

UNIVERSITY OF FOREIGN LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

**AN INVESTIGATION INTO USING PICTURES
IN ENGLISH SPEAKING CLASSES FOR PUPILS
AT DANANG PRIMARY SCHOOLS**

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OUTLINE



1. Introductions

1.1 Rationale

1.2 Aims

1.3 Objectives

1.4 Hypotheses

1.5 Scope of the Study

1.6 Research Questions

2. Research Design and Methodology

2.1 Methodology

2.2 Data Collection

OUTLINE



3. Discussion of Findings

- 3.1 The Reality of Using Pictures in English Speaking Classes
- 3.2 Pupils' Attitudes towards Using Pictures
- 3.3 Teachers' Attitudes towards Using Pictures
- 3.4 Teachers' Difficulties in Using Pictures

4. Suggestions

- 4.1 For Teachers of English
- 4.2 For Danang Primary Schools and Department of Education and Training
- 4.3 For Young Learners' Parents

5. Conclusion

1. Introduction



1.1 Rationale

English speaking skill plays an important role in many fields

- 48 per cent of Vietnamese companies and 91 per cent of foreign ones conduct interviews in English.
- MOET has built up program on teaching English as a compulsory subject for third-grade pupils upwards in Vietnam's primary education



1. Introduction



1.1 Rationale

- Danang College of Foreign Languages has been compiling the curriculum for a new training programme "Primary English Teacher Training"
- Pictures are encouraged to be used in English speaking classes



1. Introduction



1.2 Aims

- To investigate the use of pictures in teaching English speaking skills to pupils at Danang primary schools.
- To suggest some techniques, strategies of using pictures in English speaking classes more effectively

1. Introduction



1.3 Objectives

- Finding out the reality of using pictures in English speaking classes at Danang primary schools.
- Identifying teachers' and pupils' attitudes towards using pictures as a teaching technique in English speaking classes.
- Finding out teachers' difficulties in using pictures in English speaking classes.
- Suggesting some implications for using pictures more effectively in English speaking classes.

1. Introduction



1.4 Hypotheses

- Using picture in English speaking class can motivate pupils, contribute to understanding and help to maintain interest

1.5 Scope of the Study

- Pictures can be used in teaching all four English skills in general, but this thesis will focus only on the use of pictures in English speaking classes at some primary schools in Danang city

1. Introduction



1.6 Research Questions

- What is the reality of using pictures in English speaking classes at Danang primary schools?
- What are teachers' and pupils' attitudes towards using pictures as a teaching technique in English speaking classes?
- What are teacher's difficulties in using pictures in English speaking classes?
- How can teacher use the pictures more effectively to develop pupils' oral skill in English speaking classes?

2. Research Design and Methodology

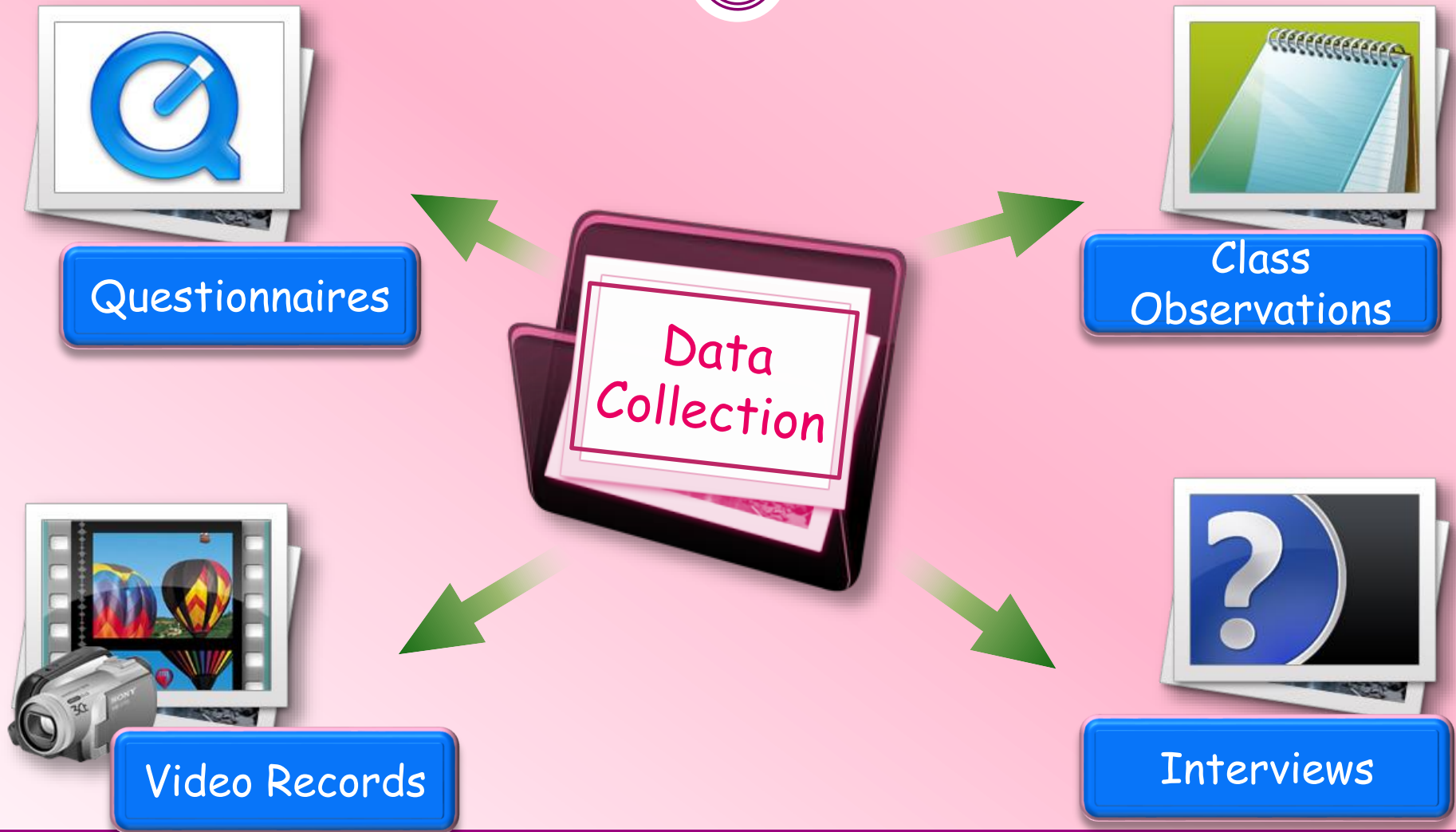


2.1 Methodology

- Research design
- Quantitative and qualitative approach
- Sample

100 pupils from the third to fifth form and 7 teachers of English randomly chosen from Phu Dong and Hung Vuong Primary Schools in Danang city in 2008- 2009 school year

2. Research Design and Methodology



3. Discussion of Findings



3.1 The Reality of Using Pictures in English Speaking Classes

3.1.1 Frequency of Using Pictures

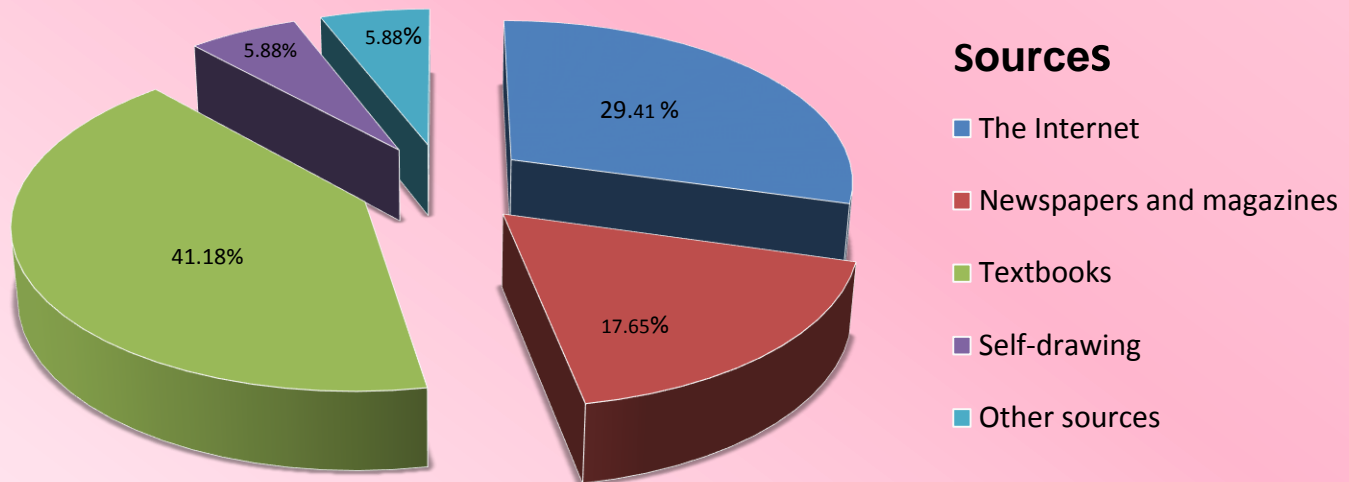
- sometimes used in English speaking classes
- used over 3 times → depends on the aims and contents of the lesson
- used in all stages

3. Discussion of Findings



3.1 The Reality of Using Pictures in English Speaking Classes

3.1.2 Sources of Pictures: 5 main sources

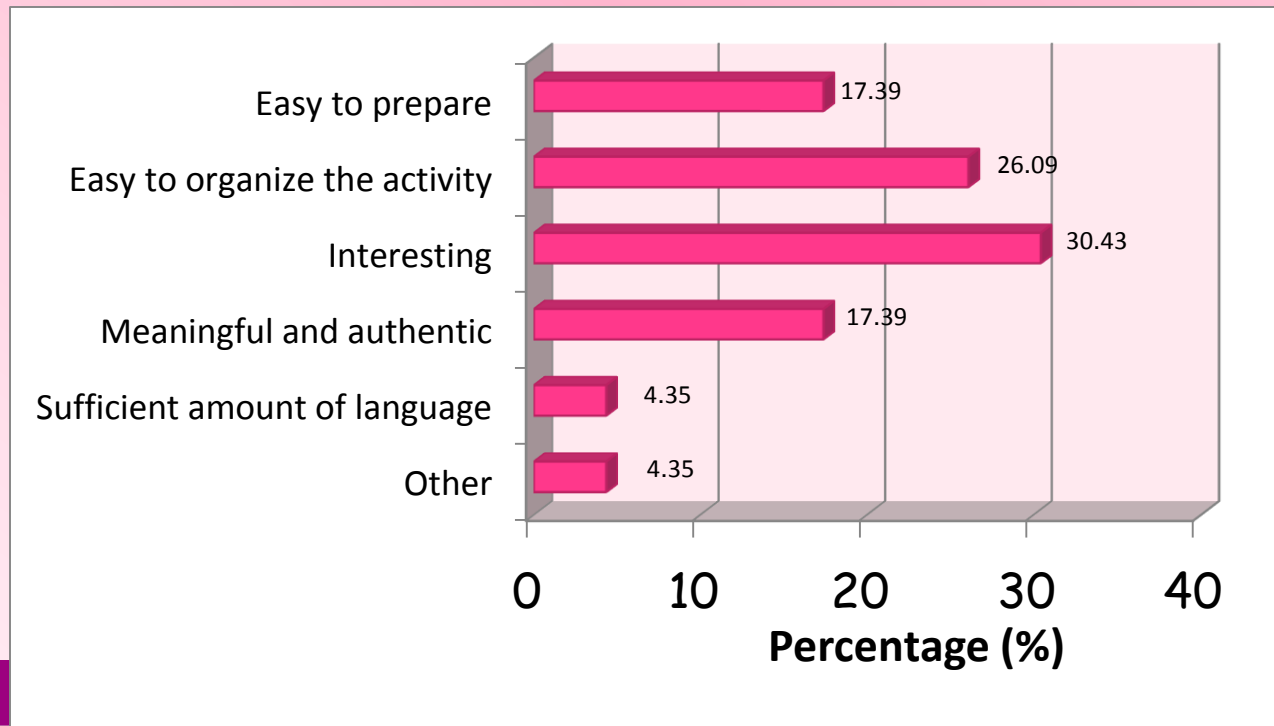


3. Discussion of Findings



3.1 The Reality of Using Pictures in English Speaking Classes

3.1.3 Criteria for Selecting Pictures



3. Discussion of Findings



3.1 The Reality of Using Pictures in English Speaking Classes

3.1.4 Means Used for Pictures

- posters and flipcharts: commonly-used (46.67%)
- computer and projector : 2nd (40%)
- the board : the rest

3.1.5 Types of Pictures Used

- both types of pictures (mechanical and non-mechanical) are used

3.1.6 Commonly - Used Speaking Activities with Pictures

- many activities with pictures are employed → can still not meet the demand of the pupils

3. Discussion of Findings



3.2 Pupils' Attitudes towards Using Pictures in English Speaking Classes

- Show great interest in English speaking lesson with pictures
- Sometimes they dislike the teachers' use of pictures
- Want to enjoy more speaking activities with pictures

3. Discussion of Findings



3.3 Teachers' Attitudes towards Using Pictures in English Speaking Classes

3.3.1 Pictures Necessity

- Stress on the necessity of using pictures

3. Discussion of Findings



3.3 Teachers' Attitudes towards Using Pictures in English Speaking Classes

3.3.2 Benefits of Using Pictures

Reasons	Percentage (%)
Pictures can motivate pupils and make them want to pay attention and take part in learning activities	43.75
Pictures are a means of presenting ideas in a time-efficient and compact manner	37.5
Pictures can be used for many times and many activities	12.5
Pictures can provide information and create contextualized situations in speaking activities, discussing and storytelling	6.25
Other reasons	0
Total	100

3. Discussion of Findings



3.3 Teachers' Attitudes towards Using Pictures in English Speaking Classes

3.3.3 Level of Pupils' Involvement and Pictures' Effectiveness

- High level of involvement and interest of pupils maintain
- Most of the teachers find it really effective when using pictures
- Despite their deep consciousness of the pictures' role, not every teacher is able to practice what should be done in language teaching.

3. Discussion of Findings



3.4 Teachers' Difficulties in Using Pictures in English Speaking Classes

3.4.1 Difficulties Faced in Selecting Pictures

- Level of relevance
- Time constrain
- Complicated contents
- Types of pictures

3. Discussion of Findings



3.4 Teachers' Difficulties in Using Pictures in English Speaking Classes

3.4.2 Difficulties Faced in Using Pictures

Problem	Occurrence	Percentage (%)
Time consuming	1	8.33
Using pictures can decrease pupils' attention	0	0
Pictures are too complicated for pupils to understand	4	33.34
Noise resulted from using pictures	6	50
Other ideas	1	8.33
Total	12	100

4. Suggestions



4.1 Suggestions for Teachers of English

- Learning psychology of young learners
- Criteria for selecting pictures
- Using pictures effectively
 - Pictures and class organization
 - Tactics for using mechanical pictures
 - Tactics for using non - mechanical pictures
- Some ways of challenging and encouraging pupils with pictures: identifying, describing, matching, grouping, sequencing, ordering, remembering.
- Suggested activities with pictures: storytelling, what is missing?, what is missing?, pictures consequences, flashcard matching.

4. Suggestions



4.2 Suggestions for Danang Primary Schools and Department of Education and Training

4.2.1 For Danang Primary Schools

- developing communities of schools to increase the opportunities for academic partnerships
- encouraging teachers to use modern technology in teaching
- promoting the Parents' Association in order to support each other in teaching young learners: organizing workshops, offering guidance on how parents can offer support at home, etc.

4. Suggestions



4.2 Suggestions for Danang Primary Schools and Department of Education and Training

4.2.2 For Danang Department of Education and Training

- investing more money in improving technology system of these schools
- organizing training courses of how to use computer, applied software and non - mechanical pictures efficiently
- organizing the competitions which encourage the teachers to use modern teaching techniques which learned from these training courses

4. Suggestions



4.3 Suggestions for Young Learners' Parents

- Following some basic teaching techniques or guidance given by the teachers to support their children.
- Collect CDs which teach English suited to their children's English level or or pictures of animals, flowers, everyday life objects, etc and ask them to identify things
- Communicate with the teachers in order to know how well their children are learning to take appropriate measures timely

5. Conclusion



- Although teachers are aware of the importance of pictures and benefits pictures brought about to enhance the quality of language teaching, not every teacher is able to use pictures frequently.
- Teachers still encounter many difficulties in using pictures really effectively.



Thank you for your listening!