

Comparing The Comprehensibility of Input Provided By EFL Teachers at an English Language Center

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This study delves into the comprehensibility of input provided by English as a Foreign Language (EFL) teachers at an English language center in Vietnam, focusing on young learners in the Mekong Delta. Employing a mixed-methods design, the study compares the comprehensibility of input delivered by a Vietnamese and a foreign EFL teacher, considering both quantitative and qualitative data. The investigation, involving 19 students aged 8 to 12, reveals that both teachers effectively tailor their instruction to ensure understanding, as evidenced by positive student attitudes towards their teaching strategies and styles. The study underscores the importance of the comprehensibility of language input, especially teacher talk while helping students feel comfortable seeking clarification and participation. While both Vietnamese and foreign teachers demonstrate proficiency in making input comprehensible, differences emerge in the use of gestures and visual aids, with the Vietnamese teacher relying less on technological devices, but more on translanguaging for demonstration. Nevertheless, both teachers effectively utilize body language and gestures to enhance noticing, contributing significantly to the students' second language acquisition. Overall, the project emphasizes the pivotal role of EFL teachers in providing comprehensible input in EFL classrooms, which fosters students' positive attitudes towards learning and promotes interactive language acquisition experiences.

Key words: EFL, SLA, L2, input, comprehensibility of input, teacher talk, gestures, visual aids, technological devices, translanguaging

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