

**AN INVESTIGATION INTO THE USE OF CULTURALLY RESPONSIVE  
TEACHING STRATEGIES: TEACHING ENGLISH TO MUONG ETHNIC  
MINORITY STUDENTS AT A TERTIARY INSTITUTION IN VIETNAM**

BY

BUI THI KIM TUYEN

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## ABSTRACT

Maximising student learning is a critical concern at every higher educational institution, particularly those with students from a variety of cultures, ethnicities, and linguistic backgrounds. Teachers of English as a foreign language (EFL) in the mountainous areas in Vietnam face challenges in improving students' learning, because of the distinct ethnic groups with unique religious, linguistic, and cultural characteristics and identities who attend their classes. This research explored how to improve the English language learning (ELL) for Muong ethnic minority students in a tertiary institution in Vietnam. Applying a well-known framework of culturally responsive teaching (CRT), this mixed-method study explored Muong students' culture and learning preferences and used these as a conduit for learning and teaching processes in ELL classrooms where Muong students constitute the majority.

The study consists of two phases. Phase One explored the Muong students' culture and their learning preferences in order to design the English language teaching (ELT) strategies culturally responsive to Muong students. It employed the data from the researcher's autoethnographic writing, three focus group interviews with Muong villagers, four interviews with Muong college teachers, and questionnaires from 46 current college students. Phase One findings showed some Muong cultural features that were helpful for creating a safe learning environment for Muong students including hospitality and friendliness, working together, equal relationships in the family, and maintaining harmony. With regard to the learning preferences, it was evidenced that Muong learners prefer learning activities that relate to their daily life and culture, friendly relationships, learning by observing others and practice, and extra-curricular learning materials. They have emotional expectations such as to be encouraged, to be understood and cared for, to be respected and treated fairly, and to be supported.

Phase Two measured the impacts the teaching strategies had on Muong students. An eight week quasi-experiment intervention was conducted. Two intact classes participated in the study, one experimental class and the other one a control. Data

from video-recording, audio-recording, pre- and post-test scores, pre- and post-questionnaires, and teacher interviews were gathered. The findings showed a positive change in participation in oral learning activities, in attitude toward and confidence in ELL, and in post-test scores of Muong students. Non-Muong students were not found to be disadvantaged by the intervention.

The study findings imply that CRT of Muong college students is very important to increase their academic achievement in ELL. It shows that methods culturally responsive to Muong students included a safe learning environment and learning activities integrated with their learning preferences. It lends support to the theory of CRT (Gay, 2010; Ginsberg and Wlodkowski, 2009) in that it shows knowledge of how to make the learning more effective for students from a particular group.

*Dad: So ashamed, so ashamed...*  
*Daughter: What's wrong, daddy?*  
*Dad: You know, even little boys can speak English fluently*  
*Daughter: So what, daddy?*  
*Dad: Me, now 57, can't say an English word!*

That conversation was between my late father, a Muong person, and me, an English language teacher, several years ago, when he came back from a trip to The Philippines, where English is used as a second language.

**For my late father Bui Van Mang,  
the great educator of Muong land  
for having inspired me  
to start this doctoral study**

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## ABBREVIATIONS

CAR	Control class audio recording
CLT	Communicative language teaching
Cont.	Control
CRT	Culturally responsive teaching
EAR	Experimental class audio recording
EFL	English as a foreign language
ELL	English language learning
ETI	Experimental teacher interview
Exp.	Experimental
GI	Group interview
HAS	High-achieving student
II	Individual interview
L	Lesson
LAS	Low-achieving student
MOET	Ministry of Education and Training
PI	Post intervention
QUAL-QUAN	Qualitative – quantitative
TESOL	Teaching English to speakers of other languages
TI	Teacher interview
V	Village



## CHAPTER ONE:

### INTRODUCTION

English language teaching (ELT) in Vietnam has been focused recently on improving students' ability to communicate in English. In the mountainous regions of Vietnam, where the social and economic conditions are still underdeveloped, one of the challenges that teachers of English encounter is the underperformance of ethnic minority groups. How to improve their learning is one of the biggest concerns for the educators in the nation in general and in each location in particular.

This chapter sets up the background to the study which is related to ELT and English language learning (ELL) in Vietnam. It continues with the rationale for the study which identifies the problems that English language teachers and learners in one mountainous educational context often encounter, in order to clarify the aims for the study. Next, concepts of culture and cultural dimensions are discussed for the terms used in the study. Finally, the outline of the study is presented.

#### **1.1 Background to the study**

English is one of the foreign languages taught widely in Vietnam and is a compulsory subject of the curriculum at the tertiary level. ELT in Vietnam has greatly improved since 1995, when Vietnam joined Association of Southeast Asian Nations (ASEAN), opened its doors to the rest of the world and started diplomatic, economic, social and educational relations with other nations (Tsuboi, 2007). The demand for a skilled labour force with workable English ability has increased (Anh, 2010), and thus English has become more important than ever before. Consequently, English has become one of the prerequisites for graduates in order to get a good job or to study at a higher level. However, the English language skills of Vietnamese employees have not yet met Vietnamese employers' requirements (Anh, 2010).

To satisfy the need of Vietnamese people for English for communication, the shift from conventional approaches (grammar-translation, audio-lingual) to a communicative

approach in ELT has been made by many Vietnamese teachers of English including those of my college in Vietnam in particular. This aims to equip graduates with basic English knowledge and skills, so that they can meet the requirement for English use in future employment. The communicative approach is a prevalent ELT approach used in many corners of the world as it is believed to meet the learners' demands for English communication (Richards, 2006), due to an emphasis on opportunities for learners to use the target language in a communicative way (Nunan, 1991). However, the communicative approach does not seem to work well in the Vietnamese context, such as in my college, where Muong ethnic minority students constitute the majority, as it has not resulted in an improvement in students' communication. Although it emphasizes opportunities for communication, in my experience, Muong students prefer to keep silent in ELL. Therefore, a methodology that could be well adapted to a particular teaching context is not necessarily appropriate in another context. The appropriateness of teaching strategies, thus, varies from this context to another context. Students from different contexts are likely to bring different cultures and learning needs into their classrooms. Thus, in ELT, raising teachers' awareness of students' cultural values may be necessary to find out a responsive teaching methodology. Furthermore, although it is the teaching context where Muong students are of a local majority, the curriculum, learning materials, and teaching practices there follow the Kinh majority-culture approach, and the minority culture is therefore ignored in schooling. The use of a CRT is crucial as it may help the teachers from both Muong and non-Muong groups recognise the importance of the students' cultural values in order to find out the appropriate ELT for Muong students' learning.

### **1.1.1 An overview of the Communicative Language Teaching approach**

Communicative Language Teaching (CLT) is generally regarded as an approach, rather than a method (Richards & Rogers, 2001). It initially appeared in Europe in the early 1970s and has been further developed in countries where English is used as the second language (Li, 1998). CLT has been used widely in various ways, and consequently, CLT does not refer to one particular theory or method, rather it embraces many points of

view about language learning and teaching, which allow it to meet the requirements of learners' proficiency-oriented goals (Brandl, 2008).

Since CLT has various definitions, for the sake of simplicity and directness, Brown (2007) offers four interconnected characteristics as a definition of CLT:

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence;
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes;
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use; and
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (Brown, 2007, p. 241)

CLT has been applied in English lessons in Vietnam in a way that encourages learners to participate actively in meaningful interaction to exchange information and solve problems (Brandl, 2008; Canh, 1999). Communicative activities are included in the textbook as tasks for students to practise. Teachers use other materials (e.g., newspaper, magazines, video clips, pictures) as an addition to the textbook in order to match real life to encourage students' participation (Brandl, 2008; Richards, 2006).

Pairwork and groupwork are the expected structures for communicative activities, as those kinds of structures are useful to create chances for learners to develop their interaction and fluency. Teachers play the role of facilitators and monitors during the learning activities (Littlewood, 1981; Richard, 2006). Before doing communicative activities, students are provided with some key grammatical structures and vocabulary

as the focus to practise. The feedback is given by the teacher after students complete the task.

### **1.1.2 Challenges of using a CLT approach in Vietnam**

In spite of the aforementioned positive view of the communicative approach, there have also been certain reservations around using it. Students' negative attitudes to communicative activities and teachers' lack of confidence in using CLT pedagogies are very apparent in Vietnam (Canh, 1999; Hiep, 1999). As a result, most college students in Vietnam are not able to effectively communicate in English (An, 2002; Anh, 2010; Hiep, 1999).

Researchers in Vietnam have investigated the causes of this with the communicative approach in ELT. Hiep (1999) identified factors affecting the process of using CLT. Firstly, the educational policy of popularization of tertiary education rapidly increased the number of English language teachers but not the quality of teaching. Secondly, the curriculum renovation was designed to provide learners with a large amount of academic knowledge rather than to satisfy learners' needs. Thirdly, both teachers and students are so familiar with the traditional grammar translation method that focused on grammar and vocabulary that when Vietnamese teachers and students encountered a new teaching method and a new learning environment, they felt embarrassed and confused. Teachers seemed unaware of the need to develop materials in order to be relevant to the local context. Canh (1999) pointed out that the communicative needs do not seem to be explicit in Vietnamese learners' thoughts. An (2002) added that Vietnamese students' attitudes towards CLT tended to be negative as Vietnamese learners seemed to be passive and dependent on their teachers (more details in Section 2.2).

It has been noted that the Vietnamese classroom culture appears to be an obstacle for effective use of CLT (Canh, 1999; Hiep, 1999). The interaction is usually one way, from the teacher to the student, while the "communicative classroom seeks to encourage learners to initiate and participate actively in meaningful interaction" (Canh, 1999, p.

3). The 'one way interaction' learning style is considered typical in classrooms where the power distance is large, and where the education tends to be teacher-centered with little two-way communication (Hofstede, 1997). This is argued to be affected by Confucianism (Hofstede, 1997; 2008), which emphasizes that the stability of society is based on unequal relationships between people, such as ruler-subject, father-son, older brother-younger brother, husband-wife, and senior friend-junior friend. In education, this philosophy is expressed in the teacher-student inequality which might cause the need for dependence in the student's mind. Students strongly affected by Confucianist values remain dependent on teachers even after reaching high education levels (Hofstede, 1997).

Accordingly, some researchers (Bock, 2000; Canh, 1999; Ellis, 1996), both Vietnamese and international, claim that it is difficult to apply CLT effectively in Vietnam, especially in tertiary institutions. It is owing to this problem that the CLT should be carefully considered before being used widely for a language programme. More importantly, Bock (2000) claims that it is timely for Vietnam to "produce its own research on the usefulness of CLT in attaining its educational goal" (p. 28). Teaching strategies could be modified to be appropriate for students in one particular context, for example, cooperative learning were modified to be appropriate for Confucian style classrooms (Ning, 2010; Phuong-Mai, Terlouw, Pilot, & Elliott, 2009). It is believed that in practice, a culturally-adapted communicative approach can work well in Vietnamese ELT classrooms (Canh, 1999). This requires teachers to have a deep understanding of students' cultural background. The point is that Vietnam is a culturally diverse country as it consists of 54 different ethnic minority groups. Therefore, one classroom especially in the mountainous locations often has students from several cultures. This study will make a contribution to the debate about suitable instruction techniques by investigating the use of culturally appropriate strategies for teaching English to college students of one ethnic minority group in the north of Vietnam – the Muong people. To achieve that aim, the study will investigate how elements of the Muong culture may impact on teaching and learning, in order to identify the teaching strategies that fit well culturally, to make suggestions as to how Muong students' English communicative

competence may be enhanced, and to evaluate the use of the culturally-adapted communicative approach in a multi-cultural context in Vietnam.

## **1.2 Rationale for the study**

To restate, this study focuses on an investigation into the use of culturally appropriate strategies for teaching the English language to Muong ethnic minority students at a tertiary institution in Vietnam. This section briefly describes the background of students, an overview of the English language as a subject, and my own relevant teaching experience that has motivated me to carry out this study.

### **1.2.1 Background of Muong ethnic minority students**

Students at the research site come from various districts of the mountainous locale, and most of them belong to ethnic minority groups, which include Muong, Thai, H'Mong, and Dao. Among these, Muong students are the most prevalent (Hoa Binh College, 2009b).

Muong, a tribe with a long history in the area, is one of the ethnic minority groups living in North Vietnam, and living mostly in the Hoa Binh mountainous province. As they mostly live in the mountainous areas, Muong people are not as affected by China, the home of Confucianism (WikiPedia, n.d.), as the dominant people of Vietnam, who have been comparatively strongly influenced by Confucianism (Phuong-Mai et al., 2009). Compared with the other minorities in Vietnam, Muong people's economic situation in general is still underdeveloped, largely due to the low literacy levels (Department of Culture and Information & Committee of Ethnic Minorities, 1995; Hoa Binh Committee, 2010). The criteria to enrol ethnic minority students into tertiary education are de-standardized, which means the entry criteria are lower than for Kinh students (the dominant group in Vietnam), who often have higher enrolment (Hoa Binh College, 2009c).

Muong cultural factors tend to have impacts on the economic development and the other aspects in Muong people's lives (Department of Culture and Information &

Committee of Ethnic Minorities, 1995; Thanh, 2004a; Thanh, 2004b). There has been some research done on Muong culture, and most studies give a clear picture of the Muong way of life, such as the description of the living place, anthropological features, traditional clothes, festivals, and characteristics (Cuisinier, 1995; Mai & Tan, 1999; Tan et al., 2000). There is limited literature on Muong cultural impacts on the educational development of Muong people. This issue is crucial, as the annual educational policy in Vietnam emphasises the educational improvement for students of minority groups (e.g., Vietnam MOET, 2012). More educational research is certainly needed for the development of the Muong community, as “access to quality and appropriate education is a gateway to development and poverty eradication for minorities, and it is equally essential for the preservation and promotion of minority culture, languages and identities” (McDougall, 2010, para. 2). Research on improving education for ethnic minority students, therefore, will contribute to minimize the poverty for the community of minority people in Vietnam.

### **1.2.2 An overview of the English language as a subject**

In the present study, English language is a subject that students have to learn at the tertiary level. It is learnt as a foreign language. English as a Foreign language (EFL) refers to “the role of English in countries where it is taught as a subject in schools but not used as medium of instruction in education nor as a language of communication (e.g., government, business, or industry) within the country” (Richards, Platt, & Platt, 1992, p. 123-124).

According to the Vietnam national tertiary curriculum, English is one of the compulsory foreign language subjects for non-major language training programmes, consisting of ten credits, accounting for 10% of a total credit of an undergraduate programme. In the research site of this study, these ten credits are carried out in two terms. Each term has five credits. After this ten-credit course, students are expected to be able to use English at the pre-intermediate level. All four English language skills, listening,

speaking, reading, and writing are integrally taught through the textbook (*Lifelines pre-intermediate students' book*, Hutchinson, 2000b).

According to the English language syllabus of the research site, students' English knowledge is assessed through regular oral and written tests. The final exam consists of an oral and a written test. Written tests cover listening, writing and reading skills, and knowledge of grammar and vocabulary.

### **1.2.3 My professional experience in the tertiary institution prior to this study**

*'Treat people as if they were what they ought to be and you help them to become what they are capable of being'. – Goethe*

The urge to pursue this study, above all, arose from my special love of teaching. This love inspired me to complete four years of study in teaching foreign languages at the National University of Hanoi, Vietnam and another three years for a Master of Arts degree in English linguistics in Hanoi University. This love drove me to fulfil my dream by gaining a teaching job in a Vietnamese college, where I have spent more than ten years teaching English, and where I have had opportunities to work with ethnically diverse students. My greatest expectation in teaching was to see improvement in learning of all students in my classroom, particularly the improvement of Muong ethnic students whose achievement reflected less effective learning. I felt lucky, because I used to be a Muong student at university and I thought that this experience could help me to better understand my students. However, there is a significant gap between thought and practise. This experience did not seem to be enough to lessen the challenges in my teaching. This made me more curious about the link between them, as ethnic minority students, and myself, as a teacher - in other words, between their own background and challenges to my teaching. I believe that each individual has his/her own ability that needs to be nurtured. I favour a famous quote about education from John F. Kennedy "Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which,



fulfilled, can be translated into benefit for everyone and greater strength for our nation”.

#### **1.2.4 The challenge in ELT: Students’ silence**

As a teacher, every month I have a duty to observe my colleagues’ lessons and, vice versa, my colleagues observe my teaching, as a way to share teaching experience. One of our aims in teaching is that the students will be able to use the knowledge that they have learnt to communicate in English as much as possible, and therefore CLT has been used regularly inside the classroom.

CLT was introduced to all the teachers of English in my college before starting their teaching job, and this new methodology was only strongly applied in teaching after 2001, when all of us completed a professional course on English teaching methodology conducted by VAT.<sup>1</sup> However, CLT has not always been conducted as intended, especially in classrooms where Muong students formed the majority. When observing the lessons, we recognized that many students appeared silent in oral activities, especially in debates. It was not easy for teachers to encourage students to interact in the classroom. I began by thinking about myself, as I am a Muong person and used to be a Muong student and have experienced the same learning environment.

#### **1.2.5 My ethnic experience and interaction with the literature**

*‘A banana belongs to its own bunch, a man belongs to his own family.’ – Muong saying*

During my time at college, I started reading literature with the hope of finding ways to motivate Muong students to practise speaking English in the classroom. Firstly, I tried to identify my difficulties when I was a student, which may have been impacted on by teaching and learning styles. I used to keep silent to be safe when in an unprepared situation and when feeling unconnected with others. Furthermore, I was usually in

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<sup>1</sup> VAT (The Vietnam – Australia English Language Technical Training Project), funded by AusAID, set up Teacher In-service Education Programmes with two main aims, to develop the English language skills of teachers and their English language teaching skills. Concurrently, the programme were to improve the levels of creativity and professional confidence of Vietnamese English language teachers (Brogan & Ha, 1999).

deference to my friends' desires, as I liked moderateness in every situation. Secondly, I thought of which teaching styles may match Muong culture. Bearing in mind a Muong saying "*Chuối có nải, người có họ*" (which means: A banana belongs to its own bunch, a man belongs to his own family), I began thinking of Muong people living and working in a community like a big family. Muong people would feel more comfortable when being in their native place, where they feel safe and close.

I began to explore ways to improve teaching strategies for Muong students. I designed a plan for a pilot 90-minute lesson. From the earlier thoughts, among a variety of teaching strategies I gave more attention to cooperative methods (Johnson & Johnson, 1989; 1999) as I found a similarity to the lifestyle of the Muong people. Some activities were prepared for a friendly learning environment where students had opportunities to self-study and to cooperate.<sup>2</sup> They also had the right to choose who to work with and to set the time for each task. All four language skills, listening, speaking, reading, and writing, were integrated and practised in this lesson. My role was to observe and to give assistance where necessary. As a result, students looked more open when talking with their friends; furthermore, they seemed to be slightly more confident when being invited to demonstrate the tasks orally. This trial helped me realize that the teacher must experiment with new ideas to improve students' attitudes toward learning, and encouraged me regarding the feasibility of using culturally appropriate strategies in teaching English language to Muong students at tertiary level.

As shown earlier (see Section 1.1.1), CLT is applied in my teaching context in Vietnam in the way that it focused on developing the communicative competence for language students. In the EFL classes, CLT requires the teachers to use techniques to engage students in the learning activities for communicative purposes, such as pairwork, groupwork, non-textbook materials, teachers are as facilitators and monitors during the learning activities. However, this approach does not take students' culture into account. The use of a culturally responsive teaching, which enhances the students'

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<sup>2</sup> This lesson was videotaped and posted on <http://atl.edu.net.vn> by Viet-Belgium Education Project (funded by Belgium government), which focused on improving quality of teaching and learning for college teachers and school teachers of 14 mountainous provinces in North Vietnam.

positive attitude to learning, could help maximise the effectiveness of the implementation of CLT in my teaching context. I was determined, therefore, that the thesis study would include in-depth exploration of ELT approaches which are culturally responsive to Muong students. Understanding Muong culture was an important and integral part of this exploration (Section 4.1), as it is pointed out that “[t]he language we use to think, the way we travel through our thoughts, and how we communicate cannot be separated from cultural practices and cultural context” (Wlodkowski, 2008, p. 2).

### **1.3 Concepts of culture and cultural dimensions**

Understanding the concept of culture is very important even for experienced educators, to recognize the reasons why they frequently meet challenges in culturally diverse classrooms (Ginsberg & Wlodkowski, 2009). The word ‘culture’ embraces a plethora of concepts, which are used to describe many different things and are interpreted in different ways. Culture has been discussed for a long time as embracing almost every aspect of human life (Ginsberg & Wlodkowski, 2009; Seelye, 1993). From a historical perspective, culture is seen as a heritage passing on through the generations, while from a psychological perspective, culture is seen as a problem-solving device that helps people communicate, learn, or show emotional needs (Smith, 2001). From different points of view, Jenks (2005) and Williams (1976) identify the main meanings of culture predominant in current academic discussion. Accordingly, culture is defined as ‘art’ and ‘civilization’, personal refinement (such as when we talk about a ‘cultured person’), cultural products (such as books, films, and TV shows), and the life styles of a group of people.

In Hofstede’s (1997) notion of culture, these four meanings are included in Culture One and Culture Two. Culture One is defined as ‘refinement of the mind’, and refers to the result of refinement of education, art, and literature. Bennett (1998) defines it as Upper-Case Culture, or culture with a capital ‘C’. Seelye (1993) calls it ‘big-C’ culture. Culture Two refers to patterns of thinking, feeling, and acting, as well as how people

greet, eat, show feelings, and keep a certain physical distance from others. In other words, Culture Two is embodied through “the collective programming of the mind which distinguishes the members of one group or category of people from another” (Hofstede, 1997, p. 5). Bennett (1998) classifies this as Lower-Case Culture. Seelye (1993) refers to it as ‘little-c’ culture. Brown (2007) supports this view, stating that culture is “the context within which we exist, think, feel, and relate to others” (p. 188).

Whether referred to as Culture Two or Lower-Case Culture, this concept of culture refers to a dynamic system of social values, cognitive codes, behavioural standards, worldviews, and beliefs about our own lives and those of others (Delgado-Gaitan & Trueba, 1991). This meaning of culture (little-c) is most pertinent for my study which seeks to identify the patterns of ideas and values common to one particular group of people, their characteristic ways of thinking, feeling and acting. These characterize the habitus of that particular group, or make up its distinctive lifestyle (Inglis, 2005). This means that how an individual thinks and how they act physically are both expressions of the cultural norms, the habitus, of the group of which they are part. Culture influences “what we talk about; how we talk about it; what we see, attend to, or ignore how we think; and what we think about” (Porter & Samovar, 1991, p. 21).

The habitus of each individual in the group contributes to the diversity of society as each group has its own culture (Inglis, 2005). The dimensions of ethnic culture are similar to dimensions of national culture (Hofstede, 1997). In view of this, Hofstede (2008) proposes that cultures differ along five dimensions:

*Power distance*: Extent to which the less powerful members of institutions and organizations expect and accept that power is distributed unequally;

*Collectivism versus individualism*: Collectivism refers to a society in which individuals from birth onwards are part of strong in-groups that last a lifetime. Individualism implies a society in which the ties between individuals are loose: everyone is expected to look after themselves and their immediate family;

*Feminity versus masculinity:* Feminity implies a society in which emotional gender roles overlap: both men and women are expected to be modest, tender, and focused on the quality of life. Masculinity implies a society in which emotional gender roles are distinct: men are expected to be assertive, tough and focused on material success, women on the quality of life; men's culture prevails;

*Uncertainty avoidance:* Extent to which the members of a culture feel threatened by ambiguous and unknown situations; and

*Long-term orientation versus short-term orientation:* Long-term orientation is the extent to which members of a society adapt themselves to reach a desirable future. Short-term orientation is the extent to which members of a society take their guidance from the past to try to fulfil their present needs and desires. (Hofstede, 2008, para. 9 – 19)

The cultural dimensions of each group/nation help to identify the differences among nations or ethnic groups within a nation, and contribute to understanding different learning and teaching approaches in multicultural classrooms within a nation. For instance, in a society with a large power distance teachers are the centre of the classroom. Students depend on teachers and treat teachers with respect; teachers initiate all communication in class and transfer personal wisdom. For example, Thai and Japanese students have been described as more passive (compared to Western students), less familiar with teacher-student interaction, and preferring not to work individually (Kainzbauer & Haghirian, 2005). Vice versa, the education in a society with a small power distance is usually student-centred. Teachers and students are considered equals; students may initiate some communication in class whilst teachers are experts who transfer objective truths (Hofstede, 2008). Additionally, in a society with strong uncertainty avoidance, students want to know the right answers, but in a society of weak uncertainty avoidance, students want discussions (Hofstede, 1997). Thus, the response a student has to a learning activity reflects his or her culture

(Wlodkowski & Ginsberg, 1995) and thus learning styles of students may vary from culture to culture (Pratt, 1992).

What is more, cultural dimensions help to identify the types of communication that individuals use. This is because the communication practices and behaviours of individuals reflect their own cultures (Porter & Samovar, 1991). In the context of classrooms, the difference in communication may affect learners' performance. Wlodkowski (2008) states some cultural dimensions that could be used to explain the differences in nonverbal communication of adult learners, specifically of those with ethnic minority backgrounds. For example, people of individualistic cultures are encouraged to express emotions, whilst those of collectivistic cultures tend to suppress both positive and negative emotional displays that are contrary to the mood of the group (Wlodkowski, 2008). People in a high power-distance culture are usually expected to show only positive emotions to others with high status; many Asians' smiles may be used to lessen tension with higher-status people; students tend to be expected to treat their instructors with modesty and deference. Wlodkowski (2008) also indicates that context is one cultural dimension that affects the people's communication. In high-context culture, the silence, the less emotional expression, or non-verbal expressions are communicative behaviours (Wlodkowski, 2008). Asian students tend to be quiet in the classroom, which is as a sign of respect to their teachers (Chan, 2004). The silence in the classroom of Chinese students is in relation to the value of modesty (Xie, 2010). Similarly, Vietnamese students (Kinh dominant of Vietnam), who are influenced by Confucian culture, are expected to listen to their teacher in the classroom and only talk when the teacher asks a question (An, 2002). Low-context messages are the opposite; most of the information must be elaborated and highly specific and verbal. People in western countries, such as Switzerland, Germany, and the United States tend to exhibit this low-context communication (Ting-Toomey, 1988; Wlodkowski, 2008).

It is noted that teaching which ignores student norms of behaviour and communication provokes student resistance (Wlodkowski & Ginsberg, 1995), because

communication is an important aspect of culture and communication practices are largely shaped by culture (Dhindsa & Latif, 2012; Rasool & Curtis, 2000). Feelings of cultural isolation tend to cause deterioration in adult motivation to learn (Wlodkowski, 2008). Thus establishing inclusion among adult learners by giving students a climate of respect and a feeling of connection is crucial to motivate students to engage in learning activities (Wlodkowski, 2008). This would be more effective if teachers have an understanding of how culture can shape students' learning (Ginsberg, 2005), how culture shapes students' attitudes, and how culture shapes students' communication behaviour. In a language class, culture is always a critical factor that the teacher must be aware of, because it is embedded in students' own language and informs practiced rituals that shape thinking (Kim & Lee, 2012). Failing to understand the students' culture, such as the approach to learning, the behaviour towards lecturers and peers might result in misconceptions about their motivation and intellectual abilities (Sulkowski & Deakin, 2008).

#### **1.4 Chapter summary**

CLT has been applied in English language classes in Vietnam, however it has not fulfilled its aim of improving Vietnamese students' communicative competence. Understanding of students' cultures and learning needs should be a crucial part of how to improve students' ELL, especially in a Vietnamese context of diverse ethnic minority students. This research study will explore cultural elements of the Muong ethnic minority group and how these could influence Muong students' learning. The results of this will be used to build up teaching strategies culturally responsive to Muong students' ELL.

#### **1.5 Outline of the thesis**

This thesis consists of seven chapters. Chapter One points out the challenges that teachers often meet in English classes in the multi-culture context and discusses that ELT needs to be culturally responsive to Muong students. It also presents the concepts of culture used in the study. Chapter Two reviews the literature relevant to aspects of ELT, ELL, the notions of and studies in relation to CRT, which identifies that there have

not been any studies done on culturally responsive ELT to Muong students. Chapter Three describes the research methodology, which explains research paradigm, the choice of data collection and analysis methods, and details the process of data collection and analysis. Chapters Four, Five and Six present the main findings of the study. Chapter Four reports and discusses the findings of Phase One, which are in relation to cultural features of the Muong people and their learning preferences. It then deals with findings regarding the preferences for learning English of current Muong college students. The frame of culturally responsive ELT to Muong students is also included in this chapter. Chapter Five continues with the description of ELT strategies used in the classes before the intervention and during the intervention in both the control class and experimental class. Chapter Six reports and discusses findings of Phase Two, including the students' ELL before the intervention and during the intervention. Finally, Chapter Seven draws conclusions, presents the implications and limitations, and proposes further research. The researcher's personal reflection concludes the thesis.



## CHAPTER TWO:

### LITERATURE REVIEW

Improving students' English language learning (ELL) has been the focus of considerable research recently, yet none of research has investigated the improvement of ELL for ethnic minority students in Vietnam by using culturally responsive teaching (CRT). This chapter reviews the theoretical and empirical literature related to the study topic in order to identify the issues that the study addresses. It also introduces the theoretical framework used for the research. The first section reviews the literature on English language teaching and learning areas, including the problems that English language learners often encounter. The second section addresses the impact of cultural difference on tertiary teaching and learning. The last section presents the notions of and reviews studies in relation to CRT.

#### **2.1 English language learning**

This section reviews the literature regarding the challenges in ELL that students often encounter. It then discusses the literature relating to teaching methods to eliminate the problems in ELL for students, including: participation in ELL, attitude toward and confidence in learning and ELL, and outcomes in ELL.

##### **2.1.1 Challenges in ELT and ELL**

Numerous studies have indicated reasons why students failed to meet the requirements of learning English as a foreign language (e.g., Canh, 1999; Ghadirzadeh, Hashtroudi, & Shokri, 2012; Hiep, 1999; Khamkhien, 2010; Sakai & Kikuchi, 2009). In a discussion paper Khamkhien (2010) pointed out that Thai students in general lacked speaking competence. Major problems were found in speaking tests, such as mispronunciation of English words, which resulted in misunderstanding in conversation. This was because the English language has a different set of sounds from the Thai language. Another reason was that students could not have natural

communication because in the conversation they tried to memorise what they had prepared for the speaking tests, and so they failed to take turns to keep the conversation going. Further, student communication broke down because students could not correctly read questions aloud to their friends. Most of them did not understand the written instructions for the speaking assessments due to their limited English language knowledge and mispronunciation. In order to improve Thai students' speaking skills, many teachers preferred using communicative language teaching (CLT) in their language classroom. However, CLT appeared not to be effective, because the teachers focused too much on grammatical competence and the interaction in the classroom was mainly teacher-dominated. They were not familiar with the aural-oral dynamic of CLT. The problems in learning speaking skills of Thai students and in applying CLT were similar to those of Vietnamese context in the way that teachers could not apply successfully CLT in Vietnam, because they were too familiar with the grammar-translation method, and the classroom was one-way interaction (Canh, 1999; Hiep, 1999) consistent with the Confucian culture. In a similar vein, Ning (2010) claimed that university Chinese EFL students encounter problems in groupwork learning, because they have been exposed to teacher-dominated classrooms and were not willing to communicate.

Other problems included factors that demotivated students in ELL. Ghadirzadeh et al. (2012) conducted a quantitative study on factors that demotivated students in ELL. The participants were 260 bachelor degree students of engineering and human sciences in a university in Iran, who were selected via a multi-stage sampling method. The survey was carried out through a Persian version of the Demotivation Questionnaire for ELL. Five demotivating factors for ELL were identified: lack of perceived individual competence; lack of intrinsic motivation; inappropriate characteristics of teachers' teaching methods and course content; inadequate university facilities; and a focus on difficult grammar. Among these, the results of two factors, lack of perceived individual competence and lack of intrinsic motivation, showed statistically significant differences. Similarly, Sakai and Kikuchi (2009) found that learning content and

materials, teaching styles, and lack of intrinsic motivation were demotivating factors for Japanese high school students' ELL.

In brief, problems found internationally in ELL were mostly attributed to students' lack of competence and intrinsic motivation, the teachers' teaching methodology, and learning content and materials. The problems for Asian students seemed to be common across countries as there was a lack of communication in English classes found in Thailand, China, Japan, and Vietnam. Similar issues occurred in English classrooms where Muong students constituted the majority, namely students did not participate in the classroom. Student participation is linked with an increase in average exam scores (Christle & Schuster, 2003; Daly, Kreiser, & Roghaar, 1994). Thus, learning outcomes will not be improved if there is no participation in learning.

### **2.1.2 Participation in ELL**

Student participation plays a very important role within the foreign language pedagogy, therefore it is both a theoretical and a practical concern for the teachers and researchers. There is an assumption that the participation is an essential part of language learning. This assumption is explicitly conveyed in several learning theories, for example, *legitimate peripheral participation* (Lave & Wenger, 1991), and *learning by doing* (Dewey, 1997). Student participation is implicitly highlighted in the present theories of language learning and also in pedagogical applications, for instance, in *communicative language teaching*, *task-based language teaching* (Larsen-Freeman, 2000; Richards & Rogers, 2001). The relationship between participation and learning has also been investigated in various studies (Firth & Wagner, 2007; Long, 1997; Modada & Pekarek-Doehler, 2004). Students gain much benefit when they participate actively in classroom discussion and oral language activities, and the greater their participation, the more they learn (Warayet, 2011).

In foreign language learning, students participated by interacting with teachers and their peers for the purpose of practising the language. Yoon (2012) states that "Through interaction, students are involved in the cognitive process by sharing their

ideas, co-constructing meaning, negotiating their perspectives, linking their ideas to their life experiences, and reshaping their ideas in meaningful social contexts.” (p. 158). In addition, participation refers to the non-verbal features in the classroom. For example, students participate in the class activities through a range of embodied actions, such as gazing, smiling, nodding heads (Warayet, 2011). Gestures are an important part of participation, because they are used as a tool of nonverbal communication in language learning (Gullberg, 1998; Gullberg & McCafferty, 2008; McCafferty & Stam, 2008). In my study, the student participation refers to both the oral interaction with interlocutors (teacher and peers) in the class activities, and the gestures exhibited in the class activities.

Studies investigated the factors that impacted on student participation in ELL (Aydar, 2013; Kumar, 1992; Nor & Choo, 2010). Nor and Choo (2010) found factors, which are affective, cognitive, cultural, learning strategies, and pedagogical that have been the key factors restricting student participation. Kumar (1992) found that the nature of the teaching and learning activities and the teacher’s role and attitude influenced the nature of student participation. Likewise, a study recently found the student and teacher questions scaffolded language learning and positively affected students’ participation during teacher-led whole class interactions (Aydar, 2013). It was revealed that in a language class, teaching plays a necessary role in the level of student participation. More concrete evidence about the relationship between the teaching strategies and students’ participation in foreign language learning, such as in what way the types of learning activities or teacher’s behaviour could impact on the level of participation, should be a contribution to the debate about the reasons for student participation in ELL.

While many studies have examined the factors influenced student participation in ELL, the other studies examined how the student participation can be improved (Cruickshank, Chen, & Warren, 2012; Delaney, 2012; McDonough, 2004). Most studies indicated that the use of pair and group work improved student participation (Cruickshank et al., 2012; McDonough, 2004). For example, using in-class group work

strategies helped linguistically and culturally diverse students in an Australian tertiary institution achieve greater interaction, higher satisfaction ratings, and better learning outcomes in EFL lessons (Cruickshank et al., 2012). Similarly, the students with more participation during pair and small group activities in an EFL context at a Thai university showed more improvement in producing the forms of the target language (McDonough, 2004).

While some studies have focused on how student participation can be improved, other researchers examined the relationship between the participation and students' outcomes. For example, a study carried out in a Japanese university showed that there was a positive correlation between the quality of student oral participation (accuracy, complexity, and fluency) and the gains in target language ability, but no correlation between the quantity of participation and the gains in target language ability (Delaney, 2012). It was explained that the accurate and complex utterances required students to engage in more intensive processing, which resulted in greater gains in the ability of the target language and in the fluency of target language. It appears to conflict with McDonough's findings (2004) presented above that the students with more participation showed more improvement in producing forms of target language. More research on the student participation in ELL, in terms of quality and quantity, and students' outcomes should be a necessary contribution to better understand this issue.

Although a number of studies have explored student participation from different perspectives and showed similar or conflicting findings, the study of participation in ELL of ethnic minority students has been largely neglected. Further, it is important to indicate that, although many studies have investigated student participation in various countries where English is taught as a second or foreign language, little or no research has tackled this subject in the Vietnamese context. The present study examines verbal and non-verbal student participation using teaching strategies that are culturally responsive.

### **2.1.3 Attitude toward and confidence in learning and ELL**

Attitude is a tendency on the part of an individual to respond positively or negatively to objects, situations, concepts or another person (Aiken, 1996). Along the same lines, Montano and Kasprzyk (2008) indicate that:

[a]ttitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour (behavioural beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude towards the behaviour. (p. 71)

The learning process is considered a positive change in the individual's personality regarding emotions, behaviours, and cognition, because when students learn a particular subject, they might think and behave in a different manner (Kara, 2009). To this extent, attitude consists of three components: behavioural, cognitive, and affective. The behavioural aspect refers to the way students behave and react in particular situations. If students are successful in learning, they will exhibit positive attitudes toward learning activities:

Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally. (Kara, 2009, p. 102)

Confident attitudes toward learning are exhibited when the learners are successful, enthusiastic, do not feel anxiety about learning, and have positive expectations from learning (Kara, 2009). Duarte (2007) and Braten and Stromso (2006) point out that the more positive attitude one has, the better the learning performance will be.

In the foreign language learning context, attitude is considered one of the most important factors impacting on learning language (Fakeye, 2010). Discussions point out

that language learning is closely related to the attitudes of learners toward language learning (Starks & Paltridge, 1996). The cognitive aspect of attitude refers to the learners' knowledge and their understanding in the language learning process. The cognitive attitude contains four steps: connecting the previous and the new knowledge, creating, checking, and applying the new knowledge (Abidin, Mohammadi, & Alzwari, 2012). The affective aspect of attitude refers to the learners' emotions in particular situations. It could be the likes or dislikes, the interest or lack of interest to the objects in the situation. It is concluded that the inner feelings and emotions of foreign language learners influence their attitudes toward learning language (Choy & Troudi, 2006).

In learning a foreign language, learners' attitudes toward learning might be influenced by the classroom learning environment including learning activities, the relationship between the teacher and students, and between student and student. The students' attitude, such as interest in a particular subject or not, is determined by the learning environment surrounding them. Moreover, the students' attitude toward learning might reflect the effect of the teaching and learning activities in that learning environment. It is indicated that students' attitude could be developed by practices connected with students' personal relevance and volition (Ginsberg & Wlodkowski, 2009).

As attitude is one of the key factors to determine success in language learning, numerous studies have investigated the students' attitude toward ELL (Gan, 2009; Soleimani, Moinzadeh, Kassaian, & Ketabi, 2012; Wu, Yen, & Marek, 2011). Findings have shown factors influencing students' attitude. Gan (2009) conducted a study on language learning attitudes, strategies and motivation among mainland Chinese and Hong Kong university students. Their questionnaire survey was carried out with two groups of students: 339 second-year students from two universities in China, and 280 second-year students from two universities in Hong Kong. The interview was then conducted with 18 students selected from the questionnaire participants. Findings showed that institutional context and social environments rather than cultural

traditions tended to determine the attitudes toward strategies in and motivation for learning English of mainland Chinese and Hong Kong university students.

Other studies investigated teaching methods to improve students' attitude toward ELL. For example, Soleimani et al. (2012) conducted research on the effect of instruction based on multiple intelligences (MI) theory on the attitude and learning of General English. The quasi-experimental research was conducted with 61 students (32 experimental and 29 control) of an Iranian university over eight weeks. The experimental group was taught using MI instruction, and the control group was taught using the traditional method of teaching General English in a period of eight weeks. A test with 30 items was used to determine the effect of MI-based instruction compared with the traditional method. A 15-items scale of attitude toward English was used to assess the students' attitude. Findings showed that there was a significant difference between the attitude toward learning English of students taught based on MI instruction and students taught based on the traditional method, which was more positive. Students taught based on MI instruction exceeded the students who had been taught based on the traditional method both in general and in sub-skills of English (vocabulary, reading comprehension, and structure). The MI-based students' attitude significantly improved.

Wu et al. (2011) explored effects of learning via videoconferencing on students' ELL in a Taiwanese university context. Participants were 227 non-major EFL students who took part in five videoconferences with the American researcher over one academic year and did oral tasks after each videoconference. Findings showed that the authentic interaction in English made students more comfortable and more confident to talk about what they had learnt.

In brief, studies have shown some elements influencing students' attitudes toward ELL. These include the social environment, specific teaching strategies such as multiple intelligences-based teaching, and authentic interaction via videoconferencing. The students' attitude toward learning is affected by the learning environment of the



classroom and by the teaching strategies employed, especially the strategies regarding the use of authentic materials. Learning something of authentic value could help students engender their competence (Ginsberg & Wlodkowski, 2009). It is apparent that in the context of teaching English the matter of developing students' attitudes by incorporating their culture, experiences, and learning preferences has been neglected in the research field. The present study aims to do this by using the CRT framework of Ginsberg and Wlodkowski (2009, Section 2.3.2). In this way, it makes a contribution to a better understanding of the relationship between ELT, the learning process and students' attitude toward this process.

#### **2.1.4 Learning outcomes in ELL**

Learning outcomes refer to the learning achievement that students are expected to know, to understand, or to be able to do after a completion of a period of learning (Eisner, 1979; Otter, 1992). Thus, assessment of students' learning outcomes after a course needs to be aligned with learning objectives of that course. Measuring learning outcomes means measuring students' particular knowledge, skill, or behaviour after the teaching and learning is completed. In the context of teaching and learning English at the tertiary level in Vietnam, measuring learning outcomes is usually undertaken by regular tests and end-of-term tests. In the present study, tests are used as the instrument to measure students' learning achievement.

In the area of ELL, studies have recently investigated the teaching strategies that could help improve students' learning outcomes. Nakatani (2010) identified strategies that facilitated the oral communication for EFL learners in a college in Japan and found that strategies for maintaining discourse and negotiation of meaning could enhance learners' communicative ability. Others employed modern technology as a tool to assist in the improvement of students' learning (Alzu'bi & Sabha, 2013; Nguyen, 2011; Renjie, 2011; Tsai, 2012). For example, using mobile-based email for English foreign language learners in university contexts helped to improve writing skills and vocabulary for students in Turkey (Alzu'bi & Sabha, 2013); using multimedia

courseware helped tertiary students in Taiwan with a higher achievement for English for specific purposes (Tsai, 2012); and integrating multimedia technology into college English teaching and learning was one of the effective ways of improving abilities of College English students in China (Renjie, 2011). However, these findings seemed to conflict with Nguyen's (2011) findings, when he showed that using modern technology such as computer-mediated communication (CMC) into collaborative learning in a language classroom in Vietnam helped improve students' computer skills and collaborative experience, but did not provide any clear evidence of improvement of students' English language skills. The present study aims to contribute to understanding this through using culturally responsive ELT in English classes in Vietnam to seek clear evidence of students' improvement in performance.

As cooperative learning is referred to as an important approach to offer students opportunities to participate in learning, and it is a special feature to establish the culturally congruous learning environment, a brief overview is included here.

### **2.1.5 Cooperative learning**

Cooperative learning (CL) is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, & Holubec, 1993). In CL, students discuss the task, assist each other to understand, and encourage each other to work hard (Johnson & Johnson, as cited in Putnam, 1998). CL helps students develop supportive relationships across multiple sociocultural and linguistic groups (Ginsberg & Wlodkowski, 2009). CL is a procedure consisting of five fundamental components (Brown & Thomson, 2000; Johnson & Johnson, 2006; Kagan, 1994) known by the acronym PIGSF:

*Positive interdependence:* as group members, students perceive that they need each other to complete the group task. If any group member fails to do their part, all group members suffer results;

*Individual accountability:* every group member will be able to perform both within the group and on their own;

*Group and individual reflection:* the group must know how to monitor their own progress, to give reflection on members' actions to decide what is helpful or not and what needs to be changed or not during group work;

*Small group skills:* group members must have collaborative skills to keep working well with each other. These include: encouragement, management, communication, and conflict management skills; and

*Face to face interaction:* this requires students sitting together for effective communication. It helps with facilitating more complex thinking. This provides opportunities for active involvement, and involvement by face to face talking through the issues, which helps the thinking process.

In ELT methodology, researchers indicate that cooperative work, such as pairwork and groupwork, offers students more chances to experiment with the language, increase students' independence and responsibility and more specifically, offer the teacher more opportunity to pay attention to particular students (Harmer, 2007; Ur, 1996). In general, CL promotes higher achievement than individual learning (Kagan, 1994).

Examples of CL are table-sheet and jigsaw techniques. The table-sheet technique is an example activity to illustrate cooperative learning (Viet-Belgium project, 2007). This type of cooperation allows students time to think individually and write their own ideas before sharing with others in a group. It also helps students avoid the dependence on each other during discussion, because it promotes individual work, too. This technique has been found to be appropriate for groups of four (Viet-Belgium project, 2007). Another example is the jigsaw technique which is seen as an effective teaching method to encourage engagement, interaction, and cooperation in a language classroom, especially given that it increases positive interdependence (Ginsberg & Wlodkowski, 2009). The jigsaw technique is a kind of learning activity in

which each group member is responsible for a piece of the task, then explains that part to all other members until everyone understands the whole task.

Studies found that CL has positive impacts on ELL of tertiary students when it was modified to be appropriate for students' traditional learning methods. Ning (2010) indicated that the modification of CL was effectively adapted in tertiary ELT in China, as it gave students more opportunities for language practice and thus enhanced their fluency and effectiveness in communication. CL was modified to be appropriate for Chinese tertiary learners, including: team formation (of foursomes throughout the semester), technique adaptation (including class presentation, structured teamwork, and team assessment), and course evaluation (including both teamwork and individual efforts). Most recently, Ning (2013) conducted the pre-test-post-test control group quasi-experimental design study, comparing the impact of the cooperative learning approach with the impact of traditional whole-class instruction on eight aspects of social skills: self-confidence, sense of cohesion, initiative in socialization, being positive, checking for understanding, equal participation and accountability, acceptance and empathy, and conflict management. It was found that the CL approach was more effective in improving the overall social skills of students, especially in the skills of equal participation and accountability. The CL approach had greater gains in three areas: self-confidence, sense of cohesion, and checking for understanding, although the differences were not statistically significant. The remaining four areas, initiative in socialization, being positive, acceptance and empathy, and conflict management showed no differences between the two approaches. The flexibility of adaptation of CL reveals that the quality of students' ELL much depends on teachers' teaching methods, which calls for teachers' greater understanding of students' traditional learning methods, cultural differences, needs and preferences in learning. Up to now, I have not found any studies that used CL to improve ELL for Muong students in Vietnam.

### **2.1.6 Section summary**

This section reviews theories and studies relating to challenges in ELL and three aspects of ELL, including: participation in ELL, outcomes in ELL, attitude toward and confidence in ELL. It is shown that the students' ELL was impacted by the teaching strategies that teachers implemented in the classrooms, which made important contributions to improving students' ELL in different ways and in different contexts where English is taught as a foreign language. All these three aspects of ELL are shown to be linked to each other and have a coherent relation with each other. Yet none of these studies discussed all three aspects as a complex impact of a teaching strategy. The present study aims to do this.

In the next section, theory and empirical results in the areas of impacts of cultural differences on teaching and learning will be discussed as background to issues affecting Muong students' learning.

## **2.2 Impacts of cultural differences on tertiary teaching and learning**

It has been identified that teachers' responses or lack of responses to students' cultural backgrounds contribute to varied learning performance for tertiary students in multicultural contexts. Thus understanding the cultural differences would help provide teachers with effective teaching methods. Many scholars (e.g., Den-Brok, Levy, Wubbels, & Rodriguez, 2003; Bulut, 2010; Jarvis, Holford, & Griffin, 1998) claim that what and how students learn is strongly influenced by their culture. This section reviews the related studies, including two qualitative studies (Digreorio, Farrington, & Page, 2000; Sonn, Bishop, & Humphries, 2000), three quantitative studies (An, 2002; Cox, Lobel & McLeod, 1991; Donald & Jackling, 2007), and one mixed-methods study (Grainger, 2012). Three of the studies matched the cultural factors with Confucianism and found that Asian students' learning was affected by Confucianism (An, 2002; Donald & Jackling, 2007, Grainger, 2012). The impacts of collectivist and individualist societies were mentioned (Cox, Lobel, & McLeod, 1991). Details from these studies that are particularly relevant to the present study are discussed as follows.

Students' cultures and learning strategies have been investigated to be associated with each other. Grainger (2012) conducted a mixed-methods study on the language learning strategies of learners of Japanese in a foreign language learning environment, which focused on the spoken communication strategies and the impact of cultural background on the choice of strategies. Data collection methods were interviews and an online questionnaire. Interview participants were 19 undergraduate students from different universities in Australia. They were native Australian English speakers. Questionnaire participants were 156 students from five tertiary institutions in Australia. These students were of various nationalities, including 116 Australian and 40 Asian. Findings showed that cultural background significantly affected the Japanese language learning strategy choices of students. For example, Asian students (non-native speakers of English) recalled memorized chunks of language, which is similar to rote learning, more often than Australians, while Australians decided to try to think in Japanese more than Asians.

In a similar vein, Donald and Jackling (2007) explored the learning strategies of Chinese and Australian students in a first-year undergraduate accounting programme at a multi-campus university in Victoria, Australia. Findings from a questionnaire of 550 students indicated that there were no significant differences in the use of surface and deep learning strategies but there were significant differences in the learning motivation of the two groups. Australian students had more motivation to study to meet minimum study requirements while not working harder than necessary, and they had the intention to achieve the best marks with the minimum amount of effort. The Chinese students were found to be more fundamentally interested in what they were studying and in developing their competence in the subject than the Australian students. The Chinese students seemed to have a culturally induced bias towards seeking understanding, a viewpoint according with Confucian educational values that exhorts students to absorb and to truly understand the knowledge taught to them.

Another study conducted by An (2002) explored the connection between Confucian culture and English language teaching and learning in Vietnam. The first survey was to

test the hypothesis that because of the effects of Confucianism, Vietnamese learners were passive and dependent on their teachers and that their attitudes toward communicative language teaching were negative. A questionnaire was delivered to 230 different-level learners studying at language centres, high schools, and universities in Ho Chi Minh city, Vietnam. A second survey was conducted with 128 teachers in the city at the same time but on a smaller scale, with the aim of learning about cultural effects on their teaching. The results from both surveys showed that the Vietnamese contexts (such as in Ho Chi Minh city) were not a hospitable environment for communicative language teaching. Both students and teachers were interested in the grammar translation method, because grammar rules were easy to memorise and teachers were expected to know all the answers. This feature matches with Hofstede's (1997) dimension of uncertainty avoidance. Students' shyness hindered their learning process, and they wanted to avoid making themselves conspicuous, indicators of Hofstede's collectivist feature.

Digregorio et al. (2000) and Sonn et al. (2000) conducted qualitative studies exploring the challenges that Aboriginal and Torres Strait Islander students in Australia had to face in learning. The first study (Digregorio et al., 2000) involved 12 Aboriginal and Torres Strait Islander student participants who were enrolled in a Diploma of Health Sciences (Aboriginal Health and Community Development). The data collected from semi-structured interviews indicated that factors influencing their learning included: the cumulative effects of individual stressors; the vulnerability of students' determination to succeed (as they were discouraged by negative learning experiences, which made them doubt their own ability to succeed); and cultural matters. For example, students noted having greater confidence to speak in classes when they were surrounded by their 'own people' and they would be scared to speak up if the class was mixed. It was reported that there was a strong objection to staff who did not have an awareness of their native culture, because this affected the community and learners as well. Focusing on similar subjects, Sonn et al. (2000) investigated factors that influenced the students' retention and successful participation at Curtin University, Australia. The interview data were gathered from 34 participants, including

those who had successfully completed programmes at Curtin University of Technology, those who had not completed the courses, and those who were participating in bridging courses at the Centre for Aboriginal Studies (CAS). The qualitative analyses showed that subtle and overt forms of racism impacted on students' experiences in mainstream education. Key problems that were experienced included the challenges of relocation, cultural identity, and cultural insensitivity, which were factors that influenced indigenous student experiences and participation in higher education.

Ethnic group differences have been found to affect some aspects of behaviour in task groups in learning. Cox et al. (1991) conducted an experimental study in the US on the effects of ethnic group cultural differences on cooperative and competitive behaviour in a group task. The researchers examined the hypothesis that differences in the cultural norms of Anglo-Americans and three other ethnic groups – Asians, Hispanic, and Black Americans – would result in different behaviours on a group task. One hundred and thirty-six graduate and undergraduate students from several academic majors of a large public university in the Midwestern US were assigned to ethnically diverse or all Anglo groups. Individual and group responses were measured using a Prisoner's Dilemma task in which participants could choose to compete or cooperate with another party. Results confirmed that groups of people from collectivist cultural traditions displayed more cooperative behaviours than groups of people from individualistic cultural traditions.

Taken together, these studies provide evidence that cultural backgrounds have different impacts on students' learning. It is recognized that the learning process of students from Asian backgrounds tends to be influenced by Confucian culture. One more issue which emerged from these studies is, as Sonn et al. (2000) reveal, "students from minority and non-dominant backgrounds often have negative experiences when dealing with higher education systems" (p. 128). These studies support the notion that culture determines "how we think, believe, and behave, and these, in turn, affect how we teach and learn" (Gay, 2010, p. 9). It is therefore crucial to make explicit those cultural values that are most often implicit and intensely affect



students in the classroom (Ginsberg & Wlodkowski, 2009), especially in Vietnam, where “there are fifty-four recognized distinct ethnic groups with unique religious, linguistic and cultural characteristics and identities” (McDougall, 2010, para. 5). However not all of these fifty-four groups in Vietnam have been traditionally influenced by Confucianism. Hence, having knowledge of students’ culture will help teachers identify the appropriate teaching methodology. Sheets and Gay (1996) advocate that:

Teachers need to understand the cultural heritages of different ethnic groups, how they sanction behaviour and celebrate accomplishments, and their rules of decorum, deference, and etiquette. They need to understand the value orientations, standards for achievements, social taboos, relational patterns, communication styles, motivational systems, and learning styles of different ethnic groups. These should then be employed in managing the behaviour of students, as well as teaching them. (p. 92)

Any teaching approaches used with students of different ethnic groups need to be applied with careful consideration of the cultural values of different ethnic minorities in Vietnam in order for them to be able to achieve academic goals. For this purpose, teaching that is culturally responsive has been investigated in different educational contexts. The next section will examine theory and empirical studies relating to this area.

### **2.3 Culturally responsive teaching**

This section gives an overview on the history and the theories of CRT. It then summarises some of the studies which have been done on the two practices of CRT, (1) using students’ cultural knowledge, experience, prior knowledge, and individual learning preferences as a conduit to facilitate the teaching-learning process, and (2) incorporating students’ cultural orientations to design culturally compatible classroom environments to discuss what is known about CRT and identify how my study can add to this.

### **2.3.1 History of CRT**

CRT, a student-centred pedagogy, emerged as a field of research in the 1990s (Vavrus, 2008), after several decades of the late nineteenth and early twentieth centuries that US educational system tried to “blend all cultures to make one culture, American culture” (Norwood, 2006, p. 3). Historically, it was the period when schools in the United States ‘Americanised’ immigrant and ethnic minority students (Banks & Park, 2010). The racial, cultural, economic and socialization of students were not taken into account in education, and children from different races were expected to assimilate to the ways of the white American mainstream schooling, with the result that students of colour were not succeeding in learning, as their white counterparts were (Ramirez & Castenada, 1974; Gay, 2010). A number of explanations were given for this failure. On one hand, the culture of students rather than the culture of the school was found the major problem for the students’ failure at school. This is advocated by the cultural deprivation theorists, as Banks and Park (2010) summarise, “Cultural deprivation theorists believe that the characteristics such as poverty, fatherless homes and social disorganization cause children to experiences the cultural deprivation and irreversible cognitive deficit” (p. 392). The explanation for failure usually focuses on the students from the low-income minority who possess an oppositional culture, the students who were derided for academic achievement or students with parents lacking concern for their children’s learning (McWhorter, 2000; Ogbu, 1987). Some causes are indicated, for example, these students have limited intelligence, lack of motivation, inadequate home socialization, or a racist notion that there are innate differences in intelligence between racial groups which are the cause of the academic achievement outcomes (Hernstein & Murray, 1994). For this explanation, students can only achieve their academic outcomes when there are ways to change their knowledge, language, culture, and behaviours in order to suit with the mainstream ways. However, this notion is inconsistent with the goal of schools in a democratic society and violates the principles of cultural democracy, which give linguistically and culturally diverse students the right to maintain aspects of their own cultures and languages (Banks &

Park, 2010). In reality, this notion has been met with student resistance and disengagement (Kohl, 1994; Solorzano & Bernal, 2001).

Alternatively, the differences between the ethnically diverse students' home culture and the culture of the school were found to be the reason for the students' failure. Rather than seeing culture as a deficit, it is seen as the strength. It is advocated by the cultural difference theorists that African Americans, Mexican Americans and American Indians possess rich, strong and diverse cultures (Boykin & Allen, 2004; Ladson-Billings, 1994). This point of view poses different ways of thinking about students and their families which lead to different ways of helping students with academic achievement (Howard & Terry, 2011). It is argued that understanding cultural differences rather than deficit is the key to the explanation of students' underachievement (Banks & Banks, 2004; Gay, 2010; Ladson-Billings, 1994). This approach allows the school to respect and reflect the students' cultural strength as well as to use teaching strategies consistent with the students' cultural characteristics (Banks & Park, 2010).

In that context, CRT which respects the cultural differences appears to be an educational reform to help improve the educational performance for the students of colour, immigrant children, and students from lower socioeconomic families who experienced underachievement in their learning at the mainstream public schools (Gay, 2010; Vavrus, 2008). The emergence of CRT marks an important period when the backgrounds and circumstances of students are respected regardless of their status and power, and when the students' needs, interests, and orientations are taken into account in the teaching and learning process (Ginsberg & Wlodkowski, 2009). The premise behind CRT is that when teachers integrate the cultural knowledge, beliefs and practices that students bring from home into the teaching, the academic achievement of ethnically diverse students increases (Banks & Park, 2010; Gay, 2010; Howard, 2001; Ladson-Billings, 1995).

### 2.3.2 Theories of CRT

Within the last three decades, theories of CRT have been constructed that give hope and guidance to educators who are concerned about improving academic achievement for ethnically diverse students. CRT has been referred to as *culturally responsive teaching* (Gay, 2010; Ginsberg & Wlodkowski, 2009), as *culturally appropriate instruction* (Au & Jordan, 1981), *culturally relevant teaching* (Ladson-Billings, 1994; 1995), *culture-sensitive pedagogy* (Thomas, 1997), or *culturally congruent instruction* (Au & Kawakami, 1994). In this section, the notions of CRT by Gay, and Ginsberg and Wlodkowski, the pioneers in the field, are first reviewed in order to provide theoretical frameworks. Research relating to the two areas of CRT: culturally responsive learning environment and using students' cultural knowledge and learning preferences, which are the focus of the present study, are then discussed. Finally the criticism of CRT is reviewed.

The notion of CRT is provided by an American philosopher, one of the progenitors of this theory – Geneva Gay (2010). Gay, in discussing the interaction between culture and education, made the point that culture (see Section 2.1) should be the centre of education and taken into account in any educational acts. According to her, culture is “at the heart of all we do in the name of education, whether that is curriculum, instruction, administration, or performance assessment” (Gay, 2010, p. 8). This view undergirds the definition of CRT that “uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and through* the strengths of these students” (Gay, 2010, p. 31). It focuses on improving the ethnically diverse students' learning performance by incorporating their cultural characteristics, experiences and perspectives as conduits for teaching and learning processes.

One contribution by Gay is that her notion about CRT is very practical, which offers explicit guidance for the practice of CRT. Gay indicates four critical aspects of CRT,

including: caring, communication, curriculum, and instruction. Of these, caring is characterized by patience, persistence, facilitation, validation, and empowerment for the participants. Communication refers to the students' interaction, both verbal and nonverbal, in the classroom. As explained by Boggs (as cited in Gay, 2010), communication involves the attitudes and behaviour patterns that have the most important effect upon learners. Communication is important, because if teachers do not understand or accept the students' cultural communication styles, then their academic performance may be misdiagnosed. Curriculum content, or knowledge, must be connected to students' lives and experiences outside of school. The classroom instruction, the most fundamental aspect, is the actual praxis of CRT, which combines all the other three components (caring, cultural communication, curriculum content) into coherent configurations of teaching and learning process. Thus, this teaching requires that in order to be culturally responsive, teachers need to prepare to: (a) develop a culturally diverse knowledge base, (b) develop a culturally relevant curricula, (c) demonstrate cultural caring and build a learning community, (d) exhibit effective cross-cultural communications, and (e) deliver cultural congruity in classroom instruction (Gay, 2002).

While Gay writes about CRT mainly in relation to school contexts, Ginsberg and Wlodkowski's (2009) CRT is specifically intended for the context of higher education. In their work *Diversity and motivation: Culturally responsive teaching in college*, the CRT is linked to the students' intrinsic motivation. They offer a motivational framework for CRT which presents four conditions that teachers and learners should enhance:

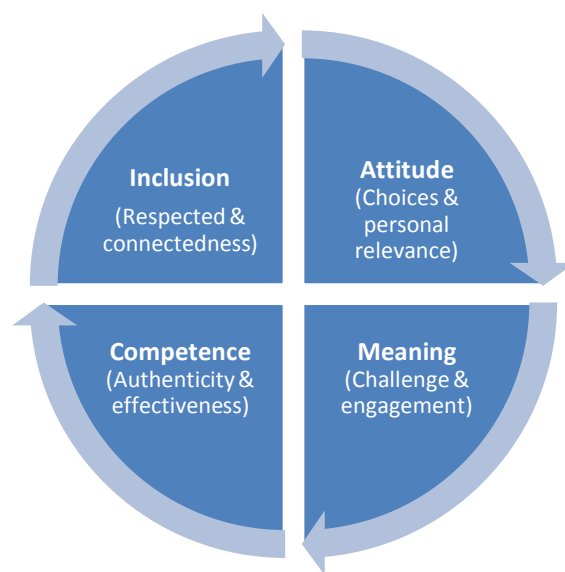
*Establish inclusion:* Norms and practices that are woven together to create a learning environment in which learners and teachers feel respected and connected to one another;

*Develop attitude:* Norms and practices that create a favourable disposition toward the learning experience through personal relevance and volition;

*Enhance meaning:* Norms and practices that create challenging and engaging learning experiences that include learners' perspectives and values; and

*Engender competence:* Norms and practices that help learners understand how they are effectively learning something they value and are of authentic value to their community. (Ginsberg & Wlodkowski, 2009, pp. 34-35).

These four conditions interact with one another as presented in Figure 2.1.



*Figure 2.1:* Motivational framework (adapted from Ginsberg & Wlodkowski, 2009)

Ginsberg and Wlodkowski developed this model of CRT from the Motivational Framework for Culturally Responsive Teaching in 1994. The principle throughout this model is that the learning and motivation cannot be separated from culture. Learning in multicultural classrooms is effective if the teaching is related to the students' cultural background (Ginsberg & Wlodkowski, 1995). This is based on the following discussion:

It is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning from experience, and to be effective at what we value. These primary sources of motivation reside in all of us, across all cultures. When students can see that what they are learning makes sense and is important, their intrinsic motivation emerges. (Wlodkowski & Ginsberg, 1995, para. 12)

Enhancing intrinsic motivation for learners is a part of the instructional process. Accordingly, students' learning improvement much depends on their intrinsic motivation. The four conditions of this model are essentially important to develop students' intrinsic motivation to learn. This model was then developed to enhance adult motivation to learn by Wlodkowski in 2008, and specifically was designed as a CRT framework for higher education in 2009 by Ginsberg and Wlodkowski. Each of the four motivational conditions are reviewed below.

### **Establishing inclusion**

Establishing inclusion means that the teacher needs to create a learning environment where students find their own part in the learning community, and where they feel connected and respected. Such a learning environment enhances students' motivation and learning, and teacher's teaching. Ginsberg and Wlodkowski (2009) state that it is a community where students "find security, identity, shared values and care about one another" (p. 73). Caring and community are of special importance as these encourage the teachers to create a classroom environment with a relationship and respectful behaviour between the teacher and students (Bondy, Ross, Galligane, & Hambacher, 2007). In this point, it is consistent with Gay's notion about CRT that caring is a pedagogical necessity in the scope of CRT.

Ginsberg and Wlodkowki present five norms to promote inclusion: "(1) Course work emphasizes the human purpose of what is being learned and its relationship to the learners' personal experiences and contemporary situations; (2) Teachers use a constructivist approach to create knowledge; (3) Collaboration and cooperation are

the expected ways of proceeding and learning; (4) Course perspectives assume a non-blameful and realistically hopeful view of people and their capacity to change; and (5) There is equitable treatment of all learners with an invitation to point out behaviours, practices, and policies that discriminate” (Ginsberg & Wlodkowski, 2009, pp. 77-88). These norms imply that all aspects of learning and teaching, such as course work, teaching approach, learning approach, and interaction should have a relationship to a human need or interest.

### **Developing attitude**

Developing students’ attitude is the second motivational condition of the motivational framework for CRT. Personal relevance is achieved when “the learning processes are connected to who students are, what they care about, and how they perceive and know” (Ginsberg & Wlodkowski, 2009, p. 130). Relevance will occur when the learning is related to the students’ cultural knowledge, experience, and learning preferences. Two norms suggested by Ginsberg and Wlodkowski include: (1) Generally, all teaching and learning activities are contextualized in the learners’ experience or previous knowledge and are accessible through their current thinking and ways of knowing; and (2) The entire academic process of learning, from content selection to accomplishment and assessment of competencies, encourages learners to make choices based on their experiences, values, needs, and strengths (pp. 137-138). Practically, the first norm implies that the teacher should be aware of, and use the students’ experiences and learning preferences to contextualize the teaching and learning activities. This point of view is supported by scholars (Gay, 2002; Hollins, King, & Hayman, 1994; Smith, 1998) that CRT requires teachers to have an understanding about the cultural characteristics of ethnically diverse students in order to develop a culturally diverse knowledge base. The second norm suggests that the teaching should offer learners opportunities for their personal choices. In reality, teachers cannot be aware of the experiences as well as the backgrounds of all students, and should give students opportunities to choose what and how they learn. An example of a pedagogical approach to foster learner



choice is a learning contract. This approach is used to enhance the student's individualization. Individualization is:

a situation where learners are given a measure of freedom to choose how and what they learn at any particular time (implying less direct teacher supervision and more learner autonomy and responsibility for learning), and there is some attempt to adapt or select tasks and materials to suit the individual. (Ur, 1996, p. 233)

Thus, learning contracts are a "significant means of accommodating differences among students and fostering self-direction to enhance learning" (Berger et al., as cited in Ginsberg & Wlodkowski, 2009, p. 153) and are seen as an effective technique to address students' interests and development skills, such as planning learning activities, identifying the relevant resources (Brookfield, as cited in Ginsberg & Wlodkowski, 2009). Learning contracts usually consist of using compulsory tasks and optional tasks which would be appropriate for the students' levels and individualization. Contracts usually have the information of learning goal, learning resources and activities, target date and time, evidence of accomplishment, and evaluation for learning. Based on the teacher's instruction, learners construct all, or part of these contract requirements by themselves.

### **Enhancing meaning**

Enhancing meaning refers to norms and practices that expand, refine, or increase the complexity of knowledge for learners, in a way that articulates the relevance to learners. It often involves learners using information, skill, or knowledge to acquire deeper meaning. As Ginsberg and Wlodkowski (2009) point out, what is significant in learners' lives is exalted in order to assist them in realizing and enhancing their knowledge.

Enhancing meaning in Ginsberg and Wlodkowski's framework consists of two criteria, learner engagement and challenge. Learner engagement refers to "the learner pays

attention to some entity and is aware of the interaction” (Ginsberg & Wlodkowski, 2009, p. 192). In teaching and learning, engagement is defined as involvement, participation, engrossment, and transcendence in the learning activities, such as, involvement in an experiment, participation in the group discussion. Engagement means the learner is active in learning, and it frequently relates to a challenge, which is the second criterion for enhancing meaning. Challenge occurs when the learning process requires the development or extension of the current knowledge (Ginsberg & Wlodkowski, 2009), for example, applying the current knowledge to speak with a friend, to write a letter, or to conduct an experiment. In this context, a challenge could be seen as a learning opportunity that is available, and engagement could be seen as an action of a person immersing him/herself in learning (Ginsberg & Wlodkowski, 2009). Thus, it requires some degree of capacity, skill, and knowledge from the learner. When the learner is highly engaged in learning a relevant topic, he/she is intrinsically motivated. This challenging learning experience increases the complexity of skill and knowledge, and increases a variety of connections to the learning interests, applications, and purposes. Ginsberg and Wlodkowski claimed that this enhancement of meaning is at the centre of learning and motivation. In essence, enhancing meaning provides learners with chances to accomplish work that they find relevant. This will help the learner become more effective in learning, and this is the core of the engendering competence, the fourth condition of the motivational framework.

Accordingly, two norms are set up for enhancing meaning: (1) Learners participate in challenging learning experiences involving deep reflection and critical inquiry that address relevant, real-world issues in an action-oriented manner; and (2) Learner expression and language are joined with teacher expression and language to form a ‘third idiom’ that enables the perspectives of all learners to be readily shared and included in the process of learning (Ginsberg & Wlodkowski, p. 196). In the first norm, the ‘deep reflection’ and ‘critical enquiry’ mean that learners are encouraged to think holistically and critically and realize the relationship between critical thought and critical action. The first norm implies that teachers should include consistent opportunities for learners to use information and ideas that transform their meaning

and implications; while the second norm focuses on the necessity of the mutual language and expression for classroom use in order to enhance dialogue. It focuses on the importance of the interaction between the teacher and learners for a learning community.

### **Engendering competence**

Engendering competence is related to the outcome of the learning process, and is the essential purpose of assessment. Ginsberg and Wlodkowski state that assessment provides evidence of learning and proficiency. The two primary criteria for assessment that engender competence include authenticity and effectiveness.

Authenticity occurs when the assessment is connected to the student's life circumstances, frames of reference, and values (Wlodkowski, 2008). It means, there should be a connection to the students' real life in the assessment. For example, students are required to solve problems that are similar in their real world, or to talk about their local issues. Thus, authentic assessment intrinsically motivates students, because it relates to students' experiences. In this manner, their knowledge and skills could be maximized. Thus, authenticity is the premise for the students' effectiveness in learning, from the culturally responsive perspective.

Effectiveness, from the culturally responsive perspective, refers to "the learners' awareness of their command or accomplishment of something they find important in the process of learning or as an outcome of their learning" (Ginsberg & Wlodkowski, 2009, p. 266). It could be noted that both the process and product of learning are the key forms of information for learners. When learners acknowledge how well they learn and what the learning results are, intrinsic motivation is elicited. It implies that the culturally responsive teacher should give informative assessment, which could help strengthen students' motivation. The authenticity and effectiveness are reflected in the norms presented below.

Three assessment norms are advocated: (1) The assessment process is connected to the student's world, frames of reference, and values; (2) Demonstration of learning includes multiple ways to represent knowledge and skills; and (3) Self-assessment is essential to the overall assessment process (p. 270). The first norm reflects the relevance which is very consistent with, and included in, the other motivational conditions, such as establishing inclusion, developing attitude, and enhancing meaning. It implies that the assessment should be contextualized as well as the learning process. The second norm allows a variety of ways of demonstrating learning. The third norm emphasises the importance of the self-assessment in the overall assessment process, which provides an opportunity for students in ways that "nurtures respect for oneself as a learner and for the learning process" (Ginsberg & Wlodkowski, 2009, p. 270).

Practices for engendering competence are suggested, such as informative feedback and assessment with authentic performance tasks. The informative feedback tends to motivate students because the information relates to the students' learning. The assessment with authentic performance tasks is a procedure that resembles "as close as possible the ways students will apply in their real lives what they have learnt" (Woolfolk, as cited in Ginsberg & Wlodkowski, 2009, p. 279). In other words, the assessment reflects the future application of that knowledge in real life. Authentic performance tasks make assessment realistic (Wiggins, 1998).

It is worth noting that CRT suggests a methodology which uses students' cultural knowledge to stimulate students to learn. It appears to be appropriate for the teaching context consisting of students from specifically cultural groups, like the teaching context of the present study, and appropriate for the aims of the present study, which seeks to understand students' culture and learning preferences and use these as a conduit for teaching and learning.

### **2.3.3 Advocates of CRT**

The implementation of CRT has been advocated in many educational contexts with ethnically diverse students and by a number of scholars (Au & Jordan, 1981; Edwards & Edick, 2012; Gay, 2010; Ladson-Billings, 1994; 1995; Thomas, 1997; Ginsberg & Wlodkowski, 2009) because of its benefits for minority students' learning. This section reviews the literature advocating CRT which relates to two conditions of the CRT framework: (1) creating a culturally responsive learning environment; and (2) using the students' experiences, interests, and learning preferences in classroom activities.

#### ***2.3.3.1 Culturally responsive learning environment***

Studies emphasize the importance of mediating teachers' behaviours and skills of classroom management for a culturally compatible classroom environment (Addis, Hall, Higgins, & Higgins, 2011; Averill & Clark, 2012; Baker & Clark, 2010; Bondy, Ross, Galligan, & Hambacher, 2007; Pan, Pan, Lee, & Chang, 2010; Phuong-Mai, Terlouw, Pilot, & Elliott, 2009; Siwatu, 2006; Thanh & Gillies, 2010; Weinstein, Tomlinson-Clarke, & Curran, 2004). In the context of secondary education, Averill and Clark (2012) discussed that teachers' respectful behaviour is crucially important for effective teacher-student relationships, and this is an essential factor to increase achievement for year 12 and 13 mathematics students in New Zealand. The teachers' respectful behaviours include listening to students, being well-prepared and on time, holding high academic expectations, and treating students' errors constructively. Similarly, Bondy et al. (2007) found that novice teachers created safe and productive environments for African American students by focusing on developing relationships and establishing expectations through insisting on respectful behaviour and establishing a caring, task-focused community. Caring is demonstrated by teachers' respect and appreciation for cultural diversity (Brown, 2004; Garrison-Wade & Lewis, 2006; Price, 2006). This is consistent with Shevalier and McKenzie (2012), who support CRT as a care-based approach.

In the setting of a higher education, Siwatu (2006) suggested the establishment of a teacher-student relationship in order to get students' trust and to encourage students to use their native language, which helped maintain students' cultural identity in a pre-service teacher course in Midwest, US. Furthermore, Weinstein et al. (2004) proposed culturally responsive classroom management that required the teacher: (a) to recognize students' own ethnic identity; (b) to understand students' cultural backgrounds; (c) to understand the broader social, economic, and political context; (d) to have ability and willingness to use culturally appropriate management strategies; and (e) to have commitment to build caring classrooms. Similar to Siwatu's (2006) study, Pan et al. (2010) found that the learning environment with encouragement, respect for others, and good relationship constituted a holistic care through CL that fitted with university students in Taiwan. The instructor's personal characteristics played a very important role in creating such a CL environment, where students had chances to express their personal experience and where learning was informal and interactive.

Discussing the use of CL in the classroom, Baker and Clark (2010) had a critical and different view from Pan et al. (2010) when indicating that CL was like a double-edged sword in the tertiary educational context of multicultural groups in New Zealand. Baker and Clark carried out a research project to examine the New Zealand experiences with cooperative learning in multicultural groups, using data from survey and focus groups with domestic students, international students, and tertiary lecturers. The findings showed that the international students with little prior experience of cooperative learning had a strong cultural conflict in the conceptualization of CL with the lecturers who were not trained to help international students to bridge the gaps between students' prior educational experiences and typical New Zealand practices. The Confucian culture was mentioned as having an influence on the Chinese students' conceptualization and behaviours. This conflict suggested that lecturers need an understanding of the cultural differences which influenced the students' behaviours. The researcher proposed a CL model for diverse student groups, which suggested that both lecturers and students needed to be

trained in CL techniques and the process of adapting cooperative learning needed feedback from students, so that the use of CL could be adjusted to be appropriate for students.

Another study carried out in New Zealand (Addis et al., 2011) investigated how the cultural space, *marae* (a Māori building complex including a carved meeting house), was used as a teaching and learning tool to encourage quality learning in higher education in the New Zealand context. The data collected from 63 students of the Māori culture course and 41 students of the Māori language course showed that the *marae* learning environment encouraged them to form relationships with their classmates, provided them with a greater sense of personal identity, helped create a culturally appropriate mood for learning, and enabled the practice of the Māori language and culture in the *marae* space. Students found that *marae* was a supportive environment because it offered a 'real life context' of learning. This is similar to the recent argument by Pilkington (2013) that adult Māori learners' academic participation and success improved when the teaching and learning process reflected the connectness and belonging of a *whānau* (family) environment.

With respect to EFL teaching and learning at tertiary level in Vietnam, there has been limited research exploring the use of a strategy matching with Vietnamese culture. Of this limited research, Thanh and Gillies (2010), in the design-based study, explored how students grouped in cooperative learning so that they could maximize their opportunities to learn. Participants were 125 university students in Ho Chi Minh City, Vietnam who participated in an intervention. Data collected via a questionnaire survey and interview showed that friendship groupings were most preferred. It was discussed that this preference may have originated from Vietnamese cultural characteristics emphasising the importance of close personal relationships (i.e., students grouped with friends who can easily understand them).

Similar to Thanh and Gillies's (2010) study, close relationships have also been mentioned in a study exploring culturally appropriate pedagogy but in a different

teaching and learning context of Vietnam. Mirroring Baker and Clark's (2010) point of view that cooperative learning should be adjusted to be culturally appropriate for any non-Western cultures, Phuong-Mai et al. (2009) conducted a study on the pedagogy that was culturally appropriate for Vietnamese culture. Researchers employed a reversed treatment with post-test-only equivalent group design. Experiments involved 181 students in two Hanoi upper-secondary schools. The result of classroom observations, interviews and questionnaires with students revealed that CL could be culturally adjusted by forming groups with leadership and based on friendship, as it was discussed that Vietnam and some other Asian countries were influenced by Confucian Heritage Cultures, which valued leadership and unequal relationships. This seemed to be opposed to originally CL in which teacher selected groups and no leader was appointed. It was found in their study that this culturally appropriate adjustment made students work harder during, and gain more satisfaction from CL activities; therefore, students could achieve superior outcomes.

Taken together, it is worth noting that these studies have emphasized the importance of a culturally compatible learning environment in the classroom in higher education as well as in the other contexts. The main findings of most studies highlighted the close relationship among students and between the teacher and students for a culturally compatible learning environment. Some studies (Pan et al., 2010; Siwatu, 2006; Weinstein et al., 2004) suggested that it was necessary to have the relationship between the teacher and students to encourage the students' learning. The teachers' behaviours toward students, such as respect, encouragement, and caring were found to be essential factors for the culturally compatible learning environment. Particularly, students found a good atmosphere of learning and relationship in their cultural space, which provided a supportive learning environment (Addis et al., 2011). Studies also indicated different points of view on using cooperative learning for a better learning environment (Baker & Clark 2010; Pan et al., 2010; Phuong-Mai et al., 2009; Thanh & Gillies, 2010). It is worth noting that studies discussed the influence of Confucian culture on the Asian students, which could support ways to adjust the use of cooperative learning for an appropriate environment in the classroom (Baker & Clark,



2010; Phuong-Mai et al., 2009). It aligned with the discussion in section 2.2 of this study that students of most Asian countries are often influenced by Confucian culture. What needs to be noted here is that not all of 54 ethnic groups of Vietnam are influenced by Confucian culture (Section 2.2), but in the research field none of the studies have explored how to create a learning environment that is culturally appropriate for the ethnic students in Vietnam, and using cooperative learning as a feature for a culturally compatible learning environment for the Muong ethnic students in Vietnam.

### ***2.3.3.2 Using students' cultural knowledge and learning preferences in the classroom activities***

In the contexts of cultural diversity and of ethnic minorities worldwide, understanding the learners' cultural background or having that cultural knowledge is a key factor in achievement (Averill, Anderson, Easton, Te Maro, & Hynds, 2009; Ogbu, 1992). Researchers have confirmed that learners' culture integrated into the education is a key to motivate students' learning in school levels (Gilbert & Gilbert, 2010; Howard & Terry Sr, 2011; Kisker, Lipka, Adams, Rickard, Andrew-Ihrke, Yanez, & Millard, 2012; Montero & Rossi, 2012; Savage, Hindle, Meyer, Hynds, Penetito, & Sleeter, 2011). For example, Gilbert and Gilbert's (2010) study reported that in Hawaiian mathematics classrooms, the oral tradition of 'talk-story' was the cultural knowledge that helped teachers form a culturally appropriate pedagogy to teach Hawaiian students. The recommendation of this pedagogy was that teachers should be 'keen listeners', be compassionate and supportive, remain open, and respect students' ideas when communicating with students.

Research has shown a connection between CRT and students' academic achievement. Two recent studies (Bishop et al., 2012; Kisker et al., 2012) are important evidence. Kisker et al. (2012), in their study about the potential of a cultural based supplemental mathematics curriculum, estimated impacts of the two mathematics modules of the MCC (Math in a cultural context) programme, the *Picking Berries* (representing and measuring) and *Going to Egg Island* (grouping and place value) on Alaska Native and

other school students. Findings showed that overall both modules significantly improved students' performance on the test of mathematics concepts and increased students' understanding of specific mathematics concepts. The *Picking Berries* module significantly improved students' performance on the fall test of mathematics concepts that covered questions about numeration, measurement, interpreting data, and representing data. The *Going to Egg Island* module significantly improved students' performance on the spring test of mathematics concepts about numeration, grouping, and place value. Similarly, a large-scale project by Bishop et al. (2012) to improve Māori students' achievement in mainstream secondary school classrooms by changing teacher practice showed that Māori students experienced continuous improvement in mathematics and reading in junior high school, and made significant gains in external examinations in senior high school. Especially those schools that fully implemented and sustained the programme in an integrated way had the best outcomes for Māori students.

Supporting the benefit of CRT at the school levels, researchers found that integrating students' cultural knowledge and learning preference could help improve their learning at the tertiary level (Averill et al., 2009; Chan, 2012; Crabtree, 2010; George, 2013; Jabbar & Hardaker, 2012; Kim & Lee, 2012). Averill et al. (2009) suggested a bicultural framework between indigenous Māori and New Zealand European groups to help teachers in a teacher education course integrate cultural values and perspectives to motivate children's mathematical understanding and achievement. Similarly, Crabtree (2010) found that encouraging Liberal Arts education students in Zayed University, United Arab Emirates to develop a portfolio related to their personal identity, family history, and culture could help increase their deep thinking and the level of scholarship. In a similar vein, regarding the EFL setting, Kim and Lee (2012) investigated teachers' use of funds of knowledge to promote class participation and engagement in the context of Korean universities. Students' funds of knowledge refer to knowledge that they learn through participation in their homes and community practices (Moll, as cited in Kim & Lee, 2012). The Canadian teacher in the study used Korean words and phrases and his knowledge about Korean culture to scaffold his

students' reading comprehension to support students' engagement as a feature of active participation. The findings showed that his students' scores on midterm and final exams were higher than other classes.

The students' cultural knowledge and experiences have been developed as the CRT in many contexts. Jabbar and Hardaker (2012) report a culturally responsive approach which takes into account the students' experience as part of the learning process. This framework includes five pillars: cultural consciousness (have a cultural knowledge of students), resources (design resources that are based on culturally responsive strategies that affirm student backgrounds and allow teachers to engage with their students), moral responsibility (have a moral responsibility to challenge students to achieve), cultural bridging (develop cultural bridging as a platform for communication and understanding between teachers and students), and higher education curriculum (understand students and develop curricula and practice that is consistent and thoughtful with a climate of learning in higher education). Also, most recently, George (2013) found CRT effective when exploring the experiences of how the teachers at a Caribbean university accessed the background cultural knowledge of their students and incorporated this knowledge in their plans for teaching science. For example, the teacher used the class discussions to provide a comfortable environment for students to express their cultural knowledge and experiences about the local foods and preservation methods. Chan (2012) suggested employing teaching strategies for international students at Deakin University, Australia, including three criteria: (1) Use a wider range of 'real world' examples from different countries in the teaching as well as case studies from different cultures; (2) Combine students into groups from diversified cultures and urge them to share and combine their existing own knowledge/experiences; and (3) Design assessment and make explicit instructions which may help students complete their assignments more easily. These studies were in a similar vein to those that used students' experiences and cultural knowledge to form responsive teaching strategies.

Overall, the above studies showed that including the students' cultural knowledge and learning preference can help improve the students' learning. Each study proposed a framework for its own context revealing that teaching practices should be culturally responsive to the students' cultural identities. It suggests that there is no one teaching approach responsive to all teaching contexts, which supports a need for each context to establish a framework to personalize the pedagogical process. Essentially, more clarity about this issue and in the other contexts, such as Asian countries should be a significant contribution to the literature on CRT. It is necessary to know what CRT looks like in the classroom and in what way teachers provide specific examples for implementation (Edwards & Edick, 2012).

#### **2.3.4 Criticisms of CRT**

While strong support for CRT has continued, questions and objections have begun to emerge. Castagno and Brayboy (2008) summarized that over the past 40 years, culturally responsive schooling for indigenous youth has had little impact on what teachers do, because "it is too easily reduced to essentializations, meaningless generalizations, or trivial anecdotes" (p. 942). Similarly, scholars showed that the emphasis on culture may have a negative impact on students' learning. It denied students access to core academic skills such as reading, writing, and maths with culturally neutral purport (Hirsch, 1987; Ravitch, 2003). The under-achievement of a section of the Māori student population in New Zealand was argued to be caused by the culture-based curriculum (Lourie & Rata, 2012). They suggest that the *kaupapa* Māori education system (based on Māori tribal principles) could restrict students' choice of potential degree programmes at tertiary level because this education did not focus on preparing students with knowledge outside the tribe.

In addition, CRT has been found to be increasingly challenging to implement. Teachers had limited time to research and develop curriculum relating to students as required by CRT because their teacher work was standardized and pressurized. They were checked regularly to make sure the curriculum was taught at the required pace

(Comber & Nixon, 2009; Crocco & Costigan, 2007; Sleeter & Stillman, 2007). Similarly, Young (2010) stated that the school teachers repeatedly encountered obstacles when trying to define, implement and assess the practice of culturally relevant pedagogy. The teachers, especially the newer ones who just became familiar with the curriculum, found it was impossible to implement this pedagogy. They also felt overwhelmed by the limited timeframe as they needed to cover the material so that their students met the grade-level requirement. Further, as Nykiel-Herbert (2010) explained, the students' home cultures were not sufficiently utilized as resources for their own learning. That is one of the reasons why minority and immigrant students performed poorly at schools.

Some studies have showed that CRT had no direct link with improving students' academic learning. Young's (2010) study, while examining how school teachers understood culturally relevant pedagogy, found out that teachers made no direct link between this pedagogy with improving students' academic learning. Similarly, in the final report of evaluation of the *Te Kotahitanga* project, it was found that while many academic expectations of teachers for Māori students had enhanced, quite a few were unclear about their academic expectations (Meyer, Penetito, Hynds, Savage, Hindle, & Sleeter, 2010). This is supported by Sleeter (2012) that there was too little research connecting the use of culturally responsive pedagogy with student achievement.

In brief, over the last decades, CRT, besides bringing about benefit to the ethnic minority students as recognized by the studies discussed above, was also found to have objections and challenges. In addition, CRT was found to be influenced by the dominant culture rather than the minority students' culture, thus it served only one group of students. Further, CRT posed challenges for implementation, as teachers were pressured by the core curriculum which needed length of time. It is also found that not much research linked CRT with the improvement of student achievement. Criticisms imply that CRT should be carefully considered in the multicultural contexts so that all students can get benefits from education, and the implementation of CRT should be in ways that do not have a negative impact on the core teaching and learning. The very important aim of education, student achievement, needs to be the

focus of research. As Sleeter (2012) pointed out, “[t]here is a clear need for evidence-based research that documents connections between culturally responsive pedagogy and student outcomes that include, but are not necessarily limited to, academic achievement” and “widely accessible portraits that include video would be very useful” (p. 578) for what CRT looks like in the classroom. It appears that CRT is crucial to improve students’ academic performance.

### **2.3.5 Section summary**

This section addresses the theories on CRT and its features as well as its necessity for better education for ethnically diverse students. It reviews the notion of CRT by Gay and Ginsberg and Wlodkowski from theory to practice perspectives. Necessarily, in the context of culturally diverse students, teachers should “create a classroom culture where all students, regardless of their cultural and linguistic background, are welcomed and supported and provided with the best opportunity to learn” (Richards, Brown, & Forde, 2007, p. 64).

This section also reviews previous studies on using CRT, concentrating on creating the culturally compatible learning environment and using students’ cultural knowledge and learning preferences in the teaching and learning process. Overall, studies proposed their own teaching approach that were culturally appropriate for their own context. While some studies have indicated the effectiveness of CRT, very few have clearly shown the link between the CRT and the students’ achievement in learning areas.

### **2.4 Chapter summary**

In conclusion, the review of literature indicates that a culturally responsive approach is needed for maximising students’ academic performance in multicultural contexts. It is asserted that every support for student learning is a critical concern at every higher educational institution with a variety of cultures, ethnicities, and linguistic backgrounds (Andrade, 2010). In ELT in Vietnam, a culturally responsive approach

needs to be further investigated, as a way to “bridge the gap between the idealized world of innovation designers and the realistic world of teachers” (Canh & Barnard, 2009, p. 11). Holliday (1994) argues that “in order to be appropriate, English language teaching therefore needs to be finely tuned to the various needs of individual classroom culture; they need to be appropriate to local cultures in very specific terms” (p. 53). Therefore, research on a culturally responsive approach for ELT in Vietnam should be linked to cultural dimensions that may have impact on student performance. There remains a considerable knowledge gap relating to the impact of local ethnic minority cultures, particularly of cultural communication, on ethnic minority students’ responses and the use of CRT in English language classrooms in Vietnam. The present study addresses this by investigating the use of culturally responsive strategies for teaching English to improve Muong students’ ELL. It aims to:

- find CRT practices through an exploration into dimensions of Muong cultural communication and by a survey of Muong students’ learning preferences; and
- measure how the use of this practice impacts on the ELL of Muong students.

Hence, this study chose to follow CRT framework raised by Gay (2010) and Ginsberg and Wlodkowski (2009) with a focus on improving Muong students’ ELL. The next chapter explains the research methods and procedures implemented in this study in order to achieve the above aims.

## CHAPTER THREE:

### RESEARCH METHODOLOGY

This chapter describes methods and procedures implemented in this study. It discusses the research paradigm and presents the research design of the study. It details the procedures carried out in each phase, including methods of data collection and data analysis. Finally it discusses the research validity and summarises the chapter.

#### 3.1 Research questions

Given that understanding students' cultural dimensions helps teachers with responsive teaching (Section 2.2) and that it is crucial to discover the link between culturally responsive teaching CRT and the students' achievement (Section 2.3.6), the three key research questions for this study were:

1. What ELT strategies could be culturally responsive to Muong college students and in what ways?
  - a. What Muong cultural factors of communication could be helpful for a safe learning environment for Muong students?
  - b. What are the Muong students' preferences in learning in general and in ELL in particular?
  - c. How might the information from the above questions be used to design CRT for Muong students?
  
2. What impact does the use of specifically designed CRT strategies have on aspects of Muong students' ELL:
  - a. verbal participation in class activities?
  - b. attitude toward and the confidence in ELL?
  - c. English language competence?



3. In what ways may an English language teaching approach work for minority culture students in a tertiary majority student context?

### **3.2 Research paradigm**

The philosophical perspective of this study was based on a pragmatist paradigm, which “places high regard for the reality of and influence of the inner world of human experience in action” (Johnson & Christensen, 2008, p. 443). The stance chosen needed to be suitable to help me find out adequate solutions to problems and to use a research approach that was explicitly value-oriented, which derived from cultural values (Johnson & Christensen, 2008). Thus a combination of approaches with aspects of interpretivism, social constructivism, and postpositivism was used. Social constructivism was used in an attempt to seek an understanding of the nature of cultural life that shaped the interpretation of one phenomenon happening in an individual’s life (Creswell, 2009). In the present study, better understanding of Muong culture helped me with an interpretation of the Muong students’ practices in the classroom. I developed subjective meanings of my experience as a Muong person and looked for other Muong people’s views of their world in order to make sense of these meanings (Creswell, 2008). It derived from my belief that existing Muong culture is associated with the learning of the Muong people. Postpositivism stimulated me to verify “the objective reality that exists “out there” in the world” (Creswell, 2008, p. 7), which supports the use in this study of a quasi-experimental design in order to look for clear evidence for the connection between CRT and students’ academic achievement (Sleeter, 2012). Pragmatism offers the philosophy that best supports me to use mixed methods for an effective practice (Creswell, 2009; Johnson & Christensen, 2008; Mertens, 2005).

### **3.3 Mixed methods approach**

Mixed methods studies, as defined by Tashakkori and Teddlie (1998), “are those that combine the qualitative and quantitative approaches into the research methodology of a single study or multi-phased study” (pp. 17-18). Pragmatism supported me to use

sequential mixed methods that were compatible with the purpose of my two-phase study (Figure 1), which explored how the culturally responsive ELT might improve Muong students' ELL. Mixed methods designs "allow for research to develop as comprehensively and completely as possible" (Morse, 2003, p. 195). Mixing qualitative and quantitative approaches seeks to use the results from one method to help develop or inform the other method (Greene, Caracelli, & Graham, 1989). The QUAL – QUAN equal-status sequential design was needed for the development purpose of my study, where the components of the study were organized into phases over time, and the qualitative and quantitative parts had approximately equal emphasis (Johnson & Christensen, 2008).

Phase One was an exploration of the cultural communication dimensions that may impact on ELT and ELL by collecting autoethnography data from myself, by interview data from Muong villagers and from Muong college teachers, and by using a student questionnaire. Phase Two measured the impact of specifically designed culturally responsive ELT to Muong students. It used data from video and audio recordings, student test scores, student questionnaires, and teacher interviews. An overview of the whole research process is presented in Figure 3.1.

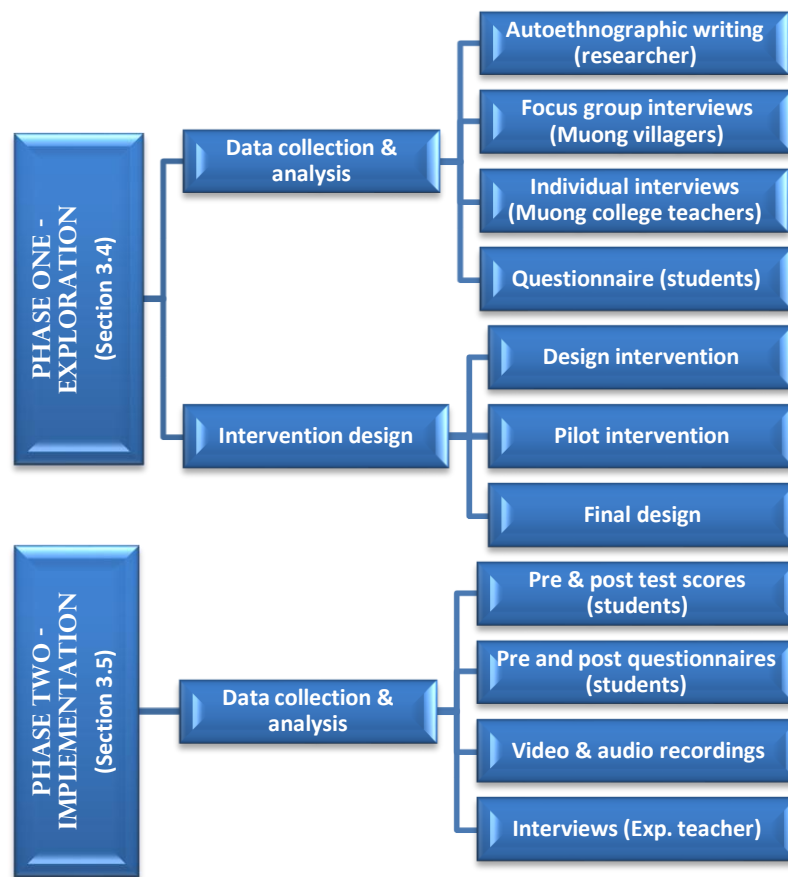


Figure 3.1: Research procedure

### 3.4 Phase One - Exploration

Phase One of the study addresses the first research question: “What ELT strategies could be culturally responsive to Muong college students and in what ways?” To answer this question, it explored the Muong cultural factors of communication which could be helpful for a safe learning environment for Muong students and the Muong students’ preferences in learning in general and in ELL in particular, in order to build up culturally responsive ELT for Muong students.

As presented in Figure 3.1, three steps were conducted in Phase One: data collection, data analysis, and intervention design. The methods used, and the process of each step, are detailed in this section.

### **3.4.1 Data collection**

I carried out the fieldwork for nearly six months in 2011. The research sites included three Muong villages and a college in the North of Vietnam. Before collecting data, permission from authorities of the research sites was sought (Appendix A1). Before returning to Vietnam for fieldwork, I sent an email to the Board of Leaders of the college to ask for permission to conduct the research. All information sheets and consent forms were translated into Vietnamese to make sure that the participants clearly understood the study as well as their roles in the study.

#### ***3.4.1.1 Participants***

Phase One of the study involved four sets of research participants: the researcher of this study, the Muong villagers, the Muong college teachers, and the students.

##### ***The researcher***

I was a participant. This is because I am a Muong person, who was born in the mountainous region, and used to be a tertiary student (Section 1.2.3). In autoethnography, the first and most obvious feature is that “the researcher is a complete member in the social world under study” (Anderson, 2006, p. 379). The researcher’s narrative writing about learning experiences of tertiary education was used as one of the data sources.

##### ***Muong villagers***

It has been indicated that “ethnographers use their experience among and knowledge of others to expand their knowledge of self” (Davies 1999, p. 180). Thus, the second set of participants were three groups of Muong village elders. These villagers were from three typical Muong villages located in the North of Vietnam. Their ages ranged from 50-70. Group 1 consisted of six participants, and groups 2 and 3 both consisted of seven participants each. Most of these Muong villagers were farmers; only one of them was a retired official. Among these participants, there was one male (of group 1) and the rest were female.

Before conducting the focus group interviews with each group, I visited each village in order to seek permission from village leaders and elders. Once the permission was granted, I made appointments with the village elders to inform them of the research as stated in the information sheet for Muong villagers (Appendix A2). Each villager was given a research information sheet and a consent form (Appendices A2 and A3); however in the meeting with the first village, it was recognized that as the consent form appeared to be formal it may make the villagers hesitant to participate, I suggested one villager to be the representative to sign the form on behalf of the whole group, and that was agreed upon by every villager. I acknowledged that this method was culturally responsive, so this was also offered as an option to the second and the third villages and was received with similar agreement. The number of male and female participants in each group was not balanced as expected. In village 1, three male villagers came to the meeting but only one volunteered for an interview. In villages 2 and 3, no male villagers came to the meeting.

### ***Muong college teachers***

The third set of participants, four Muong college teachers who were of one college but from disciplines other than ELT, and had studied at different tertiary institutions. This variation was expected to provide a range of experiences for data comparison. This set of participants consisted of one male teacher and three female teachers, whose ages ranged from 37-50.

I contacted four male and four female teachers, of which five agreed to participate in the study; two male and three female. Among these, one male agreed to participate in the pilot interview. I made an individual appointment with each of the other four teachers to explain the purpose of the study and how the interview data would be used. Opportunities were made for the teachers to ask questions about the study. The information sheet and consent form (Appendices B1 and B2) were delivered to them before the interviews to ensure their clear understanding as well as their official acceptance to participate in the study.

### **Students**

The fourth set of participants, two intact groups with a total of 46 college students. These were non-English language major freshmen having completed English as a foreign language Module One. The mean age of the students was 19.91 (SD = 1.050). These students were from different ethnic minorities, including Muong, Thai, Dao ethnic groups and Kinh dominant group. Most of them were female students (44 female; 2 male). Among these, Muong students were of the majority (69.6%). More details of student participants' ages and ethnicities are presented in Table 3.1.

Table 3.1

#### *Student Age and Ethnicity in Phase One*

Students' age	Students' ethnicity				Total
	Muong	Thai	Dao	Kinh	
18	2	0	0	0	2
19	9	1	1	1	12
<b>20</b>	16	5	0	4	25
21	4	1	0	0	5
23	1	0	0	0	1
24	0	0	0	1	1
Total	32	7	1	6	46
	(69.6%)	(15.2%)	(2.2%)	(13%)	

Note: bold indicates mean age

I visited student participants in their classrooms after class hours, in order to invite them to participate in the study. A formal talk was carried out with student participants regarding: the purpose of the study and the students' involvement in the study; the student questionnaire survey with its purpose and general content; participation in pilot lessons; the confidentiality of participants; and that their participation was entirely voluntary, which would allow them to withdraw from the research at any time. Students were given the information sheet and consent form (Appendices C1 and C2) thereafter. All 46 students agreed to participate in the study.

### **3.4.1.2 Data collection methods and process**

In order to identify culturally responsive ELT practices, an exploration into dimensions of Muong cultural communication and Muong people's learning preferences was conducted. The data collection methods used for Phase One of the study were autoethnographic writing, focus group interview, individual interview, and questionnaire. The following statement supports my use of these data collection instruments:

Autoethnographers must not only use their methodological tools and research literature to analyze experience, but also must consider ways others may experience similar epiphanies; they must use personal experience to illustrate facets of cultural experience, and in so doing, make characteristics of a culture familiar for insiders and outsiders. To accomplish this might require comparing and contrasting personal experience against existing research (Ronal, 1995, 1996), interviewing cultural members (Foster, 2006; Marvasti, 2006; Tillmann-Healy, 2011), and/or examining relevant cultural artifacts (Boylorn, 2008; Denzin, 2006). (Ellis, Adams & Bochner, 2011, p. 4)

Autoethnography is defined as the study of a culture of which one is a part, integrated with one's relational and inward experiences (Ellis & Bochner, 2000; Ellingson & Ellis, 2008). As stated by Chang (2008), "autoethnography should be ethnographic in its methodological orientation, cultural in its interpretive orientation, and autobiographical in its content orientation" (p. 48). Autoethnography was appropriate for me to discover the relationship to others, others of similarity, others of difference, and others of opposition (Chang, 2008). This was particularly useful for myself as a person who worked with students with a variety of backgrounds (Chang, 2008), and was ideal for me to study a culture that involved the self (Ellis & Bochner, 2000). Thus it helped me see my connection to Muong culture where I come from and allowed me to delve deeply into, and facilitate the availability of, the personal experience as primary data (Anderson, 2006; Chang, 2008) and as a guide to investigate even deeper my participants' experiences (Kiesinger, 1998). The combination of my

autoethnographic writing, the villager focus group interviews, the college teacher interviews, and the student questionnaire in Phase One of this study aims to do this.

### ***Autoethnographic writing***

The idea of using autoethnography originated from one comparison in my mind. The students' issue of keeping silent in classes seemed to be similar to my own problem when I was a university student. As a Muong person, I had a similar experience. My mind posed questions: "Would that be a cultural phenomenon in the communication of the Muong people? Would it be justified to investigate the problem from my own experience? Was one's own experience a useful reference?"

Autoethnography was found responsive to my decision making as it is a writing of the epiphanies having significant impacts on one's life (Bochner & Ellis, 1992; Couser, 1997; Denzin, 1989; as cited in Ellis, Adams & Bochner, 2011). For this study, my autoethnography was a narrative retelling of the most significant events of the tertiary learning process and professional development courses, allowing me to reflect on the cultural differences that I have experienced. I used first-person narration in the writing as a way to tell a story. It was because I "personally lived through an interaction and participated in an intimate and immediate "eyewitness account" (Cauley, as cited in Ellis, Adams & Bochner, 2011, para. 12). The following questions were in my mind when planning my writing-up:

- What challenges did I experience during tertiary education time?
- In what ways did these happen?
- How did these affect my tertiary study?
- What did I do to deal with those challenges?
- What did I expect from teacher and peer behaviour and attitudes for better learning?

These questions were then used as the guide for the autoethnographic writing.



### ***Muong villager focus-group interviews***

Focus group interviews allow the potential for discussions to develop, thus yielding a wide range of responses (Cohen, Manion, & Morrison, 2007). It was useful for me to gather data on attitudes, values and opinions from the group overall, rather than individual voice (Cohen, Manion, & Morrison, 2007), and it provided in-depth information in a relatively short period of time (Johnson & Christensen, 2008; Robson, 2002). My study used semi-structured focus group interviews to collect data from Muong villagers (Appendix D1). An outline for focus group was established beforehand that could simplify analysis greatly (Bell, 1999). The semi-structured focus group interview allowed me to focus on the meaning of a particular phenomena to the participants and to have exploratory work before a quantitative experiment (King, 1994, as cited in Robson, 2002). It also allowed me to keep track of the dialogue with villager participants (Kelep-Malpo, 2003).

As there were not many Muong elders it was impossible to carry out the pilot-testing of the interview. Instead, the interview questions were introduced before the interview to be sure that the participants understood the questions, and to clarify any misunderstanding, so that the interview could work well (Hennink, Hutter, & Bailey, 2011).

Interviews were audio-recorded. Concerned that the presence of the audio-recorder would interfere with the participants' contributions, I assured the Muong villagers that the data collected would only be used for the research purpose. I explained that they would have the chance to listen to their voice and read the transcription again after the interview and that any unnecessary information would be deleted. They were asked to express their opinions as naturally and informally as possible. Initially the Muong villagers addressed me as "co" (teacher) and themselves as "em" (I) – the form of address in Vietnamese classroom to show respect to the teacher, but I suggested to them that they call me "chau" (person of their granddaughter's age), in order to create rapport. I also had an informal talk with them before each interview in order to create

a natural atmosphere. The record of Muong villagers' laughter and singing showed that they felt very comfortable during the interview process.

Note taking was used as a back up to audio-recording, in case there proved to be any issues with the audio-recording process (Creswell, 2009). The interviews focused on the issues relating to the communication dimensions of Muong culture. All of the interviews were conducted in Vietnamese because all Muong people can speak Vietnamese, and so that everything could be fully captured by the researcher. The interviews were then transcribed. I returned to each village with the transcription to check if they agreed with the content of the interview.

After summarising the data of the focus group interviews, I realised that one more important issue referring to the participants' experience of learning daily activities and their schooling time had not been investigated. I decided to conduct six follow-up individual interviews (Appendix D2) with six participants of one village, in order to gain more information, which could be useful for comparison with autoethnography self data, and furthermore for designing the CRT strategies.

### ***Muong college teacher interview***

*Pilot-testing:* An interview was conducted with one Muong college teacher to obtain an indication of how the interview questions would be interpreted (Hennink, Hutter, & Bailey, 2011). These questions were translated into Vietnamese prior to the pilot-testing. I used the following prompts (Hennink, Hutter, & Bailey, 2011, p. 120) to assess the pilot-testing:

1. Did the interviewee understand the questions immediately?
2. Were concepts, sentences and words sufficiently adapted to the context of the interviewee?
3. Do some questions need to be rephrased?
4. Was the order of the questions logical for the interviewee?
5. Will it be possible to answer the research question with the information that is gathered?

## 6. Was the interview guide too long/short?

The pilot interview was conducted in a quiet room in the college library during the interviewee's break time, so the interviewee seemed to be comfortable in answering the questions without much deliberation. All the interview questions were understood clearly and answered in about 15 minutes.

Then the semi-structured individual interviews were conducted with four Muong college teachers to collect information on the experiences of their tertiary education. The interview information was then used to compare with my own experiences of tertiary education. This was to enhance the validity of the autoethnography data, as it could help me identify if I had experiences in common with other Muong college teachers (Creswell, 2009). Each interview lasted about 20 minutes, the questions of which were predominantly about the learning issues experienced during the interviewee's tertiary education (Appendix E). All of interviews were carried out in a quiet room (Hennink, Hutter, & Bailey, 2011) and were audio-recorded. The recording of a Muong college teacher reciting a poem when sharing the experience of their university days, showed that the participant felt very comfortable during the interview process.

### ***Student questionnaire***

The questionnaire aimed to look for students' learning interests and preferences in ELL. It was translated from English into Vietnamese, in which all participants were fluent. It was trialed before being used in order to ensure it was fit for the purpose.

*Trialing questionnaire one:* Questionnaire one was trialed twice. The first time it was trialed, four students were invited to fill in the questionnaire. All of them were female, three of them were Muong, and one was Kinh dominant. They took 35-45 minutes to complete the questionnaire. Two of them were asked to speak their thoughts while filling it in, and they did ask for clarification of some words. There appeared to be some issues which resulted in some changes. For example:

- in section 1a, the original words “abstract conceptualization” was replaced by “social issues (economy, politics, education, environment...)”, so that participants would not feel confused;
- in section 1b, the original word “description” was deleted, as I recognized that it may be included in the other learning activity styles of the same table; and
- in section 5, the original word “punishment” was deleted because it was not consistent with the peers’ behaviours.

After these changes, the questionnaire was trialed a second time with five further students, including three females and two males. Two of them were Muong, one was Thai, and two were Kinh dominant. It took 30 minutes to fill in the questionnaire. There appeared to be no problems at this trial.

*Using the questionnaire:* The student questionnaire was completed by 46 college students (Table 3.1). The responses from 32 Muong students were used to design CRT for Muong students. The responses from all students were also used as a rough check to ensure there was no negative impact for non-Muong students’ learning.

The questionnaire content focused on obtaining the students’ interests, preferences and needs in ELL (Appendix F). The questionnaire consisted of nine questions that were mainly in the Likert four-scale format, which required students to circle the number for their choice for each question. Four-scale format was helpful for my survey as it did not provide a neutral point, which could challenge the data analysis. Each question gave students a chance to express their further ideas and their most preferred items with a brief explanation of the reason.

All 46 students returned their completed questionnaires after several weeks.

#### ***3.4.1.3 Identification in the data***

To assure confidentiality, identification was used to identify the participants and the research sites as follows:

### ***Focus-group interviews***

Three village groups of focus-group interviews were named V1, V2, and V3. As there were follow-up individual interviews with participants of V1, the abbreviation “GI” was used to refer to “Focus-group interview”, and “II” for “Follow-up individual interview”. Each villager participant was given a pseudonym in Vietnamese.

### ***Individual interviews with Muong college teachers***

The abbreviation “TI” was used to refer to “Teacher interview”. Four pseudonyms in Vietnamese were given to four Muong college teachers and were used in the transcriptions and analysis. Table 3.2 presents the identification of interviews in Phase One.

### ***Autoethnographic writing***

The abbreviation RAW was used to refer to “Researcher autoethnographic writing”.

Table 3.2

#### ***Identification in Phase One***

Female pseudonyms						Male pseudonyms	Village group	Interviews	
Lan	Hue	Mai	Hong	Trieu		Nam	V1	GI	II
Cam	Quyt	Mit	Dua	Cau	Le	Tao	V2	GI	
Chanh	Xiem	Ki	Nhan	Xoai	Chom	Vai	V3	GI	
Thu	Ty	Bui				Dien			TI

To identify each set of data in the analysis, the identification was coded in the following way:

Participant pseudonym – (Village group) – Interview

For example:

Lan – Village One – Group Interview

Lan-V1-GI

Lan – Village One – Individual Interview      Lan-V1-II

Thu – Teacher Interview      Thu-TI

### **3.4.2 Data analysis**

As presented above, Phase One of the study consisted of autoethnographic writing, focus-group interviews and follow-up individual interviews with villagers, individual interviews with college teachers, and a student questionnaire. The inductive method was used for analysis of the qualitative data, including autoethnographic writing and interviews. The coding, filing and categorising of the qualitative data were carried out immediately after the data had been collected and followed Creswell's (2009) steps:

1. The data were organised and prepared for analysis. This involved transcribing interviews, typing up field notes, arranging the data into self data and external data, translating it into English, and importing into Nvivo software;
2. All of the data were read through to obtain a general sense of the information;
3. The detailed analysis was begun with a coding process (segmenting sentences/paragraphs into categories, labelling those categories with a term) (more details are in Appendix G1);
4. The coding process was used to generate a description of the setting or people as well as themes for analysis; and
5. The interpretation was made.

Qualitative data were managed in Nvivo as different sources, such as narrative writing, focus-group interviews, follow-up interviews, and teacher interviews.

#### ***Analysis of autoethnographic writing***

Four pages of the narrative writing of most significant events were used for analysis. The writing provided my own reflections of the cultural differences in the tertiary learning process and professional development courses. In the analysis I did not use

the first-person as was the case in the narrative writing, instead, second-person and third-person were employed. This is because it could “bring readers into a scene, to actively witness, with the author, an experience, to be a part of rather than distanced from an event” (Ellis, Adams & Bochner, 2011, p. 5), and create a context for report findings (Cauley, 2008, as cited in Ellis, Adams & Bochner, 2011, p. 5).

### ***Analysis of Muong villager interviews***

I transcribed all three focus group interviews, which lasted approximately 80 minutes and presented the transcriptions to the participants for checking. The main category covered the Muong people’s cultural factors of communication (including hospitality and friendliness, equal relationship in the family, and keeping harmony).

I transcribed the six follow-up individual interviews with the Muong villagers, the total time was approximately one hour. All of these transcriptions were checked with the participants to see if any changes were necessary. The main categories were in relation to classroom model, emotional expectations, learning preferences, challenges in learning, and student-teacher relationship (Appendix G1).

### ***Analysis of Muong college teacher interviews***

I transcribed four interviews then had the transcription checked by participants to see if there were any changes before translating into English. All four interviews lasted approximately 70 minutes. The categories followed the ones used for the autoethnographic writing.

### ***Analysis of student questionnaire***

I used the software SPSS to analyse the student questionnaire data. Frequencies of participants’ responses were calculated. The short open-ended responses were coded whereas the longer ones were not, because students expressed their own explanation in different ways. Acknowledged that the analysis of the open-ended responses was more challenging to manage, I followed the methods suggested by Burton and Barlett (2005) that “to read through the open-ended responses noting each significant point.

The end result is a list of main points mentioned in the responses and the number of times each was cited” (p. 2).

The frequency Muong student responses were analysed to find out their most preferred aspects in ELL. The information from this analysis was then used to design the appropriate teaching strategies for intervention in Phase Two. Further, the frequency of all student responses were analysed to ensure that the design would not have any negative impact on the non-Muong students.

### **3.4.3 Intervention design**

The intervention design stage had two parts consisting of: (1) design of the ELT strategies culturally responsive to Muong students, and (2) piloting of those teaching strategies and data collection instruments. In order to do this, the following steps were carried out: design, consult the English language teacher, pilot the intervention, and final design.

#### ***3.4.3.1 Design the intervention***

Firstly, the key findings from data analysis of Phase One were used to design teaching strategies for the intervention. Adapted from the notion of CRT (Section 2.3.2), the design focused on two main teaching strategies: create a safe learning environment for Muong students, and use Muong students’ learning preferences in the teaching process. For the safe learning environment for Muong students, I used the findings in relation to Muong cultural features of communication, such as hospitality and friendliness, the equality in the family relationship, and maintaining harmony as guides to adjust the teachers’ behaviours in the classroom. For the learning activities, I combined the learning preferences of Muong students, for instance, learning activities consistent with CL, video clips, and the learning topics close to real life instead of the unfamiliar topics in the textbook. The details of the design depended on each unit. The teaching strategies were trialed in a classroom in Vietnam with student participants who carried out the questionnaire survey of Phase One.



Secondly, the data collection tools, such as an observation sheet for video recording, student questionnaire, and questions for the teacher interview were designed by trialing them prior to the main study. A description of the trial is provided in the next section.

### **3.4.3.2 Pilot study**

#### ***Adjustment of data collection tools prior to pilot study in Vietnam***

Before the pilot study in Vietnam, the two data collection instruments: observation sheet and student questionnaire (Section 3.5.1.2), were trialed in New Zealand for adjustment. The process is as follows.

Pilot of the observation sheet: The observation sheet was trialed twice in two lessons of two different groups at the Faculty of Education, Victoria University of Wellington. I emailed lecturers to seek their permission to trial the observation sheet by attending two lessons and recording the targeted students' behaviour of interaction.

Firstly, the observation sheet was trialed in a foundation-level Maths lesson. The group consisted of six students. I sat at the back of the classroom and observed the behaviour of interaction of four students, two male and two female. The lesson lasted 100 minutes, and the observation took the first 45 minutes. As this was the first lesson of the term, the lesson was a combination between explaining new theory and practice doing Maths exercises. As the size of group was small, I could observe all four target students' behaviour. However, at this trialing only two students, one male and one female, participated in interaction with the teacher, which mainly consisted of asking questions for clarification and answering the questions posed by the teacher. The male student made a total of three interactions, and the female student made a total two interactions during the 45 minutes. The conclusion from this pilot was that the observation sheet seemed to be workable for this lesson.

Secondly, the observation sheet was trialed in a tutorial class on Early Childhood Education. The group consisted of 13 students. I also sat at the back of the classroom

and targeted four female students, as there were no male students. The class was organized in a way that allowed many opportunities for interaction, such as groupwork and whole class activities. All the interaction of the four target students was recorded on the observation sheet. However, the observation sheet did not have much room for recording the description of the lesson so that I had to record it on a separate sheet. While observing the students' interaction, I also became interested in recording the students' body language, such as hand gestures, and facial emotions. I recognized that this recording of the students' body language would be a supportive source of evidence to show the students' confidence in interaction. Video recording could be very useful to capture this non-verbal behaviour. Consequently, I decided to adjust the observation sheet so that it would allow me more room to describe the lesson in progress, and furthermore it could assist me in recording students' non-verbal behaviour by adding the levels of positive body language that students may show in the lessons.

Pilot of the questionnaire: I also asked a PhD candidate at Victoria University to help with trialing the questionnaire. She used to be an English language teacher in a university in Vietnam so she understood the context where the questionnaire would be conducted. After the trialing, she shared with me her valuable opinions about this.

Firstly, she shared her initial feeling about the structure of the questionnaire. Accordingly, the question *I have experienced this in my ELL this year* inserted between the column of items (1-37) and the columns of the rating scale (1-5) could make the respondents feel confused. I then gave her an explanation of the aims of the question and how to answer it, which helped her understanding. This led to the decision that the explanation could be provided if the respondents experienced similar confusion.

Secondly, she shared her opinions about the use of English words in the items. For example, in item 1, the words in parentheses *economy, politics, education, environment* could make it hard for the respondents to express their opinions, because one respondent could be interested in *economy* but not in *politics*. According to her,

the words *current social issues* covered everything required. I decided to put the words *for example* in parentheses to make these clearer.

Some items seemed to overlap with other items that could confuse the respondents. For example, item 9 *-Problem-solving* could be considered a kind of activity as in item 7 *-Discuss and report*.

Item 7 covered two kinds of activities. Respondents could be interested in both *Discuss* and *Report*, but some may be interested in *Discuss*, rather than *Report* or vice versa. Therefore, I decided to split item 7 into two different items.

The title of items 19, 20, and 21 *-Learning materials and activities* seemed to be inconsistent with the titles of the other items, because the other items were in the form of a full sentence. Therefore, I decided to make it full, *Learning materials and activities are effective to my ELL in the following ways*, so that the questionnaire appeared more consistent.

Item 21 *-The multiple-level activities allow for my best choice* could confuse the respondents, because of the use of the technical words *multiple-level activities*. This was reworded and clarified as follows: *The learning activities with different levels allow for my best choice*.

Regarding rewording, item 22 *-Teacher's appropriate-level questions increase my confidence to respond* was reworded as *Teacher asks the questions appropriate for my level increases my confidence to respond*, so that it was clearer.

For the range of items from 30-37, the words *Learning environment* needed to be clarified so that the respondents could understand it clearly. For example, item 36 was reworded as *The learning environment described above (from item 30-35) gives me the feeling of safety*.

Lastly and interestingly, she found that in item 31 about the teacher's behaviour, there is a strange behaviour that she did not like *-Patting on students' shoulders* – and asked

me why this was mentioned in this item. I shared with her that this stemmed from Muong cultural behaviour indicating friendliness in a relationship.

### ***Pilot process***

The pilot study attempted to answer the following questions:

1. Are the teaching strategies capable of integrating into the existing English language programme?
2. Is the video-recording capable of capturing students' attitudes and behaviours of participation?
3. Is the observation sheet capable of recording students' behaviours of participation?
4. Is the audio-recording capable of capturing students' interaction in classroom activities?
5. Is the questionnaire capable of eliciting students' opinions as required by the research questions?
6. Are the interview questions effective in probing the teachers' opinions of teaching strategies and the ELL of students? How long should the interview last?

**Pilot participants:** The pilot study involved two sets of research participants: students and a teacher from one tertiary institution in Vietnam. Student participants were the ones who responded to the questionnaire from Phase One. These participants attended two lessons in which the teacher participant carried out the pilot teaching strategies.

For trialing the observation sheet, four Muong students were selected to be the target participants whose verbal participation was recorded. Two more-interactive students and two less-interactive students, based on the teacher participant's opinion, were selected to be the participants.

For trialing the audio-recording, one less-interactive Muong student was selected, as there was only one digital audio-recorder available at the time of trialing.

For trialing the questionnaire, eight students were selected, including males and females, and both Muong and other-ethnicity students.

The pilot was carried out with a class of students before the main study. This pilot took place over a two-month period, including the steps of sharing the teaching strategies with the pilot teacher; piloting the teaching and data collection tools; analysing the result; and adjusting data collection tools.

Firstly, the proposed teaching strategies were shared with the pilot teacher. Because of the time of trialing, the strategies were limited to two lessons. I decided to trial the teaching strategy regarding the use of students' interests and preferences in learning. This included cooperative activities to increase student participation combined with other learning materials (video clips, pictures from internet sources) and the textbook to capture students' interest.

Secondly, the teaching plans for two lessons were developed cooperatively by the researcher and the pilot teacher in order to see if the integration of teaching strategies into the existing English language syllabus worked. The two pilot lessons were trialed by the teacher participant and video-recorded by the researcher. In those two lessons, the audio-recording of the interaction was trialed by one student in groupwork and pairwork activities. The video-recording was watched again for the trialing of the observation sheet. The audio-recording was then listened to check if the recording had worked well.

Thirdly, the questionnaire was trialed by eight students after the two lessons were completed. The questionnaire was given to eight students. Students were given three days to read all the questions in the questionnaire and then tell me what they thought the items meant, and how they responded to it. The items, which were not understood as intended, were cut out or revised so that they could correctly capture the opinions from the respondents (Griffiee, 1999).

Fourthly, an English language teacher was invited to trial the observation sheet and the video-recording to ensure the consistency in coding the students' behaviours to improve the reliability for the data collection.

Finally the interview was trialed with the teacher to assess if the teacher understood the questions immediately, those that were not were to be rephrased (Hennink, Hutter, & Bailey, 2011).

### ***Pilot results and adjustment of data collection tools***

#### **Question 1: Are the teaching strategies capable of integrating into the existing English language programme?**

As described above, the teaching strategy integrated into the pilot lessons used students' preferences in learning, according to the result of data collection in Phase One of the study. Among these preferences, I decided to pilot CL activities, because it appeared to be consistent with the 'working together' ethos of the Muong people. Further, extra-curricular learning materials, such as video clips were used to help students better understand the lesson. As a result, with regard to the use of CL activities, it seemed not to be understood correctly by the pilot teacher and was then used as pairwork and group work activities. This issue had not been anticipated, therefore I decided to emphasize the difference between CL and pairwork/groupwork with the experimental teacher before conducting the main study.

With regard to the use of extra-curricular learning materials and the topic close to real life, it appeared to be consistent with the current syllabus. For example, in the first lesson about grammar tense – the Past Continuous, one vocabulary activity using pictures from the internet was added to demonstrate new vocabulary in order to help students deeply remember the words and phrases before using them in the lesson. Furthermore, one video clip to present the use of the Past Continuous versus the Past Simple was added to help students understand how these were used in real situations. In the second lesson, one speaking activity relating to real life was used instead of one speaking activity in the textbook that attracted students' attention because students

had a chance to talk about what they knew (showing the way to some places where students were living).

In brief, the combination of other learning materials and the topic close to real life was feasible with the current English language syllabus. CL would be more carefully explained before the main intervention so that it would not confuse the experimental teacher.

**Question 2: Is the video-recording capable of capturing students' attitudes and behaviours of participation?**

The video-recording was trialed to capture the attitude and behaviours of participation of four sample students in the two lessons of trialing the teaching strategies. The camera was trialed in different places of the classroom for the best position of capturing the front side of students. In the first lesson, the camera was placed in the left front corner of the classroom to record the four target students' attitudes and behaviours, who were sitting on the right side of the classroom, which is about three metres away from the camera. In the second lesson, the camera was placed in the right front corner of the classroom to capture the four different sample students who were sitting on the left side of the classroom. The camera was trialed to move to capture the other students' activities, because it was anticipated that during the intervention lessons students may have to move around the classroom to meet the requirement of the learning activities.

The image captured was as clear as required. The camera was adjusted in order to capture the long shot, which provided imagery of the general context. It was also trialed for the medium shot to maintain the images of the target students and reflect the students' activities. Furthermore, the camera was trialed with the close-up shot to focus on the specific body language, such as the facial expressions, eye contact, postures, etc. of the sample students for the best response to the research question.

**Question 3: Is the observation sheet capable of recording students' behaviours of participation?**

The video-clips of the two lessons were watched again very carefully to trial the observation sheet. The result showed that the recording allowed me to record all the codes in the observation sheet. During the trialing of the observation sheet, I recognized that the body language of the sample students could be recorded, which would be very useful to reflect the students' attitude toward ELL. I then made the decision to add one more code, code 6, to record students' positive body language for this purpose.

For consistency in grading students' positive body language, I trialed code 6 on the observation sheet. I invited an English language teacher to do this with me. I selected two short video-clips of one pilot lesson. We watched the video-clips and coded the positive body language of participation of four target students onto the observation sheet. We watched the video-clips three times. The first time, we watched and took note of the body language of two target students. The second time, we did the same with the other two. Then we compared our gradings with each other. The results were that our gradings were similar for three students and different for one student. The difference was that I graded this student's positive body language at a 'medium level', and the English language teacher graded this student at a 'high level'. The third time, we watched the video-clip again to analyse and compare the positive body language of this student with the other students, then we discussed which level would be more appropriate. During watching, we realised that there were unanticipated factors, which could distract students' attentive listening, such as the noise from the pen falling down. If the students' distraction happened for about 30 seconds, we agreed that this did not affect the students' positive body language. In brief, the observation sheet is capable of recording students' behaviours of participation.

**Question 4: Is the audio-recording capable of capturing students' interaction in classroom activities?**



One digital voice recorder was held by one less-interactive student to record all the audio in the 45 minutes. The result showed that it could record all the sound around the recorder, including students' interaction – although this did not occur much in the pilot lessons, and teacher's lecturing. One issue appeared that I did not recognise the accent of the student holding the recorder. Therefore it would be necessary to become familiar with the target students' accent before the main study. I decided to ask each target student to record a short statement before the recording of the group began.

**Question 5: Is the questionnaire capable of eliciting students' opinions as required by the research questions?**

The questionnaire was translated into Vietnamese and was trialed with eight students. Three days after the questionnaire was delivered, I met with these students, and I asked what they thought when reading each item in the questionnaire. The following are students' opinions and the adjustment that could be made for greater clarity.

*The position of the column:* Students shared the opinion that there was some confusion when looking at the position of the columns. I then made the decision to move the position of the column YES/NO to the left of the items.

*Item 12:* Students seemed not to know what the *Free conversation* was, as this type of activity had never been conducted in their ELL. The pilot teacher said that in general there was not much time allotted for this type of activity. I decided to cut out this item for the appropriateness for the real situation of the research site.

*Items 30-36:* These items were said to be a bit too general and created confusion for students. For example, item 31, the teacher's behaviours, covered three examples of behaviours, which could make students agree with one but disagree with another behaviour. Some students had experienced one behaviour but not the other. For example, one student shared that, she had experienced the behaviour *Patting on students' shoulders* before college (at secondary school), but never experienced it again since then in the college classroom. I decided to split them into different items.

Items 33, 34, 35, 36 were reworded to capture the students' opinions. For example, students did not understand the phrase *the feeling of safety*. I decided to reword this phrase and express it in different items and in more detailed ways, as follows:

The old item:

*Item 36 -All the experiences above (from 30-35) give me the feeling of safety*

The revised items:

*Item 34: The comfortable learning climate and friendly relationships between the teacher and students make me feel less anxious in the lessons;*

*Item 35: The comfortable learning climate and friendly relationships between the teacher and students make me feel more connected;*

*Item 36: The connectedness makes me feel more confident in the oral activities.*

**Question 6: Are the interview questions capable of capturing the interviewee's opinions as intended?**

The pilot interview was conducted with the pilot teacher, and the questions were about the issues relating to the pilot lessons. The interviewee seemed to understand the questions immediately. Her answers revealed that the concepts, sentences and words in the questions were adapted to the context of her teaching. The order of the questions was logical for the interviewee, which made her feel easily able to connect the questions to what was used in the pilot lessons. The information gathered from the pilot interview appeared useful to the research question, because her answers were very focused on the teaching strategies used for the pilot lessons, with the examples illustrated for her opinions. Her opinions seemed to be consistent with the data from the video-recording and audio-recording.

The interview lasted for 36 minutes, which did not seem too long. The interview in the main study lasted longer than this, because of the length of the intervention. It was

anticipated that the opinions about the target students would be lengthier and contain more detail as the intervention was to cover a stage of target students' progress of learning. I also planned to split the teaching strategies into different sub-questions so that the interviewee's opinions could be deeper and provide richer data.

### **3.5 Phase Two - Implementation**

Phase Two of the study addressed the second research question: "What impact does the use of specifically designed CRT strategies have on the aspects of Muong students' ELL (the verbal participation in class activities, the English language competence, the attitude toward and the confidence in ELL)?" To test how the teaching strategies work, my study used a quasi-experimental design with the use of experimental class and control class so that the effectiveness of the teaching strategies could be comparatively evaluated. The quasi-experimental design enabled me to identify causal relationships between the teaching strategies and students' outcomes (Johnson & Christensen, 2008). Additionally, the quasi-experimental research design was appropriate for the context of my study, given that it was impossible to randomly assign participants to comparison groups due to the small population and the fixed type of group (Johnson & Christensen, 2008). This method is consistent with Creswell's (2009) advice that a convenience sample is possible because the researcher must use naturally formed groups, such as a classroom.

The triangulation of data collection methods was used to enhance validity, which included video-recording the English language classes, audio-recording the students' interaction, student questionnaire, student term-test results, and teacher interview. The research design, research question and data collection methods, are summarized in Figure 3.2.

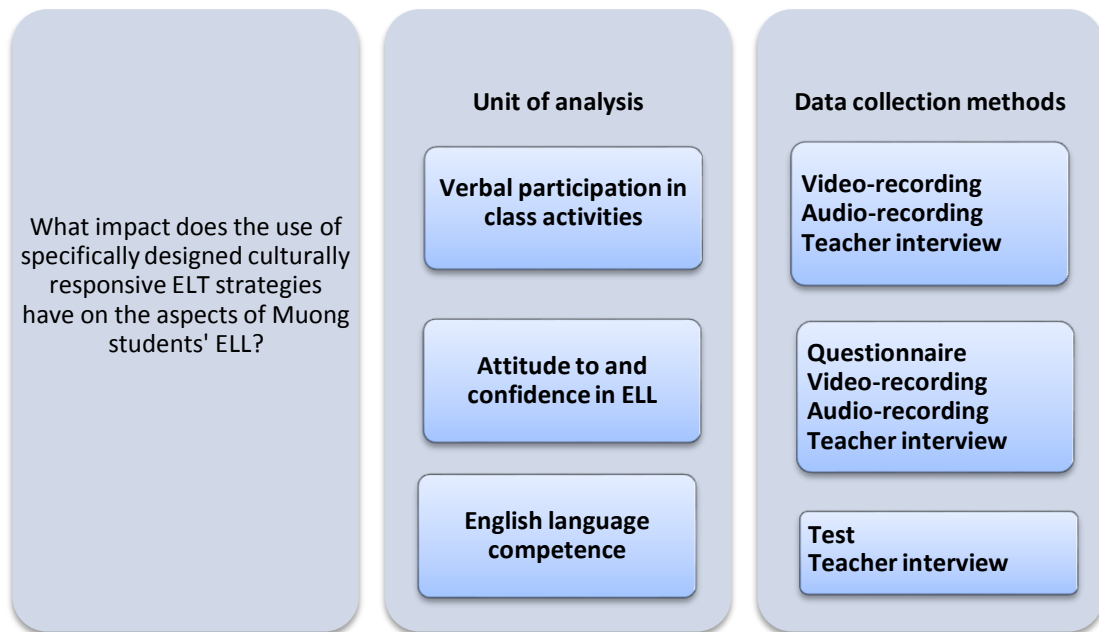


Figure 3.2: Research design of Phase Two

### 3.5.1 Data collection

Before the intervention was implemented, I sent the consent form and information sheet to both student and teacher participants of Phase Two of the study. I had a meeting with students of both control and experimental classes and explained the study that they were invited to participate in. In the experimental class, I emphasised that participants would have opportunities to access knowledge through CRT strategies, and that this may have positive impacts on their learning attitude and therefore their outcome would be better. I also indicated the potential risks in participating, such as, that the CRT strategies may be less effective and therefore not benefit their ELL, and that the questionnaire would take up the participants' time.

I also made an appointment with the two English language teachers who had volunteered to be the teachers of the experiment in Phase Two, in order to explain the purpose of the study and their roles in the study. Information sheets and consent forms (Appendices H1 and H2) were delivered to them thereafter.

The intervention was carried out in term two of the academic year 2011-2012. The term consisted of a total of 14 study weeks. The whole time period of one term was selected because it could provide enough opportunity to prepare the professional development for the intervention teacher, to implement the practices, and to observe if the normal teaching after the intervention had changed. More importantly, this time period allowed the researcher to observe the whole process continuously from the beginning to the end of a programme in the curriculum that could help with a comprehensive evaluation of the effectiveness of a new teaching model.

Baseline data were collected for two weeks in both experimental and control classes. After baseline data collection was the time for sharing the research findings from Phase One and the model of CRT strategies with the experimental teacher. Both the researcher and the intervention teacher planned the lessons. The next eight weeks were the time for the intervention. This amount of time was practical in terms of implementing changes and assessing the effectiveness of changes. The last two weeks were used for the observation of post-intervention, which aimed to assess whether the teacher maintained intervention practices in the normal teaching. Two weeks appeared to be adequate to assess whether the intervention practices had become a natural and normal part of the teaching process. The timeframe of the whole intervention is summarised in Table 3.3.

Table 3.3

*Intervention Timeframe*

Pre-intervention			During-intervention	Post-intervention
Week 1	Weeks 2-3	Week 4	Weeks 5-12	Weeks 13-14
Get familiar with the presence of camera in the classroom	Baseline data	Share research findings, discuss the teaching strategies	Conduct the intervention	Observe post-intervention teaching

### ***3.5.1.1 The participants***

The main study involved two sets of research participants: student participants and teacher participants of one tertiary institution in Vietnam. The students were from two different non-English language majors, but from one faculty of the institution, in the same school year, with the equivalent academic level of English language, and studying the same English language syllabus. One major was selected to be the experimental class, and the other was selected to be the control class. These students were different from the ones who had participated in Phase One.

#### ***Student participants***

The institution where the data collection took place was a local college in Vietnam. Students came to the college from different districts of the location to obtain a bachelor degree after three years of study. They were of different ethnic groups, but most were of the Muong ethnicity.

The student participants came from two different regular intact classes. The experimental class consisted of 24 students, in which 23 students agreed to be the participants of the study. This class of participants consisted of three groups: Muong, Kinh, and Thai. The control class consisted of 25 students, but three students left the course during the last week of the intervention. The remaining 22 students were of three groups: Muong, Kinh, and Tay. Among these, Muong, Thai, and Tay were ethnic minority groups, and Kinh was the dominant group of Vietnam. In both classes the Muong students constituted the majority. The details of student participants are summarised in Table 3.4.

Table 3.4

*Student Age, Ethnicity, and Gender in Phase Two*

Class	Student age						Total
	20	21	22	23	24	25	
Control	6	8	1	3	3	1	22
Experimental	6	11	1	0	4	1	23

Class	Student ethnicity				Total
	Muong	Thai	Tay	Kinh	
Control	16	0	2	4	22
Experimental	15	3	0	5	23

Class	Student gender		Total
	Male	female	
Control	12	10	22
Experimental	10	13	23

To fit the aims of the study, in each class, four Muong students were selected to be the sample of the video-recording: two male and two female students. Among these, there were two high-achieving and two low-achieving students. Two other Muong students, including one male (low-achieving) and one female (high-achieving) were selected for audio-recording. All selections were done with the assistance of the teacher participants after one week of teaching. The selection was based on the criteria that a student should be confident enough to be recorded; not too dominant in the discussion; hard-working; and have consistent attendance. In addition, two more students per class were selected to be the reserve participants, in case the main participants were absent from class.

***Teacher participants***

Both teacher participants were female and of Kinh dominant ethnicity. The experimental teacher was one year older than the control teacher. Both teachers had studied at the same university before working at this institution and held a bachelor degree in ELT.

Both teacher participants had been teaching for about five years when the data collection was conducted. The professional development and teaching skills of these

two teachers were evaluated as equivalent by the faculty's annual professional evaluation. Both were young, and appeared to be enthusiastic and eager to participate in the study.

Before the data collection, I talked to each teacher about how she would participate in the study. I also explained to them what I would do for data collection in each class, how long the data collection would take, and what the student participants of each class would do. For the teacher of the control class, I asked her to keep the teaching as 'normal' as possible. For the teacher of the experimental class, I emphasised the teaching strategies that needed to be applied throughout the intervention, and the adjustments to be made as necessary. As negotiated prior, the experimental teacher taught only the experimental class during the term in which the data collection took place, so that her experience of the intervention may not affect the other classes. I also mentioned the presence of the video-recorder and two audio-recorders during the lessons, and that the teacher's image and speech would be captured although the focus of the video and audio-recorders would be on the target students.

### ***The researcher***

During the data collection I took on two roles as a fieldwork researcher: I was an observer in the classroom and also a participant by planning the lessons and adjusting the teaching strategies together with the experimental teacher. In the position of observer, in order to keep the lessons going as smoothly as possible, I tried to be unobtrusive to the teacher and students. I set up the video-recorder and audio-recorders during the five-minute break between lessons, so that each recorded lesson was not interfered with by the preparation of the recording equipment. I moved between two classroom doors to change the corner of recording and avoided moving along the aisle between the two rows of seats. I said to the class that the data from recordings would be used for this research only. I did not say to the class whom the camera was focused on, so that they could participate in learning process as naturally as possible.



As a researcher participant, I gave a short training session to the experimental teacher prior to the intervention. I expressed my wish that the teaching strategies would be applied not only in the lessons recorded but also in the other lessons of the whole term. As stated above, my role was to assist the experimental teacher with ways to combine the teaching strategies into the existing programme throughout the intervention. To assure that the experimental teacher could use the teaching strategies with ease, they were gradually introduced. The researcher's participation was lessened as the intervention progressed.

After the first three weeks the content of the intervention was discussed with the experimental teacher. The teacher seemed to be interested in the teaching strategies. According to her, a safe learning environment could be created gradually. She had thought about it previously, but she had not found effective ways to get closer to the students. For application of CL, I learnt from the pilot study that CL could be confused with the terms pairwork and groupwork. Therefore, I made the difference between those terms clearer for their correct application during the intervention. I sent her further reading about CL together with examples of cooperative activities so that she could better understand the concept. She was not sure if CL would be supported by the students, because as usual the non-major English students did not seem to like learning English, but she indicated that she would try her best. For the issue of integrating other learning materials into the English teaching programme, it did not seem to be difficult for her, because she used to do it when she had additional time to prepare lessons. To make her less anxious about the intervention, I made it clear that I was a researcher-participant and would always be beside her throughout the intervention.

#### ***3.5.1.2 Data collection methods and process***

The data collection was carried out at the beginning of the second term of the academic year 2011-2012 in the two classes. The whole process of the data collection for the main study was undertaken between February 2012 and July 2012. Data

collection methods of Phase Two included: video-recording, audio-recording, student questionnaire, teacher interview, and students' test scores.

### ***Video-recordings***

Video-recording was used to record the sample students' ELL throughout the intervention period, including pre-intervention, intervention, and post-intervention. It helped the researcher capture the students' participation in oral activities. An observation sheet was used to identify the students' attitude, behaviours and body language of positive participation, such as interest and enthusiasm to learning activities, eye contact, head position, or leaning forward to show attentive listening to the teacher and friends during learning activities (Appendix I).

Before the intervention, the camera was put in the classroom of both experimental and control classes for one week so that students became familiar with the presence of the camera in the classroom. Furthermore, this could assist me to know whether the experimental teacher had already used any of the teaching strategies planned for the intervention.

During the pre-intervention lessons, a tripod was used to help the camera record a decent image. This seemed to be appropriate for lessons with limited student movements as in the pre-intervention lessons. During the intervention and post-intervention periods, it was necessary to move the camera regularly because the sample students moved as required by the teaching strategies, therefore I held the camera instead of using the tripod. The camera focused alternatively on each sample student every one or two minutes.

### ***Audio-recordings***

Audio-recording was used to capture the target students' oral interaction in classroom activities and identify the teachers' teaching strategies during the lessons. Two digital audio-recorders were held by two sample students throughout the lesson and were given back to me after the lesson had been completed.

### ***Student questionnaires***

Two questionnaires were carried out for pre-intervention and post-intervention data (Appendix J). The pre-intervention questionnaire was delivered after three weeks of learning for baseline data (this three-week period included one week to trial the camera and two weeks for collecting baseline data – see Table 3.3), which aimed to obtain students' opinions about ELT and ELL before the intervention, including the time prior to college. The post-intervention questionnaire was delivered after the students' end of term test to obtain the students' opinions about ELT and ELL during the intervention. Both questionnaires had similar content and items. The questionnaires were in Vietnamese.

### ***Student term-test scores***

The students' competencies of both classes were evaluated by the same system of testing. This study used the score of Test 1 (Appendix K1) for baseline data, and the score of Progress Test 4 (Appendix K2) and two end-of-term tests, Oral exam (Appendix K3), and Written exam (Appendix K4) as post-test data.

All the tests were designed by the faculty of English language of the research institution and were scored by the teachers working there. For the end-of-term Oral exam, student participants of the two classes were mixed into different rooms and were examined orally by all English language teachers including the two teacher participants.

### ***Teacher interview***

A semi-structured interview was carried out with the experimental teacher, with the aim of evaluating the impact of the teaching strategies (Appendix L). It was conducted at the end of the data collection process, after students completed their end-of-term exam. The interview was in Vietnamese so that the experimental teacher could express her opinions at ease and was audio-recorded. It was undertaken at the teacher's home so that she felt as comfortable and relaxed as possible. The interview

lasted for about eighty-three minutes. One follow-up interview was conducted to clarify some important information which lasted for about 20 minutes.

By the end of the data collection process, the following data had been collected:

Baseline data:

*Video-recording:* 5 hours 40 minutes 53 seconds

*Audio-recording of student interaction:* 12 hours 29 minutes 23 seconds

*Questionnaire:* 48 questionnaires

*Written test scores:* 45 students' written test scores

Intervention data:

*Video-recording:* 11 hours 49 minutes 37 seconds

*Audio-recording of student interaction:* 32 hours 23 minutes 48 seconds

*Progress test 4 scores:* 45 students' test scores.

Post-intervention data:

*Video-recording:* 4 hours 57 minutes 36 seconds

*Audio-recording of students interaction:* 12 hours 19 minutes 57 seconds

*Interview:* 1 hour 23 minutes 18 seconds

*Questionnaire:* 45 questionnaires

*End of term test:* 45 students' written and oral exam scores

The time of audio-recording and video-recording were not similar, because the audio-recording was made throughout the lessons including the break time. The video was stopped regularly to change the recording corner and did not record the break time.

### **3.5.2 Data analysis**

The present study involved both qualitative and quantitative data and employed both inductive and deductive methods of analysis. Nvivo was used to manage and organise the qualitative data (audio-recordings). SPSS 18 software was used to analyse the quantitative data (questionnaires and tests). An observation sheet was used to help analyse the video-recording data.

#### ***Analysis of video-recording***

All of the 16 lessons video-recorded in both classes were watched again to identify the eight target students' participation in the learning activities. A deductive method was used for analysis with a priori codes (Johnson & Christensen, 2008), which were in relation to the students' behaviours of the participation (Appendix I). These behaviours of participation were then calculated for a frequency comparison within and between groups to check if there were any significant differences.

#### ***Analysis of audio-recordings***

Following Creswell's (2009) steps of inductive analysis, firstly, the audio-recordings of the four target students' interaction in each class were transcribed and translated into English. Secondly, all the transcriptions were read through to obtain a general sense of the information. Thirdly, the transcriptions were then imported into Nvivo software for coding process. The sentences and paragraphs were segmented, categorised, and matched with the nodes in Nvivo. This process helped to: identify categories of interactions and their frequencies produced by target students of two classes in one lesson per stage, identify the categories of interaction that target students made in all the recorded lessons, and identify the teaching in the two classes. Fourthly, themes for analysis were generate (a sample of codes was provided in Appendix G2). Finally, the interpretation was made. Besides, the deductive analysis was used to look for the utterance evidence for students' positive attitude toward and confidence in ELL to support for questionnaire data.

### ***Analysis of the questionnaires***

The pre- and post-questionnaires were coded and imported into SPSS 18. The number of students responding to each item option was calculated. Then the Chi-square test was conducted on each questionnaire item to determine whether the two classes differed significantly in their responses to the pre- and post-questionnaires. The first question of the questionnaire included five categories (strongly disagree, disagree, agree, strongly agree, and don't know). The chi-square analysis was also used for the second question of the questionnaire, which asked students to give a yes/no response as to whether they had experienced the item, in order to determine whether the responses of the two classes were significantly different.

### ***Analysis of the test scores***

The test scores were coded in SPSS 18 for analysis. The study looked for significant results from the data using the following analysis: the Pearson's correlation Coefficient ( $r$ ) to look for the correlations between the four main assessments for each class (one pre-test and three post-test assessments); the independent t-test; and the Mann Whitney U test for comparisons between the four main assessments for the two classes.

### ***Analysis of the teacher interview***

A deductive method was used to analyse the interview data. A priori codes were used, which were based on semi-structured interview questions (Johnson & Christensen, 2008). I transcribed the teacher interviews, then had the transcriptions checked with the interviewee for agreement or any adjustment she requested before translating them into English. The transcriptions of both interviews (the main interview and follow-up interview) were then imported into the Nvivo software for categorising. All the data were then read through to obtain the general information and segments of data were matched with priori codes (Appendix G3). Evidence for themes was then combined with the analysis of the student questionnaires, audio-recordings, and video-recordings to strengthen the findings.

### **3.6 Research validity and reliability**

Since my study uses a mixed methods design, both the qualitative validity and experimental validity are required (Creswell, 2009). Qualitative validity was strengthened in the following ways. First, the accuracy of the findings was checked by using methods triangulation and data triangulation (Creswell, 2009). Denzin (1970) indicates that combining methods helps the researcher achieve the best of each, whilst overcoming any unique deficiencies. Triangulation was used throughout the study as a way to strengthen the findings. In Phase One, the combination of data from autoethnographic writing, focus-group interviews, individual interviews, and the questionnaire helped to strengthen the exploration of Muong culture and Muong students' learning preferences. In Phase Two, the triangulation of qualitative and quantitative data from video-recordings, audio-recordings, questionnaires, tests, and interviews helped to further confirm the hypothesis.

With regard to issues relating to experimental validity in the quantitative phase, I attempted to minimise threats to both internal validity and external validity that nonequivalent comparison-group design may have (Creswell, 2009).

*Internal validity:* Johnson and Christensen (2008) identify potential threats that may arise in nonequivalent comparison-group design, including: differential selection, differential attrition, and additive and interactive effects. In this study the differential selection was minimized by gathering information about students' interest, learning styles, age, ethnicity, and learning ability through questionnaires and tests. Furthermore, the focus of the study was on Muong students, that is, on students with similar ethnicity. Differential attrition was minimised, as the intervention of this study was integrated into the fixed programme that students were expected to complete. I explained the purpose of my study to both teachers and students and tried to keep the two groups as separate as possible during the experiment to minimise the interaction between the experimental and control classes (Creswell, 2009), so that any additive and interactive effects were minimised.

*External validity:* The threat to external validity was addressed by restricting claims about groups to which the results can be generalised (Creswell, 2009).

Data collection instrument reliability was taken into account prior to the use of each in this study. Firstly, trials of the teacher interviews and the student questionnaires were conducted and then these data collection instruments were revised to ensure the suitability to the research context. For example, the questionnaire of Phase Two was advised on by one Vietnamese teacher of English and then by the students at the research site to ensure it was fully understood before its use in the main study. The use of video-recording, observation sheet, and audio-recording have also been piloted to ensure their workability in the classroom. Especially, the video-recording and observation sheet, which were trialled to ensure consistency in grading the students' levels of positive body language. In this way, the inter-rater reliability of the video-recording was ensured. The English translation sample was double-checked for reliability. The participants' responses were translated into English by the researcher. To check the accuracy of the English translation, I invited the experimental teacher to check her interview transcription in both the Vietnamese version and the English translation. The teacher agreed with the translation. Secondly, the institutional reliability measures contributed to the reliability of the data. The end-of-term written exam was marked by all the teachers of the institution, and the students' names on the exam papers were detached by the institution authority. The end-of-term oral exam was marked by all the teachers in the institution. The grading was based on an instruction made by English language teachers. Thus, the reliability of the test scores were improved.

### **3.7 Chapter summary**

This chapter presented the research design, which was based on the research questions. Accordingly, Phase One of this study addressed research question one. Phase Two addressed research question two. The overall findings from these two phases were to help in answering research question three. As each phase had its own



purposes, it employed different data collection methods to reach its purposes. The chapter provided the details of research participants, research contexts, procedures of data collection and data analysis. The research validity and reliability was strengthened by various strategies, such as piloting the data collection tools, triangulation of data collection, and minimising threats that may happen to internal and external validity.

The results of the research will be reported in the following chapters.

## CHAPTER FOUR:

### PHASE ONE FINDINGS

This chapter addresses the first research question: “What ELT strategies could be culturally responsive to Muong college students and in what ways?” It consists of four main sections. The first section describes the cultural factors that could be helpful for a safe learning environment for Muong students, the learning preferences of the Muong people, and the factors which could have an impact on Muong people’s learning. It employs the autoethnography data, including the researcher’s writing (indicated by RAW), interviews with Muong villagers (indicated by GI), and interviews with Muong college teachers (indicated by II). The second section presents Muong students’ interests and preferences in English language learning (ELL) using the data from the student questionnaire. The findings of Phase One are summarised and discussed in the third section. The last section presents the model of culturally responsive teaching (CRT) for Muong students.

#### **4.1 Muong cultural factors of communication and Muong people’s learning preferences**

This section begins with the description of the Muong cultural factors of communication and how Muong people undertake daily activities. It identifies the main features in communication that could be helpful for the teacher to create a safe learning environment for Muong students. These include: hospitality, patting on the shoulder to show friendliness, working together, equal relationships in the family, and maintaining harmony. It continues with the description of the learning preferences of the Muong people, their expectations in learning, and factors that impacted on their learning, which could help to develop students’ positive attitudes to ELL.

#### 4.1.1 Muong cultural factors of communication

*“Ông ra về mà tôi chẳng vội vã cho về  
Tôi đốn cây bồ quân ngang đường, ngăn lối  
Tôi chặt cây khế lấp xá  
Tôi giả tiếng con lợn rừng hộc lên  
Tôi giả tiếng con hoẵng, con nai la lên ầm ỹ  
Để ông sợ hãi, đành tâm ở lại cạn đêm, cạn ngày, lụi tháng...”*

(You want to leave but I don't want you to leave  
I cut the Facourtia tree down to block your way  
I cut the thistle down to keep you around  
I pretend to be wild boar crying out loudly  
I pretend to be muntjac shouting loudly  
For you are scared, to stay overnight, until the day ends, until the month  
ends..). – Muong saying

Muong people have special ways to show their respect to guests. It is expressed in the way they act, what they say and the language they used. There are no differences in meeting Muong guests or non-Muong guests, except the language used (i.e., the Muong language is used with Muong guests and Vietnamese is used with non-Muong guests). The following extracts from the Muong villagers' focus group show the way Muong people express their respect when meeting the guests:

When meeting non-Muong people, they [Muong people] greet in Vietnamese language, then invite guests to their home for a drink and meals. (Hue-V1-G1)

Muong people are quite open-hearted and friendly in communication:

Muong people show their hospitality by a huge hug and a hand shake. (Hong, Hue-V1-G1)

...and by using facial expressions and gestures, such as shaking hands or slightly patting on the guests' shoulders. (Hue, Hong, Ly-V1-G1)

Muong people are often more effusive than the Kinh people [the dominant people of Vietnam]. (Hue-V1-G1)

If meeting such an effusive guest, the conversation would be noisier and happier. (Mit-V2-G1)

Muong people respect the elderly and give up to the young. For example, when having meals the elderly [person] has the “important seat”. (Dua-V2-G1)

Muong people are friendly. The elderly also take off their hat to greet the young, and the young do too. (Vai, Chanh, Nhan-V3-G1)

Further, an unanticipated response is that the Muong people like singing Muong songs when they feel comfortable and happy with guests. During the interview with Village 1, two Muong villagers sang Muong songs, and others encouraged them to sing more and more when they finished one song.

Muong people like doing things together, and working on each other’s jobs together:

For example, today everybody works together on the rice field of this family and tomorrow for the other family. (Hue-V1-G1)

In general, Muong people are united, do everything together, and help each other with their ebullience. For example in a wedding, funeral, ploughing in the rice field, building house... without getting payment. (Cam-V2-G1)

This togetherness is considered a factor for maintaining good relationships in the community:

The Muong do things for group goal and for the purpose of group well-being and relationship, for happiness. (Le-V2-G1)

The Muong think very simply. They do not take one thing into account deeply. The well-off can share meals or the like with others. (Tao-V2-G1)

Family members treat each other quite fairly. It is expressed in the respectful action that differs from the behaviour of the Kinh dominant family members:

Frankly speaking, Muong parents do not impose their ideas on their children. This differs from Kinh parents, who often do... In general husbands in Muong families are fair and do not impose their ideas on their wives. (Nam-V1-G1)

They are fair, easier to live with and to behave than the Kinh. Children respect parents, and parents respect children's opinions. Children are allowed to contribute their ideas. We usually have a discussion before deciding to do something. (Hue, Lan-V1-G1)

There is a respect between parents and children. Rarely is there a force or a shout. (Xiem-V3-G1)

Muong people do not show their anger before guests. Rather, they say nothing for harmony. This behaviour is seen as different from Kinh people's angry behaviour that is often visible when present:

In general, if Muong people get angry, they do not show their anger on their face and still keep their happy facial expression, especially when the guest is in their house. This is different from the Kinh who express directly. (Cam-V2-G1)

If Muong people get out of temper, they may not say anything. If the guest coming at that time would not know the landlords get out of temper. (Mai-V1-G1)

The point worth noting here is that there are differences in communication between the Muong people and the Kinh dominant people of Vietnam.

#### **4.1.2 The learning preferences of Muong people**

In learning at school, Muong learners' preferences were group learning, practice and extra-curricular learning activities. The reasons were that such activities made them feel less formal and more relaxed to express themselves, more confident and closer with the others. They preferred a close and friendly relationship in learning:

The extra-curricular activities made me feel close to everybody, as there were not any competitions and comparative comments or marks as in the lessons. (RAW)

My major was history, and history had a special feature, I mean special way of approaching. If the teacher kept on in-class lecturing, I didn't feel interested at all. But if in the learning situation, especially in the extra-curricular activities I felt very comfortable.... the extra-curricular activities were held at the historical remains or museums, or...those activities re-happened through role-playing... I felt very close and I could "touch" the historical events, which made me so eager. (Dien-TI)

A special feature of my majority was the experimental science, so besides the theoretical lessons, we also had the experiment, which required students to work in groups. We were instructed by the teacher and we discussed with friends... I quite liked that learning style, because I had a chance to explore the theory by direct experiments, furthermore I felt that the teacher was closer, which made the communication easier, and then asking questions was more convenient, expressing opinions was freer. I like doing experiments and groupwork. (Bui-TI)

If teachers asked us to work in groups to share our experiences, knowledge, and information.... then I would feel very comfortable, free, very glad, and interested in such kinds of activities. In brief, pairwork and groupwork with the content related to the people, a nation, and customs of a nation...those lessons were exciting. (Thu-TI)

Practice after learning theory aided learners' understanding, not only at school but also in learning daily activities:

I like learning by practising right after the theory, so that I could remember. If the knowledge was in mind and not practised, then I didn't know whatever it would be... Practice should be after theory, like learning farming. Teacher went down the field and did immediately. (Nam-V1-II)

The Muong learners' preferred learning content was related to culture and daily activities. Topics that interested them were those that related to the cultures of other students' ethnic minorities, which made them feel close when sharing ideas with their friends or teachers. It was explained that when learning this content, students had more knowledge and could compare their own cultures to others inside and outside their country:

The activities I liked most and I felt most comfortable...such as... teachers gave us tasks... and we collected materials... with the content related to our majority – Literature. Therefore, if we

studied folklore, then we went everywhere to collect things about folklore... The Tay had their folklore, the Dao, the Nung, the Muong... had their own folklore, too... we collected and discussed in our group, then made a presentation in front of the teacher. That was so cool. (Ty-TI)

Muong people learned daily activities by following and observing their parents, then by practising everything themselves. Observation and practice were considered the most popular ways of learning handed down through the generations:

I myself looked for how to do everything, such as weaving baskets or transplanting rice seedlings. (Mai-V1-II)

Learning how to do daily activities is firstly from the family, that is from our parents, sisters and brothers, then secondly from the other people in the village, and observe people doing and participating... We mainly learned everything ourselves, and the adults would give us more instruction for ploughing because it was a bit more difficult. You know, I myself learned how to ride a buffalo. (Hong-V1-II)

We can do whatever our parents could. Our parents used to grow corn, sweet potatoes, cassavas... and these have been passed on like that. (Lan-V1-II)

In brief, it appears that the Muong people seemed to prefer learning activities that related to daily life, to practise the knowledge they learned, and a friendly relationship in learning as this brought about the comfort to learn better. They liked the learning topics that related to their real life and their culture. They preferred to learn by observing others and practice.

#### **4.1.3 The expectations in learning**

The Muong people showed their expectations in learning for better outcomes. The expectations revealed in the data consist of: to be encouraged, to be understood and cared for, to be respected and treated fairly, and to be supported.

It proved important for the Muong students to be encouraged by the teachers. This encouragement made them more eager to study, for example:

I also liked their saying “thank you”, “well done” as these encouraged me much. (RAW)

My success was partly due to the teacher’s and friends’ encouragement, and that made me feel that what have been done were significant. (Bui-TI)

When a task had been completed we were motivated by a compliment, an encouragement that also made us eager. But in fact that did not happen frequently. If we were encouraged more, maybe, we would be more confident. (Thu-TI)

I didn’t have any good impression about schooling... I only remember that if I could not read the Vietnamese words hanging on the village gate then my shoulder would be stamped “illiteracy”... that made me fear, and the fear urged me to learn so that I was able to write and read. (Trieu-V1-II)

However neither encouragement nor punishment was used much during the process of Muong learning daily activities in the village. Some parents encouraged their children to learn things in order to serve themselves:

I encourage my children to do things because if they did not know they would have an unhappy life. (Lan-V1-II)

We used to be offered [a] “point” for our working quality and quantity. The “point” was transferred to “rice”. More points we got, more rice we had. No punishment was implemented. That is, you get what you do. If you don’t do you get nothing. (Nam-V1-II)

There is no encouragement or punishment. Doing things well is first for better living. (Trieu-V1-II)

In short, there was a difference between the need for encouragement in learning at school and in daily activities. The encouragement seemed to be necessary in learning at school but not very important in daily activities.

Muong learners liked to be understood and cared for as this would bring them more comfort in an academic environment. The lecturer’s honesty, friendliness, and enthusiasm became the motivation for the learners to participate in the lesson:



I liked their friendliness, which encouraged me to discover the knowledge. They always listened to the learners, were ready to share and tried to understand the learners. (RAW)

I admired my old teacher of Math because of his attitude to students, yes, his patience. I remember, he never shouted at us. He loved students and [was] very friendly. (Nam-V1-II)

I felt most fearful when the lesson was taught by a formidable teacher. I did not like it, because the teacher used to shout at students, and used to “knock” on students’ hands if students had not understood, which would make students dislike schooling. (Hong-V1-II)

A friendly relationship would be of much help... ethnic minority students would feel more confident and this could stimulate them to express the unknown competence, so that they could easily connect with the living outside the community. (Bui-TI)

I wished there was a close and honest relationship among all students, and between teachers and students... I also wanted the teachers whom I admired, I would like to approach the experienced teachers, I admired their academy, their attractive teaching styles... I wished to approach them so that I...[could] share the experience. (Dien-TI)

I used to wish other friends and teachers would have tried to...[be] more understanding about us, like we have done to get closer. I mean that every effort should come from two sides. We did, and they did, too. So that we would have a good learning environment to keep pace with others in Vietnam. (Thu-IT)

In contrast, it was revealed that Muong learners felt scared when being shouted at by the teacher if they did not understand the lessons. Muong learners’ learning outcomes would be better if they were respected and treated fairly. The respect and fairness seemed to be very important for a safe learning environment where Muong learners could have the best performance:

I expect that all students had been equally treated. And in the learning process if I couldn’t have done anything, the other would have understood and supported. I would have been more confident if I had been more respected and had been considered as a normal friend... A few years ago, luckily I had a chance to participate [in the] Viet-Belgium project, which I think gave me the best chance to perform what I could. I felt that I was respected and encouraged... what I have done was valued. I felt so eager and excited. (Bui-TI)

I used to wish that others students, I mean Kinh dominant students and other teachers would have had a different look at us, I mean, without discrimination, little thinking of, or a distinguish... and I wish that we would have been considered as other normal Vietnamese. (Thu-TI)

Muong learners would like to be supported during the learning process. The support from the teachers and the other students seemed to be necessary to create a good learning environment for the participants to express their thoughts and actions:

Our “silence” was put in silence too; I mean it was not paid attention to... Teachers used to think that all students were the same, so their lecturing did not have the “individualization”; I mean their teaching was not individualized in order to handle the different ability levels of students in classes. The teachers should individualize, as there were six ethnic minorities in my class, and not all were of the same ability. This would support students’ needs and encourage them to study. (Dien-IT)

They [the teachers] worked very friendly with the participants. They knew how to show their respect to the participants, encourage in time, and their behaviours, their communicative manners made me confident, then I was supported in time, then I was encouraged to self-explore... any ideas were respected, and if the ideas were not in the right way, they knew how to direct, I mean they knew how to elicit so that my thoughts and my work were more appropriate, and I still felt happy with the change. (Bui-TI)

I like my old teacher’s way of teaching, which was understandable, as I was not very good at Maths so he taught very gradually and gave lots of examples. I usually invited him to visit my house at the weekend. (Nam-V1-II)

In short, these examples demonstrate that the Muong people’s emotional expectations are crucial for the teachers to take into account as to help Muong people achieve better learning outcomes.

#### **4.1.4 The factors having impacts on the learning of the Muong people**

Data revealed the challenges faced by Muong students who felt isolated. The different environment was seen as a factor that impacted on Muong students' confidence that made them feel isolated. The learning environment with many Kinh dominant students was recognised as causing discomfort for Muong students to join learning activities, which led to avoidance of learning activities, isolation, and lack of confidence:

Acknowledging that minority students get the priority from the educational policy, it is due to the low level of literacy of the ethnic minority people. This kept me in my "own corner" and kept my own path in the classroom. (RAW)

The feeling of being isolated caused the inferiority complex detailed in an example during the learning process of the Muong people:

Sometimes I was forced to speak, and those moments made me shy and my face got red and hot when I was paid attention to. How did I know what others thought about me? The feeling coming from an ethnic minority usually appeared and obsessed me. I felt so stupid in front of my friends. (RAW)

In a similar situation, Bui-TI shared that she did not feel confident to make a speech in front of a crowd as her ability was not good. According to her, it was a feature of ethnic minority people who used to be looked down on by others, especially by Kinh dominant people. This challenge affected their learning outcomes:

I had been in that mood for two years of student life. Probably, this caused a problem that my results of oral tests have never been high, and I did fail one oral examination during student life. (RAW)

Even in the learning environment of many ethnic minority students, Muong learners also experienced similar challenges at the very beginning stage of the university:

Another case was due to myself, perhaps due to my inferiority complex, which had been left partially inside myself, and had not been "broken" at the very beginning time of university, which had limited me. (Dien-TI)

That happened at the very beginning time of the course, when we started our university. Clearly there was a distance between ethnic minority students and Kinh dominant students of other classes, it seemed an isolation, a big isolation, I don't want to say a discrimination, but there has been a... I mean we have been seen unequally, might be, in their eyes. We were said to be ethnic originally, it means that ethnic minorities matched with the backwardness, the lower background...it means that our culture was not common for all. In brief that was happening for a long time. (Thu-TI)

Further, Muong learners appeared to be sensitive to differences in relationships, such as the isolation from rich-family students and from students whose parents came from a higher position within the social hierarchy:

Maybe, in the learning process, and in discussion sometimes I felt interested, and sometimes I felt I did not want to say. However the feeling of being isolated..., perhaps in the following situations. Remember, at that time the University of Pedagogy where I studied was the uni of mountainous locals, which consisted of many different ethnic minority students. So the feeling of being isolated was not big. But, there was an isolation in some groups of students from the rich families. Those grouped together... And there was another group whose parents were of higher social hierarchy. In fact the isolation was not so big, but sometimes we could see the difference shown, I mean, they kept a distance... and did not want to make a good relationship with us. (Dien-TI)

It is shown that in different learning environments Muong learners performed differently.

I have never had that feeling, because most students in my class were of this or that ethnic minority, Tay, Nung, Thai, H'mong, Muong, Dao... from mountainous locations, such as Cao – Bắc – Lạng – Hà – Tuyên – Thái – HB... the Kinh students were very few. That made me feel very close, no distinction. (Ty-TI)

In the learning environment of the example above where students were of minority ethnic groups, the Muong learners did not find much distinction or isolation. However, at the very beginning of her university time Thu-TI felt the discrimination from the students of the other classes.

In another learning environment where mainly included Kinh dominant students and very few ethnic minority students, and where there was not a close relationship between ethnic groups, the Muong learners (RAW, Bui-TI, Dien-TI) experienced the challenges in study:

I had to struggle in my mind to decide what I should do in each situation. I used to fear and be secretive in character, be subtle when communicating with others. If I felt that others were not open to me, I would feel more careful and keep to myself. It may be the reason why my communication was not successful. This may be caused by the feeling of being uncomfortable and unfamiliar. (RAW)

In the learning environment where many ethnic students attended, there was only one participant who shared a different experience. Unlike the other participants who felt isolated, Ty-TI did not have that feeling, as according to her, most of students in her class were of ethnic minorities from mountainous locations whose backgrounds were not so different. This made her feel close and that there was no distinction being made. That was why she did not have much challenge in her learning. She also admitted that she actively participated in the after-school activities, because she would like to overcome the difficulties experienced by her family and make her life better in the future.

The out of topic responses in the interview revealed that the Muong people liked to share their own stories when they felt comfortable. In one of the interviews, the participant told her own story and even read poems that she was gifted by her former university teacher. It appeared to be consistent with an idea discussed previously (Section 4.1.1) that Muong people liked singing Muong songs when they felt comfortable with the guests.

Another challenge for the Muong learners was silence in learning. Silence was found to relate to the content of learning, being scared of making mistakes and pressured by the teacher, ideas repeated, and peers' competitive behaviour.

First of all, silence could appear when the lesson content was theoretical and abstract, which seemed to be difficult and confusing for the Muong learners:

There was certainly a difficulty in learning theories that made me dare not express my opinions.  
(Dien-TI)

Secondly, silence was due to being scared of making mistakes. The fear of making mistakes did not help the learners' thoughts 'jump out':

I only spoke when being asked by the lecturer. I felt that the other students were more superior to me, and they would laugh at me if I did something wrong or unnecessary. I found myself quite quiet, and I did not want to take part in oral activities at all. For me the lessons became listening lessons – listening to my friends and lecturers. (RAW)

I did not have enough theory to argue, I think, not very confident, therefore being silent would be safer for me. Honestly, I felt a bit hesitant. (Bui-TI)

I like a female teacher, Ms G. I hate others because if I hadn't learned or had been lazy, I would have been beaten strongly. Oogh. I like good teachers because I could ask a question when I felt confused. (Hue-V1-II)

Silence was due to the pressure from the teacher's unfriendly behaviour. Muong learners used to have a negative feeling when there was a distance in the in-class relationship between the teacher and students:

I felt that the teacher's power was very strong, which, perhaps, made students have a respect for the teacher, and simultaneously caused fear in students... Consequently, if the teacher showed much power in the lessons, the students partially lost their learning interest. (Dien-TI)

If the teacher didn't give us, I mean, a comfortable feeling, then being silent would be better. Or we were made little of and sneered at after a speech, which might make us feel scared to talk.  
(Thu-TI)

I liked the normal teacher, normal means not strict, so that it was easy to question, and easy to stay with... and everything was easy to deal with, because that looked like a parent-child relationship. Sometimes he touched my shoulder, yes, very friendly, and I felt more comfortable than being taught by the strict teacher, who made me dare not look up, and my eyes

intentionally were to another direction. This happened even when he was passing my seat, fearful. (Lan-V1-II)

I am not kidding. Because in the past the teacher used to beat naughty students with a ruler, or throw chalk at naughty students. If it was thrown at me I would feel ashamed. (Lan-V1-II)

In contrast, in a learning environment of many ethnic minority students and where the teacher had a positive view towards students' mistakes, Thu-TI felt comfortable when sharing her ideas with friends. According to her, she was not afraid of saying something wrong:

Being wrong did not matter, the teacher would correct, and we could express ourselves, directly shared our ideas with others. (Thu-TI)

Thirdly, silence was due to the thoughts that the idea was repeated or not important:

Sometimes I thought that it was not necessary to say when I understood the lesson. (RAW)

I would keep silent when I didn't know, or when I didn't want to share with others, as I thought my ideas were not important and were not necessary to know, or were similar to others', I mean it was repeated... In that case if I had similar ideas I did not want to repeat. (Thu-TI)

Fourthly, the silence was due to peers' competitive behaviour. Muong learners' expressed the feeling of being less important and weaker than others in a competitive learning environment that was the reason for keeping themselves close and for maintaining silence during discussions. This was similar to feelings about working with a competitive peer:

When being asked to practise with the frank people and not polite, I also felt less motivated, so when I needed to discuss and argue frankly I did not feel very well. I used to accept the ideas in the group if the group members wanted to maintain their own ideas as right, as because I would feel better in my mind. (RAW)

I would not say when the other students were more competitive in the discussion. (Bui-TI)

Possibly, that happened only when we had an argument in groups and if my groupmates were too competitive to protect their opinions without knowing whether they were right or wrong. I would keep saying nothing. That means to keep peace so that no conflict would happen. (Ty-TI)

In daily communication, Muong people keep silent when they do not know what others think. The reverse was also true; they would be more open to talk with the people who understood the traditions and customs of the Muong people:

The tradition of the Muong is “endure once, get nine good things”. Muong people would not say if they did not know what was in other’s thought. They may not like the ones who are envious and fond of surpassing others. (Chom-V3-GI)

#### **4.1.5 Section summary**

In brief, the data indicated some cultural factors in communication that could be helpful for the teacher to create a safe learning environment for students, including hospitality, friendliness, working together, equal relationship in the family, and maintaining harmony. It is important to note for hospitality and friendliness that Muong people often hug and pat each other’s shoulders. The findings also revealed the learning preferences at school as well as in daily life. At school, Muong learners liked practice, extra-curricular activities, and learning content that related to real life. In daily life, Muong people learn how to do things by observing others and then practising. Muong people show their expectations in learning, such as to be encouraged, to be understood and cared for, to be respected and treated equally, and to be supported. The main challenge that could impact on the learning of the Muong people was the learning environment with mainly Kinh dominant students which made them feel isolated. Silence in learning was caused by difficult content, being scared of making mistakes and pressured by the teacher, ideas repeated, and peers’ competitive behaviour.



## **4.2 The Muong students' interests and preferences in ELL**

This section presents the Muong students' interests and preferences in ELL. It uses the data from the Muong student questionnaire consisting of the following themes:

Theme 1: Interesting learning topics

Theme 2: Helpful learning activities

Theme 3: Helpful learning methods

Theme 4: Helpful types of learning materials

Theme 5: Helpful types of practice

Theme 6: Helpful types of oral performance

Theme 7: Effective supports for oral performance

Theme 8: Important attitudes/behaviours from the teacher

Theme 9: Important attitude/behaviour from peers

These themes are in the same order of the questions in the questionnaire (Appendix F). The results in this section are organised under each of the above themes. Each theme has a variety of items which will be clarified in this section. Items with the high frequencies (percentage) are presented. The explanation given by the open-ended responses are reported to make clearer the reasons for students' choice. For further information regarding all students' frequency of responses, see Appendix M.

### **4.2.1 Theme 1: Interesting learning topics**

Theme 1 included the following topic items: social issues, recreation, the world around me, myself, my ethnic customs and traditions, and others' ethnic customs and traditions. The results of the questionnaire showed that most topics offered were of interest to students (Figure 4.1). The favourite topic was *recreation* (34.4%). The reasons for the selection of *recreation* was that it helped students feel more comfortable and relaxed, thus reducing any tension in the lesson. The other reasons

were that they felt more confident when talking about recreation as it was of interest to them.

The topic *others' ethnic customs and traditions* was the second favourite (28.1%), with the reason that students expected to widen their knowledge of the other cultures, so that they could see the differences and similarities between cultures and could have a chance to share their experiences for a better understanding.

The topic *the world around me* was the third favourite (18.8%) because the respondents hoped this topic would help them learn up-to-date information, it seemed to be interesting and would help them know more about attractive places, and it was seen to be practical and close to real life and therefore would be interesting to talk about.

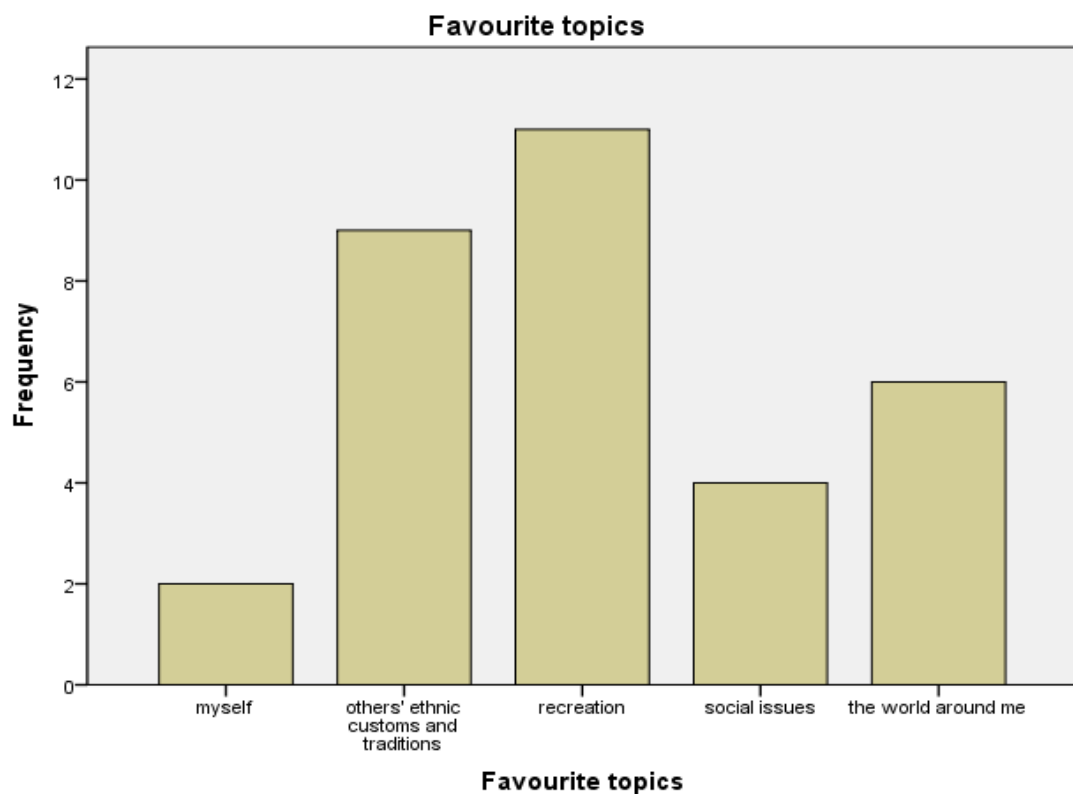


Figure 4.1: Favourite ELL topics

#### 4.2.2 Theme 2: Helpful learning activities

Theme 2 included the following items: discussion, discuss and report, telling stories, role-play, problem-solving, debate, information-gap, and free conversation (Figure 4.2). *discussion* was selected most frequently as the most helpful learning activity (28.1%). The next were *problem-solving* (18.8%), and *free conversation* (15.6%). The reason for selecting *discussion* as the most helpful was mainly that this learning activity allowed students to talk about their thoughts and hear others' thoughts. It also allowed students to correct each other's mistakes if any arose. Other reasons were that this activity would help with improving presentation skills and problem-solving skills.

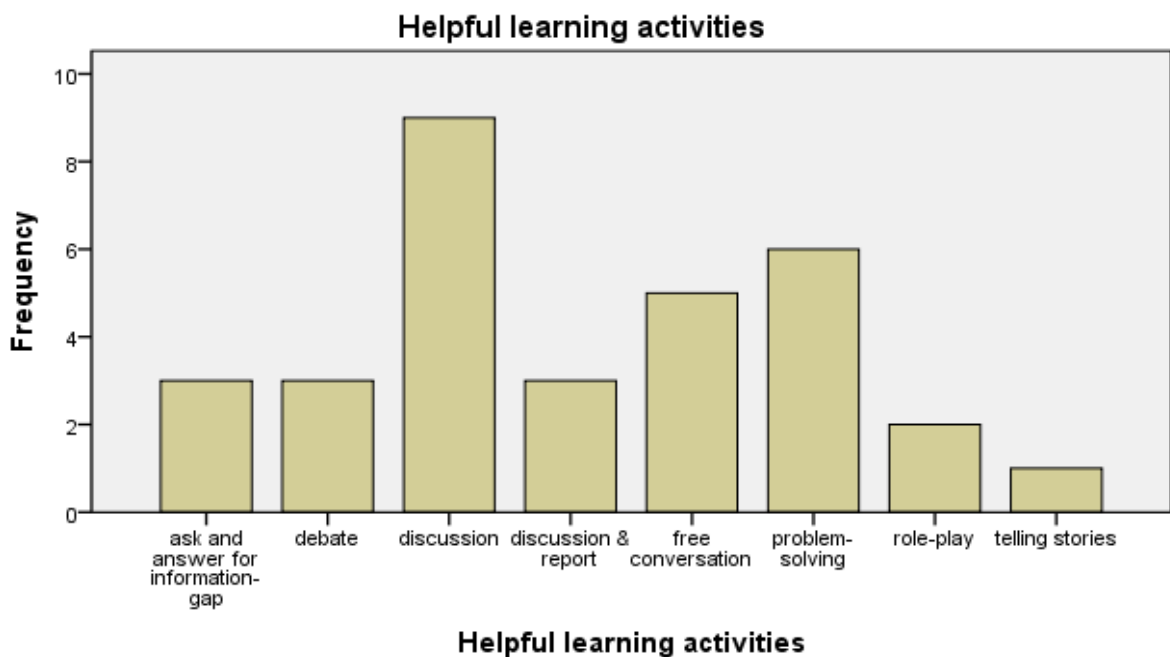
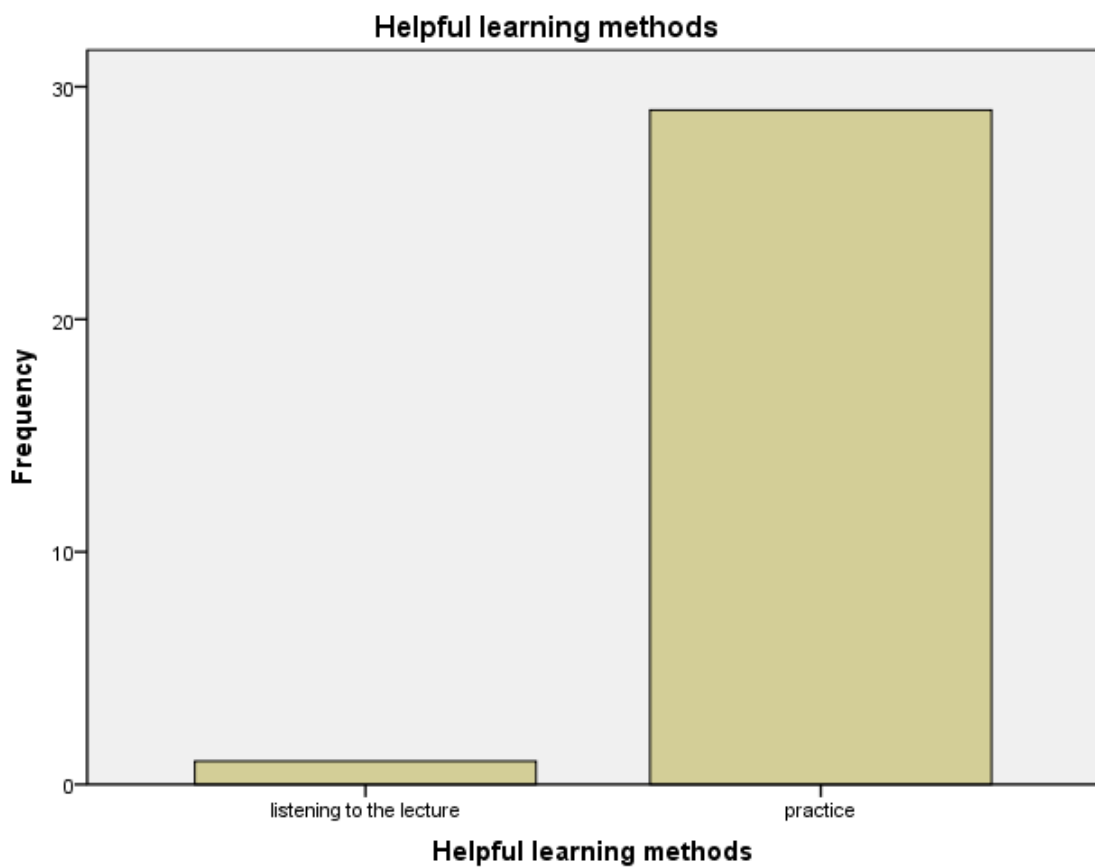


Figure 4.2: The most helpful learning activity style

### 4.2.3 Theme 3: Helpful learning methods

Theme 3 included the following items: learning by observation, learning by practice, and learning by listening to the lecture. Figure 4.3 showed that of all the methods, the most helpful was *learning by practice* (90.6%). It was mostly agreed that *learning by practice* helped students deeply understand and easily recall new knowledge and helped students become more confident.



Note: The bar chart did not present the option 'learning by observation' as its result was 0%.

Figure 4.3: Helpful learning methods

#### 4.2.4 Theme 4: Helpful types of learning materials

Theme 4 included the following items: textbook, authentic materials (news/articles from newspapers and journals), visual aids, and audio/video products. Figure 4.4 showed that most learning materials were found to be helpful to students. Among these, *Audio/video products* were one of the most preferred. This helped students improve their listening skills and correct pronunciation with the assistance of English-speaking products. Many selected *authentic materials* as the most helpful (25%), because these are close to real life, which helped students with up-to-date information.

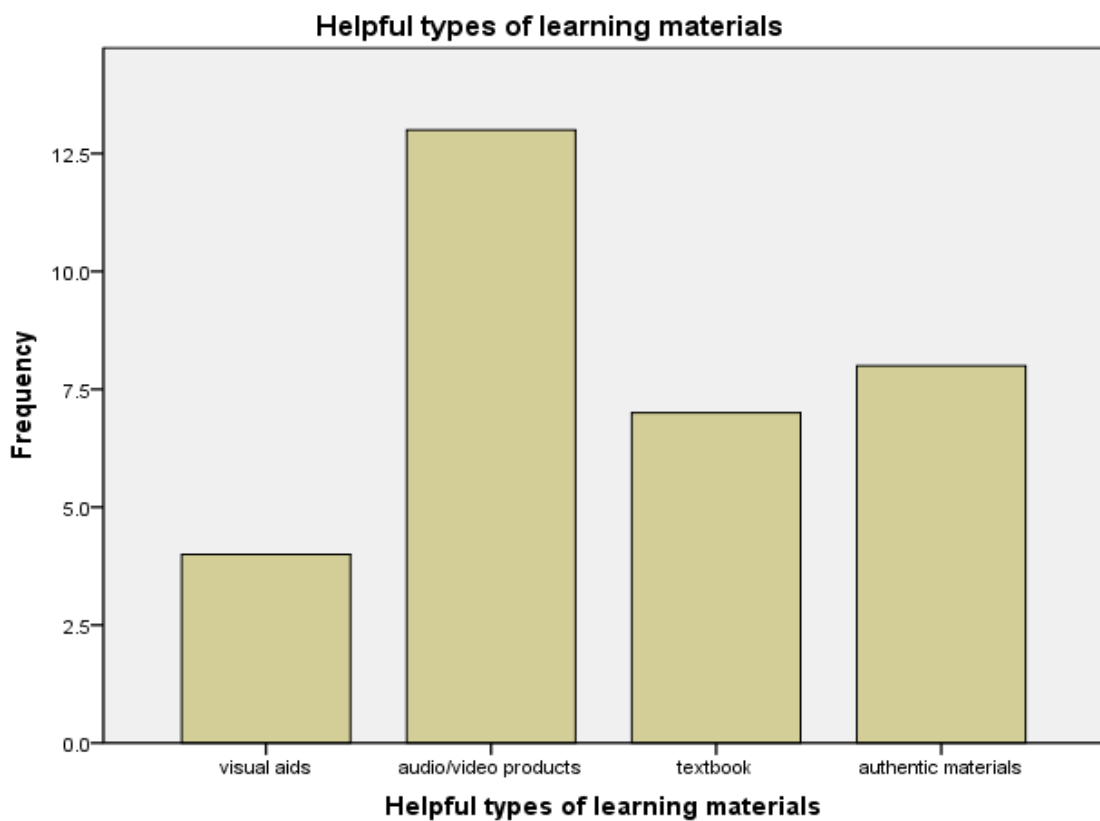


Figure 4.4: Helpful types of learning materials

#### 4.2.5 Theme 5: Helpful types of practice

Theme 5 included the following items: individual practice, practice in pairs, practice in small groups, and table-sheet (individual brainstorm - write individual idea - discuss in small group). Figure 4.5 shows that the most helpful type was *practice in pairs* (50%). The main reason given was that in *practice in pairs* students felt more at ease and more confident to share their opinions. Many students preferred *practice in small groups* (31.2%) as this allowed them get more ideas from friends in a short time, so that they could support each other.

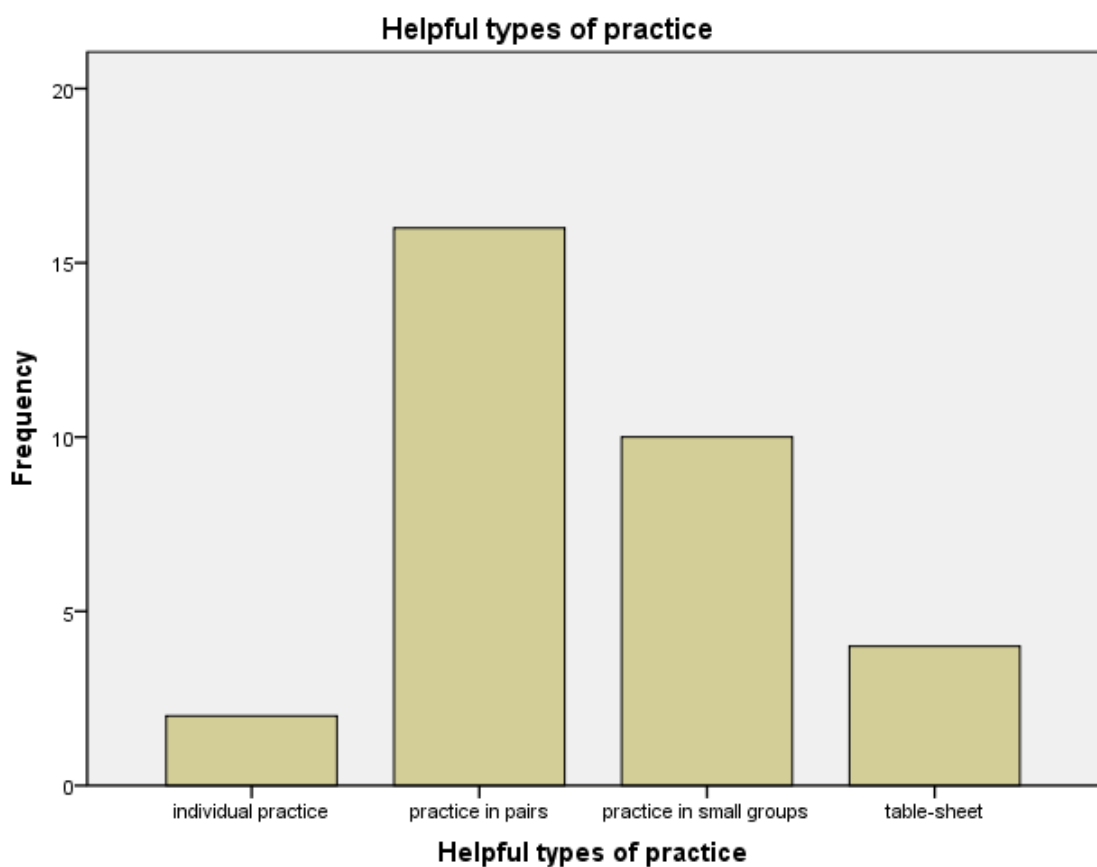


Figure 4.5: Helpful types of practice

#### 4.2.6 Theme 6: Helpful types of oral performance

Theme 6 included the following items: individual performing, pair performing, and group performing. Figure 4.6 illustrates that students preferred individual performing to the other types of performing. Thus *individual performing* was selected as the most helpful (65.6%). This was because individual performing was considered to help students become more confident when speaking in front of the crowd and improve their presentation skills. The other reasons were that this helped students to become more independent and overcome any hesitation. *Pair performing* was seen as helpful (28.6%) because students were supported directly by their peers, so that they could feel more confident and remain calm.

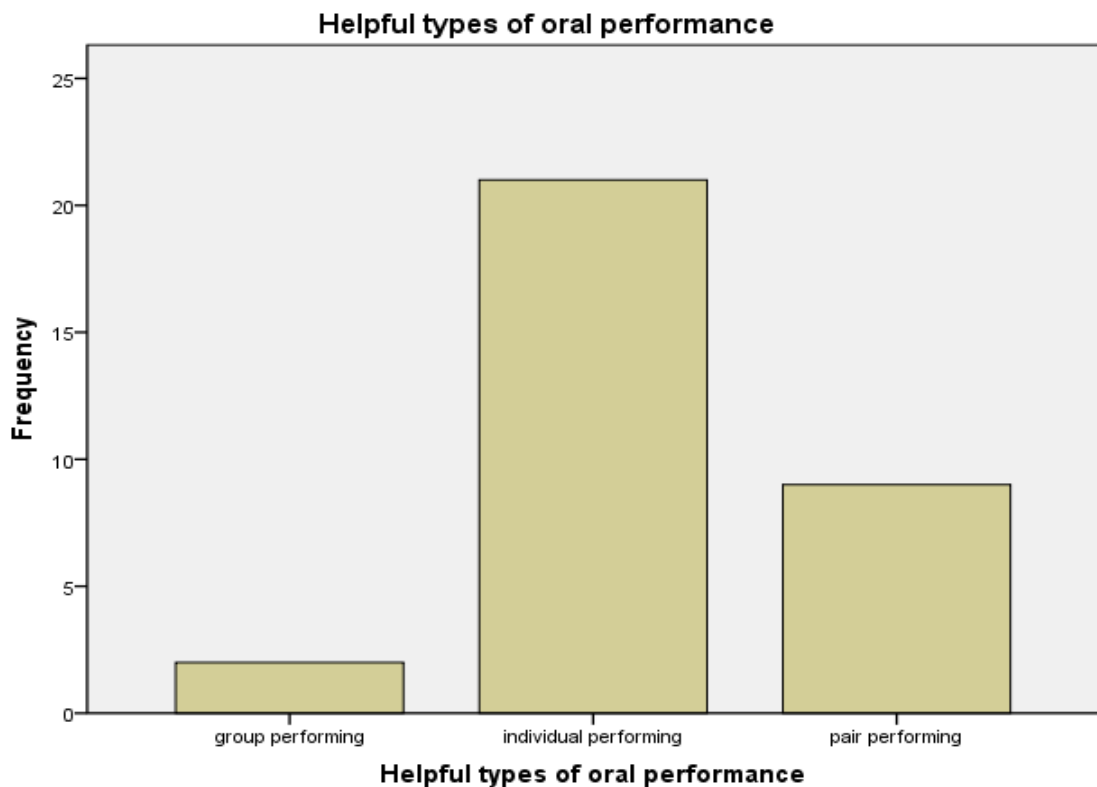


Figure 4.6: Helpful types of performance

#### 4.2.7 Theme 7: Effective supports for oral performance

Theme 7 included the following items: grammar structures, how to give an oral performance, sample demonstration, and mistake correction. Figure 4.7 showed that the highly selected support was *how to give an oral performance* (40.6%), because most students felt confused about what a good performance looked like. Then follows *grammar structures* (28.1%), the reason given was that it could help with building up good content for the performance. *Mistake correction* was considered an effective support for oral performance (25%) as it could help students use language properly.

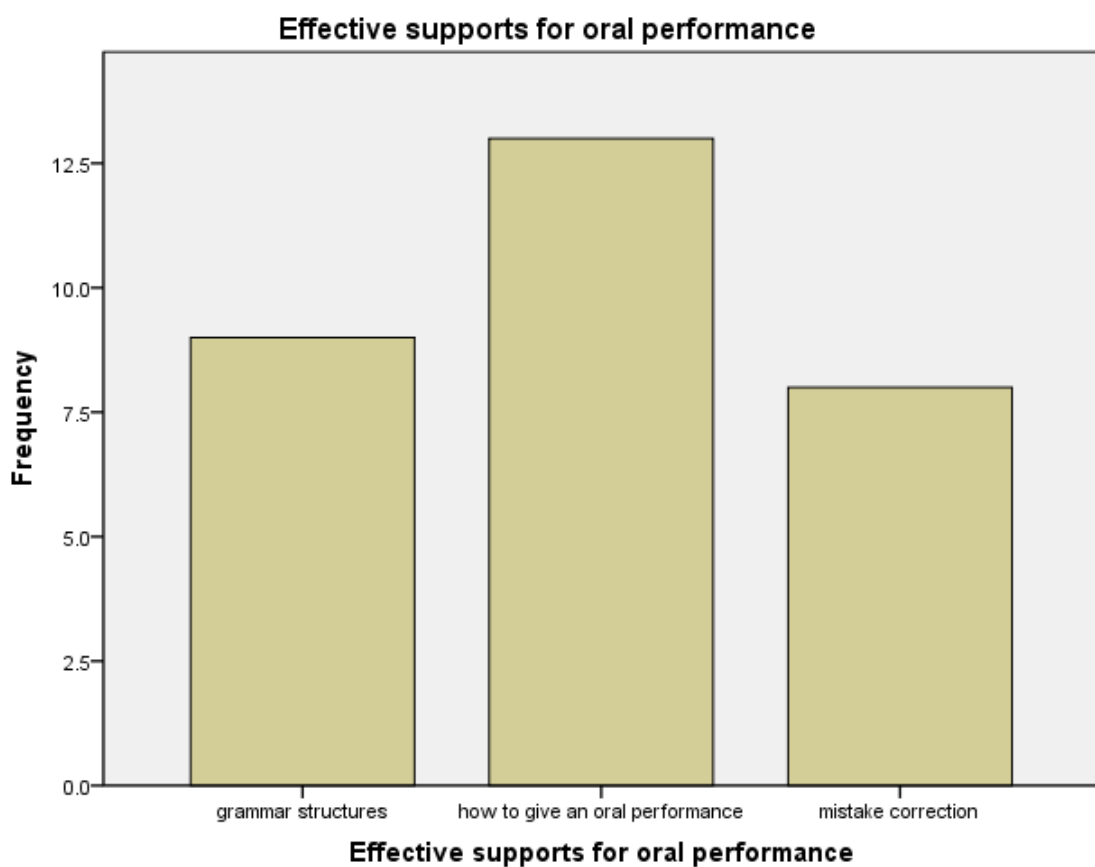


Figure 4.7: Effective supports for oral performance



#### 4.2.8 Theme 8: Important attitude/behaviour from the teacher

Theme 8 included the following items: respectfulness, care, love, sharing (informal talk), treating fairly, understanding, encouragement, and punishment. As indicated in Figure 4.8, *sharing* was selected as the most important behaviour (31.3%). The reasons given were mostly because this helped build a good relationship among the teacher and students. The teacher would understand more about students and would use more effective teaching methods. This also helped with creating a friendly learning environment, which would reduce the students' hesitation. Frequencies of other attitudes/behaviours were as follows: *care* (25%), *respectfulness* (15.6%), *understanding* (12.5%), and *treating fairly* (9.4%). The two items, *encouragement* and *punishment* were rather low with 3.1% for each.

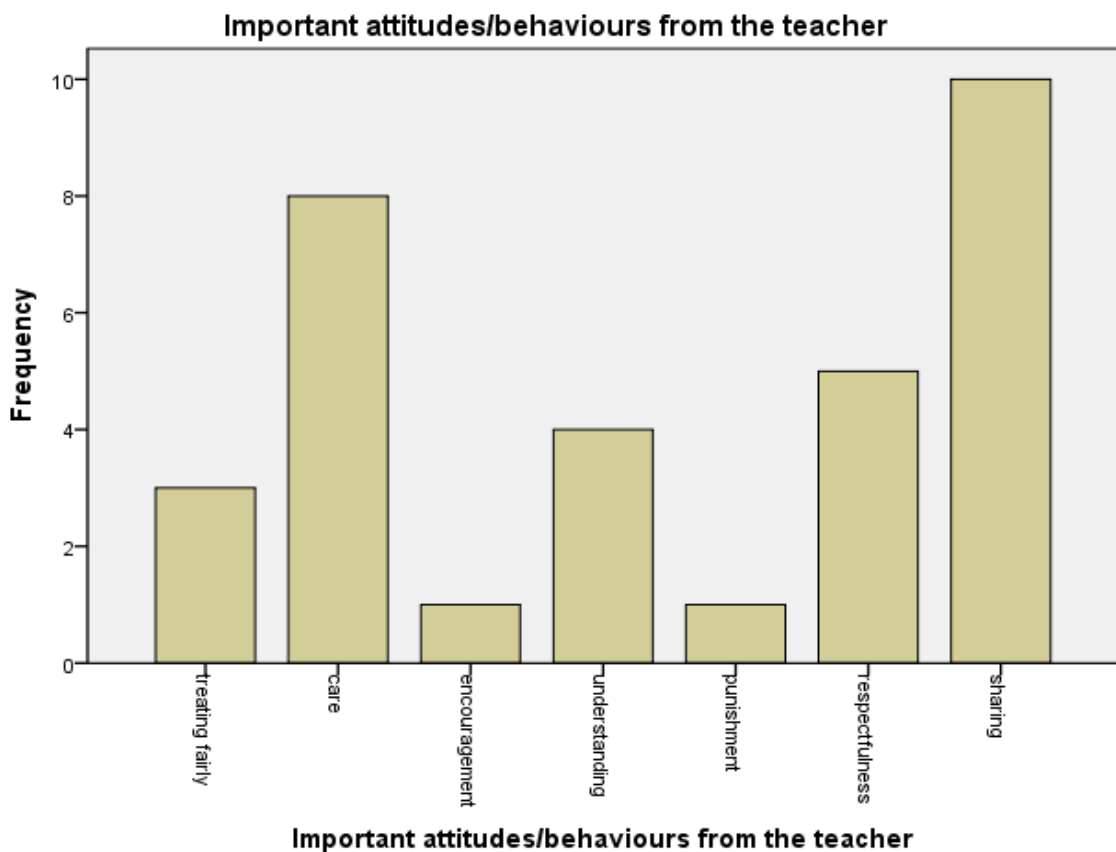


Figure 4.8: Important attitudes/behaviours from the teacher

#### 4.2.9 Theme 9: Important attitudes/behaviours from peers

A list of peers' attitudes and behaviours was rated to see how important these were to students' ELL. These include in Theme 9: respectfulness, care, love, sharing (informal talk), treating fairly, understanding, and encouragement. For the selection of the most important attitude and behaviour, Figure 4.9 indicated a large difference between the top selection of *sharing* (43.8%) and the remaining attitudes/behaviours, which ranged from 3.1-15.6%.

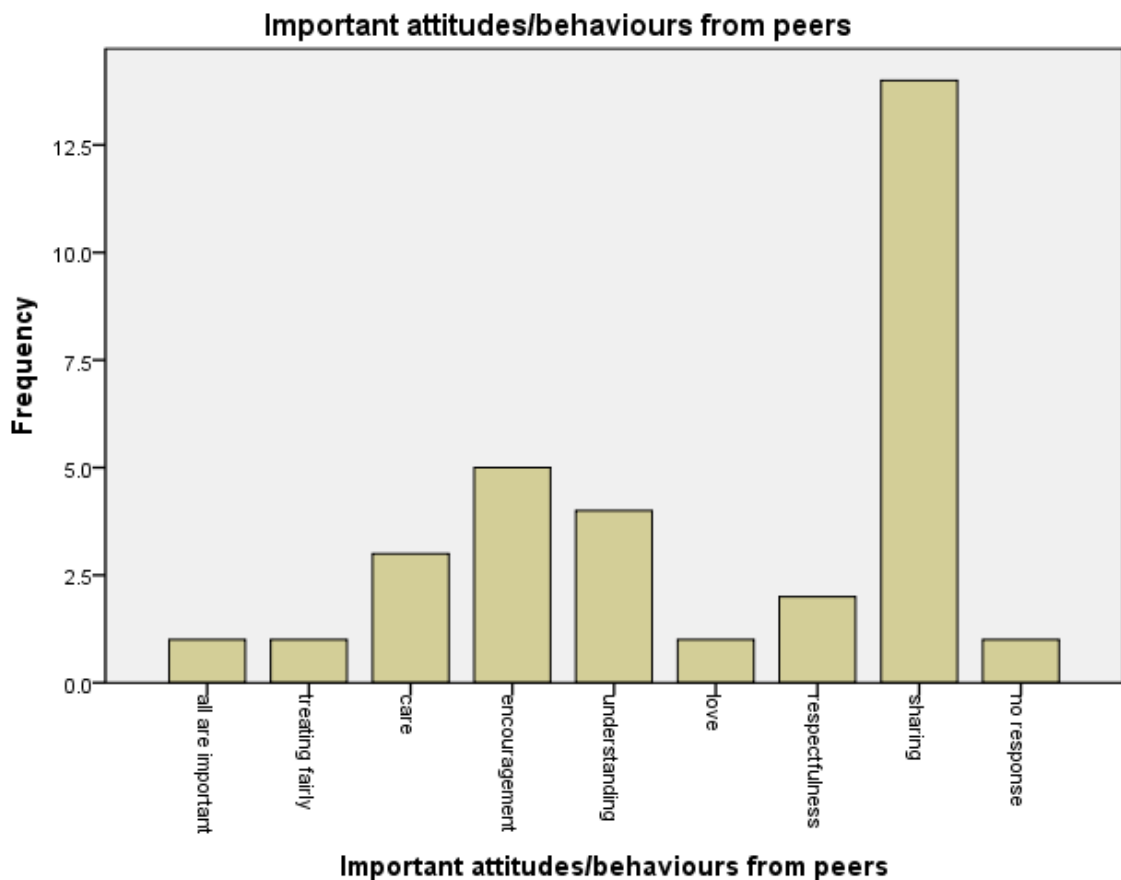


Figure 4.9: Important attitudes/behaviours from peers

This was similar to the responses for theme 8 where *sharing* had the highest selection for peers' most important attitude and behaviour. The results of the data showed that the students thought they would have a better understanding of their peers via

*sharing*, and they would also have a greater opportunity to learn from each other and know how to support each other appropriately. Most of all, *sharing* would help with creating a comfortable environment for studying.

#### **4.2.10 Section summary**

The results from the questionnaire analysis indicated some important points with regard to ELT and ELL. Muong students seemed to prefer learning content that was close to real life and helped them feel comfortable in the classroom. For instance, the favourite learning topics were *recreation, others' ethnic customs and traditions, and the world around me*. The most popular reasons were that these were close to the real life and made learning more comfortable. In addition, the learning materials that they rated highest were video/audio products and authentic materials, which could help with updating the information about life around them.

One point worth noting is that the Muong students seemed to prefer learning with their peers in all the learning activities. For example, the most helpful learning activity style was *discussion*, because this could help students with opportunities to speak and to know their friends' opinions. This is quite appropriate for the most preferred method of learning (learning by practice). The most helpful method of oral practice were pair and small group. Furthermore, the teacher's most helpful support for students' learning was how to give an oral performance in ELL.

The teacher's and peers' attitudes which were found the most important factors for learning, included: care, respect, treating fairly, sharing, and encouragement. Among these factors, *sharing* was preferred most, because students expected a good relationship with their teacher and their peers.

### 4.3 Discussion of the findings

This section discusses the findings of Phase One of this study. It is organised in two main parts, each of which is presented under one sub-research question. Firstly, it discusses the findings in relation to Muong cultural features in communication. Secondly, the learning preferences of the Muong people and the preferences in ELL of the current Muong college students are discussed.

#### 4.3.1 What Muong cultural factors could be helpful for communicating with Muong students?

In order to implement culturally responsive teaching (CRT), teachers need to develop a knowledge base for CRT based on factual information about the particularities of the culture of specific ethnic groups (Gay, 2002). This notion is adopted in this study to identify the cultural features in communication, which could be useful for teachers to establish closer relationships with Muong students. The findings reveal the following particular features of cultural communication: hospitality and friendliness, working together, equal relationship in the family, and maintaining harmony (Section 4.1.1). All these features indicate that the Muong people value maintaining good relationships in the community.

The hospitality and friendliness of the Muong people are expressed in the example of guests who come to a Muong house are often invited for a drink or meal. The Muong people have a saying *“Trâu ra đồng ăn cỏ, người về nhà ăn cơm”* (which means: Buffalos go to the field for grasses, people go home for meals). In this case, hospitality and friendliness are expressed in the way that guests are considered as family members. The most delicious foods are made to welcome guests. This is particularly conveyed in the Muong saying about preparing food for invited guests: *“Cơm nếp, cơm chằm trên nương, trên ná. Cá nhỏ, cá to trong ao, dưới suối. Săn đuổi trong rừng được thú, được chim. Đi hái, đi tìm được rau, được quả”* (which means: go and get glutinous rice on the terrace field. Go and get big and small fish in the pond or stream. Go and hunt animals in the wood. Go and pick up vegetables and fruits), or

another saying “*Khách đến nhà không gà cũng lợn*” (which means: when guests come, either chicken or pork is offered). It appears that the hospitality and friendliness of the Muong people make a contribution to the particularities of Muong cultural communication. Furthermore, the hospitality and friendliness are shown in the non-verbal behaviours of hugging and patting on each other’s shoulders. It is possible that these behaviours reflect how Muong people think and behave in social relationships, as it has been pointed out that culture influences “what we talk about; how we talk about it; what we see, attend to, or ignore how we think; and what we think about” (Porter & Samovar, 1991, p. 21).

Also regarding the maintenance of good relationships in the community, it is found that Muong people value working together, equal relationships in the family, and maintaining harmony. Helping each other in all jobs, or working together, are found to be the usual way of organising daily life. It is in accordance with opinions about Muong culture raised by Yen (2009) that all jobs, big or small, are dealt with communally and not only by relatives but also neighbours. It is mirrored in the Muong saying about the unity within the Muong community “*Một người đàn ông không làm nổi nhà, một người đàn bà không làm nổi khung dệt*” (which means: A man cannot make a house, a woman cannot make a loom). It appears that the consensus contributes to the good relationship in Muong’s communication.

Regarding equality in Muong family relationships, findings show that family members treated each other fairly, and all the jobs are discussed to achieve agreement before being actioned. This has been supported by several opinions about the cultural communication of the Muong people (e.g., Yen, 2009; Mai & Tan, 1999; Tan, 2000). Furthermore, in family communication, children are not imposed on by their parents. This could possibly be because Muong people respect each other. It could be linked to the saying of the Muong people “*Kính trên nhường dưới*” (which means: Respect the elder, make concessions to the younger). With regard to equality in familial relationships, it seems to contrast with the unequal familial relationships espoused by Confucian culture (Hofstede, 1997). According to the Muong people, their ‘equal

relationship' preference seems to be different from the Kinh dominant people, whose culture is affected by Confucianism, in which the less powerful members of the society expect and accept that power is distributed unequally (Hofstede, 1997).

Maintaining harmony is found to be a feature of the Muong people for maintaining good relationships. For example, Muong people rarely show their anger on their face in order to maintain harmony. One point to note that this 'not showing the anger' is quite different from the Kinh dominant people of Vietnam. This could be seen in the Muong saying about maintaining harmony when guests visit their houses: "*Khách đến nhà không đánh chó, khách đến ngõ không mắng mèo*" (which means: when guests are in our houses, we do not beat the dog; when guests are in the gate, we do not shout at the cat). The Muong cultural tenet of maintaining harmony is expressed even to the pets in the house.

In brief, these cultural features reveal that Muong people are in favour of a good relationship in communication. This was carried out by being harmonious to each other, equal with each other, helping each other, and respecting each other. The inclusion of these features could address a safe learning environment for Muong students where friendliness and equal relationships are specially highlighted.

#### **4.3.2 What are the Muong students' preferences in learning in general and for ELL in particular?**

The findings reveal that Muong people prefer learning activities that relate to their daily life and culture (Section 4.1.2). This is possibly because when the learning content is related to their daily life, they find personal relevance, which increases their positive attitude toward learning (Ginsberg & Wlodkowski, 2009). Personal relevance could help students more easily understand what they are learning, and motivate students' engagement in the learning process. This is advocated by Kim and Lee (2012) who indicated that students' participation and engagement was greater when the teacher's knowledge base matched with students' funds of knowledge. The learning preference of the Muong people is consistent with the ELL preference of the current Muong

college student participants in this research, who preferred learning content that was close to real life, such as *'recreation'*, *'others' ethnic customs and traditions'*, and *'the world around me'* (Section 4.2.1). It was reported that these learning topics brought about greater ease in learning English, and provided more knowledge relating to the world outside. In relation to their preferred learning contents, the learning materials that are most interesting are authentic materials and visual aids such as newspapers, video clip and audio clips, which could help with updating the information about the life around them (Section 4.2.4).

Muong people prefer friendly relationships in learning (Section 4.1.2). According to them, a friendly relationship brings about greater ease which leads to better learning. Their preference for friendliness in learning reflects their thinking and their belief in communication as discussed in Section 4.3.1.1. For example, Muong people welcome guests with friendliness, and treat them as family members. Furthermore, the friendliness reflects the *'working together'* preference of the Muong people. This is in relation with the preference in ELL of the current Muong college students as it was revealed that they liked learning with their peers in all the learning activities (Sections 4.2.2 and 4.2.5). For example, the most helpful learning activity style was *'discussion'*, because this provided students with opportunities to speak and to know their friends' opinions, and they could help each other, such as correcting grammar mistakes and improving other learning skills (Section 4.2.2). One point to note here is that their preferred type of oral activity in ELL, *'discussion'*, appears to mirror their communication in the family in that they like to discuss ideas to achieve consensus (Section 4.3.1.1). It is also shown in the point that their most helpful methods of practice for the oral tasks were pair and small group (Section 4.2.5). It is noted that a good relationship is not only necessarily addressed in the life of the community but also importantly contributes to the learning success of the Muong people. This is in accordance with the study conducted by Thanh and Gillies (2010) which addresses friendship in learning; however it is in contrast to Phuong-Mai's et al. (2009) findings that mentioned the leadership and unequal relationship in CL as Vietnam is influenced by Confucian culture. The findings of the present study emphasise that a comfortable

learning environment with friendliness is important for Muong students' participation in learning.

The findings also reveal that Muong people usually learn to do things by observing others and practice (Section 4.1.2). These findings are consistent with the preference in ELL that Muong college students like learning through listening and observing video clips so that they could imitate the 'true' pronunciation of words (Section 4.2.4). Students also found it helpful if the teacher showed them a sample demonstration of giving an oral performance in ELL (Section 4.2.7). It appears that students wanted the teacher to provide a demonstration so that they could observe for a better understanding of 'how' the oral performance could be. Further, the preference of Muong people and Muong college students is similar in the manner that they liked learning through practice (Section 4.2.3). It is pointed out that some people prefer to learn by doing, and using the outcomes of the doing process to understand the theory. In contrast, others prefer to learn and understand the theory before practice (Ginsberg & Wlodkowski, 2009). In this point of view, it seems that in general Muong people's preferred approach is that practice should be after theory and observation. For example, Nam-V1-II (see Section 4.1.2) described the way he learnt new farming techniques. The instructor of a farming project gave new techniques for growing rice plants to Muong farmers. After the theoretical explanation, the instructor went down to the field and immediately showed his students how to do the work. This is a kind of learning by observation after theory. It could explain the silence in learning of the Muong people when the learning content is abstract and without evidence (Section 4.3.1.3). It is concluded that given different ethnic groups have different histories, and adaptive approaches to reality, they also might have different approaches of learning (Ginsberg & Wlodkowski, 2009). Thus, understanding that there are cultural differences in how students prefer to learn may help the teacher identify appropriate teaching approaches.

Muong people have emotional expectations in learning, such as to be encouraged, to be understood and cared for, to be respected and treated fairly, and to be supported



(Section 4.1.3). These expectations are consistent with current Muong college students' opinions reported in the questionnaire results (Section 4.2.8). For instance, the current Muong college students indicated that they would like to see the following behaviours and attitudes from their teacher and peers: care, respect, treating fairly, sharing, and encouragement. They reported to prefer *sharing* most, because they believed this to be the basis for good relationships with their teacher and peers. Furthermore, the teacher's encouragement is also a necessary behaviour for a safe learning environment. Most participants admitted that encouragement helped the learners to be more confident and maintain the learning interest. In contrast, they felt scared when being shouted at by the teacher if they did not understand the lesson, even this could make them dislike schooling (Section 4.1.3). Encouragement also seems to be a useful behaviour for the teacher to assist in changing the students' negative attitudes toward making mistakes. This could explain Muong students' silence during learning (Section 4.3.1.3). The expectations in learning of the Muong people seem to be consistent with the students in other contexts as well, and is revealed to be in relation with students' success. For instance, students in Taiwan preferred a learning environment with encouragement and respect (Pan et al., 2010), the achievement of students in New Zealand was associated with a learning environment with care by encouragement, assistance, and a learning community (Averill & Clark, 2006). Briefly put, the teacher's attitudes and behaviours are important for Muong students' achievement. A safe learning environment for the Muong learner could be a place of encouragement, understanding, care, respect, equality, and support for one another.

The findings reveal two main challenges that Muong people faced in the learning process: feeling isolated and silence in learning (Section 4.1.4). Muong students felt isolated in a learning environment there was little ethnic diversity. For example, the interview data revealed that there was a perceived distance between ethnic students and Kinh dominant students, and the participants of this study felt that there was an unequal attitude from the Kinh dominant students who might have deficit thinking that ethnic minority students had the status of 'lower background'. This difference was the cause for the Muong students' inferiority complex in learning; their avoidance of

learning activities; and their lack of confidence. In this manner, the unequal relationship (i.e., the difference in status of higher and lower classes in the learning environment), was reported to be the reason for Muong students' sense of isolation. Bandura (1997) points out that learners' self-confidence is heightened when they find similarity (in age, gender, ethnicity, class, and so on) in their classmates. This point could be in line with the idea that Muong people preferred friendliness in communication and friendly relationships in learning (Section 4.3.1.1; Section 4.3.1.2). A learning environment without a friendly relationship or with unequal attitude could make students feel isolated.

The feeling of isolation, as described by Ginsberg and Wlodkowski (2009), is the feeling of being unconnected in learning. Learners feel unconnected when they cannot find the security, their identity, or care about each other in the learning environment. It appears to be mirrored in the case of the Muong students. Feelings of cultural isolation often reduce adult learners' motivation to learn (Wlodkowski, 2008). A shared understanding among group members would be desirable for Muong students to feel connected in learning, which is indicated to affect students' engagement in learning, because it provides a sense of "belonging for each individual and a felt awareness that one is cared for and cares for others" (Ginsberg & Wlodkowski, 2009, p. 75). Connectedness in a learning group is especially important for students, as it is one of the conditions to enhance students' motivation to learn (Wlodkowski, 2008).

The second factor having impact on the learning of the Muong people was silence in learning. Silence in learning has been as "lack of interest; an unwillingness to communicate; a sign of hostility, rejection, or interpersonal incompatibility; anxiety or shyness, or a lack of verbal skills" (Giles et al, 1992, p. 219). Culturally, silence is viewed differently by people from different cultures. Silence in communication is viewed as positive or negative depending on the context and cultures (Tannen, 1985). In Western cultures, silence is associated with negative values (Scollon, 1985). Teachers associate students being talkative with positive qualities, and quietness with negative qualities which decrease the students' achievement (Jaworski & Sachdev, 1998). It is linked to

the low-context communication (Section 2.1). In contrast, people from Eastern cultures view 'silence is golden', as it is believed that silence is 'as important as speaking because it provides an opportunity to reflect on the value of what has been communicated' (Zembylas & Michaelides, 2004, p. 196). It is linked to high-context communication (Section 2.1). For example, Vietnamese students (the Kinh dominant of Vietnam), who are influenced by Confucian culture, were expected to listen to their teacher in the classroom and only talked when the teacher asked a question (see An, 2002). In that way students were considered to be good mannered. Students who asked a lot of questions would be considered as showing off or as a threat to the teacher's authority. It is indicated that Chinese students were influenced by Confucian values of modesty that caused hesitance to contribute ideas (Xie, 2010). From another perspective, silence is considered a form of participation, as many students do not want to speak in the class and they like to listen to understand the lesson better (Tatar, 2005).

Conversely, the present study found that silence in the learning of Muong people was associated with different reasons to those mentioned above. They kept silent when the learning content was hard to understand. The content considered 'hard' was abstract theory, which made them feel confused and not eager to share their opinions. Theoretically, students would keep silent if they lacked knowledge. Consequently, when students were not certain of knowledge, they would not dare to speak up because they were scared of making mistakes and would like to keep face. It is similar to the findings of Tatar (2005) and Cortazzi and Jin (1996) which interpret students' silence as a face-saving strategy and protection. It could be consistent with the notion of *uncertainty avoidance* (Hofstede, 1997) in the manner that students may feel threatened by unknown situations.

Muong learners also kept silent in class when their ideas were similar to the ones that had already been spoken. It is likely that students consider it unnecessary to repeat the ideas of others. In this case, the silence did not mean they did not know about the issue raised, the silence was instead a sign of the agreement with previous ideas. It

seems to be similar to a Muong saying: “*Ở yên là đồng ý*” (Which means: to stay silent means to agree).

Silence in learning upheld by Muong people was due to the teacher’s and peers’ behaviours. If the teacher demonstrated too much power or was too strict in the classroom it made students feel scared, and this made the class uncomfortable. This is possibly associated with the finding discussed in Section 4.3.1.1 that Muong people preferred friendliness and hospitality in communication. In learning, they preferred a friendly relationship between the teacher and students. It is consistent with the arguments by Gutierrez (1994) and Johnson (1995) that what teachers say affects the language produced by students, and students’ verbal participation could be improved if teachers had less control over the content and direction of the interaction of students. Besides, Muong learners kept silent when their peers demonstrated competitive behaviour. It could be associated with a cultural feature, which values harmony as the basis for a good relationship. It could be a belief of the Muong people that being competitive affects classroom harmony, and it could make ‘working together’, a kind of cooperative learning, difficult. Within a competitive learning environment, learners could find it hard to communicate (Ginsberg & Wlodkowski, 2009). It appears to be appropriate for Muong students to be silent in this case.

This study has attempted to gain insights into the Muong cultural features in communication and how they are associated with the learning of Muong people in general and to the ELL of the current college students in particular. The triangulation of data from Muong villager interviews, college teacher interviews, and Muong student questionnaires yielded an important understanding into the way Muong cultural features in communication impacted on learning, which could inform a pedagogical approach appropriate for Muong students.

This study does not explain all cultural factors in detail. It aims to look for the cultural factors in communication and learning preferences with possible interpretations,

which could be helpful to build an ELT approach that is culturally responsive to Muong students.

#### **4.4 Culturally responsive ELT for Muong students**

Addressing the sub-research question: “How might the information from the above questions be used to design CRT for Muong students?”, this section discusses the model of culturally responsive ELT for Muong students, which used the findings in Phase One of the study. The implementation of intervention is presented at the end of this section.

##### **4.4.1 Discussion of CRT for Muong students**

Grounded in the framework of CRT (Ginsberg & Wlodkowski, 2009), the present study aimed to enhance Muong college students’ motivation in learning by using their culture and learning preferences in order to establish inclusion and develop students’ attitude, enhance meaning, and engender competence. The study focused on the two main strategies: adjust the teacher’s interaction (attitude and behaviours); and adjust the teaching activities. They are summarised in Figure 4.10.



*Figure 4.10:* Model of culturally responsive ELT for Muong students (adapted from Ginsberg & Wlodkowski, 2009)

First, the study used the teacher interaction for a safe learning environment for Muong students by combining their cultural features of communication and their learning preferences. As informed by the findings (Section 4.1 and 4.2), a safe learning environment for Muong students is a place with good relationships based on friendliness, the teacher's and peers' attitudes and behaviours, such as sharing, respect, and care for each other. It is a place with no discrimination, where everyone is treated equally; ideas are discussed rather than imposed on each other; and harmony is maintained during learning activities rather than competition. The non-verbal interactions were applied in the lesson to show a friendly attitude toward students (such as patting on students' shoulders, using a soft tone of voice, smiling).

Creating a safe learning environment with good relationships based on friendliness, is in accordance with studies conducted by Averill and Clark (2012), Bondy et al. (2007),

Pan et al. (2010), Siwatu (2006), and Weinstein et al. (2004) (Section 2.3.3.1) . These studies indicated that creating good rapport with students is one condition for a safe learning environment, and maintaining this rapport in the classroom is very necessary to strengthen student-student support in learning. Adjusting the teacher's interaction is a necessary condition for a safe learning environment for Muong students. It is specifically supported by Gay (2010) that "changing teacher's attitude, beliefs, expectations... is as imperative to the design and implementation of CRT as is increasing their knowledge about and commitment to cultural diversity" (p. 69). This strategy was designed to provide students with a feeling of inclusion, and more importantly, help with breaking the Muong students' 'silence' in their ELL. For most adult learners, the feeling of inclusion or exclusion, although sometimes vague, is the first sense of a quality teacher-student relationship (Wlodkowski, 2008). The classroom environment would be improved if the teacher-student relationship is good (Marzano, 2007).

With regard to the other interactions of the teacher, the study adjusted the teacher's interaction with students, so as to respect students' ideas, impose or control less by encouraging them despite making mistakes or when they have opinions that are similar to their peers. It is supported by notions that the teacher's encouragement shows learners that the teacher (1) respects the learner as a person, no matter what is learned, (2) trusts and believes in the learner's effort to learn, and (3) believes the learner *can* learn (Wlodkowski, 2008, p. 198).

Second, the study adjusted the teaching to develop students' positive attitudes, enhance meaning, and engender competence. Adopting the notion by Ginsberg and Wlodkowski (2009), the study adjusted the teaching by using the Muong students' learning preferences, including CL, more discussion than competition in learning activities, practice, and extra-curricular activities (Appendix N). In language learning, all these preferences are included in the practice of language skills in different ways, for instance, practice cooperatively and practice in extra-curricular learning activities (i.e., in a real-life situation). These learning types were seen to contribute to the learners'

comfort and confidence in sharing opinions with peers, and seem to be in accordance with the Muong people's preferred method of learning daily activities, including observation and practice. CL, including group work and pair work, appeared to be appropriate for the learning preferences, such as 'working together' and 'helping each other' expressed by the Muong people. Working together assisted relationship development among students; they assisted each other in learning, and Muong student interaction was maximised. Other studies have explored that CL needed to be adjusted to be consistent with students' culture (e.g., Baker & Clark 2010; Ning, 2010; Phuong-Mai et al., 2009). In contrast to these study, the present study used CL as a strategy appropriate for Muong student culture. It was appropriate in the way that Muong people prefer 'working together' and helping each other in their daily jobs (Section 4.3).

The study integrated the extra-curricular learning materials with the textbook, used demonstration followed by practice to make the learning content less abstract. Video clips were used for demonstration of real life situations. Worksheets and pictures from the internet were used for practice (Appendix N). This use of extra-curricular learning materials provided a clear demonstration of how to do the tasks, how the language was used in real life, and how the words were pronounced. These materials were used in combination with each other for students' better understanding of the new knowledge. For example, the experimental teacher used a video clip to illustrate the way to ask and give directions when students were learning about asking and giving directions (Unit 7, Appendix N), and then students were required to practise asking and giving directions using worksheets with maps. In this way, students were given opportunities for both observation and practice, which appears to mirror the preference for learning by observation expressed by the Muong participants in this study. The use of extra learning materials is supported by many studies. Berk (2009) indicated the benefits of using video clips in teaching, such as it grabs students' attention, interests students, and helps students remember knowledge more easily with visual images. Visual materials integrated with dialogue are effective for novice learners and appropriate for introducing complex learning topics (Mayer, 2001). Using



relevant models to demonstrate the knowledge can enhance positive attitudes toward learning that subject, and is one of the best strategies to enhance the performance of adult learners (Wlodkowski, 2008).

The study integrated the preferred learning topics related to culture and real life into the current ELT (Appendix N), including the assessment (Appendices K3). Topics close to the students' real lives were used instead of the topic in the textbook, for example, *talk about a famous place in the local area* instead of *talking about Nepal*; *showing the way to a place in the local area* instead of *showing the way to a place* like *Mill Street*. In addition, students' major discipline, painting, was integrated into the learning activities to maximise their ability and attract them to learning, such as *talk about a famous place in the local area and draw a picture of it*, *draw and describe the way to a place in the local area*. Further, topics close to real life were also integrated in the oral progress test and end-of-term oral exam (Appendix K3). In this manner, the whole learning process was contextualised in the Muong students' experiences and their everyday life. It is pointed out that "personal and community-based experience can be elicited to provide a foundation for developing skills and knowledge" (Ginsberg & Wlodkowski, 2009, p. 137). It is consistent with other studies which used students' culture in teaching and learning (see Averill et al., 2009; Chan, 2012; Crabtree, 2010; George, 2013; Jabbar & Hardaker, 2012; Kisker et. al., 2012).

#### **4.4.2 The implementation of CRT model for Muong students**

This section presents the steps of implementation of the CRT model. The intervention was implemented in eight weeks. For the whole timeframe of the intervention, including the pre-intervention and post-intervention activities, see Section 3.5.1 and Table 3.3. The following are guidelines for implementing the intervention in this study.

Step 1: Obtain knowledge about Muong cultural features and their association to Muong student learning (Table 7.1).

Step 2: Learn about interaction with Muong students for creating a safe learning environment: share with students, care for students, respect students, encourage

whenever possible, and point out that mistakes are a part of the learning process. Keep friendly interaction throughout the intervention lessons (smiling, using soft tone of voice, patting on Muong students' shoulders).

### Step 3: Learn about teaching strategies

Core teaching (the teaching that cannot be changed): The textbook is used as the core material, which provides the skeleton for the teaching syllabus. The grammar knowledge in each unit is maintained. The oral tasks must be implemented in the class to maximise students' opportunities for verbal participation.

Soft teaching (the teaching that can be changed to be appropriate for the teaching context):

- Use students' experiences and learning preferences as topics for learning activities (e.g., topics close to real life, quick paintings) to attract students' interest. Use these instead of unfamiliar topics in the textbook.
- Use pairwork and groupwork whenever possible. Use techniques for CL, such as jig saw, table-sheet to ensure chances for every student participation.
- Use video clips (from the internet) to demonstrate the use of language whenever possible. Use current topics from authentic materials, e.g., daily news from the internet, newspapers, etc.) as the learning materials integrated with the textbook.
- Use students' learning preferences in assessment whenever possible. For example, include topics close to real life as topics for the oral exam. Use a variety of assessment, including regular class participation, regular tests, and an end of term exam.
- Use individual/pair/group performance of oral task alternately.
- Give careful instruction of how to perform an oral task.
- Correct students' mistakes if there are any after the oral performance is finished.

#### Step 4: Plan lessons

- Steps of planning lessons are carried out as for normal teaching. Integrate the above teaching strategies whenever possible. It is not a must to carry out all the teaching strategies in one lesson. Select the strategies appropriate for the content of the class in question (see examples in Appendix N).

#### Step 5: Implement in the class

Step 6: Get feedback from students every week. This can be done by chatting with them or using a survey questionnaire.

### **4.5 Chapter summary**

This chapter reported Phase One findings which were in relation to Muong culture and the learning preferences and learning needs of the Muong people. It also presented the current Muong college students' opinions on ELT and learning. In brief, the learning preference of Muong students were found to be consistent with some aspects of Muong culture, which revealed that their learning was influenced by Muong culture. The information from the findings helped construct a model for culturally responsive ELT for Muong college students.

The implementation of this CRT will be presented in the next chapter.

## CHAPTER FIVE:

### PRE-INTERVENTION AND DURING-INTERVENTION ELT IN TWO CLASSES

This chapter describes the ELT in both classes before and during the intervention. Firstly, it gives a brief description of the aims of the current English language syllabus at the institution. Secondly, it reports on the teaching in both classes before the intervention. Thirdly, it describes the teaching in both classes during the intervention. Finally, it summarises how the pre-intervention teaching differed from the intervention teaching. It aims to provide evidence that the experimental teacher taught according to the planned intervention and had not been using these practices previously. It also gives evidence that the control teacher continued to teach as before the intervention.

The data cited in this chapter are extracted from audio-recorded transcriptions of two classes from pre- and during-intervention stage; the experimental teacher interview in the post-intervention stage; and the experimental teacher's during-intervention lesson plans. The utterances in the data were originally in both English and Vietnamese. For the purpose of referencing, the Vietnamese utterances of the teacher and students cited in this chapter were translated into English and then put into square brackets next to or below the original utterances.

#### **5.1 The English language syllabus**

The English language syllabus for non-English language-major students at the college consists of 75 periods of teaching in the classroom. After finishing the syllabus, students are expected to have achieved a pre-intermediate (English language) level as follows:

a) Knowledge:

- Grammar: The present simple tense; The present continuous tense (and present simple); The past simple tense (regular and irregular endings); will (first conditional); Comparatives and superlatives; The past continuous tense (and past tense); The present perfect tense (and past simple).
- Topics: Getting started; Everyday life; Appearances; Life stories; The future; Comparisons; People and places; In your life.
- Pronunciation: The IPA; Voiced and voiceless consonants; question intonation; -ed ending, word stress with two syllables; sentence stress; ... reduced vowels; ...word stress with three syllables;... auxiliary verbs strong and weak forms.

b) Skills:

- Reading: Students practise the reading skill via topics: Nature's children; Lonely hearts; The Witch of Wall street; The end of the melting pot, Eye to eye; The roof of the world; Where are they now?
- Listening and speaking: Students have basic communication skills on the topics: Telling the time; Making arrangements; Telling your life story; Messages; In a clothes shop; Asking the way; Meeting visitors.
- Writing: Linking words; Personal letters; Messages; Pronouns and possessive adjectives; Narratives; Formal letters. (Hoa Binh College, 2009a)

The textbook used for the course was Lifelines Pre-intermediate students' book (Hutchinson, 2000b), accompanied by Lifelines Pre-intermediate teachers' book (Hutchinson, 2000a) for the teachers' teaching guideline. The syllabus for this course was contained in the first seven units of the textbook. It covered English language

knowledge at pre-intermediate level on grammar, vocabulary, and the four language skills – listening, writing, reading, and speaking. The function of this textbook is described in the Lifelines Pre-intermediate teachers' book by its author as:

*Lifelines Pre-intermediate* presents and revises the basic structures of English and develops them through a variety of different contexts. Emphasis is also placed on consolidating and extending the students' knowledge of vocabulary, and on developing the students' ability to communicate effectively. There is thorough treatment of reading, writing, listening and speaking skills. (Hutchinson, 2000a, p. 4)

As indicated in the programme described above, the speaking skill is not a separate section, but is integrated into different parts of the other language areas. Speaking tasks are placed at the end of every grammar and vocabulary section, and are integrated into the listening section. The requirement of these speaking tasks is that students orally practise the new language introduced in those sections. In brief, in order to meet the requirement of the programme, students need to achieve not only the specific knowledge of grammar, vocabulary, and pronunciation, but also demonstrate the ability to communicate effectively at the pre-intermediate level.

The intervention aimed to improve the students' opportunity for oral interaction in the classroom. Thus, the next section will report on how the pre-intervention teaching related to the students' opportunities for oral interaction was carried out in the lessons of both classes.

## **5.2 The pre-intervention teaching**

The findings presented in this section are in relation to how speaking tasks were conducted and the teachers' interaction with the students during the pre-intervention lessons. Analysis of the audio-recorded transcriptions of the pre-intervention lessons in both classes reveal the following features of the pre-intervention teaching:

- Focusing on grammar and new word explanations more than on opportunities for students' oral interaction;
- Using pair and group work;
- Speaking tasks assigned as homework; and
- The tone of voice when giving feedback.

These features will be briefly described below with the excerpts from the audio transcriptions for the illustration.

### 5.2.1 Focusing on grammar and new word explanations more than on opportunities for students' oral interaction

The data show that the teaching in both the control and experimental classes followed the tasks as specified in the textbook. Thus, the grammar was taught at the beginning of every unit in the order in the textbook. Moreover, the grammar and new word explanations were given at any time during teaching process. This is illustrated in Excerpts 5.1 and 5.2 below.

#### Excerpt 5.1:

Experimental teacher

Cộng với lại *to be*, ví dụ *he is handsome*, right? *She is attractive*, được chưa? Tức là chủ ngữ cộng với lại *to be* cộng với lại tính từ. Thế nhưng thường thường với hai cột này này, khi tả mắt này, tả tóc của ai đó thì chúng ta không nói là *he is* mà chúng ta sẽ nói là *he... gì? Has got* hoặc là *have got*, đúng không? *Have got. She has... she has got* (Teacher was talking and writing on the board). Nào cô ấy có tóc dài nào. Tóc cô ấy dài, *long...? long hair. She has got long hair. Ok? Hoặc là mắt của anh ta đen. He has got? Black eyes. Đúng rồi. Phải nhớ eyes thì phải số...? Số nhiều. He has got black eyes. Thế thì khi miêu tả tóc, hay là miêu tả mắt, hay là tả các bộ phận trên cơ thể ý, trên khuôn mặt ý, thì người ta sẽ dùng cấu trúc câu là *has got* và *have got*.*

[plus *to be*, for example, *he is handsome*, right? *She is attractive*, right? It means *subject plus to be plus adjective*. But usually, these two columns, when used to describe someone's eyes and hair, we don't say *he is* but we say *he...? has got* or *have got*, right? *Have got. She has...she has got* (teacher was talking and writing on the board). So, 'cô ấy có tóc dài'. *Her hair is long, long...? She has got long hair. Ok? Or mắt của anh ta đen. He has got? Black eyes. Right. Remember, eyes are...? Plural. He has got black eyes. So when describing hair, or eyes, or the parts on the body, on the face, we use the structure *has got* and *have got*]. (L5 – EAR2)*

### Excerpt 5.2:

Control teacher      Thế muốn nói là ‘cô ấy có mái tóc vàng hoe’ thì nói thế nào? *She has got... has got* là ‘có’ đúng không ạ. Hoặc là *she has fair hair*. Nào, thế bây giờ một cách tương tự như thế, ‘tóc của cô ấy màu vàng hoe’, hoặc là ‘mắt cô ấy màu xanh’ thì nói thế nào? *Her eyes are blue*. Được chưa? Thế thì miêu tả chung ‘cô ấy già hay trẻ’ thì nói thế nào? *She* và tính từ rõ chưa. Thế cô có một trường hợp là có hai tính từ *black* là đen này, *long* này, *hair* này. Thêm hai tính từ vào đây đúng không? Vị trí của hai tính từ này như thế nào?

[So if we want to say ‘co ay co mai toc vang hoe’, how to say? *She has got...has got* means ‘co’, right. Or *she has fair hair*. Now, similarly, how to say ‘toc cua co ay mau vang hoe’...Hoac la ‘mat co ay mau xanh’? *Her eyes are blue*. Ok? So how do we give the general description such as ‘co ay gia hay tre’?...*She* and *adjective*, understand? So in case there are two adjectives ‘black’ and ‘long’, then ‘hair’. So we add those two adjectives to this, right. What are the positions of those two adjectives?]. (L5 – CAR2)

From the above examples, it is noted that much lesson’s focus was on explaining grammar points. This teaching method was used by both the control teacher and the experimental teacher. This is consistent with the experimental teacher’s opinions in the post-intervention interview as she described her teaching approach prior to the intervention:

Yes, for example grammar section. Grammar-based teaching was used mainly. Then the other skills, for example, reading skill. As usual when teaching reading skill the teacher in general let students read the text then answer the comprehension questions, but not design the other types of learning activities for reading skill. (ETI – PI)

In addition, the control teacher and experimental teacher focused on explaining how to do a speaking task rather than on letting students practise their speaking. If students kept silent, the teacher continued her explanation. This is illustrated in Excerpts 5.3 and 5.4 below.



### Excerpt 5.3:

Experimental teacher	<p><i>What is your favourite food?</i> Something that you don't eat. Ask question with this information. Hãy hỏi câu hỏi với cái thông tin này [Ask about this information]. Cái mà bạn không thường ăn, hỏi câu hỏi là gì [How to ask for what you don't usually eat]? Cái số 1 đặt câu hỏi dễ không? [Making question for number 1 is easy, isn't it]? <i>A kind of music that you like? A kind of music that you don't like</i>, thì hỏi là [the question should be] <i>What kind of music ... do you like?</i> Thứ hai là [The second is] <i>what kind of music don't you like?</i> Tiếp theo là [The next is] <i>what is your favourite food</i>. Ok now ask these questions.</p>
Students	<p>(silent)</p>
Experimental teacher	<p><i>What food do you like</i>, được không [ok]? <i>What food don't you like</i>, được không [ok]? Ok, em thích thức ăn nào và em không thích thức ăn nào [what food you like and what food you don't like]... Now number 3. <i>Something that you drink and something that you don't drink. What do you often drink, and what don't you drink</i>. Hỏi với thì hiện tại [Questions are in present simple tense]. <i>What game or what sport do you often play, or what game or what sport don't you often play</i>. Ask and answer these questions. The next, a TV programme. Or you always watch, and one you don't watch. Like number 8 in exercise 2. <i>What programme do you always watch, and what programme don't you often watch</i>. The next, <i>something you always do in the morning, and something you don't do</i>. Thì câu hỏi sẽ là gì [What will the question be]?... <i>What do you always do in the morning, and what don't you always do in the morning</i>. Now the last one. <i>Something that you often read and something that you don't read</i>. Câu hỏi sẽ là gì [What will the question be]? <i>What do you often read and what don't you often read</i>. Ok now answer the question. <i>What kind of music do you like most? Jazz or folk, or pop? I like...</i> (L1 - EAR1)</p>

### Excerpt 5.4:

Control teacher	<p>Chúng ta biết cách hỏi về cả sáng, cả chiều, cả tối rồi đúng không [We know how to ask about the morning, afternoon, and evening routines, right?]. Rồi, chúng ta chuyển tiếp sang phần tiếp theo [OK, we move to the next]. OK now write down. <i>A kind of music that you like and a kind of music that you don't like</i>. Một loại âm nhạc mà bạn thích và gì ạ, một loại âm nhạc mà bạn không thích, được chưa ạ. Tiếp theo [A kind of music that you like and what, a kind of music that you don't like, ok]. <i>A kind of food that you eat and don't eat</i>. Một loại thức ăn mà em ăn và không ăn [a kind of food you that you eat and a kind of food that you don't eat]. Tiếp theo này [Next]. <i>Your favourite drink</i>. Tiếp theo này [Next], <i>a game or sport that you play and don't play</i>. Rồi, một môn thể thao mà em chơi hoặc không chơi. Tiếp theo này [Ok. A game or sport that you play and don't play. Next] <i>TV programme</i>. Chương trình mà em thường xem và chương trình mà em không xem [A programme that you watch and one that you don't watch]. Tiếp tục này [Next]. <i>Something that you do in the morning</i>. À, những thứ mà em luôn làm vào buổi sáng và những thứ mà em không làm, đúng không ạ [Ah, things you do in the morning and things you don't do, right]. Tiếp theo này [Next]. <i>Something that you often read and something that you don't read</i>. À, những thứ mà em thường đọc và những thứ mà em không đọc [Ah, something you often read and something you don't often read]. Rồi, đối với dạng bài này thì cô ghép phần a và phần b [Ok, for this</p>
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task I match task a and task b together]. Các em nhìn cho cô vào mẫu trước [Please look at the sample]. Cách nói thích hay không thích [How to say what you like and don't like]. Now, *I don't like jazz*. Cấu trúc thích và không thích người ta sử dụng thế nào [How to use the grammar structure of "like" and "don't like"]? (L1 – CAR1)

As shown in the above examples, both teachers put emphasis on giving instructions for a speaking task. The teachers read every sentence of the task in English language then translated them into Vietnamese which took a lot of time.

### 5.2.2 Using pair and group work

In both the experimental and control classes pair and group work were carried out as required by the task in the textbook. For example, the task in the textbook required students to “roleplay the interview with a partner” (Hutchinson, 2000b, Task 2b, p. 9). Excerpts 5.5 and 5.6 below are examples of the teachers’ use of pair work.

#### Excerpt 5.5:

Experimental teacher

Ok, So now work with your partner. One asks the question and one answers the question, like an interview. Do you see what I mean? Work with your partner. Work in pairs. One asks the question and one answers, like an interview. Work in pairs, please. Work in pairs. Giống như là cuộc phỏng vấn [It's like an interview]. Ví dụ, bạn dậy vào lúc mấy giờ [For example, what time do you get up?], bạn có thường nghe radio không [Do you often listen to the radio?]. Bạn nghe nhạc vào lúc mấy giờ [What time do you listen to music?]. (L2 – EAR1)

#### Excerpt 5.6:

Control teacher

Do you...listen to... music ... in the morning? Các em hiểu chưa [Understand]? Một số câu các em có thể hỏi, và ngoài ra các em có thể hỏi về hoạt động vào buổi sáng [You can use some questions, and furthermore you can ask about the other activities in the morning]. OK now, work in pairs, please, in five minutes. Do this exercise in five minutes. Now work in pairs please. Một bạn hỏi, một bạn trả lời [one asks, one answers]. (L2 – CAR1)

In general, both teachers used pair and group work in their pre-intervention teaching. The instruction for pair and group work was not detailed, such as who to work with in the classroom.

### 5.2.3 Speaking tasks assigned as homework

If speaking tasks were not completed in the lesson, they were assigned as homework. In Excerpt 5.7 below, the instruction lasted for about four minutes with no time for students to practice.

#### Excerpt 5.7:

Experimental teacher	Bây giờ các em hãy hỏi cho cô cấu trúc này. Các em hỏi bất kỳ thông tin nào nhé. Có thể là <i>favourite food</i> , hoặc là <i>a game you play</i> , for example, <i>I don't like football, do you? I don't like badminton, what about you? Now, I don't like badminton, do you?</i>
Students	( <i>silent</i> )
Experimental Teacher	<p><i>I don't like opera. I don't like opera, either. I don't like opera, either</i> có nghĩa là gì? Bạn ấy cũng không thích opera này. Cô nói là 'tôi cũng đồng tình với bạn ý', là 'tôi cũng không thích' thì người ta sẽ nói là <i>I don't like</i> (teacher was talking and writing on the board)... <i>I don't like opera either. Either</i> này dùng với câu phủ định, dùng cuối câu phủ định là 'cũng không thích'. <i>I don't like jazz, do you? Yes, I do. But I don't like opera. I don't like either</i> có nghĩa là 'tôi cũng không thích thể loại opera này nữa... Cô cho các em ba phút thôi các em thực hành cho cô cái mẫu câu này: <i>I don't like jazz, do you? Yes I do. But I don't like opera. What about you? No I don't like opera, either. Ok? Practice with one of the information I have given. Các em có thể lựa chọn bất cứ cái gì mà các em thích ở trên phần a, có thể là music, có thể là favourite food, có thể là... Có hiểu không?</i></p> <p>[<i>I don't like opera. I don't like opera, either. I don't like opera, either</i> means...? She doesn't like opera. I say that I agree with her, means that I don't like, so I say <i>I don't like...</i> (teacher was talking and writing on the board) <i>I don't like opera either. Either</i> is used in the negative sentence and stands at the end of the negative sentence, and it means 'cung khong thich'. <i>I don't like jazz, do you? Yes, I do. But I don't like opera. I don't like either</i> means that 'toi cung khong thich the loai opera nay nua'. You have three minutes to practise this sample: <i>I don't like jazz, do you? Yes I do. But I don't like opera. What about you? No I don't like opera, either. Ok? Practice with one of the information I have given. You can choose anything you like in part a, it could be music, it could be favourite food, it could be... Understand?</i>]</p>
Experimental teacher	Không nói được thì viết ra. [If you can't speak, please write]
Experimental Teacher	<p>Về nhà các em thực hành nhé. Cái gì mà các em không thích giống bạn thì nói là <i>I don't like either</i>. 'Tôi cũng không thích'. Right. Nao we move to vocabulary. Ta chuyển sang phần vocabulary. Collocation. Collocation là động từ kết hợp.</p> <p>[So please practise at home. What you don't like and your friend doesn't like, then say <i>I don't like either</i>. 'Toi cung khong thich'. Right. Now we move to the vocabulary. Collocation. Collocation means 'dong tu ket hop'].</p> <p>(L2 – EAR1)</p>

### Excerpt 5.8:

Control teacher	Nào bây giờ cô chia làm sáu nhóm. Mỗi nhóm miêu tả cho cô một bức tranh. Hết giờ rồi thì về nhà làm nhé.  [Now I put you into six groups. Each group describes one picture. Time's up, so please do it at home.].  (L6 – CAR1)
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From excerpts 5.7 and 5.8 above it is noted that the students' oral interaction was not focused on during teaching in both the experimental and control classes. The speaking was preferred to be practised at home rather than in class. This is consistent with the experimental teacher's opinions in the post-intervention interview:

The speaking skill didn't used to be focused on during normal teaching. It could be that the teacher gave instruction of how to do oral tasks, then asked students to do these as homework, because in reality students couldn't complete oral tasks, for example in a lesson, students couldn't complete speaking skill, that's why it was less focused. (ETI – PI)

In brief, the speaking skill was normally not taught in the classroom as the main section. More time was spent on explaining grammar.

#### **5.2.4 The teachers' interaction with students**

This section describes the teachers' interactions, which were expressed in the tone of voice and the way they gave feedback to students. The marks representing the interaction in this section are as follows:

*The teacher's rising tone of voice: ↑ (signifies a tension in the voice)*

*The teacher's soft tone of voice: ≈ (signifies mildness in the voice)*

*Frustrated words: 😞 (signifies a criticism)*

The mark at the end of each sentence in the excerpts indicates that the teacher used that particular tone of voice for the sentence. The mark after each utterance means

that the teacher used that tone of voice for the whole utterance. All marks are put in the English translation versions, not in the original versions, for ease of reference.

The data show that there were differences in the teachers' tones of voice when giving feedback to students' responses. The experimental teacher's voice was mild (excerpts 5.9 and 5.10).

#### Excerpt 5.9:

Experimental teacher	<p>Now, <i>how do you get to school, how do you go to school</i>. Đây là câu hỏi về gì nhỉ? Phương tiện đúng không. Collin đi đến trường bằng phương tiện gì. Như vậy thì đúng hay sai?</p> <p>[Now, <i>how do you get to school, how do you go to school</i>. What is the question about? Means of transport, right. How Collin goes to school. So is this right or wrong?] ≈</p>
One student	<p>Đúng.</p> <p>[Right]</p>
Experimental teacher	<p>Đúng. <i>How does Colin get to?</i> Các em có thể thay <i>get</i> bằng <i>go</i>. <i>How does Colin go to</i>. Number 10. <i>Does she often misses the bus</i>. Câu này với câu số 8 thì có gì giống nhau? <i>Does she often misses the bus</i>. Như vậy câu này...?</p> <p>[<u>Right</u>. <i>How does Colin get to?</i> You can replace <i>get</i> with <i>go</i>. <i>How does Colin go to</i>. Number 10? <i>Does she often misses the bus</i>. How is this sentence similar to sentence 8? <i>Does she often misses the bus</i>. So this sentence..?] ≈</p>
One student	<p>Miss</p>
Experimental teacher	<p>Ừ, <u>đúng rồi</u>, như vậy <i>misses</i> bỏ gì?</p> <p>[Uh, <u>right</u>, so what needs to be omitted in <i>misses</i>?] ≈</p>
One student	<p>Es</p>
Experimental teacher	<p><u>Đúng rồi</u>. Bỏ <i>es</i>. Thế vậy là <i>Does she often miss the bus?</i></p> <p>[<u>Right</u>. Omit <i>es</i>. So the sentence is <i>Does she often miss the bus</i>, isn't it] ≈</p>

(L1 – EAR1)

#### Excerpt 5.10:


Experimental teacher	<p>Now number 2. <i>Do you listen to the radio in the morning. Do you listen to the radio in the morning</i>. Right or wrong? ≈</p>
One student	<p><u>Wrong</u></p>
Experimental teacher	<p><u>No, right</u>. <i>Do you listen to the radio in the morning?</i> Listen to something. Lắng nghe cái gì [Listen to something]. Number 3. <i>What time do you go downstairs?</i> Right or wrong? ≈</p>

(L1 – EAR1)

As indicated above, in the experimental class, the experimental teacher's tone of voice was soft when students had the right answer. When students had the wrong answer (Excerpt 5.10), the experimental teacher corrected immediately and gave further explanation. For example, in Excerpt 5.10 the student said: 'wrong', then the experimental teacher corrected them immediately by saying 'no, right'. The teacher's tone of voice did not change.


In the control class, the control teacher's tone of voice rose when students demonstrated that they did not understand or gave the wrong answer. Examples are underlined in excerpts 5.11 and 5.12 below. HAS (high-achieving student), LAS (low-achieving student), and Ph are students (Ph is a pseudonym).

Excerpt 5.11:

Control teacher	Bạn HAS chuyển như thế nào? [HAS, how to correct this sentence?]
HAS	( <i>silent</i> )
Control teacher	Nào, <i>Your flatmates</i> nó là chủ ngữ. Rồi, HAS ngồi xuống. Ph nào. [Now, <i>your flatmates</i> is subject. Sit down, H. Ph please]
Ph	Thưa cô, vì đứng trước nó là <i>your flatmates</i> ... [Teacher, because <i>your flatmates</i> precedes...]
Control teacher	Không, <i>your flatmates</i> là danh từ cơ mà em. [No, <i>your flatmate</i> is the noun.] ↑
Ph	Thế thì câu này đúng ạ. [So this sentence is correct.]
Control teacher	<i>Your flatmates</i> đây là... Em ... em nhìn nhầm rồi đúng không. <i>When... do... Do</i> chỗ này là gì ạ? Là trợ từ đúng không? Sau đó đến <i>your flatmates</i> là danh từ này, là chủ ngữ. Và đến <i>get up</i> là phần? Cụm động từ phía sau. Thế câu này đúng hay sai?  [ <i>Your flatmate</i> here is...You... you are wrong, aren't you ↑  . <i>When... do... Do</i> here ...what is it? It is an auxiliary verb, isn't it? Then is <i>your flatmates</i> , the noun, the subject. How about <i>get up</i> ? The verb phrase follows. So is this sentence right or wrong?] ↑.  (L1 – CAR1)

### Excerpt 5.12:

Control teacher	Lớp trưởng nào. [Monitor please.]
LAS	( <i>silent</i> )
Control teacher	Nào. [Please.]
LAS	Thưa cô là... <i>miss... does he often miss the bus...</i> [Teacher... it is... <i>miss... does he often miss the bus...</i> ]
Control teacher	<i>Does he often ...</i> gì ạ? Câu số 9, <i>misses</i> sẽ chuyển thành <i>miss</i> , tại vì sao? [ <i>Does he often ...</i> what? Number 9, <i>misses</i> is corrected to <i>miss</i> , why?]
LAS	Tại vì trước đó là <i>do</i> , chuyển thành <i>does</i> ạ. [Because the preceding is <i>do</i> which is corrected to <i>does</i> .]
Control teacher	Tại vì sao em lại đổi <i>misses</i> thành <i>miss</i> ? [Why you change <i>misses</i> to <i>miss</i> ?]
LAS	Tại vì nó số ít ạ. [Because it is singular noun.]
Control teacher	Tại vì nó số ít à? [Because it is singular noun?] ↑
LAS	Vâng. [Yes.]
Control teacher	Tại vì nó số ít à? <i>he</i> là số ít, nên động từ sau nó cũng phải chia số ít, hôm trước cô dạy thế à? [Because it is singular noun? <i>he</i> is singular, so the verb followed must be singular. Did I teach you that?] ↑ 😞
LAS	( <i>silent</i> )
Control teacher	Nào, <i>he</i> là ngôi thứ 3 số ít rồi, thế nên động từ cũng phải chia là ngôi thứ 3 số ít. Thế nhưng đây là câu gì ạ? [Now, <i>he</i> is the third singular, so the verb must be singular person. But what kind of sentence is this?] ↑
LAS	Câu hỏi ạ. [It is a question.]
Control teacher	Câu hỏi, có cần chia động từ nữa không? Trợ động từ chia rồi, thì động từ làm sao? Có cần chia nữa không? [It is question, so is it needed to change the verb? The auxiliary verb is changed, how about the main verb?] ↑
Students	Không. [No.]

Control teacher	Thôi, ngồi xuống. Rõ chưa?
	[Stop, sit down. Understand?] ↑ 
LAS	Vâng. [Yes.]
Control teacher	Các em chữa vào vở đi.  [The whole class, correct it and copy into your notebook.]  <i>(The whole class was silent for three minutes)</i>  (L1 – CAR2)

It is evident that the control teacher used quite strong words when giving feedback to the students. For example, when a student answered incorrectly, the teacher said ‘you are wrong, aren’t you?’ (Excerpt 5.11). Stronger words were also used, such as ‘Did I teach you that?’ or ‘Stop, sit down. Understand?’ (Excerpt 5.12).

In summary, the pre-intervention teaching in both classes had three similar features. Firstly, both teachers focused on explaining grammar points and new words rather than on providing the students with opportunities to practice their speaking. Secondly, in relation to this, speaking tasks were assigned as homework rather than being practised in the classroom. Thirdly, pair and group work were used as it was the requirement of the original tasks in the textbook. However there was one notable difference regarding the teachers’ interactions with students; the experimental teacher’s tone of voice was soft when giving feedback. In contrast, the control teacher’s tone of voice rose when giving feedback when answers were incorrect and she did say strong words when students answered incorrectly. The next section will outline the teaching of the during-intervention stage for both experimental and control classes.

### **5.3 The during-intervention teaching**

This section describes the during-intervention teaching in both classes. Firstly, it describes the teaching in the control class. Secondly, it overviews the teaching strategies applied in the experimental class. The data used for this section were drawn



from the audio-recorded transcriptions of the during-intervention lessons in both classes and the post-intervention experimental teacher's interview. Examples in relation to the learning task carried out in the experimental class are cited from the lesson plan of the experimental teacher.

### 5.3.1 The teaching in the control class

The teaching in the control class contained the following features:

- Focusing on grammar and new word explanations more than on opportunities for the students' oral interaction;
- Use of pair and group work;
- Speaking tasks assigned as homework; and
- Rising tone of voice with frustrated words when giving feedback on students' wrong responses/not doing homework.

These features emerged from the audio-recorded transcriptions of the during-intervention stage. The examples are underlined in excerpts below and follow the order: Excerpt 5.13 (Focusing on grammar and new word explanations), Excerpt 5.14 (use of pair and group work), Excerpt 5.15 (speaking tasks are assigned as homework), and Excerpt 5.16 (speaking tasks are assigned as homework).

#### Excerpt 5.13:

Control teacher	<i>(checked students' work)</i> Number 1. Carol and Jim...số ít hay số nhiều ạ? [Number 1. Carol and Jim... Singular or plural?]
HAS	số nhiều ạ [Plural]
Control teacher	Was hay were? [Was or were]
HAS	Were ạ [Were].
	(L13 – CAR1)

### Excerpt 5.14:

Control teacher Now each group write three comparative sentences using these adjectives, ok?  
Now group 1 write three comparative sentences with *old, happy, talkative*, ok?  
Group 2 write three comparative sentences with *slim, intelligent, and strong*, ok?  
(L11 – CAR1)

### Excerpt 5.15:

Control teacher Did your parents know about it? Ok. Did your parents know about it (*writing on the board*)? Bố mẹ có biết về việc đó không. Ok. Rồi là gì ạ, có vấn đề gì đó không. *Were there any problems. Where did you meet him or her.* Ok, được chưa? Rồi thế về nhà dựa trên phần này đặt thêm câu hỏi và trả lời cho cô nhé. Được chưa? Cô đã gọi một nhóm làm mẫu, cả lớp hiểu cách làm chưa?

[Did your parents know about it? Ok. Did your parents know about it (*writing on the board and translating into Vietnamese*). Ok. And then, any problems. *Were there any problems. Where did you meet him or her.* Ok? Now at home make more questions and answer them, based on these suggestions, ok? I did ask one group to demonstrate, understand?]

LAS Vâng. So so.  
[Yes, So so.]

Control teacher Chúng ta chuyển sang phần tiếp theo, vocabulary.  
[We move to the next part, vocabulary.]

(L7 – CAR2)

### Excerpt 5.16:

Control teacher Ok, now who can talk about the topic? Talk about your life? Now who can? Nào ai có thể nói cho cô phần topic hôm trước cô đã giao về nhà rồi? [Who can tell me about the topic that was assigned as homework last week?]

Control teacher Now who can? Ok, Ng?

Ng (*stood up and read her writing*)

Control teacher Now another student? Another student? ↑

Students (*Silent*)

Control teacher Ch? Ph?

Students (*Silent*)

Control teacher Từ tuần trước đến giờ mà về nhà các em không làm thì làm sao mà chữa được?  
[This task was assigned last week but you haven't done it yet, so how can I correct it?] 😞

Control teacher	Cô đưa hướng dẫn chưa? Cấu trúc chưa? Chỉ dựa vào đây để viết thôi. ↑ [Did I give instruction? Sentence structure? What you need to do is only to write out based on the suggestion. ] ↑ 😞
Control teacher	P?
P	Thưa cô em chưa làm được. [Teacher, I can't do it.]
Control teacher	Ôi lớp này lười quá rồi. Không bạn nào làm cả, mỗi bạn Ng làm thôi à? HAS? [Oh this class is too lazy 😞 . Nobody has done, except Ng 😞 . Now HAS? ] ↑
HAS	Thưa cô em chưa ạ. [Teacher, I haven't done it yet.]
Control teacher	H cũng chưa làm à? [H you haven't done either?] ↑ 😞
Control teacher	Cô yêu cầu về nhà tất cả chuẩn bị tiếp hôm sau cô kiểm tra. Nhớ chưa? Hôm sau bất kỳ bạn nào cũng phải có, rõ chưa? Phần yêu cầu, phần hướng dẫn, phần cấu trúc cô đã đưa hết chưa? Xem lại nhé. Sau đó về nhà chuẩn bị tiếp sáng mai cô kiểm tra, rõ chưa? [I ask you to do it again at home and next time I will check again. Remember? ↑ All must do next time, ok? ↑ The requirement, the instruction, the sentence structure, I did provide you all, right? ↑ 😞 . Check again, please. Then be prepared at home so tomorrow I will be able to check. Ok?].
	(L8 – CAR1)

Regarding the teacher's interaction with students, the example of the teacher's rising tone of voice with frustrated words when students did not do homework is displayed by the symbols in Excerpt 5.16 above. As seen in the example, the teacher used a rising tone of voice in most of her utterances when students did not do homework. She showed her frustration by criticising students directly "Oh this class is too lazy". She did not enquire about why students did not do the homework.

### 5.3.2 The teaching in the experimental class

The teaching in the experimental class during the intervention included the implementation of CRT model for Muong students, which was presented in Section 4.4. This is briefly described with examples of each teaching strategy illustrated in the sections below.

### 5.3.2.1 Activities to improve student participation

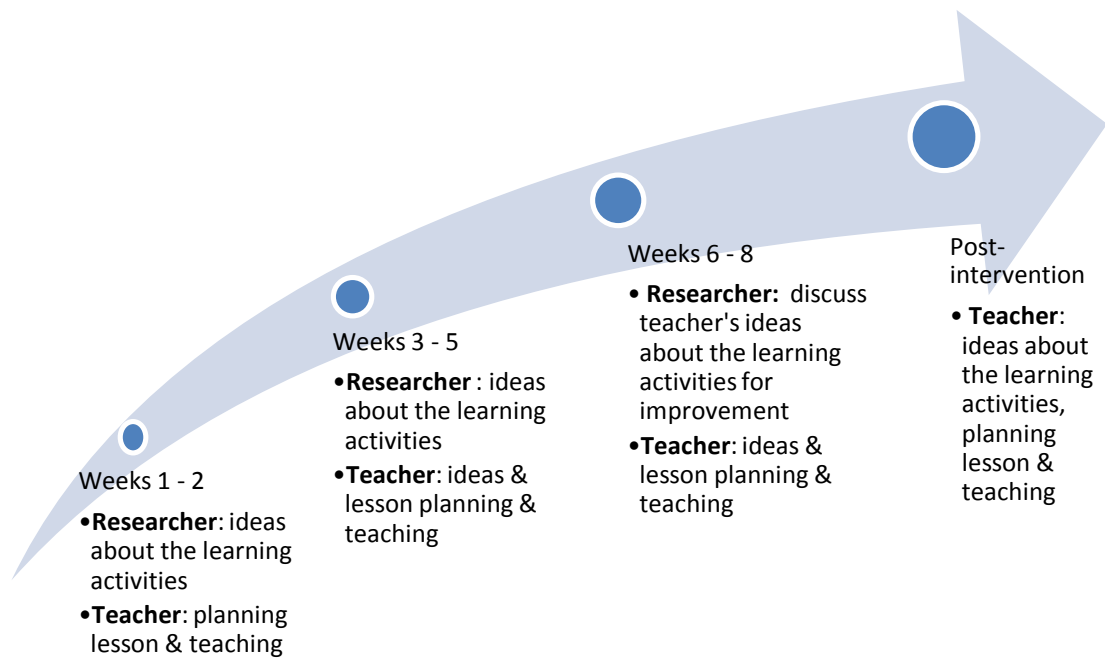
This section describes activities to improve student participation, including activities consistent with CL. The introduction of the teaching strategy proceeded as follows: for the first two weeks of the intervention, I planned the ideas of learning activities then had a discussion with the experimental teacher. For the following weeks of the intervention, I had a discussion about ideas for learning activities with her, and she planned the lessons herself. During this process she shared her thoughts and ideas for the learning activities with me. The last three weeks of the intervention she shared ideas with me and then we discussed improvements prior to her lesson planning. Table 5.1 below demonstrates the differences in teaching between classes and stages.

Table 5.1

*The differences in Implementation of Activities to Improve Student Participation between Classes and Stages*

	Pre-intervention	During-intervention
Experimental class	Used the learning tasks specified in the textbook.	Used the learning tasks specified in the textbook as the skeleton. Developed learning activities to improve student participation.
Control class	Used the learning tasks specified in the textbook.	Used the learning tasks specified in the textbook.

The increase in the experimental teacher's control of teaching as the implementation proceeded is presented in Figure 5.1 below. The arrow represents increasing teacher control.



*Figure 5.1:* The increase of the experimental teacher’s control as the implementation proceeded

As shown in Figure 5.1, the experimental teacher’s control of teaching increased while the researcher’s contribution decreased as the implementation proceeded. After the intervention, she could carry out this teaching strategy without any support.

It is evident in the data that the activities, consistent with CL, were integrated into the English language lessons in the following ways: students had chances to prepare their own opinions before sharing with their peers; the experimental teacher gave the students opportunities to cooperate in groups or in pairs; the students were required to exchange information with different peers for different purposes. Excerpt 5.17 below illustrates the experimental teacher’s management of cooperative activities. Before the step presented in the excerpt, students were required to work in pairs to undertake an interview of their own life events.

Excerpt 5.17:

Experimental teacher

Nào bây giờ các em đổi cặp với các bạn khác. Được chưa? Kể về ngày đầu tiên mình đi học và điều gì làm mình ấn tượng nhất. Nào, giờ các em tìm một cặp khác cho mình đi. Ví dụ bạn P sẽ không cặp với bạn H nữa mà chuyển sang bạn này.  
[Now please exchange peers, ok? Tell your new peer about the first days of school and what impressed you most. Now please look for another peer. For example, P. will not pair with H. but with this peer.]

(L7 – EAR1)

As described above, students had a peer-interview for the preparation of opinions before telling about their life events to another peer. They had opportunities to answer their peers' questions as well as talking briefly about their life events. In general, in this way, students of the experimental class got more opportunities for classroom participation. This is consistent with CL (Section 2.1.5). Comparatively, this was not implemented in the pre-intervention stage in both classes. This is presented in Table 5.2 below (the description of the control class teaching is included for comparison).

Table 5.2

*Comparison of Teaching Strategy between Stages and Classes for Every Student's Opportunities for Participation*

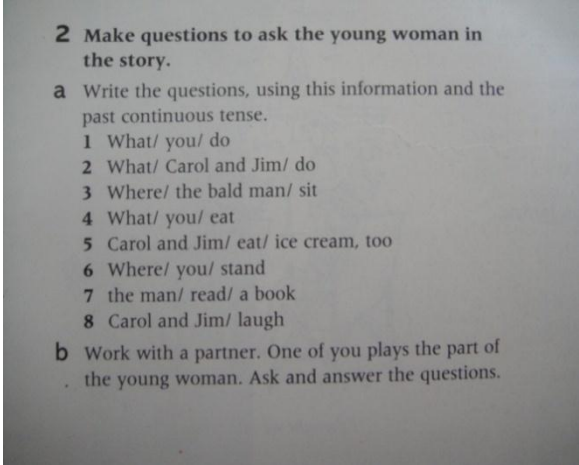
	Pre-intervention	During-intervention
Experimental class	Teacher calls some students to answer the question orally or to write the answer on the board.	Teacher creates chances for every student's participation in classroom activities.
Control class	Teacher calls some students to answer the question orally or to write the answer on the board.	Teacher calls some students to answer the question orally or to write the answer on the board.

As shown in Table 5.2, the difference is that the experimental teacher emphasised the chances for every student's participation in classroom activities, so that each student had her or his own contribution to the lesson. Lesson 13 is an example. The chance for students' participation was created as follows: in the lesson, the experimental teacher was required to reduce the explanation as much as possible to increase students'

opportunities for participation. Instead, she used a task sheet for students to follow. Each student needed a different level of support, (i.e, confident students needed less support than less confident students). Therefore, during the students' practice time, the teacher offered support when an individual student felt challenged. The teaching procedure of Lesson 13 (during-intervention) described in Table 5.3 is an example of the utilisation. In this lesson, the experimental teacher used the technique 'contract work' which emphasised each student's accountability to his or her own learning (more description of this technique is presented in Section 2.3.2). The contract work technique for this lesson allowed students to work individually, work with the teacher for support, and work with their peers for another task completion. It also allowed students to do optional tasks (one task is easy and the other is more challenging). Evidently, every student had the chance to do his or her own task and to connect with others in the classroom. The teaching procedure of the control class is also presented in this table for comparison.

Table 5.3

*The Utilisation of the Learning Task Emphasizing Every Student's Opportunities for Participation*

<b>Original task in the textbook</b>	
 <p style="text-align: right; margin-right: 20px;">(Hutchinson, 2001, p. 49)</p>	
The teaching procedure in the control class	The teaching procedure in the experimental class: the application of the learning task emphasizing chances for every student participation.
<p><b>Teacher's teaching aids:</b> The textbook</p> <p><b>Teaching procedure:</b></p> <ul style="list-style-type: none"> <li>- Teacher explains the past continuous again as a whole class.</li> <li>- Teacher writes question number 1 on the board as a model.</li> <li>- Teacher asks students to do numbers 2-8 of task 2a, then check with the whole class.</li> <li>- Teacher asks students to do task 2b.</li> </ul>	<p><b>Teacher's teaching aids:</b></p> <ol style="list-style-type: none"> <li>1. Contract work sheet for male students (Appendix N, Lesson 13);</li> <li>2. Contract work sheet for female students (Appendix N, Lesson 13);</li> <li>3. Correct question sheet to support students (Appendix N, Lesson 13)</li> </ol> <p><i>(note: the number of copies for each item depends on the number of students)</i></p> <p><b>Teaching procedure:</b></p> <ul style="list-style-type: none"> <li>- Group students into male and female.</li> <li>- Distribute the contract worksheet to male students and female students.</li> <li>- Give instructions to each group about using the contract worksheet.</li> <li>- Students do as instructed in the contract worksheet.</li> <li>- Teacher manages the class, gives prompt support when each student needs it, gives each male student one copy of correct questions for his self-check if needed.</li> <li>- If one male student completes his individual task, Teacher asks him to look for a female student to do the pair task.</li> <li>- Pairs perform their role-play in front of the class.</li> </ul>



The audio-recorded transcriptions also show that all students from the experimental class paid attention in the lessons. Both high-achieving student (HAS) and low-achieving student (LAS) had chances to interact with the teacher and other classmates. All the transcriptions recorded not only the target students' interaction but also the non-target students' interaction. In Excerpt 5.18, the target LAS had a chance to interact with two peers (S1, S2) in a speaking task. S1 was assessed as low-achieving and S2 as high-achieving.

Excerpt 5.18:

LAS	Mình đi học từ năm bao nhiêu nhĩ? [When did we start school?]
S1	Kia là <i>I started a? Started</i> gì? [That is <i>I started? Started</i> what?]
LAS	Started school.
S1	Cái này vẫn dùng <i>in</i> à? [Is this used with <i>in</i> ?]
Teacher	Nào chúng ta đổi cặp. M chuyển lên đây với Tr. D xuống với H. [Now we change peers. M, please move next to Tr. Do, please move next to H.]
S2 (talked to LAS)	Em hỏi anh trả lời nhé. [I ask, you answer.]
LAS	Anh trả lời cho. [Yes, let me answer.]
S2	Mình hỏi 4 câu thôi nhé. [We do 4 sentences, ok.]
LAS	Hỏi 4 câu thôi [Yes, just 4 sentences.]. (L8 – EAR2)

The students' participation in the classroom activities will be reported in the section regarding their interaction later in the thesis.

### **5.3.2.2 Topics close to real life were reflected in learning activities**

The topics related to real life were used to replace the unfamiliar ones in the textbook. For example, when studying about travel, students were required to talk about their local places instead of talking about Nepal (Lesson 14, Appendix N); or students were required to practise showing the way around their current living place instead of showing the way to a strange place, such as Mill Street or Carlton Square in the textbook (Lesson plan, Unit 6, EG).

Table 5.4

#### *The Implementation of the Topics Close to Real Life*

	Pre-intervention	During-intervention
Experimental class	Used the learning tasks specified in the textbook.	Used the learning tasks specified in the textbook as the skeleton. Topics close to real life were integrated in the activities to maximize student participation.
Control class	Used the learning tasks specified in the textbook.	Used the learning tasks specified in the textbook.

The students' experiences were utilised in the lessons in two ways. Firstly, topics relating to students' experiences were used instead of topics in the textbook, wherever reasonable. For example, in Lesson 7, the topic of one speaking task in the textbook 'How did your parents meet?' was changed to 'How was your first school day?', as it was anticipated that students remember things about themselves rather than about their parents. In this way, the main requirement of the syllabus about grammar knowledge (practice the past simple tense) was maintained. Excerpt 5.19 below illustrates the utilization of this in the lesson.

Excerpt 5.19:

Experimental  
teacher

Try to recall your mind and tell me, how was your first school day. Understand what I mean? So who, who did you meet at that time, and how was he or she? Understand what I mean? Now try to remember your first day of school (*writing on the board*), right. Try to remember what impressed you most, what impressed you most on that day. Ok, now work in pairs, work in pairs, and exchange the ideas of your first day of school. (L7 – EAR1)

Secondly, the students' experiences, such as their major discipline of study at college, were integrated into the learning activities in a way that maximised students' interest. For example, students had a chance to show off their ability of arts when learning about the travel and talking about local famous places. In the tasks, they were required to make quick paintings of the places in the location (Excerpt 5.20).

Excerpt 5.20:

Experimental  
teacher

Trong nhóm đấy các em sẽ phân công cho cô một bạn thì vẽ lại cái nơi mà nhóm đã chọn, ba bạn còn lại thì sẽ làm những việc sau: các em sẽ phải viết ý kiến của mình vào cái phần mà cô đã kẻ khung đấy. Mỗi bạn làm một phần, được chưa? Sau đó một bạn sẽ tổng hợp ý kiến để miêu tả chung về cái địa điểm đó.

[in the group, you assign one member to draw the place that you choose. The other three will do the following: you write your own idea in your own part that is framed. Each member will do one part, ok? Then the group leader will summarise all the ideas for a general description about that place.]. (L14 – EAR2)

The students' experiences were integrated into learning in different ways to support students' opportunities for interaction. Table 5.5 below gives a comparison for the implementation of this teaching strategy between stages and classes.

Table 5.5

*The Implementation of the Students' Experiences in Teaching*

	Pre-intervention	During-intervention
Experimental class	Used the learning tasks specified in the textbook.	Used the learning tasks specified in the textbook as the skeleton. Students' experiences were integrated in the learning activities to maximize their interest in participation (e.g., quick paintings).
Control class	Used the learning tasks specified in the textbook.	Used the learning tasks specified in the textbook.

**5.3.2.3 Learning materials**

The learning materials used in the intervention were video clips, pictures, and worksheets from internet sources. These were used in the intervention because they were one of Muong students' preferences in learning (Section 4.2.4). Video clips were to illustrate one sample conversation, in which one grammar tense or grammar structure was used. Pictures were used to illustrate new vocabulary. Worksheets with images were used for speaking tasks. The speaking task below is an example of this. In this speaking task, the experimental teacher used: (1) a video clip to illustrate the way to ask and give directions; (2) worksheets with maps to practise asking and giving directions.

**Speaking topic: Asking and giving directions**

Warm up: Shows video clip and elicits from learners the topic of 'asking and giving directions'

Practice

Task 1a: Exchange information (read the instructions and download worksheets for students A and students B <http://www.eslhandouts.com/worksheets/giving-directions-speaking-game/>).

- All students on the left are students A. Ss A study the worksheet and discuss with friends about what to do and how to do the task. T can help.
- All students on the right are students B. Ss B study the worksheet and discuss with friends about what and how to do the task. T can help. (Lesson plan Unit 6, EG)

In this activity, students were required to work in pairs for asking and giving directions. Every student got one worksheet to work individually, then had a discussion with their peers. After this activity, students A paired with students B to exchange the information. In brief, in this kind of activity, the extra-curricular learning materials helped students with more chances for oral interaction. Table 5.6 gives a quick comparison of the implementation between stages and classes.

Table 5.6

*The Implementation of Extra-Curricular Learning Materials*

	Pre-intervention	During-intervention
Experimental class	Used the learning tasks specified in the textbook.	Used the learning tasks specified in the textbook as the skeleton. Authentic materials (video clips, pictures, worksheets) were integrated for students' easy understanding and to maximize student participation.
Control class	Used the learning tasks specified in the textbook.	Used the learning tasks specified in the textbook.

**5.3.2.4 Teacher's interaction with students for a safe learning environment**

While it is likely that the previous strategies (section 5.3.1) helped create a safe learning environment, the following specific interactions with students were encouraged during the intervention. These addressed a comfortable learning atmosphere and friendly relationship in the class to maximise students' interaction: respectful behaviour (encouragement), and friendly behaviour (smiling, getting close to students, soft tone of voice, patting on students' shoulders). Respectful behaviour is evident via the audio-recorded transcriptions. The other was found in the data of the post-intervention interview and video recordings. The following provides a brief description of the utilisation of each behaviour followed by an example.

**Respectful behaviour:** For the first behaviour (encouragement), I invited the experimental teacher to encourage students in any ways that she felt easiest and most appropriate for the teaching context. I suggested she encourage students even when students made mistakes. Then during the teaching, she added two further ways for

encouragement. Therefore, during the intervention, she carried out the encouragement in three ways: giving encouragement even when mistakes were made, gifts, and applause. The evidence underlined in excerpts 5.21 and 5.22 below shows that the experimental teacher encouraged students by a praise ‘Oh good’ and ‘Ok, good’.

Excerpt 5.21:

Experimental teacher	No. Strongest boy?
HAS	<i>(talked to herself)</i> Khỏe ạ, Mạnh, Mạnh. <i>(said out loudly)</i> Cap cap cap cap. Mr Manh.
Experimental teacher	<u>oh good!</u> (L11 – EAR1)

Excerpt 5.22:

Experimental teacher	<i>(correct students’ mistakes)</i> encourage. Who encouraged you. My mother encouraged me. <u>Ok, good.</u> Now another pair?.
	(L7 – EAR1)

The experimental teacher encouraged students to share their ideas despite making mistakes. The example is underlined in Excerpt 5.23.

Excerpt 5.23:

Experimental teacher	Nào bắt đầu nhé. Mỗi người sẽ phải nói ít nhất 1 câu. [Now let’s start. Everyone has to say out at least one sentence.]
HAS	Không được giống nhau hả cô? [We must not say the same sentence, right?]
Experimental teacher	<u>Cứ nói ra có ai bắt lỗi sai đâu. Miễn là các em thể hiện được ý tưởng của mình.</u> [Do say out any sentences, nobody will catch your mistakes. Providing that you can express your own ideas.] (L11 – EAR1)

The experimental teacher encouraged students through gifts and applause when students did an activity well. Examples are underlined in Excerpt 5.24.

Excerpt 5.24:

Experimental teacher	<u>Now give the winner a big applause.</u> Thank you. Bây giờ cô hỏi xem có ai nhớ câu trả lời này không nhé. <u>Nếu ai nhanh sẽ được thưởng.</u> [Now I will ask if anybody can remember the correct answer. <u>Who answers the quickest will get a bonus.</u> ]. (L11 – EAR1)
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Although competition was not encouraged during the intervention, as it was inconsistent with Muong students' preferences, it was used with the bonus in the above learning activity (Excerpt 5.24) to warm up the learning atmosphere at the beginning of the lesson. Therefore, although the teacher said 'who answers the quickest will get the bonus' after the activity, both groups were encouraged by the bonus (which consisted of stickers). This was a fun game rather than competition that had any serious consequence.

**Friendly behaviour:** The experimental teacher was requested to carry out friendly interaction, such as smiling, getting physically close to students, using a soft tone of voice, and patting on students' shoulders in order to create a safe learning environment for students. To enable her to get physically closer to students, during the intervention she was requested to arrange the students' seats into a U-shape (Figure 5.2) whenever convenient. The U-shape was used in six video-recorded lessons. In the last two video-recorded lessons, the seats were arranged in rows as they had been for pre-intervention lessons due to lack of space.



*Figure 5.2: The students' U-shape seating*

Friendly interactions (smiling, getting physically close to students, using a soft tone of voice) were carried out regularly with ease, as shown in the excerpt of the experimental teacher interview below:

In this intervention I paid more attention to this and ...more friendly gestures were applied, I mean the friendliness was shown by the other gestures...I did not sit in one place, but moved closer to students...And during the intervention these behaviours were carried out regularly, more frequently. (ETI – PI)

The behaviour of patting on students' shoulders, in the beginning of the intervention, was hesitantly applied. The experimental teacher explained this in the post-intervention interview:

According to the cultural point of view, the teacher is the teacher and student is the student. There is no close standing or patting on other's shoulders... i.e. there is still a distance. So I couldn't get familiar to doing it. And in our culture the teacher creates a distance to student, and that affects to the learning environment in the classroom and affects to the students' attitude toward the learning... And in fact when I started making acquaintance with this behaviour, I still felt hesitate a little bit, it was like I did something differently. (ETI – PI)



As noted earlier in the finding chapter of Phase One, the behaviour of patting on the students' shoulders is based on the cultural feature of the Muong people to show their feeling of friendliness. The experimental teacher applied this behaviour hesitantly, because of the teacher's cultural perception about the distance between the teacher and students in the classroom. As the lessons proceeded, she felt more comfortable to apply it. Table 5.7 below gives a general comparison of the implementation of the teachers' behaviours in teaching between stages and groups.

Table 5.7

*Teacher's Interaction for a Safe Learning Environment*

	Pre-intervention	During-intervention
Experimental class	-Respectful behaviour (encouragement).  - Soft tone of voice.	-Respectful behaviour (encouragement).  -Friendly behaviour (smiling, getting close to students, soft tone of voice, patting on students' shoulders).
Control class	Rising tone of voice with frustrated words when giving feedback when answers were incorrect.	Rising tone of voice with frustrated words when giving feedback when answers were incorrect.

## 5.4 Chapter summary

In summary, the chapter notes five important points.

- The current English language syllabus requires students to achieve a comprehensive amount of English language areas at the pre-intermediate level; and speaking skill is as important as other language skills and language areas. However, the students' speaking skill was not prioritised in the pre-intervention phase of teaching for both classes.

- The pre-intervention teaching in the experimental class was, to some extent, similar to the teaching in the control class. The only, but very important, difference was the teacher's interaction with students' incorrect utterances; that means, the experimental teacher's tone of voice was soft, while the control teacher's tone of voice rose loudly with strong words for criticism when the control teacher became frustrated by the students' performances. As pointed out in the finding chapter of Phase One of this study, criticism is not favoured by Muong students.
- The during-intervention teaching mostly differed between the two groups.
- There was one similarity for the pre-intervention and during-intervention teaching in the experimental class. This was the teacher's soft tone of voice in the teaching, but a number of important changes occurred.
- There was no noticeable change for the pre-intervention and during-intervention teaching in the control class.

The comparison is summarised in Table 5.8.

Table 5.8

*Pre- and During-Intervention Teaching in Both Classes*

	Pre-intervention teaching	During-intervention teaching
Experimental class	<p><b>Teaching strategies</b></p> <ul style="list-style-type: none"> <li>• Focusing on the grammar and new word explanation more than on the students' speaking skill.</li> <li>• Using pair and group work.</li> <li>• Speaking tasks assigned as homework.</li> </ul> <p><b>Teacher's interaction with students for a safe learning environment</b></p> <ul style="list-style-type: none"> <li>• Soft tone of voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities to improve student participation (pair, group, CL).</li> <li>• Students' experiences.</li> <li>• Topic close to real life.</li> <li>• Extra learning materials.</li> </ul> <ul style="list-style-type: none"> <li>• Respectful behaviour (encouragement)</li> <li>• Friendly behaviour (smiling, getting close to students, soft tone of voice, patting on students' shoulders).</li> </ul>
Control class	<p><b>Teaching strategies</b></p> <ul style="list-style-type: none"> <li>• Focusing on the grammar and new word explanation more than on the students' speaking skills.</li> <li>• Using pair and group work.</li> <li>• Speaking tasks assigned as homework.</li> </ul> <p><b>Teacher's interaction with students for a safe learning environment</b></p> <ul style="list-style-type: none"> <li>• Rising tone of voice with frustrated words when giving feedback when answers were incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• Focusing on the grammar and new word explanation more than on the students' speaking skills.</li> <li>• Using pair and group work.</li> <li>• Speaking tasks assigned as homework.</li> </ul> <ul style="list-style-type: none"> <li>• Rising tone of voice with frustrated words when giving feedback when answers were incorrect.</li> </ul>

This chapter has established that the two classes' experiences were different during the intervention stage. The next chapter will examine whether the difference impacted on the students' ELL.

## CHAPTER SIX:

### THE FINDINGS OF PHASE TWO

This chapter addresses the third research question of the study “What impact does the use of specifically designed CRT strategies have on the ELL of the Muong students?” It consists of four sections. Each section presents the impacts that the CRT strategies had on one of the following aspects of the Muong students’ ELL: the verbal participation in class activities, the attitude toward ELL, the confidence in ELL, and the English language competence.

It presents the analysed results of five sets of data: audio-recordings, video-recordings, questionnaires, term test results, and teacher interviews. The results of non-Muong students of the two classes, which related to the English language competence, attitude, and confidence, are also presented for a comparison. However, the results of non-Muong students should be treated with caution because of the small sample size.

#### **6.1 The Muong students’ verbal participation in class activities**

This section provides answers to the research sub-question “What impact does the use of specifically designed CRT strategies have on the Muong students’ verbal participation in class activities?” It argues that the culturally responsive teaching strategies improved the Muong students’ verbal participation in class activities. This section examines the question via two sets of data: audio-recordings and video-recordings which were undertaken in both the experimental class and control class in the pre-intervention and during-intervention lessons. The purpose of the audio-recordings was to look for all the categories of interaction and their frequencies in the learning activities. The video-recordings explored the students’ interaction in the whole class activities. The teacher interview after the intervention provides further relevant information to the Muong students’ interaction in the lessons.

### **6.1.1 Muong students' interaction in class activities**

This part describes the interaction that the two target students in each class produced in the pre- and during-intervention lessons. Two target students, one high-achieving and one low-achieving, who attended the class regularly were selected by the teacher of each class. Firstly, the interactions in the most interactive lesson for each stage are analysed to identify which category of interaction occurred most. Secondly, the categories of interaction produced by target students in one lesson for each stage are summarised to identify whether there were any new categories of interaction occurring in the during-intervention lesson. Thirdly, the number of interactions in one lesson per stage are presented to compare each target student's interaction between the pre- and during-intervention lessons. The analysis in this part is drawn from the audio-recording data of both pre- and during-intervention stages of the two classes.

#### ***6.1.1.1 The frequencies of the interaction in one lesson per stage***

For the control class, the most interactive lessons were Lesson 5 selected for the pre-intervention and Lesson 13 selected for the during-intervention. For the experimental class, Lesson 5 was selected for the pre-intervention and Lesson 16 was for the during-intervention. The number of interactions produced by each target student in one lesson in each stage is presented in Table 6.1. The table shows that there are some differences between pre-intervention interaction and during-intervention interaction in the experimental class, but not much difference in the control class. The details are described below.

Table 6.1

*Categories of Interactions and Frequencies for the Most Interactive Lesson between Stages and Classes*

Categories of interaction		Control class				Experimental class			
		Pre-intervention		During-intervention		Pre-intervention		During-intervention	
		HAS	LAS	HAS	LAS	HAS	LAS	HAS	LAS
Interaction with the teacher	1. ask the question to clarify the task	1		2		1		3	5
	2. ask for new words	2							1
	3. answer the question	10	1	16	6	4		1	12
Interaction with peers	1. do the task							29	45
	2. explain new words for peers					2			6
	3. ask for new words/explanation		3		2	6			2
	4. off-task talk	1	5	2	3	1	3		

*Note:* HAS = high-achieving student; LAS = low-achieving student; number in each grid = the frequencies of that interaction that occurred in the intervention.

Control class

There was one category of interaction that occurred in the pre-intervention lesson but not in the during-intervention lesson (HAS's interaction with the teacher to ask for new words). On the other hand, there were categories produced by the HAS and not by the LAS in both lessons (interaction with the teacher to clarify the task and to ask for new words). There was one category of interaction produced by the LAS only and not by the HAS in both lessons (interaction with peers to ask for new words/explanation).

There were some changes in the during-intervention lesson. Both HAS's and LAS's interaction with the teacher to answer the question increased. It means that in this lesson, the control teacher asked questions of the target students more than in the pre-intervention lesson. There was a slight increase of a couple of interactions in the during-intervention lesson (HAS's interaction with the teacher to ask the question to clarify the task, HAS's interaction with peers for off-task talk). However, there was a slight decrease for LAS's interaction with peers to ask for new words/explanations and LAS's interaction with peers for out of topic talk.

### Experimental class

There were categories of interaction that occurred in the during-intervention lesson that did not occur in the pre-intervention lesson (interaction with peers to do the task). There were kinds of interaction occurred in the pre-intervention lesson but not in the during-intervention lesson (off-task talk).

There were categories of interaction produced by LAS in the during-intervention lesson only (interaction with the teacher to clarify the task, to ask for new words, and to answer the question, interaction with peers to do the task, to explain new words and to ask for new words/explanation). There were categories of interaction produced by HAS in the pre-intervention lesson only (interaction with peers to explain new words and to ask for new words/explanation, off-task talk).

There was a slight change in the number of interactions during the intervention. For example, the HAS's number of interactions with the teacher to ask a question to clarify the task increased slightly from 1 to 3, while the HAS's interaction with the teacher to answer the question decreased from 4 to 1.

In brief, there was a difference in the most frequent interaction in the two classes. For the control class, the most frequent interaction in the pre-intervention lesson of the HAS was interaction with the teacher to answer the question, while that of the LAS was off-task talk. The most frequent interaction of both HAS and LAS in the during-intervention lesson were the same (interaction with the teacher to answer the question). For the experimental class, the most frequent interaction in the pre-intervention lesson of both HAS and LAS was interaction with the teacher to answer the question, while the most frequent interaction in the during-intervention lesson was interaction with peers to do the task. One point worth noting is that when interaction was student-teacher, there could only be a few students who interacted but when it was peer-interaction, many students could be interacting simultaneously. These results show that the intervention, which was designed to maximise the

opportunities for students' speaking, had a positive impact on the experimental target students' interaction in the class activities.

#### ***6.1.1.2 Categories of interactions in two classes***

This section describes the categories of interactions that the target students in each class produced in all of the audio-recorded lessons in both stages. Thus, the data used for this section are much greater than that used in the previous section. This includes the data from three pre-intervention audio-recordings and sixteen during-intervention audio-recordings in each class which were examined for any type of interaction that occurred in the lessons. As a result, the types of interaction made by the target students were grouped into three main categories: interaction with the teacher (both classes); interaction with peers (both classes); and engagement shown through laughter (experimental class). Each category of interaction has different types as presented in Table 6.2. The table shows that for the experimental class the categories of interaction of the during-intervention lessons were more than that of the pre-intervention lessons.

The categories of interaction are detailed in the description that follows. These descriptions are accompanied by the excerpts from the audio-recording transcriptions for illustration. Each English translation of each excerpt is under the original and put in square brackets []. The description is firstly about the interaction of the two classes in the pre-intervention lessons. Secondly, for the during-intervention stage, it is about each class separately because, as shown in Table 6.2, the types of interaction in the during-intervention lessons in the two classes were not the same.



Table 6.2

*Categories of Interactions between Classes throughout the Intervention*

Categories of interaction		Control class				Experimental class			
		Pre-intervention		During-intervention		Pre-intervention		During-intervention	
		HAS	LAS	HAS	LAS	HAS	LAS	HAS	LAS
Interaction with the teacher	1. ask the question to clarify the task	√		√		√		√	√
	2. ask for new words	√						√	√
	3. answer the question	√	√	√	√	√		√	√
	4. give opinions							√	
Interaction with peers	1. do the task							√	√
	2. translate the teacher's lecture into Vietnamese for peers							√	
	3. explain new words for peers	√				√		√	√
	4. ask for new words/explanation		√		√	√		√	√
	5. off-task talk	√	√	√	√	√	√	√	
	6. Setting up the group							√	√
Laughter	1. joking							√	√
	2. feeling interested							√	√

Note: HAS = high-achieving student; LAS = low-achieving student; √ = that interaction occurred in the intervention.

***The interaction of the two classes in the pre-intervention lessons***

In the pre-intervention lessons, the students of both the experimental and control classes produced two broad categories of interaction. These were interactions with the teacher and interactions with peers. The HAS of both classes had interaction with the teacher to answer the questions. This is illustrated in the excerpts below.

**Excerpt 6.1:**

Control teacher	Trong trường hợp có 2 tính từ <i>black</i> là <i>đen</i> này, <i>long</i> này, <i>hair</i> này... Các em ghép như thế nào nhỉ? Vị trí 2 tính từ này như thế nào? Ý của câu này như thế nào đây ạ? Tóc gì?
	[In case there are two adjectives, <i>black</i> , <i>long</i> , and then <i>hair</i> ... where do you put these two adjectives. What does this sentence mean. What hair?]
HAS	Tóc dài màu đen. [hair is long and black.]
	(L5 - CAR1)

Excerpt 6.2:

Experimental teacher	My mother is slim ( <i>writing on the board</i> ). Tóc của bà ấy thì dày và đen. <i>She has got? Dày, đen, cái nào trước?</i>
	[My mother is slim. Her hair is thick and black. <i>She has got? Thick, black, which word goes first?</i> ]
HAS	Dày. [thick.]
	(L5 - EAR1)

The LAS of the control offered this kind of interaction while the LAS of the experimental class did not.

For the interaction with peers, both the HAS and the LAS of both classes had off-task talk. The examples of the interaction below (excerpts 3 and 4) are made by the LAS of the two classes.

Excerpt 6.3:

LAS	Đưa đây xem nào, đánh cho bây giờ. [Let me see, or I'll beat you.]
Peer	Số điện thoại là gì? [What's the phone number?].
	(L5 - CAR2)

Excerpt 6.4:

S1	Chiều nay làm gì? Ở nhà cũng vô nghĩa. [What will we do this afternoon? Staying at home is boring.]
LAS	Ở nhà thôi, đi sửa điện thoại. [Just at home, get the cell phone repaired.]
	(L5 - EAR2)

The HAS of both classes had interaction with peers to explain new words for peers in the pre-intervention lessons (excerpts 6.5 and 6.6).

Excerpt 6.5:

- S2                   Cái *what time do you have breakfast* đấy là hỏi về cái gì đấy?  
[What is *what time do you have breakfast* about?]
- HAS                   (Explained in Vietnamese) Bữa ăn sáng, vào thời gian nào bữa ăn sáng, mấy giờ mới ăn sáng
- S1                   Trả lời như thế nào?  
[How to answer?]
- HAS                   I have breakfast at 7 o'clock.
- (L2 - CAR1)

Excerpt 6.6:

- HAS                   Mặt toàn mặt to, big.  
[Faces are all big.]
- S3                   *long* là gì?  
[What does *long* mean?]
- HAS                   (explained in Vietnamese): dài.
- (L6 - EAR1)

The LAS of the control class interacted with peers to ask for new words while the LAS student of the experimental class did not.

In brief, in both classes, the HAS had more interaction with peers than the LAS.

***The interaction of the control class in the during-intervention lessons***

The during-intervention interactions were the same as in the pre-intervention lessons, that is, they were in relation to interaction with the teacher to answer the question, and with peers for out of topic interaction. Students of the control class did not produce any further kinds of interaction than in the pre-intervention lessons. In fact, some kinds of interaction occurred in the pre-intervention lessons but not during the

intervention lessons (The HAS interacted with the teacher to ask for new words and interacted with peers to explain new words). The off-task talk of the target students was more varied than that of the pre-intervention lessons and was produced by both the HAS and LAS of the control class. Excerpts 6.7 and 6.8 below are examples:

Excerpt 6.7:

- HAS                      Cái vải có hình, ren cũng có, dày cũng có.  
[There are many kinds of cloth: with shapes, with laced line, and also there are thick types.]
- S4                        Cái viền có ren không, hay là vắt sổ?  
[Is the margin of the cloth laced, or sewn?]
- HAS                      Hay là cái dạng có hình bông hoa, hơi dày dày ý.  
[Or the flowery type, which is a bit thick].

(L13 - CAR1)

Excerpt 6.8:

- S5                      Chiều nay được nghỉ. Làm gì đây? Đầu chó ngon nhỉ. 20 nghìn đấy. Mua lấy một cân dưa 5 nghìn nữa. 6 bìa đậu 9 nghìn, ha, nhiều món phết đấy.  
[No class this afternoon. What will we do? The dog head is yummy, isn't it. We should also have one kilo of pickled vege for 5,000 dong. Six tofu bars for 9,000 dong, ha, lots of food.]
- LAS                      Không có thời gian làm.  
[no time to make it.]
- S5                      Chiều nghỉ. Có lòng chó hay sao ấy.  
[No class this afternoon. There is dog intestine, isn't there?]
- LAS                      Tiết này là tiết 3 nhỉ?  
[Is this period three?]
- S5                      Tiết 2. Chưa hết tiết 2.  
[Period 2. Not finished.]
- S5                      5x2 là 10, mua 20 nghìn đậu.  
[5 times 2 equals 10, we buy 20,000 dong for tofu.]
- LAS                      8 nghìn thoải mái.  
[8,000 dong is ok.]

(L13 - CAR2)

In excerpt 6.7 above, the HAS of the control class was talking with her peer about the cloth sold in the cloth shop. In excerpt 6.8, the LAS and his friend were making a plan for their meal. Neither of these conversations were related to the learning content. The LAS seemed to be bored with learning. He referred to the class time 'is this period three' and continued the talk about the meal when knowing that it was still in period two.

### ***The interaction of the experimental class in the during-intervention lessons***

In the during-intervention lessons, students of the experimental class produced three broad categories of interaction: interaction with the teacher, interaction with peers, and engagement shown through laughter. Each category contains a number of types which are described below.

1. The interaction with the teacher: Both HAS and LAS of the experimental class produced three similar types of interaction with the teacher. While two types occurred in the pre-intervention lessons (interaction with the teacher to ask the question to clarify the task and to answer the question), the two other types occurred in the during-intervention lessons: to ask for new words (excerpt 6.9), and to give opinions (excerpt 6.10).

#### Excerpt 6.9:

HAS	Cô ơi, 'hiền lành' viết như thế nào hả cô? [teacher, how to write the word 'hien lanh'?]
Experimental teacher	Gentle.  (L7 - EAR1)

#### Excerpt 6.10: (*The HAS responded when the teacher gave one mark to the other group*)

HAS	Đúng đâu mà được điểm. Chưa đúng. [You are not right to get the mark. Not right].  (L11 - EAR1)
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2. The interaction with peers: In the during-intervention lessons, students had more types of interaction with peers. In addition to the two types of interaction that occurred in the pre-intervention lessons, students made three other types: interaction to do the task (HAS, LAS); interaction to translate the teacher's lecture into Vietnamese for peers (HAS); and interaction to ask for new words/explanation (HAS, LAS). These types are illustrated in turn in the following excerpts 6.11, 6.12, and 6.13.

Excerpt 6.11:

- LAS                    Cái này không có đường kẻ sọc, à đường kẻ sọc chỗ này... Được rồi, thế là được rồi.  
[ This one doesn't have the zebra, ah, zebra is here... Ok, that's Ok.]
- S6                     Anh chỉ lại đi?  
[Can you show again?]
- LAS                    Go straight...turn left... to the turning point, and go to the intersection... Em hỏi đi, em hỏi đến địa điểm nào đi.  
[Go straight...turn left... to the turning point, and go to the intersection...You ask, you ask me how to go to one place.]
- S6                     Can you show me the way to the square?
- LAS                    The square, go straight, turn left... uh...turning right... and turn left... baker's (*laughed*). Tiệm bánh mì...ở ngay ngã ba (*laughed*), turn left... ah ..baker's... Nghĩa là tiệm bánh mì ở ngay ngã ba ấy.  
[The square, go straight, turn left... uh...turning right... and turn left... baker's (*laughed*), the baker's... is at the T junction (*laughed*), turn left... ah ..baker's... means that the baker's is at the T junction.]
- (L16 - EAR2)

Excerpt 6.12:

- Experimental teacher    How are you today? How are you?
- Some students             Fine.
- Experimental teacher    How are you today H?
- HAS                         (*Translated into Vietnamese for H*): Bạn có khỏe không?

H Fine.

Experimental teacher Good. How are you? Did you have breakfast?

HAS *(Translated into Vietnamese for peer): Ăn sáng chưa?*  
(L7 - EAR1)

Excerpt 6.13:

LAS Cái này đọc là gì? *(turned to ask another peer)* – Số 12 đọc là cái gì? Số 12 ý?  
[How to read this word? - how to read number 12?]

Peer Hỏi? Đọc là twelve /twe:f/.  
Yes? /twe:f/.  
(L8 - EAR2)

When the teacher grouped students, the target students took part in the group's organization. The example is in Excerpt 6.14 below.

Excerpt 6.14:

Experimental teacher *(grouped students for the following oral activity):* Now number ones. Tất cả số 1 nào, tạo thành một nhóm. Tất cả số 1 nhanh nhanh, đâu là số 1?  
[Now number ones. Students numbered ones group together. All number ones. Hurry up. Who are number ones?]

LAS Số 1 đâu nhỉ?  
[Where are number ones?]

Peer Số 1 kia kia.  
[Those are number ones.]

LAS Ai là số 1? Lên đi. Lúc này mình là số 5 hay sao ý nhỉ.  
[Who are number ones? Hurry up. Am I numbered five, right.]

Peer Anh số mấy?  
[Which number are you?]

LAS Số 5. Số 4 ít thế nhỉ.  
[Number 5. Students numbered 4 are so few.]  
  
(L7 - EAR2)

In Excerpt 6.14 it appears that the LAS paid more attention to the learning activities in the lesson and was willing to say what he was wondering out loud.

3. Engagement shown through laughter: This category of interaction occurred when students were joking and interested during the lessons. Both HAS and LAS interacted in this way. Examples are in the excerpt below.

Excerpt 6.15:

Experimental teacher	Now number 3. Who is the tallest in our class?
HAS's group	ahahahaha....
HAS	<i>(say out loud)</i> cap cap, cap cap... hahaha.... Mr K. <i>(HAS and her peers clapped their hands and laughed out loud.)</i>
Experimental Teacher	Mr?
HAS	Bui Van K. <i>(Whole class laughed out loud hahahahahaha when saw the picture of a big girl on the screen shown for the next question.)</i>

(EAR1 - Lesson 11)

In summary, in the during-intervention lessons, students of the experimental class produced more categories of interaction than in the pre-intervention lessons. The categories reveal that students started to take initiative in participation in the learning, which matched the goal of the intervention: to improve the students' verbal participation in the class activities.

**6.1.1.3 The number of interactions for one lesson in two classes**

In this section, the lesson with the most similar learning content in each stage was selected to make a comparison of the students' interaction, in order to look for the quality of the interaction. The learning focus of these lessons in both classes was grammar. Table 6.3 presents the number of interactions that occurred in these lessons, and indicates whether the interactions were made in English, Vietnamese, or a



mixture of English and Vietnamese, and if they were off-task talk (i.e., they talked to their peers about things unrelated to the learning content of that lesson).

Table 6.3

*The Number of Interactions for One Similar-Content Lesson Between Stages and Classes*

Class	Student	Stages												
		Pre-intervention				During-intervention								
		Lesson-related interaction				off-task talk	Lesson-related interaction				off-task talk	Increases by a factor of		
E	VN	Mixture of E & VN	Total	E	VN	Mixture of E & VN	Total	E	VN	Increases by a factor of				
Cont.	HAS	4	6	4	14	1	VN	7	9	7	23	2	VN	almost 2
Exp.	HAS	0	2	12	14	1	VN	17	9	9	35	0		almost 3
Cont.	LAS	0	5	0	5	5	VN	1	13	0	14	4	VN	almost 3
Exp.	LAS	0	3	0	3	3	VN	5	10	12	27	0		9

Note: Exp. = Experimental; Cont. = Control; HAS = high-achieving student; LAS = low-achieving student; E = English; VN = Vietnamese. Each number represents amount of interaction that occurred in the lesson.

As shown in Table 6.3, the number of the interactions of all target students increased. The HAS in both classes produced more interaction than the LAS. However, the interaction of the experimental class increased more than that of the control class. For example, the HAS's interaction in the experimental class increased by a factor of almost 3. The HAS's interaction in the control class increased, but less (by a factor of almost 2). The LAS's interaction in the experimental class increased the most (by a factor of 9), higher than the LAS's interaction of the control class (by a factor of 3).

Regarding the language used for interaction, the number of the interactions in English in the during-intervention lessons was more than those in the pre-intervention lessons in both classes. The interactions in English of the experimental class increased (HAS's utterances in English increased from 0 to 17 and LAS's utterances increased in English from 0 to 5), more than the control class (HAS's utterances in English from 4 to 7 and LAS's utterances in English from 0 to 1).

In relation to the off-task talk, in the pre-intervention lesson, the off-task talk occurred in both classes and all were in Vietnamese. The LAS in both classes had more off-task talk than the HAS. However, in the during-intervention lesson, this type of interaction occurred in the control class but not in the experimental class.

Overall, the intervention did not seem to have any negative affect on the learning-related interaction. The interaction of both classes increased in the during-intervention, especially the interaction in English. It is worth noting that the learning-related interaction of the experimental class increased more than that of the control class, while the off-task talk of the experimental class did not occur in the during-intervention lesson. These results indicate that the intervention had a positive impact on the students' interaction in the experimental class.

### **6.1.2 The Muong students' interaction in the whole class activities**

For each class, one videoed pre-intervention lesson and one videoed during-intervention lesson were selected for analysis of the four target students' interaction. As the research aimed to improve the students' participation in the classroom activities, the most interactive lesson for each stage was selected. The focus of the video-recordings, which was determined beforehand and presented on the observation sheet (see Appendix I), includes the following categories of interaction:

Code 1: Volunteering an opinion (speak out/raise hand, etc.)

Code 2: Asking questions for clarification

Code 3: Giving feedback to the other students' opinion

Code 4: Answering the question when being asked

Code 5: Not answering the question when being asked

In this analysis, the time that each interaction (coded from 1 to 5) occurred in the lesson was counted for the amount of interaction.

The frequencies of each category is presented in Tables 6.4 and 6.5.

### **6.1.2.1 The pre-intervention interaction**

As seen in Table 6.4, there were no incidences of 'giving feedback to the other students' opinion' (code 3) or 'not answering the question when being asked' (code 5) for target students in either classes.

Table 6.4

*Frequency of Interaction in the Pre-Intervention Lesson for Two Classes*

Class	Student	Code				
		1	2	3	4	5
Exp.	Female HAS	1	4	0	1	0
Cont.	Female HAS	1	0	0	1	0
Exp.	Male HAS	1	0	0	2	0
Cont.	Male HAS	0	0	0	0	0
Exp.	Female LAS	0	0	0	0	1
Cont.	Female LAS	0	0	0	0	0
Exp.	Male LAS	0	0	0	0	1
Cont.	Male LAS	0	0	0	0	0

*Note:* Exp. = Experimental; Cont. = Control; HAS = high-achieving student; LAS = low-achieving student; Each number represents the time each interaction occurred.

For the experimental class, the HAS made some interactions under code 1, code 2, and code 4. For the control class, the HAS made one oral participation under code 4. The LAS of both classes did not make any verbal participation in the pre-intervention lesson.

### **6.1.2.2 The during-intervention interaction**

For both classes as shown in Table 6.5, there was no interaction under code 3 and code 5. For the control class, the female HAS interacted twice under code 1 and once under code 4. The male HAS and both male and female LAS did not interact.

Table 6.5

*Frequency of Interaction in During-Intervention Lessons for Two Classes*

Class	Student	Code				
		1	2	3	4	5
Exp.	Female HAS	16	1	0	0	0
Cont.		2	0	0	1	0
Exp.	Male HAS	17	1	0	0	0
Cont.		0	0	0	0	0
Exp.	Female LAS	0	0	0	0	0
Cont.		0	0	0	0	0
Exp.	Male LAS	0	0	0	0	0
Cont.		0	0	0	0	0

Note: Exp. = Experimental; Cont. = Control; HAS = high-achieving student; LAS = low-achieving student; Each number represents the frequency of the interaction occurred in the lesson.

For the experimental class, both the male and female HAS had considerable interaction under code 1 (i.e, female HAS produced 16 utterances and male HAS produced 17 utterances). Under code 2, both female and male HAS produced one utterance each. Both the LAS did not make any interaction in this lesson.

**6.1.2.3 The comparison of the interaction between the stages of the two classes**

The comparison is summarized in Table 6.6 below. For the control class, there was almost no change between the pre-intervention and during-intervention interaction.

Table 6.6

*Comparison of Interaction between the Stages of the Two Classes*

Student	Stages	Code									
		1		2		3		4		5	
		Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.
Female HAS	Pre	1	1	4	0	0	0	1	1	0	0
	During	16	2	1	0	0	0	0	1	0	0
Male HAS	Pre	1	0	0	0	0	0	2	0	0	0
	During	17	0	1	0	0	0	0	0	0	0
Female LAS	Pre	0	0	0	0	0	0	0	0	1	0
	During	0	0	0	0	0	0	0	0	0	0
Male LAS	Pre	0	0	0	0	0	0	0	0	1	0
	During	0	0	0	0	0	0	0	0	0	0

Note: Exp. = Experimental; Cont. = Control; HAS = high-achieving student; LAS = low-achieving student; each number represents the frequency of the interaction occurred in the lesson.

For the experimental class, there was a marked change for code 1 made by both HAS in the during intervention lesson. The female HAS's code 1 increased from 1 to 16 and the male HAS's code 1 increased from 1 to 17. There was some decrease in codes 2 and 4 in the during-intervention lesson. The female HAS's code 2 decreased from 4 to 1, the female HAS's and male HAS's code 4 dropped, but not considerably. There was no change for the LAS's interaction during the intervention lesson.

In short, there were some considerable changes for the interaction in the experimental class but almost no change in the control class. However, the change in the experimental class was made by the HAS only, which was mainly in relation to code 1. It could be claimed that, to some extent, the intervention had a positive impact on the HAS taking initiative in verbal interaction in the whole class activities, while it had none on the LAS.

### **6.1.3 Section summary**

From the data analysis, it becomes apparent that the CRT strategies improved the Muong students' verbal participation in class activities. The data from both video- and audio-recordings showed that the Muong student's interaction in class improved. The improvements were examined through the students' frequencies of interaction and the increase in the amount of interaction in the during-intervention lessons of the experimental class.

Firstly, comparing two lessons for frequencies of the oral interaction, the number of interactions increased in the during-intervention lesson, especially the interaction with peers to perform the task, and interaction with the teacher to clarify the task and to answer the question. Students of the experimental class seemed to be more active, especially the LAS, who interacted more in the during-intervention lesson. The interactions were in relation to the initiative in learning, such as interaction with the teacher to clarify the task and to ask for new words, interaction with peers to explain new words and to ask for new words. Further, the interaction with peers to do the task

occurred with the highest frequency, which reveals that the interaction for learning was more concentrated in the during-intervention lesson.

Secondly, more types of interaction occurred in the during-intervention lessons than in the pre-intervention lessons. In the pre-intervention lesson the LAS produced one kind of interaction (off-task talk) while producing nine kinds of interaction during the intervention stage. The HAS produced five kinds of interaction in the pre-intervention lesson while producing 12 kinds of interaction in the during-intervention lessons. Several kinds of interactions appeared during the intervention that were not present in the pre-intervention (i.e., give opinions, doing the task, translating the teacher's lecture into Vietnamese for peers, explaining new words for peers, setting up the group, engagement shown through laughter).

For a comparison between the two classes, there are some categories of interaction that only appeared in the experimental class but not in the control class in the during-intervention lessons. These included: interaction with the teacher (to give opinions); interaction with peers (to do the task, to translate the teacher's lecture into Vietnamese for peers, to explain new words for peers); setting up the group; and engagement shown through laughter. These categories of interaction in the during-intervention lessons were more diverse and showed students taking an initiative in the learning activity while the categories of interaction in the pre-intervention lessons were simpler, (i.e., were in relation to asking for new words and answering the questions).

Thirdly, there were some considerable differences for the verbal participation between the pre- and the during-intervention lessons. The number of interactions per lesson increased markedly in the during-intervention lesson. Among this amount, the number of interactions in English were greater than in Vietnamese. The off-task talk did not occur in the during-intervention lesson.

In both the video- and audio-recordings, in the during-intervention lessons students interacted with their peers more than with the teacher, especially the LAS. It is in line

with the experimental teacher's opinions about the two LAS who were targeted for the video-recordings:

H and G also progressed, for instance, at the beginning of the intervention they sat in the class silently, hesitatingly, and said nothing, and then as the lesson proceeded they were more interested to participate in the class activities with their classmates, and also shared opinions with others, and also showed their interest to the class activities. (ETI – PI)

One notable point is that the students' personalities could be a factor in influencing the students' greater or less interaction given the amount of evidence calculated in a range of ways. Nonetheless, the results presented seem most likely to be relevant to and affected by the nature of the during-intervention lessons in the experimental class, which used teaching strategies that focused on improving the opportunities for students' speaking (Chapter 5).

## **6.2 The Muong students' attitude toward ELL**

This section addresses the answer to the sub-research question: "What impacts does the use of specifically designed CRT strategies have on the Muong students' attitude toward ELL?" Results from all data sources suggest that the specifically designed CRT strategies changed the Muong students' attitude toward ELL. The section begins by presenting the results of the questionnaire analysis which compare the experimental and control classes in terms of their perceptions before and after the intervention period. The questionnaire data analysis for non-Muong students has been included for comparison. The analysis of the data for each theme of the questionnaire is followed by the data from the audio-recordings of the during-intervention lessons and the interview with the experimental teacher as additional evidence. The video-recording data focusing on non-verbal participation in the learning activities are then described.

As noted in the methodology chapter, the pre- and post-questionnaires (Appendix J) were identical except for the lead-in description. The items are structured around seven broad themes:

- Theme 1: Interest in course topics (Items 1-6)
- Theme 2: Interest in types of oral activities (Items 7-11)
- Theme 3: Effectiveness of teacher support (Items 12-14)
- Theme 4: Effectiveness of learning methods (Items 15-17)
- Theme 5: Effectiveness of learning materials and activities (Items 18 -22)
- Theme 6: The effect of the teacher’s attitudes and behaviours on students’ learning (Items 30-37)
- Theme 7: Areas of confidence in ELL (Items 23-29)

This section gives the analysis of the first six broad themes of the questionnaires. Each theme is followed by the analysis of the audio-recordings and/or the interview in turn if the related data are available. Theme 7 (covered in items 23-29) will be presented in the separate section following (Section 6.3).

The results in this section are organized under each of the above headings. Within each heading, each item is discussed in turn. As noted in the methodology chapter, all students from the two classes were asked to respond to two questions under each item. The first question asked them to rate the item on a 4-point scale (strongly disagree, disagree, agree, and strongly agree) with a fifth option available if a student in some way felt that they were not able to answer the question (‘don’t know’). The second question was intended to probe whether students’ ratings were related to their experience of the item; students were simply asked to identify ‘yes’ or ‘no’ in relation to whether they had experienced the item prior to the intervention (for the pre-questionnaire) or during the intervention (for the post-questionnaire).

The data were analysed in the following ways in relation to the first question under each item:

- The number of students responding to each item option (strongly disagree, disagree, etc.) was tabulated separately for the two groups on both the pre- and post-questionnaires.



- A Chi-square test was then conducted on each item to determine whether the two groups differed significantly in their responses to the pre- and post-questionnaires.

Chi-square was chosen as the appropriate technique so that all five categories (strongly disagree = SD, disagree = D, agree = A, strongly agree = SA, and don't know = DN) could be included in the analysis as 'nominal' level classifications. As noted in the methodology chapter, although the ratings SD, D, A and SA could be treated at an ordinal level, it was evident from an early inspection of the results that the DN category was used on some items by a number of students and therefore warranted inclusion in the analysis.

The data for each item were also analysed in relation to the second question which asked students to identify 'yes' or 'no' as to whether they had experienced the item. It is important to note that a 'yes' answer from both the experimental and control classes did not mean that the actual experience was the same or similar in nature, simply that both classes had experienced the item either prior to the treatment period (as identified in the pre-questionnaire) or during the treatment period (as identified in the post-questionnaire). Again a chi-square analysis was conducted to determine whether the two classes differed significantly in relation to the relative frequency of their 'yes' and 'no' responses in relation to each item.

### **6.2.1 Theme 1: Interest in course topics**

The general results from the pre- and post-questionnaires showed that the interest in the course topic of the experimental students changed very little while that of the control students substantially changed in the negative direction. The details are described as follows.

The results for the first set of items are summarized in Tables 6.7 and 6.7b. The first table (6.7) shows the ratings (SD, D, A, SA, DN) on the first question for each item, while the second table (6.7b) shows the number of 'yes' and 'no' answers to the

‘experience’ question. A brief explanation of the data for item 1 should clarify the content and layout of each table.

In Table 6.7, the first column identifies items (1, 2, 3, etc.). The second column identifies the class (Exp. = experimental; Cont. = control). The remaining columns contain information in pairings: for example, under ‘D’ (disagree) for item 1 the values ‘1-0’ identify that one student from the experimental class provided a ‘disagree’ rating on the pre-questionnaire, while no students provided a ‘disagree’ rating on the post-questionnaire. The corresponding values for ‘agree’ were ‘5’ on the pre-questionnaire and ‘8’ on the post-questionnaire.

The chi-square value for each item is included in the third line of the data for each item. For example, a chi-square value of 52.37 was found for item 1; the associated probability value was  $p = .000$ . This indicates that the two classes differed significantly in their ratings over the pre- and post-questionnaires.

Table 6.7

*Responses to Items 1-6: Interest in Course Topics (Muong Student)*

Item	Class	Questionnaire	Response				
			SD	D	A	SA	DN
1	Exp.	Pre – Post	0 – 0	1 – 0	5 – 8	9 – 7	1 – 0
	Cont.	Pre – Post	0 – 0	5 – 5	13 – 2	0 – 0	1 – 9
Chi square (df = 9) = 52.37, $p = .000$							
2	Exp.	Pre – Post	0 – 0	0 – 1	6 – 7	9 – 7	1 – 0
	Cont.	Pre – Post	0 – 0	1 – 5	11 – 8	7 – 0	0 – 3
Chi square (df = 9) = 24.23, $p = .004$							
3	Exp.	Pre – Post	0 – 0	2 – 0	5 – 5	9 – 9	0 – 1
	Cont.	Pre – Post	0 – 0	0 – 7	18 – 6	1 – 0	0 – 3
Chi square (df = 9) = 48.93, $p = .000$							
4	Exp.	Pre – Post	0 – 0	0 – 0	7 – 5	8 – 10	1 – 0
	Cont.	Pre – Post	0 – 0	0 – 1	12 – 13	7 – 2	0 – 0
Chi square (df = 9) = 16.03, $p = .066$							
5	Exp.	Pre – Post	0 – 0	0 – 0	5 – 8	8 – 7	3 – 0
	Cont.	Pre – Post	0 – 0	3 – 0	8 – 4	5 – 8	3 – 4
Chi square (df = 9) = 14.44, $p = .108$							
6	Exp.	Pre – Post	0 – 0	0 – 1	7 – 6	6 – 8	3 – 0
	Cont.	Pre – Post	0 – 0	3 – 0	6 – 4	3 – 4	7 – 8
Chi square (df = 9) = 18.20, $p = .033$							

The layout for the responses of students to their ‘experience’ of each item follows the same pattern (see Table 6.7b). For example, 14 students from the experimental class responded ‘yes’ to item 1 on the pre-questionnaire, while all 15 students responded ‘yes’ on the post-questionnaire. The chi-square value of 10.70 ( $p = .013$ ) again indicates that pattern of responses differs in some way: for item 1 it seems that both classes identified ‘yes’ more often on the post-questionnaire than on the pre-questionnaire.

Table 6.7b

*Responses to Items 1-6: Experience of Course Topics (Muong Students)*

Item	Class	Questionnaire	Response	
			YES	NO
1	Exp.	Pre – Post	14 – 15	2 – 0
	Cont.	Pre – Post	12 – 15	7 – 1
Chi square (df = 3) = 10.70, $p = .013$				
2	Exp.	Pre – Post	15 – 14	1 – 1
	Cont.	Pre – Post	19 – 16	0 – 0
Chi square (df = 3) = 2.33, $p = .506$				
3	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	19 – 16	0 – 0
Chi square (df = 3) = 3.17, $p = .366$				
4	Exp.	Pre – Post	16 – 15	0 – 0
	Cont.	Pre – Post	18 – 16	1 – 0
Chi square (df = 3) = 2.51, $p = .473$				
5	Exp.	Pre – Post	11 – 15	5 – 0
	Cont.	Pre – Post	1 – 0	18 – 16
Chi square (df = 3) = 47.86, $p = .000$				
6	Exp.	Pre – Post	8 – 13	8 – 2
	Cont.	Pre – Post	2 – 0	17 – 16
Chi square (df = 3) = 32.90, $p = .000$				

The discussion now returns to Table 6.7. The results show that four of the six items provided significantly different response patterns between the two classes. The significant items covered students’ interest in the following themes: current social issues (item 1); recreation (item 2); the world around me (item 3); and others’ ethnic customs and traditions (item 6). The two non-significant items related to: myself (item 4); and my ethnic customs (item 5).

The first item (interest in current social themes) showed that the experimental class shifted only slightly in its pattern of results from the pre- to the post-questionnaire. The main changes were in relation to 'agree' (from 5 to 8) and 'strongly agree' (from 9 to 7). However, the control class shifted its responses substantially: 'agree' dropped from 13 to 2, while 'don't know' increased from 1 to 9. This result is somewhat thought-provoking as both classes indicated that they had experienced the topic (current social issues) during their lessons (the post-questionnaire shows ratings of 15-0 for the experimental class and 15-1 for the control class). This suggests that the nature of the experience of the two classes during the intervention period was quite different; the experimental class being more positive about the topic.

For item 2 (interest in recreation), again there was little shift in the pattern for the experimental class from the pre- to the post-questionnaire (Table 6.7). However, the control class shifted their perception substantially from a positive to a negative pattern. The number of students who responded 'disagree' rose from 1 to 5, and the number of students who responded 'strongly agree' fell from 7 to 0. The 'don't know' category went from 0 to 3. Again there was little difference in the 'yes/no' ratings of experience of the topic between the two classes but it would seem that the experimental class were more positive about the nature of their experience (putting together the results from both tables).

For item 3 (interest in the world around me), the results for the experimental class showed a slight increase following the intervention; 'disagree' dropped from 2 to 0. However, for the control class, 'disagree' increased from 0 to 7 and 'don't know' increased from 0-3; in contrast, 'agree' reduced from 18 to 6. Ratings on the experience question were not significantly different between the two classes – again both classes indicated near-equal amounts of 'yes/no' responses – but placed alongside Table 6.7b, the most likely conclusion is that the nature of the experience was different.

For item 6 (interest in others' ethnic customs and traditions), the results showed a slight increase in positive ratings for the experimental class ('strongly agree' shifted from 6 to 8 and 'don't know' decreased from 3 to 0) and a decrease in positive ratings for the control class ('agree' slightly dropped from 6 to 4 and 'don't know' increased from 7 to 8). The result was probably linked to the experience question which showed a difference between the two classes (more experimental students experienced the topic after the intervention while the control students did not).

In summary, for items 1, 2, 3, and 6 it is evident that the experimental class shifted its ratings only slightly in relation to interest in the topics (they tend to be a little more positive), while the control class shifted their responses far more substantially, either or both from positive to negative or from positive to 'don't know'. These results when linked to Table 6.7b, suggest that although both classes experienced the topics during the intervention period, the nature of the experience was different for the two classes.

As noted above, the remaining two items (item 4: myself; and item 5: interest in my ethnic customs) showed minimal change in pattern between the two classes. For item 4, there was a slight increase in positive ratings for the experimental class ('strongly agree' shifted from 8 to 10) and a marked decrease for the control class ('strongly agree' dropped from 7 to 2). Item 5 showed, if anything, that the control class had become more positive compared to the experimental class, but since the results are not significant, the change should be treated with caution. The 'experience' question of Item 4 showed that both classes experienced this topic before and after the intervention, but the result was nonsignificant. However, it is apparent that the 'experience' question of Item 5 reveals a significant difference between the two classes. In this case more students from the experimental class rated 'yes' on the post-questionnaire than on the pre-questionnaire, whilst there is less or little change in relation to the results for the control class. In fact, the control class generally indicated that they had not experienced the topic prior to, or during, the intervention period. A possible interpretation is that 'experience versus non-experience' of the item had little impact on the students' interest in these two items.

As a support for the analysis of the questionnaires relating to Muong students of the experimental class, the results of the audio-recordings and the teacher interview reveal that the students tended to be more interested in the course topics. The example below shows that students liked the topic about the world around. Their discussion and laughter show their engagement in the lessons (Excerpt 6.14).

Excerpt 6.14:

- HAS Mountain in the world. Nhưng cái này tao không biết.  
[Mountain in the world. But I don't know this.]
- Peer Tao biết. Tao dịch, mày kêu và trả lời nhé. Nước nào lớn nhất thế giới?  
[I know. I translate and you sound and answer. Which country is the largest in the world?]
- HAS (*sound*) Cap cap.
- Peer Trung Quốc. [China.]
- HAS uhm... China.
- Peer Cái nước gì ở trên liên bang Nga ý. [The one above Russia.]
- Teacher Đảo, đảo lớn nhất thế giới. [Island, the biggest island in the world.]
- HAS Đảo à? [Island?]
- Peer Australia.
- HAS Australia.
- HAS Cap cap... (*laughing out loudly together with other students*) hahaha. Australia.
- Other group Meow. Hawaii.
- Teacher No, Greenland.
- HAS Chẳng biết chỗ này. Hahaha. [Don't know this place. Hahaha.]
- HAS (*joking*) Sau vụ này bọn mình biến thành mèo thành vịt hết.  
[After this we all would become cats and ducks.]

(L11 - EAR1)

It is noted that the students used the sounds of cats and ducks in the activity above. These sounds were used as the signal for giving the answer, which attracted the teacher's attention and made it amusing for the class.

From the experimental teacher's point of view, the experimental students' interest seemed to increase especially when the topic of the lesson was close to real life. The excerpt from the teacher interview is the example about the topic 'money'.

Students were very interested because money is one of the issues students like, and the topic, for example, what would you do when you ran out of money, and what will you do when you have lots of money...students were very interested, and they showed their opinions very clearly. (ETI –PI)

While the result for item 5 of the questionnaire (interest in my ethnic customs) presented above was not statistically significant, in the interview the experimental teacher recognized that students liked to talk about the tradition of their ethnic group, and about things related to the life of the Muong people.

That was about travel, food, specialities...first it was about the places around their local, which places were famous, where it was located, what the weather was like, what the people were like, and what specialities were well known...then students looked very interested in looking for the features of each place where they were living. (ETI –PI)

In brief, from the students' opinions, the students' practice in the lessons, and the teacher's opinions it appeared that both Muong and non-Muong students' interest in the course topics increased during the intervention lessons.

### **6.2.2 Theme 2: Interest in types of oral activities**

The layout of tables for this set of items follows the same pattern as the previous set of items (presented in 6.2.1). Table 6.8 shows the interest in types of oral activities of Muong students before and after the intervention.

Table 6.8

*Responses to Items 7-11: Interest in Types of Oral Activities (Muong Students)*

Item	Class	Questionnaire	Response				
			SD	D	A	SA	DN
7	Exp.	Pre – Post	0 – 0	4 – 0	7 – 6	3 – 9	2 – 0
	Cont.	Pre – Post	1 – 0	1 – 1	10 – 6	6 – 0	1 – 9
Chi square (df = 12) = 37.59, p = .000							
8	Exp.	Pre – Post	0 – 0	1 – 0	5 – 7	5 – 8	5 – 0
	Cont.	Pre – Post	0 – 3	3 – 13	13 – 0	3 – 0	0 – 0
Chi square (df = 12) = 72.32, p = .000							
9	Exp.	Pre – Post	0 – 0	1 – 0	6 – 4	5 – 11	4 – 0
	Cont.	Pre – Post	1 – 4	7 – 9	6 – 0	3 – 0	2 – 3
Chi square (df = 12) = 47.40, p = .000							
10	Exp.	Pre – Post	0 – 0	0 – 0	6 – 7	9 – 8	1 – 0
	Cont.	Pre – Post	1 – 2	7 – 12	8 – 2	3 – 0	0 – 0
Chi square (df = 12) = 43.57, p = .000							
11	Exp.	Pre – Post	0 – 0	0 – 0	5 – 5	9 – 10	2 – 0
	Cont.	Pre – Post	1 – 1	7 – 5	7 – 1	3 – 0	1 – 9
Chi square (df = 12) = 48.22, p = .000							

Table 6.8b

*Responses to Items 7-11: Experience in Type of Oral Activities (Muong Students)*

Item	Class	Questionnaire	Response	
			YES	NO
7	Exp.	Pre – Post	14 – 15	2 – 0
	Cont.	Pre – Post	18 – 0	1 – 16
Chi square (df = 3) = 52.84, p = .000				
8	Exp.	Pre – Post	12 – 14	4 – 1
	Cont.	Pre – Post	11 – 16	8 – 0
Chi square (df = 3) = 11.85, p = .008				
9	Exp.	Pre – Post	8 – 15	8 – 0
	Cont.	Pre – Post	9 – 0	10 – 16
Chi square (df = 3) = 31.02, p = .000				
10	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	15 – 16	4 – 0
Chi square (df = 3) = 7.51, p = .057				
11	Exp.	Pre – Post	14 – 15	2 – 0
	Cont.	Pre – Post	13 – 0	6 – 16
Chi square (df = 3) = 40.70, p = .000				



Table 6.8 shows that all of the five items provided significantly different response patterns between the two classes. With the results of the experimental class in comparison to the control class, the items related to the students' interest in different types of oral activities including: discussion (item 7); report after discussion (item 8); debate (item 9); role-play (item 10); and ask and answer for information gaps (item 11).

For item 7 (discussion), both classes shifted their responses substantially from the pre- to the post-questionnaire. The main changes related to 'strongly agree', 'don't know', and 'disagree'. The experimental class shifted their responses markedly: 'strongly agree' increased from 3 to 9, while 'disagree' dropped from 4 to 0, and 'don't know' dropped slightly from 2 to 0. The control class also shifted their pattern of responses substantially: 'strongly agree' dropped from 6 to 0, while 'don't know' increased from 1 to 9. This result is understandable as the experimental class indicated that they had experienced this type of oral activity (discussion) during lessons while the control class indicated that they had not experienced this.

For item 8 (report after discussion), again there was a marked shift in the pattern for both classes from the pre- to the post-questionnaire in Table 6.8. The main changes for the experimental class were in relation to 'strongly agree' (from 5 to 8) and 'don't know' (from 5 to 0). However, for the control class, 'disagree' increased from 3 to 13, while 'agree' decreased substantially from 13 to 0 and 'strongly agree' decreased from 3 to 0. As there was almost no difference in the 'yes/no' ratings of the experience of this type of learning activity during lessons (the post-questionnaire results in Table 6.8b) the nature of the experience during lessons is likely to have been a factor in the differences noted between the two classes in Table 6.8.

Both classes shifted their response patterns considerably from pre- to post-questionnaire for item 9 (debate). For the experimental class, 'strongly agree' rose from 5 to 11 and 'don't know' dropped from 4 to 0. In contrast, the control class shifted their perception from a positive to a negative pattern. The number of students

responding with 'disagree' went from 7 to 9, while those responding with 'agree' dropped from 6 to 0; those responding with 'strongly agree' dropped from 3 to 0. The differences between the two classes were associated with a change in 'experience'; the experimental class experienced this form of learning during their lessons but the control class reported that they had not. These results are similar to those noted for item 7.

For item 10 (role-play), there was only a slight shift in the response patterns for the experimental class from pre- to post-questionnaire. However the control class shifted their pattern substantially, but again, negatively: 'disagree' increased from 7 to 12, while 'agree' decreased from 8 to 2, and 'strongly agree' decreased from 3 to 0. The analysis of the 'experience' question (Table 6.8b) suggests that both classes had similar levels of experience in relation to the 'yes/no' ratings, therefore the nature of the experience was likely to have been different in order to account for the patterns in Table 6.8.

In relation to item 11 (ask and answer for information gaps) there were only minor changes in the responses of the experimental class from the pre- to the post-questionnaire. However, for the control class, their ratings markedly shifted from a positive to a negative pattern. 'agree' fell from 7 to 1, and 'strongly agree' fell from 3 to 0; 'don't know' increased from 1 to 9. The large increase in the 'don't know' response for the control class was associated with a large increase in 'no' for the 'experience' question. These results suggest an interpretation similar to items 7 and 9; that the change in ratings on the first question for these items (Table 6.8) is associated with 'non-experience' of each item for the control class during the intervention period.

Regarding the Muong students' interest in the oral activities, it is worth noting the students' change of attitude in the learning activities, as evidenced in the audio-recordings and the teacher interview. In the following example, the HAS showed her positive participation in the oral activity 'asking and showing the way'. She took

initiative in starting the dialogue with her peer and even elicited the utterance for her peer (Excerpt 6.15).

Excerpt 6.15:

- HAS (Talked to her peer): Nào để tớ hỏi trước. *Could you tell me the way to the police station? Police station ở đâu? Bây giờ cậu hướng dẫn đi.*  
[So let me ask first. *Could you tell me the way to the police station? Where is the police station? Now show me.*]
- Peer This way.
- HAS Nghĩa là đi thẳng đúng không?  
[Means that go straight?]
- Peer (stopped for a while)
- HAS Đi thẳng đúng không?  
[Means go straight?]
- HAS Nghĩa là *go straight*, đến một cái ngã ba, rồi *go straight* tiếp. Sau đó rẽ trái, turn left, to West Hill, tức là đến đường West Hill. Đến đường West Hill nhé, đến ngã tư rồi đi thẳng. Tớ bảo đi thẳng cơ mà.  
[It means go straight, to a T junction, then go straight again. After that turn left, to West Hill, means to West Hill. Now at West Hill, go to the crossing then go straight. I said go straight.]
- Peer Đây, đi thẳng. Đi đây, rẽ trái, xong rồi rẽ phải.  
[Here, go straight. Go this way, turn left, then turn right.]
- HAS To West Hill nhé, đến đường West Hill nhé. Một, hai, ba, bốn... Đến ngã tư nhé, nằm trên đường High Street, it is opposite cinema.  
[To West Hill, to West Hill. One, two, three, four... To the cross on High Street, it is opposite cinema.]
- HAS Could you show me the way to the bank?
- HAS Rẽ trái, turn left. Đến ngã ba thứ 2 ... Đến cái ngã ba thứ 2 thì rẽ trái. Bây giờ cậu hỏi tớ đi.  
[Turn left, turn left. To the second T junction... To the second T junction turn left. Now you ask me.]
- Peer Could you tell me the way to ... to the ... the... the ... the baker's?
- HAS Go straight... to the Grove... bên cạnh.... là beside the Bank... bên cạnh Bank là cái Baker's.  
[Go straight... to the Grove... next to... is beside the Bank... beside the Bank is Baker's.]

(L16 – EAR1)

The students' interest in the oral activities was observed through their participation in those activities. The two LAS of the video-recordings interacted more in the learning activities:

H and G also improved, for instance, at the beginning of the intervention they sat in the class silently, hesitatingly, and said nothing, and then as the lesson proceeded they were more interested in participating in the class activities with their classmates, and also shared opinions with others, and also showed their interest in the class activities. (ETI –PI)

In short the analysis of the data triangulation reveals a considerable change for the students' interest in the oral activities which were carried out in the intervention lessons.

### 6.2.3 Theme 3: Effectiveness of teacher support

The results for the third set of questionnaire items are summarised in Tables 6.9 and 6.9b. Table 6.9 indicates that all three items provided significantly different response patterns between the two classes. With the results of the experimental class in comparison to the control class, the items covered themes related to the effectiveness of: preparation of grammar structures for students (item 12); instruction of how to give an oral performance (item 13); and mistake correction (item 14).

Table 6.9

#### *Responses to Items 12-14: Effectiveness of Teacher Support (Muong Students)*

Item	Class	Questionnaire	Response				
			SD	D	A	SA	DN
12	Exp.	Pre – Post	0 – 0	0 – 0	6 – 7	7 – 8	3 – 0
	Cont.	Pre – Post	0 – 0	2 – 0	7 – 16	10 – 0	0 – 0
Chi square (df = 9) = 30.74, p = .000							
13	Exp.	Pre – Post	0 – 0	0 – 0	8 – 5	7 – 10	1 – 0
	Cont.	Pre – Post	0 – 0	0 – 0	9 – 11	10 – 1	0 – 4
Chi square (df = 6) = 18.50, p = .005							
14	Exp.	Pre – Post	0 – 0	0 – 0	5 – 7	9 – 8	2 – 0
	Cont.	Pre – Post	0 – 0	0 – 0	10 – 16	9 – 0	0 – 0
Chi square (df = 6) = 22.07, p = .001							

Table 6.9b

*Responses to Items 12-14: Experience of Teacher Support (Muong Students)*

Item	Class	Questionnaire	Response	
			YES	NO
12	Exp.	Pre – Post	14 – 15	2 – 0
	Cont.	Pre – Post	16 – 16	3 – 0
Chi square (df = 3) = 4.93, p = .177				
13	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	12 – 0	7 – 16
Chi square (df = 3) = 42.84, p = .000				
14	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	19 – 16	0 – 0
Chi square (df = 3) = 3.173, p = .366				

Item 12 (preparation of grammar structures for students) showed that the experimental class shifted its pattern of results only slightly from the pre- to post-questionnaire. The main change was in relation to 'don't know' (from 3 to 0). In contrast, the control class shifted their responses substantially: 'agree' increased from 7 to 16, while 'strongly agree' decreased from 10 to 0. The 'experience' data (Table 6.9b) shows little change or difference in the 'yes/no' ratings for both classes; again the data from the two tables (taken together) suggest that for item 12, the nature of the experience is likely to have been different between the two classes.

For item 13 (instruction of how to give an oral performance), the results showed an increase in positive ratings for the experimental class ('strongly agree' shifted from 7 to 10). However the number of positive ratings decreased for the control class ('strongly agree' dropped greatly from 10 to 1 and 'don't know' went from 0 to 4). This result is associated with a shift in the experience rating of the control class; 12 students responded 'yes' prior to the intervention period but all students responded 'no' following the intervention.

Item 14 (mistake correction) showed little change in response patterns for the experimental class. However, the control class shifted their ratings mainly from 'strongly agree' to 'agree'. All students from both classes indicated that they had

experienced this item during the intervention period. The pattern for item 14 over both tables is similar to that for item 12.

The theme presented in this section was not found in the audio-recordings and the interview data.

#### 6.2.4 Theme 4: Effectiveness of learning methods

The results for the fourth set of items are summarised in Tables 6.10 and 6.10b. Table 6.10 shows that all three items provided significantly different response patterns between the two classes. The items related to the effectiveness of: learning by observation (item 15); learning by practice (item 16); and learning by listening to the lecture (item 17).

Table 6.10

*Responses to Items 15-17: Effectiveness of Learning Methods (Muong Students)*

Item	Class	Questionnaire	Response				
			SD	D	A	SA	DN
15	Exp.	Pre – Post	0 – 0	1 – 0	6 – 8	6 – 7	2 – 0
	Cont.	Pre – Post	0 – 0	1 – 0	11 – 12	7 – 0	0 – 4
Chi square (df = 12) = 21.43, p = .044							
16	Exp.	Pre – Post	0 – 0	0 – 0	3 – 5	12 – 10	1 – 0
	Cont.	Pre – Post	0 – 0	0 – 4	10 – 12	9 – 0	0 – 0
Chi square (df = 9) = 33.34, p = .000							
17	Exp.	Pre – Post	0 – 0	1 – 0	7 – 5	8 – 10	0 – 0
	Cont.	Pre – Post	0 – 0	1 – 5	12 – 11	6 – 0	0 – 0
Chi square (df = 6) = 21.83, p = .001							

Table 6.10b

*Responses to Items 15-17: Experience of Learning Methods (Muong students)*

Item	Class	Questionnaire	Response	
			YES	NO
15	Exp.	Pre – Post	12 – 15	4 – 0
	Cont.	Pre – Post	17 – 4	2 – 12
Chi square (df = 3) = 26.73, p = .000				
16	Exp.	Pre – Post	14 – 15	2 – 0
	Cont.	Pre – Post	18 – 16	1 – 0
Chi square (df = 3) = 3.83, p = .280				
17	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	19 – 16	0 – 0
Chi square (df = 3) = 3.17, p = .366				

For item 15 (learning by observation), there was little shift in the pattern for the experimental class. However, the control class shifted their perception considerably from a positive to a negative pattern. The number of students responding with ‘strongly agree’ dropped markedly from 7 to 0, while those responding with ‘don’t know’ went from 0 to 4. This change was associated with a large shift in the ‘yes/no’ rating of experience of the learning method between the two classes; for the control class the ‘no’ rating rose from 2 to 12 while the ‘yes’ rating of the experimental class rose from 12 to 15. This pattern suggests that the changes in the ratings for item 15 in the first question (Table 6.10) are related to the non-experience of the item during the intervention period for the control class.

Item 16 (learning by practice) again showed little change in the response patterns for the experimental class. In contrast, the control class shifted their pattern substantially: ‘strongly agree’ dropped from 9 to 0, while ‘disagree’ increased from 0 to 4. However, the experience ratings of the two classes were similar over the two questionnaires suggesting that the nature of the experience might explain the result shift in Table 6.10.

Item 17 (learning by listening to the lecture) showed that both classes shifted their response patterns. The major change for the experimental class was in relation to 'strongly agree' (from 8 to 10). However, the control class showed a negative shift in their response pattern: 'disagree' increased from 1 to 5, while 'strongly agree' reduced from 6 to 0. However, as for the previous item, the 'yes/no' ratings for experience of the two classes were similar, again raising the question of whether the nature of the experience is the explanation for the difference between the two classes in Table 6.10.

#### **6.2.5 Theme 5: Effectiveness of learning materials and activities**

The results for the fifth set of items are summarised in Tables 6.11 and 6.11b. Table 6.11 indicates that all five items provided significantly different response patterns between the two classes. These items covered themes related to the effectiveness of: the combination of textbook and authentic materials (newspaper, audio, video) increases my learning interest (item 18); pairwork and groupwork increase my confidence in speaking activities (item 19); learning activities with different levels allow for my best choice (item 20); the teacher asking questions appropriate for my level increases my confidence to respond (item 21); and my interests and experiences are addressed in the learning activities, which makes me more engaged (item 22). It is shown that the experimental students' ratings of the effectiveness of learning materials and activities positively changed.



Table 6.11

*Responses to Items 18-22: Effectiveness of Learning Materials and Activities (Muong Students)*

Item	Class	Questionnaire	Response				
			SD	D	A	SA	DN
18	Exp.	Pre – Post	0 – 0	1 – 0	4 – 5	10 – 9	1 – 1
	Cont.	Pre – Post	0 – 0	1 – 0	6 – 3	12 – 1	0 – 12
Chi square (df = 9) = 39.41, p = .000							
19	Exp.	Pre – Post	0 – 0	1 – 0	5 – 7	9 – 8	1 – 0
	Cont.	Pre – Post	0 – 0	0 – 12	9 – 3	10 – 1	0 – 0
Chi square (df = 9) = 45.23, p = .000							
20	Exp.	Pre – Post	0 – 0	0 – 0	5 – 8	10 – 7	1 – 0
	Cont.	Pre – Post	0 – 0	2 – 1	9 – 5	8 – 0	0 – 10
Chi square (df = 9) = 40.39, p = .000							
21	Exp.	Pre – Post	0 – 0	2 – 0	5 – 5	9 – 10	0 – 0
	Cont.	Pre – Post	1 – 0	0 – 1	11 – 5	7 – 1	0 – 9
Chi square (df = 12) = 44.93, p = .000							
22	Exp.	Pre – Post	0 – 0	2 – 0	6 – 8	7 – 7	1 – 0
	Cont.	Pre – Post	0 – 0	2 – 1	7 – 4	8 – 2	2 – 9
Chi square (df = 9) = 24.26, p = .004							

Table 6.11b

*Responses to Items 18-22: Experience of Learning Materials and Activities (Muong Students)*

Item	Class	Questionnaire	Response	
			YES	NO
18	Exp.	Pre – Post	12 – 15	4 – 0
	Cont.	Pre – Post	10 – 0	9 – 16
Chi square (df = 3) = 34.59, p = .000				
19	Exp.	Pre – Post	14 – 15	2 – 0
	Cont.	Pre – Post	14 – 16	5 – 0
Chi square (df = 3) = 8.68, p = .034				
20	Exp.	Pre – Post	16 – 15	0 – 0
	Cont.	Pre – Post	8 – 0	11 – 16
Chi square (df = 3) = 46.84, p = .000				
21	Exp.	Pre – Post	16 – 15	0 – 0
	Cont.	Pre – Post	12 – 1	7 – 15
Chi square (df = 3) = 41.89, p = .000				
22	Exp.	Pre – Post	11 – 15	5 – 0
	Cont.	Pre – Post	9 – 0	10 – 16
Chi square (df = 3) = 33.18, p = .000				

Item 18 (combination of textbook and authentic materials increases my learning interest) showed that the experimental group shifted its pattern of results only slightly from the pre- to the post-questionnaire. However, the control class shifted their response patterns markedly; 'agree' dropped from 6 to 3, 'strongly agree' dropped far more substantially from 12 to 1, while the 'don't know' responses increased from 0 to 12. The 'experience' responses (Table 6.11b) differed between the two classes; the experimental class increased in the number of students who experienced this form of learning (from 12 to 15) whereas the control class reduced from 10 to 0. The increase in negative or 'don't know' responses of the control class on the first question appears to be associated with the absence of experience of the item during the intervention period.

For item 19 (pairwork and groupwork increase my confidence in speaking activities), again there was little change in the response patterns for the experimental class from the pre- to post-questionnaire. The biggest change was in relation to 'agree' (from 5 to 7). In contrast, there was a substantial shift from positive to negative ratings for the control class: 'disagree' increased from 0 to 12, while 'strongly agree' dropped from 10 to 1, and 'agree' dropped from 9 to 3. The experience ratings for the two classes showed only minor differences between the two classes, supporting the 'nature of the experience' interpretation.

Item 20 (the learning activities with different levels allow for my best choice) indicated only a slight change in response pattern for the experimental class from the pre- to post-questionnaire. The main change was in relation to 'agree' (from 5 to 8). In contrast, the control class shifted their pattern of results substantially: 'strongly agree' decreased from 8 to 0, 'agree' decreased from 9 to 5, while 'don't know' increased strongly from 0 to 10. The ratings on 'experience' aligned with this change of pattern for the two classes, that is, all members of the experimental class reported 'yes' to the experience question following the intervention period while all students in the control class responded 'no' to the experience question.

For item 21 (teacher asking questions appropriate for my level increases my confidence to respond), again the experimental class shifted their patterns slightly from pre- to post-questionnaire. The main change was in relation to ‘disagree’ (from 2 to 0). However, the control class showed a negative shift: the number of students responding with ‘strongly agree’ dropped from 7 to 1, those responding with ‘agree’ dropped from 11 to 5, while those responding with ‘don’t know’ increased from 0 to 9. These changes were associated with a change in response to the ‘experience’ question; the control class increased substantially the number of ‘no’ ratings (from 7 to 15). This item followed the same pattern as items 18 and 20.

Item 22 (my interests and experiences are addressed in the learning activities, which makes me more engaged) showed that both classes shifted their responses patterns from the pre- to post-questionnaire. In the case of the experimental class, the ratings for ‘disagree’ decreased from 2 to 0 and ‘agree’ increased from 6 to 8. For the control class, the main changes were negative: ‘strongly agree’ reduced from 8 to 2, while ‘don’t know’ went from 2 to 9. Again these differences between the two classes aligned with their changed ratings for ‘experience’ (in line with the patterns for items 18, 20, and 21).

In the audio-recordings of the intervention lessons, the experimental students showed their interest in the learning activities which used authentic materials. In the lesson of the example below, the teacher used the topic close to real life with pictures of the people in the college that students knew. Students showed their engagement through utterances and laughter (underlined words in Excerpt 6.16).

Excerpt 6.16:

Experimental teacher	OK, Animal sound? Animal sound?
HAS and other students	Cap cap <u>heehee</u> . Cap cap. His name is Duong Van Tai.
Experimental teacher	Ok, Duong Van Tai.
HAS	<u>heehee</u> . Được 1 điểm rồi. [we got one point more.]

Experimental teacher	Now the second question.
HAS	Chơi cái này hay nhỉ. [playing this is very interesting]. <u>Hahaha</u> ( <i>laughing with the other students</i> ).
Experimental teacher	Now number 3. Who is the tallest in our class?
HAS's group	<u>ahahahaha</u> ... ( <i>laughing</i> )
HAS	( <i>say out loud</i> ) cap cap, cap cap... hahaha... Mr K. ( <i>HAS and her peer were clapping their hands and laughing out loud</i> )
Experimental teacher	Mr?
HAS	Bui Van K. ( <i>Whole class laughed out loud hahahahahaha when seeing the picture of a big girl on the screen shown for the next question</i> ).
Experimental teacher	Who is the strongest girl in our class?
HAS	( <i>say out loudly</i> ): Nhóm kia thấy đáp án rồi, không tính ạ. Câu đấy bỏ qua ạ. [The other group has seen the answer, so this turn is not taken into account. It shouldn't be taken into account.] ( <i>Whole class laughed out loudly.</i> ) (L11 EAR1)

The laughter during the lesson appears to be a sign in the positive attitude toward learning. To an extent, it reveals the 'not fear' feeling during the lesson and more importantly, an interest in the learning activity.

According to the experimental teacher, the students liked the lesson about shopping. In that lesson, the teacher prepared items for the students to play roles in the lesson, such as clothes, hats, shoes, etc. some dollar notes. Students were required to use the shopping language to role-play.

I think it was very effective; those were very effective teaching aids. That shopping-topic lesson made students interested. And the activities in that lessons were very practical, close to real like that made the lesson interesting. (ETI –PI)

It is consistent with the comments about the lesson from the other English language teachers in the institution. After observing this shopping-topic lesson, they told the researcher that students participated positively in the activities, which did not usually

happen in the non-English major classrooms. Students showed their interests by their attentive eyes on the dollar notes, their laugh when picking up the clothes, and by going around to do the shopping.

The experimental teacher seemed to agree that the learning materials and activities assisted the effectiveness of the students' learning. She shared her opinions about the preparation for the lesson of the example above (L11 - EAR1).

That was unit 5 about the comparison. The focus of grammar was about the comparison. The original task in the textbook was a grammar task. But that task then was re-designed into a game. The thing that made the game close to students was that the questions in the game were about the students in the class, about the teacher in the college, and the students were very interested. After that were the questions about the social knowledge as required by the textbook, but I prepared the picture prompts and more information provided on slide shows which could help students feel easier and remember better. (ETI – PI)

In the interview the experimental teacher compared the use of authentic materials before the intervention and in the intervention.

Before the intervention I used to think that it took much time to prepare for the lesson. Therefore, it seemed to be hard to use authentic materials in every lesson of the whole 75-lesson module. But in this term we were able to do it. We did whatever we could to make the lesson more interesting, more attractive, and make the lesson closer to students. Then when students got more interests, both teacher and students worked faster, and this seemed to become our habit, and the result was that we could save more time. (ETI – PI)

The students' points of view about the English subject had changed to become more important than before as it used to be considered a non-major subject and therefore unimportant.

I think the change in the students' points of view about the subject is the most important... Students didn't use to be interested in learning English. But when we made a change to the teaching method, what we could see is that students learnt, participated and positively participated... I think the interest changed, positively. I think that is a difference, a big difference. (ETI –PI)

In short, the learning materials and activities used in the intervention lessons appeared to have some effects on the students' interest in the English language lessons.

#### **6.2.6 Theme 6: The effect of the teacher's attitudes and behaviours on students' learning**

The results for the seventh set of questionnaire items are summarised in Tables 6.12 and 6.12b. Table 6.16 shows that only one of the eight items provided significantly different response patterns between the two classes. The significant item was about the teacher's respect for students' increased interest toward learning (item 30). The seven non-significant items related to: teacher's behaviour such as paying attention to students makes me feel more open (item 31); the teacher's patting on students' shoulders makes me feel friendly (item 32); I feel respected and more confident when being encouraged to express my own point of view despite the similarity to my peers' points (item 33); the comfortable learning climate and friendly relationships between the teacher and students make me feel less anxious in the lessons (item 34); the comfortable learning climate and friendly relationships between the teacher and students make me feel more connected (item 35); the connectedness makes me feel more confident in oral activities (item 36); and I would like to experience all of these things (demonstrated in items from 30-36) in the other courses (item 37).

In some respects there is less clarity in the results summarised in this sub-section with respect to the relationships between the item ratings as shown in Table 6.12 and the experience ratings as shown in Table 6.12b. For this reason, the discussion of items is provided by item groupings rather than in item order.

Table 6.12

*Responses to Items 30-37: The Effect of Teacher's Attitudes and Behaviours on Students' Learning (Muong Students)*

Item	Class	Questionnaire	Response				
			SD	D	A	SA	DN
30	Exp.	Pre – Post	0 – 0	1 – 0	4 – 7	11 – 8	0 – 0
	Cont.	Pre – Post	0 – 0	0 – 1	11 – 14	8 – 1	0 – 0
Chi square (df = 6) = 16.05, p = .013							
31	Exp.	Pre – Post	0 – 0	1 – 0	7 – 7	7 – 8	1 – 0
	Cont.	Pre – Post	0 – 0	1 – 1	11 – 12	7 – 3	0 – 0
Chi square (df = 9) = 8.38, p = .496							
32	Exp.	Pre – Post	1 – 0	2 – 1	5 – 6	4 – 8	4 – 0
	Cont.	Pre – Post	0 – 0	0 – 0	13 – 7	4 – 4	2 – 5
Chi square (df = 12) = 19.08, p = .087							
33	Exp.	Pre – Post	0 – 0	1 – 0	5 – 5	8 – 10	2 – 0
	Cont.	Pre – Post	1 – 0	0 – 0	9 – 6	9 – 7	0 – 3
Chi square (df = 12) = 12.97, p = .371							
34	Exp.	Pre – Post	0 – 0	0 – 0	5 – 5	10 – 10	1 – 0
	Cont.	Pre – Post	0 – 0	1 – 0	9 – 5	8 – 11	1 – 0
Chi square (df = 9) = 6.53, p = .686							
35	Exp.	Pre – Post	0 – 0	0 – 0	6 – 4	1 – 11	0 – 0
	Cont.	Pre – Post	0 – 0	0 – 0	12 – 5	7 – 11	0 – 0
Chi square (df = 3) = 5.84, p = .119							
36	Exp.	Pre – Post	0 – 0	0 – 0	7 – 6	9 – 9	0 – 0
	Cont.	Pre – Post	1 – 0	1 – 0	10 – 8	7 – 5	0 – 3
Chi square (df = 12) = 16.80, p = .157							
37	Exp.	Pre – Post	0 – 0	0 – 0	4 – 4	12 – 11	0 – 0
	Cont.	Pre – Post	0 – 0	1 – 0	7 – 8	11 – 7	0 – 1
Chi square (df = 9) = 9.06, p = .432							

Table 6.12b

*Responses to Items 30-37: Experience of Teacher's Attitudes and Behaviours in ELL (Muong Students)*

Item	Class	Questionnaire	Response	
			YES	NO
30	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	18 – 14	1 – 2
Chi square (df = 3) = 2.16, p = .541				
31	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	14 – 6	5 – 10
Chi square (df = 3) = 20.42, p = .000				
32	Exp.	Pre – Post	11 – 6	5 – 9
	Cont.	Pre – Post	8 – 0	11 – 16
Chi square (df = 3) = 16.41, p = .001				
33	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	12 – 0	7 – 16
Chi square (df = 3) = 42.84, p = .000				
34	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	10 – 0	9 – 16
Chi square (df = 3) = 42.23, p = .000				
35	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	12 – 0	7 – 16
Chi square (df = 3) = 42.84, p = .000				
36	Exp.	Pre – Post	15 – 15	1 – 0
	Cont.	Pre – Post	12 – 0	7 – 16
Chi square (df = 3) = 42.84, p = .000				
37	Exp.	Pre – Post	14 – 15	2 – 0
	Cont.	Pre – Post	11 – 0	8 – 16
Chi square (df = 3) = 39.27, p = .000				

**Item 30:** This item shares no pattern with other items when looking at both tables together. The ratings in Table 6.12 show that the experimental class responded slightly more favorably to the post-questionnaire but the change is small. In contrast the control class rated the item less positively in the post-questionnaire (e.g., 'strongly agree' dropped from 8 to 1). However, there was no difference between the two classes on their ratings of experience. This suggests that the nature of the experience, rather than 'experience vs non-experience' is a possible explanation for the result.



**Item 32:** While some differences in the pattern of ratings is evident between the two classes in Table 6.12, the results are not significant. The experimental class increased slightly in their 'positiveness' following the intervention but the control class increased the number of 'don't know' responses from 2 to 5. However, both classes increased the number of 'no' ratings for the experience question; the experimental class from 5 to 9, and the control class from 11 to 16. This is the only item in the analysis to have received this pattern of responses. The interpretation is unclear.

**Items 31, 33, 35, 36, 37:** These items show a similar pattern. The results for question 1 were all non-significant although it is evident that the ratings of the experimental class were slightly more positive on the post-questionnaire while the ratings of the control class were more negative. In all these cases, the experience ratings of the experimental class remained stable across the questionnaires however the 'no' ratings of the control class increased substantially (from 5 to 10 for item 31, 7 to 16 for item 33, 35 and 36, and 8 to 16 for item 37). These substantial changes for the control class appear to be associated with only minor changes (non-significant) in question 1. This is a little puzzling although the direction of the findings from the two tables (6.12 and 6.12b) is what would have been expected.

**Item 34:** This item is different from the preceding group only in so far as the results for question 1 show virtually no difference between the two classes on both questionnaires. However, yet again the experience ratings showed no change for the experimental class but a substantial change (from 9 to 16) to the 'no' responses for the control class.

The only significant item for this group (item 30, Table 6.12) seemed to align with the teacher's opinions in the interview about the effectiveness of respectful behaviour that she carried out in the intervention lessons:

Possibly during teaching I always encouraged those behaviours (students did not show their scare of mistakes), because they dared to show off themselves, their personality, and that was the positive learning attitude that we expect from students, their own opinions were very

important in cooperative learning. I encouraged and respected such behaviours. Possibly, that's why students were willing to give feedback. (ETI –PI)

The experimental teacher's opinions about the challenge when interacting with students could be linked to the result of item 32 of the questionnaire about the behaviour of patting students' shoulders:

One of the behaviours which was not paid attention to... was patting on students' shoulders, because, according to the cultural point of view, the teacher is the teacher and student is the student. There is no close standing or patting on the other's shoulder...i.e., there is still a distance. So I couldn't get familiar to doing it. And in our culture the teacher creates a distance with the student, and that affects the learning environment in the classroom and affects the students' attitude toward the learning. I think so. And in fact when I started making acquaintance with this behaviour, I still felt hesitant a little bit, it was like I did something differently. (ETI –PI)

The effect of the teacher's attitude and behaviours on students' learning could be linked to the results of analysis of the students' confidence (section 6.3), verbal participation (section 6.1), and competence (section 6.4).

### **6.2.7 A comparison with non-Muong students**

Tables 6.13 and 6.13b present comparisons between the Muong and non-Muong class groups in relation to the significance of the questionnaire findings.

With a focus on items about ELL areas ('interest', 'effectiveness', 'effect', and 'confidence'), the Muong and non-Muong groups obtained similar results (either both significant, or both not significant) in 23 out of the 37 items. For 14 of these 23 items, the agreement arose because both groups obtained significant results (Exp. > Cont.). The remaining nine agreements related to non-significant findings between Exp. and Cont.

Table 6.13

*Comparison of Muong and Non-Muong Class Groups in Relation to the Significance of Findings across Questionnaire Items: Items Focusing on ELL areas*

Item blocks		Significance of findings	
		Muong	Non-Muong
Interest in course topics	1	S (Exp.)	S (Exp.)
	2	S (Exp.)	NS
	3	S (Exp.)	NS
	4	NS	NS
	5	NS	NS
	6	S (Exp.)	NS
Interest in types of oral activities	7	S (Exp.)	NS
	8	S (Exp.)	NS
	9	S (Exp.)	S (Exp.)
	10	S (Exp.)	S (Exp.)
	11	S (Exp.)	NS
Effectiveness of teacher support	12	S (Exp.)	NS
	13	S (Exp.)	NS
	14	S (Exp.)	S (Exp.)
Effectiveness of learning methods	15	S (Exp.)	NS
	16	S (Exp.)	S (Exp.)
	17	S (Exp.)	NS
Effectiveness of the learning materials and activities	18	S (Exp.)	S (Exp.)
	19	S (Exp.)	S (Exp.)
	20	S (Exp.)	S (Exp.)
	21	S (Exp.)	S (Exp.)
	22	S (Exp.)	S (Exp.)
Areas of confidence in ELL	23	S (Exp.)	NS
	24	S (Exp.)	NS
	25	S (Exp.)	NS
	26	S (Exp.)	S (Exp.)
	27	S (Exp.)	S (Exp.)
	28	S (Exp.)	S (Exp.)
	29	S (Exp.)	S (Exp.)
Effect of the teacher's attitudes and behaviours in ELL	30	S (Exp.)	NS
	31	NS	NS
	32	NS	NS
	33	NS	NS
	34	NS	NS
	35	NS	NS
	36	NS	NS
	37	NS	NS

*Note:* Exp. = Experimental class, S = Significant; NS = Not significant; Results of block 'Areas of confidence in ELL' are presented in Section 6.3.

In relation to the different blocks of questions, the pattern of results for Muong and non-Muong students was identical for 'Effectiveness of learning materials and activities', and similar (although not identical) for the items related to 'Effect of

teacher's attitude and behaviour in ELL'. In relation to the first of these blocks, the experimental class's ratings were significantly higher for the post-questionnaire. For the latter block, the agreement between Muong and non-Muong groups reflected a non-significant difference between Exp. and Cont. students over the study. The pattern of results for the remaining five blocks did not show a consistent pattern of similarity between Muong and non-Muong students.

In brief, the analysis results of the questionnaire were in favour of both Muong and non-Muong of the experimental class. The point to be noted here is that for the block 'Effectiveness of the learning materials and activities', the results of both Muong and non-Muong were significant, which reveals a positive effect of the intervention on the learning of both Muong and non-Muong students. The other blocks did not show a consistent pattern, which could be caused by the small sample of non-Muong groups in each class, but the findings were in direction (Exp. > Cont.).

With the focus on 'experience', the Muong and non Muong groups obtained similar results (either both significant, or both not significant) in 28 out of the 37 analysed.

Of the 37 items, two were deleted because analyses could not be carried out. Of the remaining 35, agreement was found in relation to 'significant vs not significant' on 28 of the items. It should be noted that 9 of these 28 items were agreed upon because both groups were NS; all the 18 items that where both groups were significant agreed in direction ( i.e., Exp. > Cont.).

In relation to the different blocks of questions, the pattern of results for Muong and non-Muong students was identical for 'Experience of teacher's attitudes and behaviours in ELL' and 'Experience of the areas of confidence in ELL' (the last two blocks in Table 6.13b). With the exception of the first block, 'experience in course topics', the patterns for the two groups of students agreed on all but one item in each block. The main difference appears to be the first block where the agreement was on items 3 and 4.

Table 6.13b

*Comparison of Muong and Non-Muong Class Groups in Relation to the Significance of Findings across Questionnaire Items: Items focusing on Experience in ELL Areas*

Item blocks		Significance of findings	
		Muong	Non-Muong
Experience in course topics	1	S (Exp.)	NS
	2	NS	No result
	3	NS	NS
	4	NS	NS
	5	S (Exp.)	NS
	6	S (Exp.)	NS
Experience in types of oral activities	7	S (Exp.)	S (Exp.)
	8	S (Exp.)	NS
	9	S (Exp.)	S (Exp.)
	10	NS	NS
	11	S (Exp.)	S (Exp.)
Experience of teacher support	12	NS	NS
	13	S (Exp.)	S (Exp.)
	14	NS	No result
Experience of learning methods	15	S (Exp.)	NS
	16	NS	NS
	17	NS	NS
Experience of the learning materials and activities	18	S (Exp.)	S (Exp.)
	19	S	NS
	20	S (Exp.)	S (Exp.)
	21	S (Exp.)	S (Exp.)
	22	S (Exp.)	S (Exp.)
Experience of the areas of confidence in ELL	23	S	NS
	24	S (Exp.)	S (Exp.)
	25	NS	NS
	26	S (Exp.)	S (Exp.)
	27	S (Exp.)	S (Exp.)
	28	NS	NS
	29	S	S
Experience of the teacher's attitudes and behaviours in ELL	30	NS	NS
	31	S (Exp.)	S (Exp.)
	32	S (Exp.)	S (Exp.)
	33	S (Exp.)	S (Exp.)
	34	S (Exp.)	S (Exp.)
	35	S (Exp.)	S (Exp.)
	36	S (Exp.)	S (Exp.)
	37	S (Exp.)	S (Exp.)

*Note:* Exp. = Experimental class; S = Significant; NS = Not significant; Results of block 'Experience of the areas of confidence in ELL' are presented in Section 6.3.

The overall conclusion is that both groups of students, Muong and non-Muong, reported similar experiences (or nearly similar experiences) in relation to the question except for the block of items related to 'experience in course topic'.

### 6.2.8 A summary for sections of themes 1-6

Firstly, what is evident from the statistical analyses of the questionnaire responses is that two main patterns of results predominate. These two patterns are described below and are labelled here as patterns 1 and 2. Of the 30 questionnaire items analysed in this section, 21 appear to fit, more or less, one of these patterns (Table 6.13c). The results for the remaining nine items are less obvious.

Table 6.13c

#### *Main Finding Patterns from the Questionnaire Responses (for the six sets)*

Pattern	Sets of items					
	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
1	1, 2, 3, 6	8, 10	12, 14	16, 17	19	30
2		7, 9, 11	13	15	18, 20, 21, 22	

#### ***Description of Pattern 1: “Nature of experience”***

(i) Question 1- ELL areas: The experimental class became more positive even if only slightly for question 1 following the intervention period. The control class became more negative and/or increased the number of ‘don’t know’ responses following the intervention period. Note that for some items the two classes may have provided ratings that were already different in the pre-questionnaire; however, the apparent effect of the intervention period was to increase the ‘positiveness’ of the experimental class while the ‘negativity’ or ‘doubt’ of the control class increased on these items.

(ii) Question 2 – Experience: Both classes responded ‘yes’ to the experience question following the intervention.

Taken together, the students’ responses to questions 1 and 2 suggest that although both classes experienced the item during the intervention period, the nature of the intervention was different, leading in particular, to greater negativity or doubt on the part of the control class.

***Description of Pattern 2: “Control group’s absence of experience”***

(i) Question 1 – ELL areas: The findings for question 1 are similar to that reported above for Pattern 1. The experimental class became more positive following the intervention period while the control class became more negative and/or increased the number of ‘don’t know’ responses.

(ii) Question 2 – Experience: The experimental class reported a similar or increased number of ‘yes’ responses following the intervention period while the control class reported a large increase in the number of ‘no’ responses.

Taken together, the students’ responses to questions 1 and 2 suggest that the differences between the classes found in question 1 following the intervention period relate to the inclusion of the item in the experience of the experimental class during the intervention period. These differences appear to relate to the absence of the item in the experience of the control class.

***Remaining items (4, 5, 31, 32, 33, 34, 35, 36, and 37):***

While all of the preceding items produced significant differences between the two classes for question 1, the remaining nine items were all non-significant. In some cases the responses of the two classes to question 2 (experience) were associated with a significant difference in their ‘yes/no’ totals. The interpretation suggested here of such results is that the different experiences of the two classes were not influential in bringing about a change for question 1.

Secondly, the results from the audio-recordings and interview analysis were found to be supportive of most of the themes in the questionnaires. Students liked the course topics, the learning activities, and participated more in the learning activities, which indicate that their attitude toward ELL tended to change positively following the intervention.

### **6.2.9 The Muong students' non-verbal participation in ELL**

Another way to demonstrate the students' attitude toward the learning is through the non-verbal participation in the learning activities (Section 2.1.2). This section uses video-recorded data which focus on the target students' non-verbal participation in the lessons. It was specified as Code 6 in the observation sheet to record the target students' display of positive body language (interest and enthusiasm to learning activities, eye contact, head position, and leaning forward to show the attentive listening to the teacher and/or friend during oral activities). As specified previously in the observation sheet, there were five levels at which the non-verbal participation was recorded: very high, high, medium, low, and very low. The analysis of this non-verbal participation was conducted by counting the minutes for each level that the video-targeted students from the two classes exhibited in relation to positive body language in one pre-intervention lesson and one during-intervention lesson. That is, two lessons with the most non-verbal participation in each class were used. The target students of the video-recorded data are described in Section 6.1.

The result for code 6 in the lesson with the most positive body language for both classes is presented in Tables 6.14 (for the pre-intervention lesson) and 6.15 (for the during-intervention lesson). In these tables, the first column identifies the target students. The second column identifies the class that each target student belongs to. The remaining columns contain the information about the level of code 6. For example, in Table 6.14, number 10 in the first line means that the female HAS of the experimental class experienced code 6 at the high level for 10 minutes.

#### ***6.2.9.1 The pre-intervention amount of positive body language***

In general, both classes did not show positive body language at the very high level (Table 6.14).

For the control class, the female HAS exhibited positive body language mainly at the high level (25 minutes) and the medium level (20 minutes) while the male HAS exhibited positive body language mainly at the medium level (20 minutes) and the low



level (25 minutes). The LAS exhibited positive body language mainly at the medium and low levels (15 minutes at medium level and 30 minutes at low level).

For the experimental class, the HAS exhibited positive body language at the high and medium levels. The female HAS exhibited positive body language at the medium level more than at the high level, while the male HAS exhibited it at the medium level only. The LAS exhibited positive body language mainly at the low and very low levels. The female LAS exhibited it at the very low level only.

Table 6.14

*Amount of Positive Body Language Exhibited by the Two Classes in the Pre-Intervention Lesson*

Student	Class	Level of code 6				
		very high	high	medium	low	very low
Female HAS	Exp.	0	10	35	0	0
	Cont.	0	25	20	0	0
Male HAS	Exp.	0	0	45	0	0
	Cont.	0	0	20	25	0
Female LAS	Exp.	0	0	0	0	45
	Cont.	0	0	15	30	0
Male LAS	Exp.	0	0	0	20	25
	Cont.	0	0	15	30	0

Note: HAS = high-achieving student; LAS = low-achieving student; Exp. = experimental class; Cont. = Control class; Number in each grid = the minutes spent exhibiting positive body language.

**6.2.9.2 The during-intervention amount of positive body language**

It was shown in Table 6.15 that all the target students of the two classes did not show positive body language at the very low level in the during-intervention lesson. The HAS of both classes did not show it at a low level, while the LAS of both classes did not show it at the very high level.

For the control class, the HAS exhibited positive body language at the high and medium levels, while the LAS exhibited positive body language at the medium and low levels. The LAS mainly exhibited positive body language at the low level (the female LAS for 30 minutes and the male LAS for 25 minutes).

Table 6.15

*Amount of Positive Body Language Exhibited by the Two Classes in the During-Intervention Lesson*

Student	Class	Level of code 6				
		very high	high	medium	low	very low
Female HAS	Exp.	45	0	0	0	0
	Cont.	0	35	10	0	0
Male HAS	Exp.	45	0	0	0	0
	Cont.	0	10	35	0	0
Female LAS	Exp.	0	15	30	0	0
	Cont.	0	0	15	30	0
Male LAS	Exp.	0	10	35	0	0
	Cont.	0	0	20	25	0

Note: HAS = high-achieving student; LAS = low-achieving student; Exp. = experimental class; Cont. = Control class; Number in each grid = the minutes spent exhibiting positive body language.

For the experimental class, the HAS exhibited positive body language at the very high level only, while the LAS exhibited positive body language at the high and medium levels. The majority of the LAS's time was spent at the medium level (from 30 to 35 minutes).

**6.2.9.3 The comparison of the amount of positive body language exhibited between the stages of the two classes**

Some important points are shown in Table 6.16 as follows:

**Control class**

- The time spent exhibiting the positive body language of the female LAS did not change.
- The male LAS changed slightly the time spent exhibiting the positive body language at the medium and low levels. The time at the medium level increased (from 15 to 20 minutes), while the time at the low level decreased slightly (from 30 to 25 minutes). There was no difference for the other levels.
- The female HAS changed her time spent exhibiting the positive body language at the high and medium levels. The time at the high level increased (from 25 to

35 minutes), while the time at the medium level decreased (from 20 to 10 minutes). There was no difference in time for the other levels.

- The male HAS had a considerable change for the time spent exhibiting the positive body language at the high, medium, and low levels. The time at the high level increased from 0 to 10 minutes and at the medium level it increased from 20 to 35 minutes; while the time at the low level decreased markedly from 25 to 0 minutes.

Table 6.16

*Comparison of the Amount of Positive Body Language Exhibited between Stages of the Two Classes*

Student	Stages	Level of code 6									
		very high		high		medium		low		very low	
		Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.
Female	Pre	0	0	10	25	35	20	0	0	0	0
HAS	During	45	0	0	35	0	10	0	0	0	0
Male	Pre	0	0	0	0	45	20	0	25	0	0
HAS	During	45	0	0	10	0	35	0	0	0	0
Female	Pre	0	0	0	0	0	15	0	30	45	0
LAS	During	0	0	15	0	30	15	0	30	0	0
Male LAS	Pre	0	0	0	0	0	15	20	30	25	0
	During	0	0	10	0	35	20	0	25	0	0

Note: HAS = high-achieving student; LAS = low-achieving student; Exp. = experimental class; Cont.= Control class; Number in each grid = the minutes spent exhibiting positive body language.

**Experimental class:**

- The female and male HAS had a large change. Time for the very high level shifted markedly from 0 to 45 minutes, while time for the others dropped to 0.
- The female LAS's time for the high and medium levels increased considerably from 0 to 15 minutes and from 0 to 30 minutes respectively, while the time for the very low level dropped from 45 to 0 minutes.
- The male LAS's time for the low and very low levels dropped to 0, while time for the high and medium levels increased from 0 to 10 minutes and from 0 to 35 minutes respectively.

In general, the HAS of both classes made a specific change in the during-intervention lesson. The important point is that the time spent exhibiting positive body language of the HAS changed positively, from the medium to the high or from the high to the very high levels. However, the HAS of the experimental class changed much more than the HAS of the control class in the during-intervention lesson. There was almost no change for the LAS of the control class, except a slight change made by the male LAS. In contrast, the LAS of the experimental class showed a marked change in the during-intervention lesson, for instance, their positive body language shifted from the very low level to the medium and high levels. It seemed reasonable to assume that the change in the positive body language from the low to higher level in the experimental class could probably be attributed to the teaching strategies applied in the intervention, especially the teacher's interactions with students to create a safe learning environment.

#### **6.2.10 Section summary**

The analysis of the four data sources (questionnaire, interview, audio-recordings, and video-recordings) reveals that the culturally responsive teaching strategies, to a certain extent, increased the Muong students' attitude toward ELL. In relation to the Muong students, of the 30 questionnaire items (excluding "confidence items"), 21 items produced significant results for which either the nature of experience or the absence of experience for the control class could be the explanation for the change in attitude toward ELL (when comparing the two classes). That is, the experimental class became slightly more positive following the intervention period whereas the control class became less positive. To this extent, it should be noted that in relation to the non-verbal participation of the experimental class, positive body language was exhibited at a higher level in the during-intervention lessons. It is worth noting that the students appeared to think differently about the importance of English and thus participated more positively in their learning. Their laughter during the lesson (see Section 6.1.1.2 about the engagement shown through laughter) is evidence of their interest in the lessons.

Although the nine items in the questionnaires (of Muong students) shows no statistical significance relating to the change of students' attitude toward ELL, the overall results show a positive change. One point should be noted in relation to item 32 (the teacher's patting on students' shoulders makes me feel friendly), namely, that the number of students in both classes who responded 'no' increased. As discussed earlier in the analysis of Section 6.2.1.6, this item has a significantly different pattern of responses from the others. The interpretation is possibly linked with the result discussed in Section 5.3.1.3, that the experimental teacher felt challenged when applying this interaction (patting on students' shoulders).

To a certain extent, it was revealed that the non-Muong students' ratings were in the same direction as the Muong students' ratings. The surface analysis showed that the non-Muong students in the experimental class experienced a positive change in their attitude toward ELL. In terms of the attitude toward ELL, these results indicate that both the Muong and non-Muong students showed a positive change. Their interest in the course topics and activities increased. What needs to be emphasized further is that the students found the learning methods, teaching methods, and learning materials and activities effective for their learning. The teacher's interaction with students (attitudes and behaviours) during the intervention was found to be effective.

The next section will explore the students' confidence in ELL.

### **6.3 The students' confidence in ELL**

This section examines if the use of specifically designed CRT strategies improves Muong students' confidence in ELL. It employs data from the pre- and post-questionnaires, the audio-recordings, and the teacher interview. Firstly, it presents the results of the questionnaire analysis which compares the experimental and control classes in terms of their perceptions before and after the intervention. Secondly, it presents the audio-recording and interview data analysis which emphasises the experimental students' confidence performed via verbal participation in the during-

intervention lessons. The data analysis relating to non-Muong students is included for comparison.

### **6.3.1 The students' areas of confidence in ELL via their perceptions**

The data used in this section are drawn from the pre- and post-questionnaires, which consist of seven items, from items 23 to 29. These items all focus on the students' areas of confidence in ELL. The details of the two questionnaires are described in Section 6.2. The organization of this section follows the organization of the other sets of items described in Section 6.2.

The results for the questionnaire items are summarised in Tables 6.17 and 6.17b.

Table 6.17 shows that all seven items provided significantly different response patterns between the two classes. These items consist of the following themes: make connections between new and prior learning (item 23); cooperate with peers in learning activities (item 24); speak with a partner (item 25); give an oral presentation to a small group (item 26); give an oral presentation in front of the entire class (item 27); respond to the teachers' questions in front of the entire class (item 28); and perform an oral test (item 29).

Table 6.17

*Responses to Items 23-29: My Areas of Confidence in ELL (Muong Students)*

Item	Class	Questionnaire	Response				
			SD	D	A	SA	DN
23	Exp.	Pre – Post	0 – 0	1 – 0	7 – 6	7 – 9	1 – 0
	Cont.	Pre – Post	0 – 0	5 – 11	7 – 5	6 – 0	1 – 0
Chi square (df = 9) = 28.94, p = .001							
24	Exp.	Pre – Post	0 – 0	0 – 0	5 – 5	10 – 10	1 – 0
	Cont.	Pre – Post	0 – 0	3 – 7	11 – 6	5 – 0	0 – 3
Chi square (df = 9) = 34.19, p = .000							
25	Exp.	Pre – Post	0 – 0	0 – 0	5 – 5	9 – 10	2 – 0
	Cont.	Pre – Post	0 – 0	7 – 5	8 – 10	4 – 0	0 – 1
Chi square (df = 9) = 30.01, p = .000							
26	Exp.	Pre – Post	0 – 0	0 – 0	4 – 6	10 – 9	2 – 0
	Cont.	Pre – Post	1 – 1	8 – 12	5 – 1	4 – 0	1 – 2
Chi square (df = 12) = 41.47, p = .000							
27	Exp.	Pre – Post	0 – 0	1 – 0	5 – 7	9 – 8	1 – 0
	Cont.	Pre – Post	1 – 1	7 – 10	5 – 2	5 – 0	1 – 3
Chi square (df = 12), 33.50, p = .001							
28	Exp.	Pre – Post	0 – 0	0 – 0	4 – 4	10 – 10	2 – 1
	Cont.	Pre – Post	0 – 0	7 – 10	7 – 5	5 – 0	0 – 1
Chi square (df = 9) = 32.59, p = .000							
29	Exp.	Pre – Post	0 – 0	2 – 0	4 – 5	6 – 10	4 – 0
	Cont.	Pre – Post	3 – 4	5 – 10	3 – 2	6 – 0	2 – 0
Chi square (df = 12) = 39.97, p = .000							

Table 6.17b

*Responses to Items 23-29: Experience of the Extent of ELL (Muong Students)*

Item	Group	Questionnaire	Response	
			YES	NO
23	Exp.	Pre – Post	11 – 15	5 – 0
	Cont.	Pre – Post	19 – 16	0 – 0
Chi square (df = 3) = 16.91, p = .001				
24	Exp.	Pre – Post	16 – 15	0 – 0
	Cont.	Pre – Post	18 – 1	1 – 15
Chi square (df = 3) = 55.74, p = .000				
25	Exp.	Pre – Post	12 – 15	4 – 0
	Cont.	Pre – Post	16 – 10	3 – 6
Chi square (df = 3) = 7.35, p = .061				
26	Exp.	Pre – Post	13 – 15	3 – 0
	Cont.	Pre – Post	7 – 0	12 – 16
Chi square (df = 3) = 38.47, p = .000				
27	Exp.	Pre – Post	13 – 14	3 – 1
	Cont.	Pre – Post	8 – 2	11 – 14
Chi square (df = 3) = 26.41, p = .000				
28	Exp.	Pre – Post	14 – 15	2 – 0
	Cont.	Pre – Post	18 – 12	1 – 4
Chi square (df = 3) = 5.91, p = .116				
29	Exp.	Pre – Post	10 – 15	6 – 0
	Cont.	Pre – Post	6 – 16	13 – 0
Chi square (df = 3) = 27.68, p = .000				

Item 23 (make connections between new and prior learning) showed that the experimental class shifted slightly their pattern of results slightly between the pre- and post-questionnaires. The main changes were in relation to 'strongly agree' (from 7 to 9). However for the control class, the shift was stronger and from a positive to a negative pattern: 'disagree' rose from 5 to 11 while 'strongly agree' reduced from 6 to 0. There was no difference in the 'yes/no' ratings of 'experience' between the classes, so again the nature of the experience seems to be the suggested explanation.

For item 24 (cooperate with my peers in learning activities), there was little shift in the pattern for the experimental class from the pre- to the post-questionnaire. In contrast, the control class shifted their responses markedly: 'strongly agree' decreased from 5 to 0; 'agree' dropped from 11 to 6; while 'disagree' increased from 3 to 7; and 'don't



know' increased from 0 to 3. These results align with an increase from 1 to 15 in the non-experience of the control class during the intervention period.

For item 25 (speak with a partner), the experimental class showed little change following the intervention period. The main change was in relation to 'don't know' (from 2 to 0). However the control class again shifted from a positive to a negative pattern ('strongly agree' dropped from 4 to 0). There was little difference in the 'experience' ratings of the two classes; but it would seem that the nature of the experience of the experimental class was more positive (putting together the results from both tables 6.17 and 6.17b).

For item 26 (give an oral presentation to a small group), again the experimental class shifted their response pattern slightly between the pre- and post-questionnaires. The control class showed a contrasting shift: 'disagree' rose from 8 to 12; while 'strongly agree' reduced from 4 to 0; and 'agree' reduced from 5 to 1. This pattern was associated with an increase in the 'no' ratings for experience of the control class, from 12 to 16.

Item 27 (give an oral presentation in front of the entire class) showed a slight shift in response pattern for the experimental class. Again the control class shifted their pattern more markedly. The ratings for 'strongly agree' decreased from 5 to 0, the ratings for 'agree' decreased from 5 to 2, while the ratings for 'disagree' increased from 7 to 10 and those for 'don't know' increased from 1 to 3. Again these results were associated with an increase in the ratings of 'no' for the control class in the experience ratings.

For item 28 (respond to teachers' questions in front of the entire class), the results for the experimental class showed little increase from the pre- to post-questionnaire. The control class showed substantial change: 'strongly agree' dropped from 5 to 0; 'agree' dropped from 7 to 5; and 'disagree' went from 7 to 10. The associated pattern for the experience question showed a small (non-significant) difference between the two

classes; possibly there was a difference in the nature of the experience but this interpretation has to be treated with caution.

Item 29 (perform an oral test) showed that there are substantial changes in the response patterns for the two classes. For the experimental class, the main changes were in relation to 'strongly agree' (increased from 6 to 10), and 'don't know' (decreased from 4 to 0). The control class shifted far more markedly, but the responses tended to be more negative. The 'strongly agree' ratings dropped from 6 to 0 while 'disagree' rose from 5 to 10. There was no difference between the two classes in their ratings of experience following the intervention period; all students in both classes responded 'yes'.

In short, the items relating to students' areas of confidence in ELL, appear to fall into two patterns. The different patterns between the two classes for question 1 for items 23, 29 and, to a lesser extent, items 25 and 28 are associated with little difference in the 'yes/no' experience response rates of the two classes after the intervention. The *nature* of the two classes' experiences appears to account for the results. In contrast, the different patterns between the two classes for question 1 for items 24, 26 and 27 appear to align with the control class's absence of experience of these items. These two patterns are similar to the two discussed in Section 6.2.1 about the students' attitude toward ELL.

For non-Muong students, four out of the seven items indicated significant differences between classes. These related to: give an oral presentation to a small group (item 26); give an oral presentation in front of the entire class (item 27); respond to teachers' questions in front of the entire class (item 28); and perform an oral test (item 29). Overall, the non-Muong of the experimental class showed an increase from pre- to post-questionnaire. The main changes were in relation to 'strongly agree' for these significant items, for example, from 2 to 6 (items 26, 27, and 28). This result could be associated with the significant 'yes' rating for items 26 and 27 of the experience

question. A comparison between Muong and non-Muong groups related to the significance of findings is presented in Tables 6.13 and 6.13b, Section 6.2.7.

The next section will examine the students' confidence as indicated by students' verbal participation in classroom activities.

### 6.3.2 The students' confidence via verbal participation in the classroom activities

This section uses the audio-recorded data in the experimental class of the during-intervention stage and the teacher interview data following the intervention period. As shown in the previous sections (Sections 6.1 and 6.2) which used the audio-recording data, the target students include one high-achieving (HAS) and one low-achieving students (LAS). The recordings of the target students' peers were also employed for analysis in this section. These peers were anonymously named K, Hg, P1, P2; among these K and Hg were the HAS targeted for video-recording.

It is shown in the verbal participation that there was a change in students' confidence. In the during-intervention lessons, the HAS gave opinions on their peers' answers (this is in line with the finding about the categories of interaction presented in Section 6.1). The example is in Excerpt 6.17 below. The English translation is in square brackets, and the explanations are italicised in parenthesis next to the original utterances.

#### Excerpt 6.17:

Experimental teacher	Which is the most ancient monument in the world?
P1	<i>Ancient</i> là cái gì chứ. [what is <i>ancient</i> ?]
Experimental teacher	Historic site. Di tích lịch sử. ( <i>she gave example and translated into Vietnamese</i> )
HAS	Di tích lịch sử cổ nhất thế giới à? [The most ancient historic site in the world?]
HAS	cap cap. Island. Cap cap. Ấn Độ? Ai cập? ( <i>She made the animal sound. Then said the answer: Island. Made the animal sound. India? Egypt?</i> )

HAS	cap cap. ( <i>She made the animal sound</i> )
Experimental teacher	Hg's group.
Hg's group	Hy Lạp. Nhóm em thêm điểm nữa ạ. [Greece. Our group got one point more.]
HAS	( <i>responded to the other group</i> ) Đúng đâu mà được điểm. Chưa đúng. [it's not correct to get point. Incorrect.]  (L11 - EAR1)

Students gave feedback about the teacher's explanation when they did not understand content as shown in excerpts 6.18 and 6.19.

Excerpt 6.18:

Experimental teacher	It is the answer: go straight to the park. You will draw the line in your map and decide where the road is.
Experimental teacher	Vẫn không hiểu à? [Not understand?]
HAS	Không hiểu. [Not yet.]
HAS	Nếu làm thế này thì vẫn cấu trúc như bình thường. Nhưng cô giải thích lúc này kiểu khác. Tức là vẫn viết câu trả lời bình thường, câu hỏi bình thường, vẫn như thế.  [If so we still use structures as usual. But you did explain that we should do in different way. So we should ask and answer using the usual structures.]
Experimental teacher	Ừ, đúng rồi. [Right.]
HAS	Giống như bọn em học hôm trước. Lúc này cô lại bảo là chỉ rẽ trái hay rẽ phải.  [It is similar to what we have learnt. But you've just explained that we should say only turn left or turn right.]
Experimental teacher	Ừ thì đúng rồi [right.]
HAS	Thì vẫn thế. Thế mà cô giải thích làm em hiểu lầm...  [So it is the same. But your explanation made me misunderstand.]
Experimental teacher	À, đấy là dùng cụm từ để trả lời thôi, chứ không cần phải là dùng đầy đủ 'you can' ...  [Ah, I mean you use the phrase to answer, not necessary to use the full sentence with 'you can'...]  (L16 - EAR2)

Similarly, the experimental teacher said in the interview that:

When I taught the unit about showing the way, there was a complicated activity which required clear instruction from the teacher. K had a very prompt response that he didn't understand, and expressed his own opinions about that activity immediately. (ETI – PI)

Students were prepared to speak out when they did not know something while learning.

Excerpt 6.19:

HAS	Faster. À, câu hỏi là con báo với con sư tử con nào chạy nhanh hơn. [[ <i>Explained to her peer in Vietnamese</i> ] The question is that which animal is faster: the cheetah or the lion.]
P2	Tao không hiểu cái đấy là cái gì. Hihi...[I don't understand what it is. Heehee.]
Experimental teacher	Group A is good. Now group B come on!
P2	Có biết đâu mà come on được cô. hihihhi...[I don't know to come on, teacher. heeheeheehee...]  (L11 - EAR1)

Students even stood up in front of the class and said "I don't know" (Excerpt 6.20).

Excerpt 6.20:

Experimental teacher	Who is the most talented in our college? Nào, tài năng, tài năng ( <i>Teacher explained in Vietnamese.</i> )
HAS	Chưa hiểu. [don't understand.]
Hg	Meow. ( <i>stood up in the middle of the class.</i> ) I don't know.
HAS	Em chưa hiểu. Cái gì? [I don't understand. What?]
Experimental teacher	Remember the name, name of a person.  (L11 - EAR1)

Students maintained their confidence in the oral exam. Evidence from the teacher interview below aligned with the students' opinions about the confidence in performing an oral test (questionnaire item 29, section 6.4.1).

They expressed their own opinions rather comfortably. As there were two examiners in every test room, students looked a bit shy at first, but then when being asked about the topic questions or the open questions by the examiners, they answered very well... According to the general comments, students of the experimental class answered the test questions quite well and confidently. (ETI – PI)

In brief, there was a change in the students' confidence in verbal participation in classroom activities. Students gave opinions on their peers' answers and on the teacher's explanation when they did not understand, which did not happen in the pre-intervention lessons (see Section 6.1.1.2 for more details). Teachers commented positively on the confidence of students in the oral exam.

### **6.3.3. Section summary**

The triangulation of data employed for the analysis, including the students' opinions (questionnaire ratings), the students' interaction (audio-recordings), and the teacher's opinions (interview) supports the hypothesis that the specifically designed CRT strategies brought about positive change to the Muong students' confidence in some specific areas of ELL. These areas are mostly in relation to oral learning activities, such as cooperating with peers in learning activities, speaking with a partner, giving an oral presentation to a small group, giving an oral presentation in front of the entire class, responding to teachers' questions in front of the entire class, and performing an oral test. The increase in confidence appears to be associated with the nature of the students' experience of ELL during the intervention. Moreover, the CRT strategies appeared to increase the confidence in ELL of the non-Muong students of the experimental class.

The results obtained (from the interview, the audio-recordings, and statistical analysis of the pre- and post-questionnaires) provided evidence from classroom practices

about the Muong students' confidence in the during-intervention lessons. The confidence was evident in students' utterances in learning activities during the lessons that they were willing to express their own opinions; they shared that they did not know something, and even argued with the teacher about her explanation. It is worth noting here that this verbal participation, which occurred in the during-intervention lessons, but not during the pre-intervention lessons, reveals a change in students' confidence in learning activities. Hence, it seems reasonable to conclude that overall the intervention positively changed the experimental students' confidence in learning, especially in oral learning activities.

## **6.4 The Muong students' English language competence**

This section addresses the sub-research question “What impacts do these teaching strategies have on the Muong students' English language competence?” The hypothesis posed is that the intervention will result in improvement in the Muong students' learning outcomes. This section presents the results of the statistical analysis of the various test and examination scores of the two samples (Muong students of the experimental class and control class). The results are presented in the following order:

- Summary descriptive statistics for the two classes;
- Correlations between tests and examinations;
- t-test comparisons between the post treatment assessments for the two classes; and
- Non-parametric comparisons between the post treatment assessments for the two classes.

The rationale for each analysis is described below. Further, the section explores the results through the analysis of the teacher interview. The related analysis results of non-Muong students of the two classes are included for comparison.

### **6.4.1 Summary descriptive statistics for the two classes**

This section describes both classes summary statistics for each of the four main tests and exams in the analysis (See the nature of the content of the assessment in Appendix K). The data have been tabulated (see Tables 6.18 and 6.18b) that allow surface comparisons to be made between the tests and between the two classes. The data focus on the mean, standard deviation, minimum score, maximum score, range, and median for each test by the two classes.

The main points that are suggested by the data are:

- For Muong students (Table 6.18), the means for the two classes show that the control class performed marginally better than the experimental class in Test 1



(the pre-test) but on all of the post-test assessments, the experimental class performed better than the control class. These data are examined further under the sub-headings given below.

- The spread of scores on each test (as indicated by the range and standard deviations in Table 6.18) are almost similar between the two classes on three of the assessments (Test 1, Written exam and Oral exam) but on Progress test 4 it is clear that the spread for the experimental class is smaller than that for the control class. This will be commented on further under the next sub-heading.

Table 6.18

*Summary Statistics for Each of the Four Main Assessments by Classes (Muong Students)*

Test	Statistics	Experimental class	Control class
Test 1 (Pre-test)	N	15	16
	Mean	5.20	5.50
	Median	5.00	6.00
	Std. Deviation	.862	1.095
	Range	3	3
	Minimum	3	4
	Maximum	6	7
Post-test (Progress test 4)	N	15	16
	Mean	6.93	6.06
	Median	7.00	6.00
	Std. Deviation	.458	1.124
	Range	2	4
	Minimum	6	4
	Maximum	8	8
Written exam	N	15	16
	Mean	5.67	4.63
	Median	6.00	4.50
	Std. Deviation	.816	.719
	Range	3	2
	Minimum	4	4
	Maximum	7	6
Oral exam	N	15	16
	Mean	6.47	5.56
	Median	6.00	5.50
	Std. Deviation	1.457	1.365
	Range	5	5
	Minimum	4	3
	Maximum	9	8

- For non-Muong students' results (Table 6.18b), it is shown that the means for the two classes were similar to the Muong students' results, i.e, the experimental class performed marginally better than the control class on the post-test assessment, but not on the pre-test (Test 1) assessment. However, the spread of scores in each test of the non-Muong students differed from that of the Muong students. The spread of scores for two assessments (Progress test 4 and Written exam) is almost similar between classes; but on Test 1 the spread for the experimental class (non-Muong students) is larger than that for the control class, while on the Oral Exam it is smaller.

Table 6.18b

*Summary Statistics for Each of the Four Main Assessments by Classes (Non-Muong Students)*

Test	Statistics	Experimental class	Control class
Test 1 (Pre-test)	N	8	6
	Mean	4.38	5.83
	Median	4.50	6.00
	Std. Deviation	1.188	.408
	Range	4	1
	Minimum	2	5
	Maximum	6	6
Post-test (Progress test 4)	N	8	6
	Mean	6.75	5.83
	Median	7.00	6.00
	Std. Deviation	.463	.753
	Range	1	1
	Minimum	6	5
	Maximum	7	6
Written term exam	N	8	6
	Mean	5.63	4.50
	Median	6.00	4.00
	Std. Deviation	.916	.837
	Range	3	2
	Minimum	4	4
	Maximum	7	6
Oral term exam	N	8	6
	Mean	5.63	5.00
	Median	5.00	5.50
	Std. Deviation	.916	1.67 3
	Range	2	4
	Minimum	5	3
	Maximum	7	7

### 6.4.2 Correlations between tests and examinations

This section describes the correlations between the four main assessments for each class. The Pearson correlation and p value are tabulated separately for each class, as shown in Table 6.19. The purpose for showing these values is to identify whether the correlation between Test 1 (the pre-test) and the other three assessments is sufficient to justify the use of ANCOVA for comparing the results of the two classes. Equally important, is the need to show homogeneity of the regression slopes between the pre-test and post-test assessments of the two classes.

Table 6.19

*Correlation between the Four Main Assessments (Muong Students)*

		Pre-test		Progress test 4		Written exam		Oral exam	
		Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.
Pre-test (Test 1)	r	1	1	.22	.41	.30	-.34	.66	.70
	p			.44	.12	.27	.20	.01	.00
	N	15	16	15	16	15	16	15	16
Post-test (Progress test 4)	r	.22	.41	1	1	.32	-.22	.59	.78
	p	.44	.12			.25	.42	.02	.00
	N	15	16	15	16	15	16	15	16
Written exam	r	.30	-.34	.32	-.22	1	1	.60	-.05
	p	.27	.20	.25	.42			.02	.85
	N	15	16	15	16	15	16	15	16
Oral exam	r	.66	.70	.59	.78	.60	-.05	1	1
	p	.01	.00	.02	.00	.02	.85		
	N	15	16	15	16	15	16	15	16

Note: r = Pearson Product-Moment Correlation Coefficient; p = probability; N = class size; Exp. = experimental class; Cont. = control class.

Table 6.19 shows that all of the correlations obtained are small, and even negative in a few cases. None of the correlations reach significance at the  $p \leq .05$  level. Of particular importance are the correlations relating to Test 1 (the pre-test). These are .22, .30 and .66 for the experimental class and .41, -.34, and .70 for the control class. Higher values

than these would normally be expected if a pre-test was to be used as a covariate variable in an Analysis of Covariance. Furthermore, the regression slopes are quite different for the two classes when comparing the pre-test with the written exam and, to a lesser extent, the pre-test with the post-test (Progress test 4). These results are not reported in detail here but were obtained using a test of the homogeneity-of-slopes assumption through SPSS. The values for the pre-test with the Written exam were  $F = 2.81$ ,  $p = .08$ ; the corresponding values for the pre-test with the post-test (Progress test 4) were  $F = .293$ ,  $p = .749$ . While the latter is not significant, the level of the correlation between the pre-test and the post-test (Progress test 4) is too low to enable ANCOVA to be conducted with confidence.

Because of the above results for Muong students, the decision was made to compare the two classes directly on the three post-test measures using both the t-test and the Mann-Whitney U test, a non-parametric alternative to the t-test. An important point to remember is that although the pre-test results are not incorporated into these analyses (through the use of ANCOVA), the control class obtained a higher mean score in the pre-test but a lower mean score in all post-test assessments. This difference was tested for significance using both the t-test and the Mann-Whitney U test; the results are incorporated in the tables below. In general, the results for Muong and non-Muong students showed a similar pattern. Where differences are of interest, these are discussed below.

#### **6.4.3 t-test comparisons between the post treatment assessments for the two classes**

For Muong students, Table 6.20 presents the t-test comparisons between the two classes on the four main measures. The main point to note is that the results show two assessments had a significant difference between the two classes (Post-test and Written exam), while the other two were non-significant (Pre-test and Oral exam) which did not reach the .05 significant level. However for non-Muong students (Table 6.20b), three assessments had a significant difference between the two classes (Pre-test, Progress test 4, and Written exam). The difference in the Oral exam did not reach significance.

Table 6.20

*t-test Comparisons between the Experimental and Control Classes on the Four Main Assessments (Muong Students)*

Assessment	T	df	Sig. (2-tailed)
Pre-test (Test 1)	.84	29	.406
Post-test (Progress test 4)	-2.79	29	.009
Written exam	-3.78	29	.001
Oral exam	-1.78	29	.085

Table 6.20b

*t-test Comparisons between the Experimental and Control Classes on the Four Main Assessments (Non-Muong Students)*

Assessment	T	df	Sig. (2-tailed)
Test 1 (Pre-test)	2.86	12	.014
Post-test (Progress test 4)	-2.83	12	.015
Written exam	-2.36	12	.036
Oral exam	-.90	12	.386

The point needs to be made that the use of the t-test assumes that the scores of students are drawn from population data that are scored on an interval scale. Since there is no certainty that this assumption has been met, it was also decided to analyse the data using an equivalent non-parametric statistical technique. The test chosen was the Mann-Whitney U test which is an appropriate technique when data are treated as being at an ordinal level of measurement.

#### **6.4.4 The Mann-Whitney U test comparisons between the post treatment assessments**

Tables 6.21 and 6.21b contain the relevant data for the Mann-Whitney U test. Essentially the results for this test are very similar to those obtained for the t-test. For Muong students (Table 6.21), the Post-test (Progress test 4) and the Written exam showed a significant difference in favour of the experimental class. The results for the Pre-test and Oral exam again failed to identify a significant difference between the two classes. For non-Muong students (Table 6.21b), three assessments had significant

difference between classes (Pre-test, Progress test 4, and Written exam), and again, in favour of the experimental class. The Oral exam did not differ statistically between the classes.

Table 6.21

*Comparisons between the Experimental and Control Classes on the Four Main Assessments Using the Mann-Whitney U test (Muong Students)*

Assessment	<i>U</i>	<i>z</i>	Sig. (2-tailed)
Pre-test (Test 1)	100.50	-.811	.418
Post-test (Progress test 4)	59.00	-2.589	.010
Written exam	44.00	-3.181	.001
Oral exam	76.50	-1.763	.078

Table 6.21b

*Comparisons between the Experimental and Control Classes on the Four Main Assessments Using the Mann-Whitney U test (Non-Muong Students)*

Assessment	<i>U</i>	<i>z</i>	Sig. (2-tailed)
Pre-test (Test 1)	5.00	-2.597	.009
Post-test (Progress test 4)	8.00	-2.266	.023
Written exam	9.00	-2.038	.042
Oral exam	20.50	-.475	.634

#### 6.4.5 Summary of the statistical analyses of the tests

The main findings from the statistical analyses of the tests can be summarised as follows:

- The performances of the Muong students in the pre-test indicate that the control class performed better than the experimental class. However this result did not reach the specified significance level of  $p \leq .05$ . For the post-test assessments, the Muong students of the experimental class performed significantly better than the control class on two of the three assessments (Progress Test 4 and Written exam). On the remaining post-test assessment (the

Oral exam) the experimental class obtained a higher mean score but the difference was not significant.

- An analysis was also carried out on the data for non-Muong students. It is important to note that the group sizes were very small (Experimental class = 8, Control class = 6), therefore the results should be treated with a caution. However, the interesting finding is that the non-Muong results mirror the Muong results in relation to the direction of the findings. That is, the control class did better than the experimental class on the pre-test, while the experimental class did better than the control class on the other three post-test assessments.
- The correlational analysis between the pre-test and post-test assessments yielded very low values, none of which reached significance. This result, along with the tests for homogeneity of slopes of the regression lines, indicated lack of support for the application of ANCOVA to the data. Statistical tests comparing the performances of the two classes on the four main assessments were conducted using both the t-test for independent data and the non-parametric equivalent of the t-test, namely the Mann-Whitney U Test.

Further discussion of these results is presented in the end of this section together with the results of the teacher interview analysis presented below.

#### **6.4.6 The experimental teacher's opinion about the students' learning competence**

The interview was conducted with the experimental teacher after she implemented the intervention in the experimental class. The experimental teacher shared her opinion that there was a difference between the stages and she also stated the reason for this difference.

The score of the progress test at the beginning of this term were not very high, that could be due to several reasons. It could be that students were not familiar with this way of speaking, it could be that the topic was too strange, but when we applied those new teaching strategies, when we made the topic closer to what they have known, and when we created a better environment for speaking, then their outcomes were higher. (ETI – PI)

According to the experimental teacher's opinion, the students' competence had a positive change in the intervention. She stated that:

Of course we can't make sure that every student achieved high competence, but we can definitely see the progress of some students. Students had their own competence which was not exposed, and during the intervention, their competence was stimulated and supported so that it was shown off clearer. (ETI – PI)

She admitted that the competence of students was seen clearer in the the oral test results than in the learning process:

Generally speaking, students achieved the requirement of the oral topics, and the results were quite good. One student got mark 9, three got mark 8, the rest got marks 5-7. (ETI – PI)

For the target students of the video- and audio-recordings, it is worth noting that each student made a change in their learning. There was a difference between the HAS and LAS students, as the HAS interacted very confidently in the intervention lessons, while the LAS were getting more interested in the lessons:

Those students were of different competencies. Hg and K [HAS] were of higher competency, had more language ability, and more interaction in the lessons. Vice versa, H and G [LAS] participated less in the lessons, and... almost not participated, and perhaps they did not respond when being asked by the teacher. But generally speaking, all those students, whatever level they were at, they still achieved a certain progress when we applied the new teaching strategies. Hg and K were the two students who we could clearly see their progress during the intervention, they dared to express their own points of view, more confidently, that's why their outcomes were higher. H and G also progressed, for instance, at the beginning of the intervention they sat in the class silently, hesitatingly, and said nothing, and then as the lessons continued they were more interested in participating in the class activities with their classmates, and shared their opinions with others, and also showed their interest in the class activities. Their oral test results were better, too. That was the same for T and Hn. T achieved better results than Hn because she was a more interactive student. And Hn also progressed and had many changes to learning English, and his result was better than before. (ETI – PI)

In brief, the experimental students' learning competence had some improvement which was seen through their behaviour during learning and through their oral test results (as



noted by the experimental teacher). The learning improvement is consistent with the results of the students' test scores as presented in the Section 6.4.4.

#### **6.4.7 Section summary**

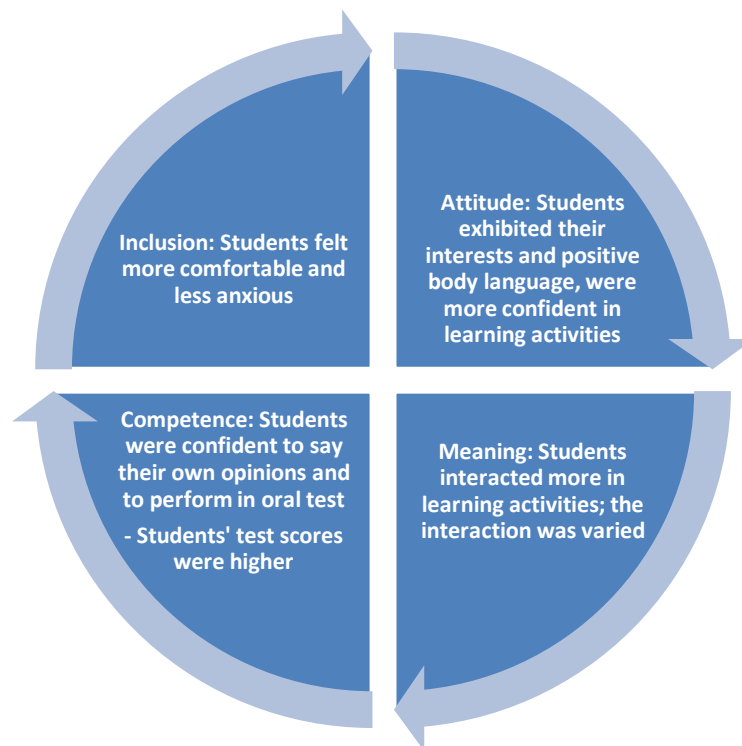
This section examines the hypothesis that after the intervention there was some improvement in the Muong students' learning outcomes. The results of the analysis show that the students of the experimental class in general differed significantly from the control class in the two test results: results of Progress test 4 and results of the Written exam. The results of the Oral exam, which was statistically not significant, yet from the English language teacher's perspective, was considered an improvement. In conclusion, there is evidence that the intervention had a positive impact on the experimental students' learning outcomes.

Additionally, the non-Muong students' learning outcomes improved after the intervention. The analysis of results show that the non-Muong students of the two classes differed significantly in three assessments (Test 1, Progress test 4, and Written exam). This is evidence for the interpretation that culturally responsive teaching increased not only the Muong students' learning outcomes but also non-Muong students' learning outcomes.

Regarding the competencies of each individual target student of the video- and audio-recordings, there was a considerable change in the behaviour of participation in the classroom activities of the experimental class. The students' participation in the activities was engaged, which did not occur in the pre-intervention lessons. This issue will be discussed further in the analysis of the students' attitude toward ELL in the intervention in the next section.

## 6.5 Discussion of Phase Two findings

In this section the key findings obtained from the data analysis in Chapter 6 are discussed. The possible explanations in relation to the research questions are given using the literature. This chapter is organized into four main sections. Each section discusses the findings under each research sub-question. The overview of key findings is presented in Figure 6.1 below.



*Figure 6.1:* Phase Two key findings (Adapted from Ginsberg & Wlodkowski, 2009)

### 6.5.1 What impact does the use of specifically designed CRT strategies have on Muong students' verbal participation in class activities?

Muong students increased their verbal participation in the class activities in the intervention lessons (Section 6.1). The data analysis shows that students of the experimental class interacted more with the teacher and with their peers in the

intervention lessons. This is possibly influenced by three factors. First, students felt more comfortable to share ideas in the learning activities. The comfort is presented through students' behaviour, such as laughter, joking, and offering their opinions, even when they do not know or understand the lesson. As indicated by Ginsberg and Wlodowski (2009), students feel comfortable when they are respected and connected. This may be linked to one of the teaching strategies implemented in the intervention lessons - the teacher's interaction in the classroom, including respectful and friendly behaviour (Section 5.3.2.4). In the intervention lessons, the teacher encouraged students regularly and whenever possible. She gave encouragement even when students made mistakes. Further, she prepared tiny gifts for students when they did something right, and asked the whole class to give applause when they themselves finished one task well (Section 5.3.2). In this case, students felt less anxious and more confident when they were encouraged by the teacher. The learning environment with encouragement helps overcome fear of mistakes (Randy & Amy, 1989), which makes students feel more comfortable in their learning. In contrast, students of the control class did not show any change in their participation, which could be explained by the learning environment without friendly interaction nor encouragement.

Mediating the teacher's behaviour for a productive learning environment for students has been dealt with from different perspectives. For example, Averill and Clark's (2012) study emphasised that teachers' respectful behaviours including listening to students, being well prepared and on time, holding high academic expectations, and treating students' errors constructively, increased students' academic achievement. Other studies (see, e.g. Bondy et al., 2007; Pan et al., 2010; Yoon, 2012) have also discussed the importance of encouragement, respect for others, and a good relationship for an effective learning environment. In contrast to these studies, the present study looked at the teacher's respectful and friendly behaviour as one of reasons for the increase of Muong students' verbal participation in the EFL classroom. Of special difference, one of the interactions is connected with the students' culture – patting on students' shoulders, which is considered a friendly interaction of the Muong people (Section 4.1.1). Although this interaction was not applied regularly at the beginning of the

intervention stage, its presence in the classroom signified friendlier teacher-student interaction. The integration of the students' culture makes students find their own part in the learning community, and find personal relevance in the learning activities that makes them feel connected and develops their attitude toward learning (Ginsberg & Wlodkowski, 2009; Kim & Lee, 2012). This is crucial for improving language practice for students, as stated by Diller and Moule (as cited in Niemi & Booth, 2010) that '[s]econd language classrooms include particular needs, including the study of the dominant language, the maintenance of respectful and empathetic classrooms, and the creation of a safe verbal environment' (p. 410).

Second, students were provided with opportunities to share ideas with the teacher and friends. This is possibly linked to the teaching strategies implemented in the intervention lessons (Section 5.3.2.1), which focused on improving students' opportunities for speaking by using CL activities. CL activities offer more chances for students to practice their English (Harmer, 2007; Ur, 1996), because they highlight the interaction and communication between students and between students and teachers in learning activities (Zhang, 2010). Furthermore, it provides students with a relaxed atmosphere in the classroom and more opportunities to rehearse their answers before presenting in front of the class, so it reduces their anxiety and might help students increase their participation in learning language (Crandall, 1999). In this study, CL is integrated not only as a teaching strategy which is recognized to improve students' interaction and communication, but also as a CRT strategy and as a learning preference of Muong students. As discussed in the Phase One discussion (Section 4.3), Muong people liked working together, and supporting each other in daily life. Muong students preferred learning with friends to share ideas and to support each other. This is consistent with Johnson and Johnson (as cited in Putnam, 1998) who discuss that in CL, students discuss the task, assist each other to understand, and encourage each other to work hard.

Third, students felt interested in the learning activities. It might be caused by teaching strategies that use learning topics close to their real life (5.3.2.2). For example, in the

intervention lessons of this study, the teacher gave the speaking topics such as *What impressed you most when you first went to school; Make the interview of students' own life events; Make the conversation in a clothes shop; Talk about the tourist attractions in the local area where you live*. These were considered in relation to what students already knew. Further, students were interested in showing their abilities in the learning activities, for example, they were provided chances for quick paintings about the attractions around where they live, such as Dong Thech ancient monuments of the Muong people, a recognized cultural heritage in the local, or Hot Spring in the Muong village. In this case, the interest in learning of Muong students could be interpreted as consistent with the notion that '[w]hen we find something we value or perceive as appealing, we want to learn about it' (Wlodkowski, 2008, p. 232).

The coordination of students' cultures and experiences with learning activities has been researched regarding the language teaching field. Previous studies which connect the students' culture with the students' participation in the EFL classroom have often focused on integrating students' culture, or funds of knowledge, and language (Kim & Lee, 2012; Yoon, 2012). Such studies clarified the use of students' 'funds of knowledge' to help students participate more in the learning activities, such as using examples from the students' culture to foster students' understanding of the EFL reading text (Kim & Lee, 2012), and hence to increase students' engagement in learning EFL in the setting of Korean universities. Another study employed an approach that used students' cultural knowledge as a source to improve the interaction and participation of Korean students at the middle school classroom in America (Yoon, 2012). Unlike the above studies, the present study, however, used students' culture and learning preferences as a topic for the oral learning activities in the EFL classroom. The aim of this was to enhance the students' interest in ELL, and thus improve their oral participation in learning activities.

In brief, the specifically designed CRT used in this study increased the Muong students' participation in ELL. Three reasons are identified to explain the students' greater participation in learning activities, including that students felt more comfortable in the learning environment; they were provided opportunities for speaking; and were

interested in learning activities integrated with their own experiences and culture. In the perspective of CRT, the interaction between establishing inclusion – developing attitude – enhancing meaning could be illustrated through the present study. The establishment of inclusion (creating a safe learning environment for Muong students), has contributed to the development of students' attitudes (increasing students' interest in learning), which helped with enhancing meaning (engagement and participation). This interaction is reinforced in the next discussion of findings.

### **6.5.2 What impacts does the use of specifically designed CRT strategies have on the Muong students' attitude toward and confidence in ELL?**

With regard to students' attitude toward ELL, the statistical analyses show that in general students have had a positive change in the attitude toward ELL (Section 6.2). The significant results are mostly of the attitude relating to the interest in the course topics, interest in types of learning activities, and the agreement over the effectiveness of the teaching and learning methods as well as learning materials. The students' attitude in the present study is further demonstrated through their time spent exhibiting positive body language. Therefore, what is worth noting here is that the students' positive attitude is revealed not only via the students' opinions about teaching and learning, but also through the positive behaviours presented in the lessons, such as verbal participation and non-verbal participation.

This result could be related to the teaching strategies, which integrated students' culture, experiences, and learning preferences in the learning activities (Section 5.3.2). In the intervention lessons, the students' experiences and learning preferences, such as cooperative learning, practice, painting, and talking about topics relating to their real life such as: *talking about themselves; about their teachers; their classmates, and the places in their locals environment*, were integrated into the learning activities. This result supports Ginsberg and Wlodkowski's (2009) points of view about developing students' attitudes by teaching and learning activities contextualized in the students' experience or previous knowledge.

The teacher's attitude and behaviour is an important factor to develop students' attitudes. One significant result shows that the teacher's respect for students increased their interest toward learning (Section 6.2.6). This is more evident when the teacher in the teaching process always encouraged students although they made mistakes, so that they remained willing to offer their own opinions (Section 5.3.2.4). This reveals that students felt more confident in learning.

With regard to the students' confidence in the area of ELL, the findings show that there was a positive increase in students' confidence in the following areas: make connections between new and prior learning; cooperate with peers in learning activities; speak with a partner; give an oral presentation to a small group; give an oral presentation in front of the entire class; respond to teachers' questions in front of the entire class; and perform an oral test (Section 6.3). These areas of ELL are mostly in relation to the oral learning activities. One interesting example of confidence recorded by both the video- and audio-recordings was that one target student stood up in the middle of the class and said "I don't know" in an oral learning activity (Section 6.3.2). This could be interpreted as evidence of the safe learning environment where students felt comfortable to participate, and where student interaction was maximized. This result is consistent with Johnson and Johnson (1985) who point out that strong group interactions help students achieve more desirable learning outcomes and a higher level of self-esteem. This creates a more open learning environment where students speak out more freely with confidence, and furthermore, they acquire related language skills (Kumar, 2007).

With regard to students' attitude, the findings of this study are in accordance with those of the studies conducted by Soleimani et al. (2012), Al-Tamimi and Shuib (2009), and Wu et al. (2011), in the way that the change of teaching strategies could improve tertiary students' attitude toward ELL. While these studies mentioned students' attitude as an aspect impacted on by different teaching strategies, such as multiple intelligences theory, or videoconferencing interaction, my study found that students' attitude toward ELL was positively affected by the CRT to Muong students.

### **6.5.3 What impacts does the use of specifically designed CRT strategies have on the Muong students' English language competence?**

With regard to the competence of students, the findings show that students' regular test scores (Progress test 4) and term exam scores (Written exam) significantly improved (Section 6.4). Both results were in relation to written tests, which included the following areas of language learning: grammar, vocabulary, reading, listening, and writing at the students' appropriate level. The results of the Oral exam did not significantly increase, however the mean of the score showed an improvement, which was consistent with the experimental teacher's opinions about students' oral exam results and students' positive participation in the process of learning. This improvement of test results may be in relation to the teaching strategies applied in the intervention lessons which are discussed as having improved students' participation in, attitude toward, and confidence in ELL. As explained by the experimental teacher, the use of teaching strategies, such as the topics close to the students' real life and the better environment for speaking helped students improve their outcomes. For example, as recorded by the video and audio devices, the target students positively participated in the learning activities as the intervention weeks progressed, and as noted by the experimental teacher, this is the explanation for their better test results (Section 6.4.6). Duarte (2007) and Braten and Stromso (2006) suggest that positive attitude is found to be related to learning outcomes. In accordance with studies conducted by Bishop et al. (2012) and Kisker et al. (2012), the findings of this study reveal a connection between CRT and learning outcomes, that is the use of CRT assisted by improving students' academic achievement.

## **6.6 Chapter summary**

The chapter addressed the third research question regarding the impacts that CRT strategies had on the ELL of the Muong students. The analysis from different sources of data shows that students' ELL changed positively, in terms of verbal participation, positive attitude toward and confidence in ELL, and English language competence. The



discussion of findings revealed that the CRT strategies conducted in the intervention lessons were associated with this positive change in students' ELL.

The next chapter will summarise the key findings of the whole study and draw conclusions for the study.

## CHAPTER SEVEN:

### SUMMARY AND CONCLUSION

The goals of the present study were to explore how English language teaching (ELT) could be culturally responsive to Muong students, to design and implement a suitable intervention, and to measure how this teaching impacted on Muong students' English language learning (ELL). This mixed methods study was conducted in two phases. Phase One aimed to identify ELT strategies culturally responsive for Muong students via the exploration of Muong culture and the learning preferences of Muong learners. The Muong cultural data were collected from Muong villagers, via three focus-group interviews. The data related to the learning preferences of Muong learners were collected from the author of this study via autoethnographic writing; six Muong villagers via follow-up individual interviews; four Muong college teachers via individual interviews; and 46 current Muong and non-Muong college students via a student questionnaire. The qualitative data were analysed using the inductive method (Section 3.4.2). Phase Two aimed to measure how this culturally responsive teaching (CRT) impacted on Muong students' ELL, including verbal participation in class activities, attitude toward and confidence in ELL, and learning competence. The data were collected from 45 non-major English language students of two intact classes (via video-recordings, audio-recordings, student pre- and post-tests, and student pre- and post-questionnaires), and from the two English language teachers (via classroom video-recordings and an interview with the experimental teacher). The inductive and deductive methods (Section 3.5.1.3) was employed to analyse the data of Phase Two. The main findings of the study are summarised in Section 7.1. The implications are discussed in Section 7.2. Limitations and suggestions for further research are addressed in Sections 7.3 and 7.4 respectively. The chapter is closed by personal reflections of the researcher in Section 7.5.

## **7.1 Summary of findings**

The study provided a design of ELT strategies that were culturally responsive to Muong students. It also addressed the three key research questions:

- (1) What English language teaching strategies could be culturally responsive to Muong college students and in what ways?
- (2) What impact does the use of specifically designed CRT strategies have on aspects of Muong students' ELL?
- (3) In what ways may an English language teaching approach work for minority culture students in a tertiary majority student context?

The main findings are summarised as follows:

### **7.1.1 Research question 1:**

The study found that CRT strategies for Muong students could be designed using the Muong cultural features of communication and the learning preferences of Muong students. The cultural features of Muong people that are helpful to create a safe learning environment for Muong students include hospitality and friendliness, working together, equal relationship in the family, and maintaining harmony (Section 4.1.1). These features indicate that in their communal living, Muong people prefer a relationship based on friendliness and respecting each other.

With regard to learning preferences, it was evident that Muong learners prefer learning activities that relate to their daily life and their culture. In this type of activity, students saw personal relevance which could help them more easily understand what they were learning, and could motivate their engagement in the learning process. Besides, Muong people like learning with their friends because they can help each other in learning. This was found to be consistent with their preferred way of 'working together'. They prefer discussion in learning rather than competition. This is in line with their preferred 'maintaining harmony' in daily life.

The findings of the study also showed that Muong people prefer a friendly relationship in learning. This is consistent with the cultural feature that they prefer a relationship based on the friendliness in Muong community living. Muong learners prefer learning by observing others and practice which is consistent with the way Muong people learn their everyday jobs. In relation to this, Muong learners prefer the use of extra-curricular materials in their learning, because it can provide demonstrations that are easy to understand. In learning, they have emotional expectations such as to be encouraged, to be understood and cared for, to be respected and treated equally, and to be supported.

The findings reveal the association between Muong culture and their preference in learning. This is summarised in Table 7.1 below.

Table 7.1

*Association between Muong Culture and Muong Students' Learning Preferences*

In daily life, Muong people:	In the classroom Muong students prefer:	Muong students avoid learning activities (being isolated/keep silent in learning) when:
Are friendly when communicating Work together Treat their children equally	To be understood and cared for; A friendly relationship To learn in pairs and groups To be treated equally/equal relationship	There is an unequal relationship in the classroom
Discuss with their children, not impose ideas on their children Respect each other (respect the elder, make concession to the younger) Do not show anger to maintain harmony	Discussion learning activities To be respected, to be encouraged To keep silent when their friends show competitive behaviour	Their peers show competitive behaviour They are shouted at by the teacher The teacher shows much power/too strict
Learn how to do daily jobs by observation and practice	The teacher to give demonstration; To learn by practice	The learning content is hard/abstract
(Section 4.1.1)	(Sections 4.1.2, 4.1.3)	(Section 4.1.4)

The association presented in Table 7.1 illustrates the way in which the Muong people think, feel, and act in real life affects how they think, feel, and act in the classroom. In the other words, the way Muong learners think, feel, and act in the classroom reflects their Muong culture. In this manner, Muong people characterize the habitus of the

Muong group. This is consistent with Inglis's (2005) ideas about culture that how individuals think and act physically are both expressions of cultural norms. It also supports the notion of culture (little-c) by Seelye (1993) and of Lower-Case Culture by Bennett (1998) which identify the patterns of ideas and values of one particular group of people, their characteristic ways of thinking, feeling, and acting. This association also illustrates how aspects of learning environments, which include Muong students, may help or hinder their learning.

The study also identified the challenges that impact on Muong people's learning, including isolation and silence in learning, and the reasons for these challenges. Isolation was found to be caused by unequal relationships in the learning environment, and is in relation to the feeling of being unconnected in learning, which reduces the motivation of the learners. The other challenge of the Muong people is silence in learning. Muong students keep silent when the learning content is difficult to understand, when they have opinions similar to those their friends have already articulated, when the teacher demonstrates a lot of power or is too strict, and when their friends show competitive behaviour (Section 4.1.4).

Findings of the present study make explicit the cultural values that are most often implicit and intensely affect Muong students in the classroom. It is particularly evident that Muong people have their own culture; they are not as affected by Confucian culture as the Vietnamese Kinh dominant group (discussed in An, 2002; Phuong Mai et al, 2009) and the other Asian students are (Donald & Jacking, 2007; Grainger, 2012; Xie, 2010). This cultural knowledge is of special important for teachers' understanding of Muong students, needed to help them reach their academic goals. By this means, this study responds to the need for an understanding of the cultural difference raised by Baker and Clark (2010), Gay (2010), and Ginsberg and Wlodkowski (2009), which could help teachers identify the cultural congruity in teaching and learning.

The findings of this study have helped with building up the model of CRT for Muong students' ELL, based on the notion of CRT by Ginsberg and Wlodkowski (2009). This

model used the findings about culture and learning preferences in order to establish inclusion and develop students' attitude, enhance meaning, and engender competence. The CRT theory of Ginsberg and Wlodkowski was used as the guide to develop the norms and practices of CRT for Muong students. Therefore, this study did not apply all the norms and practices provided by the theory. Wlodkowski (2008) points out that "the instructor can select motivational strategies from a wide array of theories and literature to apply throughout a learning unit" (p. 121). The application of Ginsberg and Wlodkowski's (2009) CRT framework for Muong students is presented in Table 7.2.

Table 7.2

*Application of Ginsberg and Wlodkowski's CRT Framework for Muong Students*

Ginsberg & Wlodkowski's Motivational Conditions	Practices for Muong students
<p><i>Establish inclusion</i> Norms and practices that are woven together to create a learning environment in which learners and teachers feel respected and connected to one another</p>	<p>Use Muong students' culture and learning preferences to create a safe learning environment (teacher's respectful and friendly behaviour such as encouraging, smiling, soft tone of voice, patting on students' shoulders; sharing and caring for each other; no discrimination; equal relationships; maintaining harmony; learning activities consistent with CL) (Section 5.3.2)</p>
<p><i>Develop attitude</i> Norms and practices that create a favourable disposition toward the learning experience through personal relevance and volition</p>	<p>Use Muong students' culture, experiences, and learning preferences to contextualise the learning contents (topics close to real life, painting, CL, extra learning materials, learning contract) (Sections 5.3.2.2; 5.3.2.3; Appendix N)</p>
<p><i>Enhance meaning</i> Norms and practices that create challenging and engaging learning experiences that include learners' perspectives and values</p>	<p>Learning activities require students to use existing knowledge and expand on knowledge related to the students' real lives (Section 5.3.2.2; Appendix N)</p>
<p><i>Engender competence</i> Norms and practices that help learners understand how they are effectively learning something they value and are of authentic value to their community (Ginsberg &amp; Wlodkowski, 2009, pp. 34-35)</p>	<p>Integrate topics and situations close to real life in assessment; Use a variety of assessment (regular class activities, regular test, end-of-term exam) (Appendice K2; K3; K4)</p>

### **7.1.2 Research question 2:**

The verbal participation of Muong students increased in the intervention lessons (Section 6.1). I suggest this was because of three factors. First, students were more comfortable to offer their ideas in learning activities (Section 6.2.4). Second, students were provided opportunities to give their opinions (Section 6.2.2). Third, students felt interested in learning activities (Section 6.2.2). Overall, these three reasons are associated with the teaching strategies that the experimental teacher implemented in the intervention lessons: creating a safe learning environment where students feel friendliness and respect, and are connected; and integrating the learning preferences into the lessons, such as the topics close to the students' life, CL, and extra-curricular learning materials. The present study showed that a safe learning environment combined with Muong students' learning preferences helped to increase Muong students' verbal participation in ELL.

Notably, evidence of the impact of the intervention teaching strategies is that Muong students' positive attitude toward, and confidence in ELL positively changed. With regard to students' positive attitude toward ELL, the study found that students showed more interest in the course topics and the types of learning activities, and they found the teaching and learning methods effective (Section 6.2). The exhibition of students' positive body language is further evidence of their positive attitude (Section 6.2.9). With regard to students' confidence in ELL, the study found that students showed more confidence in making connections between new and prior learning; cooperating with peers in learning activities; speaking with a partner; giving an oral presentation to a small group; giving an oral presentation in front of the entire class; responding to teachers' questions in front of the entire class; and performing an oral test (Section 6.3). This study builds on previous understandings by showing evidence that the use of CRT positively changed Muong students' positive attitude toward, and confidence in ELL.

The study also found evidence that the intervention teaching strategies increased Muong students' English language competence. These findings are consistent with

studies by Bishop et al. (2012) and Kisker et al. (2012) that CRT helped with improving students' academic achievement. My present study adds new understanding through being focussed on a different year level and content area, and in that CRT helped with improving academic achievement in ELL for tertiary students.

It appeared that the impacts of the intervention teaching strategies were interactively associated with each other (Section 6.5.1). Other factors that could influence the students' positive changes in learning, such as their personalities, their happy or unhappy mood during the day, or even the presence of the camera that may make them more attentive. The findings of the study support that the safe learning environment played a key role in increasing students' positive attitude toward and confidence in ELL, which may enhance the students' participation and engagement. This positive participation may be associated with an improvement in students' competence. This is consistent with the CRT framework of Ginsberg and Wlodkowski (2009) in the way that the establishment of inclusion (creating a safe learning environment for Muong students) contributed to the development of students' attitudes (increasing students' interest in learning), which helped with enhancing meaning (engagement and participation), and thus engendered the competence (students' test scores and confidence in oral learning activities). This is summarised in Figure 7.1.



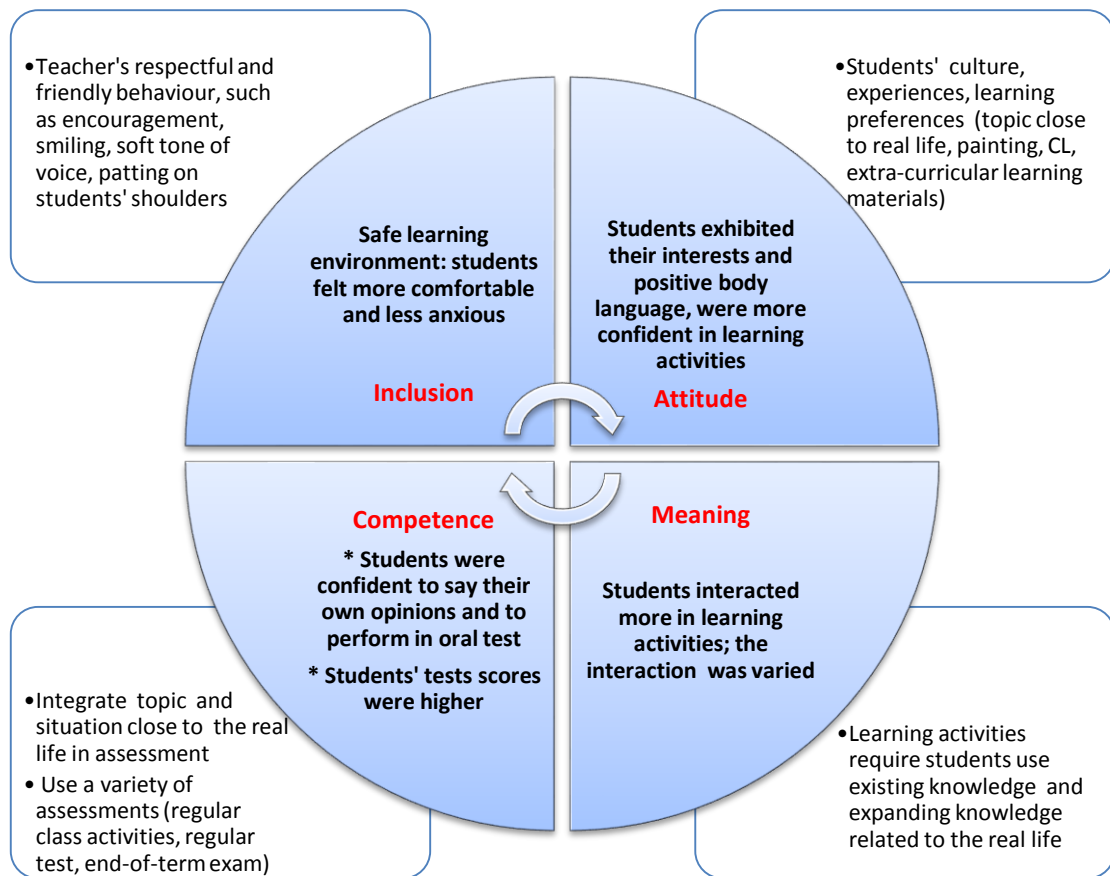


Figure 7.1: CRT model for Muong students and its impacts on their ELL (Adapted from Ginsberg & Wlodkowski, 2009)

Note: Rectangular shapes: Teaching strategies; Wedge shapes: Impacts of teaching strategies

### 7.1.3 Research question 3:

The findings for research questions 1 and 2 presented above and the implementation of the intervention reveal four important implications for the implementation of an English language teaching approach for minority students in a tertiary majority student context. Firstly, the disciplinary knowledge of the English language curriculum should be maintained and used as the framework. In this manner, the knowledge goals of the curriculum in particular and the standard of the college outcomes in general are still ensured for both the minority and majority students. In this way, the disadvantages for

students that a culture-based curriculum may cause (such as a culture-based curriculum potentially restricting students' choice of potential degree programmes at higher level (Lourie and Rata, 2012) can be limited. Secondly, it would be desirable if the teacher could use both minority and majority students' experiences and learning experiences as sources for developing the topic and types of learning activities. For example, the intervention of this study used contract learning (Section 2.3.2), which offered students different options in learning activities, such as learning individually, learning cooperatively, freely choosing a peer to work with, compulsory tasks and optional tasks. Another example is that the topic of the learning activities were not specialized (like: *talk about the food speciality of the Muong people*), but it was rather more generalized (like: *talk about the food speciality in your location*). In this way, every student could feel that the content was relevant to them and connected with the learning.

Thirdly, the teacher's interaction behaviour, for example, patting on students' shoulders, was implemented with Muong students only, so that this was in accordance with the Muong students' communication culture but did not affect the learning of the other students. Therefore, it could be effective if the teacher remembered who were the Muong and non-Muong students, so that the interaction behaviour could be applied with the right students. It could make the non-Muong students confused if they received that behaviour. However, the teacher could also be flexible as this was only one suggestion and not compulsory behaviour in every lesson, especially in the multi-cultural classrooms. Possibly it is hard for the teacher to remember the ethnicity of every student, it is safe for the teacher to select other interaction behaviours to create a friendly learning environment, for example, smile, use a soft tone of voice, or encourage students regularly, which appeared to be welcomed by students from any culture.

Last but not least, it is important for the teacher to explain her practices to the class and hear the students' opinions about the use of CLT. Students' feedback helps the teacher with regular adjustment to be responsive to the teaching context. In the intervention of the present study, the teacher had informal chats with students about the learning activities used in the lessons. In the interview, she said:

During the intervention I asked for their opinions about the teaching strategies and I got very positive feedback. Students liked those learning activities very much, and they requested that those learning activities be applied more in future lessons. Therefore I recognized that students felt more interested and not tired with the English lessons. (ETI – PI)

It is stated that:

Consulting with students on their views of teaching and learning has improved students' understanding of how they learn, helped students to gain a stronger sense of their own abilities, and improved instruction so that teachers do a better job of meeting student needs. (Johnson & Nicholls, as cited in Mitra, 2005, p. 290).

It is worth noting that students' voice is very important for teachers to know the effectiveness of teaching, especially when the teacher applies new teaching methods. Thus, getting students' feedback regularly contributed partly to the success of the intervention of this study.

## **7.2 Implications**

### **7.2.1 Methodological implications**

The combination of data collection methods used in this study may help to contribute to informing the use of mixed methods within further CRT research. This study employed a combination of the qualitative approach and quantitative approach with different data collection methods so that the data could be validated. Regarding the use of the qualitative approach, the first phase of the study used autoethnography to look for cultural features of communication and learning preferences of Muong students. In this phase, a combination of data, such as the narrative writing of the researcher, the interviews with the Muong villagers and Muong college teachers, and the student questionnaire provided insights into the Muong students' cultural features and how these features were associated with their learning preferences. In particular, the use of self data (autoethnographic writing) combined with external data (the interview with

the Muong villagers and Muong college teachers) helped to strengthen the exploration result of the Muong culture and its impacts on the Muong learners' learning. In other words, the triangulation of data contributed to valid interpretation of the findings. I have found no studies that use autoethnographic data to build up a model for CRT. Thereby, this study makes a new contribution to the use of autoethnography which has been in used in research for more than two decades.

The present study also contributed to the methodology of ELT research. Firstly, it used video- and audio-recordings for the evidence of students' participation in ELL. While the audio-recordings provided the evidence for students' verbal participation in the learning activities, the video-recordings offered evidence for their non-verbal participation. Further, the use of video and audio also provided an example of how CRT was implemented in the classroom. This met the requirement of clarity of how CRT could be conducted, as Sleeter (2012) raised "widely accessible portraits that include video would be very useful" (p. 578). Together with the data from video- and audio-recordings, the teacher interview was used as supporting data to strengthen the findings of the study. Secondly, the use of pre- and post-test scores and pre- and post-questionnaires provided evidence for the changes in students' competence and positive attitude toward ELL. Although these methods of data collection have been much employed in ELT research, I have not found the combination of qualitative data, autoethnographic writing, and multiple quantitative data employed together in one ELT research study. The present study has done this. This combination meets the demand for "evidence-based research that documents connection between culturally responsive pedagogy and student outcomes that include, but are not necessarily limited to, academic achievement" (Sleeter, 2012, p. 578).

### **7.2.2 Theoretical implications**

The present study makes a number of contributions to the theory of teaching. From the CRT perspective, by drawing on the cultural features of Muong people, the study provides a method to create a safe learning environment for Muong students (Figure

7.1). Gestures to show the friendliness were combined for a safe learning environment. The safe learning environment plays a key role in motivating students to learn. For Muong students, possibly, the learning environment represents ‘two sides of the coin’. If respectful and friendly relationships are maintained in the learning environment, their participation improves. In contrast, if the learning environment lacks respectful and friendly relationships this will possibly have negative impacts on students’ participation.

The study identified a method to foster a positive attitude toward learning for Muong students by using their learning preferences as a conduit for learning activities (Figure 7.1). The use of this CRT model in the ELL classes improved Muong students’ verbal participation, attitude toward and confidence in ELL, and thus their competence has been positively changed. This study, to the best of my knowledge, is the first to investigate CRT for Muong students in any educational context in Vietnam. Particularly, it lends support to the theory of CRT given by Gay (2010) and Ginsberg and Wlodkowski (2009) in that it shows knowledge of how to make the learning more effective for students from a particular group. Further, it offers an understanding of the relation between culture and teaching, and how to use this to motivate adult students to participate in learning in a tertiary context. In this way, the study provided a clear example of what CRT looks like in the classroom in a specific context, which responded to the discussion recently raised by Edwards and Edick (2012) that despite “a growing body of research discusses the need for culturally responsive teaching, what does it look like in the classroom and how do we provide specifically examples for implementation?” (p. 2). Also by this means, the study minimized the objections about the negative impacts of CRT on students’ learning (Section 2.3.4).

### **7.2.3 Pedagogical implications**

With regard to teaching, the results of this study suggest implications for pedagogy in teaching English to Muong students. Firstly, the present study found that the experimental teacher’s interactions, using Muong students’ culture and learning preferences, helped Muong students feel more comfortable, less anxious, and more

open to participate in learning (Section 6.1). Further, this helped Muong students feel respected and connected in the classroom (6.2.6), which fostered their attitude toward learning (Ginsberg & Wlodkowski, 2009). This finding calls for an enhancement of the teacher's awareness with regard to the Muong students' culture, and use of this knowledge to mediate the interaction with Muong students in the classroom. To a broader extent, it is important for the teacher, especially those teaching in the context of ethnically diverse students, to have an understanding about their students' culture and learning preferences. More importantly, this understanding could provide a crucial key to educators in other educational contexts in the mountainous locations of Vietnam where people from different ethnic minorities are living, to reduce the challenges that these students often face in the classroom.

Secondly, this study found that the students participated more in the lessons that included various interactions with their friends in the learning activities. This result was associated with the teaching strategies such as CL, topics close to the students' life, painting, and extra-curricular learning materials, which provided more chances and more interest to practise English language skills. This finding implies that the teacher's practices should be contextualised to be appropriate for the Muong students' needs. Further, it would be more effective if teachers could contextualize their teaching practices to be appropriate for not only Muong students but also for students from other cultural groups. It is very necessary in educational contexts especially in the mountainous areas of Vietnam where 54 ethnic minority groups are living.

Thirdly, the findings of this study revealed that the teacher's perceptions about culture could influence her acts in the teaching process. The findings of this study showed that the experimental teacher felt hesitant when applying the Muong cultural behaviour of 'patting on students' shoulders' to create an atmosphere of feeling of friendliness in the classroom. Although she thought she could do it, in practice she felt challenged. As she explained, this was because she was from the Kinh dominant culture, and she used to think that there should be a distance between the teacher and students. Hence, it could be necessary to attend to the conflict between the teacher's culture and students'

culture when applying CRT. In this study, the teacher faced this challenge in the first few weeks of the intervention. As the lessons proceeded, she felt more comfortable to pat on students' shoulders. It is suggested that if the teacher managed to apply an act regularly in teaching, and had confidence that the act was suitable, it would be less challenging.

Fourthly, it is suggested that the initial implementation of CRT should be supported by others. The success of the intervention in this study could be partly due to the fact that the teacher was supported by the researcher. The discussion of the teaching strategies, planning lessons, and CL activities helped the teacher develop a thorough understanding of CRT. The regular feedback from the researcher helped the teacher adjust her teaching to be consistent with the learning context whenever possible. Therefore, if applying CRT, it is suggested that teachers should have high volition and very clear aims for their teaching. It is crucial that teachers have regular feedback, possibly from others with expertise, from students, and from themselves, so that the CRT is regulated to be appropriate for the reality of the classroom. This also provides opportunities for students' voices, so that they can feel included in the learning process.

With regard to professional development for Vietnamese teachers of English, the findings of this study suggest CRT could be a bridge to successful application of communicative language teaching (CLT) in English language classes, which has previously been considered not appropriate for learners in Vietnam (Canh, 1999; Hiep, 1999). This study reveals that the culture and learning preferences of Muong students were, to a certain extent, supportive of CLT. For example, the preference for 'working together' of the Muong students can support the particular classroom organization of CLT, pair work and group work, which is to develop the interaction between students (Section 1.1). Further, the preference 'use extra-curricular learning materials and topics close to real life' in the learning of the Muong students can be appropriate for the feature of the CLT that requires the teachers to use authentic materials as an addition to the textbook to encourage students' participation (Brandl, 2008; Richards, 2006). This appropriateness suggests feasibility for a CLT which is culturally responsive to Muong

students. The result of this study reveals that ELT for Muong students need to consider their culture. Applying a new teaching approach in ELT in Vietnam could fail to meet the needs of improving students' learning without consideration of the students' culture. This concurs with Wlodkowski's (2008) notion that any new teaching approaches should consider cultural practices and cultural context. Furthermore, Vietnamese teachers of English should be aware of the need to develop materials relevant to the local context as a way to motivate students to participate in learning. The results of this study lend support to the view that CLT focuses "greater attention on diversity among learners and viewing these differences not as impediments to learning but as resources to be recognized, catered to, and appreciated" (Jacobs & Farrell, cited in Richards, 2006, p. 24). The present study responds to the need for a culturally-adapted communicative approach which can work well in Vietnamese classrooms (Canh, 1999).

With regard to different areas of research, findings of this study may be applied to disciplines other than ELL. CRT for Muong students, therefore, could be applied to different subjects and different settings where Muong students are in the majority. The fact is that Muong people live not only in the location where this study was carried out, but also in the other regions of Vietnam.

This study informs educational leaders in Vietnam about CRT as one feasible practice to encourage teachers to improve the quality of education for ethnic minority students while also enhancing others' learning. The knowledge of CRT provided in this study could help educational leaders to create supportive policies for the transfer of CRT in the contexts of ethnic minority students. My experience in teaching reveals that it appears to be hard for class teachers to apply a new teaching method if this is not the official requirement from the leaders. Therefore, the leaders' support is essential to motivate teachers to practise CRT in their lessons.

This study gives support to the policy of improving education for students of minority groups, which is implemented every academic year; for example, most recently Vietnam MOET indicated that:



Priority is given to developing education and training for ethnic minority groups in mountainous areas, in order to minimize the distance between the educational quality in these areas and in the urban areas; ensure the conditions for developing sustainable education in order to stabilize politics in the ethnic minority areas. (Vietnam MOET, 2012, para. 3)

From the social perspective, the present study makes a significant contribution not only to the educational development of the Muong ethnic minority group but also to other ethnic minority groups in Vietnam. CRT methodologies for Muong students are necessary for the improvement of educational quality in the location of the present study and in the nation in general. Improving the quality of education is one way to eradicate poverty for minorities (McDougall, 2010). CRT for Muong students lends support to the discussion about improving education for ethnic minority students in Vietnam by equipping teaching staff with specific pedagogical knowledge of a minority group (Vy, 2013) and a process by which similar knowledge could be determined for other groups.

### **7.3 Limitations of the study**

The main limitations of this study were in relation to the design of data collection instruments, the choice of participants, the study design, and the implementation of intervention.

Firstly, the instruments used for data collection were not without problems. For instance, the three focus group interviews with Muong villagers did not provide as much information as expected. The researcher tried to make the interview as natural as possible so that the villagers felt comfortable to respond. However this appeared to cause the interview conversation to move off the topic. The participants made jokes while interviewing, and even spent time singing Muong songs to the guests. To solve this problem, the follow-up individual interviews were conducted with Muong villagers of one group to gather more information for the study. What is more, the use of the camera, although it was moved as quickly as possible, could not capture the acts of all

target students in the classroom at the same time. This was due to the requirement for students to move regularly in the learning activities, therefore, target students moved to different places so the camera also needed to be moved. This shortened the time for recording the students' participation.

Secondly, generalizations about Muong culture were made but the choice of Muong participants was not representative of the whole population. The study selected elders with the expectation that these participants maintained the cultural values better than the younger people, but as cultures change with time there is a potential disconnect between the elders' and the younger students' views. Furthermore, although the researcher tried to make a balance between the male and female population of the village participants for focus group interviews, on the day of the interview, only one male participant attended the first group.

Thirdly, the use of a quasi-experimental design could create concerns of internal validity. For example, the difference in personality of the participants could influence the results of the study. The usual interaction of the control teacher, the rising tone of voice and use of strong words to criticize students' mistakes, could be one factor that influenced learning results of the control class which were less effective (Section 5.2.4). The control teacher appeared to be strict and in the lessons she was rarely friendly nor showed encouragement to students. Next, as the personality of the target students of the two classes may have been different, for example, the 'more talkative' or 'less talkative' of the target students could sometimes depend not only on the learning environment but also on the students' personality, the comparisons of the target students' participation between the two classes should be treated with caution. Thus, regarding the students' interaction in learning, the study focused on a comparison between stages of each target student in one class, rather than making a comparison between students of the two classes.

Lastly, the intervention itself had some unanticipated problems when implemented. First, during the intervention lessons, the students interacted a lot out of interest in the

lessons, which created problems for the researcher of this study to filter the voice of target students in the audio-recording. After that situation target students were asked to keep the recorder closer to themselves so that the voice could be recognized more easily. Second, the researcher sometimes forgot the role of cameraperson because of the practical situation. During the intervention lesson, the researcher stopped videoing to assist the teacher to give instructions for a difficult task. At that time the researcher thought of the effect of the lesson more than her task of videoing. It is possible that the research process was affected by the researcher's previous role as a teacher. This could be minimized by (1) preparing instruction for difficult tasks more carefully before the class, and (2) setting up another camera to assist. So, more than one camera used in the intervention could be very helpful to capture behaviour and body language of all four target students at the same time, so that more evidence for students' participation would be provided. Third, the timing was also one consideration in the intervention. During the intervention, the teacher needed more time than usual for students to practise speaking; more time for lesson planning; and more time for students to become familiar with the learning activities. This challenged the teacher for a couple of weeks at the beginning of the intervention. Although the timing issue lessened as the teacher became more familiar with the intervention process, it would be more effective and convenient for the teacher if the syllabus design allowed more time for students to orally practise the language. Most importantly, the teacher in general needs to regulate the teaching, for example, what students can do individually could be tasks for homework, so that students would have more time for interaction in the classroom.

#### **7.4 Suggestions for further research**

Further research might consider and clarify the cultural differences between Muong students and non-Muong students. As mentioned earlier in the findings chapter (Chapter 6), non-Muong students showed improvement in post-test scores and the attitude toward ELL. As this study focused on using CRT for Muong students, it could be interesting to know (1) whether there was any relation between CRT for Muong students and the ELL of non-Muong students in the location of the research, and (2) to

what extent could this CRT be congruous with non-Muong students, who are from Kinh dominant and other minority groups in the location.

With regard to the Muong students' ELL competence, this study has just explored data from test scores. The other sources of data, such as Muong students' use of English in the interaction in the audio-recordings, could be explored for evidence of their English language competence by using conversation analysis methodology. It would be useful if further research could provide a fuller understanding of the impact of CRT on Muong students' English language competence by addressing this.

The present study found a significant improvement in the ELL of Muong students as an impact of the CRT. It could be crucial, therefore, for further research to explore the use of CRT in order to improve learning in other areas for Muong students. Furthermore, it would be useful if future research were to focus on using CRT to improve learning for students of other ethnic minorities in the mountainous areas of Vietnam.

Unanticipated responses from the interviews with Muong villagers and Muong college teachers revealed that Muong people like singing and reading poems when they feel comfortable with their guests. I noticed that these could be a part of Muong culture, however due to the limited timeframe of the intervention, the present study did not explore these cultural factors as teaching strategies. Therefore, it could be interesting if further study was to explore and bring the Muong songs and poems into classroom practices to further involve Muong students in learning activities. For example, in English language classrooms, Muong songs could be used in warm-up activities or further practice activities, such as translating lyrics of Muong songs into English and then singing them using the Muong melody. As a teacher when I required my students to translate Vietnamese lyrics into English and then sing using the Vietnamese melody, they became very interested, which indicates the potential for integrating this type of activity to motivate Muong students to learn.

## 7.5 Conclusion

*Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty - Albert Einstein*

Doing this research supported my belief about teaching that there is a connection between the inner world of human experience and action. I used to believe that the experience of being a Muong student could help me lessen the challenges with Muong students that I used to face in the teaching. This study has shifted my perception of teaching methodology, that the experience itself was not enough to improve the situation. In other words, my experience was just experience and less meaningful if it had not been associated with others in the same context and then combined with systematic actions. This reminds me of a Muong saying: “*Một người đàn ông không làm nổi nhà, một người đàn bà không làm nổi khung dệt*” (which means: A man cannot make a house, a woman cannot make a loom) which could be true in my situation in relation to the cooperation with others to understand more about the nature of the experience in learning. In other words, it helped me explore the process of knowing myself, discovering others, constructing my own thoughts and beliefs about associations between Muong culture and Muong students’ learning (Gallavan, 2005).

The intervention of this study has offered me insight into the development of Muong students’ learning under CRT methodologies. It could be seen from the change of attitude (students felt more comfortable in the classroom), to the change of the participatory behaviour (students engaged and interacted more with friends), and further, to the change in confidence in learning (students offered to give feedback to the teacher’s complicated instructions), and competence (students got significantly higher test scores). What surprised me was that I also saw the positive change in the learning of non-Muong students. I felt pleased to see the teacher’s interest in and use of CRT even once the intervention had finished. Further, she admitted that after the intervention she had more understanding about cooperative learning. This reinforced my belief about the feasibility of a teaching approach that is culturally responsive to Muong students, specifically in ELL in a tertiary context where Muong students

constituted the majority. As a Muong teacher, I myself felt relevant and connected to Muong culture when conducting this study. It is reasonable to say, this feeling of relevancy inspired me to complete the exploration of teaching methodologies that are appropriate for Muong students. I would like to share the following statement of a Muong student to the teacher in the last lesson of the intervention to conclude the thesis:

Teacher, we want you to continue teaching in our class. Only you can understand us and provide us with the opportunities that we are interested in. (L20 - EAR1)

I believe this is true as the Muong people say “*Yêu trẻ, trẻ đến nhà. Yêu già, già để tuổi cho*” (If you love children, they will come to you. If you love the elders, you will live longer). If you put your heart and soul into your teaching, your students will learn with their heart and soul. For me the Muong student’s statement partly reveals the achievement of the intervention, because it had been begun with researcher’s love of teaching and with the teacher’s volition to change teaching practice. Last but not least, it discloses the on-going needs of the Muong students in particular and of other students in general, for teaching strategies appropriate for their learning and their academic goal achievement, needs that are urgent for us to address.

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## APPENDICES

### **Appendix A: Sample ethics forms (Letter, Information sheet, and consent form to Muong villages)**

#### **A1. Letter to leaders of Muong villages**

**Subject:** Asking for permission to conduct research

Dear Sirs/Madams,

I am a doctoral student at Faculty of Education, Victoria University of Wellington in New Zealand. As part of my degree I need to undertake a research in Muong villages. I am writing to ask for your permission to undertake the research at your village from January 2011 to July 2011.

The purpose of my research is to investigate the use of culturally appropriate strategies for teaching English language to Muong ethnic minority students at a tertiary institution, Vietnam. The research process will be undertaken in the following manner:

- Visiting the village: I will pay an initial visit to your village to have a meeting with you and arrange another meeting with village elders, once the permission is granted;
- Meeting with village elders: In this meeting all participants will be fully provided with necessary information about the research for their consideration. Their participation will be voluntary, and they may withdraw from the research at any time of the research process. Once the permission is granted, I will obtain consent forms from participants and arrange the next meeting in order to collect data;

- Collecting data: I will conduct a focus-group interview with participants. The participants will be asked about the cultural communication dimensions of the Muong people. The interview may take about an hour.

For more information about the procedures of my data collection, please find the Research Information Sheet attached.

This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee. All the identities and information related to the participants and your village will be kept confidential. Any information in the research will be used strictly by me and my supervisors. Please find the contact details in the Research Information Sheet attached.

For further information, please do not hesitate to contact me at the telephone number: +84 218 3893026; or my email: [tuyenbuithikim@gmail.com](mailto:tuyenbuithikim@gmail.com)

I would appreciate if my request could be considered.

Yours sincerely,

Bui Thi Kim Tuyen

## **A2. Research information sheet**

(Given to participants – villagers)

Dear.....,

I am a doctoral student at Faculty of Education, Victoria University of Wellington in New Zealand. As part of my degree I would like to undertake a research in your village. The purpose of my research is to investigate the use of culturally-appropriate strategies for teaching English language to Muong ethnic minority students at a tertiary institution, Vietnam.

I would like to invite you to participate in this study. I highly appreciate your participation and cooperation in my study.

The study involves two phases. Phase One includes collecting interview and questionnaire data. The result of Phase One will be used to design culturally-appropriate strategies for teaching English language to Muong students. These strategies will be applied in the intervention of Phase Two. The focus of the research will be on whether the strategies have any impacts on Muong students' English language learning.

If you agree to participate in this project, you will take part in a focus-group interview, which will last for about an hour and will be audio-taped. You will be asked about the cultural communication dimensions of the Muong people. You will be given the chance to check the transcript after the interview is completed.

Please be aware that your identity will be protected at all stages of the research. This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee. Any information obtained from the interview will be kept confidential, and only accessed by me, interview participants, and my supervisors. The data will be securely stored and destroyed 3 years after the conclusion of the research.

During the interview, if you feel hesitant or uncomfortable you may decline to answer any particular question(s) and may withdraw from the research at any time before the data is analysed (March 2011). Your participation is voluntary.

If you are willing to take part in this research, please read this information sheet carefully before signing the consent form enclosed.

Should you have further queries, please do not hesitate to contact me at the telephone number: +84 218 3893026; or at my email: [tuyenbuthikim@gmail.com](mailto:tuyenbuthikim@gmail.com). You can contact my supervisors, Dr Liz Jones at [liz.jones@vuw.ac.nz](mailto:liz.jones@vuw.ac.nz), or Dr Robin Averill at [robin.averill@vuw.ac.nz](mailto:robin.averill@vuw.ac.nz)

If you have any ethical concerns about this research please contact Dr Allison Kirkman, Chair of the Victoria University of Wellington Human Ethics Committee at [Allison.Kirkman@vuw.ac.nz](mailto:Allison.Kirkman@vuw.ac.nz)

Yours sincerely,

Bui Thi Kim Tuyen

### A3. Participant Consent Form

(Given to Muong villagers)

**Title of project:** An investigation into the use of culturally-appropriate strategies for teaching English language to Muong ethnic minority students at a tertiary institution in Vietnam.

*Please tick the box:*

- I have been given and have understood an explanation of this research project.
- I have had an opportunity to ask questions and have them answered to my satisfaction.
- I understand that I may withdraw myself from this project at any time before the data is analysed (March 2011).

I understand that agreeing to take part means that I am willing to *(please tick the box)*:

- Answer the questions and discuss the answer in the focus-group interview.

I understand that *(please tick each box)*:

- Any information I provide will be kept confidential to the researcher and the supervisor; the published results will not use my name
- The data I provide will not be used for any other purpose or released to others without my written consent
- I will have an opportunity to check the transcripts of the interview before publication
- The study data will be destroyed 3 years after the conclusion of the research
- My participation is voluntary

- I consent to be involved in this research project.

Signed: \_\_\_\_\_ date: \_\_\_\_\_ Name of participant: \_\_\_\_\_

- I would like to receive a summary of the results of this research when it is completed.

Address to which the research findings should be sent:.....

## **Appendix B: Information sheet and consent form to Muong college teachers**

### **B1. Research information sheet**

(Given to participants – the Muong college teachers)

Dear.....,

I am a doctoral student at Faculty of Education, Victoria University of Wellington in New Zealand. The purpose of my research is to investigate the use of culturally-appropriate strategies for teaching English language to Muong ethnic minority students at a Vietnamese tertiary institution.

I would like to invite you to participate in this study. I highly appreciate your participation and cooperation in my study.

The study involves two phases. Phase One includes collecting interview and questionnaire data. The result of Phase One will be to design culturally-appropriate strategies for teaching English language to Muong students. These strategies will be applied in the intervention of Phase Two. The focus of the intervention will be on whether the strategies have any impacts on Muong students' English language learning.

If you agree to participate in this project, you will take part in an individual interview, which will last for about twenty minutes and will be audio-taped. You will be asked about cultural communication dimensions that you have experienced in your student life, and if these have any influences on your tertiary learning. You will be given the chance to check the transcript after the interview is completed.

Please be aware that your identity will be protected at all stages of the research. This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee. Any information obtained from the research process will be kept

confidential, and only accessed by me and my supervisors. The data will be securely stored and destroyed 3 years after the conclusion of the research. During the research process, if you feel hesitant or uncomfortable you may decline to answer any particular question(s) and may withdraw from the research at any time. Your participation is voluntary.

If you are willing to take part in this research, please read this information sheet carefully before signing the consent form enclosed.

Should you have further queries, please do not hesitate to contact me at the telephone number: +84 218 3893026, or my email: [tuyenbuithikim@gmail.com](mailto:tuyenbuithikim@gmail.com). You can contact my supervisors: Dr Liz Jones at [liz.jones@vuw.ac.nz](mailto:liz.jones@vuw.ac.nz) and Dr Robin Averill at [robin.averill@vuw.ac.nz](mailto:robin.averill@vuw.ac.nz). If you have any ethical concerns about this research please contact Dr Allison Kirkman, Chair of the Victoria University of Wellington Human Ethics Committee at [Allison.Kirkman@vuw.ac.nz](mailto:Allison.Kirkman@vuw.ac.nz)

Yours sincerely,

Bui Thi Kim Tuyen



## B2. Participant Consent Form

(Given to Muong college teachers)

**Title of project:** An investigation into the use of culturally-appropriate strategies for teaching English language to Muong ethnic minority students at a tertiary institution in Vietnam.

*Please tick the box:*

- I have been given and have understood an explanation of this research project.
- I have had an opportunity to ask questions and have them answered to my satisfaction.
- I understand that I may withdraw myself from this project at any time before the data is analysed (May 2011).

I understand that agreeing to take part means that I am willing to *(please tick the box)*:

- Participate in an individual interview of approximately 20 minutes.

I understand that *(please tick each box)*:

- Any information I provide will be kept confidential to the researcher and the supervisor; the published results will not use my name
- The data I provide will not be used for any other purpose or released to others without my written consent
- I will have an opportunity to check the transcripts of the interview before publication
- The study data will be destroyed 3 years after the conclusion of the research
- My participation is voluntary

- I consent to be involved in this research project.

Signed: \_\_\_\_\_ date: \_\_\_\_\_ Name of participant: \_\_\_\_\_

- I would like to receive a summary of the results of this research when it is completed. Address to which the research findings should be sent:

.....

## **Appendix C: Sample Information sheet and consent form for students participants**

### **C1. Research information sheet**

(for student participants)

Dear.....,

I am a doctoral student at Faculty of Education, Victoria University of Wellington in New Zealand. As part of my degree I wish to undertake research in your English language lessons. The purpose of my research is to investigate English language teaching in a Vietnamese tertiary institution.

The focus of the study will be on whether the specific new teaching strategies have any impact on the English language learning.

I would like to invite you to participate in this study. I highly appreciate your participation and cooperation in my study.

If you agree to participate in this project, you will be asked to

- answer two questionnaires
- be video-recorded or observed during English language lessons
- allow the researcher to use the result of your oral progress tests and end-term tests of English language subject in academic year 2011-2012
- You may be asked to be audio-recorded during the English language lessons.

You will be able to sit out of view of the video if you prefer. You will be given an opportunity to view the video footage and remove anything you are uncomfortable with.

Your teacher may be incorporating new strategies developed to help your English learning and negative effects on your learning are not anticipated. I will be using your test results for the purpose of the study only. Your identity will be protected at all stages of the research. This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee. Any information obtained from the questionnaire, video-recording, audio-recording, and tests will be kept confidential, and only accessed by me and my supervisors. The data will be securely stored and destroyed 3 years after the conclusion of the research. During the research process, if you feel hesitant or uncomfortable you may decline to answer any particular question(s) and may withdraw from the research at any time until data collection is completed. Your participation is voluntary.

If you are willing to take part in this research, please read this information sheet carefully before signing the consent form enclosed.

Should you have further queries, please do not hesitate to contact me at telephone number: +84 218 3893026; or email: [tuyen.bui@vuw.ac.nz](mailto:tuyen.bui@vuw.ac.nz). You can contact my supervisors: Dr Liz Jones at [liz.jones@vuw.ac.nz](mailto:liz.jones@vuw.ac.nz) and Dr Robin Averill at [robin.averill@vuw.ac.nz](mailto:robin.averill@vuw.ac.nz). If you have any ethical concerns about this research please contact Dr Allison Kirkman, Chair of the Victoria University of Wellington Human Ethics Committee at [Allison.Kirkman@vuw.ac.nz](mailto:Allison.Kirkman@vuw.ac.nz)

Yours sincerely,

Bui Thi Kim Tuyen

## C2. Participant Consent Form

(for student participants)

**Project:** An investigation into the English language teaching in a Vietnamese tertiary institution.

*Please tick the box:*

- I have been given and have understood an explanation of this research project.
- I have had an opportunity to ask questions and have them answered to my satisfaction.
- I understand that I may withdraw myself from this project at any time until data collection is completed.

I understand that agreeing to take part means that I am willing to *(please tick each box):*

- Answer two questionnaires
- Allow the researcher to use my test results of English language subject of the academic year 2011-2012
- Be video-recorded during English language lessons
- Be observed during English language lessons
- Be audio-recorded throughout the intervention

I understand that *(please tick each box):*

- Any information I provide will be kept confidential to the researcher and supervisors; the published results will not use my name
- The data I provide will not be used for any other purpose or released to other without my written consent
- The study data will be destroyed 3 years after the conclusion of the research
- My participation is voluntary
- I consent to be involved in this research project.

Signed: \_\_\_\_\_ date: \_\_\_\_\_ Name of participant \_\_\_\_\_

- I would like to receive a summary of the results of this research when it is completed. Address to which the research findings should be sent:  
.....

## **Appendix D: Questions of focus-group interview with Muong villager**

### **D1. Prompts for interview questions**

1. How do Muong people show their feeling when they meet other Muong/ non-Muong people?
2. How do they show their warmth/closeness?
3. In Muong community, do Muong people like doing things/play/live alone or with others?
4. In what kinds of job do Muong often do together? Can you give example?
5. What do Muong do to orient toward achieving personal goals for purpose of pleasure, autonomy, and self-fulfilment?
6. What about orienting toward achieving group goals, for the purpose of group well-being, relationships, and togetherness?
7. How do Muong people behave when they meet the opposite sex?
8. Which types of expressions and interactions are permitted with strangers or acquaintances of the opposite sex?
9. To what extent is the relationship between parents and children/ husband and wife/ The old – the young?
10. How Muong people show respects to their children/children's opinion/children's decision? Can you give examples?
11. What do you think about special meaning of nonverbal communication styles, such as a gesture, a smile, or a glance?
12. What other nonverbal types do Muong use in communication?
13. In what situations of communication do Muong people often keep silent?
14. When do Muong feel free to share ideas/to talk with non-Muong people?

## **D2. Follow-up questions for follow-up individual interviews (with Muong villagers)**

1. How did you learn daily activities? Who taught you or did you learn by yourself?
2. In the community, what are the ways of learning handed down through the generations? (by observation? by participation? by doing it himself/acting)
3. In the community, do children learn about life and community and family from their parents, relations and community members?
4. Do children learn those by people they know well or people they don't know well?
5. How is the learning passed on?
6. In the learning process, is encouragement, incentives, or punishment used? Are different groups of children encouraged to all learn the same things or are different knowledges passed on to different groups e.g. boys and girls?
7. Which school did you go to?
8. What knowledge was taught at school?
9. How was the knowledge taught?
10. Please describe your experience of schooling. Which learning and teaching styles did you find most useful? /do you think would be useful?
11. What knowledge have you found valued so far? Why?
12. Are there any similarities and differences between community and school learning? What do you think about this? Were these positive or negative for your school learning?

## **Appendix E: Questions for individual interview (with Muong college teachers)**

### **Prompts for interview questions**

1. Which university were you in? What majority?
2. Please describe the kinds of classes that you have experienced (Group learning/individual learning...)
3. Describe the relationship between teachers and students in your classroom
4. How did you feel about it?
5. In what situations of your studying did you feel free to share ideas with your friends or teachers?
6. Which learning activities did you like most or made you feel comfortable/motivated? Why?
7. In what situations of your student life did you use to keep silent?
8. What did your “silence” mean?
9. In what situations of your student life did you feel isolated (in learning process, discussion, daily situation...)?
10. What have you done to deal with that?
11. How did you feel in a very strange place/non-Muong place, such as at your former university? (Was it comfortable for you to communicate with non-Muong people? Why/Why not?)
12. What did you do to join people there?
13. What did you use to expect from your friends/teachers about their relationship/behaviour/attitude?

**Appendix F: Questionnaire for student participants (Phase One)**

The purpose of this questionnaire is to explore your interests, needs, language learning activities and methods of learning that you find most useful for your learning of the English language.

This questionnaire will be used for the purpose of the research only. Any information in the questionnaire will be kept confidentially. Your honest responses would help with designing learning activities which work best for you.

**A. General information**

Please tick ( ✓ ) in the box that you find most appropriate, or complete your answers in the gaps provided

- a. I am  Male  Female
- b. I am ..... years old
- c. I am ..... (ethnicity)

**B. Detail information**

**1. Learning topics**

*This table would help me know which speaking topics you are interested in. Please circle the number indicating how interested you are in each topic when you are learning the English language, and complete your answers in the gaps provided.*

Topics about ...	Have experienced this topic in English learning ( ✓ or x)	Not at all interested in	Not interested in	Interested in	Very interested in
social issues (economy, politics, education, environment...)		1	2	3	4
recreation (music, arts, sports, fashion, festivals, games...)		1	2	3	4
the world around you (your college, jobs, tourism, people, places...)		1	2	3	4
yourself (your hobby, your possession, your study, your appearance...)		1	2	3	4
Your ethnic customs and tradition		1	2	3	4
Others' ethnic customs and traditions		1	2	3	4
others (please specify) .....		1	2	3	4
others (please specify) .....		1	2	3	4

My most favourite topic is..... because.....



## 2. Learning activity styles

Please circle the number indicating how helpful each learning activity style is for you when you are learning English language, and complete your answers in the gaps provided.

Learning activity styles	Very unhelpful for me	Unhelpful for me	Helpful for me	Very helpful for me
Discussion	1	2	3	4
Discuss and report	1	2	3	4
Telling stories	1	2	3	4
Role-play	1	2	3	4
Problem-solving	1	2	3	4
Debate	1	2	3	4
Information-gap	1	2	3	4
Free conversation	1	2	3	4
others (please specify) .....	1	2	3	4
others (please specify) .....	1	2	3	4

My most helpful style is .....because.....

## 3. Methods of learning

Please circle the number indicating how helpful each method of learning is for your learning of English language, and complete your answers in the gaps provided.

Method of learning	Very unhelpful for me	Unhelpful for me	Helpful for me	Very helpful for me
Learning by observation	1	2	3	4
Learning by practice	1	2	3	4
Learning by listening to the lecture	1	2	3	4
others (please specify) .....	1	2	3	4
others (please specify) .....	1	2	3	4

My most helpful method is learning by ..... because .....

#### 4. Learning materials

*Please circle the number indicating how helpful each type of learning materials is for your learning of English language, and complete your answers in the gaps provided.*

Learning materials	Very unhelpful for me	Unhelpful for me	Helpful for me	Very helpful for me
Textbook	1	2	3	4
Authentic materials (news/articles from newspapers and journals)	1	2	3	4
Visual aids	1	2	3	4
Audio/video products	1	2	3	4
<i>others (please specify) .....</i>	1	2	3	4
<i>others (please specify) .....</i>	1	2	3	4

My most helpful learning material is .....because.....

#### 5. Practice of oral tasks

*Please circle the number indicating how helpful each type of practice is for your learning of English language, and complete your answers in the gaps provided.*

Types of practice	Very unhelpful for me	Unhelpful for me	Helpful for me	Very helpful for me
Individual practice	1	2	3	4
Practice in pairs	1	2	3	4
Practice in small groups	1	2	3	4
Table-sheet: Individual brainstorm - write individual idea - discuss in small group	1	2	3	4
<i>others (please specify) .....</i>	1	2	3	4
<i>others (please specify) .....</i>	1	2	3	4

My most helpful type of practice is .....because .....

**6. Performance of oral tasks**

*Please circle the number indicating how helpful each type of performance is for you, and complete your answers in the gaps provided.*

Types of performances	Very unhelpful for me	Unhelpful for me	Helpful for me	Very helpful for me
Individual performing	1	2	3	4
Pair performing	1	2	3	4
Group performing	1	2	3	4
<i>others (please specify) .....</i>	1	2	3	4
<i>others (please specify) .....</i>	1	2	3	4

My most helpful type of performance of oral tasks is.....because  
 .....

**7. The teacher's support**

*Please circle the number indicating how helpful the teacher's support is for your better learning of English language, and complete your answers in the gaps provided.*

The teacher's...	Very unhelpful for me	Unhelpful for me	Helpful for me	Very helpful for me
Grammar structures	1	2	3	4
How to give an oral performance	1	2	3	4
Sample demonstration	1	2	3	4
Mistake correction	1	2	3	4
<i>others (please specify) .....</i>	1	2	3	4
<i>others (please specify).....</i>	1	2	3	4

My oral performance would be most effective when receiving the teacher's support in  
 .....because.....

**8. The teacher's attitudes and behaviours to your learning of English language**

*Please circle the number indicating how important the teacher's attitudes and behaviours are for your better learning of English language, and complete your answers in the gaps provided.*

The teacher's...	Not at all important	Not important	Important	Very important
respectfulness	1	2	3	4
care	1	2	3	4
love	1	2	3	4
sharing	1	2	3	4
treating fairly	1	2	3	4
understanding	1	2	3	4
encouragement	1	2	3	4
punishment	1	2	3	4
<i>others (please specify) .....</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>others (please specify) .....</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>

The most important attitude/behaviour of the teacher for my learning of English language is ..... because .....

**9. The peers' attitudes and behaviours to your learning of English language**

*Please circle the number indicating how important your peers' attitudes and behaviours are for your better learning of English language, and complete your answers in the gaps provided.*

The peers' ...	Not at all important	Not important	Important	Very important
respectfulness	1	2	3	4
care	1	2	3	4
love	1	2	3	4
sharing	1	2	3	4
treating fairly	1	2	3	4
understanding	1	2	3	4
encouragement	1	2	3	4
<i>others (please specify) .....</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>others (please specify) .....</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>

The most important attitude/behaviour of the peers for my learning of English language is ..... because.....

*Thank you for your cooperation!*

## Appendix G: Sample codes

### G1: Sample codes for interview data of Phase One (with Muong villagers and teachers)

Categories	Codes	Sources	References
Classroom model		5	5
Emotional expectation			
	To be encouraged	3	5
	to be respected and treated fairly	3	6
	To be supported	3	3
	To be understood and cared for	4	7
Learning preference			
	Group learning, fieldtrip, practice, extra-curricular activities	3	5
	Topic relevant to life and culture	3	4
Not confident in learning due to the unconnected feeling		4	5
Overcome the challenges in a new learning environment		5	9
Silence in learning			
	Silence due to difficult content	3	5
	Silence due to the peers' competitive behaviours	3	3
	Silence due to the pressure made by the teacher	2	2
	Silence due to the scare of making mistakes and face keeping	3	4
	Silence due to the thoughts that idea was repeated or not important	2	2
Student-teacher relationship experienced		4	6

## G2: Sample codes of audio-recording data of Phase Two (target Muong students)

	Categories of interaction	Codes	Sources	References	
Comparison of utterances between groups A pre-intervention lesson Cont. class	Interaction with teacher	To answer teacher's questions	1	1	
		To ask for new words	1	1	
	Interaction with peers	For off-task talk	1	2	
		To plan the task	1	1	
	Exp. class	Interaction with teacher	To answer teacher's questions	1	4
			To ask for new words	1	1
Interaction with peers		To ask for new words and grammar	1	6	
		To explain new words	1	1	
		For off-task talk	1	2	
	To plan the task	1	1		

### G3: Sample codes for interview data of Phase Two (with the experimental teacher)

Categories	Codes	Sources	References
Challenges of the application	- Adjusting time for speaking skill	2	4
	- Time for planning lessons	2	2
	- Time to get familiar with the teaching strategies at the beginning of the application	1	1
	- Use of patting on students' shoulder and the impact of Kinh cultural thoughts	1	1
General opinions about teaching strategies	- Other teachers' feedback about the teaching strategies	1	2
	- Students' feedback about the teaching strategies	1	1
Impacts on students' learning	- Attitude	1	4
	- Behaviour (participation)	1	7
	- Competence (speaking ability in class, test result)	2	4
	- Confidence	1	4
Impacts on teacher's teaching	- Impact on teacher's teaching habit	2	3
	- Impact on teacher's thoughts of teaching strategies	1	1
Intervention	- Cooperative learning	1	2
	- Using students' preferences	1	1
Normal teaching	- Teacher's perceptions about the textbook and the application of CLT	1	1
	- Teacher's understanding of the Muong culture	1	1

## Appendix H: Sample Information sheet and consent form to teachers

### H1. Research information sheet

(for the experimental teacher) <sup>3</sup>

Dear.....,

I am a doctoral student at Faculty of Education, Victoria University of Wellington in New Zealand. As part of my degree I wish to undertake research in your English language lessons. The purpose of my research is to investigate the use of culturally-appropriate strategies for teaching English language to Muong ethnic minority students at a Vietnamese tertiary institution.

I would like to invite you to participate in this study. I highly appreciate your participation and cooperation in my study.

The study involves two phases. Phase One includes collecting interview and questionnaire data. The result of Phase One will be used to design culturally-appropriate strategies for teaching English language to Muong students. These strategies will be applied in the intervention of Phase Two. The focus of the intervention will be on whether the new teaching strategies have any impact on the English language learning of your students. (1)

The intervention will be an integral part of the normal teaching programme (2). If you agree to participate in this project, you will be asked to:

- carry out a teaching intervention which will involve applying culturally-appropriate strategies in teaching English language (Phase Three, from January-June 2012)(3)

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<sup>3</sup> Information sheet for the control teacher was similar but excluded the information in (1),(2), (3), (4), (5), and (6).



- plan the lessons with the researcher, using the culturally-appropriate strategies (4)
- be video-recorded or observed during English language lessons
- be interviewed after the intervention <sup>4</sup> (5)
- provide the feedback during the intervention, which will be audio-recorded (6)
- be observed prior and after the intervention
- provide test results of your students.

You will be able to sit out of view of the video if you prefer. You will be given an opportunity to view the video footage and remove anything you are uncomfortable with.

Your students will not be disadvantaged by taking part in the intervention. There will be no negative effect of participation on your students' ability to achieve to their potential in the course. The result of the students' tests will be used for the purpose of the study only.

Please be aware that your identity will be protected at all stages of the research. This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee. Any information obtained from the research process will be kept confidential, and only accessed by me and my supervisors. The data will be securely stored and destroyed 3 years after the conclusion of the research. During the research process, if you feel hesitant or uncomfortable you may decline to answer any particular question(s) and may withdraw from the research at any time until data collection is completed. Your participation is voluntary.

If you are willing to take part in this research, please read this information sheet carefully before signing the consent form enclosed.

---

<sup>4</sup> Information sheet for the control teacher was similar but excluded the information in (1),(2), (3), (4), (5), and (6)

Should you have further queries, please do not hesitate to contact me at the telephone number: +84 218 3893026, or my email: [tuyen.bui@vuw.ac.nz](mailto:tuyen.bui@vuw.ac.nz). You can contact my supervisors: Dr Liz Jones at [liz.jones@vuw.ac.nz](mailto:liz.jones@vuw.ac.nz) and Dr Robin Averill at [robin.averill@vuw.ac.nz](mailto:robin.averill@vuw.ac.nz). If you have any ethical concerns about this research please contact Dr Allison Kirkman, Chair of the Victoria University of Wellington Human Ethics Committee at [Allison.Kirkman@vuw.ac.nz](mailto:Allison.Kirkman@vuw.ac.nz)

Yours sincerely,

Bui Thi Kim Tuyen

## H2. Participant Consent Form

(for the experimental teacher)<sup>5</sup>

**Project:** An investigation into the use of culturally-appropriate strategies for teaching English language to Muong ethnic minority students at a tertiary institution in Vietnam.

*Please tick each box:*

- I have been given and have understood an explanation of this research project.
- I have had an opportunity to ask questions and have them answered to my satisfaction.
- I understand that I may withdraw myself from this project at any time until data collection is completed.

I understand that agreeing to take part means that I am willing to (*please tick each box*):

- Carry out a teaching intervention which will involve applying culturally-appropriate strategies in teaching English language to the experimental class (7)
- Be video-recorded by the researcher in class throughout the research
- Be observed by the researcher in class throughout the research
- Be observed by the researcher in the English language lessons prior and after the intervention
- Be interviewed after the intervention. (8)
- Provide the feedback of the teaching during the intervention, which will be audio-recorded (9)
- Plan lessons, using culturally-appropriate strategies during the intervention (10)
- Provide test results of my students

Allow audio-recording of my students in the English language lessons

I understand that (*please tick each box*):

- Any information I provide will be kept confidential to the researcher and supervisors; the published results will not use my name
- The data I provide will not be used for any other purpose or released to other without my written consent

---

<sup>5</sup> The consent form for control teacher was similar but excluded (7), (8), (9), and (10)

The study data will be destroyed 3 years after the conclusion of the research

My participation is voluntary

I consent to be involved in this research project.

Signed: \_\_\_\_\_ date: \_\_\_\_\_ Name of participant: \_\_\_\_\_

I would like to receive a summary of the results of this research when it is completed.

Address to which the research findings should be sent:.....

## **Appendix I: Observation sheet of target students' oral participation in an English language lesson**

**Purpose:** to record four targeted students' behaviors of oral participation in the whole-class activities of an English language lesson.

**Procedure:** For codes 1 – 5, put a mark (/) for each time the behavior takes place. For code 6, put a dash (-) along the time the posture is exhibited in the appropriate time column and at appropriate level line.

**Class:** Experimental/control                      **Size:** \_\_\_\_\_                      **Date/week** \_\_\_\_\_

**Duration:** \_\_\_\_\_

### **Behavior codes**

1. Volunteering an opinion (speak out/raise hand etc.)
2. Asking question for clarification
3. Giving feedback to the other students' opinion
4. Answering the question when being asked
5. Not answering the question when being asked
6. Exhibiting positive body language (interest and enthusiasm to learning activities, eye contact, head position, leaning forward... to show the attentive listening to the teacher and/or friend during oral activities)

Student name		Codes 1 - 5				Level of code 6	Code 6 – Minutes 1-45								
		Minutes (M) 1-15	M 16-30	M 31-45	Total		1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45
Student A (Higher-achieved)	1.					very high									
	2.					high									
	3.					medium									
	4.					low									
	5.					very low									
Student B (Higher-achieved)	1.					very high									
	2.					high									
	3.					medium									
	4.					low									
	5.					very low									
Student C (lower-achieved)	1.					very high									
	2.					high									
	3.					medium									
	4.					low									
	5.					very low									
Student D (lower-achieved)	1.					very high									
	2.					high									
	3.					medium									
	4.					low									
	5.					very low									

## Appendix J: Questionnaire for intervention

### Pre-intervention questionnaire (Q1)<sup>6</sup>

(for students' opinions of the English language teaching and learning)

This questionnaire aims to get your opinions of the English language teaching and learning that you have experienced before college and in the current English language course (11). This questionnaire will be used for the purpose of the research only. Any information in the questionnaire will be kept confidentially.

#### A. Your own information

Please tick the box that best describes yourself.

1. I am            male     female
2. I am (ethnicity) Muong  Thai  Dao  Kinh  Other  (please specify.....)

#### B. Your opinions of the English language teaching and learning

For all the items from 1 to 37, please circle the word (Yes/No) on the left columns and circle one of the numbers (1 – 5) on the right columns that best indicate your opinion:

1 = Strongly disagree (SD)	2 = Disagree (D)	3 = Agree (A)
4 = Strongly agree (SA)	5 = Don't know (DN)	

I have experienced this in English learning		I am interested in the topics relating to...	SD	D	A	SA	DN
Yes	No	1. current social issues (for example: economy, politics, education, environment...)	1	2	3	4	5
Yes	No	2. recreation (music, arts, sports, fashion, festivals, games...)	1	2	3	4	5
Yes	No	3. the world around me (my college, jobs, tourism, people, places...)	1	2	3	4	5
Yes	No	4. myself (my hobby, my possession, my study, my appearance...)	1	2	3	4	5
Yes	No	5. my ethnic customs and tradition	1	2	3	4	5
Yes	No	6. others' ethnic customs and traditions	1	2	3	4	5

<sup>6</sup> The post-intervention questionnaire was similar but excluded (11)

I have experienced this in English learning				<i>I am interested in the following types of oral activities:</i>	Q	D	A	SA	DN
Yes	No	7.	Discussion		1	2	3	4	5
Yes	No	8.	Report (after discussion)		1	2	3	4	5
Yes	No	9.	Debate		1	2	3	4	5
Yes	No	10.	Role-play		1	2	3	4	5
Yes	No	11.	Ask and answer for information-gap		1	2	3	4	5
<i>The following support of the teacher is effective to my own oral performance:</i>									
Yes	No	12.	Preparation of grammar structures for students		1	2	3	4	5
Yes	No	13.	Instruction of how to give oral performance		1	2	3	4	5
Yes	No	14.	Mistake correction		1	2	3	4	5
<i>The following method is effective to my English language learning:</i>									
Yes	No	15.	Learning by observation		1	2	3	4	5
Yes	No	16.	Learning by practice		1	2	3	4	5
Yes	No	17.	Learning by listening to the lecture		1	2	3	4	5
<i>Learning materials and activities are effective to my English language learning in the following ways:</i>									
Yes	No	18.	The combination of textbook and authentic materials (newspaper, audio, video) increases my learning interest		1	2	3	4	5
Yes	No	19.	Pairwork and groupwork increase my confidence in speaking activities		1	2	3	4	5
Yes	No	20.	The learning activities with different levels allows for my best choice		1	2	3	4	5
Yes	No	21.	Teacher asks questions appropriate for my level increases my confidence to respond		1	2	3	4	5
Yes	No	22.	My interests and experiences are addressed in the learning activities that make me more engaged		1	2	3	4	5



I have experienced this in English learning		I am confident to ...	SD	D	A	SA	DN
Yes	No	23. make connections between new and prior learning	1	2	3	4	5
Yes	No	24. cooperate with my peers in learning activities	1	2	3	4	5
Yes	No	25. speak with a partner	1	2	3	4	5
Yes	No	26. give an oral presentation to a small group	1	2	3	4	5
Yes	No	27. give an oral presentation in front of the entire class	1	2	3	4	5
Yes	No	28. respond to teachers' questions in front of the entire class	1	2	3	4	5
Yes	No	29. perform an oral test	1	2	3	4	5
<i>The teacher's attitude and behaviour in the English language lessons change my English language learning in the following ways:</i>							
Yes	No	30. The teacher's respect to students increases my interest toward learning	1	2	3	4	5
Yes	No	31. Teacher's behavior such as paying attention to students makes me feel more open	1	2	3	4	5
Yes	No	32. The teacher's patting on students' shoulders makes me feel friendly	1	2	3	4	5
Yes	No	33. I feel respected and more confident when being encouraged to express my own points of views despite of the similarity to my peers' points.	1	2	3	4	5
Yes	No	34. The comfortable learning climate and friendly relationships between the teacher and students make me feel less anxious in the lessons	1	2	3	4	5
Yes	No	35. The comfortable learning climate and friendly relationships between the teacher and students make me feel more connected	1	2	3	4	5
Yes	No	36. The connectedness makes me feel more confident in the oral activities	1	2	3	4	5
Yes	No	37. I would like to experience all of these things (demonstrated in items from 30 – 36) in the other courses.	1	2	3	4	5

*Thank you for your cooperation!*

**Appendix K: Pre test and post tests (intervention)**

**K1 - Pre test (test 1)**

---

*(Time allowed: 60 minutes)*

Name:

Class:

**PART 1: GRAMMAR & READING**

*1. Choose the best answers to complete the following sentences by circling A, B, C or D.*

1. What time \_\_\_\_ you often get up?

A. do

B. does

C. are

D. is

2. Could I \_\_\_\_ an appointment with Mr. David?

A. do

B. reserve

C. make

D. take

3. They \_\_\_\_ on holiday at the moment.

A. is going

B. go

C. goes

D. are going

4. Lan often \_\_\_\_ a cup of tea in the morning.

A. drinking

B. drinks

C. drink

D. is drinking

5. He always \_\_\_\_ breakfast in bed.

A. have

B. has

C. is having

D. having

6. We are respectable people and we \_\_\_\_ like that.

A. should live

B. shouldn't live

C. should lives

D. shouldn't lives

7. What time is it? It is \_\_\_\_ ( 7.15).

A. quarter to seven

B. quarter to six

C. quarter past six

D. quarter past seven

8. I usually \_\_\_\_ English in the afternoon, but this afternoon I \_\_\_\_ Music.

A. learn – am learning

C. are learning – are learning

B. am learning – learn

D. learn – learn

9. She always \_\_\_\_ the volume too loud.

A. turns down

B. comes down

C. turns up

D. wakes up

10. I am a traveller and I don't do any \_\_\_\_\_ to anyone.

A. benefit

B. harm

C. tax

D. mortgage

**II. Read the passage and decide whether the following statements are True (T) or False (F)**

Leo doesn't have a very normal routine. He works in a nightclub, where he plays the piano in a jazz band. The club opens at 11.00 at night, but the members of the band usually get there at 9.00 and they practise for a couple of two hours. The first customers arrive at about 11.15 and the show starts at midnight. It finishes at 5.00 in the morning. Then Leo and his friends have something to eat before they go home. Leo lives quite close to the club, so he walks home. He goes to bed at 8.00, but he only needs about four hours to sleep, so he gets up at midday. In the afternoon he watches TV or he goes out.

1. Leo has a different routine.

2. The members of the band usually practise for three hours.

3. The first customers arrive at about quarter past eleven.

4. After the show finishes, Leo and his friends often have something to eat.

5. Leo often gets up at 12.00 a.m.

**III. Put the verbs in the brackets into the present simple or the present continuous.**

Hello and welcome to the Western TV Studios tour. At the moment we (1.go) \_\_\_\_\_ into Studio A. In this building on the left, they (2.make) \_\_\_\_\_ several TV dramas, but they are not filming today, because the workmen (3.build) \_\_\_\_\_ the scenery for a new series of Harper Street. Over a hundred builders, painters and electricians (4.work) \_\_\_\_\_ here at

Western TV Studios. Now we (5.leave) \_\_\_\_\_ Studio A and we (6.go) \_\_\_\_\_ past the costume department. The people here (7.make) \_\_\_\_\_ and (8.repair) \_\_\_\_\_ the clothes for the actors and actresses. This room (9.contain) \_\_\_\_\_ over 2,000 dresses. And now we (10.come) \_\_\_\_\_ to Studio B...

**IV. Match the verbs and nouns to make meaningful verb phrases (each word is used ONLY ONCE)**

**Verbs**

1. 1. make
2. 2. switch on
3. 3. dig
4. 4. catch
5. 5. play
6. 6. drink
7. 7. appear
8. 8. decorate
9. 9. have
10. 10. start

**Nouns**

- a. a. school
- b. b. a house
- c. c. a bus
- d. d. a holiday
- e. e. on TV
- f. f. a garden
- g. g. a bed
- h. h. a guitar
- i. i. a radio
- j. j. beer

Answers:

**V. Correct the following sentences**

1. How Peter get to school?->
2. What you doing at the moment?->
3. She spend all money on clothes.->
4. You should gets up early.->
5. you going on holiday next week?->

**PART 2: LISTENING**

***I. Listen to a student whose name is Carley telling some personal information. Fill in each blank with NO MORE THAN TWO missing WORDS you hear.***

Hi, my name is Carley and I come from Australia. But I live near London now with my husband, Dave, and our (1)\_\_\_\_\_ children. I came to Britain (2)\_\_\_\_\_ years ago when I got married.

I'm a student with the Open University. This means I watch special programmes on the television and (3)\_\_\_\_\_ at home. I (4)\_\_\_\_\_ my work to my course teacher every week. I \_\_\_\_\_ (5) art and the course is really (6)\_\_\_\_\_. At the moment, I \_\_\_\_\_ (7) about Italian painters in Italian, which is difficult because I only speak a little Italian.

My course started a year ago and it's three years long. After I graduate, I'm going to \_\_\_\_\_ (8) a job in an art gallery or museum.

***II. Listen to some people's daily routines and fill in the blanks with NO MORE THAN THREE missing WORDS***

1. She wakes up at .....on Monday.
2. He..... at ..... on Tuesday.
3. I take a shower at.....on Wednesday.
4. She dries her hair at.....on Thursday.
5. He ..... at.....on Friday.
6. He..... at.....on Saturday.
7. I ..... at .....on Sunday.

**K2 -Post test (Progress test 4)**

*(Time allowed: 45ms)*

Class: .....

Name:.....

**I. PHONETICS (1 point)**

*Choose the word whose the underlined part is pronounced differently from the others*

1. A. sport                      B. socks                      C. stockings                      D. cost
2. A. want                      B. small                      C. ball                      D. saw
3. A. hat                      B. cat                      C. chat                      D. lake
4. A. bar                      B. father                      C. again                      D. start
5. A. assistant                      B. ancient                      C. final                      D. cinema

**II. GRAMMAR & VOCABULARY (3points)**

*Choose the best answer to complete each sentence by circling A, B, C or D*

6. Traveling by bus is much \_\_\_\_\_ than traveling by plane.  
A. more expensive    B. more cheaper    C. cheaper    D. more cheap
7. Brazil is one of the .....football teams in the world. Many people admire them.  
A. most successful    B. more successful    C. worst    D. better
8. Mary is only 15. She is .....to get married.  
A. young enough    B. too young    C. too old    D. old enough
9. - Excuse me, Could you tell me \_\_\_\_\_ to the nearest post office?  
- Yes, sure. Turn left. \_\_\_\_\_ the first turning on the right. It is the second building on the left.  
A. how.....take                      B. how.....go  
C. the way.....take                      D. the way.....how to get

10. Are you \_\_\_\_ in football? - No, I think it's \_\_\_\_
- A. interested.....bored                      B. interested.....boring  
 C. interesting.....bored                      D. interesting.....boring
11. How is your job? - It isn't \_\_\_\_ I expected.
- A. better                      B. gooder                      C. worse                      D. as good as
12. - How much is that blue shirt?  
 - It's \$25.  
 - It's \_\_\_\_ Have you got anything \_\_\_\_?
- A. expensive enough ..... more cheap                      B. too expensive.....cheaper  
 C. more expensive.....cheaper                      D. too expensive .....more cheap
13. While he \_\_\_\_ (water) the flowers, it \_\_\_\_ (begin) to rain.
- A. was watering.....began                      B. was watering.....begins  
 C. watered.....was beginning                      D. watered.....began
14. When I \_\_\_\_ my new friend on the way yesterday, we \_\_\_\_ for a chat.
- A. was meeting.....was stopping                      B. met.....stopped  
 C. met.....was stopping                      D. was meeting.....stopped
15. The .....is the place where people go to keep fit or relax through using the facilities.
- A. police station                      B. cathedral                      C. main square                      D. leisure centre

### III. READING (2points)

*Read the text. Decide whether the statements are True (T) or False (F). Write T or F next to the statements.*

Last summer Jane was staying in London with her friends Sue and Dennis. One day Sue and Dennis were doing something and Jane was alone in the house. Jane decided to have a bath. She went to the bathroom and turned on the taps. Then while the bath was filling up, Jane went to the bedroom. Unfortunately, while she was lying on the bed, she fell asleep. She had a very strange dream. She was sailing a boat along

a river, when suddenly she came to a waterfall. The water was making a tremendous noise. While she was struggling to stop the boat, she woke up. She heard a noise downstairs. Sue and Dennis were coming into the house. Then she realized that she could still hear the waterfall. It was the bath, of course. She jumped off the bed and ran to the bathroom. There was water everywhere. As she was rushing to turn off the taps, she slipped in all the water and fell down the stairs. So when Sue and Dennis came into the hall, water was pouring down their stairs and she was lying on the floor. They were not pleased and she felt terribly embarrassed.

16. When Jane was doing something with Sue and Denis, she decided to have a bath.

17. Jane was taking a bath when she fell asleep.

18. While Jane was sleeping, she had a dream of sailing a boat along the river.

19. Jane woke up because she heard a noise downstairs.

20. When Jane ran into the bathroom, someone had turned off the water.

21. Dennis and Sue came into the hall and saw Jane lying on the floor.

#### IV. WRITING (2points)

*1. Choose the correct sentence (A, B, C or D) which is formed by the given words (1pt)*

22. She/ open/ box/ and/ find/ a/ nice/ surprise/.

A. She opened the box and found a nice surprise.

B. She opened the box and finds a nice surprise.

C. She opens the box and found a nice surprise.

D. She open the box and find a nice surprise.

23. My son / repair/ his car toy /while/ his younger sister /play/with/ her doll/.

A. My son repaired his car toy while his younger sister played with her doll.

B. My son was repairing his car toy while his younger sister was playing with her doll.

C. My son was repairing his car toy while his younger sister played with her doll.

D. My son repaired his car toy while his younger sister played with her doll.

24. was/shocked / when/ heard/ I/ the/ terrifying/ I/ news.

A. I was terrifying when I heard the shocked news.

B. I heard the news terrifying when I was shocked.



C. When I was terrifying, I heard the shocked news.

D. I was shocked when I heard the terrifying news.

25. along/ Go/ this/ road/ straight/ until/ see/ the/ traffic/ you/ lights.

A. Go straight along this road until you see the traffic lights.

B. Go along this road until you see the traffic lights straight.

C. Go along until you see the traffic lights straight this road.

D. Go straight until you see this road straight the traffic lights.

**II. Identify the mistake in each following sentence by circling A, B, C or D (1point)**

26. The holiday was very excited, but we were very tired by the end.

A B C D

27. The two children was waiting for the bus when it rained.

A B C D

28. The temple is the place where people go to buy things.

A B C D

29. This program bores me. It is very bored.

A B C D

30. This pair of jeans is not enough long for me to wear.

A B C D

31. The police station is on the middle of the city, next to the post office.

A B C D

32. Would you like the black and the blue trousers? – The blue ones, please.

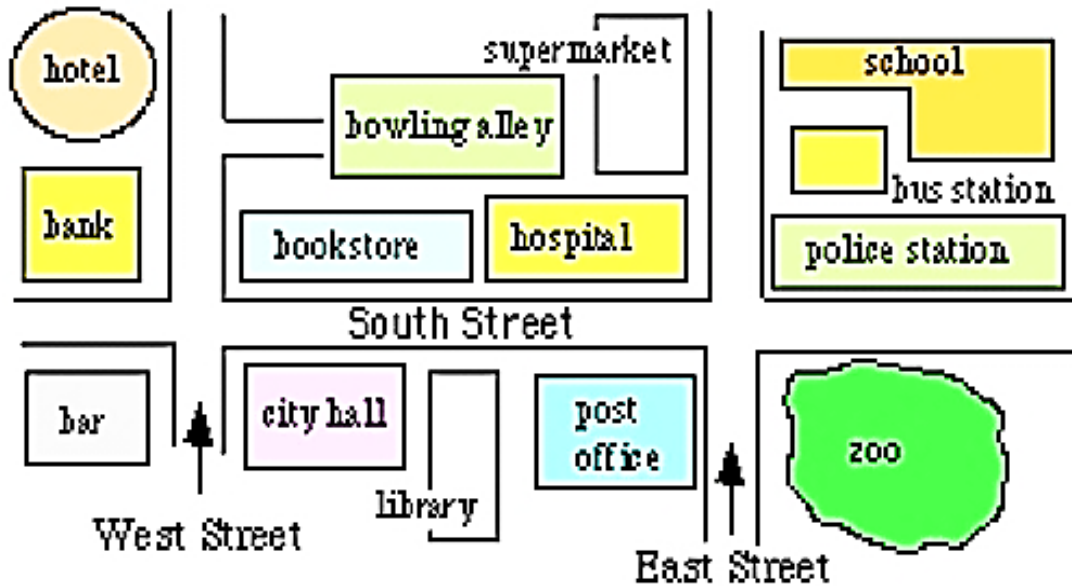
A B C D

33. When I came home, I cleaned my room up and cook dinner.

A B C D

V. LISTENING

Look at the map and listen to the directions. Write True (T) or False (F) next to the numbers.



34.

35.

36.

37.

38.

39.

40.

### K3 – Oral exam

(1)

\*Topic: Talk briefly about your daily activities (your routine).

\* Situation: You want to be a teacher after graduation. What should you do to make your dream come true? (Use *should/ shouldn't*)

---

(2)

\*Topic: Describe the appearance of any person you like most (eg, your family member)

\* Situation: Suppose that you are the manager of ABC company. You would like to make an appointment with your client. Make a conversation with the examiner over the phone using the suggestions:

1. *Greet the call receiver and identify yourself*
  2. *Ask whether he/ she is free on Sunday*
  3. *Suggest another day, eg Monday morning at 9*
  4. *Suggest where to meet, eg in your office/or his/ her office.*
  5. *Finish the call*
- 

(3)

\*Topic: - Talk about your personalities.

- Do you think that you are an easy-going person to live with? Why? Why not?

\* Situation: You are living in the dormitory with other 8 room-mates. What should you do to get on well with them? (Use *should/ shouldn't*)

---

(4)

\*Topic: Talk about yourself and your future plans

\* Situation: Ask as many questions as possible about your friends' plans this weekend (go for a picnic, eat out, go camping, do something interesting, etc.)

---

(5)

\*Topic: Talk about your family. Give information about your parents, your brothers and sisters(if any) and your position in the family, their jobs and their typical characteristics, etc.

\* Situation: You want to look for a partner. Advertise yourself briefly.

---

(6)

\*Topic: Talk briefly about your life events.

\* Situation: It is said that students' life is interesting. Do you agree or disagree? Give your own explanation.

---

(7)

\*Topic: Talk about a famous person (whom you admire most or whose typical personalities impress you most).

\* Situation: You have just said goodbye to your boyfriend/ girlfriend. You are very sad. You call to share your feeling with your close friend but she/he is out. Her/ his mother receives the call. Imagine that the examiner is your friend's mother. Make a conversation over the phone and leave your friend messages (use *will*).

---

(8)

\*Topic: Do you like shopping? Give some reasons for your choice.

\* Situation: Suppose that you are the customer, the examiner is the shop-keeper. Role-play a conversation for one of the following situations:

- You want a pair of jeans in large size
  - You want to buy a jumper and some blue socks
  - You want a black jacket but it is too expensive
- 

(9)

\*Topic: Tell about your most frightening or embarrassing experience that happened to you. (use *the past simple and the past continuous*)

*Suggestions:*

*What was the incident?*

*What were you doing at that time?*

*What was happening around you?*

*How did the incident happen?*

*What did you do after the incident?*

\* Situation: Make as many questions as you can about someone's life events (use *the past simple tense*).

---

(10)

\*Topic: - Do you like traveling? Which famous place have you visited and had a good impression on you?

- What's your idea of a perfect holiday (people you go with, weather, price...)?

\* Situation: Imagine that you are the travel agent. Ask a holiday-maker as many questions as you can about these things: Where? When? How long? How many people? Transport? Accommodation?

---

(11)

\*Topic: - Talk about a famous person you know or someone you admire most.

- Would you like to be famous? Why?

\* Situation: Tell the examiner the way to the Hydro Power Plant from the college. OR Show the way on the map (up to the examiner).

---

(12)

\* Topic: Talk about your study

*Suggestions: What is your major?*

*Why do you choose.....as your major subject at College?*

*How many hours a day do you spend on learning?*

*What are you going to do after graduation?*

\* Situation: What will you do if you win the lottery?

---

(13)

\* Topic: Talk about the advantages and disadvantages of being travellers

\* Situation: What should you do if your child is a traveller?

---

(14)

\*Topic: What do you think is the right age to get married?

\* Situation: Your younger sister is only 16. She falls in love with the a-30-year old man. Your parents do not approve of this relationship. Do you think they should get married without your parents' permission?

---

(15)

\*Topic: Talk about one of the famous tourist attractions in the local that you know well.

\* Situation: Ask questions and answer about what you have or haven't done in your life:

- enjoy some specialities of the location such as Com Lam, Ruou Can.....
- take part in any festivals in any areas of the location
- travel along the river
- visit one of ethnic groups in the location

**K4 – Written exam**

Đề số 1

**Đề thi kết thúc học phần I**

**Tiếng Anh không chuyên I**

Dành cho sinh viên K19

Thời gian: 120' (cả phần nghe)

Học kỳ II – Năm học 2011 – 2012

Chữ ký giám thị 1:

Chữ ký giám thị 2:

Họ và tên:

SBD:

Phách:

*Thí sinh không được dùng bất cứ tài liệu gì.*

---

Điểm:

Chữ ký người chấm:

Phách:

**PART I. PHONETICS**

*1. Choose the word whose underlined part is pronounced differently by circling A, B, C or D*

1. A. phoned

B. called

C. cooked

D. climbed

2. A. made

B. fate

C. hate

D. hand

3. A. summer

B. future

C. number

D. drummer

4. A. half

B. calf

C. major

D. after

5. A. theatre

B. through

C. though

D. threaten



**PART II. GRAMMAR & VOCABULARY**

*II. Choose the best answers to complete the following sentences by circling A, B, C or D*

6. My mother has \_\_\_\_\_ hair.
- A. wavy long      B. long wavy      C. dark long      D. short long
7. While I \_\_\_\_\_ the news on television, the telephone rang.
- A. am watching      B. were watching  
C. was watching      D. watched
8. Mary: \_\_\_\_\_ you \_\_\_\_\_ any stamps? I want to post my letter.  
Jane: Sorry, I \_\_\_\_\_ but I can buy you some.
- A. Do.....have got/ don't      B. Do .....have/ haven't  
C. Have .....got/ haven't      D. Have.....got/ don't
9. Fred falls in love with Joan but they are not married. Fred is Joan's \_\_\_\_\_
- A. fiancé      B. father      C. mother      D. husband
10. I can't keep up with my classmates because they study very .....
- A. good      B. fast      C. well      D. badly
11. Shark is one of the most \_\_\_\_\_ animals in the world. They attack people .....
- A. dangerous/ desperate      B. dangerously/ desperate  
C. dangerously/ desperately      D. dangerous/ desperately
12. Travelling by bus is much \_\_\_\_\_ than travelling by plane.
- A. more expensive      B. more cheaper      C. cheaper      D. more cheap
13. Brazil is one of the \_\_\_\_\_ football teams in the world.
- A. most successful      B. more successful      C. worst      D. better

14. Mary is only 16. She is \_\_\_\_\_ to get married.

- A. young enough    B. too young    C. too old    D. old enough

15,16. Jane: Excuse me, Could you tell me \_\_\_\_\_ to the nearest post office?

Mick: Yes, Sure. Turn left. \_\_\_\_\_ the first turning on the right. It is the second building on the left.

- A. how.....take    B. how.....go  
C. the way.....take    D. the way.....how get

17,18. Jane: Are you \_\_\_\_\_ in football?

Mick: No, I think it's \_\_\_\_\_

- A. interested.....bored    B. interested.....boring  
C. interesting.....bored    D. interesting.....boring

19,20. Jane: How much is that blue shirt?

Mick: It's \$25.

Jane: It's \_\_\_\_\_ Have you got anything \_\_\_\_\_?

- A. expensive.....cheap    B. too expensive.....cheaper  
C. more expensive.....cheaper    D. too expensive.....more cheap

### PART III. READING

*III. Choose the correct form of verbs in brackets to complete the text by circling A, B, C or D*

Last February Bert and Emily Atkins (21. win) \_\_\_\_\_ £1 million on the lottery. How \_\_\_\_\_ their lives (22. change) \_\_\_\_\_ since then? Well, the simple answer (23. be) \_\_\_\_\_ that their lives haven't changed at all! They still (24. live) \_\_\_\_\_ in their neat little house. "We don't want to move", says Emily. "We (25. live) \_\_\_\_\_ here since 1970, and all our friends are around here". Bert hasn't given up his job at a local factory. He (26. work) \_\_\_\_\_ there for thirty years. So what difference has the money made to their lives? "Well, we (27. buy) \_\_\_\_\_ a new car this week," says Emily. "Our old one was sold last week". "And we have booked a holiday in Florida. We never (28. be)

\_\_\_\_\_ abroad and I have always wanted to go to Florida. My sister's family (29. go) \_\_\_\_\_ last year. They had a lovely time. We (30. go) \_\_\_\_\_ next year, though. I mean, a holiday and a new car in the same year is too extravagant!

- |                     |                     |                  |                    |
|---------------------|---------------------|------------------|--------------------|
| 21. A. won          | B. has won          | C. have won      | D. win             |
| 22. A. did...change | B. have ... changed | C. do...change   | D. are... changing |
| 23. A. was          | B. has been         | C. is            | D. are             |
| 24. A. live         | B. lived            | C. was living    | D. will live       |
| 25. A. are living   | B. have lived       | C. lived         | D. will live       |
| 26. A. has worked   | B. haved worked     | C. works         | D. will work       |
| 27. A. buy          | B. is buying        | C. have bought   | D. bought          |
| 28. A. are never    | B. were never       | C. will never be | D. have never been |
| 29. A. went         | B. is going         | C. has gone      | D. goes            |
| 30. A. went         | B. are going        | C. have gone     | D. go              |

**IV. Read the passage and choose the best answer for each question by circling A, B, C or D**

When you are in the lift, people will not look into your eyes. This is because when you are standing very close to someone, eye contact is very intimate. Our eyes send signals to people all the time. They show if we are angry, sad or worried, or if we don't understand something. We can't always control these eyes signals. For example, if we like something your pupils will unconsciously dilate when you look at it. We can hide these signals, however, if we wear sunglasses.

People spend a lot of money on eye make –up to make their eyes look bigger, or more dramatic, because large eyes are more attractive. Cartoon characters' eyes are very large. These large eyes make them look more like children. Sharks, however, look very threatening because they have small eyes. Your eyes are very important, so your body protects them as much as possible. You have eyebrows, and eyelashes so that dust won't fall into your eyes, and your eyelids constantly wipe the eyeballs.

When something comes too near to your eyes, you close *them* and put your arm up in front of your face.

31. Why won't people look straightly into your eyes in the lift?

- A. Because they are afraid of you.
- B. Because they are not your friends.
- C. Because the eyes can show personal signals at the near distance.
- D. Because they don't know what kind of person you are.

32. Can we control our eye signals which show our anger or worry?

- A. We can control them by closing your eyes.
- B. We can't control them but we can hide them by wearing sunglasses.
- C. We can't control and hide them by all means.
- D. We can control them by wearing sunglasses.

33. Why do people like using eye make-up?

- A. Because they want to look bigger.
- B. Because they want to be more dramatic.
- C. Because they want to be more attractive.
- D. Because they want to look more like children.

34. What does the word "*them*" in line 11 refer to?

- A. your eyebrows
- B. your eyelashes
- C. your eyelids
- D. your eyes

**PART IV. WRITING**

**V. Circle A, B, C or D whose meaning is the most similar with the given sentence**

35. I don't have enough money to buy a new car.

- A. I have little money, so I can buy an old car.
- B. I haven't got much money, so I can't buy a new car.
- C. I want to buy a new car because I have enough money.
- D. I don't want to buy a new car because I haven't got enough money.

36. Shopping is much more interesting than working.

- A. Working isn't as interesting as shopping.
- B. Working isn't as boring as shopping.
- C. Shopping is as interesting as working.
- D. Shopping isn't more boring than working.

37. This blue shirt is too expensive for me to buy.

- A. This blue shirt is too cheap. I can buy it.
- B. This blue shirt is too expensive. I can buy it.
- C. This blue shirt isn't cheap enough for me to buy.
- D. This blue shirt isn't too cheap for me to buy it.

38. They move to the cities. They find an empty house. They stay there till spring.

- A. They move to the cities, find an empty house and stay there till spring.
- B. They move to the cities to find an empty house and stay there till spring.
- C. They move to the cities and they find an empty house to stay there till spring.
- D. They move to the cities, to find an empty house, to stay there till spring.

39. Mary has got large eyes. Large eyes make Mary look more beautiful.

- A. Mary has got large eyes. It makes her look more beautiful.
- B. Mary has got large eyes. They make him look more beautiful.

C. Mary has got large eyes. It makes him look more beautiful.

D. Mary has got large eyes. They make her look more beautiful.

40. Kate missed the bus because she got up very late.

A. Kate got up so late that she missed the bus.

B. Kate got up late because she missed the bus.

C. Kate missed the bus although she got up late.

D. Kate got up very late to miss the bus.

*VI. Identify one mistake in each sentence by circling A, B, C or D*

41. Man: Excuse me, Could you tell me the way to the nearest office?

Woman: Yes, sure. Go straight, then take the first turning in the left. It is opposite the car park.

A

B

C

D

42. I often drive a bicycle to school but sometimes I go by bus.

A

B

C

D

43. When I was seeing Mary with her new boyfriend, I was walking across the road.

A

B

C

D

44. Man: I'd like to make an appointment with Mr. Johnson in 9 Monday morning, please.

A

B

C

D

45. Sharks are not as dangerously as people think.

A

B

C

D

46. I will be very happy if he went to my birthday party next week.

A

B

C

D

47. Leo Tolstoy is a Russia writer. He is very famous for "War and Peace".

A

B

C

D

48. Ha Long Bay is one of the most beautiful tourist attractions I've went to.

A B C D

49. I was born and grew up in HB province. I have lived here since 30 years.

A B C D

50. Customer: How many is this black leather belt?

A B C

Shopkeeper: It is \$25, Madam.

D

#### PART V. SITUATIONS

*VII. Choose the best words to complete the conversation by circling A, B, C, or D*

##### At a party

Jane: Hello, John. Can I (51) \_\_\_\_\_ you to Carla? (52) \_\_\_\_\_ from Portugal.

John: Pleased to (53) \_\_\_\_\_ you. I'm John. Are you here (54) \_\_\_\_\_ holiday?

Carla: No, I'm a student (55) \_\_\_\_\_ the university.

John: (56) \_\_\_\_\_ are you studying?

Carla: English

John: (57) \_\_\_\_\_ you like it here?

Carla: A bit cold, but yes. It's (58) \_\_\_\_\_

- |              |          |              |            |
|--------------|----------|--------------|------------|
| 51. A. speak | B. talk  | C. introduce | D. meet    |
| 52. A. I'm   | B. She's | C. He's      | D. They're |
| 53. A. speak | B. talk  | C. introduce | D. meet    |
| 54. A. on    | B. from  | C. in        | D. at      |
| 55. A. on    | B. from  | C. in        | D. at      |
| 56. A. Who   | B. What  | C. Whom      | D. Where   |

57. A. Does                      B. Will                      C. Do                      D. Would  
 58. A. great                      B. warm                      C. hot                      D. sunny

**PART VI. LISTENING**

*VII. Listen to the 4 conversations and complete the chart with the missing information.*

**ONLY ONE WORD OR NUMBERS**

	1	2	3	4
What is the matter ?			Bad cold and a sore throat	
What do they buy?	(1).....	This (4).....'s edition of Vogue	Something for it	(6) black .....
What colour do they want?	blue			
What size do they ask for?	(2).....			
What do they want more?	Nothing		(5) some .....	(7) carrot .....
How much does it cost?	(3).....			(8).....
How do they pay?	By cash			

*VIII. Listen to the 4 conversations and decide whether the following statements are true (T) or false (F)*

1. Her new flat is bigger than her old one, and it is more modern and further from the shops.

T

2. Sandy's new boyfriend is nicer and more handsome than her old boyfriend.

T

3. The new teacher is better than the last teacher.

4. The new car is faster, cheaper and more comfortable than the old one.

T



## **Appendix L: Questions for post-intervention interview**

1. Have you ever tried this teaching strategy before the intervention?
2. What is your opinion about the difference between the normal teaching and this teaching strategy?
3. Could you please tell me how hard it is to integrate these teaching strategies into the current English language program? What were the difficulties you had?
4. Did the preparation for each lesson take much of your time than usual? (first week? final week?)
5. Do you think you will continue to use these strategies?
6. Would you recommend these strategies to another teacher?
7. What would be a good way for teachers to learn about these strategies?
8. Did these strategies make a difference to students' learning? If yes, how? Why do you think that is?
9. What is your opinion about students' attitude to English language learning during the intervention?
10. What do you think about students' interest toward learning during the intervention? Can you give me some examples about this?
11. What do you think about students' behaviours toward learning during the intervention?
12. What do you think about students' participation in class oral activities during the intervention?
13. What do you think about students' confidence in class oral activities?
14. What do you think about students' English language progress during the intervention?
15. What do you think about student A's learning during the intervention? Did he/she make any progress? Did he/she show any interests toward learning? Did he/she show any positive behaviour toward learning? Were there any changes in her participation in the class oral activities?

**Appendix M: Frequency of all students' questionnaire responses – Phase One  
(numbers in tables are students' response percentage - %)**

**M1. Learning topics**

Topics about ...	Frequencies of most favourite topic
social issues (economy, politics, education, environment...)	15.2
recreation (music, arts, sports, fashion, festivals, games...)	34.8
the world around me (my college, jobs, tourism, people, places...)	21.7
myself (my hobby, possession study, appearance...)	4.3
My ethnic customs and tradition	
Others' ethnic customs and traditions	23.9

**M2. Learning activity styles**

Learning activity styles	Frequencies of most helpful style
Discussion	28.3
Discuss and report	10.9
Telling stories	4.3
Role-play	4.3
Problem-solving	17.4
Debate	10.9
Information-gap	6.5
Free conversation	17.4

**M3. Methods of learning**

Method of learning	Frequency of most helpful learning method
Learning by observation	2.2
Learning by practice/doing	87.0
Learning by listening to the lecture	4.3
Others: Learn by listening to English song and watching English films	4.3
Others: All are helpful	2.2

**M4. Learning materials**

Learning materials	Frequencies of most helpful learning materials
Textbook	19.6
Authentic materials (news/articles from newspapers and journals)	32.6
Visual aids	15.2
Audio/video products	32.6

### M5. Practice of oral tasks

Types of practice	Frequencies of most helpful type of practice
Individual practice	8.7
Practice in pairs	47.8
Practice in small groups	30.4
Table-sheet: Individual brainstorm - write individual idea - discuss in small group	10.9
Others: Learning with the native-English speaker	2.2

### M6. Performance of oral tasks

Types of performances	Frequencies of most helpful performance
Individual performing	65.2
Pair performing	26.1
Group performing	8.7

### M7. The teacher's support

The teacher's...	Frequencies of most effective support
preparation of grammar structures for students	26.1
instruction of how to give oral performance	41.3
sample demonstration	4.3
mistake correction	23.9
Others: All supports are effective	4.3

### M8. The teacher's attitudes and behaviours to your learning of English language

The teacher's...	Frequencies of most important attitude/behaviour
respectfulness	13.0
care	23.9
love	2.2
sharing	32.6
treating fairly	0
understanding	10.9
encouragement	2.2
punishment	2.2

### M9. The peers' attitudes and behaviours to your learning of English language


The peers'...	Frequencies of most important attitude/behaviour
respectfulness	8.7
care	8.7
love	4.3
sharing	41.3
treating fairly	6.5
understanding	10.9
encouragement	15.2
Others: All are important	2.2

## Appendix N: Outline of the intervention lessons

Textbook Unit/Topic	Textbook tasks	Intervention tasks	Teaching strategies
Unit 3 Life stories Lesson 7	Task 4 (p. 25): Speaking practice Choose one of these topics - How did your parents meet? - How did you meet your partner? a. Work in pairs or small groups. Tell your group about your topic, and answer their questions. b. Write about one of the topics	Task 4: Talk about your first day of school. Act 1: Teacher asks students some questions to elicit the topic (e.g. When did you start school? How did you feel at that time? What did you do? What impressed you most on your first school day?) Act 2: Pairwork. Talk about their first day of school (one asks, one answers) Act 3: Learners show their conversation to the whole class. Act 4: Teacher corrects mistakes after the practice finishes. Act 5: Learners talk about their first day of school.	Topic close to real life, pairwork
Unit 3 Life stories Lesson 8	Task 3 (p. 28): Write a summary of Geoff's life, using the table in Task 1. Task 4: Talk about your life, using expression: I was born in... I grew up in... I started school in... I left school in ... I went to university/college... I started work in... I got a job in... I lost my job... I was unemployed... The factory/farm closed down. We moved to... We stayed/lived there for... I got married/divorced...	Task 3: Speaking practice Act 1: Delivers the additional material of <i>Geoff's life story</i> (workbook, p. 20) and asks them to fill in the blanks in groups of 4 Act 2: Asks the groups to summarise briefly the story about Geoff. Act 3: Shows the summary model on the board with highlighted key events. Act 4: Pairwork. Role play as Geoff and the interviewer to ask and answer about Geoff's key events. Act 5: Calls at least two pairs to act out their interviews and checks their mistakes after that. Task 4: Act 1: Shows the relevant suggested expressions of life events on the board and gets learners to read out in chorus Act 2: Asks learners to make the interviews of their own life events using the suggested expressions. Exchange roles. Act 3: Asks learners to change the partners. Ask students to tell partners about their life events to the new partner.	Topic close to real life, Select relevant expressions, pairwork, groupwork, CL

	<p>My grandfather died...</p> <p>Task 5: Write your life story.</p>	<p>Task 5: Asks learners to write about their own life events in about 200 words at home.</p>	
<p>Unit 5 Comparison Lesson 11</p>	<p>Task 2 (p. 41): Grammar practice</p> <p>b. Answer the questions with a partner:</p> <ul style="list-style-type: none"> <li>- Which is the highest mountain in the world?</li> <li>- Which is the biggest island in the world?</li> <li>- Which elephant has bigger ears, the African or the Indian elephant?</li> <li>- Which country has the largest population in the world?</li> <li>- Which animal is faster, a cheetah or a lion?</li> <li>- Which is the most ancient monument in the world?</li> <li>- Which is the most intelligent animal in the world?</li> </ul> <p>c. Listen and check your answers.</p> <p>Task 3: With a partner, think of two people that you both know, e.g. famous people or friends.</p> <p>a. Write sentences comparing them, using these adjectives: old, happy, talkative, slim, intelligent, strong, short, successful, nice, fit, good at sports, relaxed.</p>	<p>Task 2: Grammar practice</p> <p>Act 1: Group and whole class activity. Learners do a guessing activity about the teachers and students in their college and about the questions provided in Task 2b in textbook. The questions are presented in the power point slides with the pictures to illustrate.</p> <ul style="list-style-type: none"> <li>- Teacher divides the class into two groups, each group chooses one sound of an animal as a signal for their answer.</li> </ul> <p>Task 3: Groupwork - Speaking. Learners compare the famous people shown on power point slides, using the adjectives provided. Learners are encouraged to make as many comparison sentences as they can.</p> <ul style="list-style-type: none"> <li>- Write the sentences at home.</li> </ul>	<p>Topic close to real life, extra learning materials (pictures from internet), groupwork</p>

<p>Unit 5 Lesson 12 In a cloth shop</p>	<p>Task 4 (p. 45): Speaking Work with a partner. Roleplay conversations for these situations in a clothes shop</p> <ol style="list-style-type: none"> <li>1. You don't know what you want yet.</li> <li>2. You want a black T-shirt in a large size.</li> <li>3. You want some jeans. You try on a pair but they're too big.</li> <li>4. You want to buy a jumper and some blue socks.</li> <li>5. You want to buy some brown shoes. The first ones that you try on aren't right.</li> <li>6. You want a jacket and a black leather belt.</li> </ol>	<p>Task 4: Speaking - Shopping</p> <p>Act1: <i>Structure revising</i>: - Shows the structures on slides and gets learners to read them in chorus (Conversation pieces – p. 45)</p> <p>Act2:</p> <ul style="list-style-type: none"> <li>- Asks learners to work in pairs as the shop-keeper and the customer to make a conversation using the suggestion in the handout, clothes with price stickers on them and the suggested structures.</li> <li>- Calls two pairs to demonstrate their conversations</li> <li>- Checks their mistakes</li> </ul> <p>Act3:</p> <ul style="list-style-type: none"> <li>- Appoints 6 sellers and other customers, gives each of the customers a certain amount of money</li> <li>- Asks learners to work as they are in the clothes shop to sell and buy things.</li> <li>- Asks each customer to buy at least two things with their money.</li> <li>- Goes round to help</li> <li>- The customers turn to report to each other about what they bought and how much it costs.</li> <li>- Corrects their mistakes</li> </ul> <p>* Preparation for the lesson: Each student prepares clothes for 1 task and 1 bag. Each type of clothes should have price stickers. Bring to class.</p> <ol style="list-style-type: none"> <li>1. a jumper and some socks, 2. some large-size jeans, 3. a black T-shirt in a large size</li> <li>4. some shorts and a pair of trainers, 5. a jacket and a black leather belt, 6. a white shirt and a cap, 7. a blouse and some boots, 8. tights and black shoes, 9. a pair of sandals and a skirt, 10. a vest and a tie.</li> </ol> <p>Prepare cash for 10 students. For example:</p>	<p>Topic/situation close to real life, pairwork, extra learning materials (pictures from internet, real clothes with price stickers, cash note).</p>
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		Price stickers on clothes: Cut them ou. (\$10,00 6,00 \$12,00...)	
Unit 6 Lesson 13 People and Places	Table 5.3 in the thesis.	Table 5.3 in the thesis	CL (contract work with optional tasks)
Unit 6 Lesson 14 Travelling spot	<p>Task 5 (p. 50): Writing</p> <p>Write a report on a holiday that you enjoyed, using this format:</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- First impressions</li> <li>- A day by day account of what you did. Say how you felt about each experience.</li> <li>- Your general feeling about the holiday</li> <li>- Advice for other travellers</li> <li>- Some basic information about costs and flights.</li> </ul>	<p>Task 5: Speaking (to replace writing)</p> <p>Act 1 - Warm-up: Asks learners some questions:  <i>Do you like travelling? How often do you travel? Where have you been to?</i>  <i>Can you list some tourist attractions in the local? Have you ever been there?</i></p> <p>Act 2 - Shows students the pictures of some famous places in the local and lets them speak out their names.</p> <p>Act 3 - Practice</p> <ul style="list-style-type: none"> <li>- Asks students to work in groups of 4</li> <li>- Appoints 4 group leaders to pick up one card with the location name on it.</li> <li>- Asks each of the 4 to do one task: Draw the picture of the place; Give some basic information (location, food, weather, people, specialities, etc.); Give your first impressions; Give some useful advice to visitors.</li> </ul> <p>- Shows students the model: THE HOT SPRING (see below for the suggested basic information)</p> <p>- Groups do their task. Each member does his/her own task then</p>	<p>Topic close to real life, students' cultural experiences (art painting), CL</p>

		<p>discusses the answer with other members.</p> <ul style="list-style-type: none"> <li>- Goes round to help</li> </ul> <p>Act 4 - Production</p> <ul style="list-style-type: none"> <li>- Calls one group to role play as the tour guide to introduce about their place</li> <li>- Encourages other groups to have questions and support ideas</li> </ul>	
<p>Unit 6 Asking the way and giving direction Lesson 15+16</p>	<p>Task 3 (p. 53): Work with a partner. Give directions for these situations, using the map and expressions from the conversations above</p> <ol style="list-style-type: none"> <li>1. You are in the car park in Mill street. Someone asks you the way to the castle.</li> <li>2. You are at the station. Someone asks you the way to the hospital.</li> <li>3. You are in front of the school. Someone asks you the way to the Post Office.</li> <li>4. You are in Carlton Square. Someone asks you the way to the leisure centre.</li> </ol>	<p>Task 1a: Exchange information (read the instruction and download worksheets for students A and students B <a href="http://www.eslhandouts.com/worksheets/giving-directions-speaking-game/">http://www.eslhandouts.com/worksheets/giving-directions-speaking-game/</a> )</p> <ul style="list-style-type: none"> <li>- All students on the left are students A. Ss A study the worksheet and discuss with friends about what to do and how to do the task. T can help.</li> <li>- All students on the right are students B. Ss B study the worksheet and discuss with friends about what and how to do the task. T can help.</li> </ul> <p>Task 1b: pairwork - Student A and B work together. Don't show the paper to your friend. Just talk.</p> <p>Task 2a:</p> <ul style="list-style-type: none"> <li>- 5 groups of 4. Each group practises showing the way to one place. Each group member must know how to show the way to that place. Practise in group. Students can draw the map for that place if they want, and use that map to practise.</li> </ul> <p>Group 1: Show the way from HB car park – AP Plaza Group 2: Show the way from HB car park – college Group 3: Show the way from HB car park – HVT high school Group 4: Show the way from HB car park – Hydro Power Station Group 5: Show the way from HB car park – Phu Thuy bakery</p>	<p>Topic/situations close to real life, students' experiences (art painting), CL , extra learning materials</p>



		<p>Task 2b:</p> <ul style="list-style-type: none"> <li>- Similar numbers make a new group.</li> <li>- New groups does the following situation:</li> <li>+ You are at the HB car park. You want to go to AP Plaza, college, HVT high school, Hydro Power Station, Phu Thuy Bakery. Ask one of your group members to show the way to the place that he/she knows.</li> </ul> <p>Task 2c: Role-play – demonstration</p> <ul style="list-style-type: none"> <li>- T calls 2 students from two different groups to role play one situation.</li> </ul>	
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**Basic information of the hot spring (for Unit 6, Lesson 14, Act 3)**

**Location:**

In District A, 30km from the Town.

**Characteristics:**

- Mineral water at the hot spring is suitable to drink, bathe, and useful in medical treatment of rheumatism, intestinal diseases, stomach-ache, and high-blood pressure.
- The mineral water is bottled for drinking. It has almost the same composition as certain well-known foreign brands of mineral water.

**Weather:**

Hot and humid, rain due to season. The annual average temperature varies between 22.9°C and 25°C.

**Specialties:**

- The special dishes, rice cooked in bamboo, grilled meat and “ruou can”.
- Brocade products, precious forest and native products.

**People:**

Friendly and hospitable.

**First impressions:**

It is a very beautiful place. The air is fresh and life is peaceful.

**Advice:**

- The hot spring is 80 km from Hanoi. ***You can go by bus or motorbike.***
- Mini Bus from the station departs at 8.30am Saturday to tourist spot B and come back to Hanoi at 1pm Sunday, fare 80,000 VND for one person / round trip.
- You should bring your own swimsuit.