

APPENDICES

APPENDIX A PRELIMINARY SURVEY

Pedagogical Knowledge Updating & Teaching Practice Survey

We would like to ask you to help us by answering the following questions concerning your pedagogical knowledge updating and teaching practice. This survey is conducted to better understand how pedagogical knowledge is updated and how teaching is practiced before the professional internship. This is not a test so there are no “right” or “wrong” answers and you don’t even have to write your name on it.

We are interested in your personal opinion. Your answers will be treated with complete confidentiality. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you so much for taking the time to fill in this questionnaire which should only take ten minutes. Please read the following questions and tick (✓) the box or write your answer in the space provided.

SECTION A: GENERAL PEDAGOGICAL KNOWLEDGE

1. How satisfied or dissatisfied are you with your general pedagogical knowledge before your professional internship?

<input type="checkbox"/> R very satisfied	<input type="checkbox"/> somewhat dissatisfied
<input type="checkbox"/> somewhat satisfied	<input type="checkbox"/> very dissatisfied

2. How necessary do you think it is to update general pedagogical knowledge before your professional internship?

<input type="checkbox"/> very necessary	<input type="checkbox"/> unnecessary
<input type="checkbox"/> necessary	<input type="checkbox"/> completely unnecessary
<input type="checkbox"/> neither necessary or unnecessary	

3. About how many hour(s) do you spend every week updating your general pedagogical knowledge before your professional internship?

<input type="checkbox"/> less than 1 Hour	<input type="checkbox"/> 3 Hours
<input type="checkbox"/> 1 Hours	<input type="checkbox"/> 4 Hours
<input type="checkbox"/> 2 hours	<input type="checkbox"/> more than 4 hours

4. How do you update general pedagogical knowledge before your professional internship? (You can choose as many as apply)

<input type="checkbox"/> individually	<input type="checkbox"/> in groups
<input type="checkbox"/> in pairs	<input type="checkbox"/> others (please specify): _____

5. Which of the following general pedagogical knowledge have you updated before your professional internship? (You can choose as many as apply)

- | | |
|--|--|
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Individual student characteristics |
| <input type="checkbox"/> Educational context and purpose | <input type="checkbox"/> lesson planning |
| <input type="checkbox"/> learning theories | <input type="checkbox"/> General principles of instruction |
| <input type="checkbox"/> teaching methods | <input type="checkbox"/> Motivation and classroom management |
| <input type="checkbox"/> Learning and learning process | <input type="checkbox"/> others (please specify): _____ |

6. How much support do you get from your teacher/ adviser while you are updating your pedagogical knowledge?

- | | |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> very much | <input type="checkbox"/> Very little |
| <input type="checkbox"/> much | <input type="checkbox"/> None |
| <input type="checkbox"/> Little | |

7. What problem(s) have you had when updating pedagogical knowledge?

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SECTION B: TEACHING PRACTICE

8. How satisfied or dissatisfied are you with your teaching performance before your professional internship?

- | | |
|---|--|
| <input type="checkbox"/> very satisfied | <input type="checkbox"/> somewhat dissatisfied |
| <input type="checkbox"/> somewhat satisfied | <input type="checkbox"/> very dissatisfied |

9. How necessary do you think it is to practice teaching before your professional internship?

- | | |
|--|---|
| <input type="checkbox"/> very necessary | <input type="checkbox"/> unnecessary |
| <input type="checkbox"/> necessary | <input type="checkbox"/> completely unnecessary |
| <input type="checkbox"/> neither necessary nor unnecessary | |

10. About how many hour(s) do you spend every week for your teaching practice before your professional internship?

- | | |
|---|--|
| <input type="checkbox"/> less than 1 hour | <input type="checkbox"/> 3 hours |
| <input type="checkbox"/> 1 hours | <input type="checkbox"/> 4 hours |
| <input type="checkbox"/> 2 hours | <input type="checkbox"/> more than 4 hours |

11. How do you practice teaching before your professional internship? (you can choose as many as apply)

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> individually | <input type="checkbox"/> in groups |
| <input type="checkbox"/> in pairs | <input type="checkbox"/> others (please specify): _____ |

12. How much support do you get from your teacher/ adviser while you are practicing teaching before your professional internship?

very much

Very little

much

None

Little

13. What problem(s) have you had when practicing teaching before your professional internship?

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THANK YOU SO MUCH FOR YOUR RESPONSE.

APPENDIX B
EVALUATION FORM OF THE ELT NEXUS WEBSITE

Instructions:

(Hướng dẫn)

Read each item in the form below, then make a check mark (✓) in a rating box that best describes your opinion about each statement.

(Đọc mỗi đề mục trong mẫu bên dưới, sau đó đánh dấu (✓) vào những ô đánh giá mô tả tốt nhất ý kiến của bạn về mỗi quan điểm)

5. **strongly agree** (hoàn toàn đồng ý)
4. **slightly agree** (khá đồng ý)
3. **agree** (đồng ý)
2. **slightly disagree** (khá không đồng ý)
1. **strongly disagree** (hoàn toàn không đồng ý)

No	Statements (Quan điểm)	Rating scales (Thang điểm đánh giá)				
		5	4	3	2	1
1	AESTHETIC OR VISUAL APPEAL (Sự lôi cuốn về thẩm mỹ hay hình ảnh) a) The use of graphics and colors enhance the website's information (việc sử dụng hình ảnh và màu sắc làm nổi bật thông tin của website) b) There is a balance of texts and graphics so that the visitors of the website do not lose focus (sự cân bằng giữa văn bản và hình ảnh không làm mất sự tập trung của người sử dụng website) c) The overall look of the website is professional (Nhìn tổng thể, website này có tình chuyên nghiệp)					
2	NAVIGATION (điều hướng) a) Homepage contains direct links to all other parts of the website (Trang chủ bao gồm đường dẫn trực tiếp đến tất cả các phần còn lại của website) b) Useful content is no more than 3 clicks away from homepage					

No	Statements (Quan điểm)	Rating scales (Thang điểm đánh giá)				
		5	4	3	2	1
	(Các nội dung hữu ích không quá 3 lần nhấp chuột từ trang chủ) c) Each page or section on the website is clearly stated (Mỗi trang hoặc phần trên trang web được nêu rõ ràng)					
3	ACCESSIBILITY (việc truy cập) a) The website is reliably accessible (Trang web có độ truy cập đáng tin) b) Pages are quickly loaded (Các trang được tải nhanh chóng) c) Contents of the website are readable (Nội dung của trang web có thể đọc được)					

Other ideas or comments: (những ý kiến khác)

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Thank you very much for your cooperation

Adapted from Boklaschuk, K., & Caisse, K. (2001). Evaluation of educational web sites.
Retrieved from <https://etad.usask.ca/802papers/bokcaisse/bokcaisse.htm>

APPENDIX C

GUIDELINES FOR LEARNING ACTIVITIES

Activities	Four conditions for creating successful learning activities			
	Autonomous	Connectedness	Diversity	Openness
Live Stream	Freely discussing any questions related to the topic	Connecting with the presenter and many other participants to exchange information/knowledge about the topic	Encouraging different opinions and perspectives about a topic	Making use of different communication modes (voice or text message, audio, video call) to gain knowledge and share resources and expertise
TKT Mocked Test	Personally, selecting quizzes of interest	Discussing with others about the quizzes Using a dictionary and other learning resources for reference	Focusing on different aspects of pedagogical knowledge and various types of questions	Optional activity Unlimited numbers of trials Access at any time of the day Partly completed if desire
Live Chat/ Discussion	Freely discussing any questions related to the topic	Contact online participants to exchange information/knowledge about the topic	Encouraging different opinions and perspectives about a topic	Voice chat or instant messaging text Freely opt-in and out Share resources, ideas, and expertise
Posts	Making posts of any type (text, images, audio, video, voice message.) Giving constructive comments, replies, and reactions	share different information resources from different websites, blogs, and forums, and others	Encouraging various types of posts and different comments and reactions	Freely edit and remove posts, comments, replies, and reactions when necessary
Reflective Journal Writing	Selecting a suitable online time to complete the journal Self-expressing ideas and opinions	Using the dictionaries for references	Being written either in Vietnamese or English Encouraging different ideas and opinions	
Audio & Video Calling	Deciding who to make audio and/ or video calls with Choosing the calling length and the calling modes Making calls when necessary	Contacting other participants to exchange information or knowledge by using audio or video calls	Exchanging different opinions and perspectives through audio and video calls	Select any communication mode (audio/ video calls) and any online participants to exchange knowledge, and share resources, ideas, and expertise.

APPENDIX D
EXPERTS' EVALUATION OF LEARNING ACTIVITIES

INSTRUCTIONS:

Indicate your opinions on how each of the following activities meet the requirements of the study by writing appropriate levels in each box provided.

MR = Meet the requirements

PMR = Partly meet the requirements

NMR = Do not meet the requirements

NO	To what level does the learning activity meet the following requirement of the study	Act 1	Act 2	Act 3	Act 4	Act 5	Act 6
1	The learning activity may facilitate pre-service English teachers (PETs)' learning.						
2	The learning activity may facilitate pre-service English teachers (PETs)' connections with others.						
3	The learning activity may facilitate pre-service English teachers (PETs)' interactions with others.						
4	The learning activity may improve pre-service English teachers (PETs)' general pedagogical knowledge.						
5	The learning activity may encourage pre-service English teachers (PETs)' employment of meta-cognitive skills and/ or learning strategies.						
6	The learning activity provides an opportunity for pre-service English teachers (PETs) to seek general pedagogical knowledge (GPK).						
7	The learning activity provides an opportunity for pre-service English teachers (PETs) to share and showcase knowledge and/ or experience.						
8	The learning activity can be accessed by any pre-service English teachers.						
9	The learning activity has a suitable duration of time.						
10	The learning activity is chronologically arranged.						
11	The learning activity fosters pre-service English teachers (PETs)' autonomy.						

Other ideas or comments:

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Thank you very much for your cooperation.

APPENDIX E

TEST SPECIFICATIONS FOR PRE- & POST-TESTS

1. General information:

Number of items/tests: 40 Scores: 40 points Time limits: 40 minutes
 Dimensions of pedagogical knowledge: 3 (*Teaching methods* (14 items);
Classroom management (13 items); *Lesson planning* (13 items))

2. Test matrix:

Test	sentence	Dimensions of PK	Question type	Number of items	Scores
Pre-test 1	1-5	TM	matching	5	5
	6-9	CM	matching	4	4
	10-13	TM	matching	4	4
	14-19	LP	multiple choice	6	6
	20-23	CM	matching	4	4
	24-28	CM	matching	5	5
	29-33	TM	matching	5	5
	34-40	LP	ordering	7	7
TOTAL				40	40
Pre-test 2	1-5	TM	matching	5	5
	6-9	CM	multiple choice	4	4
	10-13	TM	matching	4	4
	14-18	LP	matching	5	5
	19-23	CM	matching	5	5
	24-27	LP	matching	4	4
	28-31	CM	matching	4	4
	32-36	TM	matching	5	5
	37-40	LP	multiple choice	4	4
TOTAL				40	40
Post-test	1-5	CM	multiple choice	5	5
	6-12	LP	matching	7	7
	13-17	TM	matching	5	5
	18-21	CM	matching	4	4
	22-25	CM	multiple choice	4	4
	26-31	LP	matching	6	6
	32-35	TM	matching	4	4
	36-40	TM	matching	5	5
TOTAL				40	40

NOTES: CM = Classroom Management
 TM = Teaching Methods
 LP = Lesson Plan

APPENDIX F
PRETESTS AND POST-TEST

PRE-TEST 1

Candidate number:

TEACHING KNOWLEDGE TEST

Pre-test -1

Time 40 minutes

INSTRUCTIONS TO CANDIDATES

Write your candidate number in the space at the top of this space and on your answer sheet if they are not already printed.

Do not open the booklet until you are told to do so.

Read the instructions for each part of the paper carefully.

Answer **all** questions.

Read the instructions on the answer sheet.

Mark your answers on **the separate answer sheet**. Use a pencil.

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in 40 minutes.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 40 questions in this paper.

Each question carries one mark.

For questions **1-5**, match the learners' preferences with the teaching approaches that would suit them listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Teaching approaches

- A.** Test – teach- test
- B.** Presentation, Practice and Production
- C.** Task-based learning

Learners' preferences

1. real beginners who prefer a structural approach and like to have a clear focus on new language
2. those learners who just want to communicate, using all the language they know to convey meaning
3. learners who like to study grammar and lexical patterns and check what they already know
4. learners at a higher level who enjoy doing exercises on language but have already studied the structures
5. learners who enjoy doing extended pieces of work such as project work

For questions 6- 9, match the classroom situations with the classroom management choices listed A- E.

Mark the correct letter (A-E) on your answer sheet.

There is one extra option which you do not need to use.

Classroom management choices

- A. Divide the class into As and Bs. As do the activity first while Bs do some exercises. They swap.
- B. Write some useful classroom language on posters and put it around the classroom walls. Teach the phrases to students and remind them to use them in fluency work.
- C. Don't use the mother tongue with students. If they know you won't translate, they'll listen more carefully.
- D. Make sure you start the lesson with a flexible pair or group activity so you can start the lesson properly when everyone is present
- E. Prepare some extension activities before the lesson to hand out to the faster students. Try not to hurry the slower students.

Classroom situations

- 6. Your students pretend they don't understand when you give instructions in English. They wait for you to give them in L1.
- 7. You notice that some students need more time to finish their work in class. The other students finish quickly and get bored and talkative.
- 8. Your students often use L1 when they are doing activities in pairs and groups. Some of them do the activity but they don't do it in English.
- 9. You have several students who are late for class because they have an extra lesson during the break. You know it's not their fault, but it always disturbs the class.

For questions **10- 13**, match the trainer 's comments with the teacher's role as a language resource listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use each option at least once.

Teacher's role as language resource

- | |
|---|
| <p>A clarifying meaning
B correcting
C contextualizing</p> |
|---|

Trainer's comments

10. It will be more memorable if you encourage learners to write sentences using the new words.
11. If a learner is enthusiastically telling a story, don't interrupt him to ask him to rephrase things that aren't clear, but discuss the points later.
12. It was good that you encouraged the learners to proofread their written stories before handing them in to you.
13. I like the way you used concept questions to show the differences between two tenses.

For questions 14- 19, look at the stages and aims from a lesson plan about complaining. Two of the aims (A, B and C) in each stage are appropriate. One of the aims is **NOT**. Mark the aim (A, B or C) which is **NOT** appropriate on the answer sheet.

Stages	Aims
14. Lead in <ul style="list-style-type: none"> • The teacher asks the students when they last went on holiday and what problems they can have when travelling. • The teacher elicits ideas about the problems and writes them on the board. 	A. to create interest in the topic B. to introduce the past simple tense C. to personalize the start of the lesson
15. Listening <ul style="list-style-type: none"> • Students listen to a customer complaining in a travel agent's. • Students identify the problems mentioned on the tape. • Students compare answers in pairs. 	A. to check students' understanding of the tape B. to provide a model of the target language in context C. to pre-teach the meaning of new words
16. Language focus <ul style="list-style-type: none"> • The teacher hands out the tape script. • Students identify the language of complaining and apologizing in the tape script. 	A. to focus students' attention on the target language B. to give students practice in reading for gist C. to provide students with a record of language in context
17. restricted practice <ul style="list-style-type: none"> • The teacher shows the target language on an OHT. • Students try to say the phrases. • The teacher gives feedback, correcting and drilling where necessary. 	A. to allow students to personalize the target language B. to allow students to use the target language in a controlled way C. to develop students' confidence in pronouncing the target language
18. Preparation for freer practice <ul style="list-style-type: none"> • Students study their role-cards: student A is the complaining customer student B is the travel agent 	A. to give students time to think of ideas to use in the role-play B. to develop reading comprehension C. to allow students to check with the teacher what they have to do
19. Freer practice <ul style="list-style-type: none"> • Students act out the situation in pairs 	A. to focus on the form of the target language B. to give less controlled practice of the target language C. to prepare students for real communication

For questions **20- 23**, match the classroom management problems with the possible planning solutions listed **A- E**.

Mark the correct letter (**A-E**) on your answer sheet.

There is one extra option which you do not need to use.

Classroom management problems

20. Some learners start walking around the class, pointing and laughing at each other's work.
21. A class of 30 learners has just done a listening activity. As the teacher is checking the answers of every learner in the class in turn, the learners are getting bored.
22. Some adult learners are having a discussion. But one is very quiet while the others talk a lot.
23. The learners are doing a ten-minute individual reading task. Some learners finish after six minutes, other learners take 15 minutes.

Possible planning solutions

- A. Organize groups so that learners who work well together are in the same group.
- B. Plan how to make feedback interesting.
- C. Make sure learners understand the rules of behavior in the classroom.
- D. Plan extra activities for different abilities in the class.
- E. Use routines to set up activities.

For questions **24-28**, match the classroom management techniques with their purposes listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Purposes

- A.** It promotes learner autonomy.
- B.** It encourages student participation in class.
- C.** It supports differentiation.

Classroom management techniques

- 24. The teacher decides to ask questions to the whole class rather than nominating.
- 25. The teacher has class sets of dictionaries and teaches the students how to use them.
- 26. Students correct their own work before writing their final drafts.
- 27. The teacher adapts some of the activities in the coursebook and prepares extension activities before the lesson.
- 28. The teacher regularly changes the student groupings and pairings to match students' abilities.

For questions **29- 33**, match the method of correction with the teacher's purpose listed **A- F**.

Mark the correct letter (**A-F**) on your answer sheet.

There is one extra option which you do not need to use.

Teacher's purpose

- A. To encourage the use of peer feedback
- B. To give the class an understanding of the natural order
- C. To provide a quick way of checking an exercise for the whole class
- D. To help a learner with a language difficulty that is not common to the whole class
- E. To remind learners of the pattern of sentence stress
- F. To signal in an oral activity that a learner has used the wrong word

Method of correction

- 29. The teacher claps out for the class a regular rhythm while repeating a line from a dialogue.
 - 30. The teacher echo-corrects a learner's question.
 - 31. The teacher arranges to give individual feedback with a learner.
 - 32. The learners exchange written work before it is given to the teacher for marking.
 - 33. The learners shout out the answers to a true-false exercise and the teacher writes the correct answer on the board.
-

For questions 34- 40, put the stages (A- H) of a reading skills lesson plan in order.

Mark the correct letter (B-H) on your answer sheet.

The first stage (A) is done for you. You do not need to use option A again.

- ___A___
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

- A. The teacher tells students the title of the story – ‘A long journey’.
- B. Students read for gist to see if their predictions were right, and the class discuss their answers with the teacher.
- C. The teacher gives students comprehension questions to read.
- D. Students brainstorm words connected with journeys.
- E. Students read for specific information.
- F. In pairs, students check their answers.
- G. Students use their answers to re-tell the story in pairs.
- H. The teacher gives students a list of words from a story about a journey. Students check which of their words are in the list, and then guess what the story will be about.

_____THE END_____

PRE-TEST-2

Candidate number:

TEACHING KNOWLEDGE TEST

Pre-test 2

Time 40 minutes

INSTRUCTIONS TO CANDIDATES

Write your candidate number in the space at the top of this space and on your answer sheet if they are not already printed.

Do not open the booklet until you are told to do so.

Read the instructions for each part of the paper carefully.

Answer **all** questions.

Read the instructions on the answer sheet.

Mark your answers on **the separate answer sheet**. Use a pencil.

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in 40 minutes.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 40 questions in this paper.

Each question carries one mark.

For questions **1-5**, match the learners' comments about their lesson with the approaches listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use some options more than once.

Approaches

- | |
|---|
| <ul style="list-style-type: none">A. Task-based learningB. Structural approachC. Lexical approach |
|---|

Learners' comments

1. In every lesson we learnt something new, then drilled it and did exercises. We never used the language freely.
2. Yesterday, the teacher asked us to underline all the chunks of language we could find in a text, then see if we could hear them in a recording of a conversation. It was difficult.
3. In groups, we had to design a program for a school trip to New York. Then afterwards we discussed what vocabulary we had needed to do this.
4. I like the way each bit of grammar we learn builds on the last bit. It makes learning quite easy.
5. The teacher always asks us to work with what she calls 'authentic materials' like magazines, newspapers and articles from the internet. We use them to find collocations and idioms.

For questions **6-9**, choose the best option (**A**, **B** or **C**) to complete each statement about ways of grouping learners.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

6. The teacher moves from choral drilling to group drilling to individual drilling of a structure because
 - A. she wants to build learners' confidence when using the structure.
 - B. she wants everyone to understand the use of the structure.
 - C. the structure is easily confused with the learners' L1.
7. Before learners start a paired feedback activity the teacher tells them they will give peer feedback afterwards because
 - A. she wants learners to listen carefully to each other.
 - B. she wants to introduce learner independence.
 - C. different learners will produce different errors.
8. After planning a writing task as a whole class, the teacher asks the learners to write the first paragraph on their own because
 - A. she wants to check that they use their own ideas.
 - B. she wants to make sure all learners attempt the task.
 - C. she wants stronger learners to write a longer text.
9. The teacher puts learners into mixed-ability groups to do a grammar exercise because
 - A. she wants the learners to get to know each other better.
 - B. stronger learners may benefit from explaining the answers.
 - C. the grammar structure is new to all learners.

For questions **10-13**, match the teacher activities with the teacher roles listed **A - D**. Mark the correct letter (**A- D**) on your answer sheet.

Teacher roles

- A. **Assessor** (someone who evaluates the students' performance and behavior)
- B. **Motivator** (someone who encourages the students)
- C. **Planner** (someone who plans what the students are going to do)
- D. **Contributor** (someone who gives ideas and information about a topic)

Teacher activities

- 10. The teacher brings in photos and pictures from magazines to help students think of what to say.
- 11. The teacher responds to what students say with enthusiasm and gives everyone a chance to speak.
- 12. The teacher keeps records of students' work and progress.
- 13. The teacher regularly prepares a scheme of work.

For questions **14-18**, read the stages of a listening lesson about places and fill in the missing stages from the options listed **A-E**.

Mark the correct letter (**A- E**) on your answer sheet.

Missing stages

- A. Learners look at a list of statements about the two countries and they try to decide if the statements are true or false.
- B. Learners find a partner from the other group and they help each other to complete a worksheet with the information about the countries.
- C. Learners check their answers with their partner. Then the teacher conducts whole class feedback to prepare for a reading.
- D. Learners listen for gist to a recording of people giving their opinion on two different places and decide which places are being described.
- E. In pairs, learners decide which words are connected with the countryside and which are connected with cities.

Stages of a listening lesson

- The teacher writes trees, businessman, cars, houses, fields, farmer, office, etc. on the board.
14.
- The teacher conducts feedback and corrects learners' pronunciation.
 - Learners look at a picture of the countryside and a picture of the city and label the pictures using the words they have learned.
15.
- Learners look at four short descriptions of places and decide which two texts match the pictures they have labelled.
 - Learners check their answers with their partner, then share their answers in open class.
16.
- Learners check their answers in pairs, then share their answers in open class.
 - Learners listen for detail to a recording of people giving their opinion on the two different places and fill in detailed information in a table.
 - Learners check their answers in pairs, then share their answers in open class.

- The teacher explains that the focus of the lesson will now change from places to countries.
- The teacher writes Australia and Argentina on the board and elicits information about them from the learners.

17.

- Learners check their answers from recordings: half of the class listen to a recording about Australia and the other half listen to a recording about Argentina.

18.

- In pairs, learners decide which country they would like to visit.

For questions **19-23**, match the classroom situations with the classroom management choices listed **A - G**.

Mark the correct letter (**A- E**) on your answer sheet.

Classroom situations

19. You notice that some of your students are unsure about how to start some pair work.
20. After a reading comprehension task, you ask the class for the answer to number one. Nobody says anything.
21. You notice that during an activity your class of young learners is making too much noise.
22. During a group work activity about travel, your students talk about a different topic. However, they do this in English.
23. You are teaching a class after lunch. Everyone is sleepy.

Classroom management choices

- A. Praise them for using the language but remind them about the task.
- B. Do a 'warmer' activity which gets the students out of their seats.
- C. Model the activity yourself with a student, so everyone understands what they have to do.
- D. Use a strategy that students recognize for 'turning down the volume', e.g. a hand gesture or drawing on the board.
- E. Ask the students to compare their work with their partner to give them confidence.

For questions **24- 27**, match the information from a lesson plan with the lesson plan headings listed **A - E**.

Mark the correct letter (**A- E**) on your answer sheet.

Lesson plan headings

- | |
|--|
| <ul style="list-style-type: none">A. Lesson aim(s)B. Anticipated problemsC. ProcedureD. Aids/ resources |
|--|

Information from a lesson plan

- 24. Copy if tape script (teacher's book) and coursebook cassette.
 - 25. Students might not want to talk about their childhood during the lead-in stage.
 - 26. Tell students to listen a second time and answer the detailed comprehension questions.
 - 27. Give students practice in the subskills of prediction, listening for gist and listening for specific information.
-

For questions **28- 31**, match the classroom management strategies with the problems of group or pair work listed **A, B** and **C**.

Mark the correct letter (**A, B, or C**) on the answer sheet.

You will need to use some of the options more than once.

Problems of group or pair work

In groups or pair work...

- A. Some students get bored.
- B. Some students use L1 too much.
- C. Some students always dominate.

Classroom management strategies

- 28. Plan extra activities for students who may finish before the others.
- 29. Make sure the students know the language they need to complete tasks.
- 30. Introduce more challenge into the activities.
- 31. Arrange groups more carefully, and re-group students whenever necessary.

For questions **32- 36**, match the features of lessons which students describe with the teaching approaches listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Teaching approaches

- D. Grammar - Translation
- E. Total Physical Response
- F. Lexical Approach

Features of lessons

- 32. We analyze the language, focusing especially on everyday expressions and learning their meanings.
- 33. We focus on understanding the rules of the structures in L2 reading passages.
- 34. We work a lot on collocation, and this helps us to memorize common phrases.
- 35. In my class everyone speaks the same language, so our teacher often asks us to look at English texts and write them out in our own language.
- 36. Our teacher often tells us stories, and we listen or maybe mime parts of them.

For questions **37-40**, look at the stages and aims from a lesson plan about complaining. Two of the aims (**A, B** and **C**) in each stage are appropriate. One of the aims is **NOT**. Mark the aim (**A, B** or **C**) which is **NOT** appropriate on your answer sheet.

Stages	Aims
<p style="text-align: center;">Lead-in</p> <ul style="list-style-type: none"> ● The teacher asks the students when they last went on holiday and what problems they can have when travelling. ● The teacher elicits ideas about the problems and writes them on the board. 	<ul style="list-style-type: none"> A. to create interest in the topic B. to introduce the past simple tense. C. to personalize the start of the lesson.
<p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> ● Students listen to a customer complaining in a travel agent's. ● Students identify the problems mentioned on the tape. ● Students compare answers in pairs. 	<ul style="list-style-type: none"> A. to check students' understanding of the tape. B. to provide a model of the target language in context. C. to pre-teach the meaning of new words.
<p style="text-align: center;">Language focus</p> <ul style="list-style-type: none"> ● The teacher handouts the tape script. ● Students identify the language of complaining and apologizing in the tape script. 	<ul style="list-style-type: none"> A. to focus students' attention on the target language. B. to give students 'practice in reading for gist. C. to provide students with a record of language in context.
<p style="text-align: center;">Restricted Practice</p> <ul style="list-style-type: none"> ● The teacher shows the target language on an OHT. ● Students try to say the phrases. ● The teacher gives feedback, correcting and drilling where necessary. 	<ul style="list-style-type: none"> A. to allow students to personalize the target language. B. to allow students to use the target language in a controlled way. C. to develop students' confidence in pronouncing the target language.

POST-TEST

Candidate number:

TEACHING KNOWLEDGE TEST

Post-test

Time 40 minutes

INSTRUCTIONS TO CANDIDATES

Write your candidate number in the space at the top of this space and on your answer sheet if they are not already printed.

Do not open the booklet until you are told to do so.

Read the instructions for each part of the paper carefully.

Answer **all** questions.

Read the instructions on the answer sheet.

Mark your answers on **the separate answer sheet**. Use a pencil.

You may write on the question paper, but you must mark your answers in pencil on the answer sheet. You will have no extra time for this, so you must finish in 40 minutes.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 40 questions in this paper.

Each question carries one mark.

For questions 1- 5, choose the best option (A, B or C) to complete each statement about ways of grouping students.

Mark the correct letter (A, B or C) on your answer sheet.

1. It is a good idea to group less able students together so that
 - A. they feel more comfortable when speaking.
 - B. they do not dominate other students.
 - C. they can work at a faster pace.
2. Group work is useful because it
 - A. reduces teacher talking time.
 - B. improves class discipline.
 - C. makes all students work as hard as they can.
3. In mixed ability classes, using groupwork
 - A. helps to identify weaker students.
 - B. means the teacher can give attention to all students.
 - C. encourages students to help one another.
4. Pair work activities aim to encourage students
 - A. to work independently of the teacher.
 - B. to assess their own progress.
 - C. to develop language awareness.
5. If a teacher wants to assess students' written work, it's best to do
 - A. group work.
 - B. individual work.
 - C. mingling activities.

For questions **6- 12**, match the lesson plan components with the extracts from a teacher's lesson plan listed **A-H**.

Mark the correct letter (**A-H**) on your answer sheet.

There is one extra option which you do not need to use.

Lesson plan components

- | |
|-------------------------|
| G. Timetable fit |
| H. Main aim |
| I. Procedures |
| J. Stage aim |
| K. Personal aim |
| L. Assumptions |
| M. Anticipated problems |
| N. Possible solutions |

Lesson plan extracts

6. Revise the formation and use of comparative and superlative adjectives.
7. Although the topic is unfamiliar, learners should find it motivating.
8. following a lesson on conditional sentences and preparing for a class test.
9. Some learners may not remember the vocabulary from the last lesson.
10. to make clearer connections between one stage and the next.
11. to check learners' understanding of new lexical items.
12. Give instructions in written form if learners have difficulties understanding them.

For questions **13-17**, match the statements with the teaching approaches that they describe listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Teaching approaches

- | |
|--|
| D. Presentation, Practice and Production (PPP) |
| E. Task-based Learning (TBL) |
| F. Grammar Translation |

Statements

13. The teacher moves from providing models of language use to monitoring learners' use of language.
14. First the learners complete a communicative task: they are encouraged to use any English they know, and they do not have to use any particular language item.
15. The written form of the language is more important than the spoken form.
16. The language focus is at the start of the teaching sequence, with fluency activities coming later.
17. Learners acquire language by trying to use it in real communicative situations.

For questions **18-21**, look at the classroom management terms, and three possible descriptions listed **A, B** and **C**. Choose the description which matches the term. Mark the correct letter (**A, B** or **C**) on your answer sheet.

Classroom management terms

18. Interaction patterns
- A. the different ways learners work together in class
 - B. common mistakes learners make when they speak a second language
 - C. the gestures learners use to keep the listener interested in what they are saying
19. Rapport
- A. the help a teacher gives to learners in class
 - B. the relationship between teacher and learners
 - C. the end-of-term comments the teacher writes about each learner 's work
20. Mingling
- A. a group activity which involves students reading different parts of the same text and sharing the information they found out
 - B. a whole class activity which involves learners walking around the classroom sharing information with other learners.
 - C. a whole class activity which involves learners sharing vocabulary they know about a topic
21. Group dynamics
- A. the relationship between learners in the class
 - B. different groups of learners working autonomously in class
 - C. the strategies a group uses to work together to complete a project

For questions **22- 25**, look at the incomplete sentences about ways of grouping students and the three options for completing them listed **A, B** and **C**.

Two of the options complete the statements correctly. One option does **NOT**.

Mark the letter (**A, B** or **C**) which does **NOT** complete the statement correctly on your answer sheet.

22. The teacher wants the students to share their ideas before the class feedback so she
- A. tells them to check answers with a partner.
 - B. collects the students' answer papers.
 - C. tells them to exchange answer papers.
23. The teacher wants the students to work in mix-ability groups so he
- A. has them choose their own student groupings.
 - B. plans the student groupings before the lesson.
 - C. groups students using the results from a test.
24. The teacher wants the students to think about the learning strategies they used in an activity so she
- A. gives three minutes' individual thinking time.
 - B. does a team quiz with the class.
 - C. puts them into groups of three for reflection.
25. The teacher wants the shy, quiet students to take a more active role in the class so she
- A. keeps a list of students to nominate and tries to include everyone in a lesson.
 - B. gives the class 20 seconds thinking time between asking the question and eliciting the answer.
 - C. accepts responses from students who put their hands up first.

For questions **26- 31**, match the sequence of classroom activities from a lesson on offers and requests with the presentation techniques listed **A- G**.

Mark the correct letter (**A -G**) on your answer sheet.

There is one extra option which you do not need to use.

Sequence of classroom activities

26. The teacher wrote the topic of the day 's lesson on the board: "Making requests".
27. The teacher asked some students to tell the class about important requests they had made in their lives.
28. The students did an exercise completing gaps in sentences with the correct forms of requesting verbs.
29. The teacher elicited whether words and phrases like *can*, *could* and *would you mind* were followed by the base form or verb+ *-ing* in the sentences.
30. The teacher asked students to tell her which forms would be used in particular contexts, e.g. speaking to your friend; speaking to your teacher; etc.
31. The teacher drilled the sentences chorally, paying attention to connected speech.

Presentation techniques

- A. getting students to use grammar in a controlled way
- B. highlighting the language focus and the aim of the lesson
- C. getting students to focus on the target language through the context of a listening activity
- D. raising students' awareness of differences in register
- E. getting students to focus on pronunciation of the target language
- F. setting up the situation
- G. encouraging students to analyze structural patterns

For questions **32- 35**, match the learner comments with the teacher roles listed **A, B** and **C**.
Mark the correct letter (**A, B** or **C**) on your answer sheet.
You will need to use one of the options more than once.

Teacher roles

- A. Manager** (manages students and activities during class time)
- B. Provider** (gives expert information about target language)
- C. Diagnostician** (finds out the needs and interests of students)

Learner comments

- 32. My teacher always makes the lesson exciting. We work with lots of different people during a lesson.
- 33. I couldn't understand the present perfect at all, but my teacher explained it really clearly to me.
- 34. The teacher gave us a questionnaire about why we were doing the class and what our aims were for the future.
- 35. There's one student in our class who is really noisy and talkative, but our teacher is so calm and patient, and makes sure we get our turn to talk as well.

For questions **36-40**, match the steps from different lessons with the presentation or introductory techniques listed **A-F**.

Mark the correct letter (**A-F**) on your answer sheet.

There is one extra option which you do not need to use.

Presentation or introductory techniques

- | |
|------------------------|
| A. lead-in |
| B. providing a context |
| C. warmer |
| D. guided discovery |
| E. concept checking |
| F. using an input text |

Steps from lessons

36. The learners look at seven example sentences and work out the form and the meaning of the structure.
37. The learners tell the teacher their experiences of using English to speak with tourists before designing a poster on the same topic in the rest of the lesson.
38. The teacher shows the learners a series of photos of people and at the same time says some adjectives that describe their appearance.
39. The teacher asks the learners if the structure expresses permission, ability or advice.
40. The teacher asks all the learners to stand up and shake all their classmates' hands. She then asks them for their homework.

-----THE END -----

Answer Keys (Pre-test 1,2 & Post-test)

PRE-TEST 1		PRE-TEST 2		POST-TEST	
Question	Answer	Question	Answer	Question	Answer
1	B	1	B	1	A
2	C	2	C	2	A
3	A	3	A	3	C
4	A	4	B	4	A
5	C	5	C	5	B
6	C	6	A	6	B
7	E	7	A	7	F
8	B	8	B	8	A
9	D	9	B	9	G
10	C	10	D	10	E
11	B	11	B	11	D
12	B	12	A	12	H
13	A	13	C	13	A
14	B	14	E	14	B
15	C	15	C	15	C
16	B	16	D	16	A
17	A	17	A	17	B
18	B	18	B	18	A
19	A	19	C	19	B
20	C	20	E	20	B
21	B	21	D	21	A
22	A	22	A	22	B
23	D	23	B	23	A
24	B	24	D	24	B
25	A	25	B	25	C
26	A	26	C	26	B
27	C	27	A	27	F
28	C	28	A	28	A
29	E	29	B	29	G
30	F	30	A	30	D
31	D	31	C	31	E
32	A	32	C	32	A
33	C	33	A	33	B
34	D	34	C	34	C
35	H	35	A	35	A
36	B	36	B	36	D
37	C	37	B	37	A
38	E	38	C	38	B
39	F	39	B	39	E
40	G	40	A	40	C

APPENDIX G
ONLINE REFLECTIVE JOURNAL WRITING

Please click on the check boxes and/ or type your responses in the text box provided below

Vui lòng nhấp chọn hay gõ câu trả lời của bạn vào các ô cho sẵn bên dưới

1. a) How do you rate your improvement in pedagogical knowledge this week?

(Mức độ tiến bộ của bạn về kiến thức sư phạm tuần này như thế nào?)

MUCH / VERY MUCH/ NOT VERY MUCH/ NOT MUCH

(nhiều / rất nhiều/ không nhiều lắm/ không nhiều)

- b) Please explain your rating:

(vui lòng giải thích sự tiến bộ của bạn)

.....
.....

2. What do you think you have improved most in terms of pedagogical knowledge this week?

(Bạn nghĩ là bạn tiến bộ về kiến thức sư phạm nào nhiều nhất trong tuần này?)

.....
.....

APPENDIX H ONLINE SURVEY

Hello:

Xin chào

You have been specifically selected to participate in this survey, which aims to explore your opinions concerning the ELT NEXUS website, the online learning contents, and activities.

(Bạn đã được chọn để tham gia vào khảo sát nhằm tìm ra ý kiến của bạn về trang ELT NEXUS, nội dung và hoạt động học trên trang này)

It should take about 10 minutes to complete the survey.

(bạn sẽ mất khoảng 10 phút để làm khảo sát này)

There is no wrong or right answer, so feel free to respond to the questions by clicking on the check boxes and typing your responses in the text box provided.

(Không có câu trả lời đúng hay sai vì thế hãy thoải mái trả lời các câu hỏi bằng cách nhấp chọn hay gõ câu trả lời vào ô cho sẵn)

All your responses to the survey will be strictly kept confidential and anonymous.

(tất cả câu trả lời cho khảo sát này sẽ được giữ bí mật và ẩn danh một cách nghiêm ngặt)

When all the answers are completed, click “DONE”.

(Khi tất cả các câu trả lời hoàn tất, nhấp chọn “DONE”)

Thank you very much for taking time to participate in this survey. If you have any questions about the survey, contact me by email eltnexus2019@gmail.com or call me at 0918607342

(Cám ơn bạn rất nhiều vì đã dành thời gian để tham gia khảo sát này. Nếu bạn có bất kỳ câu hỏi nào về cuộc khảo sát, xin vui lòng gửi mail eltnexus2019@gmail.com hay gọi điện cho tôi theo số 0918607342)

Please start with the survey now by clicking on the NEXT button below.

(Xin vui lòng bắt đầu cuộc khảo sát bằng cách nhấp chọn nút ‘NEXT’ bên dưới.)

PART 1: Your perception of the the ELT NEXUS website

(PHẦN 1: Ý kiến của bạn về trang ELT NEXUS)

1. **Do you think that the ELT NEXUS website facilitates your learning?**
(Bạn có nghĩ rằng trang ELT NEXUS tạo thuận lợi cho việc học của bạn không?)
YES / NO
(có / không)

2. **How do you rate the level of facilitation offered by the ELT NEXUS website in your learning?**
(Bạn đánh giá mức độ mà ELT NEXUS website tạo thuận lợi cho việc học của bạn thế nào?)
MUCH / VERY MUCH / NOT VERY MUCH/ NOT MUCH
(nhiều / rất nhiều/ không nhiều lắm/ không nhiều)

3. **What are the best features of the ELT Nexus website?**
(Những đặc điểm nào của trang web ELT Nexus là tốt nhất?)

4. **Which points should be improved to make it better and serve your needs?**
(Những điểm nào cần cải thiện để làm cho nó tốt hơn và đáp ứng được những nhu cầu của bạn)

5. **Do you think that the ELT Nexus website contributes to the development of your teaching career in the future? If so, how? If not, why not?**
(Bạn có nghĩ rằng ELT Nexus Website đóng góp vào việc phát triển nghề nghiệp giảng dạy của bạn trong tương lai? Nếu có, thì giải thích thế nào? Nếu không, thì giải thích tại sao không?)

PART 2: Your perception on contents in the ELT Nexus website

(PHẦN 2: Ý kiến của bạn về các nội dung trên trang ELT NEXUS)

6. Do you like the contents in the ELT Nexus website? Why or why not?

(Bạn có thích các nội dung trên trang ELT Nexus không? Tại sao có hoặc tại sao không?)

7. Are these contents useful for your teaching practicum?

(Những nội dung này có hữu ích cho việc thực tập giảng dạy của bạn không?)

8. Which learning content(s) do you like most? Why?

(Những nội dung học tập nào bạn thích nhất? Tại sao?)

a. Learning theories and teaching methodology

(Lý thuyết học tập và phương pháp giảng dạy)

b. Classroom management

(Quản lý lớp học)

c. Lesson planning

(việc soạn giáo án)

PART 3: Your perception on learning activities in the ELT Nexus website

(PHẦN 3: Ý kiến của bạn về các hoạt động học tập trên trang ELT Nexus)

9. Do you like the learning activities on the ELT Nexus website? Why or why not?

(Bạn có thích các hoạt động học tập trên trang ELT Nexus không? Tại sao có hoặc tại sao không?)

10. Which of the following learning activity(s) do you like most?

(Những hoạt động học tập nào sau đây bạn thích nhất?)

- a. Livestream
- b. TKT Mocked test
- c. Live chat/ discussion
- d. Posts
- e. Audio/ video calling
- f. Reflective journal writing

Please explain your choice(s)

(vui lòng giải thích sự lựa chọn của bạn)

Choose three activities that you joined the most. Explain why?

(hãy chọn ba hoạt động mà bạn đã tham gia nhiều nhất. Giải thích tại sao)

Choose two activities that you rarely join. Explain why?

(Hãy chọn 2 hoạt động bạn ít tham gia. Giải thích tại sao)

APPENDIX I
A SEMI-STRUCTURED INTERVIEW GUIDE (ENGLISH VERSION)

Thank you so much for your participation in the interview which aims to further explore your opinions of the ELT NEXUS website, learning contents and activities and your improvement in terms of pedagogical knowledge. The interview takes about 15 minutes. Please be noted that there is no right or wrong answer. Your responses to the interview questions will be audio recorded and kept strictly confidential. Only the researcher of this study can get access to the recorded files.

Thank you for your participation.

Are you ready for the interview? Let's get started.

SECTION A: Pre-service English teachers' improvement in pedagogical knowledge

1. Do you think that you have improved in pedagogical knowledge after 9-week participation in the ELT Nexus website? Why or why not?
2. What do you think you have improved most in terms of pedagogical knowledge after 9-week participation in the ELT Nexus website?

SECTION B: Pre-service English teachers' perceptions of the CLE, online learning contents, and activities

3. What do you think about the ELT Nexus website?
4. What do you think about the learning contents in the ELT Nexus website?
5. What do you think about the learning activities on the ELT Nexus website?

Thank you again for taking time to participate in this interview. The recorded files together with the copy of the transcript will be sent to you by e-mail within the next two weeks.

If you have any questions about the survey, please contact me by email eltnexus2019@gmail.com or call me at 0918607342

A Semi-structured Interview Guide (Vietnamese Version)

Cám ơn bạn rất nhiều về việc tham gia phỏng vấn nhằm mục đích tìm ra ý kiến của bạn về môi trường học tập kết nối (ELT NEXUS website) và về kinh nghiệm sử dụng kỹ năng học tập của bạn. Cuộc phỏng vấn được thực hiện trong thời gian khoảng 15 phút. Lưu ý là không có câu có câu trả lời đúng hay sai. Câu trả lời của bạn sẽ được thu âm và sẽ được bảo mật trong máy tính của người nghiên cứu có cài mật mã. Chỉ có người nghiên cứu mới có quyền truy cập vào các tập tin được thu âm.

Cám ơn bạn về việc tham gia.

Bạn đã sẵn sàng cho cuộc phỏng vấn chưa? Chúng ta hãy bắt đầu nhé!

PHẦN A: Sự tiến bộ của sinh viên chuyên ngành sư phạm Tiếng Anh về kiến thức sư phạm

1. Bạn có nghĩ rằng bạn đã cải thiện về kiến thức sư phạm sau 9 tuần tham gia vào trang ELT Nexus? Tại sao có hoặc tại sao không?
2. Bạn nghĩ là đã tiến bộ gì nhiều nhất về kiến thức sư phạm sau 9 tuần tham gia vào trang ELT Nexus?

PHẦN B: Quan điểm của sinh viên ngành sư phạm tiếng Anh về môi trường học tập kết nối, tài liệu học tập và các hoạt động học tập

3. Bạn nghĩ gì về trang ELT Nexus?
4. Bạn nghĩ gì về nội dung học tập trên trang ELT Nexus?
5. Bạn nghĩ gì về hoạt động học tập trên trang ELT Nexus?

Cám ơn bạn một lần nữa vì đã dành thời gian tham gia vào cuộc phỏng vấn này. Tập tin thu âm cùng với bản sao ghi âm sẽ được gửi đến bạn trong vòng thời gian 2 tuần.

Nếu bạn có bất kỳ câu hỏi nào về cuộc phỏng vấn, vui lòng liên hệ tôi qua địa chỉ email: eltnexus2019@gmail.com hoặc gọi điện theo số 0918607342

APPENDIX J
INFORMED CONSENT FORM (ENGLISH VERSION)

 <p>Suranaree University of Technology Institutional Ethics Committee</p>	<p>Information Sheet for Participants and Informed consent Form</p>
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2 This informed consent form is for students in the Faculty of Foreign Languages, Ton Duc Thang
3 University who are invited to participate in the research, titled “*The effectiveness of*
4 *Connectivist learning environment on Vietnamese pre-service English teachers’ pedagogical knowledge*
5 *enhancement*”.

6

7 **Principal Investigator**

8 Name: Thanh Van Nguyen

9 Email: thanhcaibe@gmail.com

10

11 **Co-investigators**

11 Name: Dr. Sirinthorn Seepho

12 Email: sirin@sut.ac.th

13

14 **Organization**

15 School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology

16

17 **Sponsor**

18 Suranaree University of Technology

19

20 **Project**

21 The effectiveness of Connectivist learning environment on Vietnamese pre-service English teachers’
22 pedagogical knowledge enhancement

23

24 This Informed Consent Form has two parts:

- 25 • Information Sheet (to share information about the study with you)
- 26 • Certificate of Consent (for signatures if you choose to participate)

27 You will be given a copy of the full Informed Consent Form

28

29 **Part I: Information Sheet**

30 **1. Introduction**

31 I am Thanh Van Nguyen, a lecturer in the Faculty of Foreign Languages, Ton Duc Thang University. I
32 am doing research on enhancing Vietnamese pre-service English teachers’ pedagogical knowledge
33 which is still considered essential for the teaching profession. I am going to give you information and
invite

34 you to be part of this research. Please read the following information carefully. Please ask the researcher
35 if there is anything unclear or if you need more information.

36

37 **2. Purpose of the research**

38 Pedagogical knowledge is considered essential for the teaching profession. However, many newly-
 39 educated teachers are reported to have such pedagogy-related problems as classroom management,
 40 teaching methodology, and lesson planning. The main purpose of this study is to develop and
 41 evaluate an online self-learning system called ELT Nexus for Vietnamese pre-service English
 42 teachers and seek understanding about their perceptions of the online self-learning system, learning
 43 content and activities.

44

45 **3. Type of Research Intervention**

46 This study will involve your participation in an orientation on an online self-learning system, three
 47 (paper-based) testing sessions, weekly journal writing, an online survey, and an interview.

48

49 **4. Participant Selection**

50 You are invited to take part in this study because you are 3rd and/ or 4th year pre-service English
 51 pedagogical psychology (Course code: 001163) and have B1 or B2 level of English proficiency
 52 (CEFR level) and volunteer to be a participant.

53 **Voluntary Participation**

54 Your participation in this research is entirely voluntary. It is your choice whether to participate or not.
 55 The choice that you make will have no bearing on your study or on any study-related evaluations.
 56 You may change your mind later and stop participating even if you agreed earlier.

57 **6. Procedures**

58 Data will be collected through the learning activities on the system, the pre-/post- tests, journal
 59 writing, surveys, and interviews. The table below provides an overall timeline of the study.

60

Activity	Duration	Date	Place
1. Orientation	60 minutes	Week 1 of the study	online
2. Pre-test 1	40 minutes	Week 1 of the study	TDTU
3. Pre-test 2	40 minutes	Week 4 of the study	TDTU
4. post-test	40 minutes	Week 14 of the study	TDTU
5. Journal writing	Weekly	Week 5-14 of the study	Online
6. Survey	15 minutes	Week 15 of the study	Online
7. Interview (in person/audio recorded)	15 minutes	Week 15 of the study	TDTU library

61

62 **7. Duration**

63 The study lasts 15 weeks during which you are required to actively engage in the learning system
 64 from week 5 to week 14, and we will meet you four times: one at the beginning of the study for
 65 conducting the orientation and pretest, two other times on the fourth and fourteenth weeks for
 66 another pretest and posttest, and the final time for an interview with you.

67

68 **8. Risks**

69 There are no foreseeable risks for each procedure to be used in this study. You may decline to answer
 70 any or all questions and you may terminate your involvement at any time if you want.

71

72 **9. Benefits**

73 You will have more opportunities to expand your connections with experienced teachers in the teaching
 74 and learning English, thus continually improve and update your pedagogical knowledge.

75

76 **10. Reimbursements**

77 On the completion of this study, you will be provided with a permanent free account to access to the

78 learning system for your future self-learning.

79

80 **11. Confidentiality**

81 All information will be kept confidential and used for research purposes only. Your identity will
82 be anonymous. Every effort will be made to preserve your confidentiality as follows:

83 * Assigning code names for participants used on all research notes and documents.

84 * Keeping notes and interview in a locked file cabinet in the personal possession of the
85 researcher

86 * Storing electronic data on a password protected computer, accessible only to the researcher.

87 Participant data will be kept confidential except in cases where the researcher is legally obligated to
88 report

88 specific incidents.

89

90 **12. Sharing the Results**

91 The results of this study will be published in the researcher's doctoral dissertation and future
92 publications.

92 You can read the dissertation through the link to the university's library after it is accepted. You will not
93 be identified in any report/publication.

94

95 **13. Right to Refuse or Withdraw**

96 Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this
97 study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign
98 the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing
99 from the study will not affect your study at Ton Duc Thang University. If you withdraw from the study
100 before the data collection is completed, your data will be returned to you or destroyed.

101

102 **14. Who to Contact**

103 Name: Thanh Van Nguyen (principal investigator)

104 Address (Vietnam): Faculty of Foreign Languages, Ton Duc Thang University

105 Phone (Vietnam): 091 8607 342

106 Email: thanhcaibe@gmail.com

107

108 This proposal has been reviewed and approved by Ethics Committee for Researches Involving Human
109 Subjects, Suranaree University of Technology, which is a committee whose task is to make sure that
110 Research participants are protected from harm. If you wish to find out more about the EC, contact
111 Ethics Committee Officer, Institute of Research and Development, Suranaree University of
112 Technology Tel. 044-224757.

113

114 **Part II: Certificate of Consent**

115 I have read the foregoing information. I have had the opportunity to ask questions about it and any
116 questions I have asked have been answered to my satisfaction. I consent voluntarily to be a participant
117 in this study.

118

119 **Print Name of Participant** _____

120 **Signature of Participant** _____

121 **Date** _____

122 _____ Date/ month/ year

123

124 Statement by the researcher

125 I have accurately given /read out the information sheet to the participant, and to the best of my ability
126 made sure that the participant understands what will be done. I confirm that the participant was given
127 an opportunity to ask questions about the study, and all the questions asked by the participant have
been

128 answered correctly and to the best of my ability. I confirm that the individual has not been coerced into
129 giving consent, and the consent has been given freely and voluntarily.

130

131 *A copy of this ICF has been provided to the participant.*


132 **Print Name of Researcher** _____

133 **Signature of Researcher** _____

134 **Date** _____

135 _____ Date/ month/ year

APPENDIX K
INFORMED CONSENT FORM (VIETNAMESE VERSION)

 <p>Đại Học Công Nghệ Suranaree Ủy Ban Đạo Đức Cơ Sở</p>	<p>Thông tin dành cho tình nguyện viên và Đơn đồng ý tham gia nghiên cứu</p>
---	--

2 Đơn đồng ý tham gia nghiên cứu này dành cho những sinh viên khoa Ngoại Ngữ, Trường Đại Học
3 Tôn Đức Thắng – và được mời tham gia vào đề tài nghiên cứu “ Hiệu quả của môi trường học tập
4 kết nối đối với việc nâng cao kiến thức sư phạm dành cho giáo sinh Việt Nam”.

5

6 **Chủ nhiệm đề tài nghiên cứu**

7 Họ tên: Nguyễn Văn Thành

8 Email: thanhcaibe@gmail.com

9

10 **Những người đồng nghiên cứu**

11 Họ tên: Tiến sĩ Sirinthorn Seepho

12 Email: sirin@sut.ac.th

13

14 **Đơn vị quản lý**

15 Khoa Ngoại ngữ, Viện công nghệ xã hội, Trường Đại học Công nghệ Suranaree

16

17 **Đơn vị tài trợ**

18 Trường Đại học Công nghệ Suranaree

19 Đơn đồng ý tham gia này gồm 2 phần:

- 20 • Phần thông tin dành cho tình nguyện viên (để thông tin cho bạn về dự án nghiên cứu này)
- 21 • Phần xác nhận đồng ý tham gia nghiên cứu (chữ ký của bạn, nếu bạn đồng ý tham gia)

22 Bạn sẽ nhận được một bản sao y đầy đủ của Đơn đồng ý tham gia nghiên cứu

23

24 **Phần I: Thông tin**

25 **1. Giới thiệu**

26 Tôi là Nguyễn Văn Thành, giảng viên của Khoa Ngoại Ngữ, trường Đại Học Tôn Đức Thắng. Tôi
27 đang thực hiện một nghiên cứu về việc cải thiện kiến thức sư phạm, kiến thức thiết yếu trong giảng
28 dạy dành cho giáo sinh Việt Nam. Tôi sẽ cung cấp các thông tin cho bạn và mời bạn tham gia vào
29 nghiên cứu này. Vui lòng đọc kỹ những thông tin dưới đây. Vui lòng hỏi nếu bạn thấy điểm nào
30 không rõ ràng, hoặc cần thêm thông tin.

31

32 **2. Mục đích nghiên cứu**

33 Kiến thức sư phạm là rất cần thiết cho việc giảng dạy. Tuy nhiên, giáo viên mới ra trường thường
34 gặp phải những khó khăn liên quan đến kiến thức liên quan đến giảng dạy như quản lý lớp học,
35 phương pháp giảng dạy, và việc soạn giáo án. Mục đích của nghiên cứu này là phát triển và đánh
36 giá một hệ thống tự học có tên ELT NEXUS dành cho giáo sinh Việt Nam và cũng tìm hiểu quan
37 điểm của họ về hệ thống học tập này, nội dung và hoạt động học tập trên hệ thống này.

38

39 **3. Hình thức nghiên cứu**

40 Trong nghiên cứu này, bạn sẽ tham gia vào một buổi giới thiệu về hệ thống học tập này, 03 lần kiểm
41 tra (trên giấy), viết trải nghiệm hằng tuần, 01 bảng khảo sát và 01 cuộc phỏng vấn.

42

43 **4. Lựa chọn tình nguyện viên**

44 Bạn được mời tham gia vào nghiên cứu này vì bạn hiện là giáo sinh năm 3 và/ hoặc năm 4. Đã tham
45 gia học môn Phương pháp giảng dạy ngoại ngữ (mã môn 001163) và môn tâm lý sư phạm (mã môn
46 001180) và có trình độ ngoại ngữ ở mức B1 hoặc B2 (theo chuẩn CEFR) và bạn muốn trở thành
47 một tình nguyện viên.

48

49 **5. Tự nguyện tham gia**

50 Việc tham gia vào nghiên cứu này là hoàn toàn tự nguyện. Bạn có thể chọn tham gia hoặc không.
51 Việc lựa chọn của bạn sẽ không có bất kỳ ảnh hưởng nào đến việc học hoặc các đánh giá liên quan
52 trong quá trình học của bạn. Bạn có thể thay đổi quyết định và dừng việc tham gia dù bạn đã đồng
53 ý trước đó.

54

55 **6. Qui trình**

56 Dữ liệu sẽ được thu thập thông qua các hoạt động học tập trên hệ thống, bài thi đầu/ cuối khóa, viết
57 trải nghiệm hằng tuần, khảo sát, và phỏng vấn. Bảng dưới đây cung cấp thông tin về thời gian thực
58 hiện của nghiên cứu này.

59

Hoạt động	Thời lượng	Thời gian	Địa điểm
1. buổi giới thiệu	60 phút	Tuần 1 của nghiên cứu	Trực tuyến
2. Kiểm tra đầu khóa 1	40 phút	Tuần 1 của nghiên cứu	TDTU
3. Kiểm tra đầu khóa 2	40 phút	Tuần 4 của nghiên cứu	TDTU
4. Kiểm tra cuối khóa	40 phút	Tuần 14 của nghiên cứu	TDTU
5. Viết trải nghiệm	Hằng tuần	Tuần 5-14 của nghiên cứu	Trực tuyến
6. Khảo sát	15 phút	Tuần 15 của nghiên cứu	Trực tuyến
7. Phỏng vấn (trực tiếp/ có thu âm)	15 phút	Tuần 15 của nghiên cứu	Thư viện TDTU

60

61 **7. Thời gian nghiên cứu**

62 Nghiên cứu này sẽ kéo dài 15 tuần trong đó bạn được yêu cầu tham gia vào hệ thống học tập từ tuần
63 5 đến tuần 14 và chúng tôi sẽ gặp bạn 4 lần: 1 lần khi bắt đầu nghiên cứu để hướng dẫn và cho bạn
64 làm bài đầu khóa 1, hai lần tiếp theo vào tuần 4 để làm bài đầu khóa 2 và tuần 14 để làm bài cuối
65 khóa, và lần cuối cùng để thực hiện phỏng vấn với bạn.

66

67 **8. Các rủi ro**

68 Không có rủi ro nào được dự đoán trước cho các qui trình của nghiên cứu này. Bạn có thể từ chối
69 trả lời bất kỳ hoặc tất cả các câu hỏi, và bạn có thể chấm dứt việc tham gia vào nghiên cứu bất kỳ
70 lúc nào nếu bạn muốn.

71

72 **9. Lợi ích**

73 Tham gia vào nghiên cứu này sẽ giúp bạn có cơ hội tiếp cận với nhiều giáo viên có kinh nghiệm
74 trong cộng đồng dạy và học Tiếng Anh. Do vậy, bạn có thể liên tục cải tiến và cập nhật kiến thức sư
75 phạm của bạn.

76

77 **10. Bồi thường**

78 Khi nghiên cứu kết thúc, bạn sẽ được cung cấp 1 tài khoản vĩnh viễn để truy cập vào hệ thống tự học
79 của bạn trong tương lai.

80

81 **11. Bảo mật**

82 Mọi thông tin thu thập được từ nghiên cứu này sẽ được bảo mật và chỉ được dùng cho mục đích
83 nghiên cứu. Danh tính của bạn sẽ được ẩn. Người nghiên cứu sẽ nỗ lực bảo mật thông tin của bạn,
84 bao gồm những điều sau:

85 * Mã hóa tên của tình nguyện viên khi dùng ở tất cả các ghi chú, tài liệu nghiên cứu.

86 * Giữ gìn ghi chú và nội dung cuộc phỏng vấn trong một ngăn hồ sơ cá nhân, có ổ khóa của
87 người nghiên cứu.

88 * Lưu trữ các dữ liệu điện tử trong máy tính cá nhân có bảo mật bằng mật mã, và có thể truy
89 cập được bởi người nghiên cứu.

90 Mọi dữ liệu của tình nguyện viên sẽ được bảo mật, ngoại trừ những trường hợp người nghiên
91 cứu theo pháp lý phải xuất trình trong những tình huống cụ thể.

92

93 **12. Chia sẻ kết quả**

94 Kết quả của nghiên cứu này sẽ được công bố trong luận văn tiến sĩ của người nghiên cứu và trong các
95 công bố tương lai. Bạn có thể đọc luận văn này thông qua một liên kết tại Thư viện của Trường sau khi
96 luận văn được chấp thuận. Danh tính của bạn sẽ không bị phát hiện trong bất kỳ báo cáo/ công bố nào.

97

98 **13. Quyền từ chối tham gia hoặc hủy tham gia**

99 Việc tham gia vào nghiên cứu này là hoàn toàn tự nguyện. Bạn có quyền chọn tham gia hoặc không.

100 Nếu bạn đồng ý tham gia, bạn sẽ được yêu cầu ký vào Đơn đồng ý tham gia. Sau khi bạn ký vào Đơn

101 đồng ý tham gia, bạn vẫn có quyền hủy việc tham gia bất kỳ lúc nào mà không cần đưa ra lý do. Việc

102 hủy tham gia sẽ không ảnh hưởng đến việc học tập của bạn tại trường Đại học Tôn Đức Thắng. Nếu bạn

103 hủy tham gia trước khi quá trình thu dữ liệu kết thúc, dữ liệu từ bạn sẽ được trả lại hoặc tiêu hủy.

104

105 **14. Người liên lạc**

106 Họ và tên: Nguyễn Văn Thành (Chủ nhiệm đề tài nghiên cứu)

107 Địa chỉ (tại Việt Nam): Khoa Ngoại Ngữ, Trường Đại Học Tôn Đức Thắng

108 Điện thoại (tại Việt Nam): 0918 607 342

109 Email: thanhcaibe@gmail.com hoặc nguyenvanthanh@tdtu.edu.vn

110

111 Đề cương nghiên cứu này đã được xét duyệt và chấp thuận bởi Ủy Ban Đạo Đức Trong Nghiên Cứu Có

112 Liên Quan Đến Con Người. Trường Đại Học Công Nghệ Suranaree- một Ủy Ban với nhiệm vụ bảo vệ

113 tình nguyện viên khỏi các tổn thương trong nghiên cứu. Nếu bạn muốn tìm hiểu thêm về Ủy Ban Đạo

114 Đức Nghiên Cứu, xin liên hệ với Ủy viên của Ủy Ban Đạo Đức, Viện Nghiên Cứu và Phát Triển, Đại

115 Học Công Nghệ Suranaree, điện thoại: 044-224-757.

116

117 **Phần II: Xác nhận đồng ý tham gia**

118 Tôi đã đọc các thông tin phía trên. Tôi đã có cơ hội được hỏi và các câu hỏi, nếu có, đều được giải đáp

119 thỏa đáng. Tôi đồng ý tự nguyện tham gia vào nghiên cứu này.

120

121 Tên viết in hoa của Tình nguyện viên _____

122 Chữ ký của Tình nguyện viên: _____

123 Ngày tháng _____

124 Ngày / tháng/ năm

125

126 **Tuyên bố của người nghiên cứu**

127 Tôi đã đưa/ đọc các thông tin cho tình nguyện viên và bằng khả năng tốt nhất của mình, tôi đã đảm bảo

128 tình nguyện viên hiểu sẽ phải làm gì. Tôi xác nhận rằng tình nguyện viên đã có cơ hội để hỏi về nghiên
129 cứu, và mỗi câu hỏi do tình nguyện viên đặt ra đã được giải đáp chính xác bằng khả năng tốt nhất của
130 tôi. Tôi xác nhận rằng tình nguyện viên không bị đe dọa để đồng ý tham gia, và sự đồng ý này là tự do
131 và tự nguyện.

132 Một bản sao y của đơn đồng ý tham gia này được cung cấp cho tình nguyện viên.

133

134 Tên viết hoa của người nghiên cứu _____

135 Chữ ký của người nghiên cứu _____

136 Ngày tháng _____

137 Ngày / tháng/ năm

APPENDIX L
A LETTER OF REQUEST FOR DATA COLLECTION

No. MOE 7412/๒๕๖๒



Suranaree University of Technology
111 University Avenue, Muang
Nakhon Ratchasima
30000, Thailand

13 July 2021

Subject: Permission for data collection from FFL students

To Vice Dean, Faculty of Foreign Languages, Ton Duc Thang University, Vietnam

I am writing on behalf of Mr. Thanh Van Nguyen, a PhD candidate in the School of Foreign Languages, Suranaree University of Technology. He is conducting a research project entitled "The effectiveness of Connectivist learning environment on Vietnamese pre-service English teachers' pedagogical knowledge enhancement" under the supervision of Dr. Sirinthorn Seepho. In this regard, he needs to collect data from pre-service English teachers in your faculty. Since the research work is an essential part to fulfilling his PhD requirements, I would be grateful if you could grant permission for his data collection.

Your cooperation on this scholarly engagement will be sincerely acknowledged and highly appreciated

Yours Sincerely,

(Dr. Butsakorn Yodkamlue)
Chair, School of Foreign Languages

School of Foreign Languages, Institute of Social Technology
Suranaree University of Technology
Tel.: +66 44 224213-5 Fax.: +66 44 224205
Email: fl@sut.ac.th

APPENDIX N

INFORMED CONSENT FORM FOR THE INTERVIEW (ENGLISH VERSION)

EXPLANATION OF THE PURPOSE AND PROCEDURE OF THE INTERVIEW

This interview aims to further explore both your opinions of the ELT Nexus website and your experience of using the learning skills.

If you volunteer to participate, you will be first asked about your opinions of the ELT nexus website and then your experience of employing the learning skills during the 15 weeks of interaction in the ELT Nexus website. The interview takes about 15 minutes in Vietnamese.

Please be noted that there is no right or wrong answer, so please feel free to say what you think about the ELT NEXUS website and what and how you have used the learning skills.

YOUR RIGHT TO PARTICIPATE, SAY NO OR WITHDRAW

Participation is completely voluntary. You may decline to participate in or withdraw from the interview at any time without any consequences and loss of benefits. Any data that you provide will be destroyed up to the time of your withdrawal.

POTENTIAL BENEFITS OF THE PARTICIPANTS

On completion of the interview, you will receive a gift voucher for your participation.

PRIVACY AND CONFIDENTIALITY

Your responses to the interview questions will be audio recorded and kept strictly confidential in the researcher's password-protected computer. Only the researcher of this study can get access to the recorded files.

CONTACT INFORMATION FOR QUESTIONS AND CONCERNS

If you have any concerns or questions regarding this interview, please contact , anonymously if you wish, the researcher by email at eltnexus2019@gmail.com or by phone at 0918607342

DOCUMENTATION OF INFORMED CONSENT

By signing this form, you agree to participate in this research study.

Signature & printed name of participant	Date
Signature & printed name of researcher	Date