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Using Pictures to Enhance Fluency and Engagement among Second Year Non-Major Students at Hanoi Law University (HLU)

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Abstract

For the purpose of enhancing fluency and engagement among non-major learners in general and non-major learners at Hanoi Law University, Vietnam in particular, this paper discusses current situations of studying English and makes some effective recommendations on improve ing the qualifications of teaching and learning their English four skills at Vietnam universities.

Keywords: Evaluation, Fluency, Engagement, English Language Teaching and Learning.

Introduction

Educational innovation is considered a vital task for the improvement of worldwide education, especially for languages learning and teaching. Markee (1997) stated that, curricular innovation in languages teaching comprises teaching materials, methods and educational significances and furthermore, teachers and the students always play a key role in all language-teaching innovations (p. 43). Additionally, a variety of members in society will influence and enhance the process of that curricular innovation, such as national policies and/or institutional administration, etc. Therefore, educational innovation should be a plan that is also modified over time for the development of languages teaching. However, innovation is a quite hard process and then most educational innovations are failed. Therefore, “educational evaluation is considered a crucial means of measuring progress or showing why it failed that suggests strategies the researcher how to improve the innovation’s chances of success in further study (Michael, 2004). Based on these theoretical points of views, an educational evaluation was designed to identify the strengths and weaknesses of an innovation implemented in the context of English speaking classes that related to *using pictures to enhance fluency and engagement among second year non-major students of English at Hanoi Law University*. Through this, the study considered how the students benefit from the innovation and therefore, enlarged the understanding of methods for teaching English speaking to learners whose first language is not English. The rationale for the study came from national/institutional policies as well as the present English teaching and learning at HLU and the requirement to strengthen better perception of the English speaking learning and teaching. I applied qualitative methods and triangulation to attain validity, reliability and vital data and get insight of the research.

Rationale for the Research and the Context of Study

Today, English has become a global language that offers the chances to integrate into all the

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professions. Khamkhiem (2010, p. 757) stated that, “the importance of English has flashed an increasing concentration in the development of English language teaching in numerous countries”. In Vietnam, English has been instructed nationwide as a compulsory subject at both lower, upper secondary level and tertiary level; and as an elective at primary level since 1982 to present. Notwithstanding its impact, English language teaching and learning for non-major learners in Vietnam are contrary to all expectations as the language skills of listening, speaking, reading and writing have not been appreciated. Furthermore, most of the teachers have still taught English with traditional techniques, as teacher-centered or the grammar-translation method for many years. Conversely, for fulfilling the needs of a modern society in the globalization epoch, Vietnamese Prime Minister issued Decision N° 1400/QĐ-Ttg of September 30, 2008, approving the scheme “Foreign Language Teaching and Learning in the national education system during 2008 – 2025”. This scheme is a comprehensive policy of education. The scheme aims at implementing an educational innovation of foreign language teaching and learning at all levels in the national education system that includes developing and perfecting curriculums, textbooks, teaching methods, teachers, evaluation etc., especially in increasing intensive foreign language programs for vocational schools, colleges and universities. Through this, all graduates would have enough English to communicate effectively and fluently that meet the demands of all professions.

In the light of the above Decision, a Department of Legal Foreign Language at HLU was founded in April 2022. HLU aims to innovate and develop all fields related to foreign language teaching and learning, including strategies, syllabus, textbooks, methods, evaluation and teacher training. In addition, Head of Department of Legal Foreign Language also encourage all the lecturers to innovate/apply learner-centered to their lessons, especially for improving communicative competence for non-major students whose first language is not English.

Regarding this, Kayi (2006) suggested that, English language teaching and learning are to “strengthen the oral skills of all learners, since, only in that method, all learners could express themselves and recognize how to follow the society and academic rules in appropriate ways for their own each conversational situation”. For enhancing fluency and engagement of HLU non-major students, teaching English-speaking should be taken into consideration.

An introduction to the Innovation

Throughout investigating the present English learning and teaching at HLU, I discovered nearly all of second year non-major students conveyed obviously that they did not like speaking English before the class. They learned English in large classes (from 70 to over 75 students) that teacher was not able to both offer them enough exercise and observe them, therefore, they only paid attention to new words, written English and syntax, but they were not in fond of English speaking. Students also disliked learning English with traditional teaching methods, especially for learning English speaking with uncolored schoolbook that caused students to ignore their duties for finishing the spoken tasks when students had to practice in groups. Through observations of groups in conversation activities, some stronger students were selected to guide their groups and then that stronger students were in charge for doing presentations. Nevertheless, when pictorial topics are introduced in English-speaking classes, nearly all of students are very voiced in classroom. Many of the students were ready to do presentations. Several students seized hold of all opportunities of speaking English from the other classmates. While, through interviews and focus group, many students stated clearly that they liked learning English and speaking English with pictures before the class. Then, they also engaged in speaking tasks with

pictures that supported them how to communicate fluently. Many students could get high marks easier when they worked in groups to learn English speaking with pictorial topics. However, all the weaker students and the stronger students said that they did not have enough vocabulary to make sentences and describe pictures. Finally, their teachers have to plan English-speaking lessons with pictures frequently than before.

Regarding this, many researchers have focused on the role of pictures in teaching English language, such as Pan and Pan (2009), Hsiu-Chih (2008). However, these researchers only used one method that was not enough to attain validity, reliability and triangulation for their research. For example, Pan and Pan (2009) used one quantitative method for getting the findings of their study. After finishing the study, they recommended that, the other researchers should add one more method that may be “individual interview with the members” to categorize how the researchers selected members, collected data, analyzed and approached of validity, reliability and ethnics. Through the results of their study, they came to the conclusion, "Individual interviews with the participants concerning “*how*” and “*if*” they utilized pictures would increase the effect of the reading understanding works”.

In brief, the project was finished with the hope of serving EFL the learners to cherish a practice of communication, strengthened their engagement and fluency in speaking English. The project also concentrated on the problems that whether all students could comprehend the benefits of employing pictures in theory and examined what they actually recognized the key role of employing pictures in learning English speaking in practice. Besides, this research aimed to assist the researcher to better her own practice. The researcher also expected to improve the existing methods of teaching speaking that lead to educational innovation and syllabus innovation at HLU.

Statement of the Aims and Research Questions

Consequently, the article should be planed to evaluate the strengths and weaknesses of an innovation implemented in the context of English speaking classes that related to *using pictures to enhance fluency and engagement among second year non-major students of English at HLU* and then, use them as guidelines for improvement in the future. Furthermore, evidence from various sources of this study also helped to consider how the students benefit from the innovation.

With the aiming at finding out the mentioned evidence of this work, several major methods in qualitative research are individual interviews, observation, and focus groups would be used for triangulation. The article is carried out through action research to answer the following the research questions:

- 1, What is the role of pictures in enhancing fluency?
- 2, How does the use of pictures help my students?

Theoretical Background

The Importance of Evaluation

According to Dahlberg and McCaig (2010), “evaluations are concerned with what was intended, what was done and what accounts for the differences between what was tended and what was done” (p. 16). Education evaluation comprises two types, including summative and formative evaluation. Summative evaluations are carried out after an educational innovation or innovations

to determine how effective they were in term of “what was intended”. While, formative evaluations are carried out during the course of educational innovations to determine how effective they are in term of “what is intended”. They are typical used to refine the innovations so that they are more likely to achieve “what was intended”.

In short, educational evaluations are considered important tools of measuring progress because they are evidence-based studies conducted to form judgments on how well programs or in innovations is working; and identify areas for future development and improvement. Moreover, educational evaluations are targeted at stakeholders who have an interest in what is being evaluated. Educational evaluations require clear criteria if they are to be effective but these criteria that are often framed by research questions that may change during the course of the evaluation as: the context of the study becomes more clear; and/or further issues and/or problems are identified. As a result, good evaluations demand sufficient evidence if they are to make sound judgments and recommendations.

Choosing a Research Approach

Qualitative research is considered a helpful tool for practitioner-researchers who have to unite their positions within practices with conducting a piece of action research/ an evaluation concerning practices (Dahlberg and McCaig, 2010, p. 2-3)

Qualitative Research

According to Patton and Cochran (2002), qualitative research is considered “appreciate a few characteristics of societal life, and qualitative methods would assist to create language rather than statistics, as data for examination” (p. 3). Additionally, “several key techniques like individual interviews, field notes and focus groups are popular in the naturalist representation and supplemental in the positive representation, where the uses of investigation present in different categorize” (Golafshani, 2003). This proves that qualitative research generally plans to distinguish the skills and intentions of members. It is clear that, qualitative research is fairly adjustable; a qualitative research is designed to evaluate a real-life that determines how qualitative researchers select members, collect data, investigate and approach the issues of validity, reliability and ethics.

Regarding this, observations field notes method is considered a written record of trials that happen in classroom, playground, etc. and observed by a researcher (Hinchey, 2008, p. 79). Field notes are difficult to implement if the teacher-researcher is a member witness. Occasionally, field notes could not evade prejudice as the researcher chooses what to supervise. The strong point of field notes is not to make stress on members and to provide an important method of triangulation further form of data collections (e.g. interview).

Kwek (2011) stated that, “observation only explain the surface sense of participants, whereas, interview could discover the thinking of participants”. In addition, Hinchey (2008) recommended that, “the researcher ought to ask participators to reach their answers” (p. 81). Therefore, individual interviews were conducted after three weeks of observations in order to triangulate and compare the differences between the data of observation and the data of interview.

According to Hinchey (2008), the weakness of individual interview is that participants are not usually voluntary to respond honestly, because they are afraid of losing face or they feel too strongly (p. 81). Therefore, the researcher should use the focus group interview to overcome the

weakness of individual interview. The characteristic of this method is “group interview”. That means the researcher would question representative people to determine their various comprehension of specific events or issues. Focus group is useful for obtaining dissimilar viewpoints on a single issue within a single seminar. The strongpoint of focus group is to obtain effectively different viewpoints in a limited time. The data of focus group was considered another source of data to triangulate the observation notes.

Triangulation

Patton (2002) stated that, the usage of triangulation is to “increase the reliability of results through finding out evidence from various sources and then assess them with the outcomes of the others” (p. 247). Furthermore, triangulation is carried out to engage the other practitioner-researchers’ comprehension of the data at dissimilar conditions to better their examinations and comprehension of explanations. Consequently, triangulation is used to collect three varied kinds of data connected with the same questions to enlarge the expectations that results are not representative or undependable (Hinchey, 2008, p. 76).

After assessing theoretical background that connected with methodologies, methods of data collections in qualitative research, including field notes, individual interview and focus groups are chosen for triangulation of this study. (see appendix I).

Methodology and Data

A description of subjects of the work at HLU (participants, gender, mixed-big sized class, ages, language competence of study)

The subjects of the project were 20 second year non-major students at HLU. They were students of Fine Arts. They were also my own students. There were 12 males 8 females who had to learn English in mixed-big sized classes (from 70 to over 75 students) and a large room where is 105 square meters in area, no microphone, and thus, some students could not listen to all lessons clearly. They were from 18 to 22 years of age. They were from different Northern areas of Vietnam. Although, they had 3 years of learning English at high schools, their English proficiency was at elementary level. They were voluntary and randomly chosen to divide into 5 experimental groups that coded by B1, B2, B3, B4 and B5 respectively, with 04 students in each group in order to participate in the speaking tasks in class settings for the researcher observed and then they would respond to the focus group interviews, individual interviews, and observation field notes.

Conducting the Observations

Field notes were the most appropriate method that was used to this project because this method assisted the researcher to decrease the ethical issues in classroom settings. 20 students were chosen for field notes. Field notes were carried out during the course. The lesson field notes happened from April 7 to May 11, 2024. Ten speaking lessons were observed. 45 minutes of every observation was the length of each lesson period (*see appendix I*).

Regarding this, the researcher used classroom observation form, digital photos and videotape. Furthermore, when observing, the researcher carried out at least fifteen minutes of some individual interviews for triangulation. Among these, the researcher recorded the attitudes of the students and the discussion between the participants when speaking tasks were allocated in order to discover how students responded, discussed the ideas and meaning of the pictorial topics, arranged, got agreements and the results. The researcher also discovered how the students speak,

the period and the way the students had a conversation; how the students were engaged in speaking with pictorial topics; whether students liked the pictorial topics.

For getting the exact information, thick descriptions and the responds of students in a natural manner, students were explained about the observation. These descriptive data would be assessed and treated according to their common outcomes (see appendix IV).

Conducting the Individual Interview

According to Carew and Lightfoot (1979), observation field notes do not by themselves explain the participants' intention and reason for action. Therefore, the data of observations were instrumental in the development of interview questions (p. 103, as cited in Kwek, 2011, p. 9).

After three weeks of observations, the qualitative individual interviews were held because the participants had a few experiences of learning English speaking through pictures by that time. The open-ended questions were designed to attain the best feasible quality of responses from the members because the open-ended questions were used to add the depth of the data via participants' individual experiences (Creswell, 2008, as cited in Boyce, 2010, p. 43). Moreover, these open-ended questions were applied in both individual interviews and focus group. This combination helped to focus on getting the specific information that would be comparable across the group of participants (Cohen, et al., 2000, as cited in Boyce, 2010, p. 44).

I carried out at least five 1-hour formal individual interviews and some informal individual interviews with 20 participants in separate classrooms. After receiving the permission of all participants, all formal individual interviews were audiotaped and transcribed in short, and translated precisely.

Conducting the Focus Group Interview

Boyce (2010) recommended, focus groups are helpful in finding out dissimilar information from individual interviews because of their interactive identity. Furthermore, focus groups might stimulate feedback from members and thus, help members investigate and elucidate their own viewpoints (p. 41). For these reasons, I applied focus groups to get better understanding students' behavior on using pictures in learning English speaking. Additionally, this data was gathered to identify how the applying of pictures in speaking is effective and explore the general thoughts of students towards pictorial topics (see appendix VI).

The fact that, when conducting focus groups for this project, the class of twenty divided themselves into 5 groups of four that help all participants felt more comfort and confidence in answering questions. The focus groups were recorded by hand/tape that had been received permission of all participants. Sometimes, some individual interviews were combined with focus groups in order to keep objectivity, add depth information and eliminate bias for both interviewer and participants (Cohen, et al., 2000, as cited in Boyce, 2010, p. 44). This combination was used for triangulation.

All the feedback was transcribed in short, and then translated and categorized into every group in the same developing argument to be examined. Focus groups were conducted at the the end of the innovation because the participants had experiences of learning English speaking through pictures by that time. According to students' feedback, the extra study could be carried out.

The data collection process and data analysis took place within 5 weeks (see appendix I).

Ethical Considerations

For implementing the qualitative research officially and ethically, I had to present the consent form to ask the permission from my Institution, Director of English Center and University scientific board. My Institution plays an important role in my action research, as my Institution would affect to engage the students in the innovation. Furthermore, I have to clarify the aims, procedures of this work to all students who would be voluntary to participate in this innovation. I had to give an assurance that this research would not put them under pressure as well as not affect their study and privacies. I had to give an assurance of confidentiality and anonymity. Hence, there was no harm for all members (see appendices II, III).

Other Considerations

Moreover, I had to face some the other troubles when I carried out this study, such as practical difficult, lack of funding, time constraint for implementing the innovation and evaluation. Accordingly, a novice practitioner-researcher was required to have suitable skills and insight of the research aims and context to carry out the study.

Methods of Data Analysis

This paper utilizes a series of individual interviews, focus group interviews, and field notes that focuses on the activities of participants in *using pictures to enhance fluency and engagement among second year non-major students of English at HLU*.

Analyzing Results from the Observation Field Notes

The observation field notes were designed to attain “the adequate feature for thick description” (Piller and Skillings, 2005, p. 5). However, field notes are needed an ethnical rule because field notes are difficult to implement if the teacher-researcher is a member witness. Occasionally field notes could not avoid bias as the researcher chooses what to supervise. The strong point of field notes is not to make stress on members and to provide an important method of triangulating further form of data collections.

Analyzing Results from the Individual Interviews

The individual interviews were conducted to attain data that could be compared with the observation field notes data and classify helpful differentiations. The questions were also conducted to recognize the behavior and understanding of participants concerning *using pictures to enhance fluency and engagement among second year non-major students*, as the following detailed category of data:

1. What did you do in learning English speaking with pictorial topics? (Q1)

This question is designed to identify the engagement and comprehension of student during the innovation.

2. What difficulties do you have when learning English speaking with pictorial topics? (Q2)

This question is designed to identify the weakness of the innovation.

3. What advantages do you have when learning English speaking with pictorial topics? (Q3)

This question is designed to identify the strength of the innovation.

4. What do you think about the role of pictures in learning English speaking? (Q4)

This question is designed to identify the benefits of the innovation.

5. How do you feel when you speak English before your class after learning pictorial topics? Why? (Q5)

This question is designed to identify the confidence of students in speaking English after the innovation.

6. Are you interested in speaking English with pictures in groups? Why? (Q6)

This question is designed to identify the engagement and comprehension of student during the innovation.

Analyzing Results from the Focus Group Data

The first five questions were considered the most important regarding the particular aims and research questions of this work, with the final one being included to determine extra opinions and strategy understanding, and to prompt further discussion on the topic in general as an exercise. The focus groups and individual interviews were audiotaped and transcribed and translated in short. All answers of six questions were tabulated and color-coded according to three themes. (See appendix VI, VII).

Findings and Discussions

All the data were treated according to thematic analysis. According to Patton and Cochran (2002), thematic analysis is considered the most common technique for descriptive qualitative project (p. 24). The strengths of this method are quite unproblematic and speedy to examine and carry out. This would categorize the universal issues and the major themes, and hence, provide a thick description of the data set. On the contrary, there are some weak points. This technique is too changeable in concentrate on analyzing as well as hard to establish validity and reliability in investigating. Nevertheless, thematic analysis is considered an adequate technique for nearly all applied action research (Patton and Cochran, 2002, p. 24). Consequently, it should be concluded that thematic analysis is appropriate to be used as a tool in evaluating the data of this study.

After triangulating, coding and tabulating, three key issues were emerged from the collection of data, including comprehension, engagement and confidence.

Regarding this, all the data was divided into three mentioned themes that help to easy evaluate how participants comprehend the innovation, how participants engage in the innovation and how all participants would be self-confident to speak English before the full class after the innovation. Through this, the researcher could clarify the strengths and the weakness of the innovation in order to use them as guidelines for improvement in the future.

Comprehension

Comprehension is considered a crucial skill that required in all learning areas (Byers, Jones and Kervin 2012, p. 18). Brassell and Rasinski (2008) defined “comprehension is the ability to know or grasp ideas with the mind” (p. 16). Harvey and Goudvis (2007) also stated that, comprehension is process of constructing meaning, monitoring and enhancing understanding,

acquiring and actively using knowledge, and developing insight (p. 14, as cited in Byers et al., p. 19). Additionally, Caldwell (2008) strongly suggested that, “teachers should assess learners’ comprehension after observing their activities in class settings. Learner takes part in class discussion, and learner listens to their teachers. Learner observes presentations and concentrates on clarifications. Learner contributes to class tasks and organizes experiments” (p. 1). Therefore, teachers or researchers should identify what learners have understood as a result of these various activities.

With regard to participants’ comprehension in learning speaking English through pictures, all participants said that, they understand the speaking tasks with pictorial topics. Evidence from individual interview and focus group data showed how participants comprehend the innovation, as the following extracts (color-coded: yellow):

Student	Q3: What advantages do you have when learning English speaking with pictorial topics?	Code: comprehension
B1.1 (WMS)	Pictures helped to illustrate everything that made most topics easy to understand.	understand.
B2.2 (SFS)	I felt easy to understand the tasks, easy to learn by heart the new words. Pictures inspired me to learn speaking. I wanted to be learned by many further methods.	understand
B3.3 (WMS)	Pictures helped me understand the tasks and make a guess the meaning of unknown words.	understand

Table 1: Individual Interviews Data for Comprehension Theme

Student	Q4: What do you think about the role of pictures in learning English speaking?	Code: comprehension
B1.1 (WMS)	Sometimes, I did not understand the requirements of topics, however, pictures helped me to easy comprehend the topics because they produced the context of topics.	
B4.4 (WFS)	Pictures helped to recognize most of features and thus, provided various opinions for developing topics.	

Table 2: Individual Interviews Data for Comprehension Theme

Group	Q3: What advantages do you have when learning English speaking with pictorial topics?	Code: Comprehension
B1	When we learn English speaking with colorless textbook, we have to imagine what topics are. Sometime, we misunderstand the contents of these topics. However, the pictorial topics bring us in a direct connection with the object that helps us easy to understand the requirement of topics.	understand
B2	Pictures facilitate our speaking lesson as well as suggest the meaning of vocabulary. Pictures enrich our imaginations that help to understand the requirement of the topic; therefore, we could develop discussion and	understand

	make presentations.	
B3	Pictures helped to illustrate people/place or object that made most of topics easy to understand, therefore, we could contribute to discussion and develop conversations.	understand
B4	When facing trouble with generating sentences to illustrate word meanings of the topic, the pictures inspired us to understand, thus motivate us to discuss and develop the conversations.	understand
B5	The pictures assisted us to suggest the meaning of new words as well as the requirements of topic that helped us understand these topics and contribute to the discussion.	understand

Table 3: Focus Groups Data for Comprehension Theme

Group	Q4: What do you think about the role of pictures in learning English speaking?	Code: Comprehension
B1	Pictures could produce the context of topics that helped us to easy understand the topics.	understand
B2	Pictures could contribute to the logicity of topics that helped us to easy understand the topics.	understand
B3	Pictures could produce the context of topics that helped us to easy understand the topics.	understand

Table 4: Focus Groups Data for Comprehension Theme

In these findings, none of the groups rejected the advantages of using pictures as well as the role of pictures in learning speaking English. Therefore, they stated that they understood all pictorial topics because pictures helped to guess the meaning of new words, bring them in a direct connection with the object facilitate the speaking lessons, enrich their imagination, illustrate people/place or object. Through these advantages of pictures, participants could develop conversation, contribute to discussion, and make presentations. To compare the definitions of comprehension with the findings of focus group, I thought that all participants comprehended the advantages of using pictures in learning speaking English, thus, they could benefit from the innovation.

However, observations data revealed a different result. The observations were conducted to triangulate the focus groups (appendix ...). Evidence from observations data showed how participants comprehend the innovation, as the following extracts (color-coded: yellow):

Date/Time	Observations	Code:	
Day 1: April 8 14.00 – 14.45 pm	Group B1 – 4M: [...]. Two of them are actively discussing, asking questions. <u>One participant is using his mobile phone, he doesn't contribute to the discussion.</u> One participant is both listening to discussion [...].	Comprehension: + actively discussing, asking + listening to	<u>Incomprehension:</u> + <u>he doesn't contribute to the discussion.</u>

		discussion	
Day 1: April 8 14.00 – 14.45 pm	Group B3 – 1F and 3M: [...]. 1 participant is (M) reading textbook and then <u>he is using pencil to draw something.</u> 1 participant (M) <u>is playing games via his mobile phone, he seems reluctant to take part in the innovation and thus, he doesn't contribute to the discussion.</u> 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary and then he seems to be using Vietnamese to clarify some issues [...].	+ reading textbook +more talking +looking up +using Vietnamese to clarify some issues	<u>+ he is using pencil to draw something</u> <u>+ he doesn't contribute to the discussion.</u>
Day 2: April 11 14.00 – 14.45 pm	Group B2 – 3F and 1M: [...]. 3 participants (F) are actively discussing, asking questions. One participant (M) is looking up Vietnamese – English – Vietnamese dictionary. All participants are taking notes. All participants do more dominant talking [...].	+ actively discussing, asking questions + looking up + more dominant talking	
Day 6: May 2 14.00 – 14.45 pm	B4 – 2M and 2F: [...]. 2 participants (F and M) are actively discussing, asking questions. One participant (F) is looking up Vietnamese – English – Vietnamese dictionary. [...] <u>, thus he doesn't contribute to the discussion.</u> 2 participants are discussing and taking notes. Two participants (F and M) do more dominant talking [...].	+actively discussing, + looking up +discussing + more dominant talking	<u>+ he doesn't contribute to the discussion</u>
Day 9: May 13 14.00 – 14.45 pm	Group B5 - 2M and 2F [...]. 1 participant (M) is reading textbook. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (F) is more dominant and does more talking, [...]. 1 participant (F) <u>seems to be puzzling as she does not recognize what she should do in these activities, she doesn't contribute to</u>	+ reading textbook + looking up +more talking	<u>+doesn't contribute to</u>

discussion, [...].	discussion,
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Table 5: Observation Field Notes Data for Comprehension Theme

As can be seen from the descriptive statistics for comprehension above, the observation extracts were random chosen to compare with the focus group extracts. I thought that, most of participant seemed to understand the speaking activities. They paid attention to their teacher' explanations; therefore, they actively took part in the speaking tasks, did more talking and discussing. While some of participants seemed to be puzzled. They did not know what they should do in these activities or even they were reluctant to participate in the innovation. To compare the definitions of comprehension with the findings of individual interviews, focus groups and observations, I noticed that some of participants did not understand the speaking tasks, thus, they could not benefit from the innovation.

Engagement

Bryson (2014) defined the engagement of learners as their contribution in various activities and circumstances that are associated with good-quality education (p. 3). Through this, learning outcomes would be affected by how learners take part in educationally determined activities. Whereas, learners are responsible for building his/her own understanding, learning is depended on educational organizations and teachers creating circumstances that encourage learners' involvement.

Additionally, McInnis (2005) also presented some strong features of learner's engagement as the following:

Learners share the worth and strategies to learning of their lessons. Learners use adequate time and power on educationally significant duties. Learners work with others inside and outside the classroom. Learners aggressively discover viewpoints self-confidently with others. Learners study to evaluate perceptions other than their own (as, cited in Bryson, 2014, p. 5).

Regarding this, the individual interviews and focus groups data revealed different results. The findings of focus groups data reported that, all participants engaged in learning English speaking through pictures. However, evidence from individual interviews data showed, some participants did not engage in learning English speaking through pictures, as the following extracts:

Group	Q1: What did you do in learning English speaking with pictorial topics?	Code: Engagement
B1	Our group discussed about the content of topics with pictures. [...], such as some students looked up dictionary, some students tried to remember the structures for making sentences.	+ discussed +looked up +making sentences
B2	Someone took note. Someone looked up dictionary online via his mobile phone. Someone described the picture and compared with a story of textbook. The others discussed about the content of picture.	+took note +looked up +described, compared +discussed
B3	We listed all new words in Vietnamese and then looked up dictionary to translate them into English, developed the content of pictures.	+listed, looked up, translate +developed

B4	[...].Some students made an outline for speaking task. Some students looked up dictionary. Some students spoke aloud.	+made an outline +looked up +spoke aloud
B5	We discussed the content of pictorial topic, developed the content of pictorial topic, made sentences and took notes.	+discussed, developed +made sentences, took notes

Table 6: Focus Groups Data for Engagement Theme

Student	Q1: What did you do in learning English speaking with pictorial topics?	Code: engagement	Didn't engage in
B1.1 (WMS)	I did not know new words and I had to look up Vietnamese – English dictionary.	+look up	
B2.2 (SFS)	I wrote a list of criteria for what made a good speech and what contributed to a good speech of a good pictorial topic. I raised my hand to have a chance to speak at any time.	+wrote, made a good speech, contributed to a good speech +raised, speak	
B3.3 (WMS)	[...], and I never discussed anything in my group.		never discussed
B4.4 (WMS)	I looked up dictionary, made sentences. Sometimes, I tried to write a short paragraph to make presentation.	+looked up +made sentences + tried to write	
B5.5 (WMS)	[...]. Therefore, I never discussed anything in my group.		never discussed

Table 7: Individual Interviews Data for Engagement Theme

Due to the difference between from focus groups data and individual interviews data, I had to use observations data for triangulation. Evidence from observations data showed how participants engaged in the innovation, as the following extracts (color-coded: purple),

Date/Time	Observations	Code:
Day 1: April 8 14.00 – 14.45 pm	Group B1 – 4M: [...].Two of them are actively discussing, asking questions. One participant <u>is using his mobile phone, he doesn't contribute to the discussion.</u> One participant is both listening to discussion and taking notes. [...].	Engagement: + actively discussing, asking + listening to discussion + taking notes Did not engage in: <u>+is using his mobile phone</u> <u>+ doesn't contribute to the discussion.</u>

<p>Day 1: April 8 14.00 – 14.45 pm</p>	<p>Group B3 – 1F and 3M: [...]. 1 participant is (M) reading textbook and then <u>he is using pencil to draw something</u>. 1 participant (M) is <u>playing games via his mobile phone</u>, he seems reluctant to take part in the innovation and <u>thus, he doesn't contribute to the discussion</u>. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary and then he seems to be using Vietnamese to clarify some issues with the dominant participant. [...].</p>	<p>+ reading textbook</p> <p>+more talking</p> <p>+looking up + taking notes +using Vietnamese to clarify some issues</p>	<p><u>+ he is using pencil to draw something</u> <u>+playing games via his mobile phone</u> <u>+ doesn't contribute to the discussion</u></p>
<p>Day 2: April 11 14.00 – 14.45 pm</p>	<p>(Stronger) Group B2 – 3F and 1M: [...]. 3 participants (F) are actively discussing, asking questions. One participant (M) is looking up Vietnamese – English – Vietnamese dictionary. All participants are taking notes. All participants do more dominant talking when their turn to discuss topic. [...].</p>	<p>+ actively discussing, asking questions + looking up +taking notes. + more dominant talking</p>	
<p>Day 6: May 2 14.00 – 14.45 pm</p>	<p>B4 – 2M and 2F: [...]. 2 participants (F and M) are actively discussing, asking questions. One participant (F) is looking up Vietnamese – English – Vietnamese dictionary. <u>1 participant (M) seems to be falling asleep, thus he doesn't contribute to the discussion</u>. 2 participants are discussing and taking notes. Two participants (F and M) do more dominant talking when their turn to discuss topic. [...].</p>	<p>+ actively discussing + looking up</p> <p>+discussing +taking notes + more dominant talking</p>	<p><u>falling asleep</u> <u>+ doesn't contribute to the discussion</u></p>
<p>Day 9: May 13 14.00 – 14.45 pm</p>	<p>Group B5 - 2M and 2F [...]. 1 participant (M) is reading textbook. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic.</p>	<p>+ reading textbook + looking up +more talking</p>	

	[...] , she <u>doesn't contribute to discussion, then she seems to be falling asleep.</u> [...].	+ taking notes	+ <u>doesn't contribute to discussion</u> + <u>falling asleep.</u>
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Table 8: Observation Field Notes Data for Engagement Theme

As can be seen from the descriptive statistics for engagement above, the observation extracts were random chosen to compare with the focus groups and individual interviews extracts. To compare the definitions of engagement with the findings of focus group, individual interviews and observations, I noticed that all stronger participants actively engaged in using pictures in learning speaking English, a few weaker participants engaged in the innovation, while the rest of them did not engaged in the innovation. As a result, some of participants could not benefit from the innovation.

Confidence

Self-confidence is considered a key part that affects the students in learning speaking skill. Lauster (1992) defines self-confidence as an attitude or emotion self-confident in the capability of personality in order that people are not too nervous in their actions and free to do everything. Thus, they are responsible for their own actions, affectionate and refined in cooperating with others, have support to join and understand the advantages and disadvantages. (p. 4, as cited in Permadi, Marhaeni and Putra, 2013, p. 3). Research by Dörnei (2001) also supports that, “students need not only to be able to speak but also be ready to speak” (as cited in Permadi, et al., 2013, p. 3).

With regard to participants' confidence in learning speaking English through pictures, most participants said that, they felt confidently to speak English before your class after learning pictorial topics. Evidence from individual interviews and focus groups data showed how participants felt confidently after the innovation, as the following extracts (color-coded: red):

Group	Q5: How do you feel when you speak English before your class after learning pictorial topics? Why?	Code	
		Self-confidence	Timidity
B1	We felt more confidently to speak English before the full class [...].	more confidently	
B2	We felt confidently to speak English before the full class [...].	confidently	
B3	We could understand what teacher said but we were not willing to speak with pictorial topics because we were afraid of making mistakes before the full class.		+were not willing to speak
B4	We felt more confidently to speak English before the full class [...].	more confidently	
B5	We felt more confidently to speak English before the full class [...].	more confidently	

Table 9: Focus Groups Data for Confidence Theme

Student	Q5: How do you feel when you speak English before your class after learning pictorial topics? Why?	Code	
		Self-confidence	Timidity
B1.1 (SMS)	I felt more confidently to speak English before the full class [...].	more confidently	
B2.2 (SFS)	I felt confidently to speak English before the full class [...].	confidently	
B3.3 (WMS)	I am not confident to speak English before the class. [...]		not confident
B4.4 (WMS)	I felt more confidently to speak English before the full class [...].	more confidently	
B5.5 (WFS)	I could understand what teacher said but I was not willing to speak with pictorial topics because I was anxious about making mistakes before the full class.		was not willing to speak

Table 10: Individual Interviews Data for Confidence Theme

Evidence from focus groups data revealed that, group B2 was quite self-confident to speak English before the class, group B1, B4, B5 were more self-confident to speak English before the class and group B3 was quite not self-confident to speak English before the class after the innovation. However, the findings of individual interviews showed, there were two participants from two different groups (B3 and B5) who were not self-confident to speak English before the class (Table 9).

Due to a bit difference between from focus groups data and individual interviews data, I had to use observations data for triangulation. Evidence from observations data showed how participants felt confident after the innovation, as the following extracts (color-coded: red):

Date/Time	Observations	Code:	
Day 1: April 8 14.00 – 14.45 pm	Group B1 – 4M: [...]. I speak to each group participant in turn; however, two of them answer most questions.	Self-confidence two of them answer most questions.	Timidity The rest (2 other participants) keep silent and do not answer my questions.
Day 1: April 8 14.00 – 14.45 pm	Group B3 – 1F and 3M: [...]. I turn to each participant; however, only dominant participant answers all questions.	only dominant participant answers all questions.	The rest (3 other participants) keep silent and don't answer my questions.
Day 2: April 11 14.00 – 14.45 pm	(Stronger) Group B2 – 3F and 1M: [...]. All participants answer my questions.	All participants answer my questions	
Day 6: May 2 14.00 – 14.45 pm	B4 – 2M and 2F: [...]. One dominant participant answers my questions.	One dominant participant answers my questions.	The rest (3 other participants) keep silent and don't answer my

Day 9: May 13 14.00 – 14.45 pm	Group B5 - 2M and 2F [...] I turn to each participant; however, 3 participants answers most questions.	3 participants answer most questions.	questions. The rest (1 other participant) keep silent and don't answer my questions.
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Table 11: Observation Field Notes Data for Confidence Theme

As can be seen from the descriptive statistics for engagement above (Table 10), the observation findings were random chosen to compare with the focus groups and individual interviews extracts. To compare the definitions of engagement with the findings of focus group, individual interviews and observations, I noticed that all stronger participants were quite self-confident to speak English before the class, while some weaker participants were not self-confident to speak English before the class. As a result, some of participants could not benefit from the innovation.

Discussions and Reflections

With the aiming at answering the two research questions, the qualitative methods were conducted. The findings of individual interviews, focus groups and observations provided an evidence-based judgment of its use in my classroom that were used to answer the following research questions,

Research question 1: What is the role of pictures in enhancing fluency?

The innovation was carried out in the light of the 2020 scheme and the current policy of HLU. The scheme and policy aimed at all graduates would have enough English to communicate effectively and fluency that meet the demands of all professions. Although, the activity was a new technique that has never been applied in our HLU, but this innovation did not work well. Findings from this study revealed that, pictures play a key role in learning English speaking at HLU. Through this, all stronger students comprehended, engaged in the innovation. They took part in class discussion, observed other presentations and concentrates on clarifications. They always contributed to class tasks and organized experiments. They could use adequate time and power on speaking duties. They could work in groups. They actively discover viewpoints self-confidently with others. Therefore, they felt more self-confident to make presentation before the full class that led to enhance their fluency and engagement in learning English speaking.

However, the number of weaker students always predominated over the stronger students in each English class at HLU. Therefore, there were some major issues that arising from the innovation. Firstly, due to the limitations of the time, I could not supervise all weaker students as well as I could not correct their utterances, thus, all weaker students may frequently use Vietnamese only. Additionally, I did not have enough time to clarify for them to comprehend the activities clearly that led to a few students seem to be puzzled as they did not recognize what they should do in these activities and then sometimes they felt a sleep in classroom or did their private jobs in classroom. Thus, they could not contribute the discussions. Secondly, the major of HLU was fine arts that could produce the context of an English environment and motivation for weaker students to use their adequate time and power on learning speaking English. Thirdly, most of the students at HLU came from the country areas or remote areas, and they were not aware of the significant of English. They always considered English was an obligatory subject. They hardly ever have chances for real-life communication and the classroom was the only setting where they could use English. Lastly, due to ethnical issues, some weaker students seemed to be

reluctant to take part in the innovation because they were anxious about teacher's unsatisfactoriness. As a result, the weaker students did not comprehend the activity and they did not engage in the innovation that led to they were not self-confident to make presentation before the full class. Therefore, they could not benefit from the innovation.

Research question 2: How does the use of pictures help my students?

The research question 2 was designed to find out the strengths and weaknesses of the innovation that use them as guidelines for improvement in the future. Findings from this study also revealed some the strengths of *using pictures to enhance fluency and engagement among second year non-major students* at HLU. Pictures facilitated the speaking lessons and helped to illustrate people/places or objects that enriched the students' imaginations. Additionally, when facing trouble with generating sentences to illustrate word meanings of the topic, the pictures inspired the students, thus engaged them in contributing to the discussion and development of the conversations. Through this, the students felt more self-confident, thus, the students could talk a lot, and many of the students could be ready to make presentations. Several students seized hold of all opportunities of speaking English from the other classmates. As a result, pictures were considered a probable efficient tool that helped to enhance the non-major students' fluency and engagement at HLU. Contrary to these strengths of pictures, the findings from this study also showed the weaknesses of the innovation. Sometimes, color and images in pictures were not clear; hence, it was difficult for both stronger and weaker students to describe pictures that led to misunderstand the content of topics. They could not look for many various vocabularies in various factors to develop most of pictorial topics. They students did not have enough vocabulary to describe pictures or utter. Evidence from the qualitative data of this study showed all weaker students kept silent or did their private jobs and thus, they did not contribute to the discussions. That meant they could not benefit from the innovation.

Findings from this work are dependable with some other research into Asian circumstances that have showed that a vast space exist between what is proposed by teaching innovation teacher-designer and what is really applied by classroom teacher-researcher (Canh, 2009, p. 29). Additionally, some characteristics raised the difficulties of carrying out the innovation. The innovation was implemented in fine arts environment where was not a real-life communication to learn English speaking. Moreover, the students of HLU were familiar with traditional techniques, as teacher-centered or the grammar-translation method for many years. Therefore, they could not engage in any speaking activities or speak English fluency. The innovation was a new technique that surprised all students. In the first lesson, most students seemed to be puzzled and they did not know what they should do in these activities. Next lessons, they were familiar with this technique; thus, stronger students could comprehend and engage in these activities. Nevertheless, some weaker students continued to be puzzled, they kept silent or did their private jobs in classroom. Thus, they could not contribute the discussions.

To improve the innovation as well as the innovation will be succeeded in the future work, I think some weaknesses of the innovation should be improved as the following points,

Firstly, I will submit the plan to enlarge 2 periods for each English-speaking lesson to Institution's leaders that help me have enough time to clarify the requirements of these activities for the students comprehend the activities and supervise all my students.

Secondly, I will produce the real-life context of an English environment for communication, such as I will establish an English club where students have enough time and English

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environment to discuss, ask questions, communicate, make presentations, etc.

Thirdly, I will reduce the complexity level to simple words that means the level of language needed for a discussion should be lower than used in these speaking activities. In addition, I will introduce or analysis the essential new words before these activities start.

Fourthly, pictures will be chosen carefully before entering the English class.

Lastly, I will submit the plan to decrease from big-sized class (over 75) to small-sized class (35 - 40) that help me could correct my tudents, correct their utterance that assist my students to feel more self-confident, thus, the students could talk a lot and engage in the activities, especially for my weaker students.

In addition, this is the first time I worked as a novice practitioner-researcher. Therefore, I had to face some difficulties during the innovation.

Regarding this, I could not supervise all the groups with the observations because there were five groups contributing to the discussion at the same time. Therefore, I had to use digital cameras to videotape the whole groups. Then, I had to spend my time to transcribe into English.

Through focus groups and individual interviews, I understood some of them did not tell the truth because they were anxious about teacher' unsatisfactoriness and they also did not want to be recorded. Therefore, I had to try to take notes in short. That meant I could miss some words from the interviewees.

The activity is a new technique; therefore, I could not share the experiences with my colleagues that led to get more difficulty in implementing the innovation and treating the data.

In short, if I have a chance to implement this action research in the future work, I will add one more qualitative method for triangulation easily. It is student journals instead of focus groups because I will get more results that are detailed without missing any words from the interviewees.

Conclusion

The aims of the innovation were to help participants comprehend the innovation, engage participants in the innovation and all participants would be more self-confident to speak English before the class after the innovation that led to enhance their fluency and engagement. However, this innovation did not work well. The findings from the observations, individual interviews, and focus groups reveal that, there were some major issues that arising from the innovation. Stronger students comprehended the innovation, they engaged in the speaking activities that helped them felt more self-confident to speak English than before. Weaker students seemed to be reluctant to take part in the innovation because they were anxious about teacher' unsatisfactoriness. As a result, the weaker students did not comprehend the activity and they did not engage in the innovation that led to they were not self-confident to make presentation before the full class. In addition, some weaknesses affected the innovation. The findings from this study also showed the weaknesses of the innovation. Some weaknesses affected both stronger students and weaker students. They could not look for many various vocabularies in various factors to develop most of pictorial topics. They students did not have enough vocabulary to describe pictures or utter. Evidence from the qualitative data of this study showed all weaker students kept silent or did their private jobs and thus, they did not contribute to the discussions. Therefore, they could not benefit from the innovation.

Shatri (2010) stated that, “our students find it very hard to speak English”. Therefore, with the aim at answering two research questions, this study were conducted to evaluate how participants comprehend the innovation, engage participants in the innovation and all participants would be self-confident to speak English before the full class. Through this, the researcher could clarify the benefits, strengths and the weakness of the innovation in order to use them as guidelines for improvement in the future.

In brief, after finishing the study, I understand the insight of the innovation. I understand how an action research works well. The strengths of the innovation help me improve my own practices. The findings of the innovation help me avoid the weaknesses and difficulties in the future work. I also feel more confident that I could design a further research that will achieve better outcomes in the future work because I have valuable experiences from this action research. Finally, I also expect to improve the existing methods of teaching speaking that lead to educational innovation and syllabus innovation at HLU.

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Using Pictures to Enhance Fluency and Engagement Among Second Year Non-Major Students at Hanoi Law University (Hlu)

Appendices

Appendix I:

Research Timeline

Duration: Spring semester, 2014 Starting from April 7 th to May 11 th				
Week 1 (April 8 and 11)	Week 2 (April 15 and 17)	Week 3 (April 22 and 25)	Week 4 (April 29 and May 2)	Week 5 (May 6 and 9)
Field notes and recording or digital photo will be carried out in the second lesson	Field notes and recording or digital photo will be carried out in the second lesson	Field notes and recording or digital photo will be carried out in the second lesson	Field notes and recording or digital photo will be carried out in the second lesson	Field notes and recording or digital photo will be carried out in the second lesson
INTRODUCING, 2 LESSONS – Innovation implemented (thematic painting 1 & 2 provided by students): Discussion activities → Describing pictures & Picture differences	2 LESSONS - Innovation implemented (thematic painting 3 & 4 provided by students): Discussion activities → Describing pictures & Thing in common	2 LESSONS - Innovation implemented (thematic painting 5 & 6 provided by students): Discussion activities → Describing pictures & Solving a problem	2 LESSONS - Innovation implemented (thematic painting 7 & 8 provided by students): Discussion activities → Describing pictures & Shopping list	2 LESSONS - Innovation implemented (thematic painting 9 & 10 provided by students): Discussion activities → Describing pictures & Solving a problem
	DATA ANALYSIS	INDIVIDUAL INTERVIEW/ DATA ANALYSIS	DATA ANALYSIS	FOCUS GROUP INTERVIEW/ DATA ANALYSIS

Appendix II:

Participant Information and Consent form

(Retrieved from http://www.williamcronon.net/researching/interviewimages/932_interviews_consent_form_ver1_12-21-08.pdf)

Title of the Project: *Using pictures to enhance fluency and engagement among first year non-major students of English at National University of Art Education*

You have been invited to participate in a project about [fill in subject matter here]. Should you decide to participate in this project, you will be asked to discuss issues such as the following: *Using pictures to enhance fluency and engagement among first year non-major students of English at National University of Art Education*.

This research is conducted as an assignment for a MTESOL course. If you agree to participate, we will schedule an interview at a time convenient for you. The interview will last approximately 20 minutes. If more time is needed, we can schedule a follow-up interview based on your availability. In addition to taking notes during this interview, I also I would like to record your comments.

There are no anticipated risks associated with participating in this project. At the end of this project, I will offer to share materials arising from this, if you choose. Your participation in this interview and the project is completely voluntary and you may withdraw at any time. You also may refuse to answer specific questions for any reason.

I am happy to answer any questions you may have. You may reach me at 098. 514. 2004 or by email at dinhphuonghoa@spntw.edu.vn. You also may contact the course instructor [Ms. Phuong Anh: 0902222225] with any questions.

Please indicate your willingness to participate by completing and signing the information below. Once you have done so, please keep one copy of the letter and return a signed copy to me at your earliest convenience. Thank you for your consideration.

Sincerely,

[Student name here]

Student Researcher

I have read the above and agree to participate in this interview.

Agree _____ Do not agree _____

I give you permission to audiotape our interview.

Agree _____ Do not agree _____

Printed Name

Signature

Date

Appendix III:

Participant Consent form

Title of Project: *Using pictures to enhance fluency and engagement among first year non-major students of English at National University of Art Education*

Name of Researcher: Dinh Thi Phuong Hoa

Name of Organization: English Division

	Yes	No
1. I have understood the information sheet provided
2. I agree to interview being audio-recorded
3. I would like to receive a copy of the transcribed interview
4. I understand I can withdraw from interview at any time without explanation
5. I agree to take part in the research outlined in the information sheet
6. I agree that the information can be used in the following ways:
+ Identified in any publications/ web publications
+ I do not agree to being identified in any report or publications, where data is used my name and details must be removed and comments made unattributable

Name of Participant Date: Signature

Name of person taking consent Date: Signature

If you would like any further information about the researcher, please contact via cell phone:

098. 514. 2004 (Ms. Hoa) or email: dinhphuonghoa@spntw.edu.vn

Copies: One copy for the participant and one copy for the researchers.

Source: Figure 2 (Davies, 2010, p. 127)

Appendix IV:

Classroom Observation form (for the innovation)

Name of observer:

Date:

Length of observation:

Teacher's name:

Groups:

Materials:

Objective of observation:

Time	Students' activities	Comments

Appendix V

List of interview questions:

1. What did you do in learning English speaking with pictorial topics? **(Code: Q1)**
2. What difficulties do you have when learning English speaking with pictorial topics? **(Code: Q2)**
3. What advantages do you have when learning English speaking with pictorial topics? **(Code: Q3)**
4. What do you think about the role of pictures in learning English speaking? **(Code: Q4)**
5. How do you feel when you speak English before your class after learning pictorial topics? Why? **(Code: Q5)**
6. Are you interested in speaking English with pictures in groups? Why? **(Code: Q6)**

Transcripts in short:

Appendix VI

FOCUS GROUP DATA

Group	Q1: What did you do in learning English speaking with pictorial topics?	Code: Engagement
B1	Our group discussed about the content of topics with pictures. Every member tried to finish his/her own duty, such as some students looked up dictionary, some students tried to remember the structures for making sentences.	
B2	Someone took note. Someone looked up dictionary online via his mobile phone. Someone described the picture and compared with a story of textbook. The others discussed about the content of picture.	
B3	We listed all new words in Vietnamese and then looked up dictionary to translate them into English, developed the content of pictures.	
B4	The tasks were divided into various small parts, every member was appointed to do a small part. Some students made an outline for speaking task. Some students looked up dictionary. Some students spoke aloud.	
B5	We discussed the content of pictorial topic, developed the content of pictorial topic, made sentences and took notes.	

Group	Q2: What difficulties do you have when learning English speaking with pictorial topics?	Code
B1	Sometimes, we could not see clearly everything in some pictures, for example: color of pictures that led to misunderstand the content of topics.	
B2	We could not look for various new words.	

B3	We did not have enough new words to describe pictures.	
B4	Everything is not easy for us to describe and make a speech .	
B5	We did not have enough new words to describe pictures.	

Group	Q3: What advantages do you have when learning English speaking with pictorial topics?	Code
B1	When we learn English speaking with colorless textbook, we have to imagine what topics are. Sometime, we misunderstand the contents of these topics. However, the pictorial topics bring us in a direct connection with the object that helps us easy to understand the requirement of topics.	Comprehension
B2	Pictures facilitate our speaking lesson as well as suggest the meaning of vocabulary. Pictures enrich our imaginations that help to understand the requirement of the topic; therefore, we could develop discussion and make presentations.	
B3	Pictures helped to illustrate people/place or object that made most of topics easy to understand, therefore, we could contribute to discussion and develop conversations.	
B4	When facing trouble with generating sentences to illustrate word meanings of the topic, the pictures inspired us to understand, thus motivate us to discuss and develop the conversations.	
B5	The pictures assisted us to suggest the meaning of new words as well as the requirements of topic that helped us understand these topics and contribute to the discussion.	
Group	Q4: What do you think about the role of pictures in learning English speaking?	
B1	Pictures could produce the context of topics that helped us to easy understand the topics.	
B2	Pictures could contribute to the logicity of topics that helped us to easy understand the topics.	
B3	Pictures could produce the context of topics that helped us to easy understand the topics.	
B4	Pictures helped to recognize most of features and thus, provided various opinions for developing topics.	
B5	Pictures helped to enlarge the ideas of topics	

Group	Q5: How do you feel when you speak English before your class after learning pictorial topics? Why?	Code	
		Self-confidence	Timidity
B1	We felt more confidently to speak English before the full class because we could understand the scenes and narrate an event through the detailed pictures easily.	more confidently	
B2	We felt confidently to speak English before the full class because we were interested in the topics with pictures.	confidently	

B3	We could understand what teacher said but we <u>disliked speaking</u> with pictorial topics because we were afraid of making mistakes before the full class.		+were afraid of making mistakes.
B4	We felt more confidently to speak English before the full class because we had something new to speak about these through pictures.	more confidently	
B5	We felt more confidently to speak English before the full class because we could understand and develop topics easy through pictures.	more confidently	

Group	Q6: Are you interested in learning speaking English with pictures in groups? Why?	Code:
B1	We were interested in speaking English with pictures in groups because group participants also worked cooperatively to develop the speeches or conversations.	
B2	We were interested in speaking English with pictures in groups because we could discuss and share our own experiences with pictorial topics and highlight how helpful and unforgettable the majority of those experiences were.	
B3	We were interested in speaking English with pictures in groups because some stronger classmates helped to prepare the topics and make presentation instead of all weaker students.	
B4	We were interested in speaking English with pictures in groups because we could write and contribute to our responses to the topics through pictures together.	
B5	We were interested in speaking English with pictures in groups because I could get many ideas from many participants about the tasks	

Appendix VII

INDIVIDUAL INTERVIEWS

Stronger male student: SMS; weaker male student: WMS

Stronger female student: SFS; weaker female student: WFS

Student	Q1: What did you do in learning English speaking with pictorial topics?	Code: engagement	Didn't engage in
B1.1 (WMS)	I did not know new words and I had to look up Vietnamese – English dictionary.	+look up	
B2.2 (SFS)	I wrote a list of criteria for what made a good speech and what contributed to a good speech of a good pictorial topic. I raised my hand to have a chance to speak at any time.	+wrote, made a good speech, contributed to a good speech	

		+raised, speak	
B3.3 (WMS)	I got bad marks of English when I was a pupil, therefore, I could not speak English very well, and I never discussed anything in my group.		never discussed
B4.4 (WMS)	I looked up dictionary, made sentences. Sometimes, I tried to write a short paragraph to make presentation.	+looked up +made sentences + tried to write	
B5.5 (WMS)	I could not speak English very well; I did not know what I should do in these activities. Therefore, I never discussed anything in my group.		never discussed
Student	Q2: What difficulties do you have when learning English speaking with pictorial topics?		Code
B1.1	Sometimes, I could not see clearly most of images in pictures, for example: color of pictures. So, it was difficult for me to describe them or develop some pictorial topics.		
B2.2	I did not have enough vocabularies to generate sentences as well as develop some pictorial topics.		
B3.3	There were lots of new words. I could not look for various new words to develop most of pictorial topics.		
B4.4	I could not look for various new words to develop some pictorial topics.		
B5.5	I did not have enough vocabularies to generate sentences as well as develop some pictorial topics.		
Student	Q3: What advantages do you have when learning English speaking with pictorial topics?		Code
B1.1	Pictures helped to illustrate everything that made most topics easy to understand.		
B2.2	I felt easy to understand the tasks, easy to learn by heart the new words. Pictures inspired me to learn speaking. I wanted to be learned by many further methods.		
B3.3	Pictures helped me understand the tasks and make a guess the meaning of unknown words.		
B4.4	I wanted to learn English speaking with pictorial topics because pictures inspired me to study English. I got bored with the black and white textbook.		
B5.5	Pictures supported our comprehension of the topic.		

Student	Q4: What do you think about the role of pictures in learning English speaking?	Code: comprehension
B1.1 (WMS)	Sometimes, I did not understand the requirements of topics, however, pictures helped me to easy comprehend the topics because they produced the context of topics.	
B2.2 (SFS)	Pictures could contribute to the logicity of topics.	
B3.3	Pictures helped to enlarge the ideas of topics	

B4.4	Pictures helped to recognize most of features and thus, provided various opinions for developing topics		
B5.5	Pictures helped to enlarge the ideas of topics		
Student	Q5: How do you feel when you speak English before your class after learning pictorial topics? Why?	Code	
		Self-confidence	Timidity
B1.1 (SMS)	I felt more confidently to speak English before the full class because I could understand the scenes and narrate an event through the detailed pictures easily.		
B2.2 (SFS)	I felt confidently to speak English before the full class because I could understand the scenes and narrate an event through the detailed pictures easily		
B3.3 (WMS)	I am not confident to speak English before the class because I only could guess the meaning of the unknown words in Vietnamese but I could not translate them into English. Pictures helped me easy to understand the requirements of topics but they could not help to generate sentences. In short, I had nothing to speak in English.		not confident
B4.4 (WMS)	I felt more confidently to speak English before the full class because I had something new to speak about these. However, I was not voluntary to make presentation because I was afraid of making mistakes.	more confidently	
B5.5 (WFS)	I could understand what teacher said but I was not willing to speak with pictorial topics because I was anxious about making mistakes before the full class.		was not willing to speak
Student	Q6: Are you interested in learning speaking English with pictures in groups? Why?	Code	
B1.1	I was interested in speaking English with pictures in groups because all participants of one group also worked cooperatively to develop the speeches and had time to practice conversation together.		
B2.2	I was interested in speaking English with pictures in groups because I could discuss and share my own experiences about pictorial topics with my group. My group corrected sentences, reviewed conversations and developed topics together.		
B3.3	I could not speak English very well, so I was interested in speaking English with pictures in groups because some stronger classmates were responsible for preparing the topics and making presentation.		
B4.4	I was interested in speaking English with pictures in groups because I could discuss with my group and contributed to our responses to the pictorial topics.		
B5.5	Sometimes, I was not interested in speaking English with pictures in groups because stronger students were responsible for taking all duties, while weaker students had a chat, played a game or slept rough.		

Appendix VIII

OBSERVATION FIELD NOTES

Male: M, Female: F

Time: 14.00 – 14.45 pm (the length of every speaking lesson is 45 minutes)

Room: 403 (This room is 105 square meters in area, no microphone, some students may not listen to all lessons clearly)

In group: discussion and made an outline of a pictorial topic. See lesson plan for how this group work activity fitted into the lesson as a whole.

20 students are divided into five groups – 5 x 4

Group B1 and B2 left side of room (from front), group B3, B4 and B5 right side of room.

❖ **Day 1: April 8**

Most of participants are discussing the pictorial topics. They appear to be focusing on the task and the others are making notes. However, some are making notes but appear to make limited contributions to the discussion. They are using Vietnamese in the discussion. I watch a while then walk around, talking to all groups and asking them about their ideas on the pictorial topics. The participants take it in turn to tell me, as the following list of points handed in by each group.

Group B1 – 4M:

2 participants are on one side of desk, two are on the other. Two of them are actively discussing, asking questions. One participant is using his mobile phone, he doesn't contribute to the discussion. One participant is both listening to discussion and taking notes. When I join the group – sitting next to the one participant – all participants join in. Some Vietnamese used but only English when I join the group. I speak to each group participant in turn; however, two of them answer most questions.

Group B2 – 3F and 1M:

2 participants are on one side of desk, two are on the other. 3 participants (F) are actively discussing, asking questions. One participant (M) is looking up Vietnamese – English – Vietnamese dictionary. All participants are taking notes. All participants do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. All participants answer my questions.

Group B3 – 1F and 3M:

2 participants (M) are on one side of desk, two (1F and 1M) are on the other. 1 participant is (M) reading textbook and then he is using pencil to draw something. 1 participant (M) is playing games via his mobile phone, he seems reluctant to take part in the innovation. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary and then he seems to be using Vietnamese to clarify some issues with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers all questions.

Group B4 – 2M and 2F:

2 participants are on one side of desk, two are on the other. 2 participants (F and M) are actively discussing, looking up Vietnamese – English – Vietnamese dictionary, taking notes. One participant (F) is using his mobile phone. One participant (M) is hearing what B5 discussing for a while and then he writes something down his papers.

All participants are taking notes but I am not sure about what they are taking notes because some Vietnamese used. Two participants (F and M) do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. Two dominant participants answer my questions.

Group B5 - 2M and 2F

2 participants (M) are on one side of desk, two (2F) are on the other. 1 participant (M) is reading hand-out. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary for a while and then he is playing games via his tablet computer. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic.

1 participant (F) seems to be using Vietnamese to clarify some issues with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers most questions.

❖ **Day 2: April 11**

Some of participants are discussing the pictorial topics. They appear to be focusing on the task and the others are making notes. However, some are making notes but appear to make limited contributions to the discussion. Some of them fall asleep. Most of them are looking up Vietnamese – English – Vietnamese dictionary. They are using Vietnamese in the discussion. I watch a while then walk around, talking to all groups and asking them about their ideas on the pictorial topics. Most of participants take it in turn to tell me, as the following list of points handed in by each group.

Group B1 – 4M:

2 participants are on one side of desk, two are on the other. Two of them are actively discussing, asking questions. One participant is looking up Vietnamese – English – Vietnamese dictionary. One participant is taking notes. One is clearly referring to the copies of the handout I gave in the class of April 8 and then he is fanning himself with his textbook due to the hot weather, thus he doesn't contribute to the discussion. When I join the group – sitting next to the one participant – all participants join in. Some Vietnamese used but only English when I join the group. I speak to each group participant in turn; however, one of them answers most questions.

Group B2 – 3F and 1M:

2 participants are on one side of desk, two are on the other. 3 participants (F) are actively discussing, asking questions. One participant (M) is looking up Vietnamese – English – Vietnamese dictionary. All participants are taking notes. All participants do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. All participants answer my questions..

Group B3 – 1F and 3M:

2 participants (M) are on one side of desk, two (1F and 1M) are on the other. 1 participant is (M) reading textbook. 1 participant (M) is using his mobile phone and thus, he doesn't contribute to the discussion. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary.

1 participant (M) seems to be falling asleep. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers all questions.

Group B4 – 2M and 2F:

1 participants are on one side of desk, two are on the other. 2 participants (F and M) are actively discussing, asking questions. One participant (F) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (M) seems to be falling asleep, thus, he doesn't contribute to the discussion.

2 participants are taking notes. Two participants (F and M) do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. Two dominant participants answer my questions.

Group B5 - 2M and 2F

2 participants (M) are on one side of desk, two (2F) are on the other. 1 participant (M) is reading textbook. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic.

1 participant (F) is fanning himself with his textbook for his groups due to the hot weather. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers most questions.

❖ **Day 4: April 25**

Some participants are discussing the pictorial topics. They appear to be focusing on the task and the others are making notes. However, some are making notes but appear to make limited contributions to the discussion. Some participants are playing games via tablet computers. Most of them are looking up Vietnamese – English – Vietnamese dictionary. They are using Vietnamese in the discussion. I watch a while then walk around, talking to all groups and asking them about their ideas on the pictorial topics. The participants take it in turn to tell me, as the following list of points handed in by each group.

Group B1 – 4M:

2 participants are on one side of desk, two are on the other. Two of them are actively discussing, asking questions. One participant is using his mobile phone. One participant is taking notes and looking up Vietnamese – English – Vietnamese dictionary.. When I join the group – sitting next to the one participant – all participants join in. Some Vietnamese used but only English when I join the group. I speak to each group participant in turn; however, two of them answer most questions.

Group B2 – 3F and 1M:

2 participants are on one side of desk, two are on the other. 3 participants (F) are actively discussing, asking questions. One participant (M) is looking up Vietnamese – English – Vietnamese dictionary. All participants are taking notes. All participants do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. All participants answer my questions.

Group B3 – 1F and 3M:

2 participants (M) are on one side of desk, two (1F and 1M) are on the other. 1 participant is (M) reading textbook. 1 participant (M) is using his mobile phone. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary.

1 participant (M) seems to be using Vietnamese to clarify some issues with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers all questions.

Group B4 – 2M and 2F:

2 participants are on one side of desk, two are on the other. 2 participants (F and M) are actively discussing, asking questions. One participant (F) is looking up Vietnamese – English – Vietnamese dictionary. One participant (M) is hearing what B5 discussing for a while and then he writes something down his papers.

All participants are taking notes. Two participants (F and M) do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. Two dominant participants answer my questions.

Group B5 - 2M and 2F

2 participants (M) are on one side of desk, two (2F) are on the other. 1 participant (M) is reading hand-out. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic.

1 participant (F) seems to be using Vietnamese to clarify some issues with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers most questions.

❖ **Day 6: May 2**

Some participants are actively discussing the pictorial topics. They appear to be focusing on the task and the others are making notes. However, some are making notes but appear to make limited contributions to the discussion. Some participants are falling asleep. A few participants are using pencil to draw something. Most of them are looking up Vietnamese – English – Vietnamese dictionary. They are using Vietnamese in the discussion. I watch a while then walk around, talking to all groups and asking them about their ideas on the pictorial topics. Most of participants take it in turn to tell me, as the following list of points handed in by each group.

2 participants are on one side of desk, two are on the other. Two of them are actively discussing, asking questions. One participant is looking up Vietnamese – English – Vietnamese dictionary. One participant is taking notes. One is clearly referring to the copies of the handout I gave in the class of previous lessons and then he is using pencil to draw something. When I join the group – sitting next to the one participant – all participants join in. Some Vietnamese used but only English when I join the group. I speak to each group participant in turn; however, two of them answer most questions.

Group B2 – 3F and 1M:

2 participants are on one side of desk, two are on the other. 3 participants (F) are actively discussing, asking questions. One participant (M) is looking up Vietnamese – English – Vietnamese dictionary and then he raises his hand to ask me some new words for his discussion. All participants are taking notes. All participants do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. 3 participants answer my questions.

Group B3 – 1F and 3M:

2 participants (M) are on one side of desk, two (1F and 1M) are on the other. 1 participant is (M) reading textbook and then he is using pencil to draw something. 1 participant (M) is playing games via his mobile phone and then he seems to be falling asleep. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary and then he seems to be using Vietnamese to clarify some issues with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers all questions.

Group B4 – 2M and 2F:

2 participants are on one side of desk, two are on the other. 2 participants (F and M) are actively discussing, asking questions. One participant (F) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (M) seems to be falling asleep, thus he doesn't contribute to the discussion. 2 participants are discussing and taking notes. 1 participant (F) do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. One dominant participant answers my questions.

Group B5 - 2M and 2F

2 participants (M) are on one side of desk, two (2F) are on the other. 1 participant (M) is reading hand-out and then he is playing games via tablet computer. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic.

1 participant (F) seems to be using Vietnamese to clarify some issues with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers most questions.

❖ **Day 7: May 6**

Most of participants are discussing the pictorial topics. They appear to be focusing on the task and the others are making notes. However, some are making notes but appear to make limited contributions to the discussion. They are using Vietnamese in the discussion. I watch a while then walk around, talking to all groups and asking them about their ideas on the pictorial topics. The participants take it in turn to tell me, as the following list of points handed in by each group.

Group B1 – 4M:

2 participants are on one side of desk, two are on the other. Two of them are actively discussing, asking questions. One participant is looking up dictionary. One participant is taking notes. One is clearly referring to the copies of the handout I gave in the class of April 11. When I join the group – sitting next to the one participant – all participants join in. Some Vietnamese used but only English when I join the group. I speak to each group participant in turn; however, two of them answer most questions.

Group B2 – 3F and 1M:

2 participants are on one side of desk, two are on the other. 3 participants (F) are actively discussing, asking questions. One participant (M) is looking up Vietnamese – English – Vietnamese dictionary. All participants are taking notes. All participants do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. All participants answer my questions.

Group B3 – 1F and 3M:

2 participants (M) are on one side of desk, two (1F and 1M) are on the other. 1 participant is (M) reading textbook. 1 participant (M) is using his mobile phone. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary.

1 participant (M) seems to be using Vietnamese to clarify some issues with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers all questions.

Group B4 – 2M and 2F:

2 participants are on one side of desk, two are on the other. 2 participants (F and M) are actively discussing, asking questions. One participant (F) is looking up Vietnamese – English – Vietnamese dictionary. One participant (M) is hearing what B5 discussing for a while and then he writes something down his papers.

All participants are taking notes. Two participants (F and M) do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. Two dominant participants answer my questions.

Group B5 - 2M and 2F

2 participants (M) are on one side of desk, two (2F) are on the other. 1 participant (M) is reading hand-out. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic.

1 participant (F) seems to be using Vietnamese to clarify some issues with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers most questions.

❖ **Day 9: May 13**

Some participants are discussing the pictorial topics. They appear to be focusing on the task and the others are making notes. However, some are making notes but appear to make limited contributions to the discussion. Most of them are looking up Vietnamese – English – Vietnamese dictionary. A few participants are falling asleep. They are using Vietnamese in the discussion. I watch a while then walk around, talking to all groups and asking them about their ideas on the pictorial topics. The participants take it in turn to tell me, as the following list of points handed in by each group.

Group B1 – 4M:

2 participants are on one side of desk, two are on the other. Two of them are actively discussing, asking questions. They seem to talk to each other but sometimes turn to include other members. One participant is using his mobile phone. One participant is taking notes. When I join the group – sitting next to the one participant – all participants join in. Some Vietnamese used but only English when I join the group. I speak to each group participant in turn; however, one of them answer most questions.

Group B2 – 3F and 1M:

2 participants are on one side of desk, two are on the other. Two participants (F) are leading discussion, asking questions. Others seem to be listening and keeping silent, but attentive and taking notes, sometime nod head in agreement. This seems to be because that group is struggling to understand the pictorial topics. One participant (M) is looking up Vietnamese – English – Vietnamese dictionary. All participants are taking notes. All participants do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. All participants appear more engaged with the tasks and answer my questions.

Group B3 – 1F and 3M:

2 participants (M) are on one side of desk, two (1F and 1M) are on the other. 1 participant is (M) reading textbook. 1 participant (M) is using his mobile phone. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary.

1 participant (M) seems to be finding out something in textbook to support his discussion. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers all questions.

Group B4 – 2M and 2F:

2 participants are on one side of desk, two are on the other. 2 participants (F and M) are actively discussing, asking questions. One participant (F) is looking up Vietnamese – English – Vietnamese dictionary. One participant (M) is hearing what B5 discussing for a while and then he is also discussing with B5 without remembering he is a member of B4.

All participants are taking notes. Two participants (F and M) do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. One of two dominant participants answer my questions.

Group B5 - 2M and 2F

2 participants (M) are on one side of desk, two (2F) are on the other. 1 participant (M) is reading textbook. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic.

1 participant (F) seems to be puzzling as she does not recognize what she should do in these activities, she doesn't contribute to discussion, and then she seems to be falling asleep. Some Vietnamese used but only English when I join the group. I turn to each participant; however, 3 participants answers most questions..

❖ **Day 10: May 16**

Some participants are actively discussing the pictorial topics. They appear to be focusing on the task and the others are making notes. Many of the students are ready to do presentations. Several students seize hold of all opportunities of speaking English from the other classmates. However, some are making notes but appear to make limited contributions to the discussion. While, a few students seem to be puzzling as they do not recognize what they should do in these activities and then sometimes they fall asleep in classroom or use mobile phone for their private jobs. They are using Vietnamese in the discussion. I watch a while then walk around, talking to all groups and asking them about their ideas on the pictorial topics. Most of participants take it in turn to tell me, as the following list of points handed in by each group.

Group B1 – 4M:

2 participants are on one side of desk, two are on the other. Two of them are actively discussing, asking questions. One participant is looking up Vietnamese – English – Vietnamese dictionary. One participant is taking notes. One seems to be puzzling as he does not recognize what he should do in these activities and then he seems to be falling asleep. When I join the group – sitting next to the one participant – all participants join in. Some Vietnamese used but only English when I join the group. I speak to each group participant in turn; however, two of them answer most questions.

Group B2 – 3F and 1M:

2 participants are on one side of desk, two are on the other. 3 participants (F) are actively discussing, asking questions. One participant (M) is looking up Vietnamese – English – Vietnamese dictionary. All participants are taking notes. All participants do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. All participants answer my questions.

Group B3 – 1F and 3M:

2 participants (M) are on one side of desk, two (1F and 1M) are on the other. 1 participant is (M) reading textbook. 1 participant (M) is playing games via his mobile phone. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary.

1 participant (M) seems to be using Vietnamese to discussing with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers all questions.

Group B4 – 2M and 2F:

Three participants are on one side of desk, two are on the other. 2 participants (F and M) are actively discussing, asking questions. One participant (F) is looking up Vietnamese – English – Vietnamese dictionary. One participant (M) seems to be puzzling as he does not recognize what he should do in these activities and then he seems to be falling asleep.

All participants are taking notes. Two participants (F and M) do more dominant talking when their turn to discuss topic. Some Vietnamese and some English used but only English when I join the group. Two dominant participants answer my questions.

Group B5 - 2M and 2F

2 participants (M) are on one side of desk, two (2F) are on the other. 1 participant (M) is reading hand-out. 1 participant (M) is looking up Vietnamese – English – Vietnamese dictionary. 1 participant (F) is more dominant and does more talking, taking notes, when her turn to discuss topic.

All participant (F) seems to be using Vietnamese to discuss some issues with the dominant participant. Some Vietnamese used but only English when I join the group. I turn to each participant; however, only dominant participant answers most questions.