

Chapter Four

Results

In this chapter, the results of the study are presented. In the first place, the two groups of high achievers and the two groups of high achievers were compared respectively to determine if picture prompts affected students' writing performance significantly in content, organization, and vocabulary as well as the overall writing performance. Next, a qualitative analysis of high achievers and low achievers was done through questionnaires to support the statistic results. Finally, data from interviews with HA2 and LA2 were presented and discussed.

4.1 The Effects of Picture Prompts on Students' Writing Performance in Content, Organization, Vocabulary, Overall Writing Performance and Writing Attitudes

Writing samples and questionnaires were collected from each participant after the narrative tests. Paired-sample *t*-tests were used to analyze the data because the study involved the comparison between two groups. The following three sections focused on the effects of picture prompts on students' writing performance in content, organization and vocabulary. The main purpose of this study was to investigate whether HA2 and LA2 who were provided with pictures as writing prompts had better writing performance than HA1 and LA1 in content, organization vocabulary and overall writing performance. In the first section, the results of content analysis were presented and in the second section, the results of the organization were discussed. The third section was concerned with the results of vocabulary. The fourth

section presented the results in overall writing performance. The fifth section was on whether there was a change in the participants' attitude toward English writing after given picture prompts. In all of the sections, comparisons were made to find the effectiveness of picture prompts on different achievers. The scores of the participants' writings were listed in Appendix 8 and Appendix 9 for reference. The following will deal with the first research question.

4.1.1 Research Question 1: What effects does it have on the content of high achievers' and low achievers' English writing to use pictures as prompts for narrative writing?

This part of the study was related to the first research question about the effects of picture prompts on the content of students' writing. Its main concern was whether picture prompts facilitated students in content of English writing.

Figure 4.1

Mean Scores in Content for High and Low Achievers

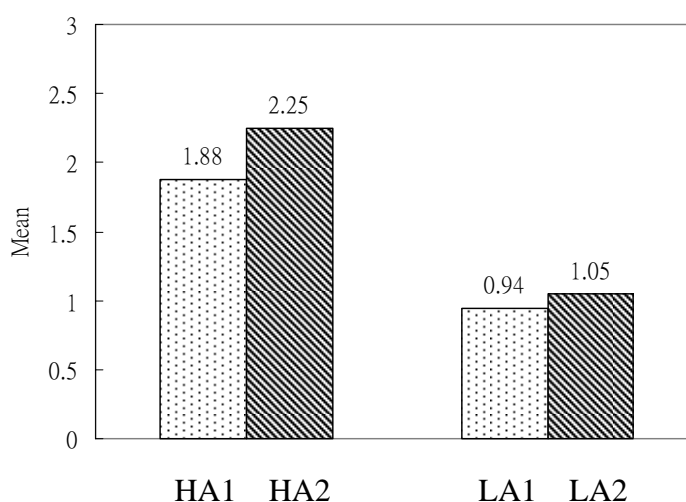


Figure 4.1 shows the content mean scores for two high-achiever group and two low-achiever groups. The full score in content was 3. The mean score in content for HA1 was 1.88 and that for HA2 was 2.25. It seems that with picture prompt HA2

participants' writing content was more substantive and fully-developed than HA1 participants'. On the other hand, the mean score in content for LA1 was 0.94 and that for LA2 was 1.05. The mean score of LA2 students writing with picture prompts was also slightly higher than that of LA1 students without. Overall, with picture prompts, both HA2 and LA2 students performed better in content of English writing.

Table 4.1

Writing Performance of High and Low Achievers in Content without / with Picture Prompts

<i>Content</i>	<i>M</i>	<i>N</i>	<i>SD</i>	<i>t</i>	<i>Sig.</i>
<i>High</i>					
without (HA1)	1.88	27	.46		
with (HA2)	2.25	27	.39	-3.26	.003**
<i>Low</i>					
without (LA1)	.94	27	.49		
with (LA2)	1.05	27	.48	-.85	.404

**Significant at $p < .01$

Table 4.1 shows a significant difference between two groups of high achievers in the writing scores in content. The comparison between HA1 and HA2 indicated a significant difference between them ($t = -3.26$, $p < .01$). The mean score of HA2 writing with picture prompts was significantly higher than that of HA1 participants writing without picture prompts, suggesting that picture prompts were effective in facilitating high achievers' writing performance in content. In contrast, though the mean score of LA2 participants was higher than that of LA1 participants, the paired-sample t -test result indicated there was no significant difference between the mean scores in

content for the two low-achiever groups ($t=-.85, p<.01$). Namely, picture prompts had no significant effects on low achievers in content. To sum up, picture prompts had more significant effects on high achievers' writing performance in content than on low achievers'. The finding suggested that high achievers relied on picture prompts to enrich the content in their writing more than low achievers did. Next, the second research question will be answered.

4.1.2 Research Question 2: What effects does it have on the organization of high achievers' and low achievers' English writing to use pictures as prompts for narrative writing?

This part of the study is related to the second research question about the effects of picture prompts on the organization of students' writing. The organization scores for the participants were compared. The total score in organization in the rating scale was 3.

Figure 4.2

Mean Scores in Organization for High and Low Achievers

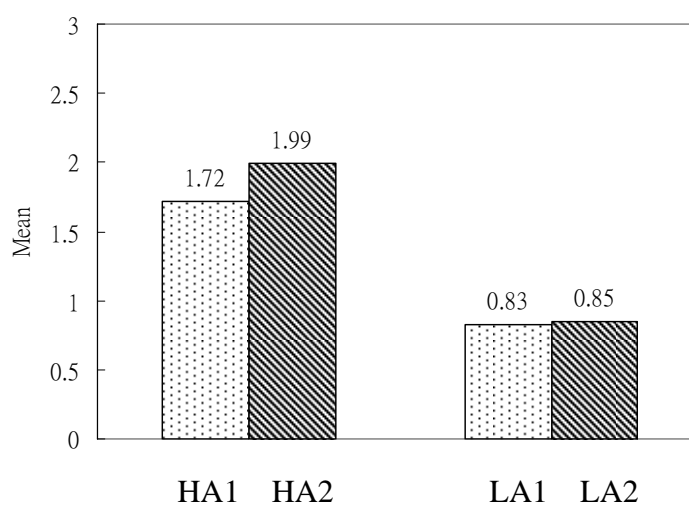


Figure 4.2 indicated that the mean score in organization for HA1 was 1.72, and that for HA2 was 1.99. With picture prompts HA2 participants had better coherent

organization and fluent expression than HA1 participants did. On the other hand, the mean score in organization for LA1 was 0.83, and that for LA2 was 0.85. That is, the mean score in organization for LA2 was 0.02 point higher than that for LA1. Overall, when writing with picture prompts, students got higher scores in organization.

Table 4.2

Writing Performance of High and Low Achievers in Organization without / with Picture Prompts

<i>Organization</i>	<i>M</i>	<i>N</i>	<i>SD</i>	<i>t</i>	<i>Sig.</i>
<i>High</i>					
without (HA1)	1.72	27	.34	-2.85	.008**
with (HA2)	1.99	27	.38		
<i>Low</i>					
without (LA1)	.83	27	.37	-.28	.779
with (LA2)	.85	27	.38		

**Significant at $p < .01$

Paired-sample t -tests were used respectively to examine the organization scores for two groups of high achievers (HA1 and HA2) and two groups of low achievers (LA1 and LA2). The results were presented in Table 4.2 revealing that picture prompts made a significant difference in the organization of high achievers' writing ($t = -2.85, p < .01$). The data indicated that HA2 students' writing with picture prompts performed significantly better than HA1 students' writing without. That is to say, picture prompts had significant effects on the organization of high achievers' English writing. On the other hand, a comparison was made in the low groups and no significant difference in organization was found ($t = .28, p < .01$). Although the mean

score in organization of LA2 was higher than that of LA1, the difference did not reach a significant level. In other words, picture prompts did not have a positive effect on low achievers' writing in organization. Thus, based on the paired-sample *t*-tests, it could be concluded that the difference in organization was statistically significant with high achievers rather than with low achievers. The next section is written to answer the third research question.

4.1.3 Research Question 3: What effects does it have on the vocabulary of high achievers' and low achievers' English writing to use pictures as prompts for narrative writing?

This part of the study is related to the third research question about the effects of picture prompts on the vocabulary of students' writing. The vocabulary scores for two different level groups were compared respectively. The total score in vocabulary in the rating scale was 3.

Figure 4.3

Mean Scores in Vocabulary for High and Low Achievers

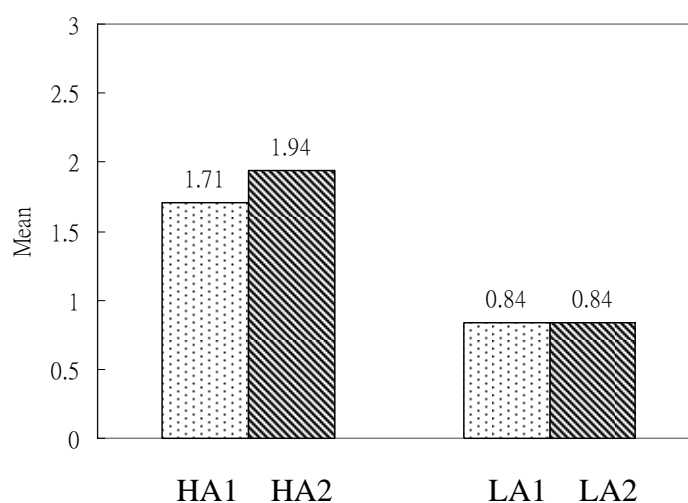


Figure 4.3 presents the group mean scores in vocabulary. The mean score of HA1

was 1.71, and that of HA2 was 1.94. In high achievers, students used more effective words when writing with picture prompts. On the other hand, the mean scores for LA2 and LA1 were both 0.84. That means for low achievers, picture prompts did not make a difference to students' writing in the category of vocabulary.

Table 4.3

Writing Performance of High and Low Achievers in Vocabulary without / with Picture Prompts

<i>Vocabulary</i>	<i>M</i>	<i>N</i>	<i>SD</i>	<i>t</i>	<i>Sig.</i>
<i>High</i>					
without (HA1)	1.71	27	.35	-1.92	.066
with (HA2)	1.94	27	.41		
<i>Low</i>					
without (LA1)	.84	27	.36	.07	.942
with (LA2)	.84	27	.30		

**Significant at $p < .01$

Table 4.3 shows the *t*-test results of vocabulary for two groups of high achievers and two groups of low achievers. Based on analysis of the paired-sample *t*-test, the difference in vocabulary scores between two groups of high achievers was not significant ($t = -1.92, p < .01$). Although the mean score in vocabulary for HA2 was higher than that for HA1, the difference did not reach statistical significance. In other words, pictures did not result in significant differences between two groups of high achievers in the category of vocabulary. On the other hand, the difference between LA1 and LA2 did not reach statistical significance either ($t = .07, p < .01$). The mean score in vocabulary in LA1 and in LA2 were both .84. It was apparent that picture

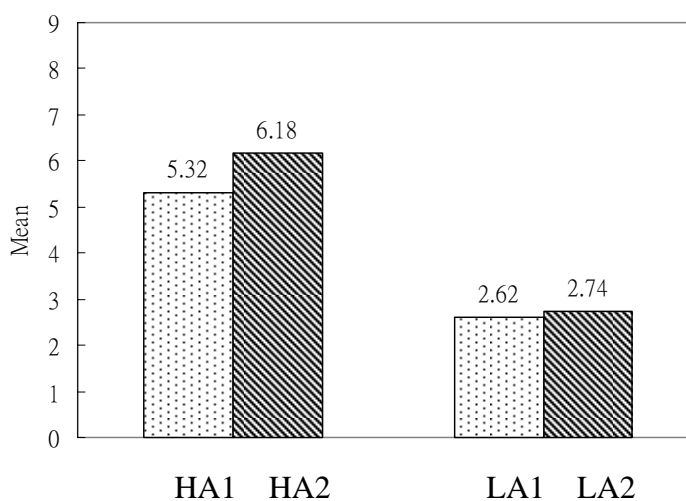
prompts did not have an important influence on low achievers' writing in vocabulary. Overall, these results showed picture prompts had no significant effect on both high and low achievers' writing performance in vocabulary. Next, the fourth research question will be dealt with.

4.1.4 Research Question 4: What effects does it have on high achievers' and low achievers' overall writing performance to use pictures as prompts for narrative writing?

This part of the study is related to the fourth research question about the effects of picture prompts on students' overall writing. The overall writing performance score was the sum of the scores in content, organization and vocabulary. The total overall writing performance score in the rating scale was 9.

Figure 4.4

Mean Scores in Overall Writing Performance for High and Low Achievers



As displayed in Figure 4.4, the mean score in overall writing performance of HA1 was 5.32 while that of HA2 was 6.18. Apparently, in overall writing performance, HA2 students writing with picture prompts got a higher mean score than HA1 writing without. Furthermore, the mean score in overall writing performance of

LA1 was 2.62 and that of LA2 was 2.74. LA2 participants also got a slightly higher score in the overall writing performance category. Overall, when students wrote with picture prompts, they got higher scores in overall writing performance.

Table 4.4

Writing Performance of High and Low Achievers in Overall Writing

Performance without / with Picture Prompts

<i>Overall Performance</i>	<i>M</i>	<i>N</i>	<i>SD</i>	<i>t</i>	<i>Sig.</i>
<i>High</i>					
without (HA1)	5.32	27	1.01	-2.87	.008**
with (HA2)	6.18	27	1.11		
<i>Low</i>					
without (LA1)	2.62	27	1.14	-.49	.631
with (LA2)	2.74	27	1.06		

**Significant at $p < .01$

Table 4.4 presents the result of the *t*-test in overall writing performance of two groups of high achievers and two groups of low achievers. Paired-sample *t*-tests showed that the difference between two groups of high achievers was statistically significant ($t = -2.87, p < .01$). That is to say, picture prompts had significant effects on overall performance of high achievers. This result is consistent with the findings reported in Table 4.1 and Table 4.2 relating to HA1 and HA2 students' mean scores in content and organization. Students writing with picture prompts got higher scores than those without. It was proved that picture prompts were effective in facilitating high achievers' overall writing performance. In two groups of low achievers, although the

mean scores in overall writing performance were different, the paired-sample *t*-test indicated no significant difference between the scores between two groups of low achievers' writing performance ($t=-.85, p<.01$). That is to say, picture prompts had no significant effects on low achievers in overall writing performance. Overall, picture prompts had more significant effects on overall writing performance of high achievers than on that of low achievers. The finding suggested that high achievers relied more on picture prompts to facilitate their overall writing performance than low achievers did. The final section is on the fifth research question.

4.1.5 Research Question 5: What are the participants' attitudes toward English writing after they are given pictures as prompts?

The following data from two questionnaires were analyzed for the fifth research question to find whether there was a change in the participants' attitude toward English writing when they were given pictures as prompts.

4.1.5.1 Students' Attitudes toward Writing

Questionnaire II was filled by all 108 participants. This questionnaire included seven questions, with four answering items on the Likert Scale, namely, strong agree, agree, disagree, and strongly disagree. It was intended to investigate students' attitude toward English writing in content, organization and vocabulary. In order to make sure the students fully understood the questions on the questionnaire, the questionnaire that students filled out was in both English and Chinese (See Appendix 5). The following are the results of Questionnaire II.

Table 4.5
Results of Questionnaire II

No	Statements	SA		A		D		SD	
		HA	LA	HA	LA	HA	LA	HA	LA
1	I like English writing.	2	1	35	10	16	30	1	13
2	I think English writing is easy.	1	1	13	2	36	31	4	20
3	I think making up stories is fun.	9	2	43	36	2	12	0	4
4	I think creative English writing is easy.	4	1	20	8	28	33	2	12
5	I think enriching the content of English writing is easy.	1	0	14	2	39	36	0	16
6	I think organizing the ideas in English writing is easy.	4	2	23	15	26	26	1	11
7	I think associating with relevant vocabulary in English writing is easy.	2	1	15	2	37	37	0	14

Note. "SA" stands for "strongly agree", "A", agree, "D", disagree, "SD", strongly disagree

The results of Questionnaire II were shown in Table 4.5. Regarding students' attitude toward English writing, 37 high achievers (69%) reported that they liked

English writing and 52 high achievers (96%) thought making stories was fun. However, as many as 40 high achievers (74%) admitted that English writing was not easy for them. In other words, their interests in English writing didn't mean they had sufficient confidence in English writing. On the contrary, 43 low achievers (80%) showed little interest in English writing and 51 low achievers (94%) thought English writing was difficult. But an interesting result was found that 38 low achievers (71%) considered that making up stories was fun. It seemed that even though low achievers did not have good English writing ability, they still liked to make up English stories. In addition, 30 high achievers (56%) and 45 low achievers (83%) regarded creative writing was not easy. It suggested that students needed more teaching and training in this aspect.

Questions 5 to 7 were specifically about students' opinions about English writing in content, organization and vocabulary. In high achievers' groups, 39 students (72%) felt it was not easy to enrich the content of English writing. Furthermore, 27 students (50%) thought organizing the ideas in English writing was not easy. In addition, 37 of them (69%) did not think associating with relevant vocabulary in English writing was easy. Generally speaking, high achievers regarded it as a difficult task to enrich content, organize ideas and associate with relevant vocabulary in English writing. As for low achievers, 52 of them (96%) reported that they could not enrich the content in English writing and 37 of them (69%) showed that it was not easy to organize ideas in English writing. Moreover, for 94% of them (51 students), associating with relevant vocabulary in English writing was difficult. In short, it is likely that low achievers did not have confidence in doing well on English writing in content, organization and vocabulary.

Table 4.6**Comparison of the Results of Questionnaire II for HA and LA**

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>p</i>
1 I like English writing.					
HA	54	2.38	.61	-3.72	.000**
LA	54	2.92	.77		
2 I think English writing is easy.					
HA	54	2.85	.61	-2.88	.005**
LA	54	3.18	.70		
3 I think making up stories is fun.					
HA	54	1.97	.52	-2.43	.018
LA	54	2.25	.70		
4 I think creative English writing is easy.					
HA	54	2.58	.70	-3.09	.003**
LA	54	3.00	.69		
5 I think enriching the content of English writing is easy.					
HA	54	2.73	.48	-4.99	.000**
LA	54	3.18	.60		
6 I think organizing the ideas in English writing is easy.					
HA	54	2.50	.65	-2.07	.043
LA	54	2.80	.82		

7	I think associating with relevant vocabulary in English writing is easy.					
	HA	54	2.70	.56		
	LA	54	3.13	.62	-3.94	.000**

Note. SA=1 point, A=2 points, D=3 points, SD=4 points,

**Significant at $p < .01$

To compare high achievers' and low achievers' attitudes toward English writing, a paired-sample t -test was used to obtain the results of their responses to Question 1-7 on Questionnaire II, as was shown in Table 4.6. First of all, there was a significant difference between high achievers and low achievers in responses to Question 1 ($t=-3.72, p<.01$). It implied that low achievers did not like English writing as much as high achievers did. According to the result in Question 2, a significant difference occurred as well. It was apparent that high achievers regarded English much easier than the low achievers did. As for Question 3, however, there was no significant difference between the two groups ($t=-2.43, p>.01$) and the possible explanation could be that both high achievers and low achievers enjoyed making up stories. That is, most of high achievers and low achievers held a positive attitude toward making up stories in English writing. Both groups agreed that making up stories was fun. In addition, in Question 4, the difference between the two groups reached a significant level ($t=-3.09, p<.01$). That means that low achievers considered creative writing much more difficult than high achievers did.

Regarding students' attitudes toward English writing in content, organization and vocabulary, another two significant differences were reached in Question 5 ($t=-4.99, p<.01$) and Question 7 ($t=-3.94, p<.01$). Compared with high achievers, low achievers

obtained much higher mean scores in Question 5. The result indicated that low achievers much strongly disagreed that enriching the content of English writing was easy. In Question 7, the mean score in high achievers was much lower than that in low achievers. That meant high achievers thought associating with relevant vocabulary in English writing was easy while low achievers didn't. On the contrary, no significant difference took place in Question 6 ($t=-2.07, p<.01$). The possible reason was that nearly half of high achievers and half of low achievers disagreed that organizing the ideas in English writing was easy.

4.1.5.2 Students' Attitudes toward Picture Prompts

Questionnaire III was used to investigate students' attitude toward writing with picture prompts. This questionnaire was completed by students in HA2 and LA2 who took a narrative writing test with verbal-plus-picture prompts. After finishing Questionnaire II, they went on Questionnaire III. Questionnaire III included seven questions, with four answering items on the Likert Scale, namely, strong agree, agree, disagree, and strongly disagree. It was intended to investigate students' attitude toward writing with picture prompts. Questions 1 to 4 asked students how picture prompts benefited them in their writing in content, organization, vocabulary and motivated them to write, while Questions 5 to 7 were concerned about the negative effects of picture prompts. In order to make sure that the students fully understood the questions on the questionnaire, Questionnaire III was written in both English and Chinese (See Appendix 6). The following section is on the result of Questionnaire III.

Table 4.7**Results of Questionnaire III**

No	Statements	SA		A		D		SD	
		HA2	LA2	HA2	LA2	HA2	LA2	HA2	LA2
1	I think picture prompts are helpful in enriching the content of English compositions.	7	9	19	13	1	4	0	1
2	I think picture prompts are helpful in organizing my English composition.	8	7	16	14	1	5	2	1
3	I think picture prompts are useful in associating relevant vocabulary in my English composition.	7	6	18	14	1	6	1	1
4	I think picture prompts promote my attitude toward English compositions.	7	5	17	15	2	6	1	1
5	I think picture prompts limit the content of my English compositions.	1	1	9	7	15	18	2	1

6	I think picture prompts stop me from finding more ideas and inspirations.	2	1	5	6	15	16	5	4
7	I think picture prompts restrict the stories from being developed more creatively.	2	2	9	9	12	14	4	2

Note. "SA" stands for "strongly agree," "A," "agree," "D," "disagree," "SD," "strongly disagree"

Table 4.7 shows the results of Questionnaire III. Questions 1 to 4 asked how students felt about writing with picture prompts. In HA2, based on the answers to Question 1, the majority of the students (26 students, 96%) agreed that picture prompts were helpful in enriching the content. About 89% of them (24 students) agreed that picture prompts contributed to the organization of their writing. Similarly, 93% of them (25 students) admitted that picture prompts was helpful in using relevant vocabulary and 89% of them (24 students) reported that picture prompts promoted their attitude toward English writing. As for those in LA2, interestingly, they also felt positive when writing with picture prompts. As many as 22 students (81%) showed that picture prompts were helpful in enriching the content of English compositions. 78% of them (21 students) agreed that picture prompts contributed to the organization of their writing. Then about three fourths of them (20 students) thought picture prompts were useful in associating relevant vocabulary in English compositions and promoted their attitude toward English compositions.

On the other hand, Questions 5 to 7 were concerned with the disadvantages of

picture prompts. In HA2, seventeen out of twenty-seven students (63%) disagreed that picture prompts limited their content. Roughly three fourths of the students (20 students) found that picture prompts would not stop them from finding more ideas and inspirations. In addition, two thirds of them (16 students) did not think picture prompts restricted the stories from being developed more creatively. These responses showed that most of the HA2 students held the belief that picture prompts benefited their English writing. In LA2, 70% of the students (19 students) showed that picture would not limit their content and 74% (20 students) disagreed that picture prompts stopped them from finding more ideas and inspirations. Furthermore, roughly two thirds of them (16 students) did not think picture prompts would restrict the stories from being developed more creatively. In short, students in LA2 also kept a positive attitude toward writing with picture prompts.

Table 4.8

Comparison of the Results of Questionnaire III for HA2 and LA2

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>p</i>
1 I think picture prompts are helpful in enriching the content of my English composition.					
HA2	27	1.90	.66	.19	.851
LA2	27	1.87	.82		

2	I think picture prompts are helpful in organizing my English composition.					
	HA2	27	1.89	.57		
	LA2	27	1.98	.72	-.28	.793
3	I think picture prompts are useful in associating relevant vocabulary in my English composition.					
	HA2	27	1.93	.69		
	LA2	27	2.00	.79	-.40	.690
4	I think picture prompts promote my attitude toward English compositions.					
	HA2	27	1.97	.73		
	LA2	27	2.03	.78	-.42	.677
5	I think picture prompts limit the content of my English composition.					
	HA2	27	2.62	.68		
	LA2	27	2.69	.60	-.40	.691
6	I think picture prompts stop me from finding more ideas and inspirations.					

	HA2	27	2.79	.819	-.18	.861
	LA2	27	2.83	.711		
7	I think picture prompts restrict the stories from being developed more creatively.				.19	.851
	HA2	27	2.62	.82		
	LA2	27	2.59	.73		

Note. SA=1 point, A=2 points, D=3 points, SD=4 points,

**Significant at $p < .01$

To compare the HA2 students' and the LA2 students' attitudes toward writing with picture prompts, a paired-sample t -test was applied to obtain the results of their responses to Questions 1-7 in the Questionnaire III. Table 4.8 shows there was no significant difference in the seven questions. That means in Question 1, though HA2 got higher grades in picture prompts enriching the content in English writing, the difference between HA2 and LA2 did not reach a significant level ($t = .19, p > .01$). In Question 2, 3 and 4, LA2 got higher grades, but there was also no significant difference between HA2 and LA2 in picture prompts assisting to organize English writing ($t = -.28, p > .01$), associating relevant vocabulary ($t = -.40, p > .01$) and promoting attitude and motivation ($t = -.42, p > .01$). In Questions 5 and 6, though LA2's mean score was also higher than HA2's, it did not help contribute to a significant difference. The results indicated that there were no difference between HA2 and LA2 in the opinions of picture prompts limiting the content ($t = -.40, p > .01$) and stopping finding more ideas and inspirations ($t = -.18, p > .01$). Finally, Question 7 was about picture prompts restricting the stories from being developed more creatively, and HA2 got higher grades, but it didn't reach a significant level ($t = .19, p > .01$) as well. To sum up,

in Questionnaire III, high achievers and low achievers did not show different opinions on the seven questions about writing with picture prompts.

4.2 Interviews

In this research project, the researcher conducted an in-depth interview respectively with students from HA2 and LA2. Five participants from HA2 and five from LA2 were randomly chosen and were asked five questions to have in-depth exploration of their feelings about writing with picture prompts. Students from the same group were interviewed together at the same time. In each interview, students were invited into a conference room and told the purpose of the interview. They were also told that the whole interview process would be recorded by a digital video camera so that the teacher could watch it later. The interview session for each group lasted for 30 minutes. The transcription of the group interviews was in Appendix 10. The interviewees' responses were discussed in the following sections.

4.2.1 Interview Question 1: Do you think picture prompts will enrich or restrict the content of your English writing? Why?

Almost all of the interviewees admitted that picture prompts were helpful in enriching the content of English writing. Both HA2 and LA2 interviewees mentioned that it was the most difficult task to start a composition. HA2 interviewees reported that they would spend less time starting a composition with the help of picture prompts. With picture prompts, they could follow the picture order to develop the story sequentially. One of them stated that picture prompts contributed to associating relative items needed in the writing, so the content was enriched. What's more, when LA2 members struggled in beginning of their writing, pictures provided them with the basic framework to describe the story, including situations and characters. It would

happen that many relevant ideas could come to their minds. With the guidance of picture prompts, they could write more words. The interview results corresponded to the results of Question 1 of Questionnaire III that the majority of students in both HA2 and LA2 agreed that picture prompts were helpful in enriching the content of English compositions.

4.2.2 Interview Question 2: Do you agree that picture prompts assist you in organizing your English writing? Why?

Most interviewees found picture prompts beneficial to the organization of their English writing. The HA2 students reported that picture prompts brought them a basic framework. What they needed to do was to add something to it. Besides, by following the order of pictures, they also made their writing more coherent. However, one of the HA2 students mentioned that sometimes the picture prompts were not presented in the same framework as he expected. He would rather like the story to be developed in his own way. The LA2 interviewees said that they had better organizational structures and found writing a lot easier because they could follow picture prompts to organize their writing. One of them stated:

English writing seemed abstract to me with only verbal prompts. But with picture prompts, everything became concrete. Picture prompts provided me a direction for thinking and I am never worried about getting lost when developing my writing.

The interview results corresponded to those of Question 2 in Questionnaire III that the majority of students in both HA2 and LA2 agreed that picture prompts were helpful in organization of their English compositions.

4.2.3 Interview Question 3: Do you think picture prompts will contribute to vocabulary richness in English writing? Why?

Although in Question III, LA2 and HA2 agreed that picture prompts were useful in associating them with relevant vocabulary in English compositions, a different but interesting phenomenon was found in the interview. Both LA2 and HA2 members stated that picture prompts could actually enable them to associate with more ideas but fail to help them use more proper words in the composition. That's to say, picture prompts did not necessarily contribute to vocabulary richness. In HA2, when viewing picture prompts, the students would recall what they had learned before and tried to put them into the composition. But now and then they forgot how to spell the words correctly. For example, one student reported that though she recalled some "great" words she had learned from an English magazine such as "petrified", but she was unable to use the exact words in the VPP narrative writing test. Instead, she tried to use other words with similar meanings like "frightened". In addition, another HA2 student said that all the participants used the same textbook, so they would use the same words and phrases. As a result, there might be a lack of variety in vocabulary and phrases. As for LA2 students, one explained that when picture prompts were shown, a great many of words came into his mind. Even so, most of the words couldn't be spelled correctly, and the association was in vain. He did not have sufficient vocabulary ability.

4.2.4 Interview Question 4: Do you find picture prompts will promote your attitude toward English writing? Why?

Both LA2 and HA2 found that with the aid of picture prompts, their writing speed and fluency were improved. One student of HA2 reported that when seeing picture prompts, she was delighted because the structure of the whole composition

was provided clearly and concretely. Therefore, she wrote the composition in delight. According to some students of LA2, their poor performance in English writing might be attributed to lack of English proficiency rather than motivation. Luckily, picture prompts could provide them with a way out to “survive”. One boy said that pictures could serve as a universal language known by all human beings and that understanding pictures had nothing to do with English ability. With the guidance of picture prompts, he had more confidence and more sense of security in English writing. If only provided with verbal prompts, he might have encountered many unknown words in the writing directions.

4.2.5 Interview Question 5: Do you think picture prompts stop you from getting more ideas and creativity?

Some students of HA2 admitted that picture prompts would interfere with their ideas and inspiration. For example, one member stated that she would like to create her own story based on her life experience. If the picture prompts were not based on her life experience, she would have difficulty dealing with the story developing and having a satisfying composition. However, most students of LA2 did not think picture prompts would restrict their ideas and creativity. One of them said that even if the same picture prompts were presented, different people would have different interpretations. It was impossible for them to create the same story. The ending of a story by one person could be in many ways different from the ending created by another. Another student mentioned that the ending of the story could be decided by the writer; it could be much different. However, one LA2 student held a totally different point of view, regarding picture prompts as a restriction. He thought picture prompts was obstacles to his composition. For instance, when he saw the verbal prompts, “*On one very dark night, I went home alone from my friend’s place.*”

Everything looked so scaring around me...,” many ideas occurred to him. But the ideas were different from the picture prompts. If he had not been limited by the picture prompts, a different story would have been created. He would have had the character ride a bicycle home alone instead of taking a bus. Then the character would pass horrible a graveyard and meet a vampire coming out of a grave. For him, those picture prompts prevented him from achieving more creativity.