaining attention, providing time limits, and checking understanding to enhance the instruction-giving process. These strategies align with established pedagogical principles and previous research findings, emphasizing the importance of attention-grabbing techniques, time management skills, and linguistic clarity in effective instruction delivery. However, several challenges were identified, including issues related to grouping students at inappropriate times, the absence of demonstrations, and limited use of the target language during instruction-giving.

These challenges reduce the effectiveness of instruction and underscored the importance of addressing pedagogical concerns within the EFL context. Moreover, the integration of technology and visual aids emerged as a promising avenue for enhancing instruction-giving practices. This multi-modal approach to instruction-giving strengthened understanding and fostered deeper learning experiences among students.

CONCLUSION

In this concluding chapter, the researcher summarizes the key findings, reflect on the implications, and consider the broader significance of our research. The conclusion serves as a synthesis of insights, offering a comprehensive understanding of the current state of instruction-giving while paving the way for actionable recommendations and avenues for future exploration,

1. Recapitulation

In summarizing our exploration into instruction-giving practices in EFL classrooms at a Vietnamese University, the researcher delved into two key research questions.

The answer for research question 1: *“What is the current state of instruction-giving in EFL classrooms at a Vietnamese University?”*

The current state of instruction-giving in EFL classrooms at the Vietnamese University is characterized by a dynamic and diverse landscape. EFL teachers exhibit commendable adaptability in their instruction-giving practices, as evidenced by the observed variety of strategies tailored to the diverse needs of students. Almost teachers got attention before delivery, used repetition, visual aids, and technology to support instruction-giving. One prominent aspect that almost teachers tried their best to convey the instructions in English, which facilitates English learning environment for students. However, the qualitative insights also highlight certain challenges that warrant attention. The potential language barriers identified suggest a crucial area for further exploration and potential intervention. Clear communication between teachers and students is fundamental to effective instruction, and strategies to overcome language obstacles may enhance the overall learning experience.

The answer for research question 2: *“What is EFL teachers’ perspectives towards instruction-giving practice?”*

The investigation into EFL teachers' perspectives towards instruction-giving practices has uncovered valuable insights into their viewpoints and attitudes within the academic setting. The qualitative data, derived from structured interviews with EFL teachers, offers a window into their experiences and reflections on instruction-giving practices. One overarching theme that emerged is the similar perspectives among EFL teachers. They agreed the importance of Instruction-giving, the beneficial use of technology and challenges in selecting the right words to delivery. Each teacher brings a unique set of experiences and preferences to their instruction-giving practices. Some emphasizes the optimization of English, while other may prioritize speaking first language for timesaving. Noticeably, EFL teachers recognized the need for enhancement of instruction-giving strategies, allowing a shared concern among teachers and institution.

It becomes evident that the instruction-giving landscape at the Vietnamese University is multifaceted, shaped by both the adaptability of teachers and the complexities they navigate. This recapitulation sets the stage for further exploration and action, emphasizing the importance of a holistic and collaborative approach to enhance the EFL instruction-giving experience at the university.

2. Implications

The findings of this study hold significant implications for instruction-giving practices in EFL classrooms at universities in Vietnam. Educators and practitioners can utilize these insights to enhance their teaching approaches and promote more effective learning experiences for students.

In terms of instruction-giving practice, teachers are encouraged to prioritize clarity and conciseness in their communication. This emphasizes utilizing language that is easily understandable to students with varying levels of English proficiency. By articulating instructions in a clear manner, teachers can enhance comprehension and ensure that all students grasp the intended tasks and objectives. The findings also offer valuable guidance for practitioners seeking to refine their teaching methods

within EFL classrooms at Vietnamese universities. These implications can significantly impact teaching approaches, fostering more effective and engaging learning experiences for students.

The diverse instruction-giving practices and perspectives among EFL teachers at the Vietnamese University underscore the need for tailored professional development initiatives. Workshops, training programs, and collaborative platforms can be designed to address specific challenges identified, such as language barriers and varying approaches to instruction. This targeted professional development can enhance the skills and strategies of teachers, fostering a more cohesive and effective teaching environment.

In terms of curriculum development, the variations in instruction-giving approaches signal an opportunity to revisit and refine the curriculum. Standardizing certain indispensable elements in instruction-giving while allowing for flexibility can strike a balance between diverse teaching methods and ensure a unified educational experience for students.

Ultimately, the implications drawn from the research findings emphasize the importance of future research-based interventions and collaborative efforts to optimize instruction-giving practices in EFL classrooms at the Vietnamese University. These implications serve as actionable recommendations for institutional enhancements and ongoing improvements in the EFL teaching landscape.

3. Limitations

It is essential to acknowledge the inherent limitations that may impact the generalizability and scope of every study. This study, while offering valuable insights into instruction-giving practices in EFL classrooms at Vietnamese universities, is subject to several limitations. This section aims to address the constraints encountered during the exploration of instruction-giving in EFL classrooms at a Vietnamese university. Identifying these limitations is crucial for understanding the boundaries of the research and interpreting the findings with appropriate context.

In terms of the sample size employed in this research, small numbers of teachers from a singular university, may restrict the generalizability of the findings. The limited scope of the sample might not adequately represent the diversity of EFL classrooms across various institutions in Vietnam. Consequently, caution should be exercised when applying the findings to different cultural or educational contexts. The study's reliance on observation and interviews as data collection methods introduces potential biases and limitations. Observer effects and social desirability bias may impact the accuracy and authenticity of the information gathered. Additionally, self-reporting from participants may introduce subjectivity into the data, affecting the reliability of the findings.

The research focusing on instruction-giving practices within the specific cultural and educational context of Vietnam may constrain the applicability of the findings to broader contexts. Variations in cultural norms, educational systems, and language learning environments across different countries or regions could limit the generalizability of the study's conclusions. Moreover, the time constraints inherent in academic research have limited the depth and breadth of the study's investigation. Certain aspects of instruction-giving practices may not have been thoroughly examined due to time limitations, potentially overlooking important factors that could affect the outcomes.

Despite efforts to maintain objectivity in data collection and analysis, subjective interpretations by researchers and participants may have influenced the study's outcomes. Different perspectives and interpretations could lead to variations in the conclusions drawn from the data, thus warranting caution in the interpretation of the findings.

3. Suggestions and recommendations for further studies

Based on the identified limitations, several recommendations can be proposed for future research and practice. A promising direction for future investigation lies in examining the impacts of mother tongue or native language utilization for delivering

instructions. As Khalaf (2023) argues, native language has the potential influence on comprehension and communication between teachers and students in language learning contexts. Further, the integration of innovative techniques to capture students' attention presents a compelling prospect. Scholars like Harris et al. (2015) and Kulshreshtha et al. (2023) advocate for the exploration of strategies such as interactive activities, multimedia integration, and attention-grabbing techniques to enhance student engagement during instructional sessions. Future research could explore the comparison between oral and written instruction delivery methods in EFL classrooms. Investigating the effectiveness of oral instruction, such as verbal explanations or demonstrations, versus written instruction, such as written guidelines or assignments, could provide valuable insights into the optimal mode of instruction delivery for different learning contexts and objectives.

In concluding this exploration into the dynamics of instruction-giving within EFL classrooms at a Vietnamese university, it becomes evident that the landscape of language education is multifaceted. Reflecting on the research process, I am struck by the depth of insight gained into the intricacies of instruction-giving practices within EFL classrooms. Exploring this topic has not only broadened my understanding of effective teaching strategies but has also provided valuable insights into the challenges faced by both teachers in the teaching environment. This conclusion wraps up my findings and sets the stage for educators can cultivate inclusive, engaging, and effective learning environments that empower students to thrive academically and beyond.

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APPENDIX 1: OBSERVATION CHECKLIST

Instruction-giving practices in EFL classroom

TEACHER

CLASS:

LESSON:

DATE:

Criteria	Yes	No	Note
1. Student groups are arranged before the teacher gives instructions.			
2. The teacher gets students' attention before giving instructions.			
3. The teacher hands out materials at appropriate times.			
4. The teacher speaks clearly and pauses appropriately when giving instructions.			
5. The teacher uses language at or below/above students' current level of understanding.			
6. Teacher provides time limit for the activities.			
7. The teacher checks for understanding before letting students start an activity. How is it checked?			
8. The teacher provides modelling/demonstration for the activity. What types of demonstration is utilized?			
9. The teacher monitors students after they start an activity.			

10. The teacher gives students opportunities to ask question in case they don't understand the activity			
11. Students face confusing and misunderstanding while doing the activity.			
12. The teacher is available if students need further help with instructions after the activity has started.			
13. The teacher gives students opportunities to ask question in case they don't understand.			
14. The teacher gives instructions in logical sequence, follow the giving instruction order.			

Note. Adapted from “Good Instruction-Giving in the Second-Language Classroom” by J. Sowell, 2017, *English Teaching Forum*, 55(3), p. 18.

APPENDIX 2: INTERVIEW QUESTIONS

1. Can you describe the typical process you follow when giving instructions in your EFL classroom?
2. How do you ensure that your instructions are clear and understandable for your students?
3. What is your opinion about using first language (English) to deliver the instruction?
4. How does technology support you in instruction-giving?
5. Have you encountered any challenges or difficulties when giving instructions in your EFL classroom? If so, how do you address them? What is the most challenging one?
6. Have you ever participated in any workshop or formal trainings about Instruction-giving? If yes, how did you gain from it? If not, do you want to participate in the future?
7. What should teachers do to enhance their instruction-giving skill to support future teaching career?

APPENDIX 3: LETTER OF CONSENT

LETTER OF CONSENT

To Whom It May Concern,

I, Dr. Hoang Ngoc Tue, as the Rector of the School of Languages and Tourism, I am writing to formally grant my authorization for Ms. Thi Mai Huong Tong, an MA student enrolled at Hanoi University of Industry, in conducting research in EFL classrooms. The research in question is titled "Instruction-Giving in EFL Classrooms: The Case of a University in Vietnam".

I kindly request Dean of the Faculty of English Language and EFL teachers to give Ms. Tong full support and active participation in her research project. I am confident that Ms. Tong's research will not only enhance her own academic pursuits but also contribute significantly to the broader academic discourse within our university.

Sincerely,

APPENDIX 4: TRANSCRIPTION OF OBSERVATIONS

Teacher 7:

Instruction 1:

Now, class. Open page 84

Work individually.

Look at the diagram.

Look at the description of the manufacturing process of the check Vander.

Number the process in the correct order. Ok?

Listen and number the steps in the correct order. OK?

You will listen twice. Right?

Open your book and look at the diagram page 84.

Now let's listen, Number the step in the correct order. OK?

Now let's start.

Instruction 2:

T: Now move to the next activity.

Look at the picture here.

Using suggestion information and describe this process again.

You work with your partner.

You can use suggested information in the text script in page 147 and prepare a short talk about this. OK?

And you start with this, a check Vander it is made from...., there are six steps in the manufacturing process. Firstly, secondly, third, next, then, moreover, the last step we use finally.

You have three mins to discuss with your partner and prepare this talk.

Ok? Understand? Đã hiểu chưa?

Lớp mình sẽ nhìn vào tranh ở đây nè, sau đó sẽ dùng các từ gợi ý ở đây để đưa ra quy trình sản xuất của check vander. Hiểu cách làm chưa?

Rồi các bạn có 3 phút chuẩn bị và cô sẽ gọi các bạn lên nói nhé. Harry up.