&y exposure to input4 input needs processing for intake, and intake is a stage &et$een input and acquisition"

The lack of precision in discussions of intake and its role in language acquisition seems to &e the result of researchers using the term   in an overly general $ay' J ne $ay to introduce more clarity is to posit t$o types of intake de(ned as   and   intake (, haudron, -. 12, -. 13!" Ereliminary and (nal intake have distinct roles &ut are also related to each other4 each is a

language acquisition, learners need to process this preliminary intake so that it &ecomes (nal intake, $hich includes the creation of rules that learners form from those linguistic features" This kind of intake can &e used for hypothesis testing or rule strengthening" *t is $orth noting that although intake is a ma‖or component in S A, there has &een an im&alance in the amount of attention researchers have paid to the t$o types of intake" Gor example, , haudron (-. 13! focused mainly on the notion of (nal intake"

Intake Formation from Input

; espite a great deal of engagement $ith the concept of   , there is only limited literature that helps explain the process of ho$ input actually &ecomes intake" ' ost researchers dealing $ith the input%intake relation seem to place a greater emphasis on $hat intake means and $hat roles intake plays in S A (, order, -. /04 Sato L Daco&s, -.. 6!" As a result, they omitted any detailed or explicit clari(cation of ho$ intake is created from input" They also did not investigate $hether there are particularly in9uential elements involved in the creation of intake" 8ence, there is a need for an in%depth revie$ of this input%intake relation along $ith the relations that o&tain &et$een the elements involved" *n attempting to (ll such a gap, Sun‡s (6771! $ork has also proved to &e valua&le, as she introduces a signi(cant num&er of theories and frame$orks related to input processing in S A" Among these theories, the frame$ork of second language acquisition (Gass, -.. 0! and the <oticing 8ypothesis (Schmidt, -. 7, -.. 3, 67-7! have &een particularly important for our understanding of the input%intake relation" The signi(cance of Gass‡s (-.. 0! contri&ution rests on the fact that it offers a detailed description of the process of S A from the starting point of input to the end point of output" *n so doing, Gass provides &oth a more holistic and more precise vie$ of input%intake%output processes and relations" 8er frame$ork has &een supported &y other researchers (@llis, -.. K4 *)umi, 67724 Sun, 67714 Truscott L Shar$ood%Smith, 67--! $ho also note the importance of Gass‡s (-.. 0! coverage of the varied aspects of S A" This support and the signi(cance of Gass‡s $ork in developing my o$n vie$s are my main reasons for choosing her frame$ork to underpin this paper" , onsequently, * $ill employ Gass‡s (-.. 0! frame$ork as a framing model to investigate the input%intake process and its key relationship in the total S A process"

Gass‡s (-.. 0! frame$ork identi(ed   ,   , and   as the key steps in this part of the overall process" According to Gass‡s claims (-.. 0!, after &eing exposed to input, learners must recogni)e ne$ features that they have not yet recogni)ed or acquired" Gass (-.. 0! categori)ed this stage as   " 8o$ever, literature discussing the concept of   in language acquisition is limited" *n fact, many researchers (, hapelle, -.. 14 @llis, -.. K4 ai et al, 6771! tended to immediately equate apperception $ith the concept of   presented in Schmidt‡s <oticing 8ypothesis (-. 7, -.. 2, -.. 3, 677-, 67-7!" @ven Gass (-.. 0! and Schmidt (-.. 7, 677-! often treated these t$o concepts as one" This raises the question of ho$ noticing is related to apperception" To more fully understand the concept of   in the frame$ork of S A (Gass, -.. 0!, there is a need to explore the <oticing 8ypothesis" Schmidt (-. 7, 677-! explained that   occurs at a very lo$ level of a$areness, and he $ent on to state that the notion of noticing refers only to Helements of the surface structure of utterances in the input%

instances of language, rather than any a&stract rules or principles of $hich such instances may &e exemplarsI (Schmidt, 677-, p" 3!" Schmidt (-..7, 677-! then sa$ noticing as equivalent to apperception" * $ill in turn adopt this vie$ of apperception and noticing throughout this paper" Although noticing occurs at a very lo$ level of a$areness and involves learners+ recognition of the language features of input, noticing is very important in the S A process"

Gor Schmidt (-..7, -..3, 67-7!, the role of noticing is so important that potential language learners $ill not learn if they are not a&le to ‖notice+ features of the target languages in the input" This vie$ is supported &y other studies that share similar vie$s on the importance of noticing in language development (' ackey, 677/4 Soleimani L <a‖a(, 67-6!" #e can conclude from these studies that input contains a large num&er of features all of $hich cannot &e a&sor&ed together" *t is &y noticing that learners focus on certain features of input, and noticing allo$s for further processing" 8o$ever, it is important to note that despite the acceptance of these theories,

to obtain intake, learners firstly need to be exposed to input, which is the very first condition for acquisition. Numerous researchers agree that learners need to be provided with sufficient input for language acquisition to occur (Gass, 1997; Brashen, 1985; VanPatten, 2002). Notably, Code (1985, as cited in Saleemi, 1992) stated that "there is no learner on record who learned a language or even part of it without receiving some language input" (p. 276). To show the significance of input, Lightbown (1985) provided the example of question formation with the inversion of auxiliary verb and subject. Learners without exposure to input of this inversion will not be able to inverse the subject and auxiliary verb in questions. Hence, there is no doubt about the importance of input in language acquisition, particularly for the formation of intake. However, despite this crucial role, there are still conditions that input needs to meet for successful intake and further related processes. In this section, I focus on what conditions input must meet for successful intake and further language acquisition. This is vital in educational settings because

to ask is ho$ to make input more revealing to learners for initially noticing and later forming intake" ; ai and Tseng (67--! and Schmidt (-..7! claimed that teachers+ can help direct learners+ attention to key points in the input &y utili)ing task demands" Geatures of a task can encourage learners to notice input in order to complete the task (eeser, 67714 ' ackey, 677/4 Soliemani L <alla(, 67-64 Thorn&ury, -..0!" eeser (677K&! noted that aural or visual input disparately

and past tense" This is meant to help learners compare the differences of the allomorph   and to make the >ɪd> more revealing to learners" The simple text &elo$ is taken from an exercise * have used in my teaching (Appendix!=

The purposes of delivering the text $ere to revie$ the grammatical kno$ledge of simple past tense and to indicate pronunciation of past tense suf(x   " The (rst and third instances of   >$Ont>, should &e changed into   >$OntɪPd>, $hile the second   remains unchanged" Gor the case of the ver&   >niꝁd>, it (rst occurs in the simple present tense and is pronounced as >niꝁd>" The second occurrence requires % , leading to   >SniꝁdɪPd> for its past form" Beeping in mind that feed&ack can facilitate learners+ noticing of target features (' ackey, 677/!, students are asked to read their ans$ers aloud and then receive feed&ack in cases $here they mispronounce the >ɪd> sound" *t is helpful to provide more ver&s in this category so that the >ɪd> sound appears more frequently' To ensure that the provided input is accurate (the teachers+ pronunciation of the suf(x is correct!, a supplemental recording of a native speaker $ho reads the task clearly is included so that learners are exposed to input $ith a higher level of accuracy (<el L ' uller, 67-7!" An additional advantage of the recording is that the speaker places stress on the >ɪd> sound, $hich supports learners+ noticing (eeser, 677K&!" The $ritten exercise is given &efore the listening task &ecause students may not &e a&le to recogni)e the target >ɪd> sound through its aural mode (eeser, 677K&!" The teaching example is therefore consistent $ith $hat researchers have mentioned to &e factors that can either facilitate or hinder learners+ noticing of features of input (eeser, 677Ka, 677K&, 6771⁴ ' ackey, 677/⁴ Schmidt, -. . 7, -. . 3, 67-7!" ' ore follo$%up exercises are provided $hich are crafted to support learners+ noticing and understanding of the >ɪd> feature (Appendix!"

Conclusion

*n sum, intake is the part of the process of language acquisition that is processed from input, &ut intake may function as immediate recognition and comprehension (preliminary intake! or can &e further processed for acquisition, $hich requires the formation of rules for hypothesis testing or strengthening ((nal intake!" This vie$ of intake presented &y , haudron (-. 13! is useful for understanding the relationship &et$een intake and S A" Therefore, this paper adopts , haudron+s (-. 13! vie$ of intake $hen investigating input%intake processing" Although preliminary intake and (nal intake are descri&ed as sequences in acquisition, it is dif(cult to test ho$ those types are formed &y learners+ input processing" Also, the relation &et$een intake and S A is extremely complex" *n input%intake processing, there are factors that can either enhance or hinder intake formation from input, namely learner%internal and learner%external factors" *n

educational settings, educators taking on the role of input providers need to keep these elements in mind so that they can provide learners $ith support for input%intake processes and language acquisition"

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‾ The text is retrieved from the author⁘s handout for his 5evie$ session of Simple East tense in a General @nglish course"

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APP" DI#
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Exercise 1. Provide the simple past tense of the following verbs.

- -"   ast $eek, * (go!Z Z Z Z Z Z Z to <ha Trang on holiday"
- 6"   There (&e!Z Z Z Z ""many interesting places to visit"
- 2"   * (eat!Z Z Z ""Z "a lot of seafood at a famous local restaurant"
- K"   The $eather (not &e!Z Z ""Z Z so hot"
- 3"   * (stay!Z Z Z Z Z in a hotel near the &each"
- /"   The trip (&e! Z Z Z Z Z so great"
- 0"   * (not spend!Z Z Z Z Z Z Z "much money $hile * (&e!Z Z ""Z Z ""there"
- 1"   ' y family and * really (enlloy!Z Z ""Z Z ""the vacation"

" $ercise %& Pro' ide t(e correct tenses of t(e follo) ing ' erbs& * (en listen and c(eck +our ans) ers&

" $ercise , & ! eading Compre(ension
– (o) ere t(e+. – (ere did t(e+ go. – (at (appened.

J ne autumn evening, , harles and : eth $ent to the theater" They attended a play" The play started at 0=77" , harles and : eth enlloyed the theater"
After the play, , harles and : eth $alked together in the park" They $alked &eside the lake" The moon $as &right" They talked a&out their future"
hen , harles and : eth $ent home, their children $ere not asleep" They $aited for , harles and : eth to return" They $ere excited to hear a&out the theater[

Ans) er t(e follo) ing questions& /se t(e Simple Past tense&

-" # hat did , harles and : eth attend\/

6" # hat time did it start\/

2" # hat did , harles and : eth do after they left the theater\/

K" # hat did they talk a&out\/

3" # ho $aited for , harles and : eth to return home\/

-" # hat did : eth do\/

"$ercise 0& Please) rite a s(ort paragrap(about +our past e'ent 1e&g& trip or acti' ities2 etc&3& *(en *"LL +our stor+ to a partner&

Ackno) ledgement4
* am grateful to my supervisors at a Tro&e University for their support of my research for my master⸱s thesis, $hich forms the &asis for this paper"

About t(e aut(or4
; o‰<a , hi (' A, a Tro&e University! is currently an instructor of @nglish at An Giang University, Vietnam" 8e teaches courses in language skills, cultures of @nglish speaking countries, and American iterature" 8is research interests include @G teachers+ professional development, learners+ learning styles, and curriculum design"