

**FOSTERING EFL STUDENTS' COMMUNICATIVE
LANGUAGE COMPETENCE: FACEBOOK AS A PLATFORM
FOR A TRIAD OF TYPES OF TALK**

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A thesis submitted in fulfilment of the requirements for the degree of
Doctor of Philosophy

Centre for Educational Research

School of Education

Western Sydney University

March 2021

STATEMENT OF AUTHENTICATION

The work presented in this thesis is, to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that I have not submitted this material, either in full or in part, for a degree at this or any other institution.

Signature

Thi Huong Tran

ACKNOWLEDGEMENTS

The completion of my dissertation has been a very enduring and long journey with support from many amazing people: my supervisors, colleagues and family. First and foremost, one person above all others who deserves my deepest appreciation and respect is my principal supervisor, Associate Professor Chwee Beng Lee. I thank Associate Professor Chwee Beng Lee for taking me under her wing during my four years of study at Western Sydney University. She always encouraged, advised and inspired me during my completion of the research and writing. Specifically, she has widened my horizon for knowledge of research and pushed me throughout challenging times. Her continued support and encouragement have enabled me to become an independent, relentless researcher. My sincerest appreciation also goes to Doctor Christine Jones Diaz, my associate supervisor who has been very understanding and kind to me. She has given me guidance, support and invaluable suggestions throughout the entire dissertation process. I also owe sincere gratitude to Doctor Renee Lockwood who gave me lots of valuable and constructive feedback during the process of my dissertation writing. Moreover, many of my present colleagues at the Hai Duong College also played a significant role in my dissertation. My thanks also go to all the participating teachers and students for their participation and their responses to surveys and interviews. They all deserve my genuine appreciation. Lastly, I wish to dedicate this writing to my family who gave me a lot of comfort and warmth. I thank my husband Dang Thanh Pham for supporting me throughout my studies, for giving me tremendous courage, for protecting and loving me always. He has been working amazingly hard to take care of our young children and most household chores. I want to express my deepest gratitude to my mother, my father, my sister and my two children who have supported me during the dissertation period during which I had to deal with the most difficult issues of my life. My pursuit of the research could not have been accomplished without the expert guidance and personal support from all of them.

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LIST OF ABBREVIATIONS

| | |
|-------|---|
| EFL | English as foreign language |
| CG | Control group |
| EG | Experimental group |
| CLT | Communicative language teaching |
| SPSS | Statistical Package for the Social Sciences |
| ESP | English for Specific Purposes |
| SFL | Systemic Functional Linguistics |
| CEFR | Common European Framework of References for Languages |
| VFLF | Vietnam Foreign Language Framework |
| ICT | Information and communications technology |
| IT | Information technology |
| TOEIC | Test of English for International Communication |
| HCMC | Ho Chi Minh City |
| NR | New Rhetoric |

ABSTRACT

Communicative Language Teaching (CLT) is believed to provide students with skills to communicate outside the classroom. It is tailored to engage students in meaningful language use through authentic tasks in real-world contexts focused on information exchange, critical thinking and problem solving. Meanwhile, Facebook also has the potential to enhance students' communication and collaboration by engaging them in real-world contexts. Apart from creating a sense of community and engagement, Facebook enables more interactive communicative language learning activities. This study used the theoretical framework of CLT to examine how a triad of types of talk enhanced upper secondary students' communicative competence on Facebook in Vietnam. This study utilised a three-phase convergent mixed method approach, including the collection of both quantitative and qualitative data. Phase one involved quantitative data collection including pre-survey questionnaires undertaken by the control group (CG) and experimental group (EG) students and qualitative data collection from semi-structured interviews with English teachers. Phase two involved quantitative data collection from video transcriptions of CG and EG students' utterances and qualitative data collection from classroom and online observations. Phase three included quantitative and qualitative data collection from post-survey questionnaires by the CG and EG students. Three main ways in which a triad of types of talk fostered students' communicative competence on Facebook were identified: (a) students became more active and were capable of applying their own previous knowledge; (b) students developed their communicative competence embedded in simulated real-world situations on Facebook; and (c) students cultivated their self-directed learning strategies to communicate with others in the real-world contexts enabled by Facebook. The findings also revealed three main ways that Facebook hindered the development of communicative competence: (a) students' inexperience in Facebook learning; (b) Vietnamese

cultural issues related to English teaching and learning; (c) unavailability of adequate time. The study also raised some implications for language learning in Vietnam and highlighted the important roles of Facebook as a complementary learning platform and a triad of types of talk in strengthening students' communicative competence. Finally, this study encouraged ongoing research on the impact of a triad of types of talk on communicative competence on Facebook in accordance with the principles of CLT with different populations and subject areas.

CHAPTER 1: INTRODUCTION

In Vietnam since the Economic Renovation in 1986, English language has become more and more important for the globalisation, industrialisation and modernisation of the country. The Ministry of Education and Training has been devoted much effort to English language teaching and learning at all levels from primary to higher education, in an attempt to improve communicative competence for Vietnamese people (Nguyen, 2016). However, communicative competence in English of Vietnamese non-English majors at the completion of university education is far from the expectation of the labour force (Nguyen & Nguyen, 2016; Nguyen, 2016). Thus, in 2008 the Ministry of Education and Training launched the project “Teaching and learning foreign languages in the National Education System, period 2008 – 2020” aimed at introducing English as a medium of instruction and improving students’ communicative competence (Nguyen, 2019; Tran & Tanemura, 2020). Another aim of this project was that by the year 2020, the majority of Vietnamese students graduating from secondary schools and universities would be able to communicate in English independently and confidently in multilingual and multicultural environments.

However, the implementation of this project confronted problems such as misalignment between policy goals and actual implementation, students’ inadequate English proficiency and teachers’ insufficient command of English (Tri & Moskovsky, 2019). Moreover, there also has been a prevalence of top-down teaching approaches and traditional teaching styles with an emphasis on knowledge-based teaching based on Confucian ideology, large classes and poor facilities (Hoang et al., 2020; Tri & Moskovsky, 2019; Vu, 2021). Rather than competence-

oriented education, this focus on knowledge-based teaching requires students to memorise related knowledge.

Meanwhile, the exam-oriented education system has been identified as a barrier to the development of students' communicative competence because there is a lack of listening, speaking and writing components in tests and examinations (Pham & Bui, 2019). The exclusion of speaking, listening and writing tests limited the focus on students' communicative competence. This demotivates both teachers and students in the teaching and learning of English for communicative purposes. The heavy focus on grammatical accuracy and written structures in the national graduation examinations results in students memorising grammatical rules. They take less advantage of the benefits of practising and improving their listening and speaking skills, are less confident in applying their knowledge of language systems for communicative purposes and thus lose their motivation to learn English (Pham & Bui, 2019; Nguyen, Jaspaert & Van den Branden, 2018). According to official record from vietnamnet.vn, in 2017 English results in national upper secondary school graduation examinations were very low, with the average score of 4.46 out of 10 marks. In 2020, official record from vnexplorer.net documented that the average English score was 4.58 out of 10, the lowest compared with other subjects in the national upper secondary school graduation examination. As a result, many students do not develop any interest in learning English, or if they do, they seem to lose that interest and mentally withdraw and look for strategies to pass the required exams with minimal effort (Tran & Baldauf Jr, 2007).

It is evident that a wide gap exists between English as a Foreign Language (EFL) top-down policy goals and actual communicative language teaching (CLT) classroom practice; between the investment in English learning and the quality of teaching and learning English, especially

with the view to improving students' communicative competence. Consequently, incorporating face-to-face communication in the physical classroom and online learning through Facebook outside the classroom might challenge traditional learning styles that focus on memorising bodies of knowledge and develop students' reasoning and communicative skills. For Vietnamese students, online training involves downloading lessons, reference documents and projects for self-study. Collaborative activities and online sharing communities such as group discussions are relatively new and unfamiliar. Students are inexperienced at using self-study activities and teamwork because the teaching processes at all levels in Vietnamese secondary schools have not integrated technology synchronously and systematically, especially in the field of online training (Le, Tran, & Hunger, 2013). The use of Facebook may foster students' communicative competence given its collaborative nature. Specifically, the implementation of a triad of types of talk on Facebook is relevant to the theoretical framework of CLT that features authentic tasks, genuine communication and integrated-skills development. A triad of types of talk including three types of talk, namely cumulative talk, disputational talk and exploratory talk engages students in more active and independent ownership of knowledge and opportunities to negotiate meaning within a group. Meanwhile, while collaboratively working on authentic curriculum-related tasks, students are encouraged to support their viewpoints with reasons and cooperatively solve problems through talk. In the context of a triad of types of talk, students are expected to explicitly share their ideas uncritically (cumulative talk) (Liang & Fung, 2020; Patterson, 2018). Thereafter, their viewpoints are sought via constructive conflict (disputational talk) and finally rational consensus is reached among group members through discussion and evaluation of different views through application of reasoning (exploratory talk) (Liang & Fung, 2020; Patterson, 2018). Exploratory talk is "a joint, coordinated form of co-reasoning in language which involves sharing knowledge, challenging ideas, evaluating evidence, considering options clearly and explicitly and joint decisions reached" (Mercer &

Howe, 2012, p. 16). During the process, students develop their communicative competence. Thus, this thesis aims to address issues facing upper secondary school students in Vietnam by investigating how a triad of types of talk enhances students' communicative competence on Facebook under the theoretical framework of CLT. The implementation of a triad of types of talk within Facebook requires careful consideration to encourage students to use talk as a tool for thinking together, for establishing and sustaining focused collaborative learning and an effective culture of collaboration (Littleton et al., 2005).

1.1. Research background

In Vietnam, the rapid growth and expansion of English from 1986 to the present is the result of a renovation policy. English is considered key to the globalisation and regional integration that leads the way for socio-economic and political development. English has been officially adopted as a compulsory foreign language taught at schools throughout the country and has become one of the compulsory subjects in the National Upper Secondary School Graduation Examination that students must pass in order to obtain the General Certificate of Secondary Education.

As a result of globalisation and coupled with the demands for English proficiency and improvement in the quality of English teaching and learning in Vietnam, the Ministry of Education and Training introduced English education reforms, particularly the National Foreign Languages Project 2020. The primary purposes of the Project 2020 policy are the expansion of English as a medium of instruction, the investment in educational programs and facilities, and the declaration of exit levels of foreign language proficiency standards for different stages of education. This includes the development of a national language proficiency

framework, Vietnam Foreign Language Framework (VFLF), compatible with the Common European Framework of References for Languages (CEFR). According to Nguyen and Hamid (2020), the CEFR was first introduced and adapted by the Prime Minister through Decision No 1400/QD-TT, issued on 30 September 2008 with a vision from 2008 to 2020. This Vietnamese adaptation of the CEFR was launched in 2014 by the Ministry of Education and Training. It is officially referred to as the “six-level framework for foreign language proficiency in Vietnam” (Nguyen & Hamid, 2020, p. 2) and includes six global levels from the lowest to the highest: A1, A2, B1, B2, C1 and C2. Under this framework, Vietnamese non-English major upper secondary students are required to reach level 3 of the VFLF which is equivalent to level B1 of the CEFR. English teachers in upper secondary schools are expected to achieve level 5 of the VFLF which is equivalent to level C1 of the CEFR (Table 1.1).

Table 1.1 *Vietnam Foreign Language Framework (VFLF) and Common European Framework of References for Languages (CEFR) and Target CEFR levels for upper secondary students and teachers.*

| | VFLF | CEFR | Students | Teachers |
|--------------|-------------|-------------|--|--------------------------|
| Elementary | Level 1 | A1 | | |
| | Level 2 | A2 | | |
| Intermediate | Level 3 | B1 | Grades 10 to 12 (upper secondary students) | |
| | Level 4 | B2 | | |
| Advanced | Level 5 | C1 | | Upper secondary teachers |
| | Level 6 | C2 | | |

The Vietnamese national language project 2020 fell behind its initial targets for the 2008–2020 period and the Vietnamese government approved an extension of the Project, shifting its

termination from 2020 to 2025 (Nguyen & Stracke, 2020; Tran & Tanemura, 2020). This project 2020 failed to reach some of its primary targets because of teachers' and students' uneven English proficiency, lack of appropriate approaches of implementation, unrealistic benchmarks. Especially, B1 standard for upper secondary students was a tough challenge. The project has just been extended to 2025 with many new targets. Notably, a revised version of VFLF (2017-2025) was updated of which the upper secondary schools had to lower its English output criteria to A2 instead of B1.

Table 1.2 A revised version of VFLF (2017-2025)

| | VFLF | CEFR | Students | Teachers |
|--------------|-------------|-------------|--|--------------------------|
| Elementary | Level 1 | A1 | Grades 10 to 12 (upper secondary students) | |
| | Level 2 | A2 | | |
| Intermediate | Level 3 | B1 | | |
| | Level 4 | B2 | | |
| Advanced | Level 5 | C1 | | Upper secondary teachers |
| | Level 6 | C2 | | |

Regarding English teacher education, currently there are two types of programs in Vietnam. The first is of four years' duration and prepares graduates to teach from kindergarten to high school. The second is of three years' and prepares graduates to teach from kindergarten to junior high school. Since 2012 universities have designed their own curricula for teacher education programs instead of adopting the curricula designed by the Ministry of Education and Training or equivalent regulatory bodies (Tran & Huynh, 2019). However, these teacher education programs include academic content focused mainly on English proficiency and subject matter knowledge, with less focus on contextual knowledge, pedagogical reasoning and decision-making (Nguyen, 2013). Many English language-teaching programs at the tertiary

level prepare students in terms of cultural knowledge taught separately from English language skills. According to Tran and Huynh (2019), teacher education programs lack relevant professional competencies, real-world teaching contexts, resilience, and soft skills for the teaching profession. In many teacher education institutions, the core courses include EFL teaching methodology, phonetics, semantics and English, adopting a grammar-translation approach in non-native English-speaking contexts (Dang, Nguyen, & Le, 2013). According to Tran and Huynh (2019), preservice teacher education was mostly theory-based, demonstrated a disconnect between the university and the workplace, and was therefore difficult to use in the real-life context. In other non-English major tertiary courses, testing generally focuses on vocabulary, grammar, reading and a small proportion of writing in the form of sentence construction and paraphrasing. Very few universities include a speaking test in their assessment (Nguyen & Gu, 2020).

In addition, English teaching in Vietnam has been influenced by traditional didactic teaching (Hewson, 2018) and the unquestioning respect for the authority of teachers (Nguyen & Hall, 2017). English lessons exclusively engage students in form-focused communication through a grammar-based approach, at the expense of meaning-focused communication. According to Cao (2018), many English teachers conduct their lessons with activities organised in a form-focused sequence, namely the Presentation-Practice-Production (PPP) mode. Le (2007) also reported that classroom teaching remains grammar-focused, textbook-bound, and teacher-centred, due to teachers' lack of required proficiency in English and teaching skills.

In the teacher assessment program conducted by the Ministry of Education and Training of Vietnam in 2012, only a very small percentage of upper secondary English teachers achieved the quality standard at level C1 based on the CEFR (Duong & Catherine, 2016). In addition,

97% failed to achieve the English proficiency level of C1 based on the CEFR (Nguyen, 2019). Furthermore, English enhancement courses required English teachers to pass CEFR tests focusing on listening, writing, speaking and reading skills rather than on the language proficiency needed for their teaching profession and CLT (Nguyen, 2019). The current in-service teachers need intensive retraining programs in both language competence and language teaching methodology (Mai, 2014). Many English teachers have insufficient command of the English language to use the communicative approach in their teaching of English. English tests from the classroom level to the national level, such as upper secondary school graduation tests, focus on students' competence in grammar, vocabulary, reading and writing and fail to include the assessment of communicative skills of speaking and listening (Mai, 2014; Nguyen, 2019).

Meanwhile, in 2000 the Ministry of Education and Training announced infrastructure development and information technology (IT) training in education. In the school year 2008–2009 the Ministry of Education and Training launched an educational campaign entitled “The Year of ICT” within which the application of information and communications technology (ICT) was regarded as part of new and innovative methods of teaching and learning. However, according to Dang (2011), ICT usage can increase workloads, time and financial burden for English teachers, as one hour of an ICT-enhanced lesson requires three to four hours of preparation. Laptops are not available for loan, so teachers have to purchase their own. Moreover, many public schools lack adequate resources such as videos, DVD players, projectors and other supplementary aids necessary to motivate students to learn English. Thus, Nguyen (2011) pointed out that classroom communication between English teachers and students, and among students themselves, are principally face to face. These students very often use computers for chatting sending and receiving emails with friends. The use of internet facilities is focussed on personal pleasure and entertainment and in the prenatal stage for

educational purposes. Tran and Huynh (2019) recognised that English teachers in Vietnam encountered poor working conditions, heavy workload, high job performance expectations and insufficient language proficiency.

Moreover, under the influence of Confucian educational values, Vietnamese students favour a harmonious relationship and avoid conflicts. They are not keen on face-to-face discussion and peer-assessment of their work (Pham & Renshaw, 2015). On the other hand, the end-of-semester multiple-choice or short-answer tests, as well as the end-of-school examination with a standardised test paper discourage students from mutually beneficial collaborative learning. Le, Janssen, and Wubbels (2018) pointed out that that Vietnamese students were overloaded with academic subjects and demonstrated low levels of collaborative skills.

1.2. Statement of the problem

In the 21st century, language learning aims to foster communicative competence (Bakar, Noordin, & Razali, 2019). Thus, fostering communicative competence for students is an area of interest for researchers interested in helping second-language students communicate efficiently and competently in English as the target language. An extensive search was conducted to identify the number of publications in peer-reviewed journals that described strategies to boost students' communicative competence in English. It was discovered that a number of pedagogical approaches exist to increase students' communicative competence. First, researchers identify contemporary teaching strategies such as project-based learning activities (Bakar et al., 2019), task-based learning approach (Campo, 2016), and theme-based role play (Waluyo, 2019) to boost students' communicative competence. Second, they outline technologies such as: 3D virtual world (VEC3D) (Shih & Yang, 2008); technology accessible through mobile phone, camera, computer, internet, tape, recorder, projector and language

laboratory (Sipra, 2013); digital storytelling (Del-Moral-Pérez, Villalustre-Martínez, & Neira-Piñero, 2019); video conferencing (Vurdien, 2019); virtual simulations (Sadiku, 2016); media literacy (Kung, 2016); and Web 2.0 tools (McKeeman & Oviedo, 2014).

Initially, various existing teaching strategies were employed to enhance students' communicative competence in the world. Bakar et al. (2019) investigated project-based learning activities to promote Malaysian English language learners. The participants were 44 diploma students in a communicative English course at a technical college in Malaysia. Through a 12-week project-based learning, the researchers were able to report that a project-based teaching strategy is an option for improving communicative competence for students in an English language course. In another study by Campo (2016) a task-based learning approach was used to improve students' communicative competence and the researchers found significant improvements in students' communicative competence in Columbia. Similarly, Waluyo (2019) used theme-based role play in task-based language teaching to boost students' communicative competence at Walailak University in Thailand and found that this pedagogical approach improves students' communicative competence.

Moreover, other studies have resorted to using technologies to improve students' communicative competence. Shih and Yang (2008) designed a contextualised and playful 3D Virtual English Classroom (VEC3D) for undergraduate students in Taiwan to enhance their communicative competence. A study by Sipra (2013) found that the use of technologies such as mobile phone, camera, computer, internet, tape recorder, projector and language laboratory could develop students' communicative competence. A study by Del-Moral-Pérez et al. (2019) illuminated digital storytelling, combining several modes of communication, such as words, music and images, in a coherent and attractive way to enhance students' communicative

competence. Another study by Vurdien (2019) discovered that video conferencing could provide students with an opportunity to enhance their communicative competence outside the classroom setting. Students engaged with others via a videoconference, including booking the meeting room via the Zoom application. Similarly, Sadiku (2016) discovered some benefits of virtual simulations that enhanced students' communicative competence, such as providing natural communicative input and promoting student-centred learning and the negotiation of meaning. Furthermore, Kung (2016) found that media literacy facilitated and stimulated students' communicative competence. Finally, McKeeman and Oviedo (2014) found that Web 2.0 tools such as VoiceThread, Poll Everywhere, Animoto and Xtranormal could integrate with instruction to enhance student communicative competence, encourage engagement with content, and foster increased motivation in learning.

The studies reviewed in the prior section suggest that innovative teaching strategies to boost students' communicative competence share common educational problems in different contexts, such as students' poor command of English, traditional examinations and restrictions imposed by textbooks. Researchers offer insights regarding diverse teaching strategies and technologies and their impacts on students' communicative competence. In particular, the studies discussed in the preceding section provide strong evidence of substantial empirical work that clarifies the role of various technologies in fostering students' communicative competence. Through the support of technology, students can interact and collaborate with others. The use of technology is an ideal way to integrate English communication in the classroom with learning experiences that occur beyond the classroom. In this way, students expand knowledge, construct meaningful interpersonal understanding and gain communicative competence. Studies reviewed in the previous section also reveal the accessibility and unity of Web 2.0 tools as innovative platforms to enhance students' communicative competence.

Web 2.0 software includes social media tools, such as Weblogs, Wikis, Twitter and Facebook, that are user-friendly, able to be personalised, and allow for content creation and modification (McLoughlin & Alam, 2014). It is evident that social media tools such as Facebook enhance learning performance in both individual knowledge development and group knowledge sharing (Liu, 2015). With the use of multimedia inputs online via Facebook, students can employ artefacts to explain their points of view explicitly and cohesively in the context of collaborative learning (Fakomogbon & Bolaji, 2017). In this study, these upper secondary students had Facebook accounts and they were familiar with using Facebook for chatting, sharing of information, uploading pictures and live streaming. Thus, Facebook has become an integral part of their life where they can use it anywhere and at any time for learning purpose. In addition, online learning via Facebook can be seen as a positive way to develop students' interests in sharing of knowledge and communicating in English in an environment where they are not bounded by the classroom walls. More importantly, students identified the convenience offered by a known and familiar platform as a key criterion for participation in any asynchronous learning opportunity. English teachers in Vietnam were positive about using Facebook for educational purposes as it allowed them to search for information, improve English proficiency, seek academic assistance, connect and network. (Le, Maor & McConney, 2021). Besides the above, few empirical studies have investigated the possibility of using Facebook for communicative competence (Rosli & Idrus, 2017; Wu, 2016). However, there is a lack of research focusing on a triad of types of talk and its potential for fostering students' communicative competence on Facebook. Existing studies do not document the issues students face, or the strategies they use when participating in communicative learning activities on Facebook. None of the research about the efficacy of Facebook for communicative competence development was conducted in the Vietnamese context; little is known about how upper secondary students in Vietnam respond to such Facebook use. Based on the above, there is a

strong need for empirical and theoretical foundations for the use of Facebook for communicative competence development.

1.3. Research scope

The aforementioned studies focusing on pedagogical approaches to foster students' communicative competence used mixed methods research (Bakar et al., 2019; Del-Moral-Pérez et al., 2019; Kung, 2016; McKeeman & Oviedo, 2014; Sadiku, 2016; Sipra, 2013; Vurdien, 2019; Shih & Yang, 2008). Mixed methods research including quantitative and qualitative data analysis enables deeper understanding of research problems and generalisation of research results (Creswell & Clark, 2017). For example, one study that used mixed methods research was that undertaken by Sadiku (2016). In this study, the quantitative data was gathered from questionnaires and surveys. Observation and analysis of chat logs were used as the qualitative data collection methods. Another study by Vurdien (2019) which investigated how video conferencing could enhance students' communicative competence, also used qualitative and quantitative approaches. Videos, class observations, and individual interviews conducted upon completion of the study, constituted the qualitative data collection methods. The quantitative method employed questionnaires collected at the beginning and at the end of the study.

While most of the studies outlined above used mixed methods research design, the current study further develops the design by employing diverse methods of data collection and analysis to enhance the reliability and validity of the research (Abowitz & Toole, 2010). Thus, this study uses mixed methods research to investigate the use of a triad of types of talk on Facebook to provide perspectives on the development of students' communicative competence in Vietnam. The use of Facebook for communicative competence development may be promising in EFL

settings and is significant for a number of reasons. First, a triad of types of talk involves students' active participation by allowing them to share relevant knowledge and ideas and use the target language in a meaningful way. Second, Facebook creates an interactive, collaborative and non-threatening learning environment that applies knowledge through engagement (Bagarukayo, Ssentamu, Mayisela & Brown, 2016; Roodt & De Villiers ,2013). Thus, Facebook has the potential to support active participation, critical thinking and problem solving in simulated real-world contexts (Prescott, 2014). The combination of a triad of types of talk and Facebook is especially relevant to the theoretical framework of CLT that highlights authentic tasks, student-centred learning and communicative competence. Consequently, the purpose of this study was to explore existing dilemmas facing upper secondary school students in Vietnam and examine how a triad of types of talk on Facebook under the theoretical framework of CLT can reinforce students' communicative competence.

1.4. Research significance

The current study contributes to the ongoing understanding of issues and dilemmas experienced in the educational context of Vietnam, in relation to upper secondary students' low English proficiency, English teachers' insufficient command of English and large class sizes. In addition, this study further expands research about technologies, especially the use of Web 2.0 tools to enhance students' communicative competence. There has been no research on the efficacy of Facebook as an educational tool using a triad of types of talk approach to promote students' communicative competence under the theoretical framework of CLT. Therefore, the implementation of a triad of types of talk in the educational context of Vietnam makes a contribution to a growing field of research about incorporating a triad of types of talk on Facebook to foster communicative competence. Finally, the results of this study will contribute

valuable knowledge to assist the Vietnamese Ministry of Education and Training in their plans to facilitate Facebook as a supplementary learning platform outside the formal classroom.

The launch of a triad of types of talk approach will assist in the development of communicative competence and skills for EFL learners in Vietnam. To date, there has been no educational research in Vietnam investigating Facebook usage with the application of a triad of types of talk to promote communicative competence for upper secondary school students. The implementation of a triad of types of talk on Facebook can foster students' communicative competence because Facebook has pedagogical, social, and technological affordances (Idris & Wang, 2009). Pedagogical affordances allow students to share information, negotiate ideas and construct knowledge. Facebook also offers a learning platform for students to present authentic tasks and this motivates them to study and write reflections. Social affordances of Facebook support student's diverse means of communication such as audios and videos and enable peer reviews as well. Finally, Facebook is available to meet various needs and is free of charge. It allows teachers to create and upload educational resources (Idris & Wang, 2009; Wang, Woo, & Quek, 2012). A triad of types of talk promotes students' reasoning and simulates conversations that develop students' critical thinking, problem solving and skills. Thus, this study provides crucial guidance and recommendations for changes in educational pedagogy. In summary, this study builds new understanding about the use of a triad of types of talk on Facebook to enhance upper secondary students' communicative competence, and this can yield beneficial results as a guided instructional practice in different learning environments as well as with students from diverse language backgrounds.

1.5. Research aims

The aim of the current study was to investigate how a triad of types of talk on Facebook could support communicative competence for upper secondary school students in Vietnam. To fulfil this aim, this study had the following objectives:

- To identify challenges and issues facing EFL students learning English through CLT in the upper secondary school context in Vietnam.
- To reveal the outcomes of communicative learning activities facilitated through a triad of types of talk on Facebook under the theoretical framework of CLT.
- To identify the specific learning strategies that upper secondary students use to cultivate their communicative competence in English on Facebook in Vietnam.
- To establish the potential challenges for EFL students in Vietnam while developing their communicative competence through Facebook.

1.6. Research questions

The following research questions were designed for this study:

1. What are the current challenges and issues facing EFL students in the learning of English through CLT approaches?
2. How does Facebook promote EFL upper secondary students' communicative outcomes in English in Vietnam?
3. What are the specific strategies used by EFL upper secondary students to foster their communicative skills in English when using Facebook for learning English?
4. What potential challenges do EFL upper secondary students face when building their communicative competence in English on Facebook?

1.7. Chapter Overview

In this thesis, there are six chapters including this chapter. The section below provides a brief overview of these chapters.

Chapter 2 of this thesis provides a review of the literature, including: a discussion about Facebook as an educational tool; Facebook assisted CLT; the systemic functional linguistics genre-based approach and a triad of types of talk; a triad of types of talk and its implementation on the Facebook group page; the speech unit and key words of cohesion and reasoning; and episodes in the triad of types of talk.

Chapter 3 presents the methodology of the research. It begins by setting out the research design, which uses a mixed-method convergent approach combining quantitative and qualitative research methods. Next, it considers characteristics of the research setting and participants. Pedagogical materials, data collection methods and data analysis are then presented. Finally, validity, reliability and ethical concerns are discussed.

Chapter 4 presents the results of the research. It begins by analysing the findings of quantitative data from survey questionnaires and video transcriptions of the CG and EG students' utterances. It also presents the findings from qualitative data from semi-structured interviews with English teachers, open-ended questions and field notes from classroom and online observations.

Chapter 5 presents an in-depth discussion of the connections between Facebook, a triad of types of talk and communicative competence, and the contribution of the research. Some issues highlighted in this chapter are: challenges facing upper secondary school students and teachers; the efficacy of Facebook while incorporating a triad of types of talk approach to enhance

students' competence; strategies students use to foster their communicative skills in English on Facebook; and potential challenges EFL upper secondary students face when building their communicative competence in English on Facebook.

Chapter 6 concludes the thesis and focuses on understanding the theoretical, practical and research implications of the research. It also provides limitations, recommendations, and a summary of the thesis.

1.8. Conclusion

This chapter outlines the research background of education in Vietnam and its connections to EFL learning and teaching methods. The facilitation of a triad of types of talk on Facebook may have significant positive implications for communicative language development in Vietnam. This chapter also provides a discussion of the significance of the research, argued in relation to its potential to contribute to literature on EFL, Facebook, a triad of types of talk and CLT, and to support the implementation of online education outside the classroom. The aims of the study and specific research questions are presented in relation to the issues raised. Finally, this chapter presents an overview of the six chapters in this thesis.

The next section begins by addressing Facebook as an educational tool, Facebook assisted CLT, the systemic functional linguistics genre-based approach and a triad of types of talk. Then, Facebook and the implementation of a triad of types of talk on Facebook is discussed. Finally, the chapter describes the speech unit and key words of reasoning and cohesion, and episodes within the triad of types of talk.

CHAPTER 2: LITERATURE REVIEW

This chapter provides a review and analysis of academic literature relevant to the aims of this thesis. Firstly, this chapter provides an in-depth analysis of the research literature on Facebook as an educational tool that enhances academic performance, strengths and weaknesses of Facebook and the educational use of Facebook in Vietnam. Then, it analyses the theoretical framework of Facebook assisted communicative language teaching (CLT) including characteristics of CLT and its benefits on Facebook. The next section addresses the characteristics of two teaching approaches: systemic functional linguistics genre-based approach and a triad of types of talk. Next, this chapter illustrates Facebook and the implementation of a triad of types of talk on Facebook. Finally, the chapter describes the speech unit, key words of reasoning and cohesion, and episodes in the triad of types of talk that facilitate students' use of EFL within the context of CLT pedagogy.

2.1. Facebook as an educational tool

Since the creation of Facebook in February 2004, Facebook is the most well-known platform among educational environments and the number of its users is increasing rapidly in the world. An extensive search for 'Facebook in education' was conducted to identify the number of publications in peer-reviewed journals relating to Facebook usage in education. It was discovered that the Facebook group page is the most common page for the integration of Facebook in academic performance (Arzu, 2014; Bahati, 2015; Cinkara & Arslan, 2017; Delen, 2017; Leier & Cunningham, 2016; Meishar-Tal, Kurtz, & Pieterse, 2012; Montoneri, 2015;

Özdemir, 2017; Ping & Maniam, 2015; Reid, 2011; Riady, 2014; Shih, 2013; Singh, 2013; Tananuraksakul, 2015). In addition, the utility of Facebook can enhance academic performance such as: reading (AlSaleem, 2018; Bowers-Campbell, 2008; Yagci, 2015); writing (Annamalai & Jaganathan, 2017; Huang, Lin, & Villarreal, 2014; Ingalls, 2017; Karanjakwut, 2018; Ping & Maniam, 2015; Reid, 2011; Wichadee, 2013; Yu, 2014); spelling during examinations (Mingle, Adams, & Adjei, 2016); grammar and vocabulary (Hamada, 2014; Wu & Chao, 2015); business communication English (Shih, 2013); argumentation teaching (Delen, 2017); intercultural communicative competence (Mitchell & Benyon, 2018; Özdemir, 2017); business English vocabulary (Slim & Hafedh, 2019); storytelling activities and communication skills (Rosli & Idrus, 2017); collaborative argumentation (Owens & Nussbaum, 2016); and speaking and writing skills (Yen, Hou, & Chang, 2015).

The use of Facebook as a supplementary platform may be promising in EFL settings that aim to enhance students' academic performance. For example, Özdemir (2017) investigated the effect of Facebook on intercultural communicative effectiveness among EFL students from the English language teaching department at Balikesir University. Forty students participated in this study and were randomly assigned to two groups. One group was an in-class discussion group which discussed a given topic in the classroom within course hours. These participants mostly shared similar cultural backgrounds. The other group was a Facebook discussion group with a variety of purposes such as sharing materials and discussing issues related to English language learning and teaching. This second group conducted the discussion outside course hours and focused on a topic based on a relevant video from YouTube and a series of questions prepared by the researcher. During the discussion, no time limitation was set. This Facebook discussion group was also open to the public, including individuals from different countries

who could participate in the discussions in a random manner. The findings indicated that Facebook is a feasible platform to improve students' intercultural competence (Özdemir, 2017).

In a study conducted at the English Department of Halu Oleo University in South-East Sulawesi, Indonesia, Alberth (2019) examined how Facebook influenced students' motivation, self-efficacy and writing performance. Sixty-four participants were asked to update their Facebook status in English at least once per week by sharing experiences, expressing opinions, posting links, describing an object, place, person, or thing. Both quantitative and qualitative data from pre- and post-tests, questionnaires and interviews were analysed. The findings suggested that incorporating Facebook can improve students' academic writing, as well as their intrinsic motivation to study writing and their self-efficacy levels (Alberth, 2019).

Another study by Slim and Hafedh (2019) investigated the effects of Facebook use on students' achievement in the area of business English vocabulary acquisition at the University of Tabuk in the north of Saudi Arabia. A control group of 26 students undertook a course in business letters in the first semester. A second group, the experimental group of 38 students, undertook the same course in the second semester. The experimental group was taught via the Facebook platform and the control group undertook the course in a traditional classroom. The experimental group was asked to follow the Facebook page for updates on new materials and information regarding the course. These students were encouraged to interact with each other and with the teacher and were exposed to videos and posts in English. The videos contained images, objects, and scenes in which the targeted vocabulary items were used, supported by sound and subtitled text such as cover letter, supply order, quotations, price list. The control group received the same vocabulary content but through traditional in-class teaching, using textbooks and whiteboard. By the end of the course, all 64 students learnt the same vocabulary

items and completed the same assignments. The findings state that the experimental group presented a positive attitude toward the Facebook learning experience and the learning achievement of the Facebook group was slightly better than that of the control group. However, the findings of this study indicated no significant difference in terms of learning achievement between Facebook-assisted language learning and traditional classroom teaching.

The three examples of research discussed above show the positive use of Facebook as a supplementary platform to enhance students' academic performance. The Facebook platform allows students to share information, acquire new knowledge and develop areas of language production. Facebook also supports the possibility of verbal and nonverbal communication via diverse means such as videos, audios, pictures and texts that motivate students' language learning and interactions (Alberth, 2019; Demir, 2018). However, the use of Facebook as a tool in the language learning classroom can have negative impacts on students; it is time-consuming and may distract students' attention (Hursen, 2019) and cause stress and anxiety (Kelly, 2018). Thus, improving students' achievements in areas of English requires the development of more sophisticated strategies and methods (Slim & Hafedh, 2019; Toker & Baturay, 2019). Facebook group page constructs an interactive learning space for students and teachers. Those who access Facebook learning platform can achieve purposeful asynchronous learning that gradually increases students' collaboration and self-confidence (Northey, Bucic, Chylinski & Govind, 2015). In addition, social presence and learning interactions on Facebook may have positive influence on students' academic outcomes (Al-Dheleai & Tasir, 2017) as instant notifications when a new post and comments are made on the Facebook group allow quicker interactions and prompt feedback. Through this asynchronous learning platform, students themselves regulate their involvements, collaborate and they are free to choose the frequency and intensity of their participation. Thus, asynchronous learning on Facebook should be relevant, and active.

Students should clearly know about the rules and expectations from their participation on Facebook group.

One of the affordances of Facebook as a tool to boost students' communicative competence is that it supports collaborative learning. According to Fakomogbon and Bolaji (2017), collaborative learning is one form of social interaction during learning processes that provides an additional platform for coordination within formal and informal learning environments. Kotsopoulos (2010) defined collaborative learning as a learning environment that permits students to attain participation within the group so that individually and collectively students can achieve both common and individual academic goals. By providing a community-like artefact Facebook may support collaborative learning (Ractham & Firpo, 2011). First, the students can take advantage of the Facebook platform to share information, exchange knowledge and learning experiences (Barkley, Cross, & Major, 2014). Second, Facebook represents a great opportunity to generate knowledge and inter-group cohesion (Cerdà & Planas, 2011). In such a community, learning involves meaning negotiation and finding, mutual engagement in action as well as community building and identity construction (Kabilan, Ahmad, & Abidin, 2010).

Moreover, Facebook may have a positive impact on students' self-directed learning. As indicated by Kidane, Roebertsen, and Van der Vleuten (2020), self-directed learning is the ability to: identify learning needs; differentiate relevant references relating to identified learning issues; develop appropriate learning strategies to achieve set goals; and evaluate the effectiveness of the learning outcomes. For the successful implementation of self-directed learning, students should be focused, motivated and stress-free, have time management skills and a capacity to search learning resources (Bhandari, Chopra, & Singh, 2020). Thus, Ivala and

Kioko (2015) demonstrated that Facebook enables students to learn how to self-direct their learning.

Despite the application of Facebook highlights elements of computer-mediated communication tools such as synchronous and asynchronous discussion, sharing pictures and video capabilities (Kabilan et al., 2010). While the use of Facebook could enhance students' communication skills (Kabilan et al., 2010), little is known of Facebook as a mean of fostering communicative competence using a triad of types of talk, namely cumulative, disputational and exploratory talk. Vietnam is one of the top 10 Asian countries that has high number of Facebook users and this uptake is fast increasing (Pham and Tran, 2020). There are more than 55 million Facebook users in Vietnam (Duong, 2021). Facebook can encourage knowledge sharing, increase members' satisfaction and create incentive mechanism (Pham and Tran, 2020). Facebook may also provide a platform for students to develop their English language proficiency. At the same time, Facebook motivates students to learn English, improve their learning outcomes and relationships between students and teachers in Vietnam (Phan, 2021). Facebook might be a site for users to effectively practice English and Facebook could boost their motivation to communicate in English (Phan, 2021). Users use Facebook for making friends, discussing and updating status or pictures as well. On Facebook, abbreviated usage or shortened version of words without any regard for standard usage, as long as meaning is shared, are used for example, good (gud), message (msg), need (nid), because (bkkos). Second, many acronym generated words and symbols, for example, OMG (oh my God), UWC (you are welcome), LOL (variously interpreted as lots of laughter, lots of love) are employed. Third, slangs used include winks, dude, swaging, guys, sagging, babe, don, flex. Lastly, emoticons on keyboard characters from the users' devices automatically converts to the desired emoticon so that users of all lingua background can convey by clicking on the icons (Ohiagu & Okorie, 2014). In this

study, knowledge was also socially constructed and maintained through communication on Facebook. However, students were expected to consider the accuracy of language use and standard linguistic styles and spellings that conveyed meaning.

Obviously, social media in general and Facebook in particular that grows in popularity may be a platform for learners to develop their language capacity. Despite the growth of Facebook in conjunction with the powerful position of Facebook in Vietnam context, limited numbers of studies have been carried out to explore how Facebook platform impacted upon CLT in Vietnam (Phan, 2021). Facebook has the potential to be used as an educational tool for the enhancement of communication for students in Vietnam. However, there are currently very few studies that directly investigate the use of Facebook as an educational tool in Vietnam (Ho, Phung, Oanh, & Giao, 2020; Le, Cunningham, & Watson, 2018; Tran, 2016). In particular, there are no studies that explore Facebook for communicative competence development. A study by Tran (2016) investigated the potential of using a combination of in-class technical training with online Facebook discussion to improve students' TOIEC (Test of English for International Communication) test scores. Le, Cunningham, et al. (2018) explored the relationship between willingness to communicate and social presence in an online English course in Vietnam using Facebook and Skype. Facebook was employed to provide tasks and students uploaded their work. In another study related to the use of Facebook, Ho et al. (2020) scrutinised how peer commentary activities influenced students' writing quality and whether traditional peer comments should be replaced by peer e-comments. This research was conducted with two classes at HCMC (Ho Chi Minh City) University of Science. The control group recorded face-to-face peer comments on paper and the experimental group recorded comments on Facebook. The above discussion indicates that in Vietnam, studies on the use of

Facebook as an educational tool are few; there are no studies examining a triad of types of talk for the development of communicative competence outside school.

The affordances of Facebook can enhance students' communicative competence. Idris and Wang (2009) stated that the affordances of Facebook are presented in pedagogical, social, and technological perspectives. First, when using Facebook for learning, students may co-construct learning experiences, collaborate with group members and become active participants. The Facebook learning environment provides rich multimedia resources and support to improve educational experiences and motivates students to have access to set learning resources, actively share content, chat, send private messages, post, view, tag, and comment on photos, audios, or videos (Idris & Wang, 2009; Wang, Woo, et al., 2012). Moreover, Facebook enables students to participate freely without feeling shy or embarrassed and to take control of their learning, thus strengthening interaction, and creating a positive and strong relationship among group members (Alberth, 2019; Demir, 2018). As such, Facebook may have the potential to provide a platform for developing students' communicative competence.

Meanwhile, Facebook affords technical advantages that enable learners' instant access and they can easily exchange texts and multimedia conveniently that might foster talks. In addition, verbal and nonverbal cues while communicating on Facebook enables the sharing of ideas, resources, and information related to the course that are positively linked with increased cognitive and communicative outcomes. Thus, Facebook, due to their design, can enable increased levels of communication, and collaboration among students (Alberth, 2019; Al-Dheleai & Tasir, 2017; Demir, 2018, Northey, Bucic, Chylinski & Govind, 2015)

2.2. Facebook assisted communicative language teaching (CLT)

Communicative language teaching (CLT) was introduced by Hymes almost five decades ago in 1972, through his theory of communicative competence (Ibrahim & Ibrahim, 2017; Ull & Agost, 2020). Until today CLT still proves its benefits to second language acquisition in EFL educational settings and has become the main approach used in many countries.

In the early years of the nineteenth century in Western countries, the grammar translation method dominated the second language classroom. This method focused on grammar illustration and translation exercises and did not build learners' capacity to communicate verbally. In the late nineteenth century, increasing commercial contact and travel between European nations encouraged people to learn a second language with the aim of communicating and this led to the emergence of the direct method. The direct method was based on the belief that second language learning should be an imitation of first language learning and the means of instruction and communication in the classroom should be the second language (Anh, 2012). Next, the audiolingual method was developed in response to the need for Americans to learn the languages of their allies and enemies during World War II. "The audiolingual method focused on the spoken language and forbade translation at early levels and the use of students' native language in the classroom" (Anh, 2012, p. 120). The main criticism of the grammar translation method, the direct method and the audiolingual method was that they disregarded or restricted students' use of second language in a communicative manner.

Thus, CLT appeared in the 1970s and 1980s in the United States as a direct result of socio-economic development and the global status of English in Europe (Anh, 2012; Ibrahim & Ibrahim, 2017; Ull & Agost, 2020). CLT was developed to replace ineffective traditional

approaches and methods such as the grammar translation, direct and audio-lingual methods, as CLT assists second language learners to communicate successfully and effectively in English both orally and in writing (Ibrahim & Ibrahim, 2017). CLT concentrates on proficiency of English language, including listening, speaking, reading and writing abilities. Especially, CLT advocates communicative competence, the ability to use the target language with a variety of purposes, settings, and participants with diverse understanding and conducting forms of communication.

Canale and Swain (1980a) introduced a model of communicative competence that includes four categories of knowledge and skills, grammatical, discourse, sociolinguistic and strategic competence. Grammatical competence includes knowledge of the linguistic code (verbal and nonverbal) and the appropriate use of language forms (vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics). This competence allows language learners to understand and express accurately the literal meaning of utterances. Discourse competence refers to the speaker's ability to connect grammatical forms and meanings to the unity of the spoken and written texts via cohesion in form and coherence in meaning. Sociolinguistic competence involves the knowledge of socio-cultural rules of language and the discourse in which language is used. It embodies the appropriateness of produced spoken and written texts understood in given social settings depending on the status of participants, purposes of the interaction and customs. Finally, strategic competence refers to the knowledge of verbal and nonverbal communication strategies used by speakers to compensate for breakdowns in communication due to insufficient levels of competence.

In an attempt to further Canale and Swain's work, Nunan (1991) defines five features of CLT. The first feature involves communicative learning via interactions. Students are expected to

interact with each other via the target language and improve the quality of communication. The second feature of CLT is the introduction of authentic tasks into the learning situation. Authentic tasks are purposefully chosen by the teacher in order to facilitate meaningful learning rather than the practising of mechanical language patterns. Authentic tasks based on video clips, recordings, charts and pictures can simulate settings similar to the real-world context. The third feature of CLT embraces learners' opportunities to focus on language and the learning management process. Students are actively involved in knowledge sharing and meaning negotiation, taking responsibility for and managing their own learning. The contribution of learners' personal experiences is the next feature of CLT. This feature confirms the unique role of each individual in the process of sharing past knowledge in language production. Finally, CLT classroom activities provide an attempt to link classroom language learning with language activities outside the classroom. This characteristic enables the teacher to create activities regardless of time and place with the scaffolding of technology. Although Nunan (1991) discussed the five features of CLT, he provided no concrete examples of how these can be observed in the classroom.

Richards and Rodgers (2014) discuss seven common types of classroom activities that incorporate the features of CLT. They are jig-saw, task-completion, information-gathering, opinion-sharing, information-transfer, reasoning gap, and role play. It is clear that role play activities based on given information or clues enable groups of students to create and share their own situations through actual discussions. The conduct of searches, interviews or surveys on information-gathering activities possibly reveals students sharing limited target language to reach goal-orientated tasks via opinion-sharing and information-transfer activities. Students are required to directly transfer the knowledge acquired and also make some inferences via reasoning gap activities. Notably, in CLT the role of the teacher is not merely the facilitator of

classroom activities, but the organiser of resources. In a CLT classroom, the emphasis is on maximising opportunities for students to use the target language to communicate effectively, rather than on form and accuracy (Dur, 2013; Owen, Razali, Samad, & Noordin, 2019; Richards & Rodgers, 2014).

However, the implementation of CLT has faced great obstacles such as large class sizes, limited instructional time, teachers' lack of language proficiency, examination pressure, and cultural factors (Huang, 2016). To counter the issues of CLT implementation, some researchers have advocated the use of social media (Doğan & Gülbahar, 2018; Mahdiuon, Salimi, & Raeisy, 2020; Safdar, Khan, & Abbasi, 2018; Yusuf, Al-Madah, & Alam, 2016). Social media refers to any applications or websites that allow users to join, create and share media resources and practices with other users by means of digital networking (Reinhardt, 2019; Smith, 2017). Examples include blogs, wikis and social networking sites such as Twitter and Facebook. Social media allows connectivity, collaborative information discovery and sharing, active participation, content creation and modification (Felea & Stanca, 2015; Bingimlas, 2017; Tiruwa, Yadav, & Suri, 2018). Blogs allow writing as a social practice and support reflective learning and the development of a sense of ownership or authority via personal journals or portfolios. Twitter offers interactive personal web-based writing that allows users to send and receive brief texts, images, and videos online. Wikis facilitate collaboration and rely on contributors for both authoring and editing, advocating multi-authored, highly edited reference documents (Reinhardt, 2019). Facebook is unlike other social media platforms and can be integrated into CLT. It is the most popular social network that can be exploited to provide different forms of technology such as videos, audios, and pictures (Jassim & Dzakiria, 2019). Meanwhile, Facebook is known as the most frequently used and popular social networking site by students and teens (Karal, Kokoc, & Cakir, 2017; Toker & Baturay, 2019). Facebook allows

them to connect and interact with their friends and enables them to upload and share various types of messages.

As a technology enhanced learning environment (Manca & Ranieri, 2013), Facebook has the potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances (Wang, Woo, et al., 2012; Wang, Woo, Quek, Yang, & Liu, 2012). First, pedagogical affordances allow students to share information, negotiate ideas and construct knowledge. Meanwhile, Facebook offers a learning platform for students to present authentic tasks and it motivates students to study and write reflections. Students can share information and ideas, obtain feedback, post questions and get answers from the teachers and group members as well. The capability of simulating real-world situations using audios, videos, and graphics makes Facebook a preferred choice for the process of learning and teaching. As Facebook maximises students' opportunities to engage in the target language in meaningful contexts, it may be used by course facilitators in a variety of ways, including for the presentation of authentic tasks to help engage students in the learning process. Facebook's unlimited capacity for facilitating communication in both visual and verbal modes regardless of time and place enables the creation of meaning-making, information-seeking and knowledge-construction activities and motivates students' language learning as well.

Second, social affordances of Facebook support students' diverse means of asynchronous and synchronous communication such as through audios and videos and enable peer review (Wang, Woo, et al., 2012; Wang, Woo, Quek, Yang, & Liu, 2012). The Facebook main page enables unlimited upload of pictures, videos, audios, video clips, internal emails, hyperlinks, and video and voice calls. In addition, the Facebook group page can be exploited to manifest students' knowledge and skills in diverse formats including texts, photographs, videos and audios.

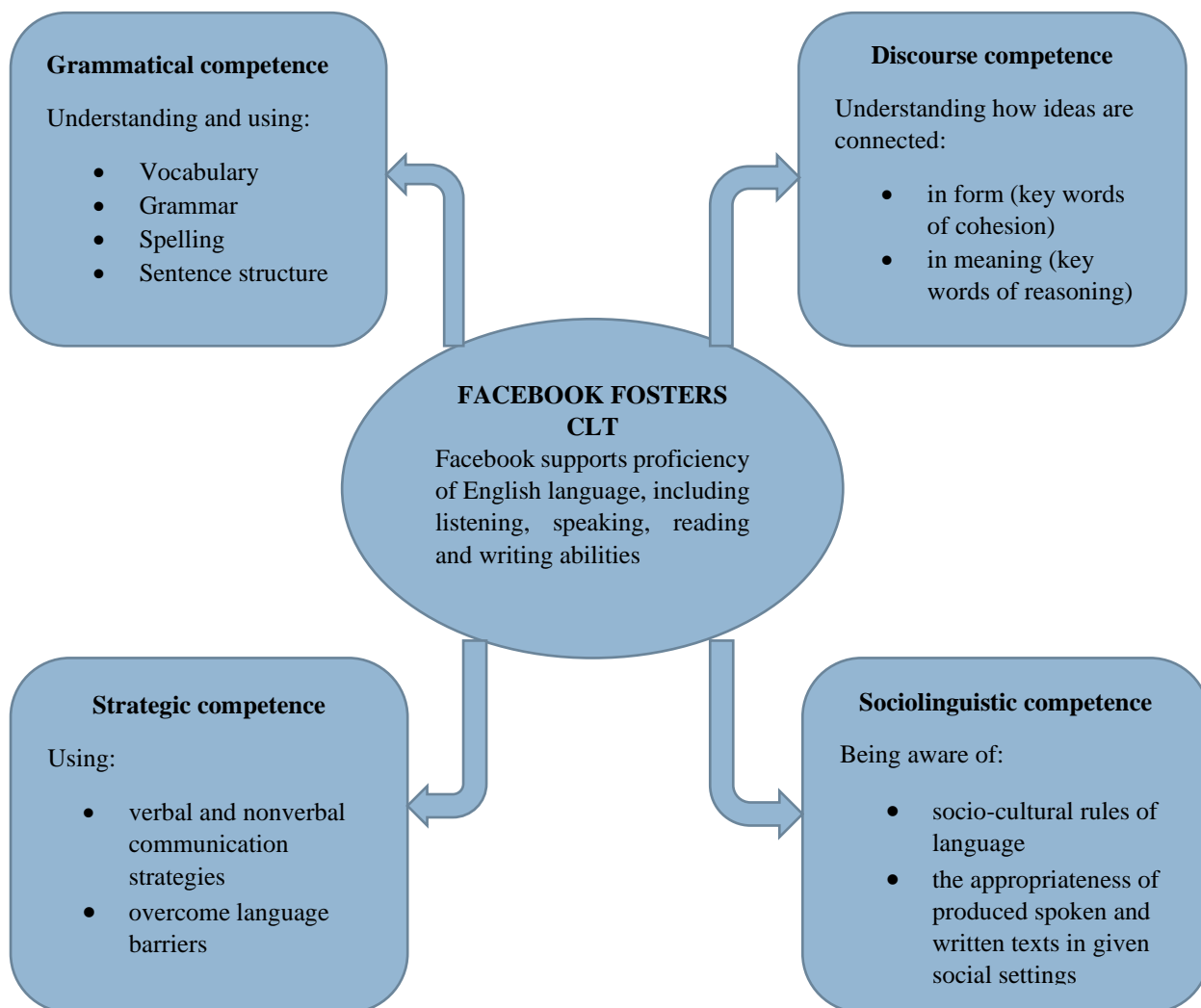
Meanwhile, Facebook also boosts interaction and peer evaluation and supports open, closed, and secret groups and forums for the sharing of resources such as posts, photos, videos and ideas.

Finally, technological affordances of Facebook aid various needs and are free of charge. Furthermore, Facebook is a reliable and stable website, and the interface is easy to learn and use. It allows teachers to create and upload educational resources via existing applications (Idris & Wang, 2009; Wang, Woo, et al., 2012). Facebook applications include notes, photos, links, videos, games and quizzes. An additional feature is the like and comment area that allows users to quickly show support for one another's content by clicking a 'like' button. At the same time, the basic Facebook profile includes profile picture, contact information, the wall, status update, news feed and an area for uploading or erasing photos and videos (Al-Mashaqbeh, 2015). Thus, Facebook has great potential as a platform for language learning in EFL environments and a link to the world (Hamada, 2014).

The enactment of CLT on Facebook is relevant to the educational context of Vietnam. First, the implementation of CLT on Facebook might change EFL teachers' pedagogical approaches. Traditionally, EFL teachers mainly provided their students with the linguistic knowledge to deal with the national secondary education examination, which is mostly grammar-based. Thus, most Vietnamese students learned English to pass examinations rather than to communicate. Through Facebook, EFL teachers are exposed to the technological features of Facebook and a platform on which to create more student-centred activities. The simulation of real-life contexts on Facebook encourages students to produce the target language for genuine and meaningful communication. That is the main aim of CLT as well. Meanwhile, Facebook supports verbal and nonverbal communication via diverse means of communication such as through pictures, videos, audios, internal emails, hyperlinks, and voice and video calls. This

develops students' abilities in the effective use of English language to achieve real communicative needs, thus promoting their communicative competence. In addition, the use of CLT on Facebook might eliminate the hierarchic barriers and relationships between teachers and students and possibly lead to positive group dynamics (Hershkovzt & Forkosh-Baruch, 2017; Karal et al., 2017; Tananuraksakul, 2015). Informal teaching and learning of CLT on Facebook using the target language can establish good rapport among students and between teachers and students, helping to create a friendly learning atmosphere and motivate students to study English (Al-Dheleai & Tasir, 2017; Demir, 2018; Sheeran & Cummings, 2018; Tananuraksakul, 2015; Tiruwa et al., 2018).

Second, the implementation of CLT on Facebook might build students' confidence in participation, and in taking a more active role. Facebook allows for free online learning, and all students have opportunities to autonomously experiment with the target language. Facebook social activities enhance student ability to stay connected and be active in the community (Ibtesam Fares, 2015). Students may be more willing to find and share learning materials and their understanding of the course content with others. Facebook gives students the chance to work more independently (Al-Dheleai & Tasir, 2017), become more self-directed and to have more control over their online learning. CLT activities on Facebook extend beyond the language classroom context and encourage a more student-centred approach, involving students in discovering learning materials, exchanging information, critical thinking and problem solving. Meanwhile, Facebook promotes the strength of motivation that comes from self-access to knowledge and collaborative knowledge building among groups of students. Thus, CLT activities on Facebook encourage students' participation and boost their learning of English as well. The elements of CLT integrated on Facebook was illustrated in Table 2.1.

Figure 2.1 *CLT application on Facebook*

2.3. The systemic functional linguistics genre-based approach and a triad of types of talk

If CLT aims to develop students' capacity to communicate using the target language in real-life situations to achieve communicative competence, the genre-based approach helps students to produce written and oral language with confidence. A genre-based approach was developed by a group of Australian researchers from the University of Sydney, commonly referred to as the Sydney School of Linguistics. They identified texts that students were commonly required to read and write during their school years (Trojan, 2014). There are currently three main

schools of the genre-based approach that have influenced international language learning and teaching: new rhetoric (NR), English for specific purposes (ESP) and systemic functional linguistics (SFL) (Nagao, 2019; Srirakarn, 2020; Piriyaasilpa, 2016; Wang, 2013). The NR genre-based approach focuses on the situational contexts where different genres occur. As this approach focuses on the consideration of appropriate language use for different social activities, it is only appropriate for native speakers who should be aware of the situational characteristics and social functions of the text in which they are engaged and able to select the appropriate linguistic structures for use in writing. An ESP genre-based approach can be defined as a group of written documents with some shared communicative features that are used, developed, shaped, and modified to suit certain purposes of different discourse communities. As this approach provides neither pedagogical guidelines nor descriptions of text and context, it has been widely used in teaching English for specific occupations, such as engineering, tourism, business and for academic purposes. The SFL genre-based approach is created by people in their social interactions with each other. Interactions are goal-oriented to serve specific purposes, usually taking more than one phase to achieve goals.

The SFL approach can be implemented in second language learning contexts with few chances provided for students to use and practise academic English outside the classroom, the lack of trained teachers and a scarcity of instructional materials and pedagogies (Abdel-Malek, 2019; Schleppegrell, 2016). SFL considers language as texts (genres) that are realised in contexts (registers) through knowledge and use of a functional grammar for making meaning (Schleppegrell, 2016; Troyan, 2014). From this pedagogical perspective, written, oral and visual texts are the centrepiece of instruction and are seen as purposeful, social and cultural practices that involve probable language patterns (Abdel-Malek, 2019).

The SFL pedagogy is characterised by the recycling of three phases: modelling, joint negotiation, and individual construction (Wang, 2013). In the first phase, students engage meaningfully with the sociocultural purpose and meaning of a text in its social context. In the second phase, the grammar, metalanguage and vocabulary in the reading text is discussed by students in pairs or groups, in the context of shared experience. Students notice patterns in language and explore meaning in context. In the last phase, students move from reading to writing, using the target language they have explored to write their own texts. Students demonstrate their knowledge of the content (field), how to relate to the reader (tenor), and how texts of this type are organised (mode) (Troyan, 2014). The SFL genre-based approach supports students' English language development in content-based classrooms and language teaching (Schleppegrell, 2016).

However, some limitations have been identified for English teaching and learning when using a genre-based approach. First, genre-based pedagogies restrict students' application of creativity in thinking about the content. Classroom language learning only encourages students' simple reproductions of discourse forms. The focus on conventions and genre features, might result in students becoming passive while teachers spend time explaining the literary texts. Students' use of genres might end up as meaningless reproductions. Second, genre-based approaches ignore natural processes of learning and students' creativity. When students analyse the rhetorical structure of the content, some common patterns can be identified in each genre and this provides background knowledge for them to reproduce the next genre. However, it is this focus on the targeted aspects of the specified genre that interferes with students' creativity (Rahman, 2011).

The SFL genre-based approach has the potential to help students better understand how texts are organised in response to social goals and to raise students' awareness of language features. Accordingly, this approach supports those who have limited knowledge of grammar and structure before starting to write or speak, thus, supporting students in English writing classrooms. Moreover, as this approach focuses on the lexico-grammatical features of target genres, it helps to improve students' reading skills as well as their control over their writing (Byrnes, Maxim, & Norris, 2010; Lee, 2012; Nagao, 2019; Sritrakarn, 2020; Piriyaasilpa, 2016; Troyan, 2014; Wang, 2013). As this genre-based approach uses the text as the main unit for communication and teaching pedagogy, it may foster students' oral communication, supplying lexical and grammatical resources related to the given genre, and involving them in meaning-oriented, realistic practice of negotiating and discussing in English during the second phase (Herazo, 2012). As a result, by engaging in this approach, students can use written and spoken texts to communicate with other people.

From the previous argument, it is noted that genre-based approaches and a triad of types of talk demonstrate the capacity to improve the educational context in Vietnam by addressing challenges such as few opportunities provided for students to use and practise academic English outside the classroom, students' low command of English, and limited instructional materials. In the context of a genre-based approach, the ongoing participation of reading, comprehending and reproducing written and spoken genres in a given community is focused on communicative goals. Especially, discussions and debates during the second phase of the SFL pedagogy stimulates talk. Thus, both a SFL genre-based approach and a triad of types of talk promote student conversations in the classroom and students learn to negotiate and build on others' ideas. However, while the SFL genre-based approach enhances student talk in content-based activities or contexts, a triad of types of talk promotes their talk in competence-based activities.

It is obvious that while conversing about a genre within the SFL approach, students learn lexical and grammatical structures from the given reading texts, they also discuss structures and meaning in pairs or groups, and finally produce their individual writing pieces. The SFL genre-based approach focuses on content-based learning that “proved useful for the acquisition of contents, are not effective for the development of competences” (de Justo & Delgado, 2015, p. 1). Meanwhile, the triad of types of talk approach allows students to illustrate their communicative competence by actively discovering the learning content. A triad of types of talk exposes students to the target language and allows for reasoning, interacting, collaborating, and negotiating meaning among group members to achieve learning goals. Thus, the application of a triad of types of talk improves students’ oral communication, self-directed and collaborative learning, and develops their critical thinking, problem solving and other skills.

In the era of competence-oriented education, students are not only expected to grasp knowledge of subject areas, but they are also expected to develop skills related to teamwork, problem solving, critical thinking, self-directed learning, and especially the ability of communicating effectively (Shah, Sarwar, & Shah, 2017; de Justo & Delgado, 2015; Hwang & Kwon, 2019). A triad of types of talk develops students’ ability to think collaboratively, thus it promotes their skill sets including communication, critical thinking, and problem-solving skills (Coultas & Booth, 2019; Mercer, 2008; Mercer & Howe, 2012). Talking individually, in pairs or groups, using different types of talk, enhances the cognitive level of students’ communicative exchanges, impacting on their engagement in given tasks and achieving greater learning outcomes. For most students, talking with friends is a purposeful way to use and develop their academic discourse. Thus, in the current study a triad of types of talk was chosen to engage students in constructing knowledge, building self-confidence, thinking collaboratively, developing communicative competence, and enhancing skills.

2.4. Facebook and the implementation of a triad of types of talk on the Facebook group page

The term “exploratory talk” was first advocated by Douglas Barnes in the 1970s (Barnes, 1976). Afterwards this terminology was taken up and developed by Neil Mercer (Wegerif, 2005). According to Mercer (2008, p. 95), “exploratory talk is a joint, coordinated form of co-reasoning, in which speakers share relevant knowledge, challenge ideas, evaluate evidence, consider options, and try to reach agreement in an equitable manner”. Neil Mercer and his colleagues developed the “thinking together” (Mercer, 2008, p. 95) approach to explore the impact of exploratory talk as a medium for teaching and learning in primary schools in the UK. It was discovered from this study that apart from the EG students’ superior ability to use language for talking and thinking together, they achieved better results in tests of nonverbal reasoning (Raven's Progressive Matrices) and in their understanding of curriculum subjects than students in the control classes, even when working alone (Mercer, 2008).

From the perspective of exploratory talk, understanding greatly improves when a student has to explain something to someone (Rojas-Drummond & Zapata, 2004). Providing explanations may be a pivotal process for the effectiveness of learning in small groups (van Blankenstein, Dolmans, van der Vleuten, & Schmidt, 2011) and exploratory talk can be said to enhance problem-solving and reasoning skills (Webb & Tregust, 2006). According to Patterson (2018), exploratory talk is characterised by “the co-construction of understanding through critical and constructive engagement of learners with each other’s ideas, with reasoning apparent in the talk” (p. 265). Patterson (2018) described five main characteristics of exploratory talk.

First, all group members’ viewpoints are sought, respected, appreciated and actively considered. Second, proposals are constructively challenged, and counter challenged

verbally. Third, reasons are given for challenges. Group members seek to reach agreement through discussion and evaluation of different views through the application of reasoning before reaching a decision. Lastly, agreement is sought as the group responds to challenges and a joint decision is reached (p. 265).

Exploratory talk was introduced as part of a triad of types of talk. Rojas-Drummod, Perez, Velez, Gomez, and Mendoza (2003) distinguished a triad of types of talk. Disputational talk is characterised by disagreements between the participants and individualised decision making is expressed by short statements and counterstatements. Cumulative talk includes a sum of opinions and ideas that are presented without arguing, with group members proposing one opinion after another without justifications. Finally, exploratory talk consists of participants' critical but constructive engagement with each other's ideas; suggestions are offered for joint consideration, challenges and counter challenges are justified, and alternative hypotheses are offered. Reasoning is visible in exploratory talk (Liang & Fung, 2020; Patterson, 2018; Rojas-Drummod et al., 2003).

As with a triad of types of talk, EFL students are given meaning-based tasks that focus on their production of meaningful communication such as opinion-sharing and information-transfer activities. Students are required to talk, to give reasons for their choices, to work collaboratively and to think together to solve a problem. Moreover, students are engaged in identifying, sharing meaning, and understanding others in a given situation. The enactment of a triad of types of talk facilitates students' high levels of critical insight into their own language learning experiences and provokes meaning-making processes during social construction of knowledge within groups. A triad of types of talk involves no dominant transmission modes for teaching; rather teachers adopt the roles of facilitator or instructor to promote a more independent learning context. When CLT is introduced in the EFL classroom, students are expected to be

motivated, to participate actively in various activities, such as information-gathering, opinion-sharing, information-transfer and reasoning gap (Richards & Rodgers, 2014) and to develop their English communication skills. They are also expected to: practise using materials relating to their needs and interests; make choices about what they are going to say and how they will say it; know the aim of communication and how to talk about different topics in real-world situations; and work collaboratively in a real context (Cheng, 2015). Thus, a triad of types of talk suggests positive effects on CLT because talk fosters communication among peers in the classroom.

As a triad of types of talk emphasises co-construction of knowledge among group members in the mutual learning activities (Mercer, 2008; Patterson, 2018), Facebook ensures the active and mobile learning environment that encourages students to flexibly use their time and effort to synthesise and coordinate the learning tasks asynchronously. First, Facebook can be used as a platform for facilitating both visual and verbal communication modes, such as pictures, posters, links, videos and audios, messages asynchronously revealed to anyone who accesses it regardless of time and place. The Facebook group tools facilitate the progressive associating, visualising, editing, and revising that is typically distinct from normal classroom activities. The Facebook group page can also be employed as the interactive platform for a community of communication practice allowing each group member to share experiences, collaborate, and self-regulate (Demir, 2018; Premadasa, Rathnayaka, Thiranagama, & Walpita, 2019; Toker & Baturay, 2019).

Second, Facebook learning activities that involve a triad of types of talks engage students in productive group discussion, including assertions and non-assertions, and lead students to explain their ideas explicitly, thus developing their productive reasoning and communicative

skills. The Facebook group page creates collaborative group work that has potential for rich learning experiences through talks in an authentic learning context. Those students who are hesitant to embark on the subject matter in the physical classroom can benefit from involvement in group discussion one at a time via the Facebook group page. On the group page, each student has a chance to think aloud, notice information, reshape what they know, and institute an exchange of information.

Engaging students with public discourse on Facebook helps them experience meaningful types of talk that constructs their collaborative knowledge and develops their ability to exchange information and communication. As a triad of types of talk enhances students' capacity to exchange thoughts and ideas and promote interactions and talk (Thanh, 2019), on Facebook students can use different forms of expression. These evolve through a series of joint discussions, elaborations and constructions, such as sharing information, providing opinions, elaborating on the information being considered, coordinating, negotiating perspectives and arriving at the final agreement. These characteristics match with those of a triad of types of talk. Thus, there is potential for developing a triad of types of talk on Facebook.

2.5. The speech unit and key words of cohesion and reasoning

To justify the quality of a triad of types of talk, key words of reasoning have been identified, recorded and evaluated. Wegerif and Mercer (1996) discovered that talk allows for explicit reasoning. Students are supposed to offer reasons and expect reasons from others. The proposal best supported by reasons will be accepted by them all. Wegerif (2005) stated that exploratory talk is a specific dialogical model of reason. Thus, while engaging in a triad of types of talk, students learn to expose reasons, explanations and challenges, and discover sources of

knowledge. Herrlitz-Biró, Elbers, and de Haan (2013) highlighted that the analysis of key words is an appropriate method for observing a triad of types of talk because “reasoning visible in the talk is cued and prompted by use of particular reasoning words” (Boyd & Kong, 2017, p. 78). Reasoning words present a language of possibility, link to and prompt reasoning, and invite elaboration (Boyd & Kong, 2017).

The calculation of key words is conducted in the speech unit. According to Foster, Tonkyn, and Wigglesworth (2000), “the analysis of spoken language data entails a principled way of dividing transcribed data into units to evaluate accuracy and complexity” (p. 354). They argue that in speech, information and meaning chunks (semantic units) make it hard for the researcher to work with reliability because of their coordination with grammatical and intonational criteria. Pausing and intonational features (intonational units) made by non-native speakers are unpredictable and unlikely to reveal their language aptitudes and proficiency. It is the ability to expose multi-clause units (syntactic units) that is important in assessing a speaker’s level of language proficiency (Foster et al., 2000). Therefore, the analysis of a speech unit (AS-unit) based mainly on syntactic units is defined. “A speech unit is a single speaker’s utterance consisting of an independent clause or sub-clausal unit, together with any associated subordinate clauses” (Foster et al., 2000, p. 365). A speech unit may be differentiated from a speech act in such a way that speech acts describe an aspect of verbal communication that concerns what people do when they speak, rather than the content of what they say (Anderson, Knobloch-Fedders, Stiles, Ordoñez, & Heckman, 2012).

The calculation of key words of reasoning has been conducted by many researchers. Wegerif, Littleton, Dawes, Mercer, and Rowe (2004) identified key words of reasoning such as: “because” and “cos” (used in explicit reasoning); “I think” (used to introduce hypothesis); “if”

(used to reason about problems); “Why”, “Which” and “What” (task-related questions); and “you” (used in questions). In a study by Wegerif and Mercer (1997), other key words were utilised to judge students’ performance, for example: “if” (used to link a reason to an assertion); “so” (used to link a reason to an assertion); and “because/cos” (used to link a reason to an assertion). Herrlitz-Biró et al. (2013) suggested key words of reasoning, for instance: “because”, “so”, “therefore” and “for” (used to attach reasons to statements or to describe causal relationships); “think” (used to introduce a hypothesis or give an opinion); “agree” (used in attempts to reach a consensus); “maybe”, “if”, “when” and “why” and modal verbs such as “could”, “would”, “should” and “might” (used to indicate reasoning, or the formulation of an hypothesis).

Moreover, Boyd and Kong (2017) utilised key words of reasoning such as: “might”, “maybe”, “could” and “would” (to introduce reasoning, speculating or proposing); “think” (to indicate the hypothetical nature of claims); “so” and “because” (to link a reason to an assertion, analysing and generalising); “but” (to link a reason to an assertion when not all have to be in an agreement); “if” (to link a reason to an assertion, speculating, proposing); “how” and “why” (questions used to challenge, asking for more elaboration, analysing, generalising); and “agree” (agreement was sought through the question, positioning, claiming).

In the current study, the key words of reasoning that were adopted are listed in Table 2.1. The justifications for the choice of these key words of reasoning are as follows. First, these key words were identified in the transcribed video documents that presented students’ thoughts relating to individual and joint reasoning. Second, these key words of reasoning were well-established by many researchers in the past, and they are appropriate for the detailed analysis of the quality of a triad of types of talk in the current study. Particular words always carry the

same meaning regardless of context (Mercer, Wegerif, & Dawes, 1999). Meanwhile, these key words of reasoning represent the act of reasoning as well, for example, “think” is used to give an opinion, “because” is used to link a reason to an assertion.

Table 2.1 *Key words of reasoning*

| | Key words | Equivalent meanings |
|------------------------|--|------------------------------|
| Key words of reasoning | Because, as, because of | Denote reasons |
| | So, therefore, thus | Describe causal relationship |
| | Think | Give an opinion |
| | Agree | Reach a consensus |
| | But | Express opposition |
| | If, how, why | Indicate reasoning |
| | Could, would, should, may, might, may be | Formulate hypothesis |

In addition to the use of reasoning tactics via key words, students’ ability to adhere to intellectual standards such as clarity and coherence are shown in their use of cohesive devices. Planalp, Graham, and Paulson (1987) found that coherent thoughts inevitably and automatically result in coherent messages, and that cues to coherence reflect the connections among speakers’ thought processes. Therefore, they suggested a coding system incorporating cohesive devices of syntactic cues (cues based on grammatical relations), pragmatic cues (cues based on interaction or discourse forms) and lexical cues (cues based on meaning relations). Moreover, Wang and Slater (2016) declared that cohesive devices are important ways to establish cohesion in texts as they indicate coherence, order and consistency in a logical discussion. In their study, Wang and Slater (2016) mentioned five types of cohesive devices, reference, substitution, ellipsis, lexical cohesion and conjunction. Reference is a word or phrase used in the text as an interpretation of another element in the text, such as he, him, his, it, hers, this, those, there, the, same, similar, different, other, else. Substitution refers to replacing previous nouns, verbs or clauses with another word or phrase of the same meaning. Ellipsis is characterised by the omission of previously mentioned words or phrases while lexical cohesion

indicates a repetition of an item, or use of synonyms, near synonyms, or lexical collocation. Finally, conjunction describes the use of words and phrases to create logical relations.

As the analysis of speech in the current study is based on syntactic units, cohesive devices of syntactic cues were used to justify how explicitly and coherently the participating students reasoned individually, in pairs and in groups in the triad of types of talk. Cohesive devices are used to comprehend logical relations (Zhou & Sun, 2019). Second language students use more conjunctives and fewer lexical ties in cohesive device use (Wang & Slater, 2016). Thus, in the current study, conjunctions were the cohesive devices used to justify the quality of students' talk. Conjunctions include five kinds: additive (and, nor, that is, in addition, moreover, besides, furthermore); adversative (yet, but, however, on the contrary); causal (so, then, therefore, because, in consequence, thus); temporal (then, first, at once, soon, finally); and discourse (well, anyway, surely) (Wang & Slater, 2016). A sample of conjunctions, referred to as key words of cohesion in the current study, are listed in Table 2.2. Justification for the choice of these key words of cohesion follows. First, these key words were identified in the transcribed video documents of the CG and EG students' utterances. Because of the research context, both key words of reasoning and cohesion were used to justify the quality of the triad of types of talk. Thus, only conjunctions regarding additive ideas and indicating time interval were identified as key words of cohesion. Other conjunctions replicated key words of reasoning such as adversative and causal conjunctions were eliminated to avoid duplication.

Table 2.2 *Key words of cohesion*

| | Key words | Equivalent meanings |
|-----------------------|---|----------------------------|
| Key words of cohesion | And, in addition, moreover, besides, what's more, furthermore | Give an additive idea |

First, firstly, at first, first of all, to start with, to begin with, second, secondly, next, then, finally, last but not least.

As a key word is used to serve a particular function beyond the word itself (Wegerif, 1996), the use of key words of reasoning and cohesive devices (known as key words of cohesion in the current study) was assessed to evaluate the quality of students' spoken language, specifically their use of reasoning and explanation.

2.6. Episodes in the triad of types of talk

During critical reasoning practice within a triad of types of talk, the use of different types of episode indicates the quality of individual, pair, and group reasoning. "Episodes are sequences of speech units that closely belong together" (Herrlitz-Biró et al., 2013, p. 1402). They are "meaningful sequences of utterances in transcripts of the students' collaborative activities" (Herrlitz-Biró et al., 2013, p. 1400).

In a study by Van Boxtel, Van der Linden, and Kanselaar (2000), three episodes of reason, question and conflict were defined. The question episode is identified by a content-related question but excludes critical questions (part of a conflict episode) and verification questions (part of a reasoning episode). The conflict episode is identified based on non-confirmations, counter arguments and critical questions. The reasoning episode is a sequence of utterances in which definitions, observations or hypotheses are related to one other. It is also noted that reasoning that appears in the answering of a question or the elaboration of a conflict is not identified as a reasoning episode.

Herrlitz-Biró et al. (2013) further examined speech episodes and recommended five types, namely question, reason, conflict, summary and conclusion. According to these researchers, a question episode is characterised by the introduction of a question, together with all answers, considerations and subordinated questions. Reasons are presented to support a point of view in the reason episode. Reasoning that appears in the answer to a question or the elaboration of a conflict is not identified as a reasoning episode (Van Boxtel et al., 2000). In the conflict episode, reasons are formulated to challenge another participant's viewpoint. In the summary episode, the students sum up part of their discussion. The conclusion episode occurs when participants formulate a joint conclusion. The current study adopted the five types of episode identified by Herrlitz-Biró et al. (2013). Adopting these types is justified by the detail provided in Herrlitz-Biró et al. (2013)'s work and this researcher's ability to identify the types in the transcribed video documents from the current study.

From the aforementioned types of episode used in the triad of types of talk, it is obvious that the use of different types of episode supports students to: address constructed reasoning (reason episode); ask and answer questions (question episode); argue and justify viewpoints (conflict episode); constructively criticise and ask others for justifications of their opinions; and arrive at consensus (summary or conclusion episodes). As a triad of types of talk allows students to verbalise their understanding of subject matter, the co-construction of critical reasoning practices through different types of speech episode enables students to address complex ideas and develop critical thinking about different ways of talking and knowledge construction.

2.7. Chapter summary

This chapter provides a review and analysis of the research literature relevant to the aims and research questions of this thesis. The discussion focuses on six issues: Facebook as an educational tool; Facebook assisted CLT; the SFL genre-based approach and a triad of types of talk; Facebook and the implementation of a triad of types of talk on the Facebook group page; the speech unit and key words of cohesion and reasoning; and episodes in the triad of types of talk. In relation to Facebook, the chapter includes discussion of its efficacy as an educational tool, relationship to collaborative learning and self-directed learning, and educational use in Vietnam. Moreover, CLT, including its characteristics and classroom activities, as well as Facebook assisted CLT, are elaborated here.

In addition, the discussion identifies the characteristics of the SFL genre-based approach and the triad of types of talk. Discussion also includes consideration of the capacity of Facebook as the platform for implementation of a triad of types of talk relevant to CLT. Furthermore, the chapter explains the speech unit, key words of reasoning and cohesion, and different kinds of speech episode in the triad of types of talk. In summary, this literature review provides excellent support to the idea that the implementation of a triad of types of talk on Facebook, based on the principles of CLT, can facilitate communicative competence for upper secondary school students in Vietnam. Thus, this study will make a contribution to the area of Facebook supported EFL beyond the classroom, in the educational context of Vietnam. The methodology utilised to collect and analyse the data required for answering the research questions and to achieve the research aims is explicated in the next chapter.

CHAPTER 3: METHODOLOGY

As stated in Chapter 1, the ultimate purpose of the current study is to explore how a triad of types of talk enhances communicative competence on Facebook for upper secondary students in Vietnam. To achieve this aim, this study employed a convergent mixed methods research design with a multistage framework. This type of research design requires quantitative and qualitative data to be collected during a similar timeframe. The two forms of data analysis are undertaken separately but merged in the end (Fetters, Curry, & Creswell, 2013). Utilising both quantitative and qualitative data provides a richer source of information and allows for synthesis of complementary results (Zheng, 2015).

Based on the assumption of convergent mixed methods research design with a multistage framework (Fetters et al., 2013), in this study, the process of data collection occurred in three phases. In the first phase, quantitative data were collected through self-reported pre-survey questionnaires administered to the control group (CG) and experimental group (EG) students. Qualitative data were gathered through semi-structured interviews with English teachers. In this phase, these methods were used to establish the baseline data. In the second phase, transcriptions of video segments from CG and EG students' presentations were gathered as quantitative data, and field notes from classroom and online observations were collected as qualitative data to obtain the outcomes of communicative learning activities. In the third phase, post-survey questionnaires for the CG and EG students were distributed to obtain quantitative data. In this phase, post-survey questionnaires also provided qualitative data to discover students' attitudes after participating in communicative learning activities.

To gain insights from data, quantitative data collected through Likert-scale questionnaires and video transcriptions of CG and EG students' utterances were first analysed to provide descriptive statistics. In addition, paired samples t-tests were applied to detect if there existed mean differences between the two groups of data. Subsequently, qualitative data accumulated from semi-structured interviews, field notes from online and classroom observations and open-ended questions were analysed using thematic analysis. Both quantitative and qualitative data analysis were performed to answer four research questions:

1. What are the current challenges and issues facing EFL students in the learning of English through CLT approaches?
2. How does Facebook promote EFL upper secondary students' communicative outcomes in English in Vietnam?
3. What are the specific strategies used by EFL upper secondary students to foster their communicative skills in English when using Facebook for learning English?
4. What potential challenges do EFL upper secondary students face when building their communicative competence in English on Facebook?

The primary research question of this investigation was: How does Facebook promote EFL upper secondary students' communicative outcomes in English in Vietnam?. Thus, the communicative learning activities the EFL students engaged in, the strategies they used, the challenges they faced while participating in CLT learning activities in the physical classroom and online via Facebook were all considered critical components for examining the development of communicative competence of upper secondary students in Vietnam. This chapter provides a detailed account of the research design and characteristics of the setting and

participants, followed by sections on pedagogical materials, data collection methods and data analysis. Finally, validity, reliability and ethical concerns are discussed.

3.1. Research design

The current study employed a convergent mixed methods research design with a multistage framework. This research design involves the use of qualitative and quantitative data collected during a similar timeframe, analysed separately and then merged (Fetters et al., 2013). Zheng (2015) argues that “quantitative and qualitative approaches can be used concurrently to test the consistency of findings, or to amplify and enhance the results from one research approach with the findings from the other methodology” (p. 74). Meanwhile, multiple phases of quantitative and qualitative data collection can be utilised. In this study, the collection and analysis of quantitative data from pre-survey questionnaires completed by the CG and EG students and qualitative data from semi-structured interviews with English teachers were conducted in the first phase. In the second phase, quantitative data from video transcriptions together with the collection of qualitative data from observations were employed. The collection of quantitative and qualitative data from post-survey questionnaires occurred in the third phase. According to Creswell and Creswell (2017), the combination of quantitative and qualitative methods in mixed methods research provides an expanded understanding of research problems, as findings from each method can be cross-checked for convergent validity and verification.

Mixed methods research provides depth and breadth to a study. A number of studies on the use of Facebook as an educational tool employed mixed methods research. For example, Dalsgaard (2016) explored the educational use of student-managed Facebook groups in upper secondary education in Denmark. This researcher employed survey questionnaires as quantitative methods, while interviews and content analysis of posts and replies from five Facebook groups

provided qualitative data. In a study conducted in the south-eastern region of the United States, Haygood and Bull (2012) investigated public high school pre-calculus students' perceptions of using Facebook as an extension of traditional classroom instruction, and the effects of blended learning in three pre-calculus classes. This study utilised Likert scale survey questionnaires during pre- and post-intervention as quantitative methods, and class discussions about Facebook between the teacher and students as the qualitative method. The application of mixed methods research focusing on the use of Facebook as an educational tool gained different perspectives from different types of data allowing for triangulation of quantitative and qualitative data resources.

Findings from other studies about the efficacy of Facebook on students' learning, specifically communicative language development, have been adapted in the current study. The combination of surveys and video transcriptions as quantitative methods, and online and classroom observations, open-ended questions and semi-structured interviews as qualitative methods is aimed at increasing the trustworthiness of the data-by-data triangulation. Quantitative data from survey questionnaires allowed the researcher to address CG and EG students' attitudes towards teaching practices in the classroom, as well as their perceptions about English language learning. These data allowed the researcher to identify challenges faced by English teachers and students in the upper secondary school. Quantitative data from video transcriptions also provided information about the outcomes of communicative language learning in the classroom and online via Facebook. Quantitative data is useful to guide purposeful sampling strategies (Creswell, Shope, Clark, & Green, 2006). The qualitative data derived from semi-structured interviews, field notes from online and classroom observations, and open-ended questions from post-survey questionnaires were analysed to expand on quantitative findings. Meanwhile, qualitative data added in-depth information to enhance the credibility of the overall interpretation of the data (Creswell et al., 2006). These data also

provided a richer justification for using a triad of types of talk on Facebook to enhance communicative competence for upper secondary students in Vietnam.

3.2. Participants and research context

3.2.1. Participants

This study was carried out in an upper secondary school in Hai Duong Province, Vietnam. The province is located within the Red River Delta of northern Vietnam and is among the most industrialised and developed provinces in the country. In Vietnam, after passing the graduation examination in junior secondary school, students are required to take an examination to enter the upper secondary gifted school. Alternatively, they may apply for other public schools, or private schools based on their academic achievements. The participating school is considered one of the best performing upper secondary schools in Hai Duong. It is famous for having a supportive, qualified teaching staff and a safe learning environment. There is a total of twelve 10th grade classes in this school. In the 10th grade class, there are three compulsory English lessons per week and each lesson lasts 45 minutes.

As the main purpose of this research was to investigate how a triad of types of talk fosters upper secondary students' communicative competence on Facebook, two classes of 10th grade students were purposefully selected as the CG and EG. Both classes were identified as having the same level of academic performance. These 10th grade students were new to the learning environment of the upper secondary school. The average age of these students was 15 years and they lived in the city. Most of these students had studied English as a foreign language (EFL) for a minimum of seven years, with some having studied English for up to 12 years. Thirty-two students (six males and 26 females) were in the EG, and 38 students (eight males

and 30 females) formed the CG. Both CG and EG students participated in a variety of learning experiences, including individual reasoning in the cumulative talk, peer reasoning in the disputational talk, and collaborative reasoning in the exploratory talk. Communicative learning activities were designed for and implemented with the CG students in the physical classroom and the EG students in the online classroom via the Facebook group page. The researcher also briefed the student participants about the project and their involvement.

To ensure that the communicative learning activities were successfully implemented, it was imperative to actively collaborate with the stakeholders who, in this case were the English teachers. Eleven English teachers (10 females and one male) who taught English in this upper secondary school were invited to participate in the study prior to the implementation of the communicative learning activities. The teachers' ages ranged from 35 to 54, and they had between 14 and 32 years of teaching experience. Three English teachers (Teacher C, D, E) were randomly invited to take part in the interviews (all female teachers). Two other English teachers (Teacher A, B) identified by the head English teacher, were invited to be involved in the study for the EG (Teacher A) and CG (Teacher B). They were both experienced in the CLT approach and were willing to participate in the study. Teacher A is a female teacher with 16 years of upper secondary school teaching experience, and she holds a master's degree in English language teaching from a state university in Vietnam. Teacher B is also a female teacher with 14 years of upper secondary school teaching experience, and she holds a bachelor's degree in English language teaching.

To ensure consistency of teaching methods and instructional materials, the researcher invited all English teachers to discuss the learning activities she had designed, procedures for and purposes of the study. The researcher also asked teachers for their feedback on the content and

methodology of the planned communicative learning activities. In addition, the researcher met with the two English teachers (Teachers A and B) in person and familiarised them with the teaching plan. For the CG, the researcher observed and captured videos of three learning periods in the classroom as these were timetabled speaking lessons. On the other hand, the researcher liaised with the EG English teacher (Teacher A) to provide guidance to the EG students for them to participate on Facebook. Occasionally, the researcher helped Teacher A to post instructional videos and handouts on Facebook and encourage the EG students with positive comments. Parental consent forms (Appendix 1), student consent forms (Appendix 2) and English teacher consent forms (Appendix 3, 4, 5, and 6) were distributed and collected prior to the communicative learning activities. These forms clearly explained that participation was voluntary and anonymous.

3.2.2. The research context

In Vietnam, English language has been officially adopted as a compulsory foreign language taught at schools throughout the country. English has become one of six subjects in the national upper secondary graduation examination that students must pass to obtain the General Certificate of Secondary Education. The 10th Grade Coursebook (Vietnam Educational Publishing House 2016) includes 16 teaching units, such as, “a day in the life of”, “school talk”, “people’s background”, “special education”. These are generally taught across the whole academic year, and the teaching unit “city” is unit 15. In this study, the “city” teaching unit was selected as the focus of activities planned for the EG and CG. The justification for the choice of this teaching unit, which was further specified as “city facility”, was related to the fact that, to reform the English-language curriculum at secondary schools, a decision was made at the school level to adopt a communicative approach to teaching. This approach promotes learner-centred, communicative, task-based teaching, targeting English communicative

competence (Van Canh & Barnard, 2009). The authentic task is one of the most important characteristics of CLT. According to Guariento and Morley (2001), the four aspects of task authenticity are: genuine purpose, real world target, classroom interaction and engagement. They argue that each student should develop interest in the topic and its purpose and interact naturally to achieve a particular communicative goal in real-world situations. In this study, the participating upper secondary school is situated in the centre of the city. The city's atmosphere, together with the factual situation of building a new city near the school, inspired students' imagination, and their own knowledge construction. Thus, the choice of "city facility" as the topic was reasonably relevant to the students.

3.3. Pedagogical materials

This section outlines the pedagogical materials used for communicative learning activities. Pedagogical materials included the Facebook group page, handouts for students, and activities within the Facebook group page.

3.3.1. Facebook group page

The Facebook group page, a closed group involving the English teacher (Teacher A) and EG students, was created on Facebook for sharing course related topics outside of the class, under the supervision of the researcher. The Facebook group page provided a platform to expose students to communicative language learning activities examined in the research. The Facebook group page also served as a promising tool for asynchronous online learning activities, reinforcing a sense of community, collaboration, and support. In addition, Teacher A and the researcher restricted access to the private Facebook group page to enrol the EG students only. This function allowed the researcher and Teacher A to create an online language class in which they could teach students asynchronously and provide learning materials in a variety of modes, for example, messages, links, videos, audios and pictures. Moreover, the EG students could be encouraged to communicate with group members by diverse forms of communication, including messages, links, videos, audios and pictures.

The process of creating the Facebook group page was as follows. First, the researcher created a private Facebook group page (Figure 3.1) by giving the name of the group and uploading the picture of the whole group. Subsequently, she invited Teacher A and all participating students from the EG to join by clicking “invite”.



Figure 3.1 *A private Facebook group page*

On this private page (Figure 3.2), if anyone wanted to share anything with other group members, they clicked on “share something with the group” and pressed the “post” button so that all group members could see what they had posted.

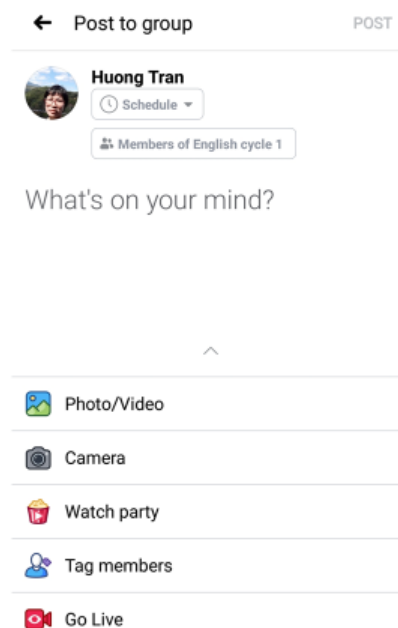


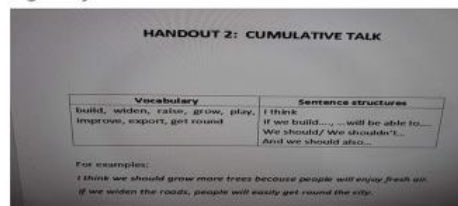
Figure 3.2 *Facebook group page for group activities*

Thus, Teacher A and the researcher could instruct students by posting messages, links, videos and pictures on the Facebook group page.

Hi there! May I introduce myself? Then, you are to introduce yourself(greeting, your name, age, likes and dislikes). Your introduction can be given in the form of video, audio or text.



Please have a look at this handout and this will guide you more.



Please spend your time watching this video of expressing an opinion.



Figure 3.3 Teacher's activities on the Facebook group page

Figure 3.3 is a screen shot taken from the Facebook group page indicating Teacher A's welcome message to her students and her instructions for the group. The participating students were required to post their links, messages, pictures, videos and audios (Figure 3.4 and Figure 3.5) for their fellow group members and follow Teacher A's instructions and guidance.



Figure 3.4 Students' introductory videos posted on Facebook

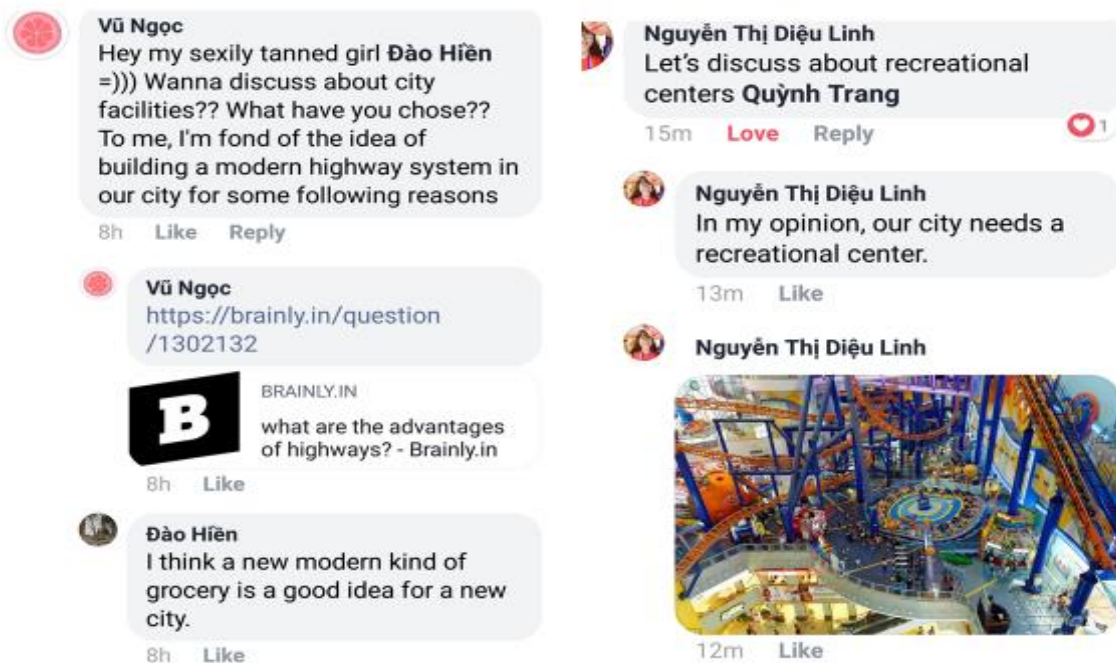


Figure 3.5 Students' introductory texts, pictures and links posted on Facebook

3.3.2. Handouts scaffold for students

This section presents four handouts used for scaffolding students' learning in the communicative learning activities. Scaffolding is informational or coordinative supportive behaviors that one or more students engages in for the benefit of another (Bickhard, 2013, p.43). Basically, scaffolding might support students to construct knowledge and complete the tasks that they might be unable to do. Scaffolding strategies might be providing examples of tasks, modelling and discussing them with supportive materials, and consistently use, define, and prompt subject-specific terminology (Mahan, 2020).

These scaffolding handouts for students were developed based on the principles and characteristics of CLT. According to Nunan (1991) and Canale and Swain (1980a), in the teaching-learning environment of CLT, the teacher sets up communicative situations to motivate students to participate and develop their basic communicative competence. The teacher has a critical role as the organiser of learning resources and the guide who creates tasks and activities reflecting real-life situations outside the classroom. These activities also encourage students' exchange of ideas and engage them in active interactions with one another, such as pair work and group work, to attain the communicative objectives of the curriculum.

The handouts used in this study were also crafted based on the characteristics of a triad of types of talk. A triad of types of talk is designed to allow students to share individual points of view constructively (cumulative talk), to argue and justify their points of view with peers (disputational talk) and to construct understanding via discussion and evaluation of different views and reach a consensus among small groups (exploratory talk) (Patterson, 2018). Moreover, the topic, vocabulary, and sentence structures on the handouts were adopted from

and underpinned the 10th grade curriculum (Vietnam Educational Publishing House 2016). Thus, the handouts were relevant to 10th grade students' knowledge and levels of ability and provided a scaffold for facilitating a triad of types of talk. Scaffolding in the form of vocabulary, phrases, and authentic tasks developed students' thinking and provided the potential for exercising creativity. Likewise, the handouts directed students to actively engage in problem-solving activities reflecting higher attainment of communicative competence. Thus, the four handouts created for this study addressed all criteria for implementation of a triad of types of talk, CLT, the current school curriculum, as well as teachers' feedback.

The first handout was designed to provide knowledge of a city facility. To present the target language domain, a list of city facilities such as school, zoo, theatre, and museum was compiled from various internet sources and selected for instruction. These facilities were diverse to allow students to choose the most suitable for the city (Table 3.1).

Table 3.1 A section of Handout 1: City facility

| | | | | |
|------------------------|-----------------|----------------|-----------------|-----------------------|
| HANDOUT 1 | Disco | Zoo | Industrial zone | Children's playground |
| <i>City facilities</i> | Shop | Museum | Post office | Sports centre |
| | Factory | Power station | Bridge | Chemist |
| | Shopping centre | Parking area | Bar | Pub |
| | Train station | Police station | Square | Fitness centre |
| | Theme park | Bank | Theatre | Hospital |
| | Airport | Café | Cinema | Recreation centre |
| | Skyscraper | Gym | Bus stop | Art gallery |
| | Supermarket | Highway | Restaurant | Stadium |
| | Park | Swimming pool | School | Hotel |

Furthermore, to develop individual students' competence in communication, the EG students were invited to express their individual reasoning via cumulative talk through the use of sample vocabulary and sentence structures (see Table 3.2) This stage was indispensable for students' exposure to the target language as well as modelling for students on how to express their ideas individually.

Table 3.2 A section of Handout 2: Suggested vocabulary and sentence structures for cumulative talk

| HANDOUT 2 | VOCABULARY | SENTENCE STRUCTURES |
|---|---|---|
| <i>Suggested vocabulary and sentence structures for cumulative talk</i> | build, widen, raise, grow, play, improve, export, get round | I think If we build...., ...will be able to.... We should/ We shouldn't... And we should also... |

Moreover, to boost peer communicative competence, the EG students participated in disputational talk by interviewing each other about their choice of a city facility. Suggested interview questions and adjectives of attitude were provided to stimulate students' talk (see Table 3.3) This phase provided preliminary guidance for students to learn how to collaborate with partners and share points of view (Table 3.3).

Table 3.3 A section of Handout 3: Suggested interview questions and adjectives of attitude for disputational talk

| HANDOUT 3 | INTERVIEW QUESTIONS | ADJECTIVES OF ATTITUDE |
|---|--|--|
| <i>Suggested interview questions and adjectives of attitude for disputational talk.</i> | A: Which do you prefer, _____ or _____? | |
| | B: Well, it's difficult to say. But I suppose I prefer _____ to _____ because _____. | Excited Interested Surprised |
| | A: What do you think of _____? | Happy/ Unhappy |
| | B: Yes, I find them really _____ | Exciting Interesting Surprising |
| | Yes, I'd love to | |
| | Yes, that's a great idea! | <i>I am excited about this plan.</i> |
| | Yes, I'd be delighted to. | <i>It is quite surprising to build a stadium here.</i> |
| | A: What kind of _____ do you like? | |
| | B: I like _____ | |
| | A: Why do you like it? | |
| B: Because _____ | | |

Finally, the last handout, based on exploratory talk was developed to provide the EG students with opportunities to discuss with group members, learn how to negotiate meaning and reach consensus on their ideal city. Cues for the ideal city, such as "weather", "people," and

“transport” were provided together with sentence structures, such as, “first of all”, “we think”, “we like” (Table 3.4).

Table 3.4 A section of Handout 4: Suggested cues and structures for exploratory talk

| HANDOUT 4 | CUES | STRUCTURES |
|---|----------------------------|--|
| <i>Suggested cues and structures for exploratory talk</i> | Weather? | Hi, everyone. We are going to talk about our ideal city. |
| | People? | First of all, ... |
| | Transport? | Well, we think.... |
| | Tourist attractions? | We like/ We don't like... |
| | Infrastructure facilities? | We want/ We don't want... |
| | | We believe... |
| | | Finally, ... |

As a result of these activities and scaffolds, the EG students were guided in learning how to communicate in the target language, through individual reasoning, peer information exchange, and group discussion that aimed at communicative competence development.

3.3.3. Activities within the Facebook group page

This section focuses on activities carried out on the Facebook group page. The design of these activities was first derived from the features of Facebook, in this case the Facebook group page. This group page provides for sharing of text messages, images, videos, audios, links or files such as PDF or Microsoft Word documents. This page also allows students to post comments or responses, check each other's work regardless of time and space, identify resources for learning, and gain knowledge. Acting both as a bridge to information and discussion forum,

the Facebook group page is useful to keep files of students' work and learning materials that are easy for students to find.

Teacher A posted videos (Figure 3.3) to guide students what to do. She also shared links, videos of city facilities, methods of expressing points of view, and group discussion. In addition, she posted handouts relating to city facilities, and suggested cues for cumulative talk, disputational talk and exploratory talk to support the EG students asynchronous learning on the Facebook group page. These types of activities steered students' different modes of representation and expression using a variety of communication tools, such as videos, links and texts. The EG students followed the instructions and guidance of Teacher A and responded to the prompts she posted. They shared and exchanged learning information by diverse forms of communication to their prior knowledge and skills. These communicative activities were designed to ensure that all members of the community were able to contribute and learn from each other, fostering their communicative language capacity.

3.4. Procedures

This study was conducted over three weeks. Each week the implementation of communicative language learning activities focused on one particular type of talk from the triad, with cumulative, disputational and exploratory types addressed consecutively over the three-week period.

In early January 2018, prior to the commencement of communicative learning activities, the researcher convened a day-long collaborative meeting with the eleven English teachers. The English teachers were informed of the procedures of the study and asked to provide feedback and suggest modifications to the teaching content of communicative learning activities. All 11

English teachers reached agreement that the topic of “city facility” was an interesting like-life situation that was relevant to students’ lived experiences. They also agreed that the teaching methods were appropriate to facilitate students’ communicative language development and collaborative work. However, they requested detailed instructions, including handouts of suggested words and sentences relevant to the different kinds of talk. They also suggested that videos clips of student activities and advice to students to assist them in completing tasks should be carefully delivered to support the established learning goals. Moreover, they expressed concerns about this innovative mode of teaching that was incompatible with the current teaching and learning approaches in this school. Teachers had never taught on Facebook before and a large proportion of students’ time was devoted to study in the classroom, limiting their likelihood of accomplishing online tasks on time. Thus, the English teachers were advised to post on Facebook teaching strategies that incorporated essential elements of the communicative learning activities designed for the study, such as instructing students via videos, posting handouts, links and pictures to promote students’ learning. The researcher supported where necessary. Specifically, two English teachers who were encouraged to teach the EG online via the Facebook group page (Teacher A) and the CG in the physical classroom (Teacher B) were notified about setting up the tasks and the outcomes of the learning experiences.

Shortly after the meeting with the English teachers, two classes were randomly chosen by the head English teacher for the implementation of communicative learning activities. One EG (CLT and Facebook group) of thirty-two students was asked to carry out cumulative talk, disputational talk and exploratory talk on the topic of “city facility” in the online classroom via the Facebook group page outside the classroom. Then, three Facebook group pages in accordance with the types of talk in the triad were created by the researcher. Within the access mode of privacy, only those who had been invited into the private group could see group

members and their posts, thus preventing random access by other users. The researcher invited Teacher A and 32 EG students to join the group. The EG students were informed that activities carried out on the Facebook group page might include communicating, sharing learning materials in diverse forms of texts, pictures, videos and audios, as well as the posting videos of individual, peer and group contributions at the end of each type of talk.

In addition, the CG (CLT group) of 38 students participated in the three types of talk on the same topic of “city facility” but in the physical classroom. CG students’ performance and presentations were video recorded by the researcher at the classroom site. Both the CG and EG students undertook the same practice activities that highlighted collaborative skills, such as listening, sharing information, cooperating, and arguing for and against points of view, in the physical and online classroom.

Communicative learning activities including the triad of types of talk, namely cumulative talk, disputational talk and exploratory talk occurred over three weeks. Both CG and EG students participated in the same communicative learning activities, the CG in the physical classroom and the EG online via Facebook outside the classroom. The design of communicative learning activities based on the theoretical frameworks underpinning CLT and a triad of types of talk was intended to encourage students’ engagement and collaboration. First, the authentic task involved making recommendations to the city council regarding building a new city facility near the school. This task was derived from the theory of CLT expounded by Nunan (1991) and Canale and Swain (1980a) in which an authentic task is purposefully chosen by the teacher for meaningful learning that creates the setting similar to the real-world context. Moreover, the theory of CLT stresses students’ active involvement in sharing knowledge and negotiating meaning via several activities such as information gathering, opinion sharing, information transfer, and reasoning gap. The triad of types of talk, including cumulative, disputational and

exploratory talk, focuses on social construction of knowledge among groups of students. Cumulative talk focuses on individual students' sharing ideas without any involvement from other group members. Disputational talk encourages students to question and challenge their partners. Exploratory talk engages students in problem-solving tasks, enables students to share ideas, engage in inter-group thinking and arrive at a consensus in a small group (Barnes, 2010).

The implementation of a triad of types of talk in the current study supports students' different kinds of social thinking, from individual reasoning (cumulative talk) to peer reasoning of assertions and counter assertions (disputational talk) and collective reasoning (exploratory talk), all of which trigger discussions. Furthermore, the implementation of a triad of types of talk encourages students to explore and reshape ideas and arrive at a consensus, thus, affecting students' cognitive development. Students apply the different types of talk across different learning situations, including individual processes of acquiring knowledge, giving meaning and developing reasoning skills. Subsequently they develop strategies to stimulate joint reasoning with peers, and finally they are challenged to do more complex thinking and talking in small groups to strive for consensus. The triad of types of talk evolves from cumulative talk to exploratory talk, developing students' individual thinking into more critical thinking with their peers and enriching joint knowledge construction and shared decisions among small groups. Thus, incorporating meaning-making processes into the triad of types of talk enhances students' collaboration and communication.

In the current study, both CG and EG students were assigned the three types of talk in the triad at the same time but in different learning environments, the CG in the physical classroom and the EG via the Facebook group page outside the classroom (Table 3.5). Although both teachers used different forms of instruction, these were intended to achieve the same aim of implementing a triad of types of talk namely cumulative, disputational and exploratory talk.

Prompts and rules such as choosing city facility, discussing and talking about it were displayed and reinforced before commencing tasks.

Table 3.5 Experimental activities in the physical classroom and online via Facebook

| Time | Activities | CG (in the physical classroom) | EG (online via Facebook group page) |
|-------------|-----------------------------------|---------------------------------------|---|
| Week 1 | Activity 1: Cumulative talk | 1 speaking period of 45 minutes | 1 week discussion online anytime and anyplace |
| Week 2 | Activity 2: Disputational talk | 1 speaking period of 45 minutes | 1 week discussion online anytime and anyplace |
| Week 3 | Activity 3: Exploratory talk | 1 speaking period of 45 minutes | 1 week discussion online anytime and anyplace |

Activity 1: Cumulative talk

The implementation of cumulative talk was conducted in the second week of January 2018.

Cumulative talk involved students making individual choices of a city facility that they wanted to propose to the city council. This activity was expected to extend over one week (seven days).

On the Facebook group page, the EG students watched Teacher A's video guide online asynchronously and learnt about their tasks anytime and anywhere that suited them. Then, the EG students explored the information that the teacher had provided and decided themselves what city facility they would choose and shared the information about that facility on the Facebook group page in the forms of pictures, links, audios, videos and texts. Each EG student was expected to record a video in about three minutes of the chosen city facility on the last day of the week, and to post the video on the Facebook group page.

Meanwhile, in the physical classroom, the CG students familiarised themselves with the term "city facility" and participated in tasks following Teacher B's instructions in one speaking

lesson of 45 minutes. At the end of the lesson, each CG student was asked to present the chosen city facility to classmates in about three minutes in the physical classroom and the researcher video captured the presentations.

The participating students in both groups were advised to explore information about city facilities that they desired to recommend to the city council. To do this they drew from diverse sources on the internet and shared relevant information with their group members, appropriate to their level of expertise and prior knowledge. To scaffold students in their learning, prompts were provided for students to use in their discussions. Both English teachers provided handouts of a number of city facilities (Appendix 18). They also provided their students with vocabulary and structures which were adopted from the 10th Grade Textbook (Educational Publishing House 2016) to guide them in presenting their own thoughts about a city facility (Appendix 19).

Activity 2: Disputational talk

This activity was carried out in the third week of January 2018. Students in the CG and EG were encouraged to work in their own selected pairs, to exchange views about each other's city facility proposed in the first talk. This kind of disputational talk was undertaken with the aim of exploring how the CG and EG students negotiated meanings with their partners by arguing and giving justification for their choices. Meaning negotiation among partners in the disputational talk was a premise for collaborative group discussion later in the exploratory talk.

On the Facebook group page, Teacher A scaffolded the EG students using her video instructions of what to do and what she expected the students to do in this type of talk. In addition to video instructions, handouts of a range of attitudinal adjectives and interview questions (Appendix 20) based on the 10th Grade Textbook (Educational Publishing House

2016) were delivered to students. The EG students were asked to discuss their choice of city facility with their partners on the Facebook group page using texts, pictures, videos, audios and links. The EG students were asked to record in approximately three minutes and post a video of the peer discussion on the last day of the week.

In the physical classroom, Teacher B scaffolded the CG students directly by giving prompts and handouts (Appendix 20) in the speaking lesson of 45 minutes. At the end of the lesson, pairs of CG students were required to discuss each other's choice of city facility in front of the class in approximately three minutes and the researcher recorded videos on site. Both CG and EG students were also advised to explore ideas from related resources on the internet.

Activity 3: Exploratory talk

This activity was conducted in the fourth week of January 2018. The CG and EG students were required to create their ideal city based on what they had discussed during the cumulative and disputational talk. In this exploratory talk, students presented and discussed diverse views with their group peers and reached a consensus among them. This kind of talk was intended to increase the students' sense of social construction of knowledge while they shared critically and collaboratively with other group members.

On the Facebook group page, Teacher A continued guiding the EG students asynchronously via video instructions and handouts on what was expected of them (Appendix 21). The EG students were expected to conduct discussions with group members in diverse forms of texts, audios, videos, links and pictures. After discussing the group's ideal city and arriving at a consensus, a video of the group discussion was recorded by the EG students at the end of the week in approximately three minutes and posted on the Facebook group page.

In the meantime, in the physical classroom, the CG students received direct instruction from Teacher B. They listened to the song “Ha Noi in the year 2000” by Tran Tien composer (Appendix 17) and referred to handouts (Appendix 21) in the third speaking lesson of 45 minutes. At the end of the speaking lesson, in small groups of five CG students discussed their ideal city in about three minutes and the researcher captured videos. Both CG and EG students were also encouraged to explore information from related resources on the internet.

3.5. Data collection methods

As a convergent mixed research methods design with a multistage framework was employed in the current study, data collection included three phases. In the first phase, quantitative data from pre-survey questionnaires were collected to evaluate English practices in the classroom, students’ attitudes towards teaching practices, and their perceptions about learning English. Qualitative data from semi-structured interviews with English teachers were collected to identify issues and challenges facing English teachers and students in the upper secondary school. This first phase of data collection occurred before implementing communicative learning activities. In the second phase, quantitative data from video transcriptions of CG and EG students’ utterances and qualitative data from online and classroom observations were collected to learn the outcomes from communicative learning activities. In the third phase, quantitative and qualitative data from post-survey questionnaires were employed to discover CG and EG students’ attitudes after participating in communicative learning activities (Table 3.6).

Table 3.6 *Data collection methods: convergent mixed research methods design*

| | Quantitative data | Qualitative data |
|---------|----------------------------|----------------------------|
| Phase 1 | Pre-survey questionnaires | Semi-structured interviews |
| Phase 2 | Video transcriptions | Observations |
| Phase 3 | Post-survey questionnaires | Post-survey questionnaires |

3.5.1. Phase 1: Pre-survey questionnaires and semi-structured interviews

Phase 1 of quantitative data collection utilised pre-survey questionnaires to request information about: demographic information relating to the CG and EG students; English practices in the classroom; CG and EG students' attitudes towards teaching practices in the classroom; and their perceptions about learning English. Meanwhile, Phase 1 of qualitative data collection used semi-structured interviews with English teachers to get a deeper understanding of English teachers' experiences of, and attitudes towards CLT, to comprehend the problems that these English teachers faced. This section provides detailed information on the design of the pre-survey and evidence for validity of the survey questionnaires. Also, in this section, detailed information about semi-structured interviews is presented.

3.5.1.1. Pre-survey questionnaires

Prior to the study, survey questionnaires were manually distributed in person to 70 students who agreed to participate in the study and the consent forms were returned on the same day indicating a 100% response rate.

Both CG and EG students completed the same pre-survey questionnaires (Appendix 7) consisting of four parts covering forty items. The demographic information in the first part included four items of name, gender, length of time studying in this school and length of time studying English. The second part of the survey included ten items designed to obtain details about English practices in the classroom. The third part of the survey, consisting of ten items, was concerned with students' attitudes toward teaching practices in the classroom. The last part contained sixteen items regarding students' perceptions about learning English.

These forty items were presented as statements with a 7-point Likert scale where 1 indicated strongly disagree and 7 indicated strongly agree. This scale was modified from already available validated instruments by Savignon and Wang (2003). In the study by Savignon and Wang (2003), there were 72 statements or items in total, with 3 main focus areas: English practices in the classroom; attitudes toward the instructional practices at the junior and senior high school; and beliefs about English learning. Savignon and Wang (2003) reported on the validity of the measures of English practices in the classroom, attitudes toward the instructional practices and beliefs about English learning with a good internal consistency of the scale (Kuder-Richardson Formula 20 (KR 20) total above .70) that reached the internal consistency required for survey questionnaires. The survey from Savignon and Wang (2003) reported Taiwanese EFL learners' attitudes and perceptions with regard to CLT classroom practices that were framed by CLT theory as well. The current study also investigated English practices in the classrooms, students' attitudes toward teaching practices and their perceptions about English learning. Thus, the scale was drawn from the previous study by Savignon and Wang (2003).

The first focus of the survey related to English practices in the classroom. The original questionnaires included 11 items of which two were adopted directly without making changes. They were items 1 and 11 of "English teaching in my school was grammar-focused", and "My English teachers often corrected my errors in class". Item 9 of "English teachers allowed us trial-and-error attempts to communicate in English" was removed from the original questionnaire as the term "trial-and-error attempts" seemed too complicated for the students to make sense of and did not match with the aim of the current study. Moreover, minor changes were needed for eight remaining items based on the current research setting and purposes. For

example: Item 3, “The language used in the classroom by my teachers was mostly Chinese”” was replaced by “English lessons were mostly conducted in Vietnamese”; and Item 5, “I seldom needed to open my mouth in the classroom” was modified to “I remained silent during English lessons most of the time”. Specifically, Item 10, “My English teachers often created an atmosphere for us to use English” was replaced by “There were authentic tasks combined with multimedia to help us to learn English”. These items informed students of the upcoming learning activities. Table 3.7 summarised original items and changes made in the first focus of English practices in the classroom.

Table 3.7 *Original items and changes made related to English practices in the classroom*

| Items | Original items | Changes made |
|--------------|--|---|
| 2 | “My English teachers in high school often asked us to do sentence drilling and repeat sentences after them”. | “English lessons mainly focused on sentence drilling” |
| 3 | “The language used in the classroom by my teachers was mostly Chinese” | “English lessons were mostly conducted in Vietnamese.” |
| 4 | “English teaching in my high school was mainly explaining and practicing grammar rules” | “English lessons mainly focused on explaining and practising grammar”. |
| 5 | “I seldom needed to open my mouth in the classroom” | “I remained silent during English lessons most of the time” |
| 6 | “English teaching in my high school was communication-based”. | “Classroom activities were communication based in English” |
| 7 | “My teachers often designed activities to have us interact in English with peers”. | “There were classroom activities for us to interact with peers in English”. |
| 8 | Our focus in class was communication, but the teacher would explain grammar when necessary. | The teachers would explain grammar if necessary while communicating in class. |
| 9 | “My English teachers often created an atmosphere for us to use English” | “There were authentic tasks combined with multimedia to help us to learn English” |

The second focus of the survey was on the students' attitudes toward teaching practices. The original items included 11 items of which seven were directly adopted without making further changes. Item 9, "I liked English teachers to allow us to make trial-and-error attempts to communicate in English" was removed, as the term "trial-and-error attempts" was hardly explicable and mismatched with the purpose of this study. Three other items were modified to suit the aim of the current research. For instance (Table 3.8): Item 3, "I liked the language used in the classroom by my English teachers to be mostly Chinese" was modified to "I liked the language used in the classroom by my English teachers to be mostly Vietnamese"; and Item 5, "I liked an English class in which I did not need to open my mouth" was changed to "I liked an English class in which I did not need to participate verbally". Furthermore, Item 10, "I liked my English teachers to create an atmosphere that encouraged us to use English in class" was altered to "I liked authentic tasks using a variety of media such as videos, audios and pictures that encouraged us to use English in class". Original items and changes in the second focus of students' attitudes toward teaching practice were outlined in Table 3.8.

Table 3.8 *Original items and changes made related to students' attitudes toward teaching practices*

| Items | Original items | Changes made |
|--------------|--|--|
| 3 | "I liked the language used in the classroom by my English teachers to be mostly Chinese" | "I liked the language used in the classroom by my English teachers to be mostly Vietnamese" |
| 5 | "I liked an English class in which I did not need to open my mouth" | "I liked an English class in which I did not need to participate verbally" |
| 10 | "I liked my English teachers to create an atmosphere that encouraged us to use English in class" | "I liked authentic tasks using a variety of media such as videos, audios and pictures that encouraged us to use English in class". |

The third focus of the survey was concerned with the students' perceptions about learning English. In the original survey (Savignon & Wang, 2003), this part contained 28 items of which 10 did not fit the purpose of the current research and so were removed from the current questionnaires. For example, Item 16, "Good language learners are intelligent", and Item 28, "English education should begin in elementary school" were eliminated. Items 3, 5 and 10 (Table 3.9) were modified to fit the current research purposes. For example, Item 3, "I believe Chinese should be frequently used for my better understanding of the lessons" was modified to "I believe communication-based English should be frequently used for my better understanding of the lessons". Item 5, "Opening one's mouth to practice speaking in the classroom is not essential for English learning" was changed to "Communication-based classroom activities are not essential for English learning". Specifically, Item 10, "A teacher should create an atmosphere in the classroom to encourage interactions as a class or in groups" was substituted with "Authentic tasks that used different media such as videos, audios, pictures encouraged group interactions". Table 3.9 recapped original items and changes generated in the third focus of students' perceptions about learning English.

Table 3.9 *Original items and changes made related to students' perceptions about learning English*

| Items | Original items | Changes made |
|--------------|---|---|
| 3 | "I believe Chinese should be frequently used for my better understanding of the lessons" | "I believe communication-based English should be frequently used for my better understanding of the lessons". |
| 5 | "Opening one's mouth to practice speaking in the classroom is not essential for English learning" | "Communication-based classroom activities are not essential for English learning" |
| 10 | "A teacher should create an atmosphere in the classroom to encourage | "I liked authentic tasks using a variety of media such as videos, audios and |

interactions as a class or in groups”

pictures that encouraged us to use English in class”.

In the study by Savignon and Wang (2003), Kuder-Richardson Formula 20 (KR 20) was used to check the scale reliability of the survey questionnaires and the total above .70 reached the internal consistency required for survey questionnaires. In this study, to check the internal consistency of surveys, Cronbach alpha was calculated. Reliability was calculated and is shown in Table 3.10.

Table 3.10 *Summary statistics and reliability estimation for the pre-survey questionnaires*

| | Number of items | Mean | Std. deviation | Cronbach's alpha |
|--------------------|------------------------|-------------|-----------------------|-------------------------|
| Control group | 36 | .78 | .26 | .41 |
| Experimental group | 36 | .08 | .21 | .24 |

It could be clearly seen that Cronbach's alpha was underestimated with .41 and .24 correspondingly for the CG and EG. This was explainable by two justifications. First, coefficient alpha may underestimate reliability if a scale is multidimensional (McCrae, Kurtz, Yamagata, & Terracciano, 2011). Thus, three diverse scales covering 36 items in the pre-survey questionnaires led to low internal consistency reliability. Second, no pilot version of the pre-survey questionnaire was tested prior to the study due to time limitation. A pilot study provides information on the appropriateness of intended instruments that validates the research processes before a study begin in order to increase research quality (Malmqvist, Hellberg, Möllås, Rose & Shevlin, 2019, Secomb & Smith, 2011, Williams-McBean, 2019). “A pilot study supports greater understanding of the complexities of working within a previously

designed model and the ways in which instruments could be modified to be appropriate for a specific research environment” (Malmqvist, Hellberg, Möllås, Rose & Shevlin, 2019, p.10). Although a pilot study is useful in mixed methods research inquiry that that improves the credibility of the study, “using the same participants in the pilot and the main study cause loss of interest through repetition” (Williams-McBean, 2019, p.1057). Thus, no pilot study was needed in this study. The preliminary data of the means and standard deviations for the control and experimental group were essential as the standard treatment required. The pilot study did not provide appropriate power to understand the feasibility of study design. The original version was shortened from 72 items into 36 items and modified accordingly with the purposes of the current research. This issue could be undoubtedly explained in the post-survey questionnaires with the CG students who completed the same survey, but the value of Cronbach’s alpha reached satisfactory levels of reliability of .71 for the CG and .83 for the EG as shown in Table 3.11.

Table 3.11. *Summary statistics and reliability estimation for the post-survey questionnaires*

| | Number of items | Mean | Std. deviation | Cronbach’s alpha |
|--------------------|------------------------|-------------|-----------------------|-------------------------|
| Control group | 26 | .31 | .44 | .71 |
| Experimental group | 15 | 1.58 | .52 | .83 |

3.5.1.2. *Semi- structured interviews*

The qualitative data collection phase for this study also entailed semi-structured interviews (Appendix 10) with three English teachers from the participating school’s English department. The aim of semi-structured interviews is to explore the in-depth experiences of research participants (Adams, 2010). They are particularly useful in uncovering the story behind a participant's experiences and gaining knowledge from individuals (Doody & Noonan, 2013). In the current study, semi-structured interviews were conducted to develop a deeper

understanding of English teachers' experiences of, and attitudes towards the CLT approach to the teaching of English, to deeply grasp the obstacles that these English teachers encountered. In addition to the discussion of the survey questionnaires, the interviews explored challenges facing participants while implementing CLT and Facebook to enhance communicative competence for students. In fact, aligned with CLT-oriented curriculum, English teachers put emphasis on oral skills and try to help students use English for communication in the classroom. However, some English teachers fell back on familiar traditional teaching methods and techniques. Some of them perceived contextual constraints from their inadequate language proficiency, insufficient time, students' lack of motivation, and exam-oriented school culture. Some of them found it hard to find materials and activities that can be considered truly communicative English. The problem is exacerbated by the fact that a wide gap existed between CLT methodology classes and English language teaching practice at schools. Three face-to-face interviews were conducted in English at the school by the researcher, following a semi-structured interview protocol (Appendix 10). Each interview lasted about 20 minutes and was audio recorded. Semi-structured interviews (Appendix 10) with individual English teachers were transcribed manually into text-based documents by the researcher for analysis.

These semi-structured interviews focused on four questions about demographic information (age, gender, qualification and teaching experience) and eight open-ended questions regarding current challenges and issues of English teaching in their school, CLT classroom activities, technology assisted CLT activities, and their attitudes towards Facebook for developing communicative competence. The interview questions were customised and modified from a study by Pan (2008). In the study by Pan (2008), the English teachers were asked six questions about the teaching conditions and ideas related to teaching English that shared the same aims in the current study. However, only three questions about challenges and issues regarding

English teaching, changes English teachers made to improve English teaching, and experiences of implementing CLT activities were exactly adopted in this study. As the purpose of this study aimed to uncover whether Facebook can strengthen communicative competence for upper secondary students, five questions that related to the use of Facebook for language learning were asked to obtain teachers' views of the innovative pedagogy, for example: "Do you think that technology can enhance CLT? In what ways?" (as a precursor to questions on Facebook), "In your opinion, how can Facebook strengthen communicative ability for upper secondary students?".

3.5.2. Phase 2: Video transcriptions and observations

Phase 2 of this study employed quantitative and qualitative data collection to investigate how a triad of types of talk enhances students' communicative competence through Facebook in Vietnam. Two distinct quantitative and qualitative data collection methods were used: observations and video transcriptions.

3.5.2.1. Observations

Immediately after the completion of pre-survey questionnaires, both the CG and EG students participated in communicative learning activities and these were observed using checklists (Appendix 11, 12 and 16) both in the physical and online classrooms. The observations played a significant role because they allowed the researcher to record CG and EG students' performances during their informal engagement in activities. These data provided accounts of the actual implementation of communicative learning activities allowing for evidence-based consideration of the effectiveness of the activities. Meanwhile, the observations also allowed the researcher to learn how CLT was implemented in the classroom and online via Facebook. In the physical classroom, the researcher observed three genuine lessons and video recorded

them to better facilitate data collection. In the online classroom, the researcher observed how the EG students performed and took detail notes at least once per day.

The observation checklists in the current study were crafted based on the characteristics of CLT and communicative competence. The criteria for communicative competence, including grammatical competence, discourse competence, sociolinguistic competence and strategic competence, with many sub items were customised and modified from a study by Pillar (2011). In the study by Pillar (2011), 20 sub items were used to indicate communicative performance and 18 were precisely adopted in this study. Some sub items were changed and added to match with the current research purposes. For instance, sub item 9, “Speaks with little influence of Hungarian” was replaced by “Speaks with little influence of Vietnamese”. The sub item, “Gives appropriate attitudes towards the tasks” was added to sociolinguistic competence and sub item, “Show great effort to link ideas” was added to discourse competence. In addition, the features of CLT including meaningful learning, authentic materials, interaction-based classroom, and learners’ autonomy were observed in this study. Items for meaningful learning revised from a study by Ares and Gorrell (2002) included: “teacher uses varied teaching strategies”; “students were given opportunity to learn diverse modes of language skill”; “students are mentally and physically active”; “teacher uses relevant instructions to students’ life and their goals for the future”; “meaningful, varied, interesting learning activities involved in group learning”. Items regarding students’ autonomy were modified from research by Najeeb (2013) including: “students’ self-engagement in the learning activities”; “maximization of their exposure to English”; “their willingness to study independently and collaborate with others”; “their direction to their own learning without intermediate intervention of the teacher”.

3.5.2.2. Video transcriptions

Together with observations of communicative learning activities, videos were collected both in the physical and online classrooms. Video recordings provide a rich source of data and capture the richness of verbal interchange and non-verbal communication (Chan, 2013). The quantitative data synthesised from video transcriptions of CG and EG students' utterances were described to justify the utility of the triad of types of talk for developing communicative competence on Facebook. Studies in the context of education have highlighted the interpretational power of video data (Alibali & Nathan, 2007; Lemke, 2000; Lehrer & Schauble, 2004) as it is a useful means for the researchers to obtain better understanding of the phenomenon being studied. In this study, video data were collected to demonstrate how communicative learning activities occurred and what influence these activities had on students' capacity for communicative competence. In the current study, individual, pair and group videos were collected from the CG students in the physical classroom and from the EG students on the Facebook group page. Each video was expected to last about three minutes. For a more precise transcription, videos were transcribed manually into text-based documents by the researcher for analysis. First, the rough transcriptions were undertaken manually by listening, watching and writing the verbal contents using Microsoft word functionality. Meanwhile, certain utterances of each participant were assigned using pseudonyms. After completing initial and rough transcriptions, the researcher checked and re-checked them, and returned transcriptions to participants for their checking as well.

As three pitfalls of equipment failure, environmental hazards, and transcription errors can occur in video transcription and analysis (Easton, McComish, & Greenberg, 2000), in this study, member checking was used to verify the accuracy of interpretation. The video transcription

documents were sent to the CG and EG students to edit, clarify, and elaborate in their own words.

3.5.3. Phase 3: Post-survey questionnaires

After communicative learning activities, post-survey questionnaires were manually distributed onsite to 70 CG and EG students. Post-survey questionnaires were first used to examine CG students' attitudes after implementing communicative language activities in the physical classroom (Appendix 8). Items concerning demographic information and English practices in the classroom were removed from post-survey questionnaires as the aim was to investigate students' attitudes after implementing the communicative language activities. Hence, only 26 items adopted from pre-survey questionnaires were included, ten focusing on students' perceptions towards teaching practices in the classroom and sixteen regarding their perceptions about learning English. These items were presented as statements on a 7-point Likert scale where 1 indicated strongly disagree and 7 indicated strongly agree. The internal consistency reliability recorded standardised Cronbach's alpha level of .71 (Table 3.6). Moreover, in four open-ended questions at the end, the CG students were asked to address their challenges when communicating with classmates, their most interesting experiences when engaging in CLT learning activities in the classroom, and their recommendations about using CLT to develop communicative competence. These questions were employed from Pan (2008). In the study by Pan (2008), English teachers were asked about their experiences and challenges when implementing CLT in the classroom. As the purpose of open-ended questions in this study was to get more feedback on the CLT learning experiences from CG students, Pan's (2008) questions were adopted and modified accordingly, for example: "What problems do you face when communicating with your partners in the classroom?"; "Have you got any recommendations about using CLT and your communicative language ability that you'd like

to share me?"; and "What do you think is the most interesting thing for you to engage in CLT learning activities in the classroom?".

Post-survey questionnaires were also employed to investigate EG students' attitudes towards their actual use of Facebook for communicative language development (Appendix 9). In the current study, these items were presented as statements using a 7-point Likert scale where 1 indicated strongly disagree, and 7 indicated strongly agree. These survey questionnaires reached the satisfactory level of internal consistency as the value of Cronbach's alpha was .83 (Table 3.6) above the standard reliability level of .70. Sixteen items were designed based on previous research by Chan and Leung (2016) who are experienced researchers. In their study, the EG students were asked to indicate the extent to which they agreed that "Twitter is useful for learning", "easy to use", "Twitter can enhance collaboration among students", and "motivate them to learn". Some of the items that were highly relevant to this study were modified and adopted for use in the current study. For example: "I find Twitter useful in my study" was adopted and partly changed to "Facebook is useful for my English learning"; and "Using Twitter can improve my learning performance" was modified to "Facebook can improve my grammatical competence". For the second item, "Twitter is easy to use", three sub items were offered and modified in this study. For instance, the first item, "Learning to use Twitter is easy for me" was changed to "Facebook for building my communicative competence is an easy tool to use". The second item, "It is easy for me to become skilful at using Twitter" was substituted with "Communicating via Facebook does not challenge me". Finally, the last item, "I can easily create new message and reply to others with Twitter" was changed to "I am comfortable communicating with my peers via Facebook".

In addition, four open-ended questions asked the EG students to address their most interesting experiences when learning on Facebook, how Facebook enhanced their communication, and their recommendations for using Facebook for development of skills in communication. These questions were adopted from validated instruments by Wen (2015) who is an experienced researcher. In the study by Wen (2015), the participants were asked about the influence of Facebook on their academic writing, using questions such as: “Does your writing on Facebook affect your academic writing?”; “What do you think is the most important thing for your instructors to remember when they integrate digital writing into writing class in future?”; and “Do you have any other thoughts about using Facebook and your academic writing that you’d like to share with me?”. Those questions were modified to match with the aim of the current study to investigate Facebooks influence on students’ communicative competence. For example, the question “Does your writing on Facebook affect your academic writing?” was changed to “Can Facebook improve your communicative ability? In what ways?”. The question “Do you have any other thoughts about using Facebook and your academic writing that you’d like to share with me?” was modified to “Have you got any recommendations about using Facebook and your communicative language ability that you’d like to share me?”. The purpose of these additional open-ended questions was to get feedback from the students on the Facebook learning experiences and to provide suggestions for the use of Facebook for communicative competence development in the future.

3.6. Data analysis

Both quantitative and qualitative data were employed and analysed in this study to answer the four research questions. The sources of quantitative data were the surveys focusing on CG and EG students’ attitudes before and after participating in communicative learning activities and video transcriptions of EG and EG students’ utterances. The qualitative data were obtained

from three sources: semi-structured interviews, observations, and open-ended questions. Semi-structured interviews focused on challenges and issues of English teaching, and CLT classroom activities, while observations concentrated on the CG and EG students' performances during communicative learning activities. Open-ended questions provided further data on CG and EG students' attitudes towards communicative learning activities.

3.6.1. Quantitative data analysis

Before quantitative data analysis took place for the survey questionnaires, data cleaning was conducted to ensure any mistakes and inconsistencies were removed if necessary. This process involved checking any coding errors in numbering or statistics against the original data source in order to ensure that the final dataset was accurate and complete. No missing input was discovered in the current study. One key reason could be due to the step by step explanation provided by the researcher on how to complete the survey questionnaires and the participating students were used to follow instructions closely.

The survey results and video transcriptions were administered and stored in individual Excel files. After that, the data collected descriptively were re-labeled using the instrument title and the group they were from. These Excel files were exported to Statistical Package for the Social Sciences (SPSS) files and were labeled in the same manner. The quantitative statistical tests employed in this study were Cronbach's alpha (CA), descriptive statistics and paired samples t-tests. The researcher used SPSS 25.0 Version to analyse the data.

First, to measure the internal consistency of survey questionnaires, Cronbach's alpha reliability analysis was performed to see how closely each item was related to one another in the same

section, indicating low or high relevance to the general purpose of the section. In the post-survey questionnaires, an alpha value of 0.7 or above was used for establishing reliability (Tavakol & Dennick, 2011).

Second, descriptive statistics were tabulated including means, standard deviations and percentages. Descriptive statistics were used to test students' attitude scales towards CLT in the classroom and online via Facebook, and the frequencies of key words of reasoning and cohesion used in the students' talk. Descriptive statistics involve representing data as means and percentages to compare how one score relates to all others in the survey and video transcription results.

Third, the paired samples t-test was also utilised in this study. According to Trochim and Donnelly (2001), t-test is an inferential statistic analysis designed to test if there is a difference between two means of the two different groups of data. Each of the students' attitude scales was tested to comprehend how much students' attitudes towards CLT in the classroom and online via Facebook predicted the frequencies of key words of reasoning and cohesion to communicate via CLT learning activities. The typical alpha level is set at 0.05 ($p\text{-value} = 0.05$) to determine whether both groups of data are statistically significant. If $p\text{-value} < 0.05$, there will be a significant difference and if $p\text{-value} > 0.05$, there will be no differences among the two groups of data.

Method of scoring a triad of types of talk in video transcription data

Key words: In the current study, key words of reasoning and cohesion were counted only when they were part of an accurate speech unit. Foster et al. (2000) defined a speech unit as “a single

speaker's utterance consisting of an independent clause or sub-clausal unit, together with any subordinate clause(s)" (p. 365). The false starts, repetitions, self-corrections, and incomplete utterances were not counted in the study. In addition, one-word minor utterances, echo-responses, greetings, and closures were excluded. Each occurrence of a reasoning word or a cohesion word was calculated even when it was repeated in the same turn of talk.

Episodes: In the current study, five types of episode were recorded and calculated in all relevant parts of the video transcription analysis. A question episode is characterised by the introduction of a question together with all responses, considerations, and subordinate questions. Reasons are presented to support a point of view in the reason episode. Reasoning that appeared in the answering of a question in the conflict episode was not identified as a reason episode (Van Boxtel et al., 2000). In the conflict episode, reasons were given to challenge another student's point of view. In the summary episode, the students summed up part of their discussion, and conclusion episodes occurred when they achieved a joint conclusion. Examples from accurate reason, question, conflict, summary and conclusion episodes are in Table 3.12.

Table 3.12. *Examples of reason, question, conflict, summary and conclusion episodes*

| Episodes | Examples |
|-----------------|---|
| Reason | "People will have a place to relax and entertain whenever they are free" (Student EG23) "A supermarket has a variety of items so that everyone can choose what they want" (Student EG25). |
| Question | "What facility do you choose? (Student EG20) "In my opinion, an industrial zone should be built in our city". (Student EG28) "Why do you choose this?" (Student EG20). "Because it brings many benefits to our city" (Student EG28). |
| Conflict | "But parks can take a lot of space and it can make people wet when it rains" (Student EG3) "But the shopping centre is very large, people will feel tired when they walk for too long time" (Student EG17). |
| Summary | "Therefore, we should build more playgrounds and they are safe for children to play" (Student EG26). |

“To summarise, parks bring a lot of advantages, thus, we should build more parks in our city” (Student EG23)

Conclusion “Our ideal city will have a dance studio, a museum, a fitness centre and a hospital” (Student EG11).

“Our ideal city will have nursing home, swimming pool, supermarket, and music school” (Student EG13).

3.6.2. Qualitative data analysis

After performing quantitative data analysis, thematic analysis was carried out to develop the main themes arising from the meanings and experiences the participants attributed to using a triad of types of talk to enhance communicative competence on Facebook. Field notes from online and classroom observations, semi-structured interviews and responses to open-ended questions provided the data for thematic analysis.

Thematic analysis was applied to the qualitative data collected in the current study. Thematic analysis is a type of qualitative data analysis that involves identifying, analysing and reporting themes within data (Braun & Clarke, 2006). The qualitative data in the current study were manually coded, as manual coding allowed the researcher to become close and purposeful in co-formation of the findings (Chung, Biddix, & Park, 2020). First, the transcription process was conducted using Microsoft word functionality and the resulting text-based documents were checked by participants. The researcher sent the transcriptions to the participants via emails so they could edit, clarify and elaborate their own words. Then, the researcher read through the transcripts, and using track changes and new comments functions, highlighted significant statements, sentences or quotations that provided insight into the four research questions. The researcher also inserted codes in the margins of the qualitative data. For example, the researcher labelled the codes from the interview data that were related to the first research question: What are the current challenges and issues facing EFL students in the learning of English through CLT approaches?. This research question related to the challenges facing upper secondary

students in the classroom. Thus, the researcher used labels for codes such as educational system factors, and teachers' lack of knowledge and skills. The researcher also tried to cluster items from open-ended questions and observations related to the research questions, to identify the emergence of overarching themes. This method reduced the number of redundant codes and created code families related to the second research question. The thematic analysis model in the current study includes three phases: data reduction, data display and data conclusion (Miles & Huberman, 1994).

Data reduction

According to Alhojailan (2012), data reduction refers to “the process of selecting, simplifying and transforming the data” (p. 43). All qualitative data from observations, interviews and open-ended questions were shown as themes in tables. A number of significant themes emerged at the beginning, such as: Facebook for facilitating communicative competence; teachers controlled activities; focusing on individual academic learning; challenges from collaborative learning; the perspectives on collaborative learning via Facebook; and the perspectives on CLT in the classroom. For example, the main theme for the first research question, What are the current challenges and issues facing EFL students in the learning of English through CLT approaches? was “challenges arising from English communicative competence lessons”. From this main theme, the researcher read the full content again, divided this main theme into smaller sub-themes and sought additional information from details of textual quotations from the participants. Thus, three sub-themes were added, including teacher-student power relations, teachers' resistance to CLT, and educational system factors. The researcher checked whether these themes and sub-themes were relevant to the research questions and the current study. The validating themes and sub-themes were sent to two supervisors for further checking whether these themes were compatible with the research questions and the current study.

Data display

After cross-checking with two supervisors, data were displayed in tables including figures, narrative text, and quotations to gain in-depth understanding of data. Four main themes were identified and presented in order to answer four research questions. For example, the main theme, “challenges arising from English communicative competence lessons” included the first sub-theme of “teacher-student power relations”. The sub-theme of “teacher-student power relations” embraced “teachers’ lack of knowledge and skills”. This was evident in the statement from an interview with the English teacher, “My difficulty is how to control classroom because some students are better at English, others are not” (Teacher D). This sub-theme was also evident in observation data, “the English teacher controlled all classroom activities with whole-class instruction such as explaining lesson objectives, setting tasks, explaining rules”. Data display compels the researcher to “explore any interrelationships into conceptual clusters for analysis” (Alhojailan, 2012, p. 45). The validating themes and sub-themes, presented in well-organised tables were sent to two supervisors to assist the researcher to reach conclusions.

Data conclusion

After data reduction, data display and a number of reviews by two supervisors, a data conclusion was generated. The researcher discovered “interrelations, and created coherence and consistency” (Alhojailan, 2012, p. 45). Only the themes that were relevant to the research questions and theoretical framework of the study were used, and unrelated themes were eliminated. For example, the fourth theme, “specific strategies used by EFL upper secondary students to foster their communicative skills in English when using Facebook for learning English” included three sub-themes, using multimedia for communication, body language as a form of communication, and the facilitation of self-directed learning.

As a mixed methods research convergent design was employed in this study, the combination of quantitative and qualitative data analysis provided overall perspectives on the main research question focusing on the use of a triad of types of talk to enhance communicative competence on Facebook. Quantitative data and analysis delivered findings to reveal challenges arising from English communicative competence lessons (research question 1); and the utility of Facebook for facilitating communicative competence (research question 2). Meanwhile, qualitative data and analysis provided further evidence to address research questions 1 and 2, and offered specific strategies to foster students' communicative skills when using Facebook for learning English (research question 3), as well as potential challenges EFL upper secondary students face when building their communicative competence in English on Facebook (research question 4).

3.7. Validity and Reliability

Quantitative research is conducted primarily by using numerical methods, whereas qualitative research tends to produce textual data (Creswell & Clark, 2017). In mixed methods research, a series of steps are taken to check the validity of the quantitative data and the reliability of the qualitative findings.

3.7.1. Validity

Heale and Twycross (2015) define validity as “the extent to which a concept is accurately measured” (p. 66). In other words, “validity refers to the appropriateness of tools, processes, and data” (Leung, 2015, p. 325). Thus, the use of validated measuring instruments was relevant to the current study and its potential to generate beneficial outcomes. In this study, the content and face validity ensure that the findings obtained were valid. “Content validity means that the

contents of the scale and terms are appropriate and align with the opinions of experts” (Sürücü & Maslakçi, 2020, p.2698). First, for quantitative statistical data, expert opinions and statistical methods were chosen for measuring instruments so that the results would be consistent and unbiased. For example, items created in the survey questionnaires presented as statements on a 7-point Likert scale where 1 indicated strongly disagree and 7 indicated strongly agree, were adopted from instruments that had been validated (Chan & Leung, 2016; Savignon & Wang, 2003). In addition, as the current study leaned more on qualitative data, the measuring instruments for semi-structured interviews with English teachers about the teaching conditions and ideas related to teaching English, were adopted from an experienced researcher, Pan (2008) and observations about communicative competence obtained from Pillar (2011). The choice of these measuring instruments was appropriate for the purpose of this study. The instruments obtained information about the challenges encountered by English teachers and students in the upper secondary school and how Facebook enhanced students’ communicative competence. “Face validity refers to the subjective decision, based on the researcher’s feelings, thoughts and intuition about the functioning of the measuring instruments” (Sürücü & Maslakçi, 2020, p.2706). In this instance, the items used in the instruments were checked by two experienced researchers.

The validity of data ensures that the research questions are appropriate for the desired outcome and the choice of methodology is appropriate for answering the research questions. The validity of data includes the appropriateness of the research design, methods, sampling and data analysis, as well as the appropriateness of results to the sample and context (Heale & Twycross, 2015; Leung, 2015). This study arose from challenges encountered by the upper secondary students in Vietnam based on the very low English results in the school’s graduation test. The selection of two 10th grade classes for the CG and EG, combined with the convergent research design with a multistage framework of quantitative and qualitative data collection and analysis,

provided reliable answers to the research questions. Two types of quantitative and qualitative data collected during the same timeframe proved effective to yield useful results for the purposes of the study. Moreover, the utilisation of descriptive statistics and paired samples t-tests to analyse surveys and video transcriptions, and the thematic analysis of data from semi-structured interviews, open-ended questions, and observations, helped justify the efficacy of using a triad of types of talk to enhance students' communicative competence on Facebook.

3.7.2. Reliability

Reliability refers to “the extent to which a measurement of a phenomenon provides stable and consist result” (Taherdoost, 2016, p. 34). In this study, the reliability of quantitative survey questionnaires was checked by Cronbach's alpha, the most widely used objective measure of reliability (Tavakol & Dennick, 2011). A good alpha score of higher than .7 in the post-survey questionnaires indicated a strong internal consistency reliability for a quantitative research instrument.

In terms of reliability, undertaking qualitative research is challenging because there is no accepted consensus about the standards by which such research should be determined (Noble & Smith, 2015). Three strategies were used to test the trustworthiness of the qualitative research in this study: triangulation, member checking, thick and rich description and peer review. First, data were gathered from the CG and EG of 10th grade students at different times online via the Facebook group page and in the physical classroom. A variety of methods were used such as video transcriptions, survey questionnaires, semi-structured interviews and observations. While data from different sources were collected and analysed, sound conclusions could be drawn from these data, signifying the trustworthiness of interpretations. Moreover, the English teachers were given the opportunity to review their interview transcripts

to verify the data and further establish trustworthiness of the information they provided. Upon completion of the transcriptions of the videos, the researcher sent the records to the EG and CG students to verify, if necessary. Member checking enabled the CG and EG students and three English teachers to edit, clarify and elaborate in their own words the video and audio transcripts.

As the goal of most qualitative studies is to provide a rich, contextualised understanding of particular cases (Polit & Beck, 2010), thick and rich description is recommended to provide understanding of relevance to other settings (Carlson, 2010). Thick and rich description in the current study was demonstrated in unique contextual settings, participants, data collection, and analysis procedures. Purposeful sampling (upper secondary school contextual setting and the 10th grade CG and EG participant selection according to a set of predetermined criteria) was used to capture multiple perspectives and explore information-rich cases of strengthening communicative competence for upper secondary students in Vietnam. In addition, the researcher triangulated the data logically (interviews, observations, video and audio recordings, surveys) and delivered rich, thick descriptions of the data and highly detailed and descriptive accounts of the findings.

Finally, peer review was conducted to increase the trustworthiness of qualitative research. Peer review involves in the researcher' presentation of written or oral summaries of data, emergent themes or interpretations of data with peers who are competent in qualitative research procedures to review, analyse and explore various aspects of the inquiry (Earnest, 2020). In this study, the researcher's supervisors cross checked emergent themes and interpretations of data that were appropriate and completed theme detection and conceptualisation.

3.8. Ethical Issues

The first ethical consideration was that this research was safe and transparent for participants. Specifically, the research design, methods and proposed communicative learning activities were introduced to the school community, especially the school principal, teachers in the English faculty and the selected 10th grade students. Students' safe, emotional, psychological security and wellbeing were protected in the physical classroom as well as online via the Facebook group page. The English teacher (Teacher A) and the researcher monitored all online activities and ensured no trace of cyberbullying at all. Moreover, survey questionnaires did not contain any information of a sensitive, personal nature or linked to personal and family relationships. Students were able to refuse to participate or withdrew from the research at any time. Parents of these students were notified of their child's involvement in the research and they signed a consent form.

A second ethical issue relates to anonymity and privacy. Personal information about participants and their data were treated confidentially and appropriately anonymised. Pseudonyms for research participants and their school are used when evidence is included in public research reports such as this thesis and associated research publications. In addition, the private access mode on the Facebook group page enabled only group members' access. All identifying information such as pictures and videos were deleted or encoded immediately after the data were downloaded and maintained on a secure local computer accessible only by the researcher of this study and only for the purpose of publication.

Finally, permission was sought from the Vietnamese Ministry of Education and Training and the governing body of the upper secondary school. Members of the EFL department were informed and updated as necessary. The researcher was aware that a conflict of interest might arise as she was associated with the university. This association was made clear to the Western Sydney University ethics committee and the research was carried out in line with their recommendations. The final report and any publications emerging from this study will be made available to the public and to any interested participants.

3.9. Chapter Summary

This chapter provides a detailed description of the methodology of qualitative and quantitative data embedded under the framework of mixed methods research employed in this study. Following illustration of the research design, demographic information on participants and the research context, a detailed description of pedagogical materials and explanation of procedures and data collection methods used relative to the different participants is outlined. The chapter elaborates on specific procedures used for data analysis and details ethical issues, validity and reliability of the study. The next chapter presents an analysis of the data and findings of the study.

CHAPTER 4: FINDINGS

This chapter presents an analysis of key findings from interviews, survey questionnaires, field notes from classroom and online observations, and video transcriptions. The findings answer the four research questions that focus on:

1. the current challenges and issues facing EFL students in their English learning through CLT
2. the influence of Facebook on the enhancement of communicative language development
3. strategies developed by students to reach collaborative learning goals, and
4. potential challenges EFL upper secondary students face when building their communicative competence in English on Facebook.

The mixed methods convergent research design employed in this study required quantitative and qualitative data collected during a similar timeframe and the two forms of data analysis were separate but merged in the end (Fetters et al., 2013). Using a convergent mixed-methods research design, the researcher collected data through quantitative surveys, qualitative interviews, and observations. A convergent parallel design allows the researcher to concurrently conduct the quantitative and qualitative data collection and analysis in the same phase of the research process and two datasets were obtained, analyzed separately and compared.

The first section of this chapter presents the findings from quantitative data analysis. Descriptive statistics and two samples t-tests were used on the survey questionnaires and video

transcriptions to obtain the quantitative data. The findings enabled an investigation of the current English learning and teaching in the upper secondary school, the control group (CG) and experimental group (EG) students' attitudes before and after participating in communicative learning activities in the physical classroom and online via Facebook and the outcomes of communicative competence development through communicative language learning in the physical classroom and online learning via Facebook.

The second section of this chapter presents findings of the qualitative analysis of data from interviews, open-ended questions and field notes from classroom and online observations. The findings are organised according to themes and sub-themes. Here, the purpose of thematic analysis is not simply to summarise the data content, but to identify, and interpret key features of the data, guided by research questions. The themes that emerged from the qualitative findings include the utility of Facebook for facilitating communicative competence, challenges arising from English communicative competence lessons, students' and teachers' perceptions of CLT, and specific strategies students used for communicative competence.

4.1. Quantitative findings

The findings presented in this section provide information to address the first and second research questions: What are the current challenges and issues facing EFL students in the learning of English through CLT approaches?; and How does Facebook promote EFL upper secondary students' communicative outcomes in English in Vietnam?.

Seventy CG and EG students completed pre-survey questionnaires to record English practices in the classroom, their attitudes towards teaching practices, and their perceptions about English

language learning. The post-survey questionnaires recorded the CG and EG students' attitudes after participating in communicative learning processes. Descriptive analysis of means and standard deviations and two samples t-tests were employed to examine the current English learning and teaching at the upper secondary school as well as the CG and EG students' attitudes after participating in communicative learning activities in the classroom and online via Facebook. Quantitative analysis of video transcriptions of CG and EG students' utterances also included descriptive analysis of means and standard deviations, and percentages and two samples t-tests to identify the outcomes of communicative language learning activities in the classroom and online via Facebook. As discussed in Chapter 3, this analysis was employed to reveal the trends depicted in these findings. Quantitative analysis was undertaken using Statistical Package for the Social Sciences (SPSS) statistical software (version 25.0) to read the output effectively and to generate accurate interpretations.

4.1.1 The current English learning and teaching in the upper secondary school

As stated in Chapter 3, the CG and EG students had the same level of academic performance and pre-survey questionnaires were only employed to explore the current English learning and teaching in the upper secondary school. Thus, the CG and EG students were asked about English practices in the classroom, their attitudes towards teaching practices, and their perceptions about English language learning.

Tables 4.1, 4.2, 4.3, 4.4 and 4.5 illustrate the descriptive analyses of both groups of students' responses. The numeric and graphic summary of the dataset helps the researcher become familiar with the trends in the data via means and standard deviations.

English practices in the classroom

First, Tables 4.1 and 4.2 represent the English practices the CG and EG students experienced in the upper secondary school. Generally speaking, these students reported that English teachers used English as a medium of instruction for teaching most of the time. For the CG students, the highest mean values were for the items ‘Classroom activities were communication-based in English’ (M=5.92) and ‘My English teachers often corrected my errors in class’ (M=5.95). These scores provide evidence that the CG students agreed that communication-based English learning activities and error corrections were implemented in this school. At the same time, they somewhat agreed that their English teaching in their school focused on grammar, sentence drilling, explaining, and practising grammar. Evidence in the mean scores above the mid-point of 4 were M=5, M=4.95, M=4.08 respectively. These mean scores demonstrated that the CG students agreed that grammatical structure acquisition, explicit grammar teaching for the target language input and focus on form were the focuses of English teaching. The EG students generally disagreed that English lessons focused on grammar, sentence drilling, explaining, and practising grammar with low mean scores of M=2.47, M=1.94 and M=1.97 respectively. In terms of being silent in English classes, both groups of students had similar responses (CG with M=4.05 and EG with M=3.84). In addition, while the CG and EG students agreed that there were authentic tasks combined with multimedia to help them learn English (mean score of M=5.34 for the CG and M=6.25 for the EG), they mostly agreed that the teacher would resort to explaining grammar while practising English when necessary (mean score of M=4.21 for the CG and M=6.09 for the EG). These scores were evidence that there was an emphasis on grammatical accuracy in the upper secondary school and the teachers were able to integrate authentic tasks combined with multimedia in their lessons.

Table 4.1 *Summary of means and standard deviations of English practices by the CG participants based on pre- survey questionnaires*

| Items | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| 1. English teaching in my school was grammar focused. | 38 | 5 | 1.25 |
| 2. English lessons focused mainly on sentence drilling. | 38 | 4.95 | 1.31 |
| 3. English lessons were mostly conducted in Vietnamese. | 38 | 1.71 | 1.08 |
| 4. English lessons mainly focused on explaining and practising grammar. | 38 | 4.08 | 1.42 |
| 5. I remained silent during English lessons most of the time. | 38 | 4.05 | 1.65 |
| 6. Classroom activities were communication-based in English. | 38 | 5.92 | 1.02 |
| 7. There were classroom activities for us to interact with peers in English. | 38 | 5.58 | 1.13 |
| 8. The teachers would explain grammar if necessary while communicating in class. | 38 | 4.21 | 1.75 |
| 9. There were authentic tasks combined with multimedia to help us learn English. | 38 | 5.34 | 1.27 |
| 10. My English teachers often corrected my errors in class. | 38 | 5.95 | 1.27 |

Table 4.2 *Summary of means and standard deviations of English practices by the EG participants based on pre-survey questionnaires*

| Items | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| 1. English teaching in my school was grammar focused. | 32 | 2.47 | 1.07 |
| 2. English lessons focused mainly on sentence drilling. | 32 | 1.94 | .84 |
| 3. English lessons were mostly conducted in Vietnamese. | 32 | 2.31 | 1.42 |
| 4. English lessons mainly focused on explaining and practising grammar. | 32 | 1.97 | .595 |
| 5. I remained silent during English lessons most of the time. | 32 | 3.84 | 1.68 |
| 6. Classroom activities were communication-based in English. | 32 | 4.47 | 1.04 |
| 7. There were classroom activities for us to interact with peers in English. | 32 | 5.63 | 1.58 |
| 8. The teachers would explain grammar if necessary while communicating in class. | 32 | 6.09 | .64 |
| 9. There were authentic tasks combined with multimedia to help us learn English. | 32 | 6.25 | .84 |
| 10. My English teachers often corrected my errors in class. | 32 | 5.41 | 1.16 |

Students' attitudes towards teaching practices

Tables 4.3 and 4.4 contain data pertaining to the CG and EG students' attitudes towards the teaching practices in the participating upper secondary school. Both CG and EG students disagreed with sentence drilling and repetition, conducting English lessons in Vietnamese, explaining and practising grammar rules and nonverbal participation in English lessons. Items related to these aspects generally recorded mid-point scores of 4. Both groups of students strongly preferred authentic tasks using videos, audios, pictures that encouraged them to use English in class (M = 6.45 for CG and M = 6.38 for EG). This was also strongly voiced by their agreement with communication-based English classroom activities and communicative English lessons in which grammar was essentially explained (high mean scores above the mid-

point of 4). In addition, both groups agreed strongly that they liked their speaking errors to be corrected by the English teacher (M=6.55 for CG and M=5.69 for EG). These data demonstrate that both groups of students were aware of pedagogical strategies for using English language for communicative purposes which resemble real-life conditions in order to target grammatical features and address errors. This finding suggests that students were guided into using the target English language for communicative purposes, while consciously attending to the grammatical forms and error corrections by their English teachers.

Table 4.3 *Summary of means and standard deviations of attitudes of CG participants based on pre-survey questionnaires*

| Items | N | Mean | Std. Deviation |
|---|----------|-------------|-----------------------|
| 11. I liked grammar-focused English teaching in my school. | 38 | 4.03 | 1.30 |
| 12. I liked sentence drilling and repeating sentences after my teachers in English class. | 38 | 3.24 | 1.61 |
| 13. I liked the language used in the classroom by my English teachers to be mostly Vietnamese. | 38 | 3.08 | 1.71 |
| 14. I liked much of the time in the classroom to be spent in explaining and practising grammar rules. | 38 | 3.42 | 1.57 |
| 15. I liked an English class in which I did not need to participate verbally. | 38 | 1.82 | 1.22 |
| 16. I liked communication-based English classroom activities. | 38 | 5.66 | 1.02 |
| 17. I liked communication-based activities so that we could interact in English with our peers. | 38 | 5.79 | .96 |
| 18. I liked my English lessons to focus on communication with grammar explained when necessary. | 38 | 5.47 | 1.03 |
| 19. I liked authentic tasks using a variety of media such as videos, audios, pictures, etc. that encouraged us to use English in class. | 38 | 6.45 | .72 |
| 20. I liked my speaking errors to be corrected by my teachers. | 38 | 6.55 | .60 |

Table 4.4 *Summary of means and standard deviations of attitudes of EG participants based on pre-survey questionnaires*

| Items | N | Mean | Std. Deviation |
|---|----------|-------------|-----------------------|
| 11. I liked grammar-focused English teaching in my school. | 32 | 1.47 | .84 |
| 12. I liked sentence drilling and repeating sentences after my teachers in English class. | 32 | 1.72 | .92 |
| 13. I liked the language used in the classroom by my English teachers to be mostly Vietnamese. | 32 | 2.56 | 1.24 |
| 14. I liked much of the time in the classroom to be spent in explaining and practising grammar rules. | 32 | 2.97 | 1.55 |
| 15. I liked an English class in which I did not need to participate verbally. | 32 | 1.78 | .83 |
| 16. I liked communication-based English classroom activities. | 32 | 5.63 | 1.00 |
| 17. I liked communication-based activities so that we could interact in English with our peers. | 32 | 6.16 | .57 |
| 18. I liked my English lessons to focus on communication with grammar explained when necessary. | 32 | 5.06 | 1.48 |
| 19. I liked authentic tasks using a variety of media such as videos, audios, pictures, etc. that encouraged us to use English in class. | 32 | 6.38 | .79 |
| 20. I liked my speaking errors to be corrected by my teachers. | 32 | 5.69 | .99 |

Students' perceptions about English learning

Tables 4.5 and 4.6 reveal students' perceptions of the English learning they experienced in the participating upper secondary school. Data suggests that both groups of students in this study believed that English learning was not about the learning of grammar rules. This was evident when they responded to the item 'Learning English is learning its grammar rules' with low means of $M= 2.97$ and $M=2.25$ respectively for the CG and EG. When asked whether it is

important to practise English in real-life or real-life like situations, both groups responded with high means (M= 6.13 for the CG and M= 6.16 for the EG). In addition, both groups of students indicated a receptive belief in the implementation of communication-based English, authentic tasks, language practice in communicative activities, language learning through communication with grammar rules explained when necessary, and error corrections. This belief is evident in their responses to such items with mean scores above the mid-point of 4.

One surprising finding that emerged from these data is that although the CG students expressed doubt in English learning resulting from teaching of grammatical rules, they did express belief that they would do better at English learning by memorising, studying and practising grammatical rules. Moreover, both groups of students thought that it was necessary for English teachers to correct students' pronunciation or grammatical errors in class (M=6.13 and M=4.34 respectively for the CG and EG). The perceptions of both groups of students revealed that the learning content in this upper secondary school consisted of the teaching of communicative activities and teachers' targeting and teachers' modelling of grammatical features. Such perceptions were consistent with their attitudes towards the English teaching practices in the upper secondary school.

Table 4.5 *Summary of means and standard deviations of perceptions of CG participants based on pre-survey questionnaires*

| Items | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| 21. Learning English is learning its grammar rules. | 38 | 2.97 | 1.15 |
| 22. English learning through sentence drilling is effective | 38 | 4.29 | .92 |
| 23. I believe communication-based English should be frequently used for my better understanding of the lessons. | 38 | 5.68 | .98 |
| 24. I believe the more grammar rules one memorizes, the better he/she is at using English | 38 | 4.55 | 1.26 |
| 25. Communication-based classroom activities are not essential for English learning. | 38 | 1.53 | .92 |
| 26. Classroom language should be communication-focused English. | 38 | 5.68 | 1.21 |
| 27. It is important to practice English in real-life or real-life like situations. | 38 | 6.13 | .70 |
| 28. Languages are learned mainly through communication, with grammar rules explained when necessary. | 38 | 5.29 | .95 |
| 29. Authentic tasks that use different media such as videos, audios, pictures, etc. encourage group interactions. | 38 | 5.71 | 1.01 |
| 30. It is important for the teacher to correct students' errors in class. | 38 | 6.05 | 1.27 |
| 31. I believe my English improves most quickly if I study and practice the grammar. | 38 | 4.29 | 1.35 |
| 32. It is more important to study and practice grammatical patterns than to practice English in an interactive way in the classroom. | 38 | 5.53 | .83 |
| 33. Learning English is learning to use the language. | 38 | 5.79 | 1.27 |
| 34. Learning English by practicing the language in communicative activities is essential to eventual mastery of a foreign language. | 38 | 5.79 | .67 |
| 35. I believe it is important to avoid making errors in the process of learning English. | 38 | 4.18 | 1.62 |
| 36. Teachers should correct students' pronunciation or grammatical errors in class. | 38 | 6.13 | 1.04 |

Table 4.6 *Summary of means and standard deviations of perceptions by EG participants based on pre-survey questionnaires*

| Items | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| 21. Learning English is learning its grammar rules. | 32 | 2.25 | 1.01 |
| 22. English learning through sentence drilling is effective | 32 | 3.75 | 1.01 |
| 23. I believe communication-based English should be frequently used for my better understanding of the lessons. | 32 | 6.00 | .56 |
| 24. I believe the more grammar rules one memorises, the better he/she is at using English. | 32 | 3.16 | 1.46 |
| 25. Communication-based classroom activities are not essential for English learning. | 32 | 2.16 | 1.62 |
| 26. Classroom language should be communication-focused English. | 32 | 5.91 | .89 |
| 27. It is important to practise English in real-life or real-life like situations. | 32 | 6.16 | .92 |
| 28. Languages are learned mainly through communication, with grammar rules explained when necessary. | 32 | 5.22 | 1.38 |
| 29. Authentic tasks that use different media such as videos, audios, pictures, etc. encourage group interactions. | 32 | 5.16 | 1.19 |
| 30. It is important for the teacher to correct students' errors in class. | 32 | 4.19 | 1.44 |
| 31. I believe my English improves most quickly if I study and practise the grammar. | 32 | 2.69 | 1.03 |
| 32. It is more important to study and practise grammatical patterns than to practise English in an interactive way in the classroom. | 32 | 2.38 | 1.18 |
| 33. Learning English is learning to use the language. | 32 | 5.47 | .98 |
| 34. Learning English by practising the language in communicative activities is essential to eventual mastery of a foreign language. | 32 | 5.25 | 1.13 |
| 35. I believe it is important to avoid making errors in the process of learning English. | 32 | 3.03 | 1.42 |
| 36. Teachers should correct students' pronunciation or grammatical errors in class. | 32 | 4.34 | 1.20 |

4.1.2 CG and EG students' attitudes after participating in communicative learning activities in the physical classroom and online via Facebook

This section outlines findings relating to CG and EG students' attitudes towards communicative learning activities in the physical classroom and online Facebook learning. To examine the attitudes of CG students after implementing communicative language learning in the classroom, 26 items adopted from the pre-survey questionnaires were administered. As outlined in Chapter 3, in order to investigate EG students' attitudes towards the use of Facebook for communicative language development, students were asked to indicate the extent to which they agree that Facebook is useful for learning, easy to use, can enhance collaboration among students, and motivate them to learn. The results of the post-survey questionnaires are outlined in Tables 4.7 and 4.8.

For the CG students, the result from the paired samples t-test for pre- and post-surveys indicated that there was a significant difference between pre- and post-mean survey questionnaires for the CG (see Table 4.7). The mean difference was .48 and standard error was .21. The t-value was equal to 2.24, $p = .03$ ($p < 0.05$).

Table 4.7 *Summary of statistical analysis in the CG - paired samples t-test pre- and post-survey*

| Control group | Mean | Std. error mean | 95% confidence lower | 95% confidence upper | T-value | Sig.(2-tailed) |
|----------------------|-------------|------------------------|-----------------------------|-----------------------------|----------------|-----------------------|
| | .48 | .21 | .04 | .92 | 2.24 | .03 |

Table 4.8 highlights the mean scores relating to the CG students' attitudes about learning English after implementing the communicative learning activities designed for use in the physical classroom. These data suggest coherence and consistency in CG students' attitudes

towards communication-based English classroom activities. In the post-survey, the CG students consistently agreed with communication-based English learning activities that allowed them to interact in English with peers. In addition, they liked authentic tasks using a variety of media such as videos, audios, and pictures, that encouraged them to use English in class. These positive attitudes resulted in the high mean scores of $M= 6.24$ ('I like communication-based English classroom activities'), $M= 6.24$ ('I liked communication-based activities so that we could interact in English with our peers'), $M= 6.39$ ('I liked authentic tasks using a variety of media such as videos, audios, pictures, etc. that encouraged us to use English in class'). Moreover, they also disagreed with 'grammar-focused English teaching', 'sentence drilling and repeating', 'Vietnamese teaching', 'explaining and practising grammar rules', 'nonverbal participation', 'studying and practising grammatical patterns, and 'error making'. Notably, they strongly disapproved of error corrections by their English teachers. Contrary to the positive attitudes towards teachers' error correction in the pre-survey questionnaire (high mean score of $M= 6.13$), the communicative learning process perhaps influenced their attitudes towards communicative language teaching. Using different types of feedback may be more beneficial than giving the correct forms (Uysal & Aydin, 2017). Consequently, this perhaps generated negative attitudes towards error correction with a low mean score of $M= 3.95$ ('I liked my speaking errors to be corrected by my teachers'), $M= 2.97$ ('It is important for the teacher to correct students' errors in class') and $M= 3.18$ ('Teachers should correct students' pronunciation or grammatical errors in class'). Such positive changes might indicate that students became more autonomous in learning English and confident in learning English over time. This also shifted students' focus on their flow of communication, thereby increasing their level of communicative ability.

Table 4.8 *Summary of means and standard deviations relating to perceptions of CG participants based on post-survey questionnaires*

| Items | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| 1. I liked grammar-focused English teaching in my school. | 38 | 3.34 | 1.16 |
| 2. I liked sentence drilling and repeating sentences after my teachers in English class. | 38 | 3.55 | 1.40 |
| 3. I liked the language used in the classroom by my English teachers to be mostly Vietnamese. | 38 | 2.99 | 1.39 |
| 4. I liked much of the time in the classroom to be spent in explaining and practising grammar rules. | 38 | 3.00 | 1.18 |
| 5. I liked an English class in which I did not need to participate verbally. | 38 | 1.84 | .91 |
| 6. I liked communication-based English classroom activities. | 38 | 6.24 | .85 |
| 7. I liked communication-based activities so that we could interact in English with our peers. | 38 | 6.24 | .71 |
| 8. I liked my English lessons to focus on communication with grammar explained when necessary. | 38 | 5.24 | 1.28 |
| 9. I liked authentic tasks using a variety of media such as videos, audios, pictures, etc. that encouraged us to use English in class. | 38 | 6.39 | 1.22 |
| 10. I liked my speaking errors to be corrected by my teachers. | 38 | 3.95 | 1.37 |
| 11. Learning English is learning its grammar rules. | 38 | 2.76 | 1.36 |
| 12. English learning through sentence drilling is effective. | 38 | 3.82 | 1.24 |
| 13. I believe communication-based English should be frequently used for my better understanding of the lessons. | 38 | 6.03 | 1.15 |

| Items | N | Mean | Std. Deviation |
|--|----------|-------------|---------------------------|
| 14. I believe the more grammar rules one memorises, the better he/she is at using English. | 38 | 5.11 | 1.15 |
| 15. Communication-based classroom activities are not essential for English learning. | 38 | 1.55 | .92 |
| 16. Classroom language should be communication-focused English. | 38 | 5.61 | 1.34 |
| 17. It is important to practise English in real-life or real-life like situations. | 38 | 5.92 | 1.14 |
| 18. Languages are learned mainly through communication, with grammar rules explained when necessary. | 38 | 4.74 | 1.20 |
| 19. Authentic tasks that use different media such as videos, audios, pictures, etc. encourage group interactions. | 38 | 6.16 | 1.00 |
| 20. It is important for the teacher to correct students' errors in class. | 38 | 2.97 | 1.49 |
| 21. I believe my English improves most quickly if I study and practise the grammar. | 38 | 4.16 | 1.51 |
| 22. It is more important to study and practise grammatical patterns than to practise English in an interactive way in the classroom. | 38 | 2.74 | 1.58 |
| 23. Learning English is learning to use the language. | 38 | 5.82 | 1.50 |
| 24. Learning English by practising the language in communicative activities is essential to eventual mastery of a foreign language. | 38 | 5.97 | 1.15 |
| 25. I believe it is important to avoid making errors in the process of learning English. | 38 | 3.50 | 1.26 |
| 26. Teachers should correct students' pronunciation or grammatical errors in class. | 38 | 3.18 | 1.57 |

Table 4.9 summarises the mean scores obtained by the EG students after participating in communicative learning activities designed for online learning via the Facebook group page. The aim of the post-survey was to investigate EG students' attitudes towards using Facebook for communicative language development. As shown in Table 4.9, the mean scores of all the survey questionnaires were above the mid-point of 4. This indicates that these students agreed with all survey items. This also suggests positive attitudes towards using Facebook for development of communicative competence. In particular, item 5 which stated, 'Facebook is useful for my English learning' and item 8 'I am comfortable communicating with my peers via Facebook' recorded high mean scores of $M = 6.00$ and $M = 6.03$ respectively. This finding indicates that students found it useful to use Facebook for developing their communicative language competence. In general, after participating in communicative language learning designed for use with Facebook, these students indicated positive experiences with Facebook in terms of collaboration with peers, increasing interest and enthusiasm and enjoyment for learning the language. However, item 13 'I spend more time on Facebook for learning English' received the lowest mean score of $M = 4.66$. This finding might reveal that it was sometimes quite inaccessible for students to engage in daily Facebook activities for English learning. Nevertheless, this result is still above the midpoint of 4, indicating that students generally agree with the statement.

Table 4.9 *Summary of means and standard deviations relating to attitudes of EG participants based on post-survey questionnaires*

| Items | N | Mean | Std. Deviation |
|--|----------|-------------|-----------------------|
| 1. Facebook can improve my grammatical competence. | 32 | 5.44 | .80 |
| 2. Facebook can improve my discourse competence. | 32 | 5.94 | .71 |
| 3. Facebook can improve my socio-linguistic competence. | 32 | 5.97 | .93 |
| 4. Facebook can improve my strategic competence. | 32 | 5.47 | .87 |
| 5. Facebook is useful for my English learning. | 32 | 6.00 | .76 |
| 6. Facebook for building my communicative competence is an easy tool to use. | 32 | 5.75 | .88 |
| 7. Communicating via Facebook does not challenge me. | 32 | 5.06 | 1.43 |
| 8. I am comfortable communicating with my peers via Facebook. | 32 | 6.03 | .86 |
| 9. Facebook helps me build better knowledge through collaboration. | 32 | 5.75 | .76 |
| 10. Facebook helps peers collaborate in learning English | 32 | 5.91 | .73 |
| 11. My interest and enthusiasm in learning English has increased through Facebook. | 32 | 5.31 | 1.23 |
| 12. I enjoy learning English using Facebook for communication. | 32 | 5.50 | 1.04 |
| 13. I spend more time on Facebook for learning English. | 32 | 4.66 | 1.35 |
| 14. Facebook creates more opportunities for me to communicate in English with peers. | 32 | 5.88 | .87 |
| 15. Facebook is most suitable for my English learning style. | 32 | 5.09 | 1 |

4.1.3 The outcomes from communicative language learning in the physical classroom and online via Facebook

Analysis of quantitative data synthesised from video transcriptions allowed for comparison of the outcomes of communicative competence development through communicative language learning in the physical classroom and online learning via Facebook. These quantitative data focused on the calculation of episodes, namely reason, question, conflict, summary and conclusion, and key words of cohesion and reasoning that emerged in the cumulative, disputational and exploratory talk in each accurate speech unit. Findings from the quantitative data showed that more key words of reasoning and cohesion, together with diverse types of episodes were recorded for the EG students compared with those recorded for the CG students. The following describes the findings across the triad of types of talk in detail.

Activity 1: Cumulative talk

In the cumulative talk, the CG and EG students were asked to justify their choice of a city facility that they would like to propose to the city council. As stated in the literature review, cumulative talk could be characterised as the development of knowledge by individuals while they formulate opinion in a supportive way, rather than being critical of each other. Therefore, in this kind of talk, knowledge is grounded and justified in personal mutual agreement and is not warranted by external or public bodies of knowledge (Atwood, Turnbull, & Carpendale, 2010).

First, the result from the paired samples t-test, with means of episodes and key words addressed by the CG and EG, indicated there was no significant difference between them (see Table 4.10). The mean difference for the episode variable was 1.06 and the standard error was .92. The t-test value was 1.15, $p = .37$ ($p > 0.05$), which indicates there was no significant difference between control and experimental mean episode measurements. As for key word, the mean

difference was 1.58 and standard error was .38. The test statistic t-value was 4.20, $p = .15$ ($p > 0.05$). This outcome revealed that there was no significant difference between CG and EG means of key word measurements.

Table 4.10 *Summary of statistical analysis in episodes and key words - paired samples t-test in the cumulative talk*

| | Mean | Std. error mean | 95% confidence lower | 95% confidence upper | T-value | Sig.(2-tailed) |
|-----------------|-------------|------------------------|-----------------------------|-----------------------------|----------------|-----------------------|
| Episode | 1.06 | .92 | 2.89 | - 5.01 | 1.15 | .37 |
| Key word | 1.58 | .38 | -3.19 | 6.35 | 4.20 | .15 |

Although the outcome of the paired samples t-test revealed no significant differences in means of episode and key word measurements by the CG and EG, differences appeared in the percentage measurement. Table 4.11 presents the quantity of episodes demonstrated by the CG and EG students in the cumulative talk. It was noticeable that the reason episode was most dominant in this type of talk. For the CG, all students were committed to utilise the reason episode. However, the reason episode was four times more frequently used by the EG than the CG, accounting for 20% and 80% respectively for the CG and EG.

Table 4.11 *Summary of means, standard deviations and percentages of episodes by CG and EG participants in the cumulative talk*

| Episode | Control group | | | | Experimental group | | | |
|--------------|---------------|------|----------------|------------|--------------------|------|----------------|------------|
| | Number | Mean | Std. Deviation | Percentage | Number | Mean | Std. Deviation | Percentage |
| Reason | 29 | .76 | 1.72 | 20% | 117 | 3.66 | 4.17 | 80% |
| Summary | 0 | 0 | 0 | 0% | 8 | .25 | .44 | 100% |
| Conclusion | 0 | 0 | 0 | 0% | 1 | .03 | .17 | 100% |
| Total | 29 | | | | 126 | | | |

In addition, Table 4.12 highlights key words of reasoning and cohesion used by both the CG and EG students in the cumulative talk. For key words of cohesion, 28% of the CG students utilised key words to express cohesion in communication while 72% of the EG students used these key words. For key words used to express reasoning, 93% of the EG students employed key words of reasoning in their communication, while only 7% of the CG students used those key words. This finding indicates that the EG students made greater use of key words for reasoning and cohesion than the CG students.

Table 4.12 *Summary of means, standard deviations and percentages of key words by the CG and EG participants in the cumulative talk*

| | Control group | | | | Experimental group | | | |
|------------------------|---------------|------|----------------|------------|--------------------|------|----------------|------------|
| | Number | Mean | Std. Deviation | Percentage | Number | Mean | Std. Deviation | Percentage |
| Key words of cohesion | 35 | .92 | 2.00 | 28% | 92 | 2.88 | 3.19 | 72% |
| Key words of reasoning | 3 | .08 | 0.36 | 7% | 41 | 1.28 | 2.62 | 93% |

While calculating key words of cohesion, it was obvious that in the cumulative talk, 'and' was the most predominant key word of this kind used by both the CG and EG students. It was obvious that key words of cohesion were recorded more frequently for the EG students than for the CG students (72% and 28% respectively for the EG and CG). The more key words of extra ideas shown, the more diverse views could be acknowledged. These results are summarised in Table 4.13 on the following page.

Table 4.13 *Summary of key words of cohesion used by CG and EG participants in the cumulative talk*

| | Key word of cohesion | N (control group) | N (Experimental group) |
|--|-----------------------------|--------------------------|-------------------------------|
| Indicate time interval | First | 1 | 3 |
| | Firstly | 1 | 3 |
| | At first | 2 | 0 |
| | First of all | 0 | 3 |
| | To start with | 0 | 1 |
| | To begin with | 0 | 1 |
| | Secondly | 1 | 3 |
| | Second | 1 | 2 |
| | Last but not least | 3 | 4 |
| | Finally | 0 | 2 |
| | Lastly | 0 | 2 |
| | Total | 9 | 24 |
| Give an additive idea | And | 14 | 55 |
| | Moreover | 6 | 9 |
| | In addition | 1 | 1 |
| | Besides | 4 | 1 |
| | What's more | 0 | 2 |
| | Next | 1 | 0 |
| | Total | 26 | 68 |
| Total (%) key words of cohesion | | 35 (28%) | 92 (72%) |

In addition, it is noticeable that key words of reasoning were recorded more frequently for EG students than for CG students, as indicated in Table 4.14. The data indicates that 91% of EG students used key words for reasoning, compared to only 9% for the CG group.

Table 4.14 *Summary of key words of reasoning used by CG and EG participants in the cumulative talk*

| | Key word of reasoning | N (control group) | N (Experimental group) |
|---|------------------------------|--------------------------|-------------------------------|
| Denote reasons | Because | 1 | 6 |
| | Total | 1 | 6 |
| Describe causal relationship | So | 1 | 6 |
| | Therefore | 0 | 9 |
| | Thus | 0 | 1 |
| | Total | 1 | 16 |
| Give an opinion | Think | 0 | 3 |
| | Total | 0 | 3 |
| Reach a consensus | Agree | 0 | 0 |
| | Total | 0 | 0 |
| Express opposition | But | 0 | 3 |
| | Total | 0 | 3 |
| Indicate reasoning | If | 1 | 6 |
| | Total | 1 | 6 |
| Formulate hypothesis | Would | 0 | 1 |
| | Should | 0 | 6 |
| | Total | 0 | 7 |
| Total (%) key words of reasoning | | 4 (9%) | 41 (91%) |

In conclusion, the more frequent and divergent manipulation of key words of cohesion and reasoning indicates that the EG students were more capable of explicit, cohesive reasoning and better quality of cumulative talk than the CG students.

Activity 2: Disputational talk

In regard to disputational talk, both CG and EG students were asked to challenge their partners by agreeing or disagreeing with their partners' viewpoints. Disputational talk is characterised by unconstructive disagreement and lack of cooperation in the decision-making process (Patterson, 2018). Peers were expected to argue meaningfully with one another and to justify their own viewpoints, thereby actively protecting and maintaining their respective individual identities as opposed to forming a collective identity (Atwood et al., 2010). As the disputational talk was defensive and oppositional (Atwood et al., 2010), the conflict and question episodes were expected to be utilised the most.

The result from the paired samples t-test for the episode variable (Table 4.15) revealed that there was no significant difference between the CG and EG mean episode measurements $p = .14$ ($p > 0.05$). The mean difference was .31 and standard error was .15. The test statistic t-value was equal to 2.03, $p = .14$ ($p > 0.05$). The paired samples t-test was also conducted for the key word variable. The outcome revealed that there were no significant mean differences for key word usage between the CG and EG, $p = .09$ ($p > 0.05$). The mean difference was 1.70 and standard error was .23. The test statistic t-value was equal to 7.39, $p = .09$ ($p > 0.05$).

Table 4.15 *Summary of statistical analysis in episodes and key words - paired samples t-test in the disputational talk*

| | Mean | Std. error mean | 95% confidence lower | 95% confidence upper | T-value | Sig.(2-tailed) |
|-----------------|-------------|------------------------|-----------------------------|-----------------------------|----------------|-----------------------|
| Episode | .31 | .15 | -0.18 | .79 | 2.03 | .14 |
| Key word | 1.70 | .23 | -1.22 | 4.62 | 7.39 | .09 |

Despite there being no significant difference in episode and key word measurements shown by the paired samples t-test in this type of disputational talk, there were differences in the percentage measurements. Table 4.16 on the next page indicates that more episodes of conflict, question, summary, and conclusion were recorded for the EG students. As to type of episode, the percentage showed that 53% of students from the CG used the question episode while 47% of students from the EG used that episode. Interestingly, in the conflict episode double usage was recorded for EG students (67%) compared with the CG group (33%).

Table 4.16 *Summary of means, standard deviations and percentages of episodes for CG and EG participants in the disputational talk*

| Episode | Control group | | | | Experimental group | | | |
|--------------|---------------|------|----------------|------------|--------------------|------|----------------|------------|
| | Number | Mean | Std. Deviation | Percentage | Number | Mean | Std. Deviation | Percentage |
| Question | 123 | 3.23 | 4.96 | 53% | 111 | 3.46 | 7.07 | 47% |
| Conflict | 20 | .52 | 2.28 | 33% | 41 | 1.28 | 4.73 | 67% |
| Summary | 1 | .03 | .16 | 13% | 7 | .21 | .42 | 87% |
| Conclusion | 0 | 0 | 0 | 0% | 2 | .06 | .35 | 100% |
| Total | 144 | | | | 161 | | | |

In addition, key words of reasoning and cohesion are summarised in Table 4.17. The higher incidence of key words of cohesion was recorded for the EG students (43% and 57% respectively for CG and EG). Similarly, key words of reasoning were more frequently utilised by the EG students (44% and 56% respectively with CG and EG).

Table 4.17 *Summary of means, standard deviations and percentages of key words used by CG and EG participants in the disputational talk*

| | Control group | | | | Experimental group | | | |
|------------------------|---------------|------|----------------|------------|--------------------|------|----------------|------------|
| | Number | Mean | Std. Deviation | Percentage | Number | Mean | Std. Deviation | Percentage |
| Key words of cohesion | 49 | 1.29 | 1.43 | 43% | 64 | 2 | 2.76 | 57% |
| Key words of reasoning | 93 | 2.45 | 2.38 | 44% | 120 | 3.75 | 4.38 | 56% |

Table 4.18 summarises the common key words of cohesion used by both groups of students. It was generally found that EG students' use of key words of cohesion exceeded that of CG students (57% for EG students compared to 43% for CG students).

Table 4.18 *Summary of key words of cohesion by CG and EG participants in the disputational talk*

| | Key word of cohesion | N (control group) | N (Experimental group) |
|--|-----------------------------|--------------------------|-------------------------------|
| Indicate time interval | First | 2 | 2 |
| | Firstly | 2 | 1 |
| | At first | 0 | 0 |
| | First of all | 2 | 4 |
| | To start with | 0 | 0 |
| | To begin with | 0 | 1 |
| | Secondly | 1 | 2 |
| | Second | 0 | 3 |
| | Last but not least | 1 | 1 |
| | Finally | 0 | 0 |
| | Lastly | 0 | 0 |
| | | Total | 8 |
| Give an additive idea | And | 32 | 41 |
| | Moreover | 4 | 4 |
| | In addition | 0 | 0 |
| | Besides | 3 | 3 |
| | What's more | 0 | 0 |
| | Furthermore | 0 | 1 |
| | Next | 1 | 0 |
| | Then | 1 | 1 |
| | Total | 41 | 50 |
| Total (%) key words of cohesion | | 49 (43%) | 64 (57%) |

Table 4.19 shows the number of key words of reasoning by both groups of students in the disputational talk. There were more key words of reasoning used by EG students (56%) than CG ones (44%).

Table 4.19 *Summary of key words of reasoning used by CG and EG participants in the disputational talk*

| | Key word of reasoning | N (control group) | N (Experimental group) |
|---|------------------------------|--------------------------|-------------------------------|
| Denote reasons | Because | 14 | 14 |
| | Because of | 2 | 0 |
| | As | 0 | 1 |
| | Total | 16 | 15 |
| Describe relationship | causal So | 6 | 19 |
| | Therefore | 0 | 3 |
| | Thus | 0 | 0 |
| | Total | 6 | 22 |
| Give an opinion | Think | 27 | 35 |
| | Total | 27 | 35 |
| Reach a consensus | Agree | 17 | 10 |
| | Total | 17 | 10 |
| Express opposition | But | 6 | 8 |
| | Total | 6 | 8 |
| Indicate reasoning | If | 1 | 3 |
| | Why | 19 | 12 |
| | Total | 20 | 15 |
| Formulate hypothesis | Would | 0 | 1 |
| | Should | 1 | 12 |
| | May be | 0 | 2 |
| | Total | 1 | 15 |
| Total (%) key words of reasoning | | 93 (44%) | 120 (56%) |

As the central components of argumentative and discursive communication made up evidence in the disputational talk, the higher incidence of the conflict episode, together with key words of reasoning and cohesion used by the EG students, illuminated the efficiency of Facebook as a platform for students to communicate explicitly and cohesively. More key words of reasoning and cohesion were used by both groups of students in the disputational talk than in the cumulative talk. This finding indicates that the students performed better in the disputational talk than in the cumulative talk, a positive sign of the effectiveness of the learning activities designed to improve engagement and learning (Pham & Renshaw, 2015).

Activity 3: Exploratory talk

Exploratory talk encourages collaborative interactions that are characterised by the co-construction of understanding through critical, but constructive engagement of learners with each other's ideas and reasoning (Patterson, 2018). In this study, the CG and EG students were asked to work collaboratively in groups of five and to discuss their viewpoints on their ideal city. Students were expected to demonstrate their prior conceptual understandings about city facilities and then mutually create their own ideal city. It is through exploratory talk that students develop knowledge via collaborative interactions among group members to solve problems and think critically because "reasoning is explicitly laid out, and each person's contributions are open to scrutiny and evaluation in light of publicly available bodies of knowledge" (Atwood et al., 2010, p. 366). In this type of talk, episodes of conclusion and conflict were expected to flourish as ideas among group members were formulated, agreement and counter agreement were challenged, and final agreement was reached on students' ideal city.

The outcome of the paired samples t-test for this episode variable (Table 4.20) indicates that there was significant mean difference in episode measurements between the CG and EG. This revealed in the mean difference of .14, standard error .03. The test statistic t-value was 4.84, $p = .02$ ($p < 0.05$). The t-test showed a mean difference for the key word variable of .19, standard error .17. The test statistic t-value was 1.15, $p = .46$ ($p > 0.05$). This outcome showed that there was no significant difference between CG and EG mean key word measurements.

Table 4.20 *Summary of statistical analysis in episodes and key words - paired samples t-test in exploratory talk*

| | Mean | Std. error mean | 95% confidence lower | 95% confidence upper | T-value | Sig.(2-tailed) |
|-----------------|------|-----------------|----------------------|----------------------|---------|----------------|
| Episode | .14 | .03 | .49 | .24 | 4.84 | .02 |
| Key word | .19 | .17 | -1.92 | 2.30 | 1.15 | .46 |

While the paired samples t-test proved that there was significant mean difference in episode measurements, Table 4.21 reports the difference in percentages. As for episodes, no conflict episode was recorded for either group of students and summary and conclusion episodes were not recorded for the CG students. For both groups of students, the question episode accounted for the highest episode recorded (51% and 49% by the CG and EG respectively).

Table 4.21 *Summary of means, standard deviations and percentages of episodes for CG and EG participants in the exploratory talk*

| Episode | Control group | | | | Experimental group | | | |
|--------------|---------------|------|----------------|------------|--------------------|------|----------------|------------|
| | Number | Mean | Std. Deviation | Percentage | Number | Mean | Std. Deviation | Percentage |
| Reason | 2 | .05 | 0.22 | 25% | 6 | .18 | .39 | 75% |
| Question | 44 | 1.15 | 3.70 | 51% | 43 | 1.34 | 2.50 | 49% |
| Summary | 0 | 0 | 0 | 0% | 6 | .18 | .47 | 100% |
| Conclusion | 0 | 0 | 0 | 0% | 2 | .06 | .24 | 100% |
| Total | 46 | | | | 57 | | | |

While paired samples t-tests revealed no significant mean difference in key word measurements for the CG and EG, data in Table 4.22 provides evidence of the difference in percentage between usage of key words for reasoning and cohesion. Percentages indicated that 56% of the EG students used key words of cohesion, while 44% of the CG used them. Similarly, 54% of CG students used key words of reasoning and 46% of EG students took advantage of these key words.

Table 4.22 *Summary of means, standard deviations and percentages of key words used by CG and EG participants in the exploratory talk*

| | Control group | | | | Experimental group | | | |
|------------------------|----------------------|------|----------------|------------|---------------------------|------|----------------|------------|
| | Number | Mean | Std. Deviation | Percentage | Number | Mean | Std. Deviation | Percentage |
| Key words of cohesion | 28 | .73 | 1.24 | 44% | 35 | 1.09 | 2.13 | 56% |
| Key words of reasoning | 43 | 1.13 | 1.59 | 54% | 37 | 1.15 | 1.41 | 46% |

For this kind of exploratory talk, the higher incidence of key words of cohesion was recorded for EG students (56%) than for the CG ones (44%). Key words of reasoning were 54% and 46% respectively for the CG and EG (Table 4.23 and Table 4.24) on the following two pages.

Table 4.23 Summary of key words of cohesion by the CG and EG participants in the exploratory talk

| | Key word of cohesion | N (control group) | N (Experimental group) |
|--|-----------------------------|--------------------------|-------------------------------|
| Indicate time interval | First | 0 | 0 |
| | Firstly | 0 | 1 |
| | At first | 0 | 0 |
| | First of all | 1 | 0 |
| | To start with | 0 | 0 |
| | To begin with | 0 | 0 |
| | Secondly | 0 | 0 |
| | Second | 0 | 0 |
| | Last but not least | 0 | 0 |
| | Finally | 0 | 0 |
| | Lastly | 0 | 0 |
| | Total | 1 | 1 |
| Give an additive idea | And | 18 | 32 |
| | Moreover | 4 | 2 |
| | In addition | 0 | 0 |
| | Besides | 4 | 0 |
| | What's more | 0 | 0 |
| | Furthermore | 0 | 0 |
| | Next | 1 | 0 |
| | Then | 0 | 0 |
| | Total | 27 | 34 |
| Total (%) key words of cohesion | | 28 (44%) | 35 (56%) |

Table 4.24 *Summary of key words of reasoning by the CG and EG participants in the exploratory talk*

| | Key word of reasoning | N (control group) | N (Experimental group) |
|---|------------------------------|--------------------------|-------------------------------|
| Denote reasons | Because | 3 | 10 |
| | Because of | 2 | 0 |
| | As | 0 | 1 |
| | Total | 5 | 11 |
| Describe causal relationship | So | 1 | 5 |
| | Therefore | 0 | 0 |
| | Thus | 0 | 0 |
| | Total | 1 | 5 |
| Give an opinion | Think | 16 | 11 |
| | Total | 16 | 11 |
| Reach a consensus | Agree | 10 | 2 |
| | Total | 10 | 2 |
| Express opposition | But | 2 | 0 |
| | Total | 2 | 0 |
| Indicate reasoning | If | 3 | 1 |
| | Why | 1 | 0 |
| | Total | 4 | 1 |
| Formulate hypothesis | Would | 0 | 2 |
| | Should | 5 | 5 |
| | May be | 0 | 0 |
| | Total | 5 | 7 |
| Total (%) key words of reasoning | | 43 (54%) | 37 (46%) |

Clearly, in this kind of talk, although the higher incidence of episodes of reason, question, summary and conclusion and use of key words of reasoning and cohesion were recorded for the EG students compared to those for the CG students, there was no evidence of a conflict episode in the data for either group of students. According to Webb and Tregust (2006),

exploratory talk occurs when group members critically engage others' ideas and when joint consideration, challenges and counter-challenges are justified and alternative hypothesis are offered. In this study the lack of data indicating use of conflict episodes suggests that most students contended with others' ideas without any reactions. This finding reveals that in the knowledge-building process within the small groups, the students did not argue with others. Construction of meaning and growth of cognition occur only when student thinking is aroused, challenged and extended by what friends say and explain to them (Khong, Saito, & Gillies, 2017). The lack of argumentation evident in these data suggests that growth in knowledge and cognition did not occur through the collaborative learning process.

4.1.4 Summary of quantitative data analysis

Overall, the findings from the quantitative data analysis indicate that all students from the CG and EG had established perceptions and preferences for communicative language teaching such as communication-based English classroom activities, authentic tasks combined with videos, audios and pictures. In addition, they distrusted the implementation of grammar-focused English teaching, sentence drilling and repeating, Vietnamese teaching, explaining and practising grammar rules, nonverbal participation, studying and practising grammatical patterns in English language learning. In particular, they favoured the idea of using Facebook for communicative language development in the future. Finally, the EG students showed that their performance in communicative learning activities on Facebook was better than the CG students' performance in the physical classroom. This finding was uncovered by the EG group's higher incidence of key words used for cohesion and reasoning, as well as episodes of reason, question, conflict, summary and conclusion. These quantitative findings were aligned with the qualitative data presented in the next section, thus providing strong support for the key findings.

4.2. Qualitative findings

The discussion that follows highlights key themes that emerged from qualitative findings, informed by interviews, open-ended questions in the post-survey, and field notes from classroom and online observations (see Table 4.25, page 130-131). These themes include: the utility of Facebook for facilitating communicative competence; challenges arising from English communicative competence lessons; students' and teachers' perceptions of CLT; and specific strategies students used for communicative competence.

The first main theme, the utility of Facebook for facilitating communicative competence addresses the second research question: "How does Facebook promote EFL upper secondary students' communicative outcomes in English in Vietnam?. This main theme includes four sub-themes relating to grammatical, discourse, sociolinguistic, and strategic competence.

The second main theme, challenges arising from English communicative competence lessons, aligns with the first research question: What are the current challenges and issues facing EFL students in the learning of English through CLT approaches? and focuses on teacher-student power relations, educational system factors and students' passive participation.

The third main theme addresses the fourth research question: What potential challenges do EFL upper secondary students face when building their communicative competence in English on Facebook? This theme is about students' and teachers' perceptions of CLT and includes two sub-themes relating to perspectives of CLT via Facebook and perspectives of CLT in the classroom.

The fourth main theme is about specific strategies students used for communicative competence and addresses the third research question: What are the specific strategies used by EFL Upper Secondary students to foster their communicative skills in English when using Facebook for learning English? Three sub-themes involve using multimedia for communication, body language as a form of communication, and the facilitation of self-directed learning.

Table 4.25 *Main themes and subthemes from qualitative findings*

| Themes | Sub themes | Sub-sub themes |
|---|--|---|
| Theme 1: The utility of Facebook for facilitating communicative competence. | <ul style="list-style-type: none"> • Grammatical competence: producing more accurate and elaborated episodes. • Discourse competence: showing more cohesive and coherent ideas. • Sociolinguistic competence: using more appropriate and persuasive closing devices. • Strategic competence: better at negotiating solutions to problems, seeking agreement. | |
| Theme 2: Challenges arising from English communicative competence lessons. | <ul style="list-style-type: none"> • Teacher-student power relations. • Educational system factors. • Students' passive participation. | <ul style="list-style-type: none"> ▪ Over-reliance on teacher directed pedagogy. ▪ Teachers' lack of knowledge and skills to implement communicative activities to facilitate communicative competence. ▪ Large classes. ▪ A heavy focus on textbooks with time limitations. ▪ Test-oriented teaching. |

| Themes | Sub themes | Sub-sub themes |
|--|--|---|
| Theme 3: Students' and teachers' perceptions of CLT. | <ul style="list-style-type: none"> • Perspectives of CLT via Facebook. • Perspectives of CLT in the classroom. | <ul style="list-style-type: none"> ▪ Facebook for enhancing online learning. ▪ Facebook for sharing information. ▪ Facebook for improving communicative skills. ▪ Lack of facilities for CLT. ▪ Absence of learner-centred pedagogy. ▪ Students' lack of commitment to participate. |
| Theme 4: Specific strategies students used for communicative competence. | <ul style="list-style-type: none"> • Using multimedia for communication: dominance of text messages. • Body language as a form of communication: use of facial expressions and eye contact. • The facilitation of self-directed learning. | |

4.2.1 The utility of Facebook for facilitating communicative competence

The first main theme is about the utility of Facebook for leveraging communicative competence. Data suggests that Facebook with its affordances of visibility, and associability as well as its potential for review and editing made it easy for Facebook users to manipulate texts, pictures, links, videos, and audios to communicate with others regardless of time and place. The analysis of video transcription data indicates the potential of online Facebook activities to strengthen students' communicative competence. Students produced more accurate and elaborated episodes (grammatical competence), as well as cohesive and coherent ideas (discourse competence). They also used more appropriate and persuasive closing devices (sociolinguistic competence), negotiated better solutions to problems and sought agreement (strategic competence). These themes were generated based on the comparison between CG and EG students' utterances via a triad of types of talk, namely cumulative talk, disputational talk and exploratory talk.

In the cumulative talk, the CG and EG students were each required to justify their choice of a city facility that they would like to propose to the city council. In regard to disputational talk, the CG and EG students in pairs were required to challenge their partners by agreeing or disagreeing with their partners' viewpoints of the city facilities proposed in the cumulative talk. In the exploratory talk, both CG and EG students were expected to reach a higher level of understanding and sharing of knowledge, by demonstrating their prior conceptual understandings about the city facilities and mutually creating their own ideal city in small group discussions. This finding is consistent with quantitative findings that the EG students were clearly better than the CG students at presenting expected information explicitly and cohesively.

4.2.1.1. Grammatical competence: producing more accurate and elaborated episodes

As outlined in Chapter 2, grammatical competence is concerned with the ability to express well-formed phrases and sentences (Canale and Swain, 1980a). In the current study, such competence involves students' ability to produce more accurate and elaborated episodes. In Chapter 2, episodes are defined as sequences of speech-units that closely belong together. "A speech unit includes an independent clause together with any subordinate clause(s)" (Herrlitz-Biró et al., 2013, p. 1402). An accurate episode refers to one complete sentence with accurate subject-verb agreement. The quantitative results from video transcription analysis demonstrated that more accurate episodes were recorded for the EG than the CG in a triad of types of talk: cumulative talk, disputational talk and exploratory talk (Table 4.26).

Table 4.26 *Episodes by the CG and EG in the three kinds of talk*

| Episodes | Control group (CG) (N) | Experimental group (EG) (N) |
|--------------------|-------------------------------|------------------------------------|
| Cumulative talk | 29 (19%) | 126 (81%) |
| Disputational talk | 144 (47%) | 161 (53%) |
| Exploratory talk | 46 (45%) | 57 (55%) |

In the cumulative talk, students communicate constructively through sharing of ideas without critically challenging each other's views (Littleton et al., 2005). In this study, there was a total of 126 episodes of cumulative talk, accounting for 81% of accurate episodes recorded by the EG which was four times higher than the number of episodes recorded by the CG. In the cumulative talk, in spite of summary and conclusion episodes being recorded, only the reason episode demonstrated constructive sharing characteristics which are prominent in the cumulative talk were calculated regardless of other episodes. As stated in Chapter 2, a reason episode is characterised by the presentation of reasons to support a point of view. The following examples suggest that the EG students produced more accurate and elaborated reasons than the CG students. Table 4.27 shows the comparison between two students who selected the bus stop as the best city facility. In terms of the use of discursive language, Student CG15 said that building the bus stop 'could reduce personal transport vehicles, traffic congestion, exhaust fumes and accidents'. Student CG15 only provided main ideas without any supplementary reasons. Whereas Student EG16 also affirmed that the bus stop 'kept people safe as they had a place to stand' and 'covered rain and sunshine' for everyone, this student also suggested it could help 'reduce the traffic jam'. While similar ideas were presented by both students, Student CG15 only provided one precise reason episode, while Student EG16 provided seven accurate ones which are highlighted as bold statements in Table 4.27.

Table 4.27 *The bus stop as the best city facility in the cumulative talk*

| STUDENT CG15: CONTROL GROUP | STUDENT EG16: EXPERIMENTAL GROUP |
|--|---|
| <p>[*I choose bus stop because of following reasons. First of all, if we build more bus stops around the city, we will can reduce the personal transport and as a result, we can also reduce exhaust fume and congestion traffic in rush hour, it is very good for the environment in our city. Furthermore, we can decrease decrease the accidents in our city]. Last but not least, if we build more bus stops in our city, we can save money because the ticket cost is quite cheap.</p> | <p>[*A bus stop is my choice for following reasons]. First, a bus stop is safer for people when they are waiting for a public transport. You can sit on the bench instead of standing on the street. [*Therefore, the correction will no longer happen]. Moreover, it has a roof, thanks to that it helps to cover rain and sunshine for everyone. [*Second, building a bus stop makes this area is more convenient for passengers. It helps them identify the next stop so that they can avoid missing or going to wrong stops. It's especially useful for those who take the bus for the first time, they can be clearly their destination the stop they want to go]. In addition, the bus stop can reduce the traffic jam. If there is no stop, they will stand on the streets. It allows buses to stop without impeding the flows of traffic on the main roadway. [*A bus stop avoids competition with other drivers and parking indiscriminately]. Finally, building a bus stop helps society become more civilized. [*To sum up, a bus stop makes people not tired of waiting for a bus as used to because they can take public transport more safely and comfortably].</p> |

Note: [] Episodes that are not analysed because they are not structurally accurate.*

Another example suggests that the EG students were more capable of producing logical and accurate reason episodes. Table 4.28 presents the comparison of reason episodes produced by two students for the airport as the best city facility. Student CG20 suggested the benefit of the airport was it 'can help habitants come to other cities or countries conveniently' without any accompanying ideas identified. In contrast, Student EG10 demonstrated his ideas originated from the fact that 'people had a great need for travelling and the aviation was the shortest and fastest way to travel anywhere'. He also stressed the current situation in his hometown without

an airport. No accurate reason episode was recorded for Student CG20 while seven accurate reason episodes were scored for Student EG10 (refer to the bold sentences in Table 4.28).

Table 4.28 *The airport as the best city facility in the cumulative talk*

| STUDENT CG20: CONTROL GROUP | STUDENT EG10: EXPERIMENTAL GROUP |
|---|---|
| <p>[*And today I'm very happy to introduce to you my choice one facility I is present by me is airport. First of all, with an airport in the city, it can be help your habitants can come to other cities or countries conveniently. And it improves the number of domestic and foreign visitors. As a result, your city will have has the cultural exchanges and so that a an airport will be raise your your city's economics and tourism. Next, the a airport will reduce the amount of transport travel by land transport travel by land and help your city has no more traffic jam. This is the reason that why I choose I choose an airport].</p> | <p>Personally, I think that building an airport is very essential for our city for the following reasons. Firstly, people have a great need of travelling. We often go from city to city, from country to country not only on vocation but also for business. Aviation is the shortest and the fastest way for us to do this, therefore, building an airport is very necessary for every city, including ours. There is the fact that people in Hai Duong city must go a long way to Noi Bai airport in Ha Noi or Cat Bi airport in Hai Phong if we want to travel by plane. It is very inconvenient and uncomfortable. [*Secondly, building an airport have to promote aviation industry which has great influence in the economics of our country. According to a statistic in 2014, aviation contributed 6 billion USD to the GDP. Moreover, thanks to the development of the aviation, the tourism has been grown very fast recently in 2014 annual percent of foreign tourists come to Vietnam by the air]. Consequently, if we build an airport, our city will develop in every aspect.</p> |

Note: [] Episodes that are not analysed because they are not structurally accurate.*

Disputational talk required students to oppose their partners' viewpoints. In this study, 144 (47%) accurate episodes of disputational talk were recorded for the CG while 161 (53%) were recorded for the EG. Thus, despite question, conflict, summary, conclusion episodes being recorded for the CG and EG, only the question and conflict episodes displayed defensive and

oppositional characteristics which are prominent in disputational talk (Atwood et al., 2010) were assessed. As stated in Chapter 2, a conflict episode is characterised by the formulation of reasons to challenge other viewpoints leading to peer negotiation of shared meaning. A question episode is defined by the introduction of a question together with all responses, considerations, and subordinated questions.

Data reveals an example of pair talk (Table 4.29) in which the EG pair demonstrated more accurate and elaborated conflict and question episodes than those demonstrated by the CG pair. In Table 4.29, both pairs from the CG and EG tried to specify what their best city facility was. It was obvious that pairs from both the CG and EG acknowledged the benefits of the park in the modern city such as to ‘make the city greener, to improve the living condition, a place to relax, to entertain, to make friends. On the contrary, while the pair from the CG tried to demonstrate the only benefits of the train station and the park, the pair from the EG argued with one another about the deficiencies of the park such as ‘taking a lot of space and making people wet when raining’. Finally, the EG group reached agreement on building both the park and the gym so that ‘After walking around and having gym, they can relax and enjoy fresh air in the park’. Ten accurate question episodes were recorded for pairs from the CG and EG in the bold sentences in Table 4.29. While no conflict episode was recorded for the CG pair, three were recorded for the EG pair (refer to the underlined sentences in the excerpt in Table 4.29).

Table 4.29 *The first pair discussion in the disputational talk*

| CONTROL GROUP | EXPERIMENTAL GROUP |
|--|---|
| <p>CG3: Which kind of facility do you like? CG6: I prefer train station to park. CG3: Why do you like it? CG6: [*Ok. At first, train station helps us helps the system of transport more various. And next, a lot of passengers can be carried by train. Furthermore, when you travel by train you will feel secure and you and you will be interested in that.] And the main reason I like train station is right now the ticket price is quite cheap so people can save money. CG3: You're right. CG6: [*And what about you? Which which do you which do you prefer, train station or park?] CG3: I prefer park to train station. CG6: Can you give the reasons? CG3: First we can grow more trees in the park. At that time, we can keep the environment in the city greener and improve the living condition. Moreover, park is a place for us to meet other people and we can make friends with them.</p> | <p>EG23: [*Our city has a plan for building a new city. What facility that you should suggest for them?] EG3: In my opinion, gym is a great choice, for example: it doesn't take us a long time and waste a lot of money to build. Moreover, it can help people to improve our health and well-being on our life. What do you think about it? EG23: Oh, I think. It's very good and practical. [*To my mind, I should suggest to build more parks in our city]. Parks not only protect our environment but also make our city more beautiful and more attractive. Furthermore, people can have a place to relax and entertain whenever they are free. EG3: <u>But parks can take a lot of space and it can make people wet when it rains.</u> EG23: <u>I have thought about that problem. After walking around and having gym, they can relax and enjoy fresh air in the park.</u> EG3: That sounds great. I wish I would walk round it. Will you accept? EG23: I hope so.</p> |

Note: [*] Episodes that are not analysed because they are not structurally accurate.

Data in Table 4.30 demonstrate greater elaboration and sophistication from the EG pair by providing reasons which are precise. First, Student CG20 ratified her justifications for the choice of the airport as it 'strengthened the city's economy and tourism and changed the face of the city'. Student CG18 showed her disagreement with Student CG20 by her suggestion of the police station as 'it protected the residents and kept peace for the society'. At once, Student CG20 argued with Student CG18 about the benefits of the airport such as 'no more traffic jams and cultural exchanges'. As for the pair from the EG, after Student EG12 proposed the animal shelter as the best facility for the city, Student EG27 rejected this and argued for the zoo as the best facility as they 'did not have any zoos in the city'. She reasoned that 'if they built the zoo,

the residents there could learn about wildlife species, and see rare animals'. Immediately, Student EG12 convinced her partner that 'no animal shelter in the city and with the animal shelter, children could learn about love and care for animals'. In the end, Student EG27 agreed to choose the animal shelter as she thought it was quite beneficial for the city. The EG pair disclosed their persuasive justifications by seriously disregarding their partner's viewpoints by saying 'No, I don't', 'I think we should', 'So, we must choose', 'If we build a new zoo, children will learn a lot about wildlife species'. While three accurate conflict episodes were recorded for the CG pair, five were recorded for the EG pair (see the underlined statements in the excerpt in Table 4.30). Three accurate question episodes were recorded for the CG pair while nine were recorded for the EG pair (refer to the bold sentences in Table 4.30).

Table 4.30 *The second pair discussion in the disputational talk*

| CONTROL GROUP | EXPERIMENTAL GROUP |
|--|---|
| <p>CG18: Can you tell me the name of the facility?</p> <p>CG20: My choice is the airport.</p> <p>CG18: Why do you choose it?</p> <p>CG20: [*Because I think airport will improve the economics and tourism of our city and of course it helps our city more modern].</p> <p>CG18: <u>I don't agree with you.</u> [*I choose police station is a better idea]. <u>First, police station can reduce social evils, so inhabitants live in the peace. You can come to the police station to report easily and conveniently.</u> [*Everyone live in the city will be happy and peaceful. I I don't think you are right because it's a waste the room, waste money, noisy and affect to people live to nearby airport.</p> <p>CG20: Of course, I agree with you at some aspects because an airport in our city when we build an airport absolutely it needs a large space and need an enormous amount of money but we can't deny the benefit of an airport brings to us. It raises the it raises the cultural exchanges, reduce the amount of transport travel on land and helps our country our city no more traffic jam].</p> | <p>EG12: [*Our local authority have a new plan to build a new city. So, they need our opinion]. To my mind, we should build an animal shelter. Do you think so?</p> <p>EG27: I think we should build a new zoo. A new zoo will become a great place.</p> <p>EG12: Why do you think that?</p> <p>EG27: Because in our city we don't have any zoos. Besides, everyone wants to take this opportunity to see wild animals.</p> <p>EG12: [*But in our city, they don't have an animal shelter, too]. <u>I think an animal shelter is better.</u></p> <p>EG27: <u>The zoo is highly entertaining, and more people will visit it than an animal shelter.</u></p> <p>EG12: [*In our city have our city have a lot of abandoned animals, they need our help and an animal shelter can save them, but the zoo can't].</p> <p>EG27: <u>If we build a new zoo, children will learn a lot about wildlife species that we haven't seen before.</u></p> <p>EG12: <u>An animal shelter can teach children to learn about love and take care of animals.</u> [*Most children also interested in looking after their pets like: rabbits, dogs and cats]. <u>Do you agree with me?</u></p> <p>EG27: An animal shelter seems suitable more than the zoo. Therefore, I agree with you.</p> |

Note: [] Episodes that are not analysed because they are not structurally accurate.*

Exploratory talk required group members to critically engage others' ideas through joint consideration, whilst offering challenges, counter-challenges and alternative perspectives (Patterson, 2018). In the exploratory talk recorded for this study, the quantitative data revealed that 57 (55%) accurate episodes were recorded for the EG students and 46 (45%) were recorded for the CG students. As the students in both groups were expected to critically co-construct understanding and reach a joint consensus of their ideal city, only conflict and conclusion episodes were assessed regardless of question and summary episodes. In the conflict episode,

reasons were given to challenge other students' viewpoints and the conclusion episode occurred when the students devised a joint conclusion.

While no conflict episode was recorded for either the CG or EG, Table 4.31 indicates that the EG students were more capable of producing more accurate and logical conclusion episodes than the CG students. The students from the CG facilitated their discussion by asking group members the question 'what should be included in your ideal city?'. Each CG student took turns to illustrate the benefits of the high buildings, the fitness centre, the good environment. Student CG15 proposed a highly desirable city of 'no beggars or thieves', an idea that did not align with ideas from the whole group. For this reason, no accurate and elaborated conclusion was recorded for the CG students. Similarly, the EG students took turns to demonstrate the advantages of the recreational centre, gym, cinema and park as facilities in their ideal city. Only one accurate conclusion episode was recorded for the EG students (refer to the bold sentences in the excerpt in Table 4.31).

Table 4.31 *The first group discussion about the ideal city in the exploratory talk*

| CONTROL GROUP | EXPERIMENTAL GROUP |
|---|--|
| <p>[*CG15: Today we are very delighted to be here and talk about our ideal city. D, what should be included in your ideal city?</p> <p>CG1: I think it's necessary to include facilities like parks, lakes, zoos and etc because it makes our city become more beautiful and convenient for example if we build the high buildings, it will make our city become more modern and we can save a lot of lands.</p> <p>CG11: I can't agree more. I think if we have more facilities in our city our life will be improved because people will have more places to relax and check their health. For instance, if in our city have a fitness centre, people will have a good and strong body and they can push your their push their health.</p> <p>CG7: I think for our ideal city we should make our environment better and put more stress can around the city so people will throw garbage on the streets or rain.</p> <p>CG33: That's that's what I got thinking if moreover, if we if we make our environment better, the weather in our city will be nice and we won't have to be worried about the greenhouse effect and hot temperature.</p> <p>CG15: That's a good idea and I think an ideal city ideal city where people live healthily and happily no beggars or thieves. They're our ideal].</p> | <p>[*EG30: Hello, this is the last video of our group about our ideal city.</p> <p>EG3: Hi, I would like to discuss with all of you about the new facility in our city.</p> <p>EG19: Our city will have recreational centre.</p> <p>EG23: Oh, I think so. Why?</p> <p>EG19: Well, because it is the place where we can meet our families and friends. Moreover, an amusement has many kinds of entertainment such as: clothes shops, food stores, or small cinemas and so on.</p> <p>EG23: That sounds amazing. What about you, EG3?</p> <p>EG3: I want our city will have gym because you know gym makes people become stronger and it doesn't take us a long time to build and waste a lot of money.</p> <p>EG30: Of course, there will be more cinemas for couples to make a date. Both adults and children can go to the cinema.</p> <p>EG3: Well, I like cinema. What about you, Nguyen?</p> <p>EG23: Yes, I enjoy great more parks in our city. Air will be cleaner than ever as it's dirty now.</p> <p>EG30: What about after raining because it can be wet?</p> <p>EG23: I have thought of this problem. There will be a small motel in each park.</p> <p>EG19: I couldn't agree with you more].</p> <p>Our ideal city will have more recreational centres, gyms, cinemas and more parks with many green trees.</p> |

Note: [*] Episodes that are not analysed because of no conflict episodes.

Data in Table 4.32 exemplify greater use of elaborated and accurate conclusion episodes by the EG. It is evident that the CG students started with the same phrase of 'my choice is....' and then talked about their own city facility addressed in the first two talks, without any possible further alternatives or rejections. After addressing their own choices of the school, the park,

the medical care and the police station, the CG students finalised their discussions without any involvement in each other's ideas. Correspondingly, each student in the EG took turns to deliver the benefits of the school, the animal shelter, the vending machine and the industrial zone. Finally, Student EG24 concluded that the ideal city 'needs to have school, animal shelter, vending machine and industrial zone'. One accurate conclusion episode was recorded for the EG while none were recorded for the CG (refer to the bold sentence in Table 4.32 on the next page).

Table 4.32 *The second group discussion of their ideal city in the exploratory talk*

| CONTROL GROUP | EXPERIMENTAL GROUP |
|--|---|
| <p>[*CG20: Today our group chooses some facilities. My choice is mean of transportation.</p> <p>CG18: My choice is police station.</p> <p>CG8: My choice is park.</p> <p>CG35: My choice is medical care.</p> <p>CG4: My choice is school.</p> <p>CG4: First of all, I think that we should improve the education in our city because in schools we will quickly well-educated and get a good job in the future.</p> <p>CG35: I agree with CG4, I think medical care is so important. First of my choice is that hospitals can provide our health care a cause sickness and this is and by using equipment modern in the hospitals doctors can cure our diseases.</p> <p>CG8: This is true that is true, but I think we need we need park because when more trees can be grow can be grown and it is a good way of entertaining for people after studying and working hard. Moreover, parks can help us reduce stress and and reduce air polluted.</p> <p>CG20: In addition, I think we should improve the the amount of transport travel the amount of public transport and instead of private transportation because because it will be decreased the traffic jam and reduce the air pollution.</p> <p>CG18: I think to have a good security we have to build some police stations. First, police station can reduce to reduce social evils, so inhabitants will live in the peace. Moreover, living living standard will gradually improve. Everyone lives in our city happy and peaceful].</p> | <p>[*EG31: Today we are going to talk about the theme of “what facilities that ideal city needs to have?”. Firstly, do you have any ideas?</p> <p>EG12: To my mind, an ideal city should have an animal shelter. Actually, people all over the country are calling for animal protection. And animals that are abandoned and injured need a loving home and protect them. So, and beside an animal shelter will be very useful for a city, firstly, we didn’t have it before.</p> <p>EG31: Well, you are such an animal lover. And I have one idea. An ideal city ought to have a school, too. When a city has been built, it will have a lot of people living there. Their children have to go to school. A big school building in there is not a bad idea, right?</p> <p>EG24: Yes, in my opinion, I choose a vending machine because it is suitable and convenient. When shopping at vending machine, you will have a comfortable shopping atmosphere. What about you?</p> <p>EG28: In our ideal city, there will have some industrial zones to reduce the environmental problems such as: air pollution, water pollution and so on. Moreover, many goods will be produced to provide for human’s life.</p> <p>EG24: Oh, thanks for your ideas]. In conclusion, our ideal city needs to have school, animal shelter, vending machine and industrial zone.</p> |

Note: [] Episodes that are not analysed because of no conflict episodes.*

4.2.1.2 Discourse competence: showing more cohesive and coherent ideas

As discussed in Chapter 2, discourse competence involves the ability to make logical connections between sentences (Canale & Swain, 1980a; Medve & Takač, 2013). This means that students are able to demonstrate their capability of producing and connecting ideas

logically and explicitly in a specific context through the use of cohesive devices referred to as key words of cohesion in the current study. Discourse competence in the current study is illustrated by the number of key words of reasoning and cohesion by CG and EG students in the accurate speech unit. As stated in Chapter 2, the key words used were as follows.

Table 4.33 *Key words of reasoning and cohesion*

| | Key words | Meaning equivalences |
|------------------------|--|------------------------------|
| Key words of reasoning | Because, as, because of | Denote reasons |
| | So, therefore, thus | Describe causal relationship |
| | Think | Give an opinion |
| | Agree | Reach a consensus |
| | But | Express opposition |
| | If, how, why | Indicate reasoning |
| | Could, would, should, may, might, may be | Formulate hypothesis |
| Key words of cohesion | And, in addition, moreover, besides, what's more, furthermore | Give an additive idea |
| | First, firstly, at first, first of all, to start with, to begin with, second, secondly, next, then, finally, last but not least. | Indicate time interval |
| | | |

The quantitative findings demonstrate that greater use of cohesive devices, referred to as key words of cohesion in the current study, was recorded by the EG students than the CG students. The EG students presented their ideas cohesively and clearly, while both groups of students selected the park as the best city facility where ‘residents could have a place to relax after a hard-working day’. It was clear that Student EG23 engaged in many aspects of the park such as ‘create the green lung for the city’, ‘make the air fresher, the city more attractive’, ‘residents and children have a place to entertain’. In contrast, Student CG3 disclosed his similar ideas but with limited word choices and the use of sentence expressions with no complementary ideas. While no key words of reasoning and cohesion were documented for the CG student, two key

words of reasoning (thus, if) and six key words of cohesion (to start with, and, secondly, last but not least, and, and) were recorded for the EG student highlighted (refer to the bold sentences in Table 4.34).

Table 4.34 *The park as the best city facility in the cumulative talk*

| STUDENT CG3: CONTROL GROUP | STUDENT EG23: EXPERIMENTAL GROUP |
|---|--|
| <p>[*Park is my choice. The reason for my choice is first we can grow more trees in the park, at that time we can keep the we can keep the environment in the city greener and we can...Moreover, park is a place for park is a place for entertainment after studying and working hard. Last, park also is the a good place for us to meet other people and we can make friends with them. It's my opinion].</p> | <p>To start with, park is known as one of the green lungs of the world. Thus, if more trees are planted, the environment will be protected, and citizens' health will be improved. In fact, the better the environment is the fresher the air is. Secondly, people will have a place to relax and entertain whenever they are free, for examples: children can participate in many activities after school such as: playing football, playing badminton, or cycling around the park instead of watching TV or playing games at home. [Moreover, I just also can do exercises and jog after a hard-working day]. Last but not least, parks also contribute to make the city more beautiful and more attractive. Consequently, residents will enjoy and love their city more than ever before. To summarise, parks bring a lot of advantages that we should build more parks in our city.</p> |

Note: [*] Episodes that are not analysed because they are not structurally accurate.

Moreover, the following example which shows the benefit of the fitness centre as the best city facility demonstrates more about the EG student's ability to express more cohesive and explicit ideas (Table 4.35). Two students were able to express the benefits of the fitness centre, which enabled people to 'stay healthy, keep fit and socialize their life'. In comparison, Student CG8 provided limited supporting ideas than Student EG5. Student EG5 illustrated her opinions with

a range of thoughts such as ‘improve mental health, social and communication skills’, ‘communicate with other people’. While only two key words of cohesion (moreover, and) were recorded for Student CG8, eight were recorded for Student EG5 (first of all, and, moreover, and, and, last but not least, and, and). The same key word of reasoning ‘because’ was used twice by Student EG5 but never by Student CG8 (refer to the sentences in bold in Table 4.35)

Table 4.35 *The fitness centre as the best city facility in the cumulative talk*

| STUDENT CG8: CONTROL GROUP | STUDENT EG5: EXPERIMENTAL GROUP |
|---|---|
| <p>[*I will choose fitness centre I because of the following reasons. At first, fitness centre at first I think fitness centre help us make friends and prevent diseases. Besides, besides if you go if you go fitness centre you will have you will have attractive body. Having a beautiful body will help us confident and successful in life]. Moreover, it helps to have strong bone and keep fit. [*Last last, it is last it is a way it is a good way of entertaining entertaining for people for people after study and working hard. In conclusion, I consider we ought to ought to go fitness centre].</p> | <p>[*In my opinion, the local authority should build a fitness centre. Due to the rapid globalisation, our lives are getting more and more modern, but it also makes people forget to taking take care of their health, therefore, I believe it is necessary to build a fitness centre]. First of all, having a fitness centre helps us have a plan where we can improve mental health. [*In fact, many people are pressured in their job and family they don’t have enough time to take care of themselves]. Exercising is helpful for people with depression and a range of other mental health issues because these diseases can put chemicals in our brain. Moreover, it also helps physical health. It also makes people feel better about their body. We will be less likely to die young from heart diseases and strokes, high blood pressures, diabetes and a range of other conditions. Last but not least, in there we can develop personally. Social communications and skills can be learnt and developed when we go to the fitness centre because we can communicate with other people and make friends. [*We also have more motivation motivation to exercise in the fitness centre than at home because we will be encouraged to exercise by fitness trainers. All in all, the fitness centre gives you youthful. This facility is important to give us a good health and means that we will be living longer and happier life].</p> |

Note: [*] Episodes that are not analysed because they are not structurally accurate.

In addition, the data in Table 4.36 show that both CG and EG students described the supermarket as ‘a place of bringing about a large profit for the city such as creating higher income for the city, offering various products, uncovering a fresh look for the city’. However, Student EG25 presented her ideas in a more cohesive and explicit way with more accurate episodes recorded. While no key words of cohesion and reasoning were recorded by Student CG17, four key words of cohesion were recorded by Student EG25 (first of all, what’s more, and, finally).

Table 4.36 *The supermarket as the best city facility in the cumulative talk*

| STUDENT CG17: CONTROL GROUP | STUDENT EG25: EXPERIMENTAL GROUP |
|--|---|
| [*Supermarket is my choice. I choose it because of three main reasons. First, it helps it helps the economics of local area develop. Besides, besides, it it provides provides different kind of products such as: meat, fruits, vegetables. Last but not least, it is a chance for people to do business and and earn as much money as possible]. | First of all, it’s obviously convenient for people when they want to purchase some kinds of items. A supermarket has a variety of items so that everyone can choose what they want. What’s more, with a new supermarket, our city will be more beautiful and brighter, especially at night. Finally, thanks for supermarket, the state will get more income by doing business. |

Note: [] Episodes that are not analysed because they are not structurally accurate.*

4.2.1.3 Sociolinguistic competence: using more appropriate and persuasive closing devices

As stated in Chapter 2, sociolinguistic competence involves the knowledge and skills needed to deal with the social norms of language use (Canale and Swain, 1980a). According to Enisa and Kenan (2015), students’ knowledge of sociolinguistic competence may be revealed by performing and responding to basic language functions (invitations, suggestions) and using common expressions (greetings, farewells, introductions). That means beside students’ actively conducting precise English language grammatically and logically, the appropriateness of form

and meaning suitable to social norms and skills in the real world indicates students' sociolinguistic competence. In the current study, sociolinguistic competence is concerned with students' ability to use more appropriate and persuasive closing devices. It was found that in the cumulative talk, all CG and EG students' ending posts terminated with closing devices such as 'Thank you for listening to me', 'Thanks for listening', 'Thank you for watching'. In the disputational talk, all CG and EG students finalised their talk with the closing devices such as 'That's a good idea', 'I agree with you', 'I absolutely agree with you', 'You are right'. However, while the CG and EG students were engaged in collaborative learning activities in the exploratory talk involving entering a critical discussion, rendering interactions and handling knowledge, they were expected to demonstrate the use of appropriate language to reach required conclusions in the target language, based on their cultural and linguistic awareness.

Demonstrating their sociolinguistic knowledge of simulating the ideal city, involved students reaching consensus on a joint conclusion and using closing devices linked to the group's ideal city. The quantitative data (Table 4.37) revealed that in the group discussion, the CG students had no accurate conclusion episode; each CG student demonstrated their ideas separately without any final consensus of what their ideal city was. However, the EG students were aware of the importance of closing devices in their discussion. This is evident in two accurate conclusion episodes, 'Our ideal city will have a dance studio, a museum, a fitness centre and a hospital', 'Our ideal city will have nursing home, swimming pool, supermarket, and music school' (Table 4.37).

Table 4.37 *Conclusion episode by CG and EG*

| Episode | Control group | | | Experimental group | | |
|--------------|---------------|------|----------------|--------------------|------|----------------|
| | Number | Mean | Std. Deviation | Number | Mean | Std. Deviation |
| Conclusion | 0 | 0 | 0 | 2 | .06 | .24 |
| Total | 0 | | | 2 | | |

The above finding suggests that the EG students knew how to state a possibility and were more conscious and capable of the potential contribution they made by using language appropriately. Most importantly, by demonstrating a higher standard of sociolinguistic competence, they became active participants in the consolidation of the shared knowledge in the group.

4.2.1.4 Strategic competence: Better at negotiating solutions to problems, seeking agreement

As discussed in Chapter 2, strategic competence refers to the ability to get the meaning across, especially when problems arise in the communication process (Canale and Swain, 1980a). In the current study, this competence involved the EG students' ability to better negotiate solutions to problems by seeking agreement among group partners. In Table 4.38, while Student CG4 argued that she liked the school as they 'could be well-educated and got a good job in the future', Student CG35 opposed her idea and reasoned that they had to 'study much theory without practice leading to no methods'. It is noticeable that Student CG4 did not defend her opinion and only asked Student CG35 which facility she wanted to choose. Student CG35 addressed the necessity of the hospital that 'could improve the healthcare service'. Then, Student CG4 argued that 'if they studied, they would become doctors' and Student CG35 agreed with her idea. For the pair from the EG, Student EG32 argued that the shopping centre was beneficial as 'the old one was destroyed by the fire two years ago and building it could save energy and time for customers'. Student EG17 argued that 'the shopping centre was very

large, and customers would feel tired when they walked for a long time'. At once, Student EG32 advised Student EG17 not to worry because 'the shopping centre always had many benches and places where they could find drinks and fast food'. This defensive viewpoint from Student EG32 made Student EG17 totally agree with her opinion and proposed to 'build the bus stop because of the usefulness of the roof, the clear destination, the right stop for passengers'. Finally, Student EG32 agreed by proposing to build the bus stop near the shopping centre. Although the CG and EG students tried to persuade their partners that their facility was best by adding and eliminating information, it was obvious that the supporting and contrasting viewpoints from the EG students were more explicit, cohesive and persuasive than those from the CG students. Two conflict episodes were recorded for the CG pair, and seven for the EG pair (refer to the underlined sentences in Table 4.38). Seven question episodes were recorded for the CG pair and eight for the EG pair (refer to the bold sentences in Table 4.38 on the next page).

Table 4.38 *The first pair comparison of strategic competence*

| CONTROL GROUP | EXPERIMENTAL GROUP |
|---|---|
| <p>[*CG35: Hello! CG4: Hi! How are you? CG35: I'm fine. Today I am very glad to be here to tell you about our city's facilities. CG4: Sounds great! Ask me a question]. CG35: Which kind of facilities do you like? CG4: I like school. CG35: [*Ok. Why?] CG4: Because I think that at school people will be well-educated and get a good job in the future. CG35: <u>Ok but I don't agree with you.</u> CG35: <u>Because nowadays we must study so much theory and we don't have enough time to practise and when we work in the future, we cannot be active without methods.</u> CG4: So, what is your opinion? CG35: I choose hospital. CG4: [*Why?] CG35: Because I think we can improve healthcare service. CG4: [*That's true but if we study we can be a doctor]. CG35: Ok, I agree with your ideas.</p> | <p>[*EG32: Today we will be talking about our topic. EG17: Which facility you want to propose to the local authority?] EG32: In my opinion, shopping centre is a necessary facility that we need in our city. EG17: [*Oh, why?] EG32: Because it has many advantages. The only one we have was destroyed by the fire two years ago and we won't still have another one yet. EG17: What is its benefit? EG32: First of all, it has many stores in the building, so we don't have to waste time and fuel to travel around, that's one stop. EG17: <u>But the shopping centre is very large, people will feel tired when they walk for too long time.</u> EG32: <u>Oh, we don't have to worry about that because shopping centre always has many benches and also places where we can find drinks and fast food.</u> EG17: <u>But I really want to build bus stop.</u> EG32: <u>So, why do you want to build bus stop?</u> EG17: <u>First, a bus stop has a roof, thanks to that, it helps cover rain or sunshine for everyone. Second, building a bus stop makes it easier and more convenient for passengers. [*It helps them identify the next stops, so that they can avoid missing or go wrong stops]. It is especially useful for those who take the bus for the first time. [*They can be clearly their destination the stop they want to go].</u> EG32: I agree with you. How about building the bus stop near the shopping centre? EG17: Oh, that's a good idea.</p> |

Note: [*] Episodes that are not analysed because they are not structurally accurate.

In addition, in Table 4.39, Student EG26 demonstrated her ability to use more persuasively unblemished ideas while choosing the children's playground as the best city facility. She tried

to figure out her points with real facts such as ‘few places of entertainment for children in the city’, ‘children must play on the roads’, and even quoting another viewpoint that the playground is unnecessary. In particular, the utilisation of key words of reasoning and cohesion such as ‘secondly’, ‘moreover’, ‘therefore’ with four accurate speech units in the bold sentences in Table 4.39 made her viewpoint convincing and unambiguous. Although Student CG22 exhibited ideas of the benefits of the children’s playground, neither supportive ideas nor a correct speech unit were recorded.

Table 4.39 *The second pair of comparison of strategic competence*

| STUDENT CG22: CONTROL GROUP | STUDENT EG26: EXPERIMENTAL GROUP |
|--|--|
| [*Children’s playground is my choice. I choose the children’s playground because of four main reasons. First of all, it first of all it helps it is the place for children to play. Besides that it improves the physical health. Moreover, it’s it is a place to children it is a place make children feel better after studying and working hard. Last but not least, in that place children can get familiar can get familiar with the other kids]. | [*I choose children playground for these following reasons. First of all, first of all, play is essential to children development because it contribute to their cognitive, physical, social and emotional well-being]. Secondly, there are a few places for children to play in our city, so we need to build more. Moreover, some people think that playground is unnecessary because children can play at home, but I don’t satisfy with that idea at all. [*Most children don’t like stay at home playing with a few toys a whole day]. They will find something new to play or go out playing on the roads, it’s really dangerous, therefore, we should build more playgrounds, it’s safe enough for children to play. In conclusion, I think our city will need a new playground for children. |

Note: [] Episodes that are not analysed because they are not structurally accurate*

4.2.2. Challenges arising from English communicative competence lessons

Since CLT provides students with greater exposure to the target language use and opportunities to use it, the findings in the current study reveal that CLT has been difficult to implement in EFL classrooms and English teachers have experienced probable constraints while applying CLT in their classrooms in Vietnam. The challenges for English teachers and students arising

from English communicative competence lessons fall into three sub-themes: teacher-student power relations; educational system factors; students' passive participation.

4.2.2.1. Teacher-student power relations

According to Ladkin (2017, p. 38), teacher-student power relations refer to “a transactional process, whereby teachers are in control of curriculum links and teaching styles, and students are oppressed receivers of selected information”. The two sub-themes for teacher-student power relations are: over-reliance on teacher directed pedagogy; and teachers' lack of knowledge and skills to implement communicative activities to facilitate communicative competence.

Over-reliance on teacher directed pedagogy

The first sub-theme of teacher-student power relations is over-reliance on teacher directed pedagogy. In this study, English teachers demonstrated a lack of understanding of the teachers' roles in CLT, and they over relied on traditional teaching methods and the exercise of power to control students. Teacher C commented: ‘I use traditional methods to introduce new words and write them down on the white board with examples and asks the students to listen, repeat and remember’. Further, Teacher C also expressed her concern about her English teaching: ‘I often give new words and new structures and ask students to listen and repeat and make the examples and do exercises’. In addition, students shared similar viewpoints about passively following the teacher's plan to learn. Student CG1 commented: ‘I listen to the teacher’. Student CG8 also expressed an unhappy feeling about what they had been taught and English teachers' eagerness to correct students' mistakes without allowing students the opportunity to learn from mistakes. Student CG8 commented: ‘Teachers shouldn't correct the mistakes for the students and should let the students try on their own’.

Observation field notes from three speaking periods in the classroom also reported that in the first lesson of cumulative talk, 68% of time (25 of 37 minutes) was consumed by teacher-directed activities. For example, the English teacher explained lesson objectives, set tasks or explained rules, and students chorused and loudly read grammatical and sentence phrases after the teacher. For the second lesson of disputational talk, about 50% of time (21 of 41 minutes) was used for the English teacher's led activities. In the exploratory talk, approximately 67% of total time (28 of 42 minutes) was devoted to teacher-led activities. In these lessons, the English teacher was accountable for students' learning and created a power imbalance between students and teacher. This potentially impacted on students' ability to engage in critical thinking and take ownership of their learning.

Teachers' lack of knowledge and skills to implement communicative activities to facilitate communicative competence

The second sub-theme of teacher-student power relations is teachers' lack of knowledge and skills to implement communicative activities to facilitate communicative competence.

Teachers' lack of knowledge and skills was first demonstrated in their interview responses.

These teachers were concerned about their ability. They were also concerned about the feasibility of CLT in the communication-unbalancing situation in which a few more capable students engaged actively and communicatively, while some remained passive and other unwilling ones were engaged in off-task activities. Teacher D asserted that 'My difficulty is how to control classroom because some students are better at English, others are not'. In addition, classroom management issues, large class sizes and students with heterogeneous language proficiencies and skills in the same class, also caused undesirable teaching outcomes for communicative activities and discouraged these English teachers. Teacher D stated that 'Big size class is not suitable for teaching English'.

Moreover, teachers' lack of knowledge and skills in designing appropriate activities to ensure equal opportunities for students' language practice was an additional problem. Teachers needed to spend extra effort and time preparing lessons to cater for students who were good at grammar and vocabulary but had difficulties in listening and speaking. Teacher C stated that 'Students got high level of grammar and vocabulary but low level of speaking and listening'. When English teachers became overwhelmed by the teaching tasks and frustrated in their attempts to support students' learning, they resorted to speaking Vietnamese, as Student CG25 confessed 'Teacher speaks Vietnamese in English lessons'.

Finally, the teachers' lack of knowledge and skills to engage in the communicative teaching process of inquiry was also evident through classroom observations. The English teacher often called for individual students to answer closed questions that neither cognitively challenged them nor increased their motivation. Classroom observations also indicated that there were limited opportunities for students to engage in communicative activities. Out of the total of 45 minutes for each lesson, in the first lesson of cumulative talk only six minutes were spent on pair work and two minutes on group work. In the second lesson of disputational talk, 10 minutes were spent on pair work and there was no time allocated for group work. Similarly, in the third lesson of exploratory talk, 14 minutes were used for group work and there was no pair work. It was also observed that in the three speaking lessons, the English teacher controlled almost all classroom activities through whole-class instruction and intensive drilling, such as explaining lesson objectives, setting tasks, explaining rules, and students loudly chorusing grammatical phrases. These data suggest that pedagogical power relations operated on the assumption that the teacher was the authority in the classroom, with control of all classroom aspects, thus limiting students' opportunities to develop the capacity to take ownership of their own learning.

4.2.2.2. *Educational system factors*

The sub-theme of educational system factors involves large classes, a heavy focus on textbooks with time limitations, and test-oriented teaching.

Large classes

Initially, it was observed that large class sizes made the implementation of CLT difficult in an EFL setting. The classroom space was inconvenient because of the large number of students (nearly 40 students in a class) and immovable desks. This hindered majority student participation and successful implementation of communicative activities such as role-play and games. The current classroom culture in large classes also inhibited learning, especially through pair work and group work that needed specific arrangements of seating and adequate space, and generated classroom management issues. Teacher E commented that ‘There are too many students in the classroom. It’s very difficult for us to conduct activities’. Classroom observations revealed that nearly 40 students studied in a very small room of about 50 square metres with no modern teaching facilities. The row-and-column arrangement of individual desks, with all seats facing the front English teacher’s table, is the best arrangement for individual assignments rather than group work tasks that involved cooperating and sharing. The English teacher conducted the lesson by checking students’ attendance, asking warm-up questions to make them feel comfortable and prepared, reminding students of the previous lesson, and introducing the learning intentions of the new speaking lesson that lasted around seven minutes. Examples of other classroom activities in a speaking lesson were: teachers’ explaining the lesson; individual students’ replying to the teacher’s queries; pair work discussions; teacher’s checking for student understanding at the end of the lesson; and introducing home assignments. These activities occupied more than the 45 minutes allowed for effective teaching and learning and student mastery of new knowledge and success criteria.

A heavy focus on textbooks with time limitations

Second, the national curriculum with a heavy focus on textbooks caused dilemmas for English teachers as they had to share a fixed amount of class time, three 45-minute lessons per week, making it hard for them to implement meaningful communicative learning activities. Teacher C commented that ‘I only have three lessons in a class per week’. Specifically, the broad and demanding syllabus of ‘five lessons of speaking, listening, reading, writing and language focus for each unit’ (Teacher C) limited teachers’ capacity to spend significant time on CLT. They had to follow the syllabus strictly, thus ignoring the practical elements of CLT. Based on classroom observations, teachers were always seen to be progressing through classroom learning hastily with the dominant focus on individual academic learning that saved time and energy for both sides. The small classroom with fixed desks restricted pair and group work that needed space. Insufficient time for pair work and group work caused the English teacher to rely on traditional lecture-style grammar translation methods, with little attention paid to communication-oriented activities. In addition to the time constraint of only three lessons per week, English teachers always tried to finish each 45-minute lesson on time. Thus, they had to work around a fixed school schedule, design their lessons accordingly and follow the lesson plans strictly. For example, in the Teaching Unit 15: Cities, four tasks were allocated for one speaking lesson of 45 minutes. Within the four tasks there were a lot of mini tasks such as: complete each question in column A with a suitable word in column B (Task 1), ask and answer questions about New York and London in pairs (Task 2); read and practise dialogue and compare between New York and London in pairs (Task 3); and finally, work in groups to talk about New York or London (Task 4). Before conducting the above speaking tasks, the English teacher usually needed to cover other administrative work such as checking the school attendance and making school announcements. Such findings indicate that it might be

necessary to give every student in the class more time and opportunities to participate in communication activities.

Test oriented teaching

Moreover, EFL teachers were often pressured to teach to meet the requirements of standardised written tests including grammar and vocabulary, while there was no test component for communication proficiency. Teacher C stated that ‘Students have to pass the final exams with the paper test including grammar and vocabulary’. Perhaps due to the emphasis on teaching the language components that would be tested, these English teachers tended to place less emphasis on building students’ communicative competence. This was reflected in the three English lessons in which the English teacher mostly excluded oral communication proficiency. It was observed that in the physical classroom (CG), the English teacher controlled all classroom activities while the CG students listened and answered her closed questions. In addition, students followed, read, and chorused sentence structures after the English teacher. Student CG5 commented that ‘Teacher should use more pictures, videos, etc to help students learn English better and communicate with students more’. Student CG11 stated that ‘Teachers should use more authentic tasks with a variety of multimedia such as videos, audios, to support students’.

4.2.2.3. Students’ passive participation

The third sub-theme of challenges arising from English communicative competence lessons is students’ passive participation, especially their inability to participate. According to Abdullah, Bakar, and Mahbob (2012), students’ active participation includes the acts of asking questions, giving opinions, and discussing the topics in the classroom. The passive students prefer to

listen, observe and take notes rather than be involved in the classroom discussion. They avoid oral participation in the classroom and receive materials delivered in the lesson by taking notes.

It was observed that in the three English speaking lessons, the CG students seemed to accept the knowledge transmitted by the English teacher without questioning or challenging this in class. While engaging in different kinds of pair work and group work, the CG students appeared shy and interactions were kept to a minimum even when they were involved in group activities. The feelings of shyness and lack of confidence led to their hesitation in the use of communicative English language, as Student CG3 admitted: 'I can't speak out because I'm shy'. Student CG5 also confirmed that 'I lack confidence'. It was also observed that in the classroom, students passively reacted to the teacher's queries, individually replied and raised no questions. Students' passive attitudes towards their learning might have prohibited them from participating more frequently in the communicative learning process. These students do not seem to grasp the communicative skills. Student CG1 stated that 'I do not know how to express my thoughts'. When asked whether they understood what their classmates were trying to present in class, Student CG37 commented: 'I don't know what my friends speak'.

In the interviews with English teachers, lack of communicative skills emerged as a reason for students being passive or disengaged. Teacher E stated that 'Many students have no motivation to learn English and they are passive'. In addition to being passive and unwilling to engage to learning activities, Teacher E stated that these students 'made noise and affected classroom learning atmosphere'. Moreover, these students did not value the potential benefits of listening and speaking skills as Teacher C commented: 'Students got a low level of speaking and listening because they didn't focus on listening and speaking. They think these skills are not important'.

The CG and EG students' passive participation was reflected in the lack of conflict episodes in the exploratory talk. The nature of the exploratory talk was the co-construction of understanding through critical, but constructive engagement of students with each other's ideas (Patterson, 2018). No conflict episode meant ideas were not challenged or questioned, and both groups of students passively accepted each other's ideas. It was evident that there was limited use of collaboration and the pursuit of shared goals in the exploratory talk, as each student in the small group only articulated their own understanding of the city facilities addressed in the first two talks. For example, the CG students discussed the benefits of the park and the train station, especially the electric train as the best city facility (Table 4.40). First, Student CG34 gave justification of the benefits of the park such as 'keeping the environment in the city greener' and 'improving the living condition'. Student CG3 totally agreed with her ideas and added more details, for instance 'a place of entertainment, a good place to meet other people and to make friends with them'. Student CG6 added the train station and the electric train that are so beneficial to 'save energy and money'. All group members finished their discussion without any contradictory ideas. Similarly, each EG student demonstrated one crucial city facility accordingly from the stadium, the airport, the hospital, and the motel, and justified their own choice without any conflicting argument from group members. This demonstrates that the CG and EG students were unable to argue constructively and critically perform collaborative tasks effectively.

Table 4.40 *The first group discussion with no conflict episode in the exploratory talk*

| CONTROL GROUP | EXPERIMENTAL GROUP |
|--|--|
| [*CG6: For today I I want to ask our team is what imagine what in the future if we become the council in the city and what should we do to what should we do to build a ideal city in the future. CG34: I think we should build more parks. | [*EG18: Hello, everyone. Our talk is about our ideal city. So, each of us will will tell you about the facility that we think the ideal city needs. First, my opinion, in my opinion, I think an ideal city need to have a stadium because it will provide a safer place for |

| CONTROL GROUP | EXPERIMENTAL GROUP |
|---|--|
| <p>CG6: Can you give the reasons why? CG34: Because we can grow more trees at that time we can keep the environment in the city greener and improve the living condition. CG6: OK. Thank you. What about you? CG3: I agree with her ideas. Moreover, park is a place of entertainment after working and studying hard. Besides that, park also is a good place for us to meet other people and we can make friends with them. CG6: Oh. That means two of you only agree to build more parks to protect the environment. OK. But in my opinion, it's not enough if we just build more parks. I think we just build more transportation because because right now if we use travelling by train station, electric train we can reduce many energies for example: diesel, petrol or etc. We can we can't note. OK. What about your opinion? CG28: Oh! That's what I got thinking. I think travelling by electric train can save money and it is it is helpful and not time consuming. And you? EG17: Oh! I think it can it can help the system of transportation more various. EG6: OK. And the last I have to say that we if we use electric train we can protect our weather and reduce and make our breath our breath is fresher].</p> | <p>children and allow every people to play sports safely. It helps our city to organise more sport events that improve our city life. What about your opinion? EG10: So, I think if EG18 wants to build a stadium I think that the city will need an airport to transport people from other countries and cities to come and visit our city. That will develop our industry and I think that can help our city a lot. What about your opinion, EG22? EG22: I think that our city needs a lot of hospitals. You see that everyone will take care of our health and the only problem is not a quality but that we have to cure in one hour even after that affect our mental a lot. I think that government should build should build more hospitals in order not to make everyone have to stuck and I think that is my idea. EG9: In my opinion, our city would build more motels because there will be more places for visitors to stay with cheap price. That will somehow increase our city's finance. It is the important facility for our city. EG10: So, that is our ideal city].</p> |

Note: [] Episodes that are not analysed because of no conflict episodes but this is used as an example to show group discussion.*

Similarly, Table 4.41 illustrates that no conflict episode was recorded for either group of students. The CG students addressed their ideal city via individual suggestions: 'the improvement of the medical care and the living condition'; 'the decline of criminal rates and social evils'; 'the growth of more trees'; 'the building of more high buildings and more places of entertainment'. The EG students also recommended individual ideas about the ideal city with an art gallery, zoo, restaurants and theatre. There was no evidence of the outcome of the ideal city arising from group discussion, only individual ideas and goals were articulated. This

collaborative style of students sharing completely individual knowledge and experiences demonstrates that alternative strategies were not established, and no group interaction occurred. It is evident that these students were less engaged and passive in the group discussion and showed limited interest in academic achievement and participation in the process of collaborative learning.

Table 4.41 *The second group discussion with no conflict episode in the exploratory talk*

| CONTROL GROUP | EXPERIMENTAL GROUP |
|---|--|
| <p>[*CG24: Today we would like to discuss a question. What should be included in our in our ideal city? And first of all, living condition is the most essential factor creates our ideal city. In my opinion, local government should decline the increasing rate of criminals and social evils. And we also should update medical care to develop the lifestyles of citizens. What about your ideas?</p> <p>CG36: In my opinion, I will improve environment in our ideal city by put more recycle bins around the streets to prevent everybody from littering garbage. Next, people will use electric transport instead of motorbike or car and they can plant more trees to reduce air pollution. Do you agree with me?</p> <p>CG30: In my opinion, a ideal city should have learning standard better. We should build more schools because if if students have good condition they will have better choice to have jobs in the future. That's for my ideas. What about you?</p> <p>CG38: That's a good idea. I think we should build more high buildings so that we can save the place as now to relax and it is good, modern, exciting such as: elevators, shops, and bars, and it help people place to get better.</p> <p>CG16: I can't agree more. We should build more places of entertainment for example: bars, cinemas, or discos because place of entertainment is a place to meet other people and make play with them].</p> | <p>[*EG15: Hello, everybody. We are going to talk about our ideal city. We choose an art gallery, zoo, restaurant and theatre.</p> <p>EG15: I choose an art gallery because it can build for us many rich souls and it will not cost very much. How about you, guys?</p> <p>CG27: I think our city also need a zoo. The zoo is highly entertaining and it attracts children and provides knowledge about the animal world. How about you?</p> <p>EG2: Yes, I agree with you. And I think we should have a restaurant in our city because it's very practical for everyone's eating needs. And what about you, EG20?</p> <p>EG15: What about a theatre?</p> <p>EG20: It's more necessary in our city. Building a theatre can attracts many tourists and inventors from all over the country. It's not only entertaining but also economical.</p> <p>EG15: Yes, all of us like art, animal, love food and love singing. All reasons to something good. So, our ideas are all perfect and they can make a marvellous city].</p> |

Note: [] Episodes that are not analysed because of no conflict episodes but this is used as an example to show group discussion.*

4.2.3. Students' and teachers' perceptions of communicative language teaching (CLT)

Data analysed thus far highlights the varied perceptions of teachers and students relating to the communicative learning activities in English language classrooms in Vietnam. While CLT ensures the successful improvement in communicative competence for students and the elimination of the only authority figure of the teachers in the classroom. The third main theme of students' and teachers' perceptions of CLT includes perspectives of CLT via Facebook and perspectives of CLT in the classroom. The following discussion of perspectives of CLT via Facebook includes three sub-themes, Facebook for enhancing online learning, sharing information and improving communicative skills. Discussion of perspectives of CLT in the classroom also includes three sub-themes, lack of facilities for CLT, absence of student-centred pedagogy and students' lack of commitment to participate.

4.2.3.1. Perspectives of CLT via Facebook

Concerning the use of Facebook to practise English, both English teachers and students were positive towards using Facebook for communicative language teaching and learning. As stated in Chapter 2, Facebook can be used as the supplementary learning platform for students' discussion and interaction, especially as it allows access to a plethora of learning resources that increase students' levels of language learning.

Facebook for enhancing online learning

First, English teachers thought that Facebook was a valuable resource that provided educational benefits to students, including enhanced sources of learning, provision of information and resources. In the interviews with English teachers, Teacher D stated that 'Students choose Facebook to download a lot of information related to their study'. Teacher C also confirmed that 'Students can use Facebook to download information'. It was observed that English

teachers took advantage of the Facebook group page to navigate the teaching contents for the EG students. Integrating course content into the Facebook group page could accessibly and flexibly engage students in meaningful online learning. It was observed that while carrying out three communicative learning activities on Facebook, the EG students actively sought relevant learning content from an endless list of information online. These students downloaded and delivered information to group members on the Facebook group page in diverse forms such as texts, links, videos, pictures (Figure 4.1). For example, the EG students downloaded links and pictures related to their own city facility and participated in discussions by text messages, pictures, audios, videos. Students tended to use the Facebook page as a platform for organizing the materials they gathered and for building group consensus. Viewing the English teacher's instruction online via video and participating in the Facebook online community allowed the EG students to gain great insights into the learning content and instruction. This finding indicates that the use of Facebook as a teaching and learning tool created an intellectually stimulating environment that enhanced students academically when they embarked on their online learning.

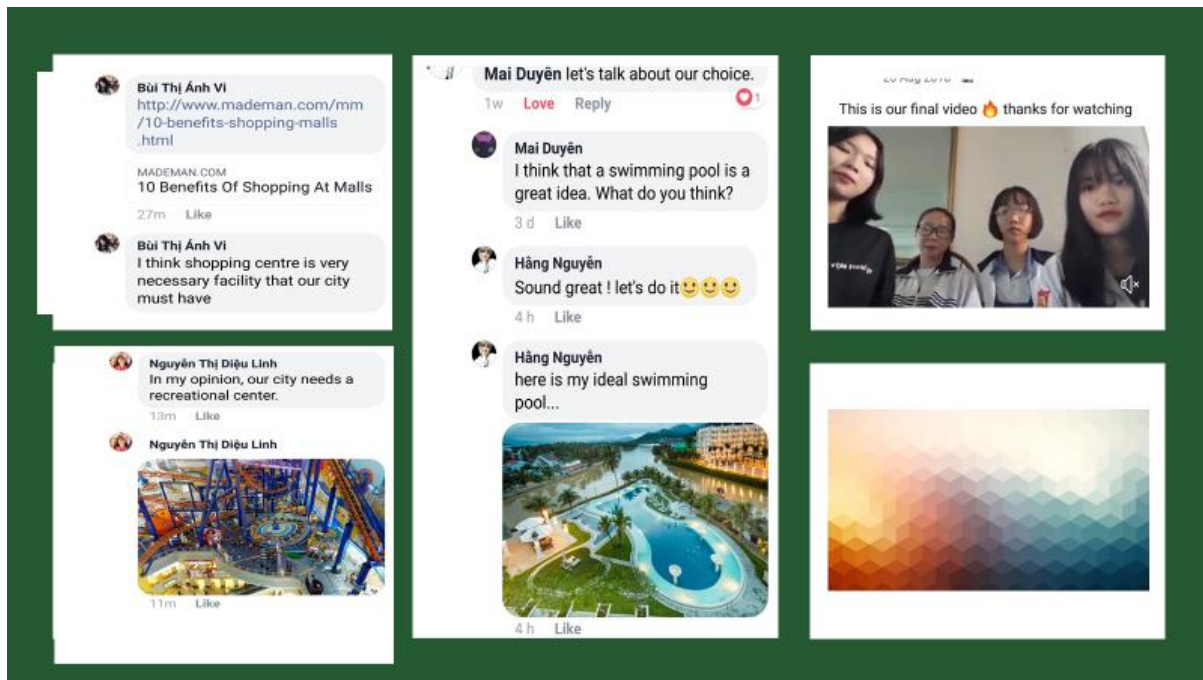


Figure 4.1 Students' activities online via the Facebook group page

Facebook for sharing information

Second, Facebook has the capacity to support communicative activities that promote student learning. Teacher C stated that 'Students share information or knowledge with their friends and with their teachers'. Teacher E also confirmed that 'Students can share websites to improve speaking skills'. Facebook was well accepted by the EG students as they could share ideas with friends. Interestingly, these students also indicated that they could use Facebook to share opinions, share pictures and videos with friends with learning related information. Student EG4 stated that 'I shared my opinion with my friends in English on Facebook'. Student EG22 also commented that 'I share pictures, videos with our friends'. The sharing of information on Facebook built students' confidence as Student EG12 declared: 'I feel comfortable and I can talk fluently by sharing my idea'. Student EG13 shared the same viewpoint: 'I feel confident to talk in English because we spend more time to speak English'. It was observed online via the Facebook group page that using Facebook allowed students an opportunity to share information about city facilities in diverse forms, such as texts, pictures, links, audios and

videos which increased students' confidence. Teacher A only instructed the EG students online via video posts and handouts. The EG students themselves discovered the information about their preferred city facility and shared this with their group members. In order to do so actively, the EG students became objective in interpreting and verifying the information they retrieved from various networks. For example, the EG students found information about city facilities from various networks, chose what they thought was relevant to the topic and shared it with group members via the Facebook group page using diverse forms such as texts, pictures and links.

Facebook for improving communicative skills

Third, Facebook is one platform that provides students with venues to practise and improve their language. Facebook became the channel that enhanced communication and interaction in group discussions. For example, when asked about students' use of Facebook, Teacher D commented: 'Students can improve their communicative skills'. Teacher E stated that 'Facebook enhances students' communicative ability and improves their English'. Students also stressed that Facebook provided them with exposure to English communication skills that is not accessible in academic contexts. For example, Student EG1 confirmed that 'We have more chance to speak English with our friends' and Student EG29 stated: 'I can talk in English with my friends in my free time at home'. EG students' decisions about their preferred communication methods on Facebook, such as using pictures, videos, audios, text messages and links, promoted a positive and productive online learning environment. Facebook interactions reinforced students' communication skills. Facebook increased the opportunity to engage in different forms of communication and thus might increase students' capacity to engage in oral communicative activities.

Data from online observations demonstrate that these EG students enthusiastically stayed focused on the communicative activities offered by the English teacher and that learning materials assisted them. On average, two or three EG students in a group appeared online and completed the tasks daily. Most of these students had sufficient ability to convey their ideas cohesively and overtly, and intentionally delivered their information. Online learning has shown a practical benefit of increasing students' communication and active learning. It was noticeable that the pace of online learning increased from the first talk to the third one. While the first talk lasted 65 days, the second one took only 19 days and the last took only 17 days. This proved that the more the EG students engaged in self-directed learning online via Facebook, the better flow of communication they experienced. It was evident that at the first time, the EG students were relatively fresh and shy about online learning and maybe they did not have enough communicative skills to interact confidently online with their group members. Along with this factor was the loss of the Facebook account, leading to cumulative talk having to be repeated several times. Increasingly, students became more accustomed to participating in online communicative skills and improved faster. The timeline is viewed in Figure 4.2.

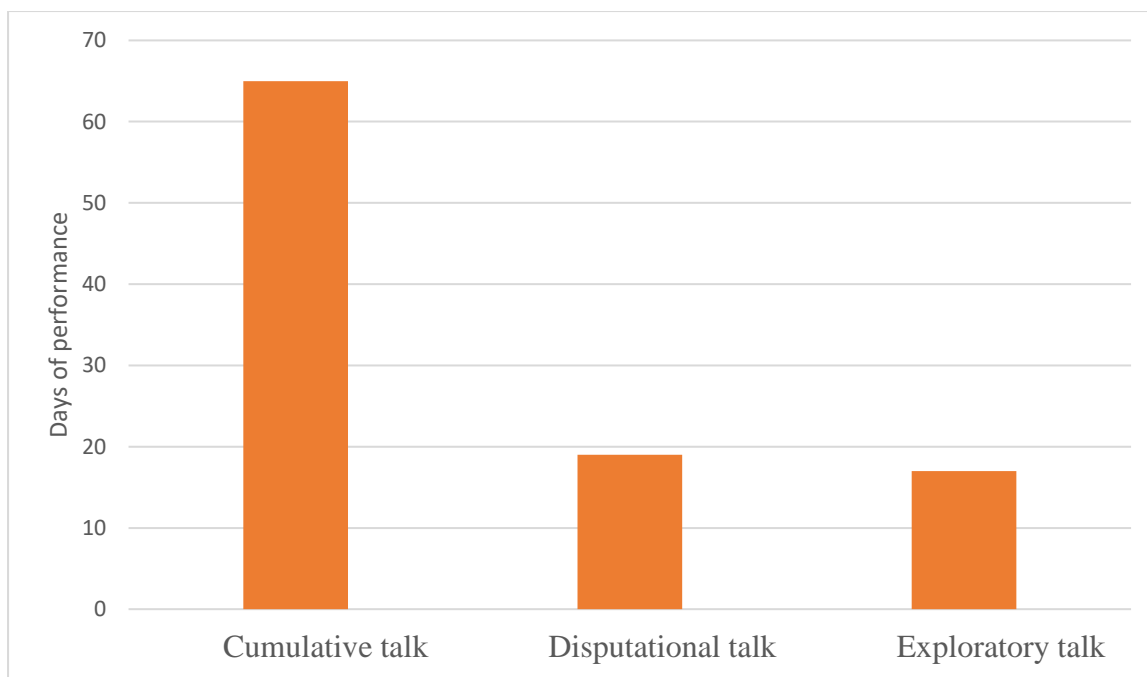


Figure 4.2 *The timeline of communicative learning activities of a triad of types of talk*

4.2.3.2. *Perspectives of CLT in the classroom*

In reality, although CLT has influenced on English language teaching and classroom practice, there are various factors that impede its successful implementation. There remain difficulties in adopting established CLT practice in Vietnam, such as a lack of facilities for CLT, absence of student-centred pedagogy and students' lack of commitment to participate.

Lack of facilities for CLT

The classroom observation data reveals that the CLT classrooms were not well-equipped or convenient; classrooms lacked both resources to support CLT activities and materials to enable teachers to access diverse sources of teaching methods to facilitate students to communicate. The classrooms were poorly equipped with no overhead projector, microphone, CD/VCD, only board and chalk. As a matter of fact, materials provided in classrooms did not meet teachers' and students' needs as well as provide CLT experiences. Using technology created communicative language classrooms and served as a guide for students' learning through

resources that matched students' interests and met their learning needs. In the interviews with English teachers, Teacher E commented: 'We have no language teaching lab and we only use the books and the boards'. Teacher D also mentioned: 'There are some limitations in modern technology'. Specifically, Teacher E declared that all English teachers 'had to self-prepare for all of things to teach in the classroom'. Thus, these teachers tended to find it very discouraging and disconcerting to design their own teaching tools amidst the large number of tasks they had to do daily. Since the availability of materials was extremely limited, it required much preparation time and even unplanned expense to think about effective techniques, design and prepare materials for conducting communicative activities. Specifically, Teacher E commented that 'We have to prepare the test system in the new way so it's very difficult for us to find the suitable materials to assess'. In the learning context there was little English input to provide students with necessary instructional support for developing communicative competence. English teachers needed to ensure meaningful English language learning for students to develop their communication skills. Thus, Teacher E commented that 'It's very difficult for us to conduct CLT activities'. Teacher D also stated that 'Limited modern teaching materials made it very difficult for the teacher to conduct CLT activities'.

Moreover, the observational data also indicates that due to the unavailability of a language laboratory, the English teachers felt that when communicative language learning happened, classroom noise increased, and this would affect other classes. Teacher E stated that 'Students make noise and affect learning atmosphere'. As a result, English teachers hesitated to incorporate different communicative activities.

Absence of learner-centred pedagogy

According to du Plessis (2016), the learner-centred pedagogy advocates collaboration among students, active learning, and guided discovery focused on understanding. It was observed that the English teacher authorised the whole class activities and usually suggested closed questions to which individual students replied accordingly. Learning objectives were set by the teacher with no student involvement. There were also no learner-centred activities such as self-reflection and student evaluations of each other's work that encouraged their deep thinking, synthesised their learning experiences and promoted their knowledge and skills. Therefore, Student CG7 asserted that 'I listen to the teacher'. In such classroom environments, English teachers used controlled practice and traditional teacher-centredness that stressed a passive model of instruction. The CG students had few opportunities to participate, yet the teacher was responsible for deciding the teaching content and using power to influence the students. Teacher E commented: 'I want to elicit structures, or I want to introduce the new lessons'. Even the teacher exercised her authoritative power regardless of the student's consent or best interests so that Student CG35 commented: 'Teacher should hear student's opinion'. According to Khansir and Pakdel (2018), error correction can be used as a form of feedback that needs to be very tactful and students should be allowed to make certain types of errors which do not greatly affect their communication. However, in the core role of the English teacher, she was unfamiliar with students' requests. Student CG37 advised that 'Teachers shouldn't correct the mistakes for the students and should let the students try on their own'.

Students' lack of commitment to participate

Students lacked commitment to participate in CLT and this discouraged them from participating in CLT classroom activities. When asked to engage in an in-class activity, they performed the required tasks with minimal effort and this caused anxiety among students to perform in the new instructional environment.

Students' lack of commitment to CLT learning was first demonstrated by their unwillingness to invest in English learning efforts that challenged their thinking. Student CG8 commented: 'I can't speak fluently and have errors'. Student CG13 shared the same viewpoint: 'I lack vocabulary, grammar, and worry about mistakes'. According to the teachers, most students were test-oriented, mainly concerned about obtaining high scores on summative assessments. In the interviews with English teachers, they reported some obstacles to their teaching efforts. For example, Teacher C commented: 'Students do not focus on speaking and listening'; 'Some students got low level of speaking and listening skills', as students' main concern was 'to pass the final exams'. Students also believed that 'when they enter the university, they can learn more', thus they might not make an effort to learn English for now. Lack of commitment discouraged students from relying on English as the main medium for communication and developing a desire to interact with group members. Teacher C commented that students only paid attention to certain aspects of the language and 'they don't like the speaking and listening lessons'. Underestimating the importance of communicative activities may cause students to withhold their responsibility for and efforts in doing collaborative work. Pair work and group work are important for communicative language development. It was observed that students preferred the teacher as the person of authority and the source of knowledge transmission. Thus, the majority of students did not appreciate the benefits of group interaction, cooperation and communication and made little effort to challenge their thinking. Only some outstanding students actively engaged in pair work and group work discussions; others listened passively.

4.2.4. Specific strategies students used for communicative competence

Here learning strategies refer to the skills of learning that enhance one's own learning (Hattie & Donoghue, 2016). These strategies enable students to engage actively in their learning, self-

monitor their daily schedule, access learning resources and make adjustments. The specific learning strategies utilised by the EG students fell into three subthemes: using multimedia for communication; body language as a form of communication; and the facilitation of self-directed informal learning.

4.2.4.1. Using multimedia for communication: Dominance of text messages

“Multimedia refers to any interactive application that integrates text, images, animation, audio sound, and full motion video in a single application” (Gilakjani, 2012, p. 57). In other words, this term refers to a combination of methods of communication: texts, audios, videos, pictures, and interactivity. Through online observations of the EG students via the Facebook group page and videos of the CG students in the physical classroom, it was apparent that in the classroom, English teachers only randomly checked several individuals, pairs or groups and could not have had adequate time to handle all students’ turns. In the meantime, while communicating online via the Facebook group page, all EG students had chances to communicate with group members and they addressed their ideas in diverse forms including text, picture, link, audio and video. The use of multimedia allowed students to represent their thoughts through multiple representations and they could choose whichever media to freely express their opinions and thoughts. For instance, when it comes to English learning, Student EG2 stated: ‘We use pictures, texts, videos, audios or links’ and Student EG10 declared: ‘I usually record my voice and send to my friends’.

Despite the use of multimedia on Facebook, it is evident that text messages were the most frequently used means of online communication (71% of the total). Videos came next (19% of the total), followed by pictures (8%). Only 2% of online communication consisted of website links utilised by the EG students, and the usage of audios was modest (only 1%) (see Table

4.42). In regard to text messages, most EG students (30 out of 32) took advantage of text messages when introducing themselves to other group members, while one used video and another audio. For example, one student texted: ‘I’m 16 years old. I like listening to music, cooking, and shopping. I dislike doing the washing-up, taking out the rubbish and eating garlic’. In addition, text messages were used by the EG students when they addressed the city facility and clarified their choice, for instance: ‘I think highway system is an ideal facility’ and ‘I think shopping centre is necessary facility because it has many stores’. Finally, the EG students texted messages to invite group partners, such as ‘Will you be my partner?’. Perhaps by using text messages, students had more time to organise their thoughts and this gave them a platform to reflect upon their speech.

Pictures were only employed when these EG students illustrated the images of what their city facility was. One interesting thing was that in the cumulative talk and disputational talk, the EG students only posted videos of their individual talk and pair talk at the end of each talk. However, in the exploratory talk, the group discussions about the ideal city were captured on video and posted on the Facebook group page beside the post of the final video representing the group consensus of the ideal city. This demonstrated the EG students’ greater interest and increasing commitment to online communicative learning activities, as these activities built students’ confidence for communication and they could manage their own learning experiences.

Table 4.42 *Summary of means of communication via Facebook by the EG*

| | Text | Picture | Link | Audio | Video | Total |
|------------|-------------|----------------|-------------|--------------|--------------|--------------|
| Number | 231 | 25 | 5 | 1 | 60 | 322 |
| Percentage | 71% | 8% | 2% | 0.3% | 19% | 100% |

4.2.4.2. Body language as a form of communication: Use of facial expressions and eye contact

According to Patel (2014), body language as nonverbal communication describes a method of communicating using body movements or gestures. Body language includes eye contact, gestures, postures, head tilts and facial expressions. As the face is the primary source of emotions, facial expressions are dynamic features which communicate the speaker's attitude, emotions and intentions. Facial expressions may be a smile, frown, raised eyebrow, yawn or sneer and they continually change during oral communication. In the current study, the students took their own initiative to show their friendly facial expressions while communicating with their group members. Specifically, it was observed that in the final video clips posted at the end of each talk, all the EG students kept direct gazes and happy faces towards the camera and always smiled while talking. Students were making conscientious effort to ensure that they were presentable on videos. According to Vargas-Urpi (2013), a gentle smile indicates closeness and connection to each other.

One more interesting point of recognition is that all EG students kept frequent eye contact and showed direct wide-open eyes to establish harmony and to stimulate the affection of the listeners on Facebook. Direct eye contact was a positive sign of high enjoyment in communicative learning activities and high involvement in communication (Elahi Shirvan & Talezadeh, 2018). The frequent uses of friendly facial expressions and direct eye contact were positive signs that indicated students' attentiveness and interest in what they were talking about and their active contributions to the talk. Specifically, these EG students wanted to establish good communication and relationships with other group members and initiated the strategy of using positive body language to communicate. The nonverbal communication that could be used verbal communication makes the learning situation fruitful and, thus can be conducive and sufficient to establish and maintain interaction between students and their group members.

4.2.4.3. The facilitation of self-directed learning

Traditional teacher-centred pedagogy does little to foster essential skills such as group learning, critical thinking and problem solving as students are rarely given assignments outside the classroom that are applicable in real world situations. Self-directed learning enables students to construct their own thinking and understanding via their communication and experiences of the world. The practicality of communicative learning activities on the Facebook group page creates opportunities for growing students' basic skills of self-directed, informal learning. According to Norouzi, Hamid, Samet, and Ramezani (2014), self-directed learning (SDL) refers to the degree of responsibility students take for their own learning. In their opinion, a self-directed student can actively connect new information with their prior experiences and knowledge, identify their preferences of learning, know how to manage their own learning, and apply a range of useful strategies to any learning situation.

In the current study, the facilitation of self-directed learning by the EG students demonstrated that these students took responsibility and had control over their own learning location. It is evident that in the cumulative talk, 32 individual video clips from the EG (100% students) were recorded at home. In the disputational talk, three pair work videos were recorded in the school yard, 12 at home and one was recorded in the park. In the exploratory talk, six group work videos were recorded at home, one in the school yard and one in the classroom. Home learning became the most empowering and relaxing environment, with less pressure and without jokes or distractions from classmates. Learning at home enabled the EG students to learn at their own pace and revise lessons to best suit their needs.

Evidence also reveals the EG students' capacity for self-directed informal learning. The EG students spent more time on online assignments and showed more effort in completing them. Student EG1 commented: 'I spend more time preparing my topic'. Student EG3 shared the same viewpoint: 'I spend more time speaking English with my friends and preparing my topic at home'.

The third indication of the EG students' self-directed, informal learning is evident from the students' ability to create their own learning content. The EG students demonstrated their ability to learn independently to achieve their learning goals. They chose and shared content, which they were interested in and saw appropriate for their learning. For instance, all CG students chose city facilities available in the first handout provided by the English teacher. However, the EG students made different choices, for example, Student EG8 chose the nursing home, Student EG12 picked the animal rescue station and Student EG24 selected the vending machine. In addition, in the second handout for cumulative talk from the 10th grade textbook, the EG students were more capable of using diverse and complicated words such as 'eliminate, avoid, contribute, satisfy, maximise' and sentences such as 'In our city, thanks to colour and light, we can see the beauty of life which we can't see in our busy life' and 'If they can play sports in the stadium, it will be much safer'. Moreover, in the third handout of interview questions, all CG pairs started their conversations in the same manner as the suggested interview questions, for example, 'What kind of facility do you like?', 'Which do you prefer, pub or zoo?', 'Why do you like that?'. The EG students introduced their questions in more diverse ways, for example Student EG4 started with: 'The local authority is having a plan to build a new city. So, I think we should support them', and Student EG5 agreed with her: 'Yes, in my opinion, they'd better build the fitness centre. Do you agree with me?'. Similarly, Student EG12 began the conversation with 'Our local authority has a new plan to build a new city. So,

they need our opinion. To my mind, we should build an animal shelter. Do you think so?', and Student EG27 replied 'No, I don't. I think we should build a new zoo. A new zoo will become a great place'. The EG students' preferences differed from the CG students who mainly followed the instructions of their English teacher in the physical classroom and carried out activities as instructed.

It is evident that the EG students engaged in self-directed learning through integrating past and present experiences based on personal interpretations. For example, Student EG10 referred his ideas of building the airport to the current situation in his city: 'It is very inconvenient and uncomfortable for people in my city to travel by plane as they must travel a very long way'. Student EG13 illustrated the fact that having only five swimming pools in his hometown did not satisfy people's needs in summer. Student EG28 proposed the building of a new industrial zone as the only old one was forced to close due to its environmental pollution.

In conclusion, while engaging in self-directed learning the EG students can make a learning-related decision on the timing, location and content relevant to their prior understanding, knowledge and skills in online knowledge-sharing communities of practice. This can significantly improve the EG students' communicative competence.

4.2.5. Summary from qualitative data analysis

In this section, Section 4.2, qualitative results have been reported. The main themes and sub-themes have also been elaborated. In reporting these themes and sub-themes, several categories of qualitative variables were outlined. First, the first main theme of the utility of Facebook for facilitating communicative competence includes four sub-themes of grammatical, discourse,

sociolinguistic and strategic competence. Teacher-student power relations, educational system factors, and students' passive participation are the sub-themes of the second main theme of challenges arising from English communicative competence lessons. The third main theme, about students' and teachers' perceptions of CLT, focuses on perspectives of CLT via Facebook and perspectives of CLT in the classroom. Finally, the fourth main theme which is about specific strategies students used for communicative competence comprises of using multimedia for communication, body language as a form of communication, and the facilitation of self-directed learning.

4.7. Chapter summary

This chapter presents a comprehensive analysis of quantitative and qualitative findings to investigate the efficacy of using a triad of types of talk on Facebook under the theoretical framework of CLT to enhance students' communicative competence. CLT emphasizes the development of communicative competence and the introduction of authentic tasks, interactions, knowledge sharing and linking classroom language learning with language activities outside the classroom. The findings from the study aligned with the principles and features of CLT that fostered communicative competence for upper secondary students in Vietnam. The implementation of the authentic task of building the city's facility by sharing and collaborating on Facebook via a triad of types of talk provided students with opportunities for practice, combined knowledge with the capacity to adapt their knowledge into practice that has a direct utility value in the development of language proficiency.

Quantitative data were generated from surveys and video transcriptions of CG and EG students' utterances. Qualitative data were generated from interviews with English teachers, online and

classroom observations, and open-ended questions. These sources provided substantial data on the challenges experienced by upper secondary school teachers and students, the usefulness of communicative language learning activities using a triad of types of talk on Facebook. Moreover, the findings present pivotal data to address the research questions. The next chapter further discusses and interprets the summary of findings from qualitative and quantitative data in relation to research questions, then provides several implications generated from these findings.

CHAPTER 5: DISCUSSION

This chapter presents a discussion of findings. The quantitative and qualitative data from the convergent mixed methods research presented in Chapter 4 are critically examined in view of how a triad of types of talk fosters communicative competence on Facebook for upper secondary students in Vietnam.

Quantitative data from survey questionnaires were analysed with respect to: English practices in the classroom; the control group (CG) and experimental group (EG) students' attitudes towards teaching practices in the classroom; and their perceptions about English language learning before and after participating in communicative language activities. Meanwhile, video transcriptions of CG and EG students' utterances as quantitative data were also collected to obtain the outcomes from communicative learning activities in the physical classroom and online via Facebook.

Qualitative data from semi-structured interviews with English teachers, field notes from online and classroom observations and open-ended questions were gathered to understand the efficacy of the triad of types of talk to enhance communicative competence using Facebook. Thematic analysis was employed to analyse qualitative data and four main themes emerged from the analysis: the utility of Facebook for facilitating communicative competence; challenges arising from English communicative competence lessons; students' and teachers' perceptions of CLT; and specific strategies students used for fostering communicative competence.

The convergence of quantitative and qualitative data provided answers to four research questions:

1. What are the current challenges and issues facing EFL students in the learning of English through CLT approaches?
2. How does Facebook promote EFL upper secondary students' communicative outcomes in English in Vietnam?
3. What are the specific strategies used by EFL upper secondary students to foster their communicative skills in English when using Facebook for learning English?
4. What potential challenges do EFL upper secondary students face when building their communicative competence in English on Facebook?

This chapter begins with a discussion of how the study aligns with and expands upon discussions in the literature based on each of the research questions. The following section will discuss the important contribution the research has made to the research area.

5.1. The current challenges and issues facing EFL students in the learning of English through CLT approaches

The first research question, What are the current challenges and issues facing EFL students in the learning of English through CLT approaches? highlights the challenging issues that EFL students encountered in learning English at the participating upper secondary school. The quantitative data from survey questionnaires recorded English practices in the classroom, CG and EG students' attitudes towards teaching practices in the classroom, and their perceptions about English language learning.

The data on English practices utilised in the classroom demonstrated that the teaching of English in this upper secondary school incorporated explicit teaching of communicative uses but implicit teaching of grammatical rules and forms. The focus on the practice of grammar and phrases and grammatical accuracy demotivated students' eagerness towards language learning. The CG students stated that they remained passive and uninvolved in the learning activities as they were not relevant to their interests and prior knowledge.

The data focusing on CG and EG students' attitudes and perceptions towards English practices utilised in the classroom showed that these students agreed with: communication-based English; language practice in communicative activities; language learning through communication; authentic tasks; grammar explanation; pronunciation and grammatical error correction. The explicit teaching of grammar, form-focused repetition, drills and practice and rote-learning discouraged students from meaningful learning activities involving social exchange and negotiation of meaning, that boosted their communicative language competence.

Themes and sub-themes derived from qualitative findings indicated that although the English teachers were supportive of CLT, they felt discouraged and dispirited by: the lack of teaching materials; a heavy focus on textbooks; limited teaching hours; test-oriented teaching; class-management issues with large class sizes; and grouping of students by heterogeneous language proficiency and skills. As a consequence, these obstacles inevitably constrained English teachers from incorporating many creative or communicative activities in class. Meanwhile, it was evident from observational data that classroom practices mostly involved teacher-led activities outlining lesson objectives, setting tasks or explaining rules, and students chorusing grammatical rules and phrases. Such activities offered few genuine challenges and

opportunities for meaning-focused activities. The focus was entirely on form and grammatical correctness, with dull activities that provoked neither linguistic nor intellectual ability. It was also visible that English as the target language was mostly used in communication and instruction. However, all activities served the practice of grammar and phrases which were most often elicited through English teacher questions. Teacher-led activities accounted for more than half of the overall lesson time, and most of these activities did not require any target language use by the students. Students were passive listeners, reading aloud, or writing down rules and chorsing sentence structures. Only limited time was devoted to pair and group work. Some CLT strategies such as English teacher's use of pair work, group work and pair and group discussions were evident. However, the observations showed a predominance of teacher-led vocabulary, sentence structures and tightly controlled activities, entirely focused on linguistic form that discouraged the target language production.

Results obtained from these findings suggest many challenges facing the EFL students at upper secondary school in Vietnam. First, there is a gap between English teachers' attitudes towards CLT and their classroom practice. CLT theory outlines the role of the teacher as the facilitator, the organiser of learning resources and the guide for classroom practice. Students play an active role in raising questions, sharing ideas and opinions; specifically, they participate in authentic tasks involving purposeful and meaningful learning activities. However, the findings of this study present teachers acting as the central agent of the teaching and learning process, transmitting knowledge, managing the classroom and students' learning and achievement. The teachers' focus on students' accurate knowledge of linguistic forms and structures emphasised grammatical competence rather than communicative language use abilities (Canale & Swain, 1980a; Chabert & Agost, 2020; Nunan, 1991; Wang & Zhu, 2020). Second, the inconsistency between the English testing scheme and CLT is another challenging issue. The language testing

requirements including grammar and vocabulary, and the lack of a test component focusing on proficiency in communication, proficiency directed students' interest towards accuracy and exam-oriented activities. Common constraints such as insufficient teaching materials, large class sizes, and traditional grammar-based examinations led to few genuine communicative language classes organised by English teachers.

A number of other studies yield contradictory results between teachers' attitudes towards CLT and actual classroom practices and provide strong support for the challenges facing EFL students during the implementation of CLT in the classroom (Coskun, 2011; Diallo, 2014; El Karfa, 2019; Mutekwa, 2013; Nguyen, 2017). Nguyen (2017) argues that the face-saving culture of Confucian styles of thinking in Vietnamese teachers hinder their efforts to change teaching styles and lead them to misunderstand student-centred pedagogy such as learner autonomy, group work and collaborative learning. The Vietnamese teachers in Nguyen's (2017) study were required to have expert knowledge with no shortfalls. Thus, these teachers were expected to provide correct knowledge with no flexible standard for knowledge construction in the classroom, because correctness was considered the criterion of good teaching. Results of Nguyen's research emphasise traditional teacher-centred classroom practice including the unarguable nature of teachers' knowledge, the nobility of social position and face-related behaviour (Nguyen, 2017). El Karfa (2019) reported similar findings from a study on the implementation of the communicative approach in the context of English as a foreign language teaching in Morocco. Direct error treatment practice, form-focused, accuracy-oriented activities, and teachers' control over the content and structure of classroom interaction are dominant features of the CLT classroom practices reported in El Karfa's (2019) study. Similarly, findings of a study of teachers' attitudes towards CLT in Turkey undertaken by Coskun (2011) emphasise English teachers' misconceptions about CLT. Coskun (2011)

reported that teachers' existing attitudes and beliefs about CLT drew their attention to presenting grammar in contrived forms without a meaningful context, skipping some fluency-based activities and correcting almost all errors themselves as they occurred. Like Vietnam, Morocco and Turkey share similar constraints impeding the implementation of CLT, such as the formal nature of the classroom environment, teachers' and students' traditional conceptions of classroom participation and role-relationships, lack of adequate and varied teaching materials and equipment, and large class sizes. Despite many challenges found in this study with regard to students learning English through CLT, it is important to note that when an innovative or new approach is carried out for the first time, it will meet with similar challenges. Nevertheless, these challenges may provide important insights to the way CLT could be better integrated into the Vietnamese school system.

5.2. EFL upper secondary students' communicative outcomes in English in Vietnam

The second research question, How does Facebook promote EFL upper secondary students' communicative outcomes in English in Vietnam? uncovered the influence of Facebook-based activities in fostering students' communicative use of languages. This was evident in CG students' engagement in the triad of types of talk, cumulative, disputational and exploratory talk, in the physical classroom as well as EG students' online engagement via the Facebook group page. Communicative language competence is composed of grammatical, discourse, sociolinguistic and strategic competence (Canale & Swain, 1980a). Analysis of the qualitative and quantitative data highlights the potential for online Facebook activities incorporating the triad of types of talk to strengthen grammatical, discourse, sociolinguistic and strategic competence for students.

First, qualitative findings from semi-structured interviews, observations and open-ended questions reveal optimistic aspects of Facebook as a valuable source of supporting online learning (Alberth, 2019; Barrot, 2020; Bett & Makewa, 2020; Kim, Lee, & Oh, 2020; Patahuddin & Logan, 2019), a venue in which to practise and improve English proficiency, and a platform to support the management of communicative activities. For example, Teacher D stated in the interview that ‘Students choose Facebook to download a lot of information related to their study’. In a response to the open-ended questions, Student EG4 stated ‘I shared my opinions with my friends in English on Facebook’. Perhaps Facebook has been rarely used at schools in Vietnam and English teachers have only recently discovered its potential for education. Facebook has the capability to allow users to share media files such as documents, audio files and video files, and support students to communicate effectively and actively according to their own pace, time and place (Demir, 2018; Iqbal, Ayesha Rehman, & Khushi, 2016; Premadasa, Rathnayaka, Thiranagama, & Walpita, 2019; Tiruwa et al., 2018; Voivonta & Avraamidou, 2018). It was observed that Facebook provided the EG students with opportunities to make comments, send messages, and share pictures, audios, videos and links. Facebook also offered students strategies to improve their ability to research knowledge and skills via information posted on the Facebook group page. Thus, use of Facebook provided a bridge to their development of self-directed online learning (Greenhow & Askari, 2017; Muianga, Klomsri, Tedre, & Mutimucuo, 2018; Reinhardt, 2019; Song & Bonk, 2016). It seems that students were internally motivated to find information, process online resources, and autonomously develop communicative strategies to communicate successfully with group members and achieve their learning goals.

Moreover, quantitative findings demonstrated the efficacy of using a triad of types of talks on Facebook, to improve students’ grammatical, discourse, sociolinguistic and strategic

competence. Grammatical competence can be defined as the ability to present well-formed sentences and phrases. Quantitative findings suggest that the EG students were more able to produce a higher incidence of accurate episodes compared to the CG students. For example, in the cumulative talk, 126 accurate episodes (81%) were recorded for the EG students, compared to 29 (19%) recorded for the CG students. In the disputational talk, 144 accurate episodes (47%) were recorded for the CG while 161 (53%) were recorded for the EG. This finding is consistent with that of Kelly (2018) who investigated students' perceptions and attitudes towards the use of Facebook to support the acquisition of Japanese as a second language in Ireland. Kelly (2018) reported that Facebook could support grammatical competence. The development of grammatical competence is demonstrated by students' self-generated posts on Facebook. They can edit and correct their posts when they make spelling, punctuation, and grammatical mistakes which enable the students to engage in self-reflection. Furthermore, students can consolidate the grammar points they learned in class by using them on Facebook and others can read and learn from these posts. Thus, students improve their accuracy in the use of language, and their grammatical competence.

Discourse competence involves students' ability to produce and connect their ideas logically in form and meaning through cohesive devices referred to in the current study as key words of cohesion. Quantitative data demonstrated that more key words of reasoning and cohesion were recorded by the EG students than the CG students. The higher incidence of key words of cohesion and reasoning utilised by the EG students demonstrated their more explicit and cohesive talk. For example, in the cumulative talk, 28% of key words of cohesion were utilised by the CG students for communication while 72% were used by the EG students. 93% of the EG students utilised key words of reasoning for their communication, while only 7% of the CG students managed to use those key words. More key words of cohesion were appropriately used

by the EG students, including more semantic links and meaning relations created in their discourse. In face-to-face communication in the physical classroom, turn-taking could result in tightly interrelated communication that might be absent from online communication via Facebook. However, while conversing online via Facebook, students might develop a sense of focused and shared interaction through shared links and related comments (Karal et al., 2017; Warner & Chen, 2017).

On Facebook, students cannot interrupt the flow of communication and become the central participants in the conversation. By self-generating and synthesising online learning content, students are able to follow the learning content and develop a sense of coherence. Getting heard, getting read and calling upon something creates conversational coherence on Facebook (Warner & Chen, 2017). Because groups of students in this study worked together cohesively towards a common goal of building an ideal city on Facebook, the Facebook-mediated communication provided opportunities for greater and more meaningful flow of communication, a sense of coherence, and promoted students' discourse competence.

This research also found that incorporating a triad of types of talk on Facebook fosters sociolinguistic competence which, in the current study, involves students' appropriate use of closing devices. Quantitative data indicated that the EG students were more capable of producing closing devices in the appropriate forms to discuss topic and setting. The findings from quantitative data also reveal that while working in small groups in the exploratory talk, the EG students reached their conclusion with two accurate conclusion episodes recorded, while no accurate conclusion episode was recorded for the CG students. Within sociolinguistic competence, the EG students demonstrated more skilful knowledge of social meanings than the CG students. Facebook provided the EG students with opportunities for discourse options

to negotiate appropriateness and use terms appropriately in the given situation of informing the ideal city. This finding echoes what others have reported. Lantz-Andersson (2018) conducted a study on two groups of secondary school students in two private Facebook groups to identify whether social media offers students' possibilities for developing sociolinguistic competence. Facebook was chosen as one example of a social media application. The findings indicate that Facebook enables possibilities for development of sociolinguistic competence as it allows students' linguistic practice and their adaptation to differences in communication styles. A study by Blattner, Fiori, and College (2011) also reported that a community of online communicative practice via Facebook can increase students' sociolinguistic competence in a foreign language. Yang and Rehner (2015) stated that insufficient opportunities are provided for students to use various context sensitive second language registers and decontextualized teaching materials in the classroom. However, these researchers contend that Facebook allows students to use the target language in authentic communicative situations with different learning perceptions and language competence (Blattner, Fiori, and College, 2011; Yang and Rehner, 2015). When one student posts a comment or item of multimedia content on Facebook, the response can be viewed by or commented on by others asynchronously. Students understand different perspectives and develop common academic and social ties. They exchange various ideas that may be negative or positive and reach common learning goals. With the associability afforded by Facebook, students are expected to perform their various social roles through the target language contextually and adjust their language, behaviour, and linguistic forms accordingly. Thus, Facebook enhances sociolinguistic aspects of the target language and students' sociolinguistic competence.

Lastly, it was found that using a triad of types of talk on Facebook could also foster strategic competence. Strategic competence demonstrates students' ability to use different kinds of

strategies to solve their problems effectively in the target language, avoiding language breakdowns. In the simulated situations the EG students seemed more engaged in solutions for building the ideal city, understanding the assigned tasks, and interpreting appropriate behavioural actions. Moreover, the EG students seemed better able to deal with new ideas that contradicted their points of view, offering a more productive mode of solution and consensus. For example, Student EG32 argued that the shopping centre was beneficial for the city because of the destruction of the old one two years ago. Student EG17 argued that its disadvantages were that it was very large and made customers tired while walking around. At once, Student EG32 said there were many benches and places there. This defensive view from Student EG32 made Student EG17 totally agree with her opinion and suggested building the bus stop because of its benefits for passengers. Finally, Student EG32 proposed to build the bus stop near the shopping centre. The CG and EG students tried to persuade their partners that their chosen facilities were best. The supporting and contrasting points of view from the EG students were explicit, cohesive and persuasive. The EG students developed tactics such as engaging listeners in diverse aspects of the city facility, giving comprehensive facts about city facilities to attract listeners' attention. Their ability to harness a common set of interrelated concerns about the chosen city facility had an impact on listeners, persuading them and increasing their awareness of those facilities. On the other hand, the CG students only addressed main ideas without sharing diverse information about the chosen city facilities. Thus, CG students' ideas could not support convincing information sharing among group members. Wang, Lai, and Leslie (2015) investigated Chinese English learners' strategic competence. These researchers discovered that syllabuses and textbooks have been designed around significant grammatical points or sociolinguistic rules and have done little to contribute to the development of students' strategic competence. Language learning and language use in textbooks constitute language-related knowledge. Exercises and activities do not encourage sufficient communicative and

meaningful practice in spite of the integration of the four skills of reading, writing, speaking and listening (Ahour, Towhidyan, & Saeidi, 2014). Thus, students are unable to flexibly cope with the various communicative problems they might encounter in real-world contexts. Consequently, the use of appropriate teaching methods and techniques to compensate for the deficiencies of a certain textbook is necessary to bring about effective learning outcomes. The current study found that facilitating group work online through an authentic language context of Facebook enables students to communicate, and also to absorb academic and social negotiations that assist the deficiencies of textbooks. While communicating, discovering resources, and producing artefacts on Facebook, students learn to negotiate meaning and develop strategies to communicate with group members. Specifically, they learn to handle problems, employ proper communication strategies to repair communication breakdowns, and manage the conversation, thereby promoting their strategic competence.

Findings from quantitative and qualitative data analysis suggest that informal learning incorporating a triad of types of talk on Facebook provides a significant alternative environment for language practice and use, specifically improving students' communicative competence. Facebook allows a number of students to participate, communicate and interact via posts, text messages, pictures, audios, and videos. They are in control of the content and direction of their learning by collaboratively constructing knowledge and negotiating learning content indirectly (Fidan, 2019; Patahuddin, Rokhmah, & Lowrie, 2020; Premadasa et al., 2019; Toker & Baturay, 2019; Voivonta & Avraamidou, 2018). Ngai (2019) highlighted Facebook's potential for enhancing students' communicative competence.

However, Kelly (2018) discovered that students did not like using Facebook as a learning tool because they perceived it to be time consuming and distracting, causing them to lose speech

practice. Kelly's (2018) findings align with a study by Jassim and Dzakiria (2019) who found that online activities on Facebook can waste students' time, lack actual and direct communication and distract students. These findings seem to contradict those of the current study in which Facebook made the EG students more amenable to using it for learning and it enhanced their communication. To explicate the findings of this study, two points need to be considered. First, Facebook, a space designed for open sharing of feelings, opinions, and happenings (Ngai, 2019), enabled students to communicate openly and autonomously about their opinions for the first time. This resulted in the broadening of their knowledge and practice. Thus, autonomy is a triggering factor for the educational use of Facebook (Toker & Baturay, 2019). Second, online learning via Facebook offered students the opportunity to study in a new and somewhat different way apart from the physical classroom with its four walls. Students were provided with a chance to gain learning experiences beyond the classroom, with a shift from face-to-face communication to an asynchronous online form of communication. They synthesised different learning resources and perspectives and facilitated knowledge sharing, interactions, and collaborations among group members. As a consequence, the sharing of knowledge on Facebook might develop students' learning strategies and sharpen their communication skills.

5.3. Strategies used by EFL upper secondary students to foster their communicative skills in English when using Facebook for learning English

The third research question, What are the specific strategies used by EFL upper secondary students to foster their communicative skills in English when using Facebook for learning English? aimed to discover strategies used by the EFL students to strengthen their communicative skills in English on Facebook.

The thematic coding of qualitative data revealed three specific learning strategies utilised by the EG students while carrying out the communicative learning activities via the Facebook group page. They were using multimedia and body language for communication, and the facilitation of self-directed learning.

First, the EG students demonstrated their ideas using multimedia such as texts, pictures, links, audios, videos and interaction. It was obvious that text messaging was utilised the most, accounting for 71% of the total means of communication online. For example, the EG students employed text messages when they introduced themselves to other group members, addressed and clarified their choice of city facility. Second, body language, specifically the use of facial expressions and eye contact was utilised by students to improve their interaction and show their engagement in the tasks and with group members. Most EG students retained direct eyes, happy faces towards the camera, and smiles while talking. Combining the strategy of using text messages and positive facial expressions is EG students' unique way of expressing thoughts and opinions as this was not commonly found in the CG students. Interestingly, such combination of strategies not taught in school nor by the researcher, but students were conscientiously making effort to ensure that their opinions were presentable. Third, EG students' facilitation of self-directed learning indicated that they acknowledged much of their learning was within their control by actively creating the learning content and environment suitable to their condition, time, and location. The learning tasks on Facebook gave students a sense of autonomy as they were allowed to make decisions. Perhaps this sense of autonomy did increase their motivation to self-direct their own learning when they focused on subjects and activities closely related to their learning goals and interests.

These findings are congruent with a host of studies showing a positive relationship between Facebook and self-directed learning (Akgunduz & Akinoglu, 2016; Ibrahim, Saad, Tahir, & Primsuwan, 2018; Rina, Zainal, & Dewi, 2015). Kidane, Roebertsen, and Cees (2020) stated that culture affects self-directed learning. Specifically, these researchers found that curricular activities, the teaching-learning culture of lectures and lecture-oriented tests, and teacher-centred culture do not foster students' self-directed learning. In the current study, it was observed that Teacher B controlled most of learning time in the classroom, and that pair work and group work exercises were brief, offering few cognitive benefits. This also demotivated students' active and creative contribution and collaboration with each other. Meanwhile, whole class teaching focusing on individual academic learning and the model of teachers asking and students answering, which saved time and energy for both sides, accidentally delimited students' capacity for autonomous learning, creativity, information sharing and transforming.

Addressing factors affecting self-directed learning, Paiwithayasiritham (2013) stated that learning preference had a positive influence on self-directed learning. If students experience a high level of learning enthusiasm and motivation, they are encouraged to direct their own learning. In the current study, although the CG students developed positive feelings towards the learning tasks, they had a tendency to keep silent in the classroom. Only a few individual students were able to answer the English teacher's questions loudly and engage in the pair work and group work actively and communicatively. It was observed that despite the English teacher's efforts in trying to include various group activities and games, students remained passive in such activities. However, working online via Facebook, the EG students demonstrated their learning responsibility. They determined their own pace for information acquisition, constructed knowledge themselves and engaged in communicative learning activities. Online learning via Facebook encouraged the EG students to apply their own

learning strategies and identify their learning preferences as well. It was obvious that the positive influences of online learning activities via Facebook fostered self-directed learning.

Facebook offers pedagogical, social, and technological affordances (Wang, Woo, Quek, Yang, & Liu, 2012), which help to build self-directed learning. Facebook acts in a hybrid role to encourage students' self-directed learning (Muls et al., 2019; Niu, 2019). First, Facebook enhances students' responsibility for their own learning as they autonomously navigate learning materials, manage their knowledge, collaborate, and interact within academic groups on Facebook. A wide variety of learning resources and suggested materials stimulate students to critically engage in an analytical approach. Facebook resources direct and lead students to a better understanding and quality of construction at their own pace, based on their preferred learning approaches. It was evident in the current study that Teachers A and B followed certain teaching plans with methods that best suited their interests. However, the EG students developed more self-controlled learning enabling them to create their own content, manage time and study habits online. The EG students seemed to take more initiative to learn and better able to monitor their learning as well. This was in contrast to the CG students' performance in the physical classroom.

Second, Facebook allows students to develop communicative strategies to converse with group members. Students take the initiative, illustrate independence and preference in their learning by following the communicative learning activities, as well as selecting, and generating learning content relevant to their prior experience. With ground rules on cyber wellness set, Facebook may create a safe and friendly learning environment for students to communicate and interact. It can act as a learning management system with the potential for student sharing of learning resources and participation in online discussions within a learning community

without technical difficulties. This is especially true for students who are used to traditional didactic teaching as they are exposed to a virtual space that offers them the opportunity to drive their own learning. On this platform, the EG students accessed different learning materials, identified, and found learning materials about city facilities. Through exploration of ideas, manipulation of multimedia for expressions and collaboration with peers, such activities allowed students to build confidence and began to take responsibility for their own learning.

5.4. Challenges EFL upper secondary students face when building their communicative competence in English on Facebook

The fourth research question, What potential challenges do EFL upper secondary students face when building their communicative competence in English on Facebook? uncovered challenges emerging from educational system factors, pedagogical factors and students themselves. Despite many learning benefits Facebook offers, students did face a number of challenges when using it for building their communicative competence.

First, EFL students were confronted with obstacles in the current educational system. During semi-structured interviews, the English teachers expressed concern about using CLT in the classroom. In particular, they raised the time constraints involved in organising grammar, vocabulary, writing and listening practice, along with extra tasks for speaking and communicating in the classroom. Teachers were also concerned about accumulating experiences using CLT approaches to overcome constraints imposed by the top-down management structure, including large class sizes and the grammar-translation style of the university entrance examination. The multiple and excessive demands placed upon English teachers restricted their potential for exploiting English-speaking opportunities and environment (Adnan, Ilias, & Ramli, 2012; Huang, 2016). These interwoven factors might

impede a supportive learning context on Facebook as well. It was also observed in the classroom that a wide gap existed between communicative goals and actual classroom practices. The teaching style highlighted the importance of grammatical and theoretical functionality in English that considered grammatical competence of paramount importance above any communicative activities. The exclusion of a formal test of communication proficiency decreased teachers' willingness to adopt CLT in their classes as well as in other environments. These factors hindered students' cultivation of communicative competence on Facebook.

The second challenge for building students' communicative competence in English on Facebook was English teachers' lack of knowledge and skills in CLT, such as how to deal with large class sizes, how to motivate students to become actively involved in communicative activities and how to conduct communication-oriented activities. The CLT approach highlights pair work, group work tasks and collaborative learning. Rather than relying on the teacher as the sole role model, students take on greater responsibility for their own learning. Data from video transcription analysis demonstrated the majority of individual academic learning in the cumulative talk as the CG and EG students addressed their views explicitly and persuasively. Their expression of contrasting ideas weakened while working in pairs in the disputational talk and disappeared in group work, in which there was no evidence of argument and persuasion (Table 5.1).

Table 5.1 *Episodes by the CG and EG in a triad of types of talk.*

| Episodes | CG | EG | Total |
|-----------------|-----------|-----------|--------------|
| Cumulative talk | 29 | 117 | 146 |

| | | | |
|--------------------|----|----|----|
| Disputational talk | 20 | 41 | 61 |
| Exploratory talk | 0 | 0 | 0 |

The quantitative results from video transcription analysis demonstrated that a total of 146 accurate reason episodes were recorded for the CG and EG in the cumulative talk that demonstrated constructive sharing characteristics which are prominent in the cumulative talk. Disputational and exploratory talk required students to oppose their partners' viewpoints. Therefore, conflict episodes presented defensive and oppositional characteristics which are prominent in the disputational and exploratory talk. 61 accurate conflict episodes of disputational talk were recorded for the CG and EG students. In the exploratory talk, no conflict episode was recorded for either the CG or EG students.

In the exploratory talk, consensus on others' views was observed, but many students even ignored others' opinions and abandoned alternative suggestions and recommendations. Le, Janssen, et al. (2018) pointed out that the teaching of English that aims only to achieve individual academic learning may seriously and negatively impact student learning in groups because students may neglect the importance of social interaction. Le, Janssen, et al. (2018) explained that in Asian countries, cultures of maintaining group harmony and avoiding criticism may suppress students' personal feelings or alternative views so as not to negatively affect interactions within a group. In this study teachers' prior knowledge and perceptions about teaching strategies and skills affected their performance, highlighting a need for professional development for English teachers to help them select content and methods relevant to online learning via Facebook and CLT. Fung, To, and Leung (2016) stressed that teachers can facilitate and promote students' development of critical thinking and communication skills so that students can become independent thinkers through collaborative discussions. Facebook can be regarded as a platform in which students are able to appreciate and value the benefits of collaborative learning (Yunus & Salehi, 2012).

The third potential challenge affecting students' communicative competence on Facebook emanated from students themselves. Most of them were not intrinsically motivated to learn English and the passing of the university entrance examination was their top priority. For instance, Teacher C commented that 'Students do not focus on speaking and listening', rather their main concern was 'to pass the final exams'. As speaking and listening skills are not assessed in the final national examination, students abandon these skills and focus on grammar and vocabulary. Students' focus on the forms of language and practice of grammatical rules somewhat restricted them from developing discourse, sociolinguistic and strategic competence that promote communicative goals. Specifically, after carrying out CLT activities in the physical classroom, the CG students expressed their negative feelings towards English communication in the classroom. They referred to external obstacles such as making mistakes, losing face, lacking confidence, being shy when talking in front of many people, and being laughed at by their friends in the open-ended questions in the post survey questionnaires. For example, Student CG4 stated: 'I am scared of making mistakes and I am shy while talking in front of others'; and Student CG5 commented: 'I am not confident, and I am afraid of making mistakes'. It was observed in the classroom that the CG students seemed very reluctant to join discussions and group work. Consequently, these students did not develop positive motivation for English communicative development. However, when carrying out online learning via the Facebook group page, the EG students seemed very self-regulated and confident. They actively looked for relevant information, posted on the group page, discussed with group members, and shared their thoughts. Student EG1 stated: 'I feel more confident and this improves my speaking skills'; and Student EG 2 reported: 'I can speak English confidently and comfortably'. It was obvious that the EG students also took time to slowly overcome barriers and were more engaged with Facebook learning activities.

The contradictory findings from the current study suggest that first, teacher instructional practices and different teaching styles influenced students' learning in the classroom. Lai, Li, and Wang (2017) conducted research in Hong Kong and the United States. These researchers discovered that in Hong Kong the teacher is a significant social agent who affects students' self-directed learning. They explained that in Asia, culture is heavily influenced by Confucian cultural norms, resulting in the teacher being valued as a source of wisdom and trustworthiness. Teachers' support and behaviour influenced Hong Kong students' self-directed use of and support for technology. Zuo (2017) discovered that over emphasis on the correct form of language hinders students' confidence in acquiring a new language. Shabani and Safari (2016) also reported that the more anxious students are, the less likely they are to speak the target language; students prefer silence to being involved in oral activities. Insights from these studies, help to explain findings of the current study. It was Vietnamese teachers' emphasis on grammatical accuracy and vocabulary that made students feel resentful and anxious to speak out and possibly discouraged them from collaborating and interacting in the classroom. Secondly, students themselves had an innate ability for self-directed learning but this was hindered by teachers' difficulty in releasing their control over students learning. Van Deur (2020) discovered that one of the barriers that impacted students' self-directed learning was teachers' reluctance to relinquish control. Teachers in Van Deur's (2020) study did not want students to take responsibility for their learning. It was evident in the current study that Teacher A who taught the EG students online via the Facebook group page only provided suggestions and encouragement and sought assistance to make students' learning a continual process. Using Facebook as a collaborative learning tool can break down language barriers that occur in the traditional classroom and help students to enhance their confidence in their communicative ability. Facilitating students' access to autonomous learning outside the classroom through

Facebook might restrict teachers' influence. The use of Facebook as an educational tool can eradicate the traditional powerful image of teachers, motivate students' active learning and present authentic multimedia materials (Hershkovzt & Forkosh-Baruch, 2017; Karal et al., 2017). To conclude, Facebook allowed the EG students to engage in different kinds of activities to improve their communicative competence.

5.5. Contribution to the research area

The findings from this study offer a significant contribution to knowledge relating to the use of a triad of types of talk on Facebook to enhance academic performance, specifically communicative competence for upper secondary students. First, incorporating a triad of types of talk on Facebook has great potential for the future in the educational context of Vietnam. Expanding teaching and learning beyond the classroom enhances students' exposure to the target language and facilitates their active, autonomous participation in a collaborative learning environment. The use of Facebook for learning fits the learning context, learning materials, and learning objectives in Vietnam. Facebook might disrupt the traditional classroom-based approach in which teachers are the sole providers of input or problem solvers, and students are passive knowledge receivers. Facebook supports educational activities involving information and resource-sharing and allows students greater autonomy in their own learning. Students can actively create new insights, share their ideas with peers, and facilitate interactions. Implementing a triad of types of talk via Facebook enables students to acquire knowledge based on peers' points of view, assess peers' opinions, and make adjustments to their own assignments. Vietnamese students are highly inclined to share and chat online by using functions like photo hosting, multimedia sharing, chatting, or messaging, posting learning related information, and discussing their tasks. Thus, engaging students in meaningful academic discussions through a triad of types of talk on Facebook allows them to gain different

points of view. They increase their confidence in the learning process through sharing information with others within Facebook community groups.

Second, Facebook fosters a sense of community that strengthens collaborative learning. Sense of community links to motivational and psychosocial well-being and develops students' mutual trust and solidarity. Thus, this sense of community connects to students' personal learning attainments at school. In the educational context of Vietnam, Confucian heritage culture hinders students' honest viewpoints to support a harmonious relationship (Pham and Renshaw, 2015), a sense of community develops students' collaborative learning and achieve a growth in learning. Facebook allows for turn taking features, asynchronous chats and negotiation of meaning, while providing equal access and promoting critical reflection. This maintains a sense of a learning community among group members. Facebook also boosts Vietnamese students' motivation to participate more actively in pair and group activities and discussions. Finally, Facebook promotes learning autonomy. Students demonstrate a sense of agency by accessing various sources of information and relevant supporting documents to build lessons, respond to shared posts, using the like feature, smileys and other positive emoticons, and multimedia. Integrating Facebook into extended learning activities beyond the physical walls of the brick-and-mortar classroom provides ample time to reflect on learning tasks, review newly learned material, and access a great deal of information on vocabulary learning tips and strategies (Naghdipour & Eldridge, 2016).

The findings from this study also contribute to the area of mixed methods research (Aaen & Dalsgaard, 2016; Demir, 2018; Patahuddin et al., 2020). This investigation of how a triad of types of talk on Facebook enhances students' communicative competence reinforces the potential and effectiveness of mixed methods research. Mixed research methods can provide

complementary and rich information about communicative learning activities and increase the validity of findings. In this study, survey questionnaires and video transcriptions were employed as quantitative data. In addition, semi-structured interviews, field notes from online and classroom observations, and open-ended questions were employed as qualitative data to examine the effectiveness of Facebook as a single phenomenon that promotes students' communicative competence. By analysing the two types of research data, the researcher gained a more comprehensive perspective and is able to make recommendations relating to the role of Facebook and the triad of types of talk in stimulating students' communicative competence. Survey questionnaires and video transcriptions as quantitative data allowed the researcher to discover students' attitudes before and after experiencing communicative learning activities and the outcomes of those activities. Students expressed promising attitudes towards using Facebook for communicative learning activities. Semi-structured interviews, field notes from online and classroom observations and open-ended questions as qualitative data supported quantitative results and facilitated a more in-depth examination of how incorporating a triad of types of talk on Facebook develops students' communicative ability. Further, qualitative data allowed for deeper understanding of how Facebook influenced EG students' communicative competence. Such results encourage the continued implementation of Facebook, incorporating a triad of types of talk to develop communicative language proficiency for upper secondary students.

5.6. Discussion summary

This chapter focuses on integrating the quantitative and qualitative findings explicated in Chapter 4. The findings of this study provide answers to the research questions; hence, the overall research aim has been reached. The discussion in this chapter responds to each research

question and outlines the contribution of the study. In summary, the findings of this study have great potential to influence the use of Facebook as an educational tool for upper secondary students in Vietnam. Incorporating the triad of types of talk in conjunction with Facebook under the theoretical framework provided by CLT can facilitate students' communicative language development and self-directed learning. Due to the affordances of Facebook, it is likely that it will develop as an effective platform for communicative language teaching and learning in the educational context of Vietnam. Implications of this study, a discussion of limitations of the research and suggestions for future research are presented in the final chapter.

CHAPTER 6: CONCLUSION

The findings of this study have pedagogical, practical and research implications for understanding the use of a triad of types of talk on Facebook to stimulate communicative competence development. In this chapter, these pedagogical, practical and research implications are presented and the limitations of the study are outlined. Finally, recommendations for future research and a summary of this research are provided.

6.1. Implications and limitations

6.1.1. Pedagogical implications

Drawing from the findings and discussions presented in the current study, several pedagogical implications merit consideration. The first pedagogical implication is that the paradigm of a triad of types of talk within Facebook may be used to enhance students' academic performance, specifically communicative competence for upper secondary students in Vietnam. The findings of this study reveal that the students who undertook the communicative learning activities on the Facebook group page performed significantly better in terms of grammatical, discourse, sociolinguistic and strategic competence than students who were exposed to those activities in the physical classroom. Facebook as a technology-enhanced learning platform gives students the opportunity to interact in diverse contexts, gain access to learning related information, take part in authentic discourse and practise a range of sociolinguistic skills. The use of Facebook may support students' learning experiences, fostering a sense of community and a personal bond among student users. Such experiences may be valuable, especially as Vietnamese students are mostly exposed to passive learning.

Taken as a whole, the current study shows that incorporating a triad of types of talk on Facebook could boost students' communicative competence as well as students' sense of responsibility, engagement, comfort, collaborative behavior, and autonomous learning. Besides, authentic tasks delivered via Facebook could stipulate the creation of diverse perspectives on solutions related to students' personal experiences. Embedding real-world contexts and tasks on Facebook can target students' developing communicative competence. Although non collaborative learning was evident in the exploratory talk, its guided implementation on Facebook established a meaningful social presence. The collaborative learning via Facebook allowed most students to work and share their ideas with mutual understanding and full trust, without the authoritative influence of teachers. Thus, they successfully engaged in purposeful critical discourse and reached desired communicative learning outcomes. This result points to the dire need for teachers to integrate and designing learning strategies that a triad of types of talk on Facebook to improve students' learning of communicative English. Schools and institutions could capitalise on this finding to improve communicative outcomes for students.

Another pedagogical implication is that the manipulation of Facebook as an educational tool could eradicate the obstacles of large classes, students' low English proficiency and inactivity, limitations of modern teaching materials, and teacher dominance in the traditional classroom. The implementation of Facebook as a supplementary educational tool is pivotal for the educational context of Vietnam. First, the Facebook group page can act as synchronously and asynchronously accessible, with rich and authentic English language resources for teachers and students, thereby repressing the impacts of large class sizes and limitations of modern teaching facilities. The utilisation of the Facebook group page can facilitate unlimited interaction and collaboration between teachers and students and among students themselves. These interactions can improve students' communicative competence, change the teacher-dominated

tone of the classroom, and especially construct meaning and knowledge within friendly dynamic groups. Context, collaboration, conversation and meaning construction are the four aspects that make up the essence of the Facebook environment beyond the traditional classroom (Wu, 2016). Students with different levels of English language proficiency can become self-directed in negotiated interaction and co-construction of knowledge. They can explain their thoughts in life-like scenarios expanding communicative competence. However, students' widespread desire to use Facebook for informal learning needs to be seriously considered due to ethical issues such as the fear of misuse expressed by parents and educators alike. The desirability of students' interactions and collaborations on Facebook is not certain in educational context of Vietnam. Integrating Facebook into learning needs to consider the use of several strategies such as teaching students how to use multimedia for multiple representations which may assist them in building communicative competence and presenting themselves using videos so that they become more conscientious of their speech. Thus, the pervasiveness of integrating Facebook in informal education outside the school needs to be carefully examined.

6.1.2. Practical implications

The findings of the current study provide a range of practical implications. The first is that there is a need for professional development for English teachers focusing on CLT and guidance for students in collaborative learning skills, before implementing communicative learning activities on Facebook. The findings of the current study demonstrate that students possessed a low level of communicative and collaborative learning skills, even after they had experienced collaborative learning via the triad of types of talk. Thus, English teachers would benefit from professional development in the implementation of CLT, including collaborative learning activities, monitoring students' on-task collaborative behaviour, and relevant

authentic materials. In order for teachers to fully appreciate CLT or implementing CLT via Facebook, there is a need to shift the mindsets of teachers. Researchers need to collaboratively work with teachers to design CLT activities so that teachers may build confidence in integrating CLT. Meanwhile, the provision of modern teaching facilities by the Vietnamese Ministry of Education and Training such as technologies and laboratories assist capable English teachers to transfer their knowledge to real-world applications. If these teachers are conscious of the positive influence of digital online teaching, students can be situated in a meaningful learning environment that encourages their communication, critical thinking and problem solving in contexts that resemble real world situations.

A second practical implication drawn from this research relates to the nature of Facebook as it promotes students' academic and communicative competence. The findings indicate that there is a mismatch between the top-down management structure and CLT practices in Vietnam and Facebook offers great potential as an educational tool and a typical learning management system. Thus, a strategic instructional plan and mechanism for information sharing, collaboration and interaction should be developed to ensure its effectiveness and benefits.

Finally, the positive outcome from the current study is the real potential offered by incorporating a triad of types of talk on Facebook, to improve students' communicative competence. It is advisable for English teachers in Vietnam to take advantage of Facebook as a promising educational tool to use in instructing students and delivering authentic activities to develop students' communicative competence as well as cognitive and argumentative skills. The communicative learning tasks on Facebook need to be designed to be interactive, with interesting content and a level of enjoyment and fun for learning. Facebook's platform can provide students with a multitude of activities that can be adapted and tailored whether they

are listening, speaking, reading, or writing tasks (Gamble & Wilkins, 2014). Meanwhile, policymakers in Vietnam should consider the use of Facebook in conjunction with types of talk, to foster communicative language development in the formal school setting. Any ethical and cultural issues should be addressed in such policies to ensure students' responsibility in the use of Facebook as a platform for learning. Direct verbal or indirect bullying behaviours may be seen on Facebook when students are not at school. Thus, students should be taught to be safe and responsible, using appropriate behaviours everywhere and anytime they are online via Facebook.

6.1.3. Research implications

The findings of this study provide evidence for the use of Facebook as an educational tool in Vietnam. Based on an extensive literature search, there are currently very few studies that directly focus on the use of Facebook as an educational tool in Vietnam (Ho et al., 2020; Le, Cunningham, et al., 2018; Tran, 2016). The few related studies do not examine Facebook for communicative competence learning. Tran (2016) conducted a five-week study at an English language class at the University of Foreign Language Studies, University of Danang, Vietnam. The aim was to examine the potential of using a combination of in-class technical instruction with online discussion via Facebook for strategic and pedagogical training to improve students' TOIEC test scores. Students engaged in vocabulary and grammar tasks via the Quizlet app on their mobile phones outside of class time and learnt to use that app to control the privacy settings on Facebook. They were provided technical, strategic, and pedagogical training and discussed their learning on Facebook. The findings indicated that Facebook could be used for training and discussion. Le, Cunningham, et al. (2018) examined the relationship between willingness to communicate and social presence in an online English course involving 18 high school students in Vietnam using Facebook and Skype. Facebook was used for the teacher to

provide tasks and students to upload their work. The findings indicated that students were more willing to use English in the online learning environment in contexts where less social presence could be perceived. In another study related to using Facebook, Ho et al. (2020) examined whether peer commentary activities impacted on students' writing quality by employing quasi-experimental research with control and experimental groups from two classes at HCMC University of Science. Traditional peer comments were replaced by peer e-comments. The control group conducted face-to-face peer comments on paper and the experimental group used e-comments on Facebook. The findings indicated that both traditional peer comments and peer e-comments significantly improved students' writing quality. The effects of peer e-comments on Facebook outweighed than those of traditional comments. The findings of the above studies suggest that in Vietnam, research is still lacking in the area of using Facebook as an educational tool. In particular, none of the above studies examine the use of a triad of types of talk for communicative competence development outside school. Thus, this study proposes a triad of types of talk as a new, innovative research application. Although the students in this study addressed their positive attitudes towards the use of Facebook to promote their communicative competence, this phenomenon still needs more comprehensive research and further investigation should be conducted.

Moreover, most studies that examine Facebook for learning use mixed methods research (Aaen & Dalsgaard, 2016; Demir, 2018; Patahuddin et al., 2020) including those conducted in Vietnam. Thus, the current study adds value to the corpus of mixed methods research about Facebook. The mixed methods research convergent design with three phases used in this study allowed for the triangulation of the validity of findings relating to the usefulness of Facebook in communicative language development. In the first phase, pre-survey questionnaires for the CG and EG students provided quantitative data and semi-structured interviews with English

teachers provided qualitative data. These data were gathered to establish the baseline. In the second phase, video transcriptions of CG and EG students' utterances provided quantitative data and field notes from classroom and online observations provided qualitative data to obtain the outcomes of communicative learning activities. In the third phase, post-survey questionnaires for CG and EG students provided quantitative and qualitative data utilised to discover students' attitudes after participating in communicative learning activities. The combination of quantitative and qualitative analysis contributes to a deeper understanding of students' learning experiences with Facebook and provides insights into incorporating a triad of types of talk on Facebook that may impact on students' communicative learning experience and development.

6.1.4. Limitations

The current research has some limitations. The first limitation has to do with the implementation process of using Facebook as an educational tool. Despite the instructions and training provided for the students, it was evident that the EG students were not well-prepared for conducting online learning activities, making videos, and posting on the Facebook group page as those activities were conducted during out-of-class study time. In addition, the EG students experienced some levels of anxiety in relation to other graded assessments and homework. Anxiety about the talented English test at the school distracted them from online experience of negotiating and sharing ideas that were not graded. Some even felt so self-conscious and anxious about losing face, making mistakes and being laughed at by others in online communities. Moreover, some EG students did not have Facebook accounts and were unfamiliar with using the platform. Due to their lack of exposure to Facebook technology, some students accidentally deleted Facebook accounts when they forgot their passwords to sign in. Thus, their whole learning process on Facebook was terminated and they had to restart a new

page. Some measures were taken to counter these issues, such as creating the Facebook group page to: maintain contact with students and discuss relevant class information; tutor and encourage students to communicate on Facebook; and regularly maintain Facebook learning activities associated with syllabus content. These issues affected students' underlying motivations for using Facebook and presented major considerations for the teaching staff when planning to use Facebook as the tool for educational purposes.

The second limitation of the current study concerns the reliability of the results. It was evident that the EG students spent considerably much more time on the assigned tasks than students from the CG who were not given any additional time, as their tasks were implemented through the traditional classroom practices. In addition, the duration of communicative language learning for the CG was only 135 minutes in three speaking periods, but the duration of online learning for the EG was three months. The justification for this difference related to some EG students forgetting their passwords and deleting their accounts several times. The initial plan was changed because of their loss of Facebook pages. Considerable time and effort were spent having students re-create their Facebook pages and asking those students to re-join the group and start their learning all over again. In addition, the EG students had to prepare and anticipate their end-of-term tests for different kinds of subjects. The English teacher knew what those students did and provided more time for them. Perhaps this study could have provided a more convincing argument if the CG students were treated more equally and given more time. The findings shed light on the balancing of time and the relative performance of the two groups of students.

The findings from the current study also indicate that guidance and support should be tailored to mediate Facebook-enhanced pedagogy. The English teacher should be a facilitator who

provides topics, tasks, and approaches for the students to take as well as undertaking some teaching functions. The English teacher should also plan learning experiences on Facebook that are focused, controlled, and make adjustments to the students' needs and expectations. Most importantly, this research was conducted in a single school with a limited sample size of two groups of students. Small samples undermine the internal and external validity of a study and influence research findings (Faber & Fonseca, 2014).

The third limitation of this study lies in the significant cultural issues in Vietnam where teacher-centred pedagogy is normalised. Thus, online teaching via Facebook might threaten the erosion of the traditional relationships between teachers and students. Some obstacles such as cultural context, and traditional visions of instruction might discourage English teachers from embracing the social platform of Facebook. This was not considered in the current study. English teachers might be provided with support and incentive to modify implicit pedagogies and traditional ways of teaching, such as face-to-face lessons, and paper-based sources of knowledge, to online settings with interactive learning experiences that facilitate self-directed and collaborative learning.

6.2. Recommendations for future research

The current study serves as an initial step towards the use of Facebook as a collaborative platform incorporating a triad of types of talk to boost upper secondary students' communicative competence. Based on the quantitative and qualitative analysis of survey questionnaires, video transcriptions of students' utterances, interviews with English teachers, open-ended questions and field notes from classroom and online observations, it can be concluded that incorporating a triad of types of talk on Facebook can support communicative

attainments, as Facebook allows communication and knowledge sharing among groups of students in real-world contexts.

The use of Facebook might be offered to complement communication in the educational context of Vietnam. Currently in the Vietnamese context the dominance of individual academic learning, lack of modern teaching facilities, English teachers' reluctance towards CLT implementation and students' passiveness, limits the development of students' communicative competence. In addition, in the educational context of Vietnam, there remain highly teacher-controlled practices; teacher talk is dominant, and students are passive knowledge receivers. The results indicate that with the support of the Facebook group page and realistic activities, students may build confidence in exchanging their points of view, and autonomously learning how to solve problems and think critically together.

Moreover, this study provides new insights into incorporating a triad of types of talk on Facebook to enhance students' communicative competence. Students' active involvement in social interactions and dialogical processes in the construction of knowledge, and the production of meaning on Facebook, help them to become independent learners who know what to learn, how to learn, what to say and how to say it. In the learning environment of large classes, online collaborative learning via the free Facebook group page interconnects class members to undertake meaningful social interactions in learning, share ideas critically and constructively, thereby improving their communicative competence. Integrating discursive spaces like Facebook in the language learning curriculum opens up new opportunities for stimulating students to develop their English learning and language competence (Peeters, 2019).

On completion of this study, several suggestions have emerged for future research regarding incorporating a triad of types of talk on Facebook to enhance students' communicative competence. The findings of this study have revoked the claim that students are unable to engage in sophisticated levels of online collaborative learning on Facebook as a result of limited experiences and a low level of argumentative skills (Donlan, 2014; Rambe, 2012). These researchers claimed that some challenges for collaborative learning on Facebook include limited meaningful engagement with peers and content, and superficial learning. Although there may be some truth in such claims, the current study documents the EG students' efforts to engage in online learning activities at a higher level of communicative competence than the CG students. This finding indicates that upper secondary school students are more mature and better tech-savvy. The collation of learning content and online guidance harnesses students' passion and knowledge and helps them become engaged in collaborative learning online. However, there is a need to conduct further examinations in other classes within the school and other upper secondary schools in Vietnam. It is perhaps imperative to also understand how students of other ages or grade levels respond to using Facebook for communicative language learning so that educators and schools may make adjustments to their curriculum accordingly.

One suggestion is that future studies focus on unravelling authentic materials that interest students to take part in online learning activities via Facebook regardless of the Vietnamese educational culture. Vietnamese education strictly relies on textbooks provided by the school authority and which are concentrated on a rule-based focus and teacher-dominated instruction (Thi, Jaspaert, & Van den Branden, 2018). A form-based teaching curriculum and traditionally structured textbook have made meaningful learning activities and real-world tasks inaccessible. Keshmirshakan (2019) investigated the effects of authentic materials on Iranian English as a

foreign language students' communicative competence. The findings indicated that the use of authentic materials improved students' learning and communicative aspects of language inside and outside classrooms. Designing and preparing authentic materials adaptable with communicative and learner-centered approaches changed traditional teaching methods and improved students' ability in communicative competence.

Another suggestion is for the design of more collaborative activities within the constructive controversy learning method for application online via the Facebook group page (Morais, Silva, Lopes, & Dominguez, 2017; Poterek & Stevahn, 2017; Ryman, Burrell, & Richardson, 2010; Saltarelli & Roseth, 2014). The constructive controversy learning method includes critically discussing an issue, presenting it orally, listening carefully to opposing positions, defending with good reasons, and cooperatively reaching a consensus. These activities allow for the exploration of different views and the confrontation of opinions. The experimental practices may provide direct evidence of students' progression on collaborative learning of which discursive and argumentative skills will be visible. Further investigations to explore the impact of those activities on students' communicative competence could be encouraged.

Finally, future research using more sophisticated statistical analysis could be conducted to examine the relationships between self-directedness and outcomes of communicative competence. Because learning is complex and using CLT via Facebook is new in the educational context of Vietnam, using design-based research may help to bring about a theory that could explain the interactions between the critical components of CLT via Facebook.

In the current COVID-19 pandemic situation since 2019 outbreak, the implementation of online learning has been made mandatory across Vietnam and in many parts of the world. In Vietnam, two platforms namely Zoom, and Google Meet are being used at elementary and high schools and Microsoft Teams is being used at universities extensively. The various online activities that include the sharing of materials, group work, asynchronous and synchronous discussion become popular at all levels of the educational system in Vietnam. The exploitation of Facebook for a triad of talks that aims to foster students' communicative competence can be considered as another channel that improve students' communicative English. Informal Facebook classroom learning environment complements face-to-face classes and enables a stronger asynchronous learning system. Thus, the use of Facebook in the classroom could be considered as a part of pedagogical approaches in different levels of curriculum to foster communicative language learning in Vietnam.

6.3. Thesis summary

The primary aim of this study was to investigate how incorporating a triad of types of talk on Facebook can enhance communicative competence for upper secondary students in Vietnam. To achieve this aim, the current study employed a mixed methods research convergent design with a multistage framework in data collection and analysis. Quantitative data were collected from surveys and qualitative data from semi-structured interviews in phase 1. In phase 2, quantitative video transcriptions and qualitative observations were collected, and quantitative and qualitative surveys were collected in phase 3.

In the first phase of this study the quantitative data were analysed with descriptive statistics of means and standard deviations. The collection and analysis of quantitative and qualitative data in this phase was undertaken to examine the current English learning and teaching in the upper secondary school as well as CG and EG students' perceptions and attitudes before participating in communicative learning activities.

In the second phase of this study, the participation of 38 CG students in communicative learning activities in the physical classroom and 32 EG students online via Facebook were observed and video recorded. The video transcriptions as quantitative data and observations as qualitative data in this phase sought to discover the outcomes of the communicative learning activities. The quantitative data were analysed with descriptive statistics of means, standard deviations and percentages and paired samples t-tests.

In the third phase of this study, quantitative and qualitative data from post-survey questionnaires were used to discover CG and EG students' attitudes after experiencing

communicative learning activities. Descriptive statistics of means, standard deviations and paired samples t-tests were used for the quantitative data analysis.

Overall, analysis of the quantitative and qualitative data provided relevant findings with respect to the research questions. Both quantitative and qualitative data converged and uncovered the challenges facing EFL students and teachers at the upper secondary school (research question 1), and the usefulness of Facebook in the enhancement of grammatical, discourse, sociolinguistic, and strategic competence for students (research question 2). The findings also revealed some learning strategies used online via Facebook such as using body language and multimedia for communication, and the facilitation of self-directed learning (research question 3). The findings also provided evidence of the potential challenges for students when carrying out communicative learning in English via Facebook (research question 4).

The findings of this research imply that incorporating a triad of types of talk on Facebook can enhance academic performance and specifically promote communicative competence for upper secondary students in Vietnam. The findings further suggest that although Facebook can be utilised as an educational tool in Vietnam, a strategic instructional plan and mechanism for information sharing, collaboration and interaction should be developed to ensure its efficacy and advances.

In conclusion, it is clear that explaining things to others is an important cognitive process that accounts for beneficial effects of elaborative communication on individual learning performance (van Blankenstein et al., 2011). The experimental participation of two groups of students. The CG participated in communicative learning activities in the physical classroom. The EG participated online via Facebook communicative learning activities that incorporated

a triad of types of talk demonstrating the optimistic impact of Facebook on communicative competence development. Facebook, as the most popular social networking site can serve as a technology-enhanced learning environment (Manca & Ranieri, 2013) to enhance communication, collaborative learning, and learning outcomes (Irwin, Ball, Desbrow, & Leveritt, 2012). The research reported here offers a new method, a shift to a more flexible teaching approach. It opens up the possibility of developing students' autonomy for student-centred learning and shifting the didactic role of teacher to one that facilitates learning and encourages active participation.

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Appendix 1: Consent Form - Parents

Project Title: Fostering EFL students' communicative language competence: Facebook as a platform for a triad of types of talk.

I, _____, hereby consent for my child _____ to participate in the above named research project.

I have discussed participation in the project with my child and my child agrees to their participation in the project.

I acknowledge that:

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my child's involvement in the project with the researcher/s
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent for my child to:

- Participate in surveys
- Have his/her presentations video recorded and observed.

I consent for my child's data and information provided to be used in this project and, as long as the data is non-identified, in other related projects for an extended period of time.

I understand that my child's involvement is confidential, and that the information gained during the study may be published and stored for other research use but no information about them will be used in any way that reveals their identity.

I understand that I can withdraw my child, or my child can withdraw, from the study at any time without affecting their relationship with the researcher/s, and any organisations involved, now or in the future.

Signed:

Name:

Date:

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H12427.

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix 2: Consent Form - Students

Project Title: Fostering EFL students' communicative language competence: Facebook as a platform for a triad of types of talk.

I hereby consent to participate in the above-named research project.

I acknowledge that:

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to:

- Participating in surveys
- Having my presentation video recorded and observed

I consent for my data and information provided to be used for this project.

I understand that my involvement is confidential, and that the information gained during the study may be published but no information about me will be used in any way that reveals my identity.

I understand that I can withdraw from the study at any time without affecting my relationship with the researcher/s, and any organisations involved, now or in the future.

Signed:

Name:

Date:

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H12427.

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix 3: Consent Form – Teachers’ Comment

Project Title: Fostering EFL students’ communicative language competence: Facebook as a platform for a triad of types of talk.

I hereby consent to participate in the above named research project.

I acknowledge that:

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to:

Advising, commenting, and modifying learning interventions proposed by the researcher in three kinds of talk: cumulative talk, disputational talk and exploratory talk.

I consent for my data and information provided to be used for this project.

I understand that my involvement is confidential, and that the information gained during the study may be published but no information about me will be used in any way that reveals my identity.

I understand that I can withdraw from the study at any time without affecting my relationship with the researcher/s, and any organisations involved, now or in the future.

Signed:

Name:

Date:

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H 12427.

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix 4: Consent Form – Teachers’ Interview

Project Title: Fostering EFL students’ communicative language competence: Facebook as a platform for a triad of types of talk.

I hereby consent to participate in the above named research project.

I acknowledge that:

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to:

Participating in an interview of CLT practices and English teaching viewpoints.

I consent for my data and information provided to be used for this project.

I understand that my involvement is confidential, and that the information gained during the study may be published but no information about me will be used in any way that reveals my identity.

I understand that I can withdraw from the study at any time without affecting my relationship with the researcher/s, and any organisations involved, now or in the future.

Signed:

Name:

Date:

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H 12427.

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix 5: Consent Form – Teacher of Control Group

Project Title: Fostering EFL students’ communicative language competence: Facebook as a platform for a triad of types of talk.

I hereby consent to participate in the above named research project.

I acknowledge that:

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to:

Conducting three lessons on three kind of talk: cumulative talk, disputational talk and exploratory talk in the physical classroom

I consent for my data and information provided to be used for this project.

I understand that my involvement is confidential, and that the information gained during the study may be published but no information about me will be used in any way that reveals my identity.

I understand that I can withdraw from the study at any time without affecting my relationship with the researcher/s, and any organisations involved, now or in the future.

Signed:

Name:

Date:

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H 12427.

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix 6: Consent Form – Teacher of Experimental Group

Project Title: Fostering EFL students' communicative language competence: Facebook as a platform for a triad of types of talk.

I hereby consent to participate in the above named research project.

I acknowledge that:

- I have read the participant information sheet (or where appropriate, have had it read to me) and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to:

Conducting three lessons on three kinds of talk: cumulative talk, disputational talk and exploratory talk online via the Facebook group page.

I consent for my data and information provided to be used for this project.

I understand that my involvement is confidential, and that the information gained during the study may be published but no information about me will be used in any way that reveals my identity.

I understand that I can withdraw from the study at any time without affecting my relationship with the researcher/s, and any organisations involved, now or in the future.

Signed:

Name:

Date:

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H 12427.

What if I have a complaint?

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au.

Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Appendix 7: Pre-survey Questionnaires for Students

HOW TO FILL IN THIS SURVEY

There are 4 parts of the survey.

Part 1 asks about demographic information; part 2 ask about English practices in the classroom, part 3 asks about your attitudes towards teaching practices; part 4 asks about your perceptions about learning English.

- Please read each question carefully and select the answers you prefer.
- The survey will take you approximately 20 minutes to complete.

Thanks for your support and participation!

Part 1: Demographic information

This section asks about some demographic questions about you.

1. What is your name?
2. Are you male or female?
3. How long have you been learning English?
4. How long have you been studying in this school?

Part 2: English practices in the classroom

This part allows you to provide some information about English practices in the classroom. Please rate from 1 - completely disagree, 2 - disagree, 3 - somewhat disagree, 4 - neither disagree nor agree, 5 - somewhat agree, 6 - agree, 7 -completely agree.

5. English teaching in my school was grammar focused.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. English lessons focused mainly on sentence drilling

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. English lessons were mostly conducted in Vietnamese.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. English lessons mainly focused on explaining and practising grammar.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

9. I seldom needed to open my mouth in the classroom.

1 2 3 4 5 6 7

10. Classroom activities were communication-based in English.

1 2 3 4 5 6 7

11. There were classroom activities for us to interact with peers in English.

1 2 3 4 5 6 7

12. The teachers would explain grammar if necessary while communicating in class.

1 2 3 4 5 6 7

13. There were authentic tasks combined with multimedia to help us learn English.

1 2 3 4 5 6 7

13. My English teachers often corrected my errors in class.

1 2 3 4 5 6 7

Part 3: Attitudes towards teaching practices

What are your attitudes towards teaching practices? Please rate from 1 - completely disagree, 2 - disagree, 3 - somewhat disagree, 4 -neither disagree or agree, 5 - somewhat agree, 6 - agree, 7 - completely agree.

14. I liked grammar-focused English teaching in my school.

1 2 3 4 5 6 7

15. I liked sentence drilling and repeating sentences after my teachers in English class.

1 2 3 4 5 6 7

16. I liked the language used in the classroom by my English teachers to be mostly Vietnamese.

1 2 3 4 5 6 7

17. I liked much of the time in the classroom to be spent in explaining and practising grammar rules.

1 2 3 4 5 6 7

18. I liked an English class in which I did not need to open my mouth.

1 2 3 4 5 6 7

19. I liked communication-based English teaching.

1 2 3 4 5 6 7

20. I liked communicative activities so that we could interact in English with peers.

1 2 3 4 5 6 7

21. I liked my English class to be focused on communication, with grammar explained when necessary.

1 2 3 4 5 6 7

22. I liked my English teachers to create authentic tasks exploited from videos, audios, pictures, etc. that encouraged us to use English in class.

1 2 3 4 5 6 7

23. I liked my errors in speaking to be corrected by my teachers.

1 2 3 4 5 6 7

Part 4: Perceptions about learning English.

What are your perceptions about learning English? Please rate 1 - completely disagree, 2 - disagree, 3 - somewhat disagree, 4 - neither disagree or agree, 5 - somewhat agree, 6 - agree, 7 - completely agree

24. Learning English is learning its grammar rules.

1 2 3 4 5 6 7

25. English learning through sentence drilling is effective.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

26. I believe English should be frequently used for my better understanding of the lessons.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

27. I believe the more grammar rules one memorises, the better he/she is at using English.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

28. Opening one's mouth to practise speaking in the classroom is not essential for English learning.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

29. A language classroom should be communication focused.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

30. It is important to practice English in real-life or real-life like situations.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

31. Languages are learned mainly through communication, with grammar rules explained when necessary.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

32. A teacher should create authentic tasks exploited from videos, audios, pictures, etc. to encourage interaction as a class or in groups.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

33. It is important for the teacher to correct students' errors in class.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

34. I believe my English improves most quickly if I study and practise the grammar

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

35. It is more important to study and practise grammatical patterns than to practise English in an interactive way in the classroom.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

36. Learning English is learning to use the language.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

37. Learning English by practising the language in communicative activities is essential to eventual mastery of a foreign language.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

38. I believe it is important to avoid making errors in the process of learning English.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

39. Teachers should correct students' pronunciation or grammatical errors in class.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you for taking part in this research project.

This project is interested in how you use Facebook to learn English language. We would like to re-contact you to participate in further research.

Would you be willing to be re-contacted to participate in further research in this area? This will involve creating journals and participating in a one-to-one interview.

Yes

No

If you agree to be interviewed, please provide your contact details.....

Appendix 8: Post-survey Questionnaires for Control Group

HOW TO FILL IN THIS SURVEY

There are 2 parts of the survey.

Part 1 asks about your attitudes towards teaching practices; part 2 asks about your perceptions about learning English.

- Please read each question carefully and select the answers you prefer.
- The survey will take you approximately 20 minutes to complete.

Thanks for your support and participation!

Part 1: Attitudes toward teaching practices

What are your perceptions towards teaching practices after implementing CLT? Please rate from 1 - completely disagree, 2 - disagree, 3 - somewhat disagree, 4 -neither disagree or agree, 5 - somewhat agree, 6 - agree, 7- completely agree.

1. I liked grammar-focused English teaching in my school.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. I liked sentence drilling and repeating sentences after my teachers in English class.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. I liked the language used in the classroom by my English teachers to be mostly Vietnamese.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. I liked much of the time in the classroom to be spent in explaining and practising grammar rules.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. I liked an English class in which I did not need to open my mouth.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. I liked communication-based English teaching.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. I liked communicative activities so that we could interact in English with peers.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. I liked my English class to be focused on communication, with grammar explained when necessary.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. I liked my English teachers to create authentic tasks exploited from videos, audios, pictures, etc. that encouraged us to use English in class.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. I liked my errors in speaking to be corrected by my teachers.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part 2: Perceptions about learning English.

What are your perceptions about learning English after implementing CLT? Please rate 1 - completely disagree, 2- disagree, 3 - somewhat disagree, 4 -neither disagree or agree, 5 - somewhat agree, 6 - agree, 7 - completely agree

11. Learning English is learning its grammar rules.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. English learning through sentence drilling is effective.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. I believe English should be frequently used for my better understanding of the lessons.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. I believe the more grammar rules one memorises, the better he/she is at using English.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Opening one's mouth to practise speaking in the classroom is not essential for English learning.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. A language classroom should be communication focused.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. It is important to practise English in real-life or real-life like situations.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. Languages are learned mainly through communication, with grammar rules explained when necessary.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

19. A teacher should create authentic tasks exploited from videos, audios, pictures, etc. to encourage interaction as a class or in groups.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

20. It is important for the teacher to correct students' errors in class.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21. I believe my English improves most quickly if I study and practise the grammar.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

22. It is more important to study and practise grammatical patterns than to practice English in an interactive way in the classroom.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

23. Learning English is learning to use the language.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

24. Learning English by practising the language in communicative activities is essential to eventual mastery of a foreign language.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

25. I believe it is important to avoid making errors in the process of learning English.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

26. Teachers should correct students' pronunciation or grammatical errors in class.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Answer the questions:

27. What is your CLT classroom learning experience?

28. What challenges do you have when preparing for your topics? Why?

29. What problems do you face when communicating with your partners in the classroom?
Why?

30. What do you think is the most interesting thing for you to engage in CLT learning activities in the classroom? Have you got any recommendations about using CLT and your communicative language ability that you'd like to share with me?

Thank you for taking part in this research project.

This project is interested in how you use Facebook to learn English language. We would like to re-contact you to participate in further research.

Would you be willing to be re-contacted to participate in further research in this area? This will involve creating journals and participating in a one-to-one interview.

Yes

No

If you agree to be interviewed, please provide your contact details.....

Appendix 9: Post-survey Questionnaires for Experimental Group

This questionnaire is used for a study to understand the students' attitudes towards using a triad of types of talk on Facebook to enhance communicative competence.

HOW TO FILL IN THIS SURVEY

This survey asks about your attitudes towards using a triad of types of talk in the Facebook learning environment to enhance communicative competence.

- Please read each question carefully and select the answers you prefer.
- The survey will take you approximately 20 minutes to complete.

Thanks for your support and participation!

Please state your agreement with the following statements regarding your attitudes towards using a triad of types of talk on Facebook to enhance communicative competence. (1 - completely disagree, 2 - disagree, 3 - somewhat disagree, 4 -neither disagree or agree, 5 - somewhat agree, 6 - agree, 7 -completely agree)

Perceived usefulness

1. Facebook can improve my grammatical competence.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Facebook can improve my discourse competence.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Facebook can improve my socio-linguistic competence.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Facebook can improve my strategic competence.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Facebook is useful for my learning.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Perceived ease of use

6. I am confident about using Facebook for learning.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Using Facebook for language learning does not challenge me.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. I am comfortable using Facebook in my learning.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Collaboration with others

9. Facebook helps me share knowledge and experience with my classmates.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Facebook helps me feel connected to other students in this class.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Motivation and facilitation of learning

11. I feel Facebook effectively maintains my interest and enthusiasm in learning the language.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. Facebook makes me enjoy learning the language more.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. I use Facebook to increase the time I spend on learning the language.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. Facebook creates and increases opportunities to learn and use the language.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Facebook is well-suited to my learning style and my current learning situation.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16. Facebook fits well with the way I like to conduct learning activities.

| | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Answer the questions.

17. Where do you like to communicate in English with your friends, in the classroom or via Facebook? Why?

18. Can Facebook improve your communicative ability? In what ways?

19. What do you think is the most interesting thing for you to engage in learning activities with the support of Facebook? Why?

20. Have you got any recommendations about using Facebook and your communicative language ability that you'd like to share with me?

Thank you for taking part in this research project.

This project is interested in how you use Facebook to learn English language. We would like to re-contact you to participate in further research.

Would you be willing to be re-contacted to participate in further research in this area? This will involve creating journals and participating in a one-to-one interview.

Yes

No

If you agree to be interviewed, please provide your contact details.....

Appendix 10: Interview Protocol

Project: Fostering EFL students' communicative language competence: Facebook as a platform for a triad of types of talk.

Procedure:

1. The interviewer will set up the table, chairs and get the tape recorder and materials ready.
2. The interviewer will welcome the teachers and ask some ice- breaker questions.
3. The interviewer will explain: (1) the purpose and procedure of the interview; (2) what will be done with the data to protect the confidentiality of the teachers; and (3) the interview will be tape recorded.

Part 1: Demographic information

This part is all information about yourself.

1. What is your name?
2. How old are you?
3. How many years have you taught overall?
4. What is your current level of academic achievement?
 - a. Associate's degree
 - b. Bachelor's degree
 - c. Master's degree
 - d. Doctoral degree
 - f. Do not hold a degree

Part 2: Interview Questions

The second part includes 10 questions concerning your current classroom practices and challenges in your teaching of general English in upper secondary school.

5. What classroom activities do you often use and give a brief description of them?
6. Are there any other special classroom practices you do?
7. What are the challenges/issues you have at this moment regarding your teaching of general English courses in this upper secondary school?
8. In your experience, what kind of changes have you made in the last few years to improve your teaching? Why?

9. Communicative Language Teaching activities are adopted in upper secondary school in Vietnam. What is your opinion/ experience of implementing CLT activities in the classroom?

10. Do you think that technology can enhance CLT? In what ways?

11. Do you have a Facebook account? What do you use Facebook for? Have you ever used Facebook for CLT?

12. In your opinion, how can Facebook strengthen communicative ability for upper secondary students?

Appendix 11: Observation Checklist for Students

Name of researcher:

Name of student:

Date of observation:

Venue:

Duration of lesson:

| STUDENTS' COMPONENT | | | | |
|--------------------------------------|---|-----|----|----------|
| Communicative competence | Criteria | Yes | No | Comments |
| 1. Grammatical competence | Uses well-structured sentences | | | |
| | Uses adequate range of vocabulary and structures | | | |
| | Speaks in complete sentences | | | |
| | Speaks without reliance on written text | | | |
| | Conveys meaning accurately | | | |
| | Speech is clear and comprehensible | | | |
| | Pronounces words competently | | | |
| | Speech is expressive and appropriately intonated | | | |
| 2. Discourse competence | Speaks only in English | | | |
| | Speaks with little influence of Vietnamese | | | |
| | Shows great effort to link ideas | | | |
| | Gives response to questions asked | | | |
| | Comprehends overall sense of question | | | |
| | Gives appropriate response | | | |
| 3. Sociolinguistic competence | Displays confidence in the interactive process | | | |
| | Is aware of personal and interpersonal behaviour. | | | |
| | Gives appropriate attitudes towards the task | | | |
| | Displays effective use of body language | | | |
| | Displays effective use of facial expression | | | |
| 4. Strategic competence | Uses different ways to express ideas | | | |
| | Displays verbal and nonverbal expression | | | |
| | Flow of speech is rhythmic and continuous | | | |

Appendix 12: Observation Checklist for the Teacher

| TEACHER'S COMPONENT | | | | |
|---|---|-----|----|----------|
| Communicative language teaching (CLT) | Criteria | Yes | No | Comments |
| 1. Meaningful learning (Ares & Gorrell, 2002) | Teacher uses varied teaching strategies (whole class, lecture, small group work, research, presentation of group work, discussion, pair work) | | | |
| | Students are given opportunity to learn diverse modes of language skill (e.g., listening, reading, writing, discussing, answering and posing questions) | | | |
| | Students are mentally and physically active | | | |
| | Teacher uses relevant instructions to students' life and their goals for the future | | | |
| | Meaningful, varied, interesting learning activities (jig-saw, task-completion, information-gathering, opinion-sharing, information-transfer, reasoning gap, and role play) involved in group learning | | | |
| 2. Authentic materials | Teacher uses non-pedagogic materials like: newspapers, videos, audios... | | | |
| | Designed communicative tasks embedded in real-life context | | | |
| | Learners are able to communicate real-life situations | | | |
| 3. Interaction based classroom | Pair work and group work are dominant | | | |
| | Individual learning occurs very often | | | |
| 4. Learners' autonomy (Najeeb, 2013) | Learners are self-engaged in the learning activities | | | |
| | Learners maximise their exposure in English | | | |
| | Learners are willing to study independently and collaborate with others | | | |
| | Learners direct their own learning without intermediate intervention of the teacher | | | |

Appendix 13: Lesson Observation Record Form (Period 1)

| | | |
|---------------------------|-----------------------------------|--|
| Name of observer | Thi Huong Tran | Lesson observation record for Communicative Language Teaching (CLT) |
| Name of teacher | Ms B | |
| Class | 10 G | |
| Number of students | 38 (8 males and 30 females) | |
| School | A High School | |
| Subject | English | |
| Date and time | 11 January 2018, 10 to 10.45 a.m. | |
| Lesson/Unit | City facilities (cumulative talk) | |

Seating arrangement: Students sat individually

| | |
|---|----|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |
| 9 | 10 |

| | |
|----|----|
| 11 | 12 |
| 13 | 14 |
| 15 | 16 |
| 17 | 18 |
| 19 | 20 |

| | |
|----|----|
| 21 | 22 |
| 23 | 24 |
| 25 | 26 |
| 27 | 28 |
| 29 | 30 |

| | |
|----|----|
| 31 | 32 |
| 33 | 34 |
| 35 | 36 |
| 37 | 38 |
| 39 | 40 |

Warm-up: (10 a.m - 10.03 a.m)

Students sat individually.

Teacher started the lesson by giving comment on the weather “Is it a little bit cold today. Are you happy?” Students said “Yes” in chorus and then she asked the monitor “who is absent today?”

Teacher asked the first question “where were you born?” and called three students to stand up and gave answers. She concluded that most of us were born in Hai Duong city.

Teacher showed the pictures in front of the class and asked the whole class to tell the name of the cities based on provided symbols.

The whole class spoke in chorus the name of those cities and then, the teacher asked the students “What is our topic today?” The whole class talked in chorus “it is city”.

Teacher wrote the topic on the blackboard: speaking lesson: City

Pre-speaking tasks: (10.04- 10.05 a.m)

Teacher said, “and this is the next question?” She asked one student to stand up: ‘Every day you move up and down and you move round Hai Duong city, so, what can you see?’. That student replied: “facility”. The teacher asked: ‘What do you mean by the word facility here?’. That student answered: “It’s school, house, hospital”

The teacher explained the term city facility for the whole class: “Schools, houses and hospitals are city facilities.

And the teacher asked: “Anyone of you give the definition what is the city facility?”. One student stood up and gave her answer.

Teacher wrote on the board: city facility means a place or an equipment

The teacher explained by giving more examples of facilities.

While- speaking tasks (10.06 – 10.24 a.m)

Teacher asked students to work in groups of five to find out as many names of city facilities as possible in 2 mins. The group with more correct city facilities would be the winner.

Teacher gave each group one sheet of A4 paper to write the names of city facilities on it.

After 2 mins, teacher collected all the paper.

Firstly, she asked one student to read loudly the name of city facilities by one group.

Secondly, she called another student to read loudly the names of those city facilities by another group.

Teacher herself called the name of those city facilities by the third group.

Teacher called three other students to read loudly the work by the three other groups.

Then she said no more time for reading the last two group's answers, but when she looked through it and said the group with 28 correct answer was the winner and got some candies.

Teacher reminded the whole class of city facilities by asking them to talk loudly.

She said she would like to provide students some verbs and sentence structures to talk about city facilities.

Teacher elicited the verbs from the whole class: widen, modern, upgrade, improve, grow, plant, train, build...

The teacher set the situation: "if you want to give advice to some people here, what kind of sentence structures can you use here?"

Students elicited the words: should, had better, ought to...

Teacher asked: "How can you give your personal experience?"

Teacher gave one example: "According to me, I think" and then students supported more words: "I believe/I consider/ In my opinion".

Teacher asked: "how can we explain reasons for others?" by giving one example students elicited the word: "because, because of, due to, owing to". Then teacher added more words: "as, since".

Teacher set the scene: "The city council in Hai Duong is having a plan to build a city near our school. Work in pairs and each pair will talk about ONE city facility that you want to choose and explain the reason why you choose that facility"

Teacher clarified that by asking one student to stand up and asked: "If we have a chance to build a new city near our school, what kind of facility you want to choose?". That student answered: "the hospital". After listening to the explanation from the student, the teacher concluded that he wanted to choose hospital because he believed that the quality of health will be improved so much".

She called another student to express his choice. Then, the teacher revised his choice: "He chose the library because it is a place of entertainment after studying and working hard".

Teacher reminded two things to talk about: One facility and reason for your choice.

She called another girl to talk about her choice. She said she liked the school because it is important for them to get a good job in the future.

Teacher provided the handout of city facilities for the students to choose and write on the paper their reasons.

Post-speaking tasks (10.25 - 10.37 a.m)

Students work in pairs for 6 mins.

Teacher called 6 students to come on board and talk about their choice of city facilities and their justifications.

Teacher revised what the students learnt with the whole class.

Comments: Students struggled with limited vocabulary and grammar rules by using short sentences and passively followed English teacher' instructions and they were quite enthusiastic with her guidance.

| TEACHER'S COMPONENT | | | | |
|--|---|-----|----|--|
| Communicative language teaching (CLT) | Criteria | Yes | No | Comments |
| 1. Meaningful learning (Ares & Gorrell, 2002) | Teacher uses varied teaching strategies (whole class, lecture, small group work, research, presentation of group work, discussion, pair work) | √ | | Whole class, small group, pair work, discussion |
| | Students are given opportunity to learn diverse modes of language skill (e.g., listening, reading, writing, discussing, answering and posing questions) | √ | | Writing, discussing, answering question |
| | Students are mentally and physically active | √ | | Students did what teacher asked them to do |
| | Teacher uses instructions relevant to students' lives and their goals for the future | √ | | Clear, understandable instructions |
| | Meaningful, varied, interesting learning activities (jig-saw, task-completion, information-gathering, opinion-sharing, information-transfer, reasoning gap, and role play) involved in group learning | | √ | Individual learning, whole class teaching, opinion-sharing, information-transfer |
| 2. Authentic materials | Teacher uses non-pedagogic materials like newspapers, videos, audios... | | √ | |
| | Designed communicative tasks embedded in real-life context | √ | | Teacher helped students imagine city facilities near them and gave examples. |
| | Learners are able to communicate real-life situations | √ | | They can communicate with their friends |
| 3. Interaction based classroom | Pair work and group work are dominant | | √ | |
| | Individual learning occurs very often | √ | | |
| 4. Learners' autonomy (Najeeb, 2013) | Learners are self-engaged in the learning activities | √ | | |
| | Learners maximise their exposure to English | | √ | Only some talked while others listened and wrote |
| | Learners are willing to study independently and collaborate with others | √ | | |
| | Learners direct their own learning without intermediate intervention of the teacher | | √ | Teacher intervened all class activities. |

Appendix 14: Lesson Observation Record Form (Period 2)

| | | |
|---------------------------|--------------------------------------|--|
| Name of observer | Thi Huong Tran | Lesson observation record for Communicative Language Teaching (CLT) |
| Name of teacher | Ms B | |
| Class | 10 G | |
| Number of students | 38 (8 males and 30 females) | |
| School | A High School | |
| Subject | English | |
| Date and time | 18 January 2018, 10 to 10.45 a.m. | |
| Lesson/Unit | City facilities (disputational talk) | |

Seating arrangement: Students sat individually

| | |
|---|----|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |
| 9 | 10 |

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|----|----|
| 11 | 12 |
| 13 | 14 |
| 15 | 16 |
| 17 | 18 |
| 19 | 20 |

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|----|----|
| 21 | 22 |
| 23 | 24 |
| 25 | 26 |
| 27 | 28 |
| 29 | 30 |

| | |
|----|----|
| 31 | 32 |
| 33 | 34 |
| 35 | 36 |
| 37 | 38 |
| 39 | 40 |

Warm-up (10.00 – 10.03 a.m.)

Teacher called 5 students to come on board and each in turn called one city facility that differed from that called by others. Those who could not name the right one would return to their seat. The winner was the one who stayed at the end.

Teacher reminded students about the previous lesson with the whole class.

Pre-speaking tasks (10.04 - 10.05 a.m)

Teacher introduced a new lesson: How to make an interview.

She called one student to write the title on the board.

While-speaking tasks (10.05 – 10.20 a.m)

Teacher guided one interview question:

Which do you prefer, ... or ...?

Teacher elicited other questions with the whole class:

What kind of facility do you like? I prefer....

Well/ Oh/ In fact? Actually, it's hard/ difficult to say but I believe/I consider/ I think/ I suppose.

Teacher practised those sentence structures with two individual students.

Teacher provided more sentence structures for students to give reasons:

Why do you like it?

What do you think about/of it?

As/ Because/ Since...

Teacher invited two students to practise those structures.

Teacher provided more sentence structures

Yes, I find them interesting.

Teacher elicited adjectives of attitude from the whole class: exciting, boring, amazing, surprising, incredible.

Teacher called one student to come on board and she told her to write her words:

Yes, I'd love to.

Yes, it's a good idea.

I like because.....

I dislike/ I don't want because.....

Teacher elicited from the whole class sentence structures of agreeing and disagreeing by calling one student to come on board and write on behalf of her.

Teacher called one student to talk with her agreement and disagreement.

Teacher called two students to come on board and practise the whole interview.

Post-speaking tasks (10.21 – 10.41 a.m)

Teacher divided the class into pairs, pairs on her right hand talking about the agreement on their partner's facility and on her left hand talking about the disagreement in 10 mins.

Teacher called 4 pairs to come in front of the class and expressed their viewpoint.

Teacher reminded students of non-verbal language while interviewing others.

Comments: Students struggled with limited vocabulary and grammar rules by using short sentences and passively followed English teacher' instructions and they were quite enthusiastic with her guidance.

| TEACHER'S COMPONENTS | | | | |
|--|---|-----|----|--|
| Communicative language teaching (CLT) | Criteria | Yes | No | Comments |
| 1. Meaningful learning (Ares & Gorrell, 2002) | Teacher uses varied teaching strategies (whole class, lecture, small group work, research, presentation of group work, discussion, pair work) | √ | | Whole class, pair work, discussion |
| | Students are given opportunity to learn diverse modes of language skill (e.g., listening, reading, writing, discussing, answering and posing questions) | √ | | discussing, answering question |
| | Students are mentally and physically active | √ | | Students did what teacher asked them to do |
| | Teacher uses instructions relevant to students' lives and their goals for the future | √ | | Clear, understandable instructions |
| | Meaningful, varied, interesting learning activities (jig-saw, task-completion, information-gathering, opinion sharing, information-transfer, reasoning gap, and role play) involved in group learning | | √ | Individual learning, whole class teaching, opinion-sharing, information-transfer |
| 2. Authentic materials | Teacher uses non-pedagogic materials like: newspapers, videos, audios... | √ | | Audio |
| | Designed communicative tasks embedded in real-life context | √ | | Teacher gave real-life examples (football team and football players) |
| | Learners are able to communicate real-life situations | √ | | They can communicate with their friends |

| TEACHER'S COMPONENTS | | | | |
|---|---|-----|----|--|
| Communicative language teaching (CLT) | Criteria | Yes | No | Comments |
| 3. Interaction based classroom | Pair work and group work are dominant | | √ | |
| | Individual learning occurs very often | √ | | |
| 4. Learners' autonomy (Najeeb, 2013) | Learners are self-engaged in the learning activities | √ | | |
| | Learners maximise their exposure to English | | √ | All students just listened to teacher's questions, then answered. They seemed shy while talking in front of the class. |
| | Learners are willing to study independently and collaborate with others | √ | | |
| | Learners direct their own learning without intermediate intervention of the teacher | | √ | Teacher intervened in all class activities. |

Appendix 15: Lesson Observation Record Form (Period 3)

| | | |
|---------------------------|------------------------------------|--|
| Name of observer | Thi Huong Tran | Lesson observation record for Communicative Language Teaching (CLT) |
| Name of teacher | Ms B | |
| Class | 10 G | |
| Number of students | 38 (8 males and 30 females) | |
| School | A High School | |
| Subject | English | |
| Date and time | 25 January 2018, 10 to 10.45 a.m. | |
| Lesson/Unit | City facilities (exploratory talk) | |

Seating arrangement: Students sat individually

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| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
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| 9 | 10 |

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| 11 | 12 |
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| 23 | 24 |
| 25 | 26 |
| 27 | 28 |
| 29 | 30 |

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|----|----|
| 31 | 32 |
| 33 | 34 |
| 35 | 36 |
| 37 | 38 |
| 39 | 40 |

Warm-up: (10.00 – 10.02 a.m)

Teacher warmed up the whole class by asking students questions about their favourite football team, football players and called the names of those who came from Hai Duong city.

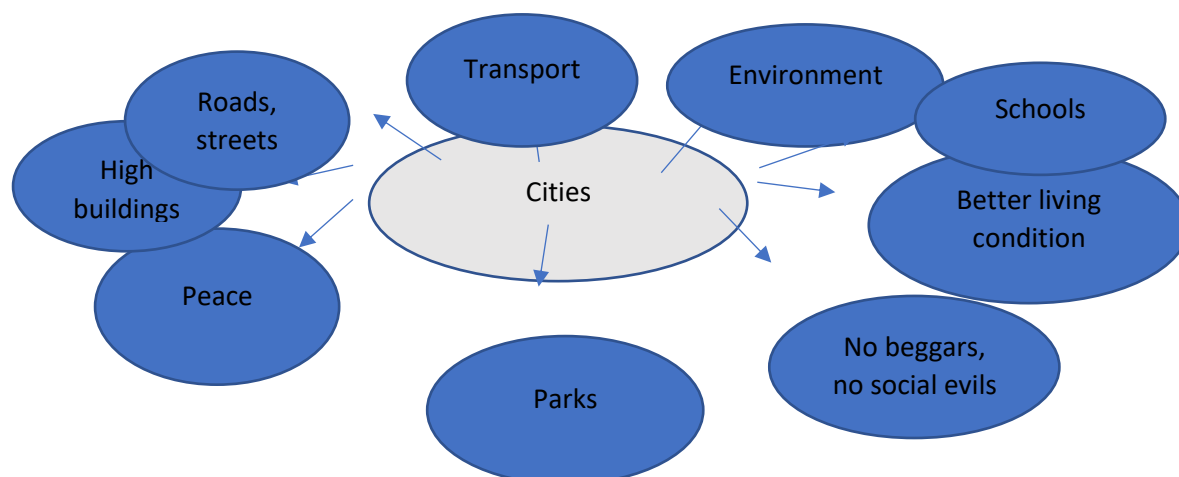
Teacher set the scene: Imagine one day those famous footballers will visit Hai Duong city, at that time we will build a very beautiful city to welcome them and she asked the students to think of one ideal city.

Teacher asked the whole class to listen to the song: “Hanoi in the years of 2000” to imagine the ideal city.

Pre-speaking tasks: (10.00 – 10.10 a.m)

The whole class listened to the song.

Teacher elicited the content of the song of the ideal city in the future.



While-speaking tasks: (10.11 - 10.27)

Teacher asked students to think of other things when talking about the ideal city.

Teacher wrote on the board: weather, medical care, some more places after eliciting ideas from the students.

Teacher elicited phrases of giving ideas, giving reasons and expressing ideas from the whole class.

Giving ideas:

First, at first, firstly

Besides, beside that, in addition.

At last, finally, lastly.

Giving reasons:

As/ because/ since/ because of/ owing to/ due to

Expressing ideas:

I believe/ I think/ I want

I dislike/ I don't want/ I hate

Post-speaking tasks: (10.28 - 10.42 a.m)

Teacher asked students to work in 8 groups and discuss their ideal city.

Teacher called three groups of students to talk about their ideal city.

Comments: Students struggled with limited vocabulary and grammar rules by using short sentences and passively followed English teacher's instructions and they were quite enthusiastic with her guidance.

| TEACHER'S COMPONENTS | | | | |
|--|---|-----|----|---|
| Communicative language teaching (CLT) | Criteria | Yes | No | Comments |
| 1. Meaningful learning (Ares & Gorrell, 2002) | Teacher uses varied teaching strategies (whole class, lecture, small group work, research, presentation of group work, discussion, pair work) | √ | | Whole class, group work, discussion |
| | Students are given opportunity to learn diverse modes of language skill (e.g., listening, reading, writing, discussing, answering and posing questions) | √ | | discussing, answering question |
| | Students are mentally and physically active | √ | | Students did what teacher asked them to do |
| | Teacher uses instructions relevant to students' lives and their goals for the future | √ | | Clear, understandable instructions |
| | Meaningful, varied, interesting learning activities (jig-saw, task-completion, information-gathering, opinion-sharing, information-transfer, reasoning gap, and role play) involved in group learning | | √ | Individual learning, whole class teaching |
| 2. Authentic materials | Teacher uses non-pedagogic materials like: newspapers, videos, audios... | | √ | |
| | Designed communicative tasks embedded in real-life context | √ | | Teacher gave factual examples and practised with the students |
| 3. Interaction based classroom | Learners are able to communicate real-life situations | √ | | They can communicate with their friends |
| | Pair work and group work are dominant | | √ | |
| | Individual learning occurs very often | √ | | |

| TEACHER'S COMPONENTS | | | | |
|---------------------------------------|---|-----|----|---|
| Communicative language teaching (CLT) | Criteria | Yes | No | Comments |
| 4. Learners' autonomy (Najeeb, 2013) | Learners are self-engaged in the learning activities | √ | | |
| | Learners maximise their exposure in English | | √ | All students spoke only in pair talk, just listened to teacher's questions, then answered |
| | Learners are willing to study independently and collaborate with others | √ | | |
| | Learners direct their own learning without intermediate intervention of the teacher | | √ | Teacher intervened all class activities. |

After three periods of classroom observation, I came to conclusion with students' performance as follows:

| STUDENTS' COMPONENTS | | | | |
|---|--|-----|----|---|
| Communicative competence | Criteria | Yes | No | Comments |
| 1. Grammatical competence | Uses well-structured sentences | | √ | Short, simple, informal sentences, grammar mistakes |
| | Uses adequate range of vocabulary and structures | | √ | Using simple vocab, limited structures provided by the teacher. |
| | Speaks in complete sentences | √ | | |
| | Speaks without reliance on written text | √ | | |
| | Conveys meaning accurately | √ | | |
| | Speech is clear and comprehensible | √ | | |
| | Pronounces words competently | | √ | |
| 2. Discourse competence | Speech is expressive and appropriately intonated | | √ | |
| | Speaks only in English | √ | | |
| | Speaks with little influence of Vietnamese | | √ | |
| | Shows great effort to link ideas | | √ | |
| | Gives response to questions asked | √ | | |
| | Comprehends overall sense of question | √ | | |
| 3. Sociolinguistic competence | Gives appropriate response | √ | | |
| | Displays confidence in the interactive process | | √ | |
| | Is aware of personal and interpersonal behaviour | √ | | |
| | Gives appropriate attitudes towards the task | √ | | |
| | Displays effective use of body language | | √ | |
| 4. Strategic competence | Displays effective use of facial expression | | √ | |
| | Uses different ways to express ideas | | √ | |
| | Displays verbal and nonverbal expression | | √ | |
| | Flow of speech is rhythmic and continuous | | √ | |
| <p>Comments: Students could understand all questions and give correct answers. They could express their proper attitudes towards the tasks and behaviour. However, overall, they used simple, informal sentence structures with grammar mistakes, sometimes vague meaning expression. Especially, nonverbal expression seemed ignored. It was hard for them to link ideas together using cohesive devices.</p> | | | | |

Appendix 16: Online Observation

| STUDENTS' COMPONENTS | | | | |
|--|--|-----|----|---|
| Communicative competence | Criteria | Yes | No | Comments |
| 1. Grammatical competence | Uses well-structured sentences | √ | | Complex sentences, grammar mistakes |
| | Uses adequate range of vocabulary and structures | √ | | Taking advantages of sentence structures provided by the teacher. |
| | Speaks in complete sentences | √ | | |
| | Speaks without reliance on written text | √ | | |
| | Conveys meaning accurately | √ | | |
| | Speech is clear and comprehensible | √ | | |
| | Pronounces words competently | | √ | Most students speak fluently |
| | Speech is expressive and appropriately intonated | | √ | They showed the ability of well – organised ideas |
| 2. Discourse competence | Speaks only in English | √ | | |
| | Speaks with little influence of Vietnamese | √ | | |
| | Shows great effort to link ideas | √ | | |
| | Gives response to questions asked | √ | | |
| | Comprehends overall sense of question | √ | | |
| | Gives appropriate response | √ | | |
| 3. Sociolinguistic competence | Displays confidence in the interactive process | √ | | |
| | Is aware of personal and interpersonal behaviour | √ | | |
| | Gives appropriate attitudes towards the task | √ | | |
| | Displays effective use of body language | √ | | |
| | Displays effective use of facial expression | √ | | |
| 4. Strategic competence | Uses different ways to express ideas | √ | | |
| | Displays verbal and nonverbal expression | √ | | |
| | Flow of speech is rhythmic and continuous | √ | | |
| Comments: Most students express their ideas clearly and cohesively with a variety of word choice and sentence structure. They use both verbal and non-verbal language with different ways of expressing and connecting their ideas. Grammar mistakes happened sometimes. | | | | |

Appendix 17: The Song “Ha Noi by the Year 2000” by Tran Tien Composer

| | |
|---|--|
| <p>Hà nội những năm hai nghìn Trẻ con không còn ăn xin Cụ già ngồi trong công viên Ngắm bà già nhớ tuổi thanh niên</p> | <p>Hanoi in the year two thousand. Children no longer beg. Old men are sitting in the park. Watching the old women and miss their youth.</p> |
| <p>Hà nội! những năm hai nghìn Trời cao Thăng Long bay lên Nhà cao vươn trong mây xanh Phố vẫn nhỏ, con đường vẫn nhỏ Để em bước trong thu vàng.</p> | <p>Hanoi in the year two thousand. High soaring sky in Thang Long. Tall buildings rise near the blue clouds. The streets are still small, the roads are still small. Young girls wander in the autumn.</p> |
| <p>Hà nội những năm hai nghìn Lại nghe tiếng tàu điện leng keng Để được ngồi gần em hơn Ngắm chiều về phố cổ Thăng Long</p> | <p>Hanoi in the years two thousand. Listen to the clinking train. Sitting closer to my sweetheart. Enjoying nights in the ancient city of Thang Long. Hanoi in the year two thousand.</p> |
| <p>Hà nội những năm hai nghìn Mọc thêm bao công viên xanh Người yêu nhau trong thiên nhiên Những đám cỏ, lũ trẻ vẫn nô đùa Tuổi thơ các em đến trường</p> | <p>More green parks are grown. Lovers mingle in nature. The children are still playing on the grass. Their childhoods connected with school.</p> |
| <p>Để trái sầu chín lăn lăn trên hè Em đi về phía anh, thiên thần Để gió cuốn tóc liễu bay bên hồ Cho bao hiền sĩ xưa làm thơ</p> | <p>The dracontomelons are rolling on the pavement. You follow me, my angel. Let the wind blow your long hair by the lake. Encourage poets to write poems.</p> |
| <p>Để trái bóng vẫn bay trên bầu trời Cho nụ cười bé thơ, thiên thần Để hát mãi khúc ca năm hai nghìn trong cây đàn ước mơ Hà nội ơi!</p> | <p>Let the balloons fly in the sky. Make the babies smile, my angel. To sing the song of forever. two thousand. in my fantasy guitar, Hanoi!</p> |

Appendix 18: A Section of Handout 1: City Facilities

| | | | | |
|--|-----------------|----------------|-----------------|-----------------------|
| HANDOUT 1 <i>City facilities</i> | Disco | Zoo | Industrial zone | Children's playground |
| | Shop | Museum | Post office | Sports centre |
| | Factory | Power station | Bridge | Chemist |
| | Shopping centre | Parking area | Bar | Pub |
| | Train station | Police station | Square | Fitness centre |
| | Theme park | Bank | Theatre | Hospital |
| | Airport | Café | Cinema | Recreation centre |
| | Skyscraper | Gym | Bus stop | Art gallery |
| | Supermarket | Highway | Restaurant | Stadium |
| | Park | Swimming pool | School | Hotel |

Appendix 19: A Section of Handout 2: Suggested Vocabulary and Sentence Structures for Cumulative Talk

| HANDOUT 2 | VOCABULARY | SENTENCE STRUCTURES |
|--|---|---|
| <p><i>Suggested vocabulary and sentence structures for cumulative talk</i></p> | <p>build, widen, raise, grow, play, improve, export, get round.</p> | <p>I think If we build....., ...will be able to.... We should/ We shouldn't... And we should also...</p> |

Appendix 20: A Section of Handout 3: Suggested Interview Questions and Adjectives of Attitudes for Disputational Talk

| HANDOUT 3 | INTERVIEW QUESTIONS | ADJECTIVES OF ATTITUDE |
|---|---|---|
| <p><i>Suggested interview questions and adjectives of attitude for disputational talk</i></p> | <p>A: Which do you prefer, _____ or _____?</p> <p>B: Well, it's difficult to say. But I suppose I prefer _____ to _____ because _____.</p> <p>A: What do you think of _____?</p> <p>B: Yes, I find them really _____</p> <p>Yes, I'd love to</p> <p>Yes, that's a great idea!</p> <p>Yes, I'd be delighted to.</p> <p>A: What kind of _____ do you like?</p> <p>B: I like _____</p> <p>A: Why do you like it?</p> <p>B: Because _____</p> | <p>Excited Interested Surprised Happy/ Unhappy Exciting Interesting Surprising</p> <p><i>I am excited about this plan</i></p> <p><i>It is quite surprising to build a stadium here.</i></p> |

Appendix 21: A Section of Handout 4: Suggested Cues and Structures for Exploratory Talk

| HANDOUT 4 | CUES | STRUCTURES |
|---|---|--|
| <i>Suggested cues and structures for exploratory talk</i> | Weather? People? Transport? Tourist attractions? Infrastructure facilities? | Hi, everyone. We are going to talk about our ideal city. First of all, ... Well, we think.... We like/ We don't like... We want/ We don't want... We believe... Finally, ... |