

ARE WE SPEAKING THE SAME LANGUAGE? THE USE OF THE MOTHER  
TONGUE BY NATIVE ENGLISH SPEAKING TEACHERS IN  
ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS

by

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ABSTRACT

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The question of whether or not to use students' first language in second language acquisition is not a new one (Harbord, 1992; Duff and Polio, 1990). However, the way this question is addressed by the students themselves is rarely found in linguistic publications. This study discusses three dependant variables: The attitude (positive or negative) of EFL students towards their native English speaking teachers' attempts at using the students' mother tongue in the classroom; preferences concerning which pedagogical areas (vocabulary translation, error correction, grammar instruction, etc.) the students find the use of the first language more necessary for; and finally, the affective influence the use of the mother tongue may have on EFL learners. Participants consisted of 228 Vietnamese-speaking subjects learning English as a foreign language at the University of Hanoi. The subjects responded to a modified version of the Strategies in Language Learning (SILL) written by Oxford (1989) that enabled the researcher to examine independent variables that may influence the perceptions and preferences of Vietnamese language use by 5 American teachers working at the University teaching both freshmen and seniors. Variables included year of study, skill studied (reading, speaking, pronunciation, or multi-skilled), city of origin, parents' English proficiency, and gender. The

dependant variables were established by use of a Factor Analysis with reliability and validity of these factors determined by use of Cronbach's Alpha.

The present researcher expected, based on recent research (Schweers, 1999; Tang, 2000, Ferrer, 2002), that students would display a favorable attitude towards the use of their L1 by American teachers because it would lower their affective filter, show students that their teachers could understand and explain where their errors may be originating, and reveal an appreciation for the students' culture (Auerbach, 1993). This hypothesis is discussed in qualitative detail, with the words of 11 interviewed students serving as key points as to why native English speaking teachers should be careful with how much they attempt to speak the students' language in the EFL classroom.

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CHAPTER 1  
INTRODUCTION

1.1 Background

This study has its roots in my three-year experience teaching English as a Foreign Language in Vietnam (2004-2007). During my time there, I learned not only different approaches to teaching English but also, with each new day, the mother tongue of my students and the majority of my colleagues: Vietnamese. Over time, I would naturally implement more Vietnamese into my lessons so that I would be able to communicate – and comprehend – more in the classroom. That is, communicate more clearly certain vocabulary terms or conduct clearer error correction in the midst of comprehending better where those errors were coming from. I was learning the language of my students and understanding why they might drop an article here or replace a /r/ with a /z/ there.

Not only did I begin to understand where the errors may be coming from in light of the fleshed out contrastive analysis hypothesis (Lado, 1957) but I also began to use this as an opportunity to notice cross-linguistic comparison and, as the hypothesis would remind us, contrasts. I did not become as frustrated with the errors as much as I saw them to be inroads for bringing student attention and increased noticing to L1/L2 differences that they would better remember due to the break in the lesson.

Using the language of the students sometimes brought laughter and a light-hearted mood to the class. I thought that if I showed the students that I was learning, they could learn, too. If I made mistakes, then certainly they could in their second language acquisition as well. The hope was that this would lower anxiety and increase motivation. It would show that I valued their culture just as they were clearly valuing mine, at least to the point of instrumentally learning English for purposes of further career development.

## 1.2 Research Questions

Upon reflection, I wonder how efficient my use of the students' L1 was at different times. More importantly, I wonder how they felt about it in general. While I sometimes saw smiling faces, I also at times sensed disengagement from some students who might not be so eager to have their American teacher – a resource greatly appreciated in the Vietnamese education system for English language learning – wasting their time by trying to speak their language when they had hoped for as much exposure to English from a native speaker as possible.

Thus, three research questions emerged for this study. The chief question asked for thesis research was whether or not students had a generally positive or negative attitude towards the teacher's L1 use in their EFL classroom. A second sub-question was what pedagogical uses were viewed as the most appropriate – or preferred – times to use the language. Third and finally, did the use of the L1 in the classroom lower the affective filter (Krashen, 1982) of students and increase motivation?

Hence, research questions for this project are as follows:

- What is the general attitude of Vietnamese students towards mother tongue use by their NEST in the EFL classroom?
- When is NEST use of the mother tongue seen as most necessary in the EFL classroom in regards to appropriate pedagogy?
- What are certain affective outcomes (anxiety, motivation, student value, etc.) resulting in the use of the mother tongue in the classroom?

## 1.3 Terminology

I will use “mother tongue” and L1 interchangeably just as I will NEST and American teacher as it will come to light that these are the only teachers being referred to in the project.

Below is further clarification of what certain acronyms stand for amidst the second language acquisition literature.

EFL: (English as a Foreign Language) Teaching or learning English in what is not seen as a native-English speaking country.

ESL: (English as a Foreign Language) Teaching or learning English in what is understood to be a native-English speaking country.

NEST: (Native English Speaking Teacher) An EFL or ESL teacher whose first language is English.

NNEST: (Non Native English Speaking Teacher) An EFL or ESL teacher whose first language is not English.

SLA: (Second Language Acquisition) The field of study referred to that has discussed theories and practices in the process of learning a language other than one's mother tongue.

L1: (Language One) One's native language or mother tongue.

L2: (Language Two) Any language taught or studied that is not the learner's native language.

TL: (Target Language) The particular language being studied by learners that is not their native language.

CHAPTER 2  
LITERATURE REVIEW  
2.1 Review of Literature

Before beginning my primary research of these questions, some secondary research was undertaken to see what was generally promoted and probed, discussed and debated, in traditional and more modern literature amongst linguistic scholars and TESOL practitioners.

*2.1.1 Historically Speaking*

For over 100 years now, the discussion of mother tongue use in SLA has been an ongoing one. The Direct Method, which became popular at the turn of the 20<sup>th</sup> century (Brown, 2007:21) is largely referred to as the first chief endorser of mother tongue avoidance in the language learning classroom. With its “basic premise...that second language learning should be more like first language learning – lots of oral interaction, spontaneous use of the language, *no translation between first and second languages...*” the Direct Method provided a strict “target language only” policy and practice in the classroom (Brown, 2007:21 emphasis added, 247).

The Grammar Translation method would then do L1 use proponents no favors when its efforts to substantially use more of the students’ native language than the target language produced poorer results. As Ferrer (2002) points out, “the grammar-translation method used the mother tongue so extensively and at the expense of target language (L2) practices that, even today, translation is in many instances regarded as an illegitimate practice because of its associations with this method” (1).

By mid-century, as much as Behaviorists and Chomsky followers disagreed over the role input played in L2 acquisition in terms of habit forming versus a more cognitive approach (Ellis, 1994:26), the two still found it possible to agree upon its interference with acquiring the L2. As Ellis earlier states (1984:133):



In the EFL classroom...teachers sometimes prefer to use the pupils' L1 to explain and organize a task and to manage behavior in the belief that this will facilitate the medium-centered goals of the lesson. In so doing, however, they deprive the learners of valuable input in the L2.

### *2.1.2 Changing Points of View*

This leads us to the discussion that is now ongoing in more recent literature with Brown (2007:247) referring to the aforementioned as a "bygone era". Indeed there is now a new and powerful wave of writing on welcoming the use of the L1 in the classroom. After what appears to have been a temporarily final gust of proponents for L1 avoidance in the eighties (e.g. Krashen; 1982, Wong-Fillmore, 1985; Chaudron, 1988), there arose not only some opposing voices but some convincing studies that L1 use was, in fact, not only useful but often times necessary.

This point was made so strongly that Atkinson (1987) – who seems to be the most notably referenced beginner of this shift – developed a long list of times when the L1 could be used, which included eliciting language, checking comprehension, giving instructions, explaining classroom methodology, translation, checking for sense, and testing. Piasecka (1988, cited in Auerbach, 1993) went even further in discussing possibly appropriate time to use the L1:

negotiation of syllabus and the lesson; record-keeping; classroom management; scene setting; language analysis; presentation of rules governing grammar, phonology, morphology, and spelling; discussion of cross-cultural issues; instructions or prompts; explanations of error; and assessment of comprehension. (21)

Wow! The idea of using the L1 in the EFL classroom was clearly gaining some steam by the time the late eighties and nineties had arrived. However, not all were joining the movement. Polio (1994) responded to the latter list by stating that "There is little left to do in the L2, if all the above may be done in the L1" (154). As Brown elaborates, "...especially in EFL contexts, a common problem is too much use of the native language in the classroom" with teachers using "more of the native language than may be pedagogically advisable" (2007:248). Polio and Duff (1990;1994) are particularly pointed voices against this newer L1 use perspective.

### *2.1.3 Teacher and Student Beliefs – Empirical Study Focus*

The perspective, then, that I find myself particularly interested in as much, if not more so, than I do linguistic scholars' and TESOL practitioners' is that of the students themselves. After all, Harbord (1992) cited one of Atkinson's first reasons for allowing L1 use in the classroom as it being a "learner-preferred strategy" (350). In light of this declaration alone, I had to see if this was true from my previous context.

Though there are not many, there are still a few researchers who have undertaken the task of discovering what student (and teacher) attitudes are towards the use of the L1 in the EFL classroom. For this reason, I refer to but a few studies for the purpose of later comparing and contrasting in my discussion. The limited number of studies discussed take place in the EFL context with the exception of Auerbach's (1993) piece, which offers some helpful insight and intrigue to possible underlying issues of debate over mother tongue use in the EFL classroom.

Schweers (1999) researched EFL students and teachers in Puerto Rico, recording classes to find out the frequency and for which purposes the EFL teachers used Spanish in the classroom setting (2). After observing teachers complimented by administering questionnaires to teachers and students, Schweers found that nearly 90% of the student participants felt that Spanish (their L1) should be used in class. Interestingly, 99% felt that the teachers should only use English in the classroom. The implication would seem to be that there is no preference for the teacher to use the L1 while there is a preference for allowance of student use.

A notable shift from this general response, however, was another 86% of student response that indicated students welcomed their L1 to be used in the explanation of "difficult concepts" (2). So there was an apparent difference between general attitude towards teacher use and more specific times when it may be pedagogically called for. Hence, the difference between my first two research questions.

Tang (2000) performed an empirical study on the use of the mother tongue in the L2 reading class and reported similar results to those of Schweers'. In fact, Tang administered two questionnaires based on Schweers' to 120 Chinese students and 30 teachers to "discover their attitudes toward using Chinese in the English classroom" (48). Tang also observed three 50-minute reading classes and subsequently interviewed the respective teachers.

Results indicated that 95% of the students like their teachers to use their L1 at times in the classroom. Those times varied from defining vocabulary items, explaining grammar points, explaining difficult concepts or ideas, and giving instructions. Teachers responded similarly on the whole, with three quarters of the respondents claiming there to be a place for the use of the L1 in the first-year reading classroom.

300 Greek students researched by Prodromou (2002) revealed that over half of the beginning and intermediate students favored the use of the mother tongue in the classroom. This included times such as giving instructions and explaining difficult concepts as well.

Ferrer (2002) took things a step further by doing a comparative study by students', teachers' and teacher educators' perceptions in Spain. His study focused mainly upon the use translation to help learners notice the differences between L1 and L2 grammar. Questionnaires and interviews revealed positive perceptions of L1 use in this way and led Ferrer to conclude that, "if such a high percentage of students express their conviction that they *notice how to express certain things in English* when a translation of what they find hard to say is provided, who am I to say that they are wrong?" (5).

Levine (2003) took to task the approach of researching student and teacher attitudes towards L1/L2 use in the classroom and its effect on anxiety. The most surprising finding of Levine's study was that anxiety, in fact, did not increase with the level of the target language used. This study is the main source of comparison for my third research question on how students are affectively impacted by L1 use in the classroom.

## 2.2 Hypothesis

In light of these more recent studies, I hypothesized that students would display an overall positive attitude towards the use of their mother tongue in the EFL classroom by NEST's. I believed that students would appreciate the extra steps taken by NEST's to learn their language and not only identify more with their culture – but identify their felt needs with greater ability.

CHAPTER 3  
METHODOLOGY

3.1 Research Instrument One

Before discussing how the students' perception of NEST's using Vietnamese in the EFL classroom is measured, it is important to preface the methodology with what is *not* being measured. While it would be perfectly fine to test the expectations of incoming freshmen regarding this issue, the scope of this study does not reach into this territory. The focus of this project is to zero in on experiences of students who are already attending Hanoi University. (Perhaps a test of the difference between students' initial expectations versus their eventual experiences regarding this issue would be helpful in the future, but that is not what I am presently setting out to find.) *This study's main research question is "What is the Vietnamese university-level students' attitude towards the use of their mother tongue by NEST's in the EFL classroom?"*

The experiences of students who are being instructed by NEST's in Vietnam can tell us a great deal about what is actually being communicated when a teacher uses the language in class. Is it a help or a hindrance? Something that lowers the affective filter (Krashen, 1982) or instead lowers respect for NEST's who make mistakes with the students' L1? Something that displays NESTs' greater understanding of where students' errors may be coming from (Lado, 1957) or rather only confuses and distracts students who are expecting to hear only English in the classroom, especially from an NEST? These questions are often asked and addressed by linguistic professors and TESOL practitioners (Harbord, 1992; Atkinson, 1987; Duff and Polio, 1990) but rarely are the students themselves queried for their own theories. If we could pinpoint the underlying student perception of these issues, we could then determine if their perceptions are in tune with current linguistic thoughts, and perhaps more importantly, actual EFL teachers'

*practice*. Perhaps then with such knowledge, confirmation or changes could be made in our presumptions and pedagogy. The way that I chose to address and find answers to these questions involves two major steps. The first step of the answer is a questionnaire. The second step would be interviews after the initial survey. The questionnaire is first discussed below.

### *3.1.1 Questionnaire Framework*

A questionnaire was constructed in order to address and assess how students perceive and receive NESTs' use of the native language. This questionnaire was developed for students with 21 demographical questions on part I and 5-point Likert-type fashion with answers ranging from Strongly Agree to Strongly Disagree in Part II (see Appendix A). It was adapted in part from five separate pre-existing questionnaires. First, Oxford's (1990) Strategies Inventory for Language Learning (SILL) served as a model for the instrument used in eliciting data that may shed light on student perception of L1 use in the classroom as affected by certain independent variables. Out of the 21 variables on the first section of the questionnaire, six (6) would be examined as to their influence upon the dependent variable when constructing the factor analysis. This section of my questionnaire was made more easily modifiable after observing Elliott's (1993) Sample Background Questionnaire which followed Oxford's model. The Foreign Language Attitude Survey (FLAS) developed by Degarcia, Reynolds, and Savignon (1976) also contributed questions. Fourth, Dornyei's strategies from "Motivational Strategies in the Language Classroom" (2001) were also modified and tailored for the purposes of this study. Finally, questions from the Foreign Language Classroom Anxiety Survey (FLCAS), created by Horwitz, Horwitz, and Cope (1986), were mixed in.

The questionnaire was designed so as not to reveal, at least not too clearly, what the present researcher was truly looking for. That is, there were questions regarding student perception of Vietnamese speaking NEST's intertwined with unrelated topics about classroom

behavior. This was to control for any subject expectancy that could possibly serve as an extraneous variable. If the students were asked similar questions about Vietnamese language use by NEST's in the classroom 50 straight times, then one could be sure that they'd get the idea of what the study was really all about and then perhaps begin to answer how they imagined I might want them to, producing unstable results. As Brown (1988, pg. 37) states:

If you encounter a possible problem with subject expectancy, you would want to search for indications that the researcher has attempted to minimize the obviousness of the aims of the study by including elements...that have no actual purpose other than to distract subjects from the real aims of the study.

With this in mind, the goal was to have approximately 10 questions, asked in at least two different ways, which had to do with the research questions of this project. The other approximately 30 questions were of no consequence to the study at hand. The content of the questionnaire itself, of course, was ultimately to measure and assess student perception and reception of Vietnamese language use in the classroom by NEST's.

The structure of the questionnaire itself had two parts. The first part was heavily adapted from the SILL and Elliot's Sample Background Questionnaire. The second was constructed in a 5-point Likert-type scale, integrating 50 questions modified from the FLAS, Dornyei's "Motivational Strategies", the FLCAS, and questions created by the present researcher

### *3.1.2 Questionnaire Translation*

Originally written in English, the research instrument was translated into Vietnamese for all students. As with the consent forms that participants filled out, the students' first language was used because it was also important to make sure that participants were fully aware of what they were answering. An NEST and a Vietnamese colleague from Hanoi University worked on the questionnaire to ensure that the translation reflected what I wanted to communicate and question. I then had a professional Vietnamese translator check the drafted version to verify

that initial meaning had been maintained amidst the translation. After some revisions, he confirmed a final draft.

### 3.2 Advantages and Disadvantages

One advantage for the students in the midst of conducting this questionnaire was that students were informed that their answers would remain completely confidential. The students were told that they were voluntarily “giving permission” for me to use their answers but not for me to reveal their names when they filled out the consent form. Hence, they knew that they could be honest without their current NEST knowing what they put. Objectivity was the objective and it was important for the student to write without fear in order to see this as a result.

Another advantage was that, as opposed to a previously considered survey website, there was more than likely a greater student response in terms of *quantity* and *quality* simply because the researcher would be present to answer any of the students’ clarification questions or comments. For example, if a student wanted to point out that two of the questions seemed to be the same, I could inform them that it was okay. Or if students felt the need for me to confirm that they didn’t have to answer any of the questions, I could do so.

I also hoped that, with my administration of the exam rather than their regular teacher’s, it would be clearer to the students that the questionnaire to be filled out was not an assignment and would not affect their grade in any way, lowering possible apprehension over their answers.

While the advantages of my presence have been noted, there is at least one possible disadvantage regarding this issue. My greatest concern was the avoidance of the Halo Effect, “the tendency among human beings to respond positively to a person they like” (Brown, 33). The possibility that students might attempt to try and please me, the NEST, and look upon me favorably as the new face who was giving them a “break” from some of their class time, may have influence them to respond with what they felt were positive answers, particularly those statements concerning American teachers. This idea may have been a bit offset, however, by



the fact that I was also taking away from their 30 minute break time in between classes! In the end, I could only hope that students avoided giving biased answers towards some of the research questions, which could have been more of a certainty, were a Vietnamese teacher designated to administer the questionnaires with me, resulting in equal representation of a native a non-native English teacher.

One other concern regarding the questionnaires was more so the consent form that preceded it. If the students' anxiety level might increase due to the consent form's formality and various affirmations that their identity would be protected, then they could become quickly disengaged with it before even starting the questionnaire. What was meant to be a "simple" questionnaire might be presented as something much more complicated and confusing by the presence of the consent form. That said, there was only one student who did not answer the questionnaire and that was only because she was Japanese (e.g. not a native Vietnamese speaker). Still, the concern of how the consent form affected the students' answers remained.

### 3.3 Research Instrument Two

After collecting the student questionnaires, the next step was to interview students in order to gain some insight as to why students might be answering the way they were. The interview, unlike the questionnaire, did not have set questions for all. It was much more of a conversation than a formal interview. Sample questions that emerged during the interview process can be found in chapter 4.2. Also unlike the questionnaire, there was no translation as all discussion was in English and the questions asked in the interview process all had to do with eliciting some explanation to those questions that specifically dealt with the research questions concerning NEST Vietnamese use in the classroom. There were not clear disadvantages to this process as the students seemed to enjoy sharing their thoughts about this issue with little reservation, having already given written consent that they did not mind being called upon after the questionnaire in order to discuss their answers.

### 3.4 Teacher Questionnaire

A small supplement to the student questionnaire and thus, this study, was to see how the American teachers at the university responded to almost the same questions that were being asked of the students. The 50 questions on part 2 of the teacher questionnaire were intentionally written so as to mirror the Likert-type statements students responded to. An example would be the students' version of number 11 - "I would like my American teacher to use Vietnamese in the classroom" - becoming "My students want me to use Vietnamese in the classroom" on the teacher version. The teachers were unaware of this similarity. The purpose here was to see if the teachers' attitude matched that of the students'. No teachers were interviewed for the qualitative portion though their elaborated answers to the demographic portion of part 1 did elicit further evaluation. This questionnaire can be found in Appendix C.

## CHAPTER 4

### ANALYSIS

#### 4.1 Data Collection - Questionnaires

I administered and collected the questionnaires at Hanoi University in Vietnam's capital city. I explained the consent forms and questionnaires for about 5 minutes before the students took 20-25 minutes to answer parts 1 and 2 of the questionnaire. This took up 10 minutes of their class time and 10-15 minutes of their break time.

##### *4.1.1 Questionnaire Participants*

Over the course of one week, I visited the nine following classes:

- 4 freshmen speaking classes from the university's English Department (112 students)
- 2 freshmen reading classes from the university's Foundation Studies Department (54 students)
- 2 pronunciation classes from the university Foundation Studies Department (62 students)
- 1 senior-level "Honors" class from the university's English Department that focus upon the four skills of reading, writing, listening, and speaking (14 students)

Students' ages ranged from 18-24, with all but 29 of the participants being female. Skills such as listening, writing, and grammar were not represented in this study because there were simply no students learning from an NEST who taught these classes at the university.

#### 4.2 Data Collection - Interviews

The interviews took place over a three-day period in the NGO office that employed some of the former and current American EFL teachers on campus. Since there seemed to be a reliable representation of the students as a whole after looking over the initial questionnaires, it was not necessary to make a random selection of students to interview.

#### 4.2.1 – Interview Participants

Eleven students were selected to be interviewed after the questionnaires had been collected. They were selected based on a qualitative comparison I had made on the second day of the interviews between two freshmen (speaking) classes and the one senior (honors) class. Based on the analysis of these 65 students (51 freshmen and 14 seniors), I had reason to believe that students' answers showed a general consistency across levels, that is, seniors and freshmen. Thus, I decided to find out more about why this was by asking 7 senior students to be interviewed and 5 freshmen. One senior student was unable to participate and I was therefore left to interview the resulting 6 and 5, respectively.

Apart from the consistency across levels represented in the scanning of the initial questionnaires, the majority of honors students were interviewed for other specific reasons. First, *time with an American teacher* was a reason. These six honors students, as seniors, had had the most time with American teachers – a whole year at the very least. The freshmen, meanwhile, had had no more than 3 months with one.

A second factor was *different American teacher experiences*; since the honors students had changed from "regular" classes to "Honors" classes, they had studied under multiple American teachers. In some cases, they had three teachers (again, as opposed to the freshmen's individual total of only one American teacher thus far). Having had the extra experience with American teachers, it was assumed that further emphasis could be placed on the reliability of their answers because they were not only based on one American teacher experience. I still felt it necessary to interview five freshmen, however. Although they were answering similarly to the honors class, I wanted to check that it was not for different reasons.

In an effort to lower student anxiety, I had two students come in to interview at once (one student was asked to sit in with the lone final participant). The hope was that the students would relax and not be too concerned about the presence of the tape recorder. Students were

offered coffee, tea, water, and cookies to help make the setting as informal as possible. Keeping in step with Tarone's (1979) best ways to elicit "spontaneous speech" suggestions, I kept the tape recorder "unobtrusively placed", with the two peer students facing each other and the tape recorder closer to me. As Tarone notes, "one of the best ways to elicit the vernacular is to simply use the normal interactions of the peer group rather than relying on a one-to-one interview" (p. 189). While my main goal was not to record the closest vernacular speech of the student as possible, using this approach to help students stay calm and forget about the tape recorder proved to be most helpful.

Though no set questions were initially prepared to ask of students, similar questions that arose throughout the 11 interviews were as follows:

- How did you feel about the questionnaire?
- Were you answering honestly?
- If the American had near "perfect" Vietnamese – would your answers remain the same?
- Does the American teacher lose value in your eyes if they're making mistakes in Vietnamese in class?
- Does use of Vietnamese help to display a sign of cultural sensitivity?
- If American teachers do use Vietnamese in the classroom, when would you most prefer this?

Aside from these, I tended to ask questions that followed the model of "Why did you answer #\_\_\_ in this way?" Students replied with ease and seemed to enjoy sharing the reason for their attitudes behind each Likert number they had placed. With each student taking about 15 minutes to discuss their questionnaires, each interview session took a total of 30 minutes.

#### 4.3 Data Analysis – Questionnaires

Part One of the questionnaire contained 21 demographic inquiries, of which 6 would be looked at for the purpose of revealing which of these independent variables might influence the

answers of the 228 students in some way. As for Part Two, I had highlighted 22 throw away questions on my key, resulting in 28 Likert-type statements that would be looked at. Below, we take a look at Part One's demographics and then Part Two's remaining Likert-type statements.

#### 4.3.1 Demographics

The participants' demographic data that was to be observed included the class being taken with an American teacher, skill, hometown, parents' English, gender, class level (freshmen vs. senior), whether they had studied other languages, and the degree to which students used English outside of the classroom.

##### 4.3.1.1 Class Levels

The classes being taken by the students was represented as such:

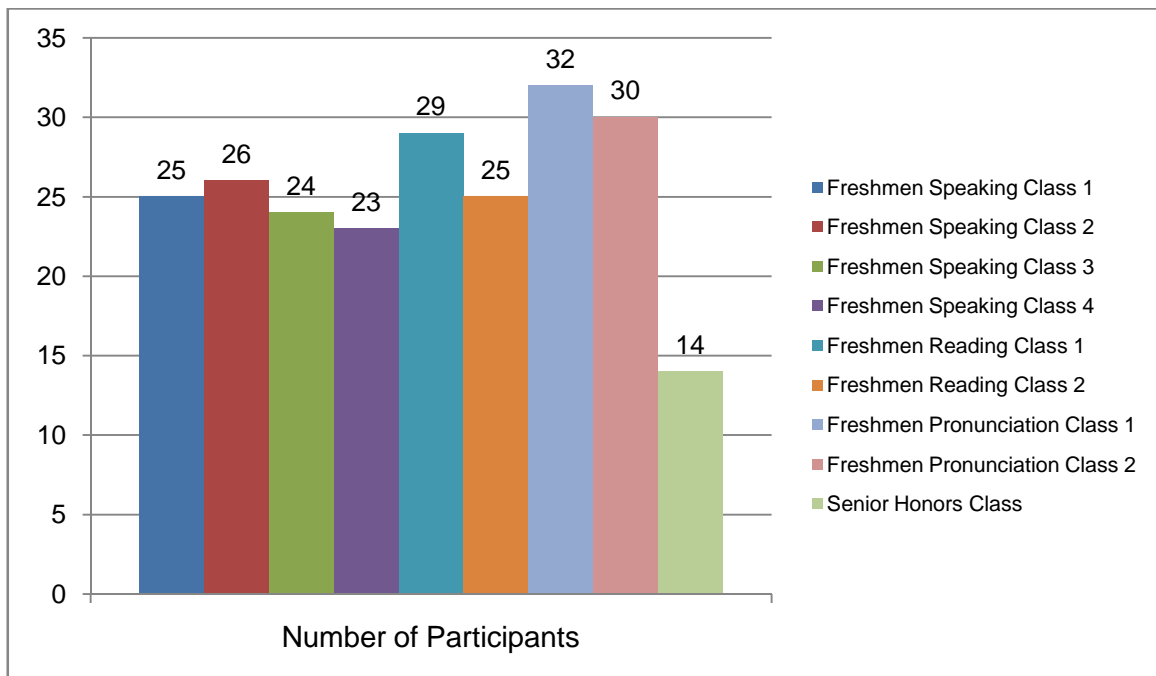


Figure 4.1 Different Class Participants

This was thought to be an important variable because perhaps students' answers would vary based on the American teacher they had. That is to say, one teacher's Vietnamese use might have curbed one's enthusiasm about the idea while another's may have caused a positive

attitude towards it all. This may have been because one teacher used it more or because one teacher used it more effectively. These were possible influences worth looking into.

The classroom population was fairly evenly distributed aside from the senior honors class, which had only 14 students. The freshmen classrooms ranged from 23 to 32 students a class with a mean of 26.75.

Of greatest interest from this information, and therefore, was measured, was whether or not freshmen (who had had less experience with a native English speaking teacher) had similar attitudes to the seniors. Though the freshmen represented 93.9% of the participants, the 14 seniors remaining still played a key role in helping to determine if attitudes changed over the course of time and multiple NEST experiences.

#### 4.3.1.2 Skills

The skills studied by the students was also of interest due to the possibility that students might value the use of their mother tongue less in a pronunciation class, where a native English speaking teachers' native tongue might seem to be desired most as opposed to a reading class, where occasional vocabulary translation by use of the mother tongue might be more welcome.

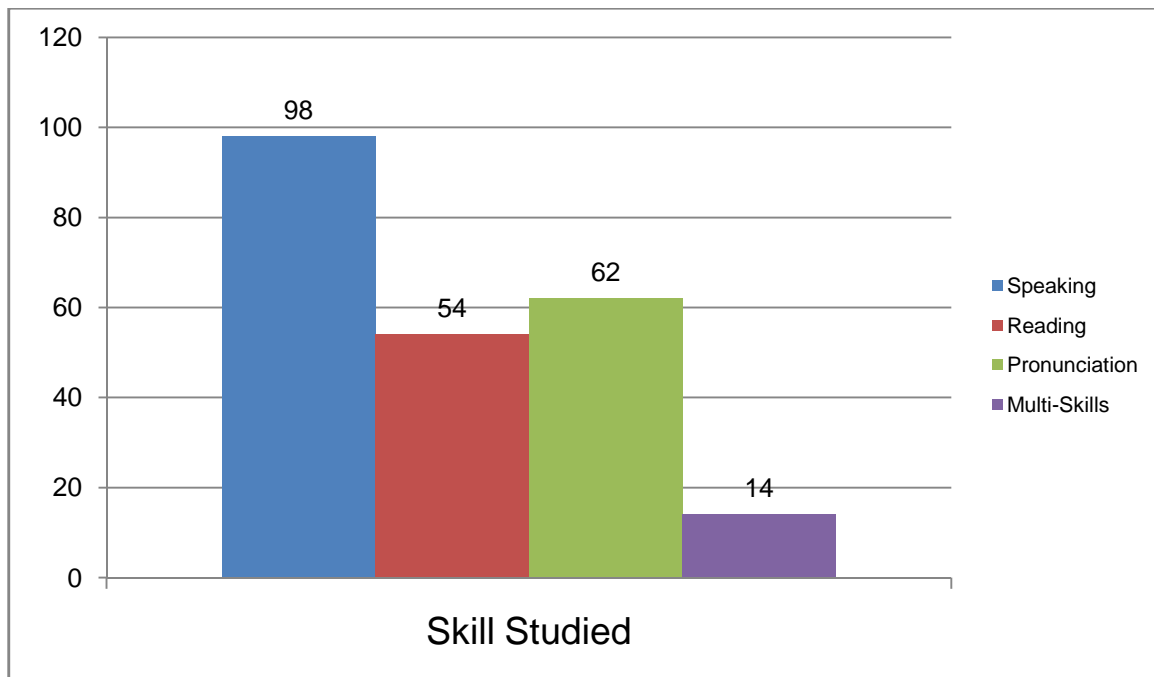


Figure 4.2 Skills Studied By Participants

As is clearly seen, the speaking students were the majority of the participants, representing 43% of the cumulative total. It should be noted that while the multi-skill studying honors students represented only 6.1% of the study, they had had experience not only with two different American teachers as second and third semester students but even a third American teacher in the first semester regular speaking class. This was essentially the same type of speaking class the 98 represented here were taking. These honors students had moved out of this “normal” class after just one semester after displaying special ability in reading, writing, listening, and speaking as a whole. In the end, this was not measured specifically but was more generally within the class levels.

#### 4.3.1.3 Hometown

The independent variable of the students’ hometown was also looked at. I thought that students from the countryside might be more prone to display a positive attitude towards NEST use of Vietnamese because this would be of more help to they who had had less contact with



foreigners since they were from outside the city, where many tourists and ex-patriots tend to live. Alternatively, I suspected that those from the city would display less interest in an NEST speaking their language due to more previous interactions with foreigners and therefore less need for things such as vocabulary translation. Furthermore, those from the city tend to live in wealthier homes and, as such, probably had had easier access to television and all the English-speaking and culture-displaying movies that graced the screen before them.

The city and countryside kids were almost split right down the middle, with 49.6% of the students (113) being from the city and 47.8% from the countryside (109).

#### 4.3.1.4 Parents' English Proficiency

Next, students were asked whether or not their parents spoke English. It was thought that if their parents spoke the language, then there would be less need for the students to hear it in the classroom based upon their thinking that they could just go home and clarify something they didn't understand with their mom and/or dad. All but one student answered this question and it was revealed that 79.4% of the students' parents did not speak English. Only 46 out of the 227 (20.2%) who answered had at least one parent who was able to speak English.

#### 4.3.1.5 Gender

As noted above, most of the students were female, as they outnumbered male student 199-29. Perhaps the 12.7% of males would show more interest in the use of NEST Vietnamese use or vice versa. This was to be determined.

#### 4.3.1.6 Other Language Study

Students who were studying one or even two other languages might have answered differently based on their experiences with other language teachers' use of the respective mother tongue in the classroom. If they were weighing this or these experiences with the current or past experience of learning under an American teacher, they might resolve to answer the questions more negatively or positively. 47 of the students (20.6%) were learning other

languages, ranging from Chinese (Mandarin), Czech, French, German, Japanese, Korean, and Spanish. 78.9% of the students' first attempt at learning a second language was their current study of English.

#### 4.3.1.6 English Use Outside the Classroom

The final independent variable to test for influence upon the research questions was how much – or little – the students spoke English outside of the classroom.

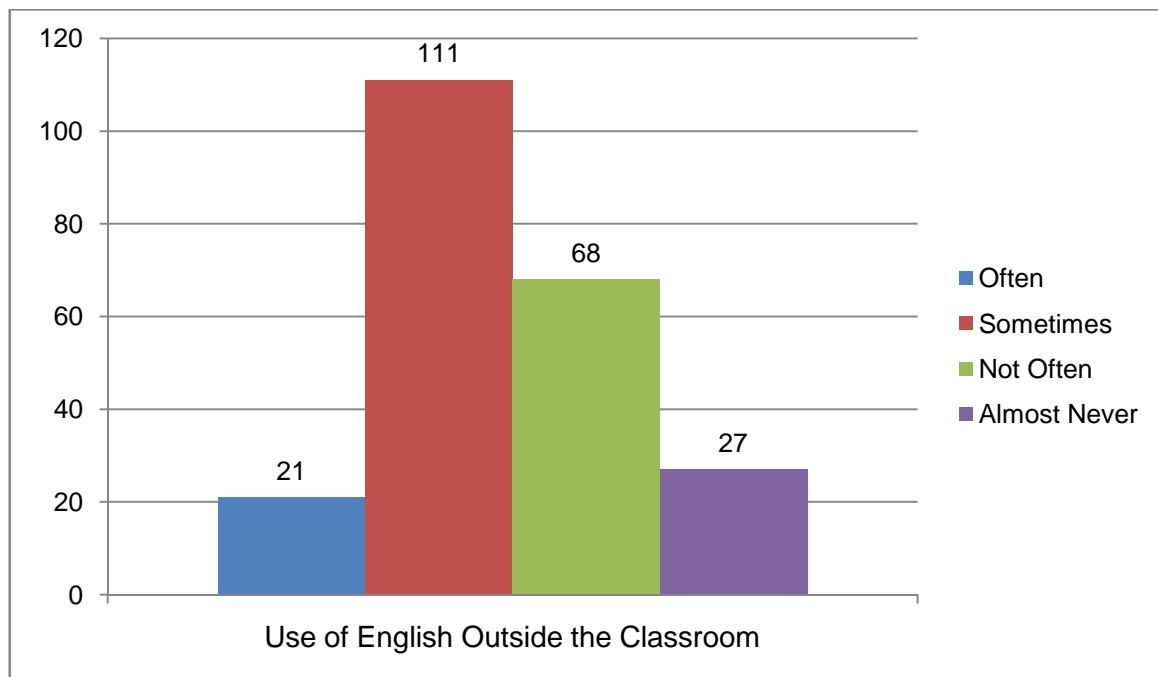


Figure 4.3 Frequency of English Use Outside the Classroom

Almost half of the students (48.7%) indicated that they “sometimes” used English outside of the classroom, with the greatest minority (9.2%) yielding in answer of “often”. Though there was not a clear definition between the four options for students to choose from, this still gave a general idea of how much they focused on practicing their L2 when not studying in class. Hence, even with the haziest of distinctions being between “sometimes” and “not often”, adding these two answers up revealed that over  $\frac{3}{4}$  of the students (78.5%) landed somewhere in the middle with very few (48 of 228 students) at the other ends of the continuum.

#### 4.3.2 Factor Analysis

Scales were developed in order to assess the students' attitude(s) towards NEST's use of Vietnamese in the EFL classroom. This was done by use of a Factor Analysis. First, the data gathered on all 228 paper-based questionnaires was transferred onto excel spreadsheet. However, this was not data from all 50 questions, but rather from the 28 questions remaining after the 22 "throw away" questions had, in fact, been discarded. With this information transferred to excel spreadsheet, it was then formatted for SPSS in order to determine which categories or "clusters" of questions might "hang together", showing that students understood the Likert-type questions and thus, weren't contradicting themselves in their answers.

Three scales resulted from this analysis. First, an 8-Factor Analysis resulted in the following cluster of 7 Likert-type statements: 5, 11, 29, 32, 34, 36, and 37. With a Chronbach's Alpha score of .70 looked for when testing reliability on a *developing* scale (Nunnally and Bernstein, 1994), this cluster was reliable at .835.

What was the common thread between these questions? They were all positive attitude statements towards the use of Vietnamese in the EFL classroom. Table 4.1 gives a clearer illustration below:

Table 4.1 Students' Positive Attitude Statements

Positive Statement	Chronbach's Alpha
5 "My American teacher should give instructions in Vietnamese"	$\alpha = .835$
11 "I would like my American teacher to use Vietnamese in the classroom"	
29 "If my American teacher used Vietnamese in the classroom, when giving instructions, it would be better for English learning"	
32 "If my teacher uses Vietnamese in the classroom, I'll be more motivated to learn"	
34 "If my American teacher uses Vietnamese to correct my errors, I'll understand better"	

Table 4.1 – continued

36 “If my American teacher uses Vietnamese to translate vocabulary, I’ll understand better”	
37 “If my American teacher uses Vietnamese in the classroom, I’ll feel like my teacher cares for me more”	

These seven questions essentially broke down the first research question of this study, which was “What are EFL students’ overall attitude towards NEST use of Vietnamese in the classroom?” turning it into “How positive are the attitudes of Vietnamese students towards NEST use of their mother tongue in the Vietnamese classroom?” One can see that these positive statements range from the pedagogical arena to more motivational and affective areas of teaching.

A second 8-factor analysis fell short of .70 reliability at .668 but was close enough to be evaluated since I am still in the preliminary stages of developing these scales. The three statements that emerged were 12, 42, and 43. Table 4.2 illustrates further:

Table 4.2 Teacher Somehow “Better” Because Knows Vietnamese

Declarative Statement	Chronbach’s Alpha
12 “My American teacher understands my culture better because he/she speaks Vietnamese”	$\alpha = .668$
42 “My American teacher has a better understanding of my culture because he/she knows Vietnamese”	
43 “My American teacher helps us with grammar better because he/she knows Vietnamese”	

Clearly, these statements deal with an American teacher who understands the students’ culture better because they know or speak Vietnamese. Though we cannot assume that this translates into better teaching, statement 43 does reflect an attitude towards American teachers’

pedagogical abilities due to their mother tongue knowledge at least in the area of grammar. Altogether, these statements tend to hold together in regards to their focus upon the teacher being somehow “better” due to their knowledge of Vietnamese. Note that there is a difference between “knowledge” (or ability to speak the language) and actual “use” of it in the classroom, as was focused upon in the first scale.

Finally, a 4-push scale gave me statements that dealt with the opposite of scale one – negative attitudes towards American teachers’ use of Vietnamese in the EFL classroom. This, in a way rounded out, and more specifically, my first research question. Rather than discussing “overall” attitude, these two scales honed in on both positive and negative attitudes, making it easier to see if the responses to both clusters of questions were consistent. The reliability, as determined by Chronbach’s Alpha was again close to the .70 desired, at .634.

Table 4.3 Students’ Negative Attitude Statements

Negative Statement	Chronbach's Alpha
12 “My American teacher understands my culture better because he/she speaks Vietnamese”	$\alpha=.634$
16 “My American teacher understands my pronunciation errors better because he/she speaks Vietnamese”	
17 “My American teacher uses the Vietnamese language in the classroom, but not effectively”	
19 “I don’t want my American teacher to try to speak Vietnamese in my English class”	
42 “My American teacher has a better understanding of my culture because he/she knows Vietnamese”	
43 “My American teacher helps us with grammar better because he/she knows Vietnamese”	

In order to clarify how these statements reveal an underlying theme of “Do not speak Vietnamese in the Classroom”, it is important to note that not one of these questions uses the phrase “in the classroom” unless it is referring to the use of the students’ mother tongue in a negative way. This, completely unlike the first scale, in which all of the statements mentioned the use of Vietnamese in the classroom, and that use, in a more positive light. The rest of the questions may reveal something the teacher does better – but never is this because of their Vietnamese use in the classroom, but rather because of their Vietnamese knowledge.

In sum, these scales matched up with the original research questions only in part. My first research question of “What are students overall attitudes towards NEST use of Vietnamese in the EFL classroom?” was more specifically broken down into two research questions:

- “How positive are Vietnamese students’ attitudes towards NEST use of their mother tongue in the EFL classroom?”
- “How negative are Vietnamese students’ attitudes towards NEST use of their mother tongue in the EFL classroom?”

The last research question that emerged could be articulated as:

- “Are NEST’s better in some way due to their knowledge of the students’ mother tongue?”

This discards, at least in terms of quantitative measurement, the original second and third research questions of this study: “In what pedagogical areas do Vietnamese EFL students prefer the use of their mother tongue by NEST’s the most?” and “Does NEST use of Vietnamese help to lower anxiety in the classroom?” That said, these two questions, as well as elaboration upon the first three questions that emerged from the scales, would be elicited in the qualitative portion of this study via interviews.

#### 4.4 Data Analysis – Interviews

The research questions addressed by the factor analysis were explored further during the interview process, but there were also questions asked regarding the questions that did not result from the factor analysis so that there would be clearer understanding regarding these issues. Answers were taped and listened to and important phrases transcribed. The interviews proved to be most insightful and not only assisted in giving clarity to the main question of “What is Vietnamese student perception of NEST use of the mother tongue in the EFL classroom?” but sparked further thought on what could be researched in the future.

#### 4.5 Teachers Surveyed

In addition, five teachers (3 male, two female) answered the teacher questionnaire, all of whom had some type of formal training in TESOL. Three had CELTA certificates, one had a TESOL certificate, and one had a M.Ed. in TESOL. Experientially, all teachers had taught EFL for at least 3 1/2 years except for one who had taught for 18 months. Highest on this range was the eight years of EFL teaching experience by the gentlemen who was currently working on his Master’s in TESOL furthering his education post-CELTA. Unlike the students, the teachers knew what the purpose of the project was though they did not know that they were responding to mirror Likert-type statements that the students had received.

The teachers’ and students’ mean responses on the scales were compared using an independent t-test. Frequencies were also computed via SPSS.

The findings of both teacher and student questionnaires, along with the subsequent interview results, are detailed in chapter 5.

## CHAPTER 5

### FINDINGS

#### 5.1 Questionnaire Results

This chapter will lay out the descriptive statistics observed in the survey responses and presents the three scales that resulted from the variable analysis. First I will discuss the quantitative results, then the support for these from the interview data with students, and finally the input from the teacher survey. The descriptive statistics observed to create the three scales resulted in the following numbers on Table 5.1.

Table 5.1 Descriptive Statistics

SCALE	Number (N)	Minimum	Maximum	Mean	Std. Deviation
Scale 1_8 (1)	224	7.00	33.00	19.5446	5.12601
Scale 3_8 (2)	227	6.00	30.00	16.3612	3.57992
Scale 2_4 (3)	227	3.00	15.00	8.1586	2.11849
Valid N (listwise)	223				

Scale 1 refers to the statements with an overall positive attitude towards the NEST use of Vietnamese in the EFL classroom. With seven statements serving as items comprising the scale, the highest the score could possibly be would have been 35.00 (7x5 with 5 being the highest number for agreement on the Likert-scale) but since no one answered all the questions with 5, the highest score was actually just 33.00. In the end, the mean response to these statements was 19.5.

The second and third scales involved Likert-type statements that all students responded to making the minimum responses 6.00 and 3.00 respectively. The mean for the second scale that referred to something 'better' about NEST's who use Vietnamese in the EFL classroom was



16.36 out of a maximum 30.00. The mean for the third scale that factored statements referring to negative attitudes towards NEST use of Vietnamese in the EFL classroom was 8.15 out of a maximum 15.00.

## 5.2 Analyses of Variance

Six of the 21 demographics on Part One of the questionnaire were computed via SPSS system to determine which, if any, had an influence upon the responses of the students to each scale. A p-value of less than .05 could be established as significant. Each of the three scales was looked at to assess these as possible influences on each research question.

### *5.2.1. Scale One Variance*

The first scale was composed of statements with an overall positive attitude towards the NEST use of Vietnamese in the EFL classroom. Of clear significance upon this scale was whether or not students were studying another foreign language besides English, with a .015 p-value (see Table 5.2).

Table 5.2 Dependent Variable One (Scale One) Variance  
“Positive Attitude Towards NEST Use of Vietnamese”

Source	Significance
English Use Outside of Classroom	.232
Other Language Study	<b>.015</b>
Gender	.382
Parents' English	.069
Hometown	.145
Class Level	.870

The next closest p-value to significance was whether or not the students' parents could speak English, with a value of .069. It would be helpful not to ignore this value in terms of considering future research.

### 5.2.2 Other Languages Studied

This independent variable, the only clearly significant p-value upon scale one, was reflected in a 20.2 to 17.0 difference in Likert-scores between those who were not learning another language besides English and those who were. In other words there *is* a difference between these learners' attitudes on the positive statements towards NEST use of Vietnamese in the EFL classroom. There is a greater positivity (20.2 mean out of all responses of subjects on the scale) shown towards NEST use of Vietnamese in the EFL classroom by those not learning other languages, and alternately, a greater negativity (just 17.0 out of 40) shown towards this dependent variable by those who *are* learning other languages. This may very well be because students learning other languages have developed strategies on how to negotiate meaning in other languages while first time second language learners have not – and therefore do not yet grasp its usefulness.

### 5.2.3. Parents' English Proficiency

Whether or not the parents of the students spoke English proved to be close to significant in regards to influence upon the students' responses. If students' parents *did not* speak English, they were more prone to agree with positive statements about Vietnamese being used in the EFL classroom, with a mean score of 20.00. This conclusion contrasts with the 17.6 mean of students whose parents (or at least one) did speak English. A socioeconomic reasoning may exist both here and with the students who are learning other languages. It can be safely assumed that students learning different languages who have parents that have already done so are more likely to live in the city than in the countryside and therefore are less anxious early on by the presence of native English speaking teacher. In a sense, they have "been there, done that" while the other students who are in the city for the first time or are learning a language for the first time may have a higher affective filter and wouldn't mind the use of their L1 in the classroom, if only a little more.

### 5.3. Scale Two Analysis of Variance

There was no significant difference between students' answers on scale two. In other words, none of the six demographic features drastically influenced students' responses one way or the other. There was a consistency across the board on how all 228 students responded to Likert-statements discussing how an NEST is somehow 'better' due to their knowledge of the students' mother tongue.

### 5.4 Scale Three Analysis of Variance

As with scale two, there was no p-value that was close to significantly altering responses to the, in this case, six questions of scale three. Hence, those of different gender, hometown, class level, etc. all answered similarly concerning the negative statements about NEST use of Vietnamese in the EFL classroom. The only p-value under 1.00 was "English use outside of the classroom" but this number is only barely below 1, at .097 and thus, still not close enough to be considered an altering factor.

### 5.5 Frequency Findings

The frequency results of each respective scale yielded sufficient if not overwhelming evidence that my hypothesis was wrong. The students, in fact, made it quite clear that they did not want their native English speaking teacher to use Vietnamese in the English as a foreign language classroom. Not only would the three quantitatively measured scales reveal this but so would the qualitative interviews.

#### *5.5.1. Scale One Findings*

The items of scale one were positive attitude statements towards the use of Vietnamese in the EFL classroom. These positive statements, however, were met with mostly negative responses (see Table 5.3). In fact, the only time that the use of Vietnamese was mentioned as something positive was on number 49, in which students were queried about their attitude towards the use of Vietnamese by *students* in the classroom. This was seen as a

negative attitude towards NEST use of Vietnamese in light of the fact that students were overwhelmingly positive towards student use. In other words, this sharp contrast in attitude towards teacher vs. students use implied, “Leave the Vietnamese-speaking to the native born students – *not* the native born English teacher”.

Table 5.3 Scale One Descriptive

My American teacher should give instructions in Vietnamese. (Question 5)			
	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	32	14.1	14.1
Disagree	89	39.2	53.3
Neither agree nor disagree	63	27.8	81.1
Agree	35	15.4	96.5
Strongly Agree	8	3.5	100.0
I would like my American teacher to use Vietnamese in the classroom. (Question 11)			
<b>Strongly Disagree</b>	<b>53</b>	<b>23.2</b>	<b>23.2</b>
<b>Disagree</b>	<b>73</b>	<b>32.0</b>	<b>55.3</b>
Neither agree nor disagree	74	32.5	87.7
Agree	23	10.1	97.8
Strongly Agree	5	2.2	100.0
If my American teacher used Vietnamese in the classroom when giving instructions, it would be better for English learning. (Question 29)			
Strongly Disagree	20	8.8	8.8
Disagree	65	28.6	37.4
Neither agree nor disagree	75	33.0	70.5
Agree	59	26.0	96.5
Strongly Agree	8	3.5	100.0

Table 5.3 – continued

If my teacher uses Vietnamese in the classroom, I'll be more motivated to learn. (Question 32)			
Strongly Disagree	15	6.6	6.6
Disagree	74	32.5	39.0
Neither agree nor disagree	77	33.8	72.8
Agree	51	22.4	95.2
Strongly Agree	11	4.8	100.0
If my American teacher uses Vietnamese to correct my errors, I'll understand better. (Question 34)			
Strongly Disagree	10	4.4	4.4
Disagree	65	28.6	33.0
Neither agree nor disagree	52	22.9	55.9
Agree	80	35.2	91.2
Strongly Agree	20	8.8	100.0
If my teacher uses Vietnamese to translate vocabulary, I'll understand better. (Question 36)			
Strongly Disagree	13	5.7	5.7
Disagree	71	31.1	36.8
Neither agree nor disagree	54	23.7	60.5
Agree	74	32.5	93.0
Strongly Agree	16	7.0	100.0

Table 5.3 – continued

If my American teacher uses Vietnamese in the classroom, I'll feel like my teacher cares for me more. (Question 37)			
Strongly Disagree	18	7.9	7.9
Disagree	90	39.6	47.6
Neither agree nor disagree	66	29.1	76.7
Agree	43	18.9	95.6
Strongly Agree	10	4.4	100.0

The question (number 11) that most directly stated that the students would like for the American teacher to use Vietnamese in the classroom was met with the most disagreement – and strong disagreement at that – with the highest raw number of “strongly disagree” (53) from *any* of the three scales. This made it clear that, overall, the students strongly opposed the use of their mother tongue in the classroom.

Pedagogically, this was reflected in students’ negative attitude towards instructions given in Vietnamese (questions 5 and 29). Affectively, this was reflected in students’ disagreement that an American teacher speaking Vietnamese in the classroom causes them to be more motivated to learn or that they would feel as though their teacher cared for them more. This consistency over pedagogical and affective arenas with the same factor seems worth noting; perhaps further communicating an altogether dislike for mother tongue use in the classroom.

However, there were two pedagogical areas in which the students seemed to find the use of Vietnamese favorable (questions 34 and 36), albeit not as significantly as with the negative responses. For example, only six more total students agreed that the teacher who uses Vietnamese to translate vocabulary helps them to understand better so this is effectively a

draw. What's more, this question failed to specifically note "American" teacher in the Likert-statement. This then would lead me to consider this response less than I would number 34.

Number 34 indicates that students (100-75 raw number) believe that they'll understand in fact, *better*, if their errors are corrected in Vietnamese. This response was clearly unique from the rest and therefore, I would look to the interview portion to bring clarification to this question.

#### 5.5.2. Scale Two Findings

For a scale that had the least amount of statements observed, scale two certainly spoke volumes. Not only was it consistent with scale one's overall message that students did not agree with the use of their mother tongue in the classroom by American teachers, but it also took things a bit further.

Keep in mind that each of the Likert-statements in scale two dealt with a the American teacher perceived as somehow "better" due to their knowledge of the Vietnamese language. Note the difference here between scale one and scale two. Scale one dealt with positive attitude statements about American teachers' *use* of the Vietnamese language *in the (EFL) classroom*. Scale two focuses simply upon the American teachers' knowledge of the language, or, their *ability to speak the language* – but never in any of the respective Likert-statements is it referred to as use in the classroom.

So, with all three "better" statements responded to negatively (see Table 5.4), the students not only communicate that the use of the language in the classroom is not preferred (scale one) but that their perception of the American teacher's teaching ability at most stays the same regardless of whether or not they can speak their language. In other words, being able to speak Vietnamese does not necessarily make an American teacher a better language teacher. This is expounded upon in the qualitative findings as we address the questionnaire's last question (number 50). As with scale one, these answers were consistent (though with a much

smaller sample of three questions) over both pedagogical (question 43) and affective categories (question 12 and 42).

Table 5.4 Scale Two Descriptive  
NEST Knowledge of Vietnamese Makes Them “Better”

My American teacher understands my culture <b>better</b> because he/she speaks Vietnamese. (Question 12)			
	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	35	15.4	15.4
Disagree	72	31.6	<b>46.9</b>
Neither agree nor disagree	87	38.2	85.1
Agree	31	13.6	98.7
Strongly Agree	3	1.3	100.0
My American teacher has a <b>better</b> understanding of my culture because he/she knows Vietnamese. (Question 42)			
Strongly Disagree	14	6.1	6.1
Disagree	79	34.6	<b>40.8</b>
Neither agree nor disagree	87	38.2	78.9
Agree	43	18.9	97.8
Strongly Agree	5	2.2	100.0
My American teacher helps us with grammar <b>better</b> because he/she knows Vietnamese. (Question 43)			
Strongly Disagree	10	4.4	4.4
Disagree	71	31.3	<b>35.7</b>
Neither agree nor disagree	96	42.3	78.0
Agree	44	19.4	97.4
Strongly Agree	6	2.6	100.0



### 5.5.3. Scale Three Findings

Scale three factored negative statements about the use of the students' mother tongue in the EFL classroom by the American teacher in light of the fact that, once again, as opposed to scale one, there were no questions that mentioned the use of Vietnamese in the classroom by the NEST (scale three).

Table 5.5 Scale Three Descriptive

My American teacher understands my culture better because he/she speaks Vietnamese. (Q12)			
	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	35	15.4	15.4
Disagree	72	31.6	46.9
Neither agree nor disagree	87	38.2	85.1
Agree	31	13.6	98.7
Strongly Agree	3	1.3	100.0
My American teacher understands my pronunciation errors better because he/she speaks Vietnamese. (Question 16)			
Strongly Disagree	12	5.3	5.3
Disagree	62	27.2	32.5
Neither agree nor disagree	69	30.3	62.7
Agree	68	29.8	92.5
Strongly Agree	17	7.5	100.0
My American teacher uses the Vietnamese language in the classroom, but not effectively. (Question 17)			
Strongly Disagree	26	11.4	11.4
Disagree	107	46.9	58.3
Neither agree nor disagree	55	24.1	82.5

Table 5.5 – continued

Agree	36	15.8	98.2
Strongly Agree	4	1.8	100.0
I don't want my American teacher to try to speak Vietnamese in my English class. (Question 19)			
Strongly Disagree	20	8.8	8.8
Disagree	45	19.7	28.5
Neither agree nor disagree	42	18.4	46.9
Agree	75	32.9	79.8
Strongly Agree	46	20.2	100.0
My American teacher has a better understanding of my culture because he/she knows Vietnamese. (Question 42)			
Strongly Disagree	14	6.1	6.1
Disagree	79	34.6	40.8
Neither agree nor disagree	87	38.2	78.9
Agree	43	18.9	97.8
Strongly Agree	5	2.2	100.0
My American teacher helps us with grammar better because he/she knows Vietnamese. (Question 43)			
Strongly Disagree	10	4.4	4.4
Disagree	71	31.3	35.7
Neither agree nor disagree	96	42.3	78.0
Agree	44	19.4	97.4
Strongly Agree	6	2.6	100.0

Continued consistency with the first two scales was found in scale three in regards to an overall negative attitude towards NEST use of Vietnamese in the EFL classroom. In a way, the third scale gave summary to the first two. Questions 12, 42, and 43 were addressed in scale two as revealing that students did not necessarily believe their American teacher to be better just because they knew the Vietnamese language. Number 16 from scale three, with a difference of only 11 students (85 agree vs. 74 disagree altogether) was hardly significant enough to put a dent into this conclusion simply by quantitative reason, so I would look into this further during the interview portion.

The most overt negative question about NEST use of Vietnamese in the EFL classroom was met with incredible agreement – over half of the students agreed (20.2% strongly) that they did not want their American teacher to try to speak Vietnamese in their English class (see Table 5.5). This question seemed to mirror and therefore further enhance the reliability of question 11 from scale one - which stated this attitude more positively but was met with almost equal disagreement (see Table 5.6).

Table 5.6 Comparative Attitudes Towards NEST Use of Vietnamese in the EFL Classroom (Across Scales)

I would like my American teacher to use Vietnamese in the classroom. (Question 11, scale 1)		
	Frequency	Valid Percent
Cumulative Disagreement (sum of disagree and strongly disagree)	126	<b><u>53.3</u></b>
Cumulative Agreement (sum of agree and strongly disagree)	28	12.3
I don't want my American teacher to try to speak Vietnamese in my English class (Question 19, scale 3)		
Cumulative Disagreement (sum of disagree and strongly disagree)	65	28.5
Cumulative Agreement (sum of agree and strongly agree)	121	<b><u>53.1</u></b>

## 5.6 Quantitative Summary

In summary, the students clearly did not favor the use of Vietnamese in the classroom (scales 1 and 3) and, at the same time, really didn't think it too significant in bettering their teachers' teaching ability if they simply knew the language (scale 2). Why students were answering in such a way was the main reason for the subsequent interviews. These helped to bring clarification to some of the more perplexing scale questions (16, 17, and 34), too.

## 5.7 Interview Results

The qualitative portion supported the quantitative findings while also bringing some new things to light. These interviews also assisted in clarifying some of the questions that seemed unique from the others on scales one and three.

### *5.7.1. Number 44*

I consistently asked the students to address number 44 from the questionnaire. It was not addressed in the quantitative analysis because it occurred to me that it was, in fact, a "double barreled" (Elliott, 1993:2) question. However, students seemed to be reading it one particular way as almost half of them (48.6%) agreed with the statement, as opposed to only 21.5% disagreeing. My question was if they were agreeing with the first part of the question: "I want my American teacher to learn Vietnamese...", the second part, "...but I don't want my American teacher to use Vietnamese when teaching us" or the complete thought of "I want my American teacher to learn Vietnamese but I don't want my American teacher to use Vietnamese when teaching us." All eleven students said that they were agreeing with the complete thought that, yes, while they hope their NEST will learn their language – they do not share the same hope to see it used in the classroom. As one student noted:

Student A: "Yeah, I want my American teacher to learn Vietnamese and to know my Vietnamese culture because when the teacher learns or approach to the Vietnamese, they will know the main characteristics of Vietnamese so they will know what the difficulty of Vietnamese students is when they learn English. For example, the main difference between English and Vietnamese is the, you know, Vietnamese is mono-...you know...they speak word by word, and without intonation?"

Researcher: Mono-syllable...

Student A: Monosyllable...and that can make a lot of difference for Vietnamese students when they learn the English pronunciation. Yeah...and I don't want the American teacher to speak a lot of Vietnamese in the class because in the class the students [are] give[n] a chance to speak English, to *think* in English, and if they speak Vietnamese sometimes in the middle it will *distract their thinking* or, you know.

Hence, the student clearly states that the teacher will understand where her pronunciation errors are coming from better due to the NEST's knowledge of her L1, but no sooner does she mention this then she shifts to making it clear that this teacher's knowledge of her language should not translate into much use in the class.

Why not? As the student said, "it will distract their thinking".

#### 5.7.2 *Distracting the Negotiation of Meaning*

She was not alone in her reasoning. Other students responded similarly concerning this distraction of the students' processing of the L2. The students were of the understanding that there is something going on cognitively in their second language acquisition that is disrupted by the use of Vietnamese by the NEST:

Student C: Learning the language helps NEST's to understand students and understand culture. I think Vietnamese language is very special and they can learn – it's very interesting. Just learn the language, don't use the language. If they use the language, I think it is *distracting*.

Other students elaborated:

Student D: [T]hat distracts from the lesson. And one teacher says that when you're learning a foreign language...don't use your own language because that just slows you down. Because when you talk to foreigners, you translate from Vietnamese to foreign language...that will be slow. But I like fast, so I must *think* in their language and talk to them.

Student E: Because when we are in English class, our purpose is to learn English. The only thing I want is to create an English environment. It is difficult if you stay in Vietnam so when we have a native speaker it will be very good. But if the native speaker speaks Vietnamese in class, I think it's a little bit *distracting*.

Student C: My [hope] is to have the best measurement of English skills that I can so it's better of the foreign teacher use only English in the classroom. I don't understand it, he or she can explain it somehow in English...because I want to *think* in English.

One student even said that the use of the Vietnamese language in class makes her less motivated to learn:

Student F: Well...I think when my American teacher speaks Vietnamese in class, it will be a kind of *distraction* and there will be no motivation for me to pay attention to what he says so I don't like American teacher to speak Vietnamese in English class... When he speaks English, I have to pay attention to what he's saying, so if he speaks Vietnamese it will be a kind of *distraction* and I won't pay attention anymore.

### 5.7.3. Scale Two Qualification

In these responses we see some qualification of scale two. Scale two interestingly showed that NEST's who know Vietnamese (not *use* but *know*) are not perceived as necessarily better teachers. This does not mean that they're necessarily worse either, but students did not submit that they saw them as better than teachers who did not know the students' mother tongue. This result was confirmed quantitatively by number 50 from the questionnaire which read, "American teachers who speak Vietnamese in class are better teachers of English". Quantitatively, 84 to just 34 students had disagreed with this notion. Students qualified scale two in that some of them read it as "knowing Vietnamese" instead of "speaking it in class". For example, student E said:

"There is no difference between the teacher who knows Vietnamese and those who haven't known it yet. Even if a teacher does know Vietnamese, I want the teacher to explain my misunderstandings or mistakes in English so there's no difference between the teacher who knows Vietnamese and those who don't."

Student K, who read it as it was written, responded:

"I don't evaluate them [NEST's] by how well they speak Vietnamese in English class..."

She agreed that she evaluated NEST's based on their English teaching skills, thus, implicitly stating that there was no tie between English teaching skills and her American teacher's Vietnamese-speaking ability.

### 5.7.4 Pedagogical Approaches

Stemming from these types of statements, I would then shift the interview to asking the students that if they did not find their mother tongue used by NEST's as desirable as whole, was

there yet still ever a specific area where students might prefer it in one or two specific situations. For example, there was the unique number 34 from scale one where the students deviated from the norm of negatively responding to the “positive use” statements of their L1 in the classroom.

#### 5.7.4.1. Error Correction

Number 34 read, “If my American teacher uses Vietnamese to correct my errors, I’ll understand better”. Unlike the rest of the positive statements, this question was at least somewhat significantly agreed with. When asked about this, the students qualified this result by saying that the error correction is really a last resort. Never did they mean to imply that it should be an initial approach that the teachers enter into class with.

Student B: First, I will...have the teacher correct it in English. Then...in Vietnamese [if still don’t get it].

To qualify this response even further, students seemed to communicate that even though they might “understand better” as a result of this type of error correction, this does not necessarily mean that they’ll learn better. In fact, it seems as though some of the students may have read the statement as “understand *quicker*”. For example, one student said:

“I think that I honestly...I want the teachers in class...they should use English and not Vietnamese because if teachers in English class try to speak Vietnamese then this will make the students rely too much on Vietnamese. Maybe if they have any problems with expressing ideas or giving information, they will try to speak Vietnamese [and] although all the students in the class will understand *immediately* because this is their mother tongue – but this will somehow reduce their English ability.”

This student, quite possibly without even knowing it, was tapping into the concept of negotiating meaning, as mentioned earlier, and the importance of comprehensible input (Krashen, 1985) instead of giving in to the time saving error correction in the mother tongue. The interviews, then, would lead me to believe that we cannot declare number 34’s apparent deviation from the other negative answers towards Vietnamese use in the EFL classroom as something entirely concrete.

#### 5.7.4.2. Vocabulary Translation

Some students even said that they did not want Vietnamese, even as a last resort, in other pedagogical areas. One student stated this clearly – and with some passion – when expressing her distaste for Vietnamese use in the class and the subsequent issue of vocabulary translation:

Student A: [!]It is a foreign language class and [the NEST's] are here to teach English, not to practice Vietnamese. And...[since] we got only 90 minutes per week to practice our English with a native speaker we should use that 90 minutes to practice English only. And that's it.

Researcher: What if someone responded, "Well, that's true but in [situations] like vocabulary translation, its okay to use Vietnamese..."

Student H: I think it's still better just to use English because you can explain in English for us to understand that new word and then we have to figure out what it means and *after* class, we can practice English and Vietnamese together and we can go out or hang out together.

Another student even gave a different option than direct vocabulary translation:

Student G: When teachers give a new word and some word that all the students in the class don't understand...they should elicit and give hints to help the students understand more about the word they are thinking of to understand more...in English, of course, and umm, then I think after sometime, the students will figure out what word is that.

Another student said that using the students' L1 in vocabulary translation is "only for beginners" but not for university-level student who have pre-intermediate or above ability with the L2. Altogether, the students very clearly, as they did in the quantitative portion said no to NEST use of their mother tongue concerning vocabulary translation.

#### 5.7.4.3. Giving Instructions

Regarding "giving instructions", there was also a collective "no" to NEST Vietnamese use. Student C noted that it was better not to be given instructions in his mother tongue because he was preparing to go overseas and study in the UK, Australia, or the U.S. He said that the teachers would not be giving him instructions in Vietnamese when he was studying abroad so it he better get used to that in Vietnam as much as possible. The only time someone saw it as a possibility was in writing class. The student said that when introducing a new style



or “structure” for writing, it may be easier to communicate this message in Vietnamese the first time.

#### 5.7.4.4. Small Talk

There was one emergent area where students, without elicitation, volunteered Vietnamese use as acceptable. This was the area of “small talk”. However, what was interesting about this was that the students still said that they would prefer this before class started or after class ended. So, while this was Vietnamese use in the classroom, it still wasn’t Vietnamese use *during class* time. When asked when they might ever prefer Vietnamese use, half of the students mentioned small talk:

Student H: I think small talk but just a little because sometimes it can make the student feel more closer to the teacher when he shows that he tries to get to know the Vietnamese and make a friendlier environment.

Student K: I think...umm...small talk. I think they [NEST’s] will make the classroom more effective...[it] relaxes students.

However, when I asked a few other students about small talk after seeing it emerge as a possibility, they all said no to this, with one student saying that the small talk should be present – but in English. This would “relax” the students just the same.

### 5.8 American Culture

Small talk was not the only new idea brought to light in the interview process. Some students also volunteered that along with only English, they desired to have more American culture used as the context for their textbook, rather than Vietnamese culture. Student F said:

“I think there should be more about American culture in the textbook because the purpose is we want to learn English and get to know about American culture...about the people...how they think and why and we don’t need to worry about Vietnamese culture in English because we already know Vietnam.”

Other students agreed with this when I asked and it was noted other departments (e.g. Spanish, Korean, Portuguese, etc.) seemed to promote their cultures more than the English department did.

## 5.9 Extra Questions

Three extra questions that I asked with some consistency included:

- 1) How much Vietnamese use would you prefer in English class?
- 2) Do your attitudes about NEST Vietnamese use in the classroom change if the NEST speaks near perfect Vietnamese?
- 3) Does the NEST lose value in your eyes if they make mistakes with the Vietnamese language in the English classroom?

### *5.9.1. Amount of Vietnamese in the EFL Classroom*

Half of the students did not want any amount of usage while the other half gave percentages ranging from 2-10%, with an average of about 5%. This was in reference mostly to the use of small talk. As noted, this was dismissed by half of those interviewed. What's more, those that did acknowledge it were still acknowledging its use before class time really started.

### *5.9.2. NEST Vietnamese Ability Effect on Student Attitudes*

All eleven students interviewed clarified that the speaking level of the NEST was not the issue. Thus, whether the NEST spoke Vietnamese at an elementary level or advanced level, they still did not want it used in the classroom. To make sure the student understood what I meant, I asked them, "If you speak Vietnamese perfectly, 10 out of 10, and your NEST was so good that he or she was able to speak it at a level of 9, would you have answered any differently?" The students said that their answers would remain the same regardless of how well the NEST had mastered – or not mastered - the students' mother tongue.

### *5.9.3 NEST Value*

Finally, I was curious to know if the students lost any kind of respect for their NEST if and when they made mistakes in the classroom when attempting to speak their language. Again unanimous, the students said that this thought had never crossed their minds.

### 5.10 Teacher Questionnaires

The results of the t-test showed that the teachers answered similarly to students on scales one and three, with both parties displaying negative opinions towards the use of the L1 in the EFL classroom. However, there was a significant difference of .021 ( $p < .05$ ) for scale two. The difference was a mean of 10.4 (teachers) to 8.15 (students), showing that teachers are in greater agreement with the idea that NEST's who know the L1 of the students are better teachers of English. This is illustrated in table 5.7 below:

Table 5.7 Teacher vs. Student Attitudes (Across Scales)

t-test for Equality of Means				
		T	*df	Significance (2-tailed)
Scale One (1_8)	Equal variances assumed	-.198	227	.843
Scale Two (3_8)	Equal variances assumed	-2.321	230	<u>.021</u>
Scale Three (2_4)	Equal variances assumed	-1.758	230	.080

\* 'degrees of freedom' show the specific distribution in a class of distributions. In the case with the t-test it's a t-distribution.

Scale two, as noted, revealed a difference in student perception between students and teachers. The teachers felt that they were somehow "better" because they knew the students' L1, the students themselves did not see this as a necessary result. The three questions from scale two were numbers 12, 42, and 43. While 60% of the teachers agreed that they showed their students that they understood their culture better because of their Vietnamese language knowledge, only 14.9% of the students felt the same way. Number 42, which stated a similar opinion as "My students think I have a better understanding of their

culture because I know Vietnamese” bore further proof that the students’ and teachers’ perceptions did not match in this issue over cultural understanding. 60% of the teachers once again agreed with this statement, with only 21.1% of the students seeing it that way. Finally, on a more pedagogical point with number 43, only 21.9% saw American teachers who knew their L1 as therefore “better” at helping with grammar. This was again in contrast to the 60% of the teachers who agreed with this statement. These 60% totals should be cautiously considered, however, with such a small sample. This is particularly true of number 43 which saw three teachers agree to three teachers disagree. In other words, one teacher could have swung the percentage by 20% had they answered the other way, and I would thus be discussing a similarity between teachers’ and students’ perspectives. Aside from the interesting case of scale two, students and teachers shared the same attitudes towards the general idea of NEST use of Vietnamese in the EFL classroom.

Perhaps the most surprising result of the frequency findings was that among the 28 questions, only one elicited the same answer from the collective sample. This seems remarkable given the fact that there were only five teachers surveyed. The one question that all five teachers answered the same was number 31, in which every teacher strongly agreed that their students didn’t mind if they made mistakes in the students L1 while in the classroom. This does not, of course, imply that the teachers themselves didn’t mind but that they had an understanding that students would not lose respect for them should they fail to communicate something effectively in the students’ mother tongue. The teachers’ perception here was in tune with the students’, as the students had answered at a powerful 80% valid percentage that they agreed with number 31 as well.

When asked on the questionnaire to describe how they felt about the use of the students’ mother tongue in the classroom, teachers replied with some of these comments:

Teacher A: Because the classes are homogenous in nature, I find it very advantageous for students (or myself) to help them translate or explain meaning if not understood. However, I

limit their use of L1 for these purposes, so that they get used to having an intensive English environment.

It was quite apparent that Teacher B was in the midst of studying for his Master's degree in TESOL when he responded with some second language acquisition terminology that many proponents of L2 use only would be proud of:

Teacher B: For lower proficiency levels, it is OK for the teacher to use it for things like instructions or special explanations. However, it should be avoided in general, because it deprives the students of valuable input. Students at lower levels might need to use Vietnamese for clarifications or helping others. By intermediate level, the students should not use Vietnamese for normal classroom tasks, because it deprives them of opportunities to practice, negotiate meaning, and get feedback.

Teacher C: I prefer to not use Vietnamese in the classroom. It lets the students know that they need to use English more often and practice their listening.

Teacher D: I think it builds rapport but at university level probably isn't truly useful.

Teacher E: I enjoy using Vietnamese but often find that my students have a hard time understanding me, so it is also embarrassing. The department I teach with has a "no Vietnamese" policy so I don't use it too much.

Taking all this together, the students and the teachers at Hanoi University share similar attitudes towards the use of the mother tongue in the EFL classroom.

### 5.11 Summary

It is collectively stated in no ambiguous terms that the Vietnamese EFL students do not prefer to have much – if any – of their mother tongue used in the classroom by NEST's. This conclusion was reached regardless of how well the NEST's spoke the language. I was encouraged by the students' balanced response to the questions, with their obvious respect of the teachers meeting a just as honest response to their desired that these teachers not resort to any Vietnamese use in the classroom, unless this resort should be their last. These preferences that the students so openly shared – and the reasons that they gave to support these feelings – are now discussed as to how they compare to previous studies and current linguistic beliefs.

## CHAPTER 6

### DISCUSSION

#### 6.1 Student Attitudes (Research Question One)

This study further explored when and why it may or may not be wise to use the mother tongue of EFL students in the classroom. In this chapter I explore student attitudes, teacher perception, and some of the limitations of the current study. The first research questions asked what the students' general attitude was towards L1 use in the classroom. Entering Hanoi, fully expecting students to be most welcoming of the idea of native English speaking teachers' use of their mother tongue in the classroom, my hypothesis was thwarted for the most part. It was discovered that the EFL students at Hanoi University were, on the whole, not in favor Vietnamese-use in their classroom. Never was there a significant majority of students who expressed a positive attitude towards its use any pedagogical or affective context while more than often students showed a preference for L2 use only. The subsequent interviews qualified the questionnaires with students communicating that these negative attitudes would be towards the use of any more than 10% use of the L1.

##### *6.1.1 Negative Attitudes*

This result can be compared to two previous studies. First, Duff and Polio (1990), when observing teachers at University of California in Los Angeles (UCLA), noted that "those teachers who used the L2 more than ninety percent of the time stated that it was not at all problematic for them or their students to use the L2 for all classroom functions..." (162). Perhaps anticipating the retort that this is easier for the teachers to state than the students, Duff and Polio further found that a large majority of the students themselves (71-100%) did, in fact, prefer the existing amount of L1 and L2 use in the classroom.

More convincingly, Tang (2000) who conducted a similar study to that of Schweers' while in China— both of whom seem to promote the use of the mother tongue in the classroom — still concedes that “the amount of the mother tongue should not exceed 10% of the class time and usually this percentage should decrease with an increase of the students' language proficiency level” (54). This findings of this study would support this evaluation.

Prodromou (2002) also found that his Greek students had a negative attitude towards mother tongue use in the classroom. Keeping in step with the idea that this practice should be even less with advanced students, Prodromou reveals that fewer beginner and intermediate students feel this way than advanced. Even still, when expressing their attitudes towards mother tongue use in particular pedagogical approaches, beginning and intermediate students showed less preference. This is in line with my study, as freshmen pre-intermediate students and senior honors (advanced) students responded similarly.

There is contrast, however, as well. The aforementioned Schweers (1999) found in his study of EFL students in Puerto Rico that students learning English preferred more use of Spanish in the classroom. A possible explanation for this is the “socio-cultural implications of using only English in the classroom” (4) which Schweer noted as being “applicable” to his situation in Puerto Rico. Schweers states:

Here in Puerto Rico our students are resistant to learning English for cultural and political reasons. They resent its imposition as a required language.... Perhaps similar conditions exist in other countries. (4).

In fact, in Vietnam, these conditions do not exist and, at least in this aspect, are more similar to those of Tang's study conducted in Hong Kong who notes that the students are “highly motivated to learn English as their ability is not only regarded as a kind of symbol of their identity (nowadays speaking good English and knowing computer technology are considered two major fashionable things for young people in China), but it also enables them to have more access to the academic and employment opportunities available” (54). This socio-cultural issue

is not something to be ignored, however, and as such, is discussed a bit further in my suggestions – and hopes – for future research.

Ultimately, Schweers' study found quantitatively (in contrast to my qualitative finding via interview) that his students desired a considerably higher amount of their mother tongue (Spanish) than did my Vietnamese sample, with 10% of the time being the *lowest* amount his students would like, with some even preferring up to 39% (pg. 2). This is certainly a far cry from many of my students who said none at all to maybe 5-10% at the *most*.

It was Tang's study, although it shared similarities in its findings and implications with my own, that still ultimately showed that students – and teachers - were generally in favor of L1 use in the EFL classroom; "over three-quarters of the students surveyed" in her study thought that some Chinese should be used in the classroom (2000:50). It should be noted, however, that this was a reading class of 120 students, approximately double the sample of the two reading classes I surveyed. In the end, however, Tang's study still delivers similar results to my own, with most students (37.3%) communicating that they did not want any more than 5% of their L1 used in the classroom.

#### *6.1.2 Pedagogical Use (Research Question Two)*

The second research questions asked when the student might prefer the use of the L1. Truly, if there seems to be a general consensus on how often (or not often) the L1 should be used (with the above studies and my own yielding no more than 10% as a typical response, sans Schweers' study), the real question may very well be *when* to use the mother tongue, particularly if you're only going to use it 5-10% of the time in class.

As noted, there were no significant results pointing towards a collective positive attitude of the students towards NEST use of the students' mother tongue at any pedagogical point in class. Students may be more welcome to this outside of class, but they do not wish their EFL classroom time to be taken up by speaking their own language. Aside from the pedagogical



possibilities (giving instructions, error correction, vocabulary translation, etc.), the students did suggest that some small talk *before class started* would be fine, though. Again, this implies full class time devoted to the L2 unless the L1 must be used as a last resort.

I find myself challenged by these findings as I expected students to be more favorable to NEST attempts to build rapport with them by using their language and perhaps communicating a sense of valuing their culture and they themselves in the process.

Though not a significant majority, with less than half (44%) of the students agreeing, this was still the highest percentage that resulted when students were asked about NEST's using their L1 in pedagogy. The issue here was "error correction". 100 of the 175 students who gave a clear "agree" or "disagree" response agreed that if the NEST used their L1 when correcting their errors, they would understand better.

This would actually seem consistent with the interviewed students' desires for teachers to use it as a last resort, though. The thinking being, "Don't enter into the classroom with part of your lesson plan including some lengthy portion designated to L1 vs. L2 comparison but if a situation arises where there is no other option, go ahead and use it." I don't think this type of thinking should be received negatively either. The students are clearly not saying that when teachers use it, they should do so with a guilty conscience. In other questions, they made it clear that teachers did use their language effectively (number 17) when they had to and that no respect was lost if the teachers themselves made a mistake (number 31).

In contrast to the most agreed upon pedagogical use of the L1, the most disagreed upon use was when teachers might be inclined to give instruction in the mother tongue. 53.3% of the students (121) to 18.9% (only 42) disagreed that this would be a good time for L1 use. This may very well be different for lower levels but there does seem to be a consistency with higher levels as Tang similarly reported giving instructions as the lowest percentage – only

7.1% (2002:52) – received when asking Chinese students what the most necessary times were to use their L1 in the classroom for certain purposes.

In terms of vocabulary translation (no pun intended), the students in my study were split down the middle concerning the L1 use in the midst of it quantitatively (39.5%-36.8% in favor) but were more against it qualitatively (going so far as to give me ideas on how to better elicit the vocabulary word instead of resorting to explaining in their mother tongue). These were in stark contrast to the students surveyed in Ferrer's (2002) study in Spain where when asked if they found translation helpful, "the majority went for yes in all three level groups" (2).

Tang's study was also in contrast and again more like mine, with a 45.8% (to my 39.5%) indicating that the use of Chinese (their L1) when helping to define a new vocabulary item (2000:51) helped them to understand that item "better".

I think it interesting – and important – to note here a possible theme. Note that Ferrer's Spanish students and Schweers' Puerto Rican students are in greater favor of the use of their mother tongue in the classroom while the student from my study (Vietnamese) and Tang's (Chinese) are not as much. It could be that students whose L1 is more similar to English see it as an opportunity to make connections between the L1 and L2 in class.

### *6.1.3 Affective Use (Research Question Three)*

The third research questions asked how students were or were not affected by the use of the L1 in the classroom. The three scales not only asked about specific times when the students might prefer its use but also if its use affected them in a generally positive way.

Question 32, for example, asked about motivation. Instead of responding positively to the idea that they would be more motivated to learn, students' attitudes were more negative towards the idea with 89 to 62 students disagreeing with the notion. This may not imply that all students are stripped of their motivation but we should be careful not to ignore the possible implications.

We should keep in mind that motivation is generally accepted as an extremely important factor in second language learning. Gass and Selinker (2001, citing Skehan, 1989) note that “[i]n general, motivation appears to be the second strongest predictor of success [in language learning], trailing only aptitude”. Gardner further notes, “Motivation involves four aspects, a goal, effortful behavior, a desire to attain a goal and favorable attitudes toward the activity in question” (1985:50).

The activity in question here is the use of L1 in the EFL classroom. So when close to 2/3 of the students are stating that they are not motivated to learn the language more because of L1 use in the classroom, it is something to pay attention to. Especially when one student went so far in the interview portion as to claim that when the teacher used the L1 in the EFL classroom, she actually became *less* motivated.

When I looked into this question, I was interested to know if Krashen’s (1982) affective filter actually faced increased tension in the face of Krashen’s Monitor Model that simultaneously would suggest avoiding the use of the L1 in the classroom so as to promote more comprehensible input and negotiation of meaning (Gass and Selinker, 2001:198-202; Tang, 2000). At least in my case, however, the study reveals that avoiding the use of the L1 does keep them motivated and focused on L2 learning. Whereas some (Cook, 2001:412, cited on pg. 346 of Levine) are promoting the use of the L1 in the class because they claim students become distracted if they *don’t*, a few of the students I interviewed said that the use of the L1 was the distraction itself!

That said, I do temper this with those contrasting voices, which have reported different results in their studies concerning non-language influences. Auerbach (1993:19), for example, cites several studies, including Hemminger (1987) where a “bilingual approach allowed for language and culture shock to be alleviated”. However, this was in an ESL setting with

nonliterate and nonschooled Hmong refugees in the United States and would therefore be a stretch as a comparison.

At the same time, similarities to my findings have been reported where anxiety does not increase due to less use of the L1 in the classroom. Levine (2003) stated that his analysis' most interesting result was that the more the target language (L2) was used – the more anxiety levels of the students did not necessarily increase but that “rather, a significant negative relationship was found between these two variables” (352). It is for this reason that I might suggest that it was what the students are exposed to early on in their classroom experience with the NEST that will set the tone for what they feel is expected of them. With Levine further noting that “students who reported higher TL use in their FL classes tended to report lower levels of anxiety about TL use”, I might more specifically suggest in the same breath as the students I surveyed to only *plan* (note that this is active and not passive) to use the L1 as a last resort. This is discussed further in the implications portion.

### 6.2 Teacher Perception

The corresponding teacher questionnaires yielded little difference from the students in attitude towards the use of the mother tongue in the classroom. For the most part, students and teachers were in agreement that it should not be used. Where teachers and students differed in opinion was scale two, a surprising finding on its own that presented us with the idea that students did not necessarily feel the teachers to be any “better” because they knew the students' language.

This is, indeed, where the subsequent interviews proved helpful. The students' elaboration that they judge their EFL teachers' based upon their English teaching abilities and not their Vietnamese speaking abilities (note: not seeing one as assisting the other) was telling. It would seem that this further enhances the findings of scales one and three, which provided us with answers to the three research questions for it reveals a consistency in the students'

answers. For if the students are truly being honest about their negative attitudes towards the use of Vietnamese in the classroom as a whole, then whether or not their NEST could speak their L1 really would be a point with which they're not all too concerned here.

### 6.3 Limitations

There are certainly some clear limitations to my study. My methodology in the future could more clearly separate the attitudinal/perception, pedagogical, and affective questions on the questionnaire. What's more, the questions could be more clearly defined. Some of the teachers who read the questionnaire weren't sure what "better" actually meant as in whether or not it was a comparison to oneself before knowing the L1 or a comparison to others. I am not naïve to the fact that some terms are often a bit ambiguous and I could do better to refine and define more appropriately in the future. Finally, I think Likert-type statements themselves, while giving some idea, are at times ambiguous themselves. The difference between answers such as agree and disagree may be less punctuated than it appears while the difference between agree and strongly agree may not be that much stronger. Answers such as those that were provided in Tang's (2000) study seem to be more favorable with answers like "Not at all", "A little", "Sometimes", "Quite a lot", and "A lot". This is why I am thankful for the interviews in my study but even here, I think some set questions could and should be arranged so as to make measuring and comparing answers easier.

Finally, it should be kept in mind that this study represents but one institution. The few varied responses communicated simply in this study are enough to caution someone into thinking that my following conclusions are all-inclusive and therefore all-conclusive. Far from it – but closer to it.

## CHAPTER 7

### IMPLICATIONS

#### 7.1 Pedagogical Implications

##### 1. Use the L1 no more than 10% of class time

It is a dangerous thing to suggest such a seemingly rigid absolute for the EFL classroom but I would point out that there is a great variance between “English only” policies and 10% of class time and thus, may not be so cold as it first appears. The studies compared and the voices of the students heard, appears to be widely agreed upon anyway. Some students may desire even less (as was the case with my students) and this is why it is important to know your class, which leads to the second implication.

##### 2. Know your class

Elsa Auerbach (1993) suggests a finding out from the students in one’s class “when it is and isn’t helpful to use the L1 in English acquisition”, further stating that “After considering the advantages and disadvantages of L1 versus L2 use...in different contexts, students can establish their own rules for the classroom” (24). Auerbach’s aim here is a “shift toward shared authority” between teacher and student as she discusses L1 use in the ESL context. I do not share the same passion for students to establish some of their own rules but I cite this for the purpose of noting that one does, in fact, need to understand the overall attitude of students towards L1 (and L2) use in the classroom. This is a major reason for this very study! EFL teachers need to be careful not to create their own unwritten policy based upon what they learned in Second Language Acquisition class one way or the other. In my case, my experience and empirical study seem to match with the historical perspectives of those in more traditional literature. This may not be the case for others. As Auerbach notes, this approach

was actually put into practice by some teachers she knew and they did indeed “arrive at different conclusions” (24).

Attempts at “identifying” with students in my classes in Vietnam with this particular sample of students would be, in general, something that students were not particularly interested in. Nor are the teachers either, as they seem to understand this. For example, number 37, which states “If my American teacher uses Vietnamese in the classroom, I’ll feel like my teacher cares for me more” showed that over double the amount of the students disagreed (108-53) with this notion than did.

### 3. Know your students’ culture

One of the reasons that I do not totally agree with Auerbach’s strong suggestion to have students have equal say in the classroom as to what the rules are is because this just isn’t going to work in every cultural context. In a response to Polio (1994) critique of her initial piece, Auerbach (1994) uses the testimony of a teacher who went against her “English-only rule” to invite students to write in any language they wished, which was followed by greater participation (160). While this may work for this teacher and some students, it would most likely rather cause frustration with the students who responded in this study who call use of L1 a distraction and at times something that makes them less motivated to learn. Hence, attempts at mustering up some positive vibes among students by using L1 in the classroom by establishing solidarity or building rapport with students, one reason teachers give for using the L1 (Schweers, 1999:2), may actually in turn, be meaningless or, in fact, produce negative responses. In my case, this may have something to do with the traditionally Confucius-influenced culture of Vietnam that promotes social hierarchy with proper respect for teachers and not perceiving oneself as a student on the same level with teaching “thought of as an elevated career” (Huong and Fry, 2004:201). As this is not something clearly focused on in the present study, it is therefore something I am inclined to look further into in the future.

#### 4. Plan to use the L1 sparingly

Some may place the emphasis on “sparingly” but I have already touched on this with implication one. Here I again focus more on “plan”. I might further clarify this suggestion as “Plan to use the L1 sparingly by actually writing it INTO your lesson plan”. When I develop my lesson plan, I have an additional column for “Backup” purposes whereby if the students do not understand what is being taught or how to produce something in the L2, I’ll resort to it. Actively planning how one might use the L1 instead of avoiding it altogether or on the other end of the continuum simply thinking “oh, something will come to me” is always a better option. The reminder would be that this is still as a last resort. Recall the student who informed me that I should do everything verbally in the L2 as well as some things nonverbally like miming (Duff and Polio suggest pictures, props, and the blackboard, 1990:163) before resorting to the L1.

#### 5. Allow for student- to-student L1 discussion when necessary

Some, like Auerbach (1993) believe that the limiting of the L1 in the classroom communicates a devaluing of the student’s language and their identity and that they are made to feel guilty for giving in to the use of the L1 in light of the English being taught. First, in the case of the Vietnamese, they have voluntarily applied to study English in the English or Foundations Study Department and so that’s what they expect to hear. Second, I myself feel guilty when I give in to using my L1 when studying Vietnamese. Hence, I think it a bit extreme to attempt to convey English as an L2 that would try to “devalue” others’ languages.

That said, there are some students who do not feel “guilty” when using their L1 in trying to figure out what the NEST said – and that’s okay. As Polio and Duff note, “Even though we encourage teachers to use as much L2 as possible, much of the literature stresses that low-level learners should not be forced to produce the L2 prematurely”. I would suggest allowing students to help one another in their language but maintain as much NEST L2 talk as possible. I think that this would actually better reveal those that are struggling to a greater degree and



those that are not rather than having a collective free for all with L1 use among students. If I should notice a specific group that always retreats to L1 use, I can know more specifically where to appropriately direct attention to rather than subjecting the entire class to what a majority of them may not want.

Indeed, the aforementioned testimonial from Auerbach (1994) noted that as students' English improved, "they relied less and less on their mother tongues and after a few minutes of Creole, someone would say, 'Speak English. This is our English class'" (160). This may very well be a positive sign of students coming to a point where they were challenging one another to use the L2 or it may have been a desire of many students all along. Thus, we must not only know our class – but know our students as well.

#### 6. Collaborate with Non-Native English Speaking Teachers

Auerbach (1993) notes well that there is a need to "[expand] the role of native English speakers in the areas of teacher training and classroom-based collaborations with nonnative English speakers" (30). This is, in fact, a practice I and another American colleague began during my final year in Vietnam. We worked with two other Vietnamese speaking freshmen teachers who had once been students in the same class. We discovered effective ways to use the L1 or relate things to the students' culture with weekly meetings before each "lesson of the week". If NEST's are planning to use the students' L1 in the classroom, and sparingly, then it must be used well. I cannot think of a better way to reach this end than to meet with professional colleagues who have grown up in the particular country in which the NEST is working in.

These implications are mainly a result of this primary study but are certainly suggested in light of secondary research the author has come across. For now, I will reserve further suggestions about whether or not the L1 should be used more for lower level learners or for

writing classes for neither of these variables were a part of my own study. I do invite further study on this, however, in EFL settings and that will assist in further discoveries.

## CHAPTER 8

### SUGGESTIONS FOR FUTURE RESEARCH

Aside from considering additional studies in other EFL settings, I have my own hopes for future research that may have already begun to leak out amidst this discussion. One angle that Auerbach (1993) takes on the use of L1 in ESL settings is that even when students respond positively to “English-only” use in the classroom, it may well be a socio-cultural factor in which students are influenced by the underlying linguistic imperialism (Phillipson, 1992) that may have covertly settled into the students’ culture. The implication being that what may seem to be good pedagogical reasoning from students for not using the L1 may instead be something that was just fed to students systematically over time without them realizing it. If this were true, it would in fact quite possibly deem many of my findings without a positive foundation.

That said, I am slow to adopt such an idea, knowing my students not to be naïve concerning globalization and the fact that there will always be a lingua franca, whether it be English or perhaps, next, Chinese. In the past, I have in fact been hesitant to discuss American culture much with students due to the fact that our textbook tried to implement linguistic features into how English might be used in their own culture.

However, students, without direct elicitation, asked that there be more American culture in their English classes. This was a surprising find. We discussed how the Korean, German, Japan, Portuguese, and other departments seemed to a better job of championing their cultures. When I told one of the students that this was in part because English is not unique to only America, she retorted that it did not matter but that I should teach what I knew instead of trying to fairly represent England and Australia as well.

Perhaps future research should be done on what students truly prefer in this regard and why. Students would need to know what some sociolinguistic scholars are saying about

linguistic imperialism because, after all, it's apparently a covert operation (Phillipson, 2006). My early hypothesis would be that they wouldn't care as much as some would like them to, given the results of this study.

A final, and quite possibly linked suggestion would be to give corresponding questionnaires to students that queries them about similar questions found in this present study, with the only difference being NNEST use as opposed to NEST's.

### 8.1 Conclusion

There is an increasing amount of literature that is communicating the need to use more of the L1 in the EFL classroom (Atkinson, 1987; Auerbach, 1993; Anton and DiCamilla, 1999; Tang, 2000; Prodromou, 2002; Ferrer, 2003) and yet this project has served as a reminder that the current trend may not necessarily be where one must tread. Where a focus should rightly be focused is on the "judicious use" (a most common term used among many of these aforementioned studies) of the L1 in the classroom. While the focus of this study has been whether or not we should speak the same language (the L1) as our students in the EFL classroom, I might also ask if we TESOL practitioners are speaking the same language. A "judicious" amount does not mean a forced amount. EFL teachers should not be guilt-tripped into the integration of the L1 when it is not necessary or, perhaps even more so, when it is received negatively in the classroom – as is the case with this study. Our use of the mother tongue may excite some students or just as soon distract them when it is unwarranted – and unwanted.

Much like a needs analysis, we cannot base all of our L1 or "English-only" decisions on what students want but if the students' reasoning lines up well with a good amount of second language acquisition theory and their desires are expressing great motivation with the little to no use of the L1 in the classroom, we as NEST EFL teachers would do well to work with this affective factor rather than against it.

APPENDIX A  
STUDENT QUESTIONNAIRE

Part One:

1. Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_
2. Sex-Check One: Male \_\_\_ Female \_\_\_
3. What level of English education do your parents have? Mother \_\_\_\_\_ Father \_\_\_\_\_
4. Hometown: \_\_\_\_\_
5. Current University Level-Check One: Freshman \_\_\_ Senior \_\_\_
6. Current English Speaking Level-Check One: Pre-Intermediate \_\_\_ Intermediate \_\_\_  
Advanced \_\_\_
7. Native Language \_\_\_\_\_
8. Have you ever studied another language besides English? \_\_\_\_\_
9. Languages you are studying/learning now: \_\_\_\_\_
10. How long have you been studying English? Please put a 1 for primary mode and all others that apply: Primary School \_\_\_ Secondary School \_\_\_ University \_\_\_  
Foreign Travel \_\_\_ Independent Study \_\_\_ Other \_\_\_  
How often do you speak English at home? Often \_\_\_ Sometimes \_\_\_ Not often \_\_\_  
Never \_\_\_
11. Do your parents speak English? Yes \_\_\_ No \_\_\_
12. If so, what is your parents English proficiency level? Mother \_\_\_\_\_ Father \_\_\_\_\_
13. How often do you speak English outside of class? Often \_\_\_ Sometimes \_\_\_ Not often \_\_\_  
Never \_\_\_
14. Have you previously had an American teacher (before your current one)? \_\_\_\_\_
15. If the answer to number 13 is yes, how many American teachers have you had at HANU? \_\_\_\_\_
16. Check either that apply: I had an American teacher in primary school \_\_\_ secondary school \_\_\_
17. What are the main reasons you are studying/learning English? Check all that apply:

- |   |       |
|---|-------|
| I am interested in the culture and the people.                                    | _____ |
| I want to travel to a country where the language is spoken.                       | _____ |
| I want to get to know people from an English-speaking country and become friends. | _____ |
| I have relatives or ancestors who are/were native speakers of the language.       | _____ |
| I have friends who are native speakers of the language.                           | _____ |
| I have been to a country where the language is spoken.                            | _____ |
| I am considering a career that involves English.                                  | _____ |
| A foreign language is required for my degree.                                     | _____ |

17. Do you enjoy learning English? Check one: YES \_\_\_\_\_ NO \_\_\_\_\_  
18. Why did you decide to study/learn English instead of another language?

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19. How important is it for you to learn English well?  
Very Important \_\_\_\_\_ Important \_\_\_\_\_ Not so important \_\_\_\_\_  
20. Explain your answer to number 19 here:

Part Two:

Please answer all the items using the following response categories:

- 5 = Strongly Agree  
4 = Agree  
3 = Neither Agree or Disagree  
2 = Disagree  
1 = Strongly Disagree

1. I like it when we work in groups.
2. I think the lesson topics are relevant to my country's culture.
3. I would like for my American teacher to learn my language.
4. I want my teacher to correct all of my mistakes.
5. My American teacher should give instructions in Vietnamese.
6. I prefer working in pairs instead of larger groups.
7. I don't think we learn enough about American culture.
8. My American teacher uses Vietnamese in the classroom too much.
9. I wish my American teacher would correct my errors more.
10. I don't worry about making mistakes in language classes.
11. I would like my American teacher to use Vietnamese in the classroom.
12. My American teacher understands my culture better because he/she speaks Vietnamese.
13. My teacher loses value when he/she makes mistakes using my language.
14. I would not be nervous speaking English with native speakers.
15. I worry about the consequences of failing my English classes.
16. My American teacher understands my pronunciation errors better because he/she speaks Vietnamese.
17. My American teacher uses the Vietnamese language in the classroom, but not effectively.
18. A good foreign language teacher uses visual aids.
19. I don't want my American teacher to try to speak Vietnamese in my English class.
20. The lessons we have are better because my American teacher can talk about our culture.
21. The inclusion of cultural material in a second language course increases student motivation to learn a language.

22. I only want my Vietnamese teachers to use Vietnamese language in the classroom.
23. I prefer working alone.
24. My American teachers are more sensitive to my errors because they know what it's like to learn a different language.
25. Pair work is the most effective way for us to learn in class.
26. It is important that my teacher helps me to learn grammar perfectly.
27. The teacher should always require that responses in the target language be grammatically perfect.
28. Foreign language teachers need not know any Vietnamese in order to teach effectively for communication.
29. If my American teacher used Vietnamese in the classroom when giving instructions, it would be better for English learning.
30. Our classrooms are good for small group work.
31. I don't mind when my American teacher makes mistakes in Vietnamese.
32. If my teacher uses Vietnamese in the classroom, I'll be more motivated to learn.
33. During language class, I often daydream.
34. If my American teacher uses Vietnamese to correct my error, I'll understand better.
35. In a language class, I get so nervous I forget the things I know.
36. If my teacher uses Vietnamese to translate vocabulary, I'll understand better.
37. If my American teacher uses Vietnamese in the classroom, I'll feel like my teacher cares for me more.
38. Having an American teacher helps me with my pronunciation.
39. My pronunciation suffers because my American teacher speaks too much Vietnamese.
40. Our textbooks don't have enough information about American culture.
41. I don't like it when my American teacher tries to speak Vietnamese in the middle of class.
42. My American teacher has a better understanding of my culture because he/she knows Vietnamese.
43. My American teacher helps us with grammar better because he/she knows Vietnamese.
44. I want my American teacher to learn Vietnamese, but I don't want my American teacher to use Vietnamese when teaching us.
45. It is distracting when my American teacher tries to speak Vietnamese in the classroom.
46. My American teacher teaches more like a Vietnamese teacher because he/she is learning Vietnamese.
47. The activities we do in class are more helpful for me if we have to use English only.
48. I don't understand why some people get so upset over English classes.
49. Student should be allowed to talk to each other in their mother tongue when they are confused about something in class.
50. American teachers who speak Vietnamese in class are better teachers of English.



APPENDIX B  
STUDENT QUESTIONNAIRE  
VIETNAMESE VERSION

LỚP:

PHÂN KHOA:

**LƯU Ý:** Xin trả lời thành thật các câu hỏi. Người duy nhất sẽ đọc các câu trả lời của bạn là một chuyên viên nghiên cứu chưa bao giờ gặp bạn. Chuyên viên ấy sẽ phối hợp kết quả của mỗi câu hỏi và sẽ không tiết lộ nội dung câu trả lời cho bất cứ ai cho nên mọi câu trả lời của bạn có tính cách kín đáo và vô danh.

### Câu hỏi cho sinh viên

#### Phần 1:

1. Tên \_\_\_\_\_ Ngày tháng \_\_\_\_\_ Tuổi \_\_\_\_\_
2. Phái (Đánh dấu "X" vào khoảng trống): Nam \_\_\_\_\_ Nữ \_\_\_\_\_
3. Trình độ học vấn Anh ngữ cao nhất của cha mẹ bạn đến cấp nào? Mẹ \_\_\_\_\_ Cha \_\_\_\_\_
4. Tôi ở tỉnh... thành phố \_\_\_\_\_ vùng đồng bằng \_\_\_\_\_ vùng cao nguyên \_\_\_\_\_
5. Trình độ đại học hiện tại (đánh dấu một trong hai mục):  
năm thứ nhất \_\_\_\_\_ năm thứ tư \_\_\_\_\_
6. Khả năng nói Anh ngữ hiện tại của bạn (Đánh dấu vào một ô trống):  
\_\_\_\_ PI (Tôi có thể nói vài chữ hay vài câu với người ngoại quốc)  
\_\_\_\_ IM (Tôi có thể dùng nguyên câu với người ngoại quốc)  
\_\_\_\_ Ad (Tôi có thể nói đàm thoại lâu với người ngoại quốc)
7. Tiếng mẹ đẻ của bạn: \_\_\_\_\_
8. Ngoài Anh ngữ, bạn đã từng học một ngoại ngữ nào khác chưa?  
\_\_\_\_ Có \_\_\_\_ Không
9. Ngoại ngữ mà bạn hiện đang học (ngoài Anh ngữ):  
\_\_\_\_\_
10. Bạn đã học Anh Ngữ ở (đánh dấu những chỗ thích hợp):  
Bậc tiểu học \_\_\_\_\_  
Trung học \_\_\_\_\_  
Đại học \_\_\_\_\_  
Ở ngoại quốc \_\_\_\_\_  
Tự học \_\_\_\_\_  
Nơi khác \_\_\_\_\_
11. Ở nhà bạn có thường nói tiếng Anh không?  
Rất thường \_\_\_\_ Thỉnh thoảng \_\_\_\_ Không thường lắm \_\_\_\_ Chẳng bao giờ \_\_\_\_
12. Cha mẹ bạn có biết nói tiếng Anh không? Có \_\_\_\_ Không \_\_\_\_
13. Nếu trả lời "Có" trong câu 12 trên đây thì trình độ Anh ngữ của cha mẹ bạn ra sao?  
Mẹ: Rất giỏi \_\_\_\_ giỏi \_\_\_\_ tạm được \_\_\_\_ không biết Anh ngữ \_\_\_\_  
Cha: Rất giỏi \_\_\_\_ giỏi \_\_\_\_ tạm được \_\_\_\_ không biết Anh ngữ \_\_\_\_
14. Ngoài lớp học bạn có thường nói Anh ngữ không?  
Rất thường \_\_\_\_ Thỉnh thoảng \_\_\_\_ Không thường lắm \_\_\_\_ Chẳng bao giờ \_\_\_\_
15. Trước khóa học hiện tại, bạn đã có học với giáo sư Anh-Mỹ chưa?  
Có \_\_\_\_\_ Không \_\_\_\_\_

16. Nếu câu trả lời số 15 trên đây là “Có” thì bạn đã học với bao nhiêu giáo sư Anh-Mỹ tại Đại Học Hà-nội? \_\_\_\_\_
17. Bạn có học với giáo sư Mỹ ở cấp (đánh dấu vào chỗ thích hợp)  
Tiểu học? \_\_\_\_ Trung học \_\_\_\_
18. Lý do chính nào khiến bạn học Anh ngữ? Đánh dấu vào những chỗ thích hợp:

Tôi muốn tìm hiểu văn hoá và dân tộc Anh Mỹ.

Tôi muốn đi du lịch sang xứ nói tiếng Anh.

Tôi muốn tìm hiểu người dân của xứ nói tiếng Anh và kết bạn với họ.

Tôi có thân nhân và tổ tiên nói thứ tiếng ấy.

Tôi có bạn nói thứ tiếng ấy.

Tôi đã có thăm một xứ mà người ta nói thứ tiếng ấy.

Tôi đang dự định chọn một nghề cần đến Anh ngữ.

Bằng cấp tôi đang theo học buộc phải có một ngoại ngữ.

19. Bạn có thích học tiếng Anh không? (Chọn một): CÓ \_\_\_\_\_ KHÔNG \_\_\_\_\_

20. Tại sao bạn chọn học Anh ngữ thay vì một ngoại ngữ khác?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21. Việc thành thạo Anh ngữ quan trọng như thế nào đối với bạn?

Rất quan trọng \_\_\_\_\_ Quan trọng \_\_\_\_\_ Không quan trọng lắm \_\_\_\_\_

22. Xin giải thích thêm về câu trả lời của bạn cho câu hỏi số 21 đây:

Phần 2:

Xin trả lời tất cả hỏi về lớp học của bạn với giáo sư Mỹ. Trước mỗi câu nhớ ghi các điểm số sau đây vào khoảng trống:

- 5 = Rất đồng ý  
4 = Đồng ý  
3 = Không đồng ý hay đồng ý  
2 = Không đồng ý  
1 = Rất không đồng ý

- \_\_\_ 1. Tôi thích làm việc theo nhóm.  
\_\_\_ 2. Tôi nghĩ rằng đề tài các bài học thích hợp cho văn hoá nước tôi.  
\_\_\_ 3. Tôi muốn giáo sư Mỹ học tiếng nước tôi.  
\_\_\_ 4. Tôi muốn giáo sư của tôi sửa chữa tất cả những lỗi lầm của tôi khi học.  
\_\_\_ 5. Giáo sư Mỹ của tôi nên dùng các hướng dẫn bằng tiếng Việt.  
\_\_\_ 6. Tôi thích làm việc từng toán 2 người hơn là theo nhóm.  
\_\_\_ 7. Tôi không nghĩ rằng chúng tôi học biết đủ về văn hoá Mỹ.  
\_\_\_ 8. Giáo sư Mỹ của tôi dùng quá  
\_\_\_ 9. Tôi muốn giáo sư Mỹ của tôi sửa chữa tất cả những lỗi lầm của tôi khi học.  
\_\_\_ 10. Trong lớp ngoại ngữ, tôi không ngại việc phạm lỗi lầm.  
\_\_\_ 11. Tôi muốn giáo sư Mỹ của tôi sử dụng Việt ngữ trong lớp.  
\_\_\_ 12. Giáo sư Mỹ của tôi hiểu văn hóa nước tôi hơn vì thầy/cô ấy nói được tiếng Việt.  
\_\_\_ 13. Giáo sư của tôi mất uy tín khi phạm lỗi lầm lúc nói tiếng nước tôi.  
\_\_\_ 14. Tôi không cảm thấy ngượng ngùng khi nói tiếng Anh với người bản xứ.  
\_\_\_ 15. Tôi lo ngại về việc không qua nổi các lớp Ang ngữ.  
\_\_\_ 16. Giáo sư của tôi hiểu tại sao tôi phạm lỗi phát âm vì thầy/cô ấy nói được tiếng Việt.  
\_\_\_ 17. Giáo sư Mỹ của tôi hay dùng tiếng Việt trong lớp nhưng không khá lắm.

- \_\_\_ 18. Một giáo sư ngoại ngữ giỏi thường hay sử dụng các thị cu/huấn cụ trong lớp.
- \_\_\_ 19. Tôi không muốn giáo sư Mỹ của tôi ráng nói tiếng Việt trong lớp Ang Ngữ.
- \_\_\_ 20. Các bài chúng tôi học tốt hơn vì giáo sư Mỹ của tôi có thể nói đến văn hóa nước tôi.
- \_\_\_ 21. Sử dụng các tài liệu văn hóa trong lớp học ngoại ngữ động viên tinh thần của học viên trong việc học ngoại ngữ.
- \_\_\_ 22. Tôi chỉ muốn thầy người Việt của chúng tôi dùng Việt ngữ trong lớp.
- \_\_\_ 23. Tôi muốn tự học.
- \_\_\_ 24. Giáo sư Mỹ của tôi hiểu những lỗi lầm của tôi vì thầy/cô ấy am hiểu vấn đề học ngoại ngữ.
- \_\_\_ 25. Làm việc theo toán 2 người hữu hiệu hơn khi học trong lớp.
- \_\_\_ 26. Việc quan trọng là giáo sư dạy tôi học ngữ pháp cho hoàn toàn.
- \_\_\_ 27. Giáo sư phải luôn luôn buộc các câu trả lời phải thật đúng ngữ pháp.
- \_\_\_ 28. Các giáo sư ngoại quốc không nhất thiết phải biết tiếng Việt để dạy cách truyền thông cho hữu hiệu.
- \_\_\_ 29. Nếu giáo sư Mỹ của tôi dùng tiếng Việt trong lớp khi chỉ dẫn thì việc học Ang ngữ sẽ tốt hơn.
- \_\_\_ 30. Các lớp học của chúng tôi rất tiện cho việc học theo nhóm.
- \_\_\_ 31. Khi giáo sư của tôi phạm lỗi lầm lúc nói tiếng Việt, điều đó không sao cả đối với tôi.
- \_\_\_ 32. Nếu giáo sư của tôi dùng tiếng Việt trong lớp thì tôi háng hái học hỏi hơn.
- \_\_\_ 33. Trong lớp học ngoại ngữ tôi thường hay mơ mộng.
- \_\_\_ 34. Nếu giáo sư Mỹ dùng tiếng Việt để sửa chữa những lỗi lầm của tôi thì tôi hiểu nhiều hơn.
- \_\_\_ 35. Trong lớp học ngoại ngữ tôi thường lúng túng và quên những gì tôi đã biết.
- \_\_\_ 36. Nếu giáo sư của tôi dùng Việt ngữ để dịch ngữ vựng thì tôi hiểu hơn.
- \_\_\_ 37. Nếu giáo sư Mỹ của tôi dùng Việt trong lớp, thì tôi cảm thấy giáo sư chăm sóc đến tôi nhiều hơn.
- \_\_\_ 38. Học với giáo sư Mỹ giúp tôi cải tiến việc phát âm.
- \_\_\_ 39. Việc phát âm của tôi không tiến bộ vì giáo sư Mỹ dùng quá nhiều tiếng Việt trong lớp.
- \_\_\_ 40. Các sách giáo khoa của tôi không đủ thông tin về văn hóa Mỹ.
- \_\_\_ 41. Tôi không thích lắm khi giáo sư Mỹ cố gắng nói tiếng Việt trong lớp.

- \_\_\_ 42. Giáo sư Mỹ của tôi hiểu văn hóa tôi hơn vì thầy/cô ấy biết tiếng Việt.
- \_\_\_ 43. Giáo sư Mỹ của tôi giúp chúng tôi hiểu rõ ngữ pháp hơn vì thầy/cô ấy biết tiếng Việt.
- \_\_\_ 44. Tôi muốn giáo sư Mỹ của tôi học tiếng Việt nhưng tôi không muốn họ dùng Việt ngữ khi dạy chúng tôi.
- \_\_\_ 45. Giáo sư Mỹ dạy cố gắng nói tiếng Việt trong lớp khiến chúng tôi khó tập trung tư tưởng.
- \_\_\_ 46. Giáo sư Mỹ dạy giống như giáo sư Việt vì thầy/cô ấy đang học tiếng Việt.
- \_\_\_ 47. Những hoạt động trong lớp sẽ hữu hiệu hơn đối với tôi nếu chúng tôi chỉ được phép dùng Anh ngữ trong lớp mà thôi.
- \_\_\_ 48. Tôi không hiểu tại sao một số người bực mình về các lớp Anh ngữ.
- \_\_\_ 49. Các học viên phải được phép nói chuyện với nhau bằng tiếng mẹ đẻ của họ nếu họ gặp phải một vài điểm khó hiểu trong lớp.
- \_\_\_ 50. Giáo sư Mỹ nào nói tiếng Việt trong lớp là những giáo sư Anh ngữ giỏi.

APPENDIX C  
TEACHER QUESTIONNAIRE

Part One:

1. Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_  
\_\_\_M \_\_\_F
2. How many years have you been teaching EFL? \_\_\_\_\_
3. How many years have you taught in Hanoi? \_\_\_\_\_
4. If you are teaching at HANU, how long have you been teaching there? \_\_\_\_\_
5. Where else have you taught EFL in Vietnam?  
\_\_\_\_\_
6. Where else have you taught EFL?  
\_\_\_\_\_
7. Where have you received training for EFL?  
CELTA \_\_\_\_\_ DELTA \_\_\_\_\_ M.A. in TESOL or Linguistics \_\_\_\_\_ PhD in Linguistics \_\_\_\_\_  
TESOL Certificate \_\_\_\_\_ Other \_\_\_\_\_ (If other, please list below):  
\_\_\_\_\_
8. What levels of EFL have you taught?  
Beginner \_\_\_\_\_ Pre-Intermediate \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced \_\_\_\_\_
9. What level of EFL are you currently teaching?  
Beginner \_\_\_\_\_ Pre-Intermediate \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced \_\_\_\_\_
10. What are the main reasons you are teaching English? Check all that apply:

- |   |
|---|
| <p>_____ I am interested in the culture and the people.</p> <p>_____ I enjoy travelling to different countries.</p> <p>_____ I want to get to know people from different backgrounds and become friends.</p> <p>_____ I learn so much from other cultures.</p> <p>_____ I have friends who are native speakers of the language of the country/countries I've decided to work in.</p> <p>_____ It helps to pay the bills.</p> <p>_____ I feel a sense of accomplishment when I help students learn English.</p> <p>_____ I am dating/am married to someone in the culture.</p> |
|---|

10. Do you enjoy teaching English? Check one: YES \_\_\_\_\_ NO \_\_\_\_\_

11. Why did you decide to teach English as a Foreign Language?

\_\_\_\_\_  
\_\_\_\_\_



12 a. How important is it for you to teach English well?

Very Important \_\_\_\_\_ Important \_\_\_\_\_ Not so important \_\_\_\_\_

12 b. Explain your answer to number 12 a. here:

13. How long have you been studying/learning Vietnamese? (Please be as specific as possible):

---

14. Do you currently still study Vietnamese in a formal setting? YES \_\_\_\_\_ NO \_\_\_\_\_

15. How many hours a week do you use Vietnamese? \_\_\_\_\_

16. How many hours a week do you study Vietnamese? \_\_\_\_\_

18. Where do you study? (Please check all that apply):

Alone with a textbook \_\_\_\_\_ Tutor \_\_\_\_\_ With a friend \_\_\_\_\_ Classroom \_\_\_\_\_ Small Group \_\_\_\_\_ Internet \_\_\_\_\_ On the streets (market, dining areas, etc.)

19. What would you say is your level of speaking in Vietnamese? (please check one below):

Beginner \_\_\_\_\_ Pre-Intermediate \_\_\_\_\_ Intermediate \_\_\_\_\_ High Intermediate \_\_\_\_\_ Advanced \_\_\_\_\_

20. What is your best skill in Vietnamese? (please check one below):

Reading \_\_\_\_\_ Writing \_\_\_\_\_ Listening \_\_\_\_\_ Speaking \_\_\_\_\_

21. Which skill do you enjoy the most in Vietnamese? (please check one below):

Reading \_\_\_\_\_ Writing \_\_\_\_\_ Listening \_\_\_\_\_ Speaking \_\_\_\_\_

22. Which skill do you perform the most in Vietnamese? (please check one below):

Reading \_\_\_\_\_ Writing \_\_\_\_\_ Listening \_\_\_\_\_ Speaking \_\_\_\_\_

23. How often do you use Vietnamese in your EFL class?

Always \_\_\_\_\_ Very Often \_\_\_\_\_ Sometimes \_\_\_\_\_ Not Often \_\_\_\_\_ Never \_\_\_\_\_

24. In what areas do you use Vietnamese in your EFL teaching the most? (5 = Always, 4 = Very Often, 3 = Sometimes, 2 = Not Often, 1 = Never):

\_\_\_\_\_ Error Correction

\_\_\_\_\_ Vocabulary Translation

\_\_\_\_\_ Grammar Clarification

\_\_\_\_\_ Giving Instructions

\_\_\_\_\_ Getting Students' Attention (Example: "Pay Attention" or "Begin!" in Vietnamese)

\_\_\_\_\_ Telling Jokes

\_\_\_\_\_ Relating Vietnamese and English Sayings, Words of Wisdom, Proverbs, Idioms, etc.

\_\_\_\_\_ Relating Vietnamese and American culture

\_\_\_\_\_ Asking students for help about something you learned recently in Vietnamese

\_\_\_\_\_ Asking for or allowing student to student assistance in Vietnamese

\_\_\_\_\_ News or Current Events (Politics, Sporting Events, etc.)

\_\_\_\_\_ Small Talk Before Class

25. Describe below in a few sentences how you feel about the use of Vietnamese in the EFL classroom:

Part Two:

Please respond to the items about your teaching EFL among Vietnamese students. Write one of the following numbers in the space before each sentence:

5 = Strongly Agree

4 = Agree

3 = Neither Agree or Disagree

2 = Disagree

1 = Strongly Disagree

- \_\_\_ 1. I am a proponent of communicative language learning.
- \_\_\_ 2. The topics I've covered in my lessons are relevant to my country's culture.
- \_\_\_ 3. I think it's important that I learn the Vietnamese language.
- \_\_\_ 4. I should correct all of my students' mistakes.
- \_\_\_ 5. I think it's effective if I give my students instructions in Vietnamese.
- \_\_\_ 6. Pair work is better than group work.
- \_\_\_ 7. My students learn enough about American culture in my classes.
- \_\_\_ 8. I use a healthy amount (not too much) of Vietnamese in the classroom.
- \_\_\_ 9. It's important that I correct students' errors as much as possible.
- \_\_\_ 10. Students shouldn't worry about making mistakes in the classroom.
- \_\_\_ 11. My students want me to use Vietnamese in the classroom.
- \_\_\_ 12. I show my students I understand their culture better because I speak Vietnamese.
- \_\_\_ 13. I lose value in the eyes of my students when I make mistakes using their language.
- \_\_\_ 14. My students would not be nervous speaking English with native speakers.
- \_\_\_ 15. My students worry about the consequences of failing their English classes.
- \_\_\_ 16. I show better understanding of my students' pronunciation errors because I speak Vietnamese.
- \_\_\_ 17. I use the Vietnamese language in the classroom, but not effectively.
- \_\_\_ 18. A good foreign language teacher uses visual aids.
- \_\_\_ 19. My students don't want me to try to speak Vietnamese in their English class.
- \_\_\_ 20. My Vietnamese students think the lessons I develop are better because I can talk about their culture.
- \_\_\_ 21. The inclusion of cultural material in a second language course increases student motivation to learn a language.
- \_\_\_ 22. My students only want Vietnamese teachers to use Vietnamese language in the classroom, not native English speakers.
- \_\_\_ 23. Most students prefer working alone.
- \_\_\_ 24. I am seen by students as more sensitive to my students' errors because they realize that I know what it's like to learn a different language.
- \_\_\_ 25. Pair work is the most effective way for students to learn in class.
- \_\_\_ 26. It is important that I help my students learn grammar perfectly.

- \_\_\_ 27. I should always require that responses in English be grammatically perfect.
- \_\_\_ 28. Foreign language teachers need not know any Vietnamese in order to teach effectively for communication.
- \_\_\_ 29. If I used Vietnamese in the classroom when giving instructions, it would be better for English learning.
- \_\_\_ 30. Our classrooms are good for small group work.
- \_\_\_ 31. My students don't mind when I make mistakes in Vietnamese in the classroom.
- \_\_\_ 32. If I use Vietnamese in the classroom, my students will be more motivated to learn.
- \_\_\_ 33. During language class, my students often daydream.
- \_\_\_ 34. If I use Vietnamese to correct my students' errors, they'll understand better.
- \_\_\_ 35. In the language class, my students get so nervous they forget the things they know.
- \_\_\_ 36. If I use Vietnamese to translate vocabulary, my students will understand better.
- \_\_\_ 37. If I use Vietnamese in the classroom, my students will feel like I care for them more.
- \_\_\_ 38. Having an American teacher helps my students with my pronunciation.
- \_\_\_ 39. My students' pronunciation suffers because I speak too much Vietnamese in class.
- \_\_\_ 40. Our textbooks don't have enough information about American culture.
- \_\_\_ 41. My students don't like it when their American teacher tries to speak Vietnamese during class.
- \_\_\_ 42. My students think I have a better understanding of their culture because I know Vietnamese.
- \_\_\_ 43. I am of better help to my students with grammar because I know Vietnamese.
- \_\_\_ 44. My students want me to learn Vietnamese, but they don't want me to use Vietnamese when teaching them.
- \_\_\_ 45. It is distracting for my students when I try to speak Vietnamese in the classroom.
- \_\_\_ 46. I teach more like a Vietnamese teacher because I am learning Vietnamese.
- \_\_\_ 47. The activities we do in class are more helpful for my students if they have to use English only.
- \_\_\_ 48. I don't understand why some people get so upset over English classes.
- \_\_\_ 49. Students should be allowed to talk to each other in their mother tongue when they are confused about something in class.
- \_\_\_ 50. American teachers who speak Vietnamese in class are better teachers of English

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## BIOGRAPHICAL INFORMATION

Presley McFadden has been building a strong TESOL background since joining REI-Vietnam in 2004. He spent three years (2004-2007) teaching EFL to first-year students at Hanoi University after receiving his B.A. in Speech Communications and a CELTA Certificate in May and December 2003, respectively. He enjoys understanding the perspectives of students and how this should or should not affect EFL teachers' practice. He spoke on the research of this present project at the 2009 ACES (Annual Celebration of Excellence by Students) Conference and hopes to speak at more conferences in the future. Research interests include sociolinguistics, particularly language policy and the issue(s) of linguistic imperialism and theories stemming from them, second language acquisition, and pedagogical phonology. He also enjoys the study of academic presentation skills. His future plans include building upon the growing EFL work in Vietnam, with hopes of training native and non-native English speaking teachers who plan to go abroad even from there to work with others throughout other parts of Southeast Asia.