

ENGLISH - MAJORED STUDENTS' PERCEPTIONS ON TEACHERS' USE OF VIETNAMESE IN EFL CLASSROOMS

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ABSTRACT: Previous studies were conducted to discover the use of L1 in EFL classrooms, however, few studies investigated the students' perception towards the teachers' use of L1 in EFL classrooms, especially those for English - majored students. The present study was conducted to examine English - majored students' perceptions towards their teachers' use of mother tongue as Vietnamese in EFL classrooms in a university in Mekong Delta, Vietnam. The research was designed as a descriptive study with the mixed method using questionnaire and interview as the research instruments. There were 131 participants in this research. The findings of the study revealed that students preferred teachers' use of mother tongue in the specialized classes (linguistics course, literal courses, and interpretation and translation courses, etc.), grammar courses, and some activities such as explaining incomprehensible words. However, they wished to have more English instruction in language skills classes to enhance their target language proficiency. Several disadvantages of using Vietnamese were also mentioned, for instance, hindering learners' language improvement, causing their laziness and passiveness. Suggestions are proposed to raise EFL teacher's awareness on the extent of English and Vietnamese in their teaching to help learners achieve objective of the class.

Keywords: *English-majored students, use of mother tongue, Vietnamese, EFL teachers*

INTRODUCTION

The use of learners' mother tongue is a controversial pedagogical issue in teaching and learning English as a foreign language (EFL). The question of whether L1 should be utilized or should be excluded in such classrooms has been raised and several studies have been conducted to investigate the effectiveness of L1 integration.

To scholars who support bilingual approach, L1 use plays a significant role in EFL classrooms. Butzkamm (2003) points out several advantages of using L1 in EFL classrooms such as giving learners a sense of being secured and helping them to be less stressed. Moreover, L1 use is also believed to be a useful teaching tool in explicating grammar points, ensuring of comprehension, giving instructions (Bruen & Kelly, 2017).

However, monolingual approach supporters think that native language should be excluded in target language classrooms due to its disadvantages. L1 use is thought to be the main factor causing students' laziness in EFL classrooms. Besides, mother tongue use may hinder learners' language improvement by declining their opportunities to use English in classrooms (Norman, 2008; Phu Hung & Thi Tuyet Anh, 2014).

In Vietnam, bilingual approach seems to be more preferred by both teachers and learners. Some previous studies reveal that the use of Vietnamese plays a vital role in teaching and learning foreign language. Ngo and Phuong (2018) claimed that L1 use is a good facilitating tool in teaching and learning English because it benefits teachers in some specific contexts such as explaining grammar structures or vocabulary items, giving instructions, doing classroom management, building rapport between teachers and learners, and so on. Similarly, Lynn and Hang (2017) thought that L1 language could scaffold students' target language. To our knowledge, few studies were conducted to explore the use of L1 for English-majored students. Meanwhile, these students have different learning needs as compared to their peers in the non-English majored classes. More specifically, they are believed to be

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exposed to English as much as possible so that they can learn both English knowledge and skills, as well as how to deal with situations where they cannot find the mother tongue equivalent in spoken communication. The current study was conducted to fill such a gap.

In the context of current study, English – majored students must study most of the courses by English. However, teachers sometimes use learners’ mother tongue of Vietnamese as a teaching tool to help students engage in the lessons better. Additionally, according to the expected learning outcomes of the major, students need to gain both English language skills and specialized knowledge related to the major, the use of Vietnamese in such cases may cause advantages and disadvantages. This study has been designed to investigate English – major students’ perspectives on their teachers’ use of native language as Vietnamese in EFL classrooms.

The present study investigates English – major students’ perspectives on their teachers’ use of native language as Vietnamese in EFL classrooms. More specifically, the study aims at: (1) investigating students’ perceptions towards their teachers’ use of L1 in EFL classrooms; (2) finding out their attitudes towards their teachers’ use of L1 in the classroom; and (3) exploring students’ suggestions on the amount of teachers’ use of Vietnamese in specific contexts.

The findings of the study can enhance EFL teachers’ awareness of using L1 and English in teaching English-majored students in different contexts and reveal how they can use L1 as an effective teaching tool to achieve their lesson objectives.

LITERATURE REVIEW

Monolingual support

Supporters of the monolingual approach in the EFL classrooms believe that the L2 use in the EFL classrooms as the sole medium of instruction and communication benefit students’ confidence in

speaking and listening as well as provide learners with more realistic environment (Shimizu, 2012).

There are three fundamental principles of the monolingual approach (Cook, 2001): (1) the learning of L2 should model the learning of L1 (through maximum exposure to the L2); (2) successful learning involves the separation and distinction between L1 and L2; (3) learners should be shown the importance of L2 through its continual use.

On the other hand, Turnbull (2001) states that the use of target language in EFL classrooms can bring some advantages. First, it brings motivational reasons for students leading to enjoyment and success, the two important components in language acquisition. Next, it is believed that TL use has a positive influence on students' language proficiency. Last, Turnbull notes that teachers' TL use is vital in the context where students lack the exposure to TL because they have limited class time and little contact with TL outside the classroom.

Phillipson (1992) has identified five associated ideas basing on English language teaching in global contexts, however, they are unofficial and unchallenged. These five tenets are: (1) English is best taught monolingually; (2) the ideal teacher of English is a native speaker; (3) the earlier English is taught, the better the results; (4) the more English is taught, the better the results; (5) standard of English will decline if other languages are used for any significant amount of instructional time.

Bilingual support

Although some researchers believe that L2 acquisition can be hindered by the use of L1, the others still state that L1 use in EFL classroom is an effective tool for learners' acquisition.

It was argued that the omission of L1 in EFL classroom is degrading and has adverse psychological impacts on learners. Additionally, using monolingual approach can cause students' tension and a barrier between learners and teacher (Nation, 1990).

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It is recommended by Jadallah & Hasan (2011) that to acquire foreign language easier, learners should be taught in both L1 and FL, which means teachers' utilization of L1 and FL in EFL classroom plays an important role in students' understanding of the similarities and differences in the two languages. The study by Mirza, Mahmud, & Jabbar (2012) shows that L1 use is a student preferred strategy.

Auerbach (1993) also opines that bilingual approach is not only effective but also vital for adult learners as it provides positive outcomes with L1 use in English classrooms. Bilingual approach can reduce affective barriers to English acquisition as well as allows for more rapid progress in English learning. Schweers's study (1999) points out that L1 use in English classrooms facilitates students' English learning process from "a little" to "a lot" as well as it increases students' comfort and confidence in learning and using English.

Bilingual supporters believe that excluding L1 in EFL classrooms can cause stressfulness for learners (Harbor, 1992, Gill, 2005). Harbor also states that communication, teacher - student relationship and the process of L2 learning can be facilitated by the use of L1.

Advantages and disadvantages of L1's uses in EFL classrooms

From Cook's (2001) suggestions, teachers' uses of L1 guarantee students' understanding in English classrooms, they know what to do and finish the given tasks better. Moreover, instructions that are given in mother tongue are advantageous to convey the meaning of L2 vocabulary and explain the grammar rules. Besides, discussions in L1 benefits students' L2 understanding.

Macaro (1997) lists the benefits of L1 as: (1) first language is helpful for giving instruction to perform activities in the classroom; (2) translation of some points and checking comprehension; (3) giving feedback to students; (4) To maintain discipline in the classroom, first language is a useful tool.

It is believed that L1 use in L2 classrooms has a potential value in the reduction of cognitive overload and learner anxiety (Bruen & Kelly, 2017). Bruen and Kelly (2017) highlighted the L1 roles including providing explicit grammar rules, ensuring comprehension, giving instructions, etc. Besides, L1 use can be economical in terms of the amount of time required to explain the core concept is limited, therefore, it makes the class atmosphere is more relaxed and less intimidating. In addition, Cook (2001) claims that L1 can be advantageous in explaining tasks, negotiating students' roles, as well as checking their production and understanding because using L2 takes more time and is less efficient in these tasks.

Sharma's study (2003) suggests that L1 can be used for translating new language, chatting with learners, giving instructions, providing feedback and error correction, and checking learners' comprehension. Additionally, cultural similarities and differences may be highlighted to help learners accept differences while preserving their cultural identity (Jadallah & Hasan, 2011).

Despite some benefits, L1 use in EFL classrooms is also believed to have some drawbacks in teaching and learning language. It can cause students' laziness because they feel that it is not vital to speak English when teachers using L1. Besides, it is believed that teachers' use of L1 can decline the opportunities for students to speak English in class time. Moreover, a lack of access to English speaking environment can cause inaccurate English sounds of students in speaking skills. Additionally, due to the existence of polysemous words and learners' misuse of L1 equivalent, the use of L1 in English vocabulary teaching can result to misunderstandings in the two languages among students (Phu Hung & Thi Tuyet Anh, 2014). Nguyen's (2013) research points out that L1 use will make students rely too much on the mother tongue and cause students' passiveness, as well as bring an obstacle in establishing an English environment in the classroom.

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L1 use in English classrooms in Vietnamese context

In Ngo and Phuong's (2018) study, L1 use benefits teachers in certain situations such as grammar explanations, vocabulary explanations, giving instructions, management, improving relationship with students, cross-cultural explanations and humor. Additionally, there is a belief that switching between L1 and L2 (code-switching) is an effective tool in teaching English and can be catered to the students' demand in learning language. This type of switching, therefore, could be maximized in the English classrooms to foster students' language proficiency. Lynn and Hang's (2017) study pointed out that Vietnamese languages is used to provide instructions and scaffold students' target language. Besides, it guarantees the curriculum in the time allowed, teachers' use of L1 is believed to be convenient tool because students can be encouraged and motivated as well as it helps to build a good rapport between teachers and students. Tien (2012) also emphasizes the important role in students' language learning process.

Pham (2015) suggested that L1 should not be suppressed, and English-only policy should not be used by teachers. Thus, the writer supports using L1 to assist L2 learning. To do so, teachers should personalize and localize strategies for code-switching use, based on their own evidence and reflections together with improved theoretical understandings, which align with their own beliefs, those of their students and specific factors of their teaching context.

To conclude, English-only policy seems not to work well in Vietnamese educational context. Thus, it can be inferred that L1 use plays a significant role in teaching and learning foreign language in Vietnam. Therefore, a judicious and appropriate amount of use of Vietnamese will be a good facilitating tool in students' language learning process. Teachers should consider carefully how much L1 use in the classrooms to assist students and avoid overusing L1 because it can hinder learners' language acquisition.

METHOD

The current study was designed as a descriptive study with the mixed method. Mixed method can be described as a combination of quantitative and qualitative methods within research (Dörnyei, 2009). This method was chosen because it can bring out the strengths of the quantitative and qualitative data, whereas it can eliminate the drawbacks of the two methods. Besides, validity of the study can be more improved by using mixed method. Additionally, by using mixed method, results from one method of the current study can be the scaffolding for the further research using another method (Creswell, 1999).

Participants

In the current study, 131 English-majored students in a university in the Mekong Delta of Vietnam participated in the research. In details, 23 students were seniors, 27 students were juniors, 47 students were sophomores, and 35 students were freshmen. Among them, there were 73 students majoring in English Studies, 44 in English Interpretation and Translation, and 14 in English Teacher Education. Because of the time limit, only two students from each cohort were asked to participate in an interview.

Instruments

Questionnaire

A questionnaire was designed with 8 open-ended questions in order to find out the answers to the research questions. The first questions unlocked general perspectives of students regarding the use of L1 in EFL classroom, whether it should be used or not. The second and the third questions shed light on some advantages of teachers' use of L1 in the classroom. The next questions investigated some reasons why using L1 would hinder students' English learning process. Question number five and six asked for students' perspectives on the amount of L1 use in EFL classrooms. The seventh questions explored students' perspectives in some certain cases of how L1 was used in EFL classrooms. The last

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question was about students' suggestions about how L1 used in the class.

Interview

Eight students were interviewed individually to exploit more details on their responses from the survey regarding their perceptions on teachers' use of Vietnamese in English classroom and reasons for their responds. The interview was recorded by digital - voice recorder and lasted from 8 to 16 minutes each. The interview is designed in both English and Vietnamese and elicited if the participants cannot provide the appropriate answers. Finally, the interviews are transcribed to find out the answers from research questions above.

Data collection

Questionnaire and interview were employed in the study. In order to collect data for the survey, a questionnaire was published online via Facebook within 3 days and English majored students were asked to answer the questionnaire, which is to find out the answers for the research questions. Later on, the participants' responds were analyzed by using the SPSS Software version 20. Then, the interview sections were conducted individually via some applications such as Facebook Messenger and Zoom Meeting Online so as to exploit more about the students' responds. Each interview lasted from 15 to 20 minutes. The interview was conducted in Vietnamese to assure that they felt confident in providing the information as much as they could. Finally, the interviews were transcribed to find out the answers to the research questions above. Transcribing and analyzing the data from the interview were carried out within two weeks.

Data analysis

The method of the current study is descriptive study. Data from the questionnaire were imported to the SPSS software version 20 to be analyzed. Qualitative data were collected from interviews

which were then transcribed and analyzed using theme-based approach. In other words, all sayings of the participants which are in accordance with the theme being investigated were picked out and grouped together to shed lights on the issues.

FINDINGS

Students' perceptions on teachers' use of L1 in English classrooms

The result of the data analysis revealed that not all students participating in the current study prefer teachers' use of native language as Vietnamese in the classroom. However, the number of students who did not prefer the use of Vietnamese from teachers are obviously inconsiderable. According to research results, the number of students agreed with teachers' use of Vietnamese account for more than 90 percent, whereas the rest is the students who follow the "English only" policy.

In the interview section, more perspectives have been discovered. There are two main ideas claimed: one is it is acceptable to use mother tongue in EFL classrooms, and the other think is teachers should take advantage of using English in the classroom in order to build an English environment for student and help them develop their language skills.

Because of the characteristics of the English Interpretation and Translation program, students even need more use of Vietnamese in the class. It is believed that mother tongue use in classes of students majoring in English Interpretation and Translation helps them to improve their employability skills related to interpreting skills and translating skills from English to Vietnamese and vice versa.

Respondents also opined that Vietnamese should be use in English classes to explain some incomprehensible words or some difficult grammar points. In some courses related to linguistics, literacy, and translation where there are many abstract words and concepts, teachers' use of native language is necessary to clarify the meaning.

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The second perspective is that English should be used more in classes to motivate students using English regularly. The responses showed that teacher should prioritize English in classes, especially in language skills courses. It is believed that the more English is used, the more language exposure students have. Teachers’ use of English is thought to create an environment for students to develop their target language.

Advantages and disadvantages of Vietnamese use in EFL classrooms

Advantages of L1 use in EFL classrooms

The use of Vietnamese in English classrooms has several positive impacts on teaching and learning language. Beside some discovered benefits such as explaining the lessons in specialized course, or new words, concepts, and ideas, and so on, it is found that L1 use in translating and interpreting class can be a great assistant tool to help students improve the skills, as well as reduce the language gaps between the target language and the mother tongue.

“...if we do not have enough Vietnamese, then it is hard for us to translate because of the lack of words. Although some people can use language very well, English in particular, it does not mean that they can be a good translator because they do not have enough good Vietnamese words for their translation. In such a case, teacher use of Vietnamese will play a significant role.” (Respondent 001)

“In the major of English Interpretation and Translation, it requires using both Vietnamese and English, therefore, teachers should use more Vietnamese to help students have a better insight about the problem as well as find a better way to translate.” (Respondent 005)

As regards to linguistics courses, teacher use of L1 is a good supporting tool for students in order to understand incomprehensible and abstract terminologies. It was believed that if English is overused in these courses, students cannot reach the objective of the lessons.

"It is helpful to use Vietnamese in linguistics classes. Sometimes, in these classes, there are terminologies that are very hard to remember and understand. Even when teachers use Vietnamese to clarify the lessons, it is still difficult to memorize and understand." (Respondent 005)
My teacher used almost no Vietnamese in the class, it made me hard to understand. I had searched for these terms in Vietnamese before I went to class, if my teacher had used native language to clarify the lesson, I would have understood it better. However, he used English most of the class time, it was struggling for me to follow the lessons, I also asked some of my friends and they had the same problem with me." (Respondent 003)

In some literal course, most of the works are old and classic, and they were written in old English. In such a case, teachers' assistance in Vietnamese plays an important role in helping students understand the beauty and meaning of the literal works.

"In some literal courses, I personally think that teachers should use Vietnamese. Because learners need to feel the pulse of these literal works, but how can we do so if we cannot understand the work clearly?" (Respondent 005)
"In order to help students have deeper insight about the literal work, the characters, or the author, teachers should use more Vietnamese to show the relationship among them, or give examples, or teachers should have an appropriate teaching technique to explain the lesson." (Respondent 007)

Students were believed to be baffled by reading materials in pedagogical courses. They need more use of native language from teachers in order to understand the lessons better. A senior student majoring in English Teacher Education said:

"Because I am a student majoring in English Teacher Education, this major has some pedagogical course which have many incomprehensible materials. I think that if teachers use Vietnamese to explain the lesson, students

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will understand the teaching techniques clearly.”

(Respondent 003)

Regarding grammar classes, it was reported that L1 use of teachers made the class much easier for the students because they could know and understand what a structure, or a grammar point means in both languages, therefore, they could be able to use them correctly.

“In some grammar course (teachers should use Vietnamese), because we need to know what the structure or what the grammar point means, so that we can use it correctly” (Respondent 006)

To sum up, for the respondents of the current study, using Vietnamese brings numerous advantages for both teachers and students. It is obvious that teachers’ use of L1 is a great supporting tool in the class, it assists students in many courses by clarifying the meaning of a word or a concept. Thanks to its use, students can feel less stressful and less lost in class and be involved the lessons better. Moreover, it can be inferred that it is less time-consuming for teachers in the class, they can achieve the class objective by using L1 and L2 flexibly.

Disadvantages of L1 use in EFL classrooms

Findings reveal that L1 use sometimes causes some negative influence on teaching and learning progress. It is reported that L1 use can result in less improvement on the target language skills, causing students’ laziness and passiveness, reducing students’ opportunities to use English and therefore students may have wrong English use.

“Students think that if they cannot speak English, they can use Vietnamese instead. It means that they do not have any motivation to use English.” (Respondent 001)

“In speaking course, L1 use of teachers will cause students’ reliance on mother tongue, and lead to the students’ apprehension when speaking English.” (Respondent 006)

“Sometimes, teachers’ use of mother tongue will cause students’ reliance on it, they will not make any effort to communicate in English.” (Respondent 005)

It is also found that L1 use can make students rely too much on mother tongue use. Therefore, it demotivated students to use English. Students would think that they could use their native language as an alternative in case they are unable to speak English.

The extent of English used in EFL classrooms

Most participants showed their disagreements with excluding L1 in the English classrooms. In some classes such as grammar classes, and specialized classes, mother tongue is their preference. Students also preferred using L1 in a few classroom activities for example when giving directions, discussing course policy, or having classroom management. On the contrary, most of the students opined that the more English used in the classrooms, the better the students will be at communicating in English and they wish teacher’s use of English in the language skills classes.

Students’ suggestions

The number of learners suggesting using native language sometimes in the classrooms was overwhelmingly greater than other items. The following chart will give detailed suggested percentage use of L1 in specific cases. Students were asked to estimate the percentages of L1 they would like their teachers to use in the classrooms of specific courses in a class hour of 50 minutes. Examples are given in the questionnaire so that students can estimate that in term of teachers’ speaking time.

Table 1 - Students’ suggestion on percentage of time using L1 in EFL classrooms

	5	10	20	30	40	50	60	70	80	90	100
Listening courses	37.4	22.1	16.8	9.9	5.3	4.6	0.8	0	1.5	1.6	0
Speaking courses	38.9	23.7	17.6	9.2	4.6	0.8	2.3	0.8	0	2.3	0

	5	10	20	30	40	50	60	70	80	90	100
Reading courses	11.5	19.8	21.4	17.6	9.2	13	3.8	3.1	0	0	0.8
Writing courses	5.3	18.3	19.3	15.3	6.9	17.6	6.1	6.1	3.8	0	0.8
Theoretical courses	0	4.6	14.5	16	13	22.9	6.9	11.5	6.9	3.1	0.8
Linguistics courses	0.8	5.3	11.5	17.6	9.9	16.8	9.2	9.9	11.5	5.3	2.3
Literal courses	1.5	6.1	13	12	13	14.5	14.5	9.9	9.9	2.3	3.1

Table 1 revealed that most of the students prefer using little L1 in some language skills courses, especially in speaking and listening courses. It is obviously can be seen from the table that the language skills courses witnessed almost the same patterns, less than 50% of time using L1 in such classes was suggested. As regards the other courses, students tended to suggest using more Vietnamese in the classes. In details, 29.9% suggested using 50% time of mother tongue in theoretical classes such as grammar classes and theory of translation classes. In linguistics courses, a vast proportion of students prefer 30% of Vietnamese in EFL classes. In literal courses, it was suggested that Vietnamese should be used from 50% to 60% in such classes.

Other suggestions were also found in the interview section. They can be classified into the following groups:

(1) Using more English in language skills classes and using Vietnamese to explain terminologies and incomprehensible words, structures were also suggested by the participants. English use in language skills classes was believed to benefit learners in enhancing their language skills whereas the use of Vietnamese in EFL classrooms was thought to be a necessary tool to help students understand the lesson better.

(2) Vietnamese use was also suggested to be used in some linguistics and literal courses. They were said to be too difficult for learners to understand because of having so many terminologies

and concepts. Literal courses require learners to understand the soul of the literal works.

(3) Before commencing a course, teachers can do a small survey on the amount on L1 use in the classrooms or ask the students to do a placement test in order to assess their English ability. Then teachers can adjust the appropriate use of L1 and L2 in the classrooms.

DISCUSSIONS

The current study revealed that a vast majority (120 out of 131) of participants preferred teachers' use of L1 in the classrooms and Vietnamese is used with different purposes. The results of the study are in line with Mirza, Mahmud, & Jabbar, (2012). The result infers that teachers' use of Vietnamese is the learner-preferred strategy when most of the participants agreed with the use of L1 from their teachers. It is also opined that Vietnamese should be used in varied contexts such as explaining incomprehensible words, difficult concepts, assisting learners in some field courses related to linguistics, literary, and interpretation and translation.

To eleven students who support the monolingual approach, they thought that English use in EFL classrooms is effective to help student enhance their language proficiency and can provide the students with an environment of using the TL more regularly. In this aspect, these results are in line with Shimizu (2012) and Turnbull (2001).

Regarding the advantages of using L1 in EFL classrooms, the findings reveal that L1 use plays a vital role in EFL classrooms. The results are concurrent with the studies by Cook (2001), Butzkamm (2003), and Bruen & Kelly (2017). Vietnamese use is believed to be useful in explaining an abstract term, a grammar point, or a new concept, idea. Teachers' use of L1 also brings improvement on students' interpreting and translating skills. Moreover, thanks to L1 use, learners can understand literal courses and linguistics courses better. It also makes students feel at ease, comfortable, and less stress in EFL classrooms.

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Using L1 in EFL classrooms also brings some disadvantages for learners. It was said that using L1 too much reduces learners' opportunities to use English, makes students rely on their mother tongue and demotivate them to use TL. Overusing L1 was believed to be a cause of students' laziness and passiveness in EFL classrooms. These outcomes are in agreement with the previous studies of Norman (2003) and Nguyen (2008).

Regarding the use of English in the class, participants displayed their positive attitudes towards teachers' use of English in some language courses because it can give them more opportunities to use English, this result is in line with the study conducted by AL-Nofaie (2010). On the other hand, English use was not welcomed in some classrooms activities such as explaining complex words, concepts, etc. The result is similar to Nguyen, Grainger, and Carey's (2016) finding.

CONCLUSIONS AND IMPLICATIONS

It is concluded that teachers' use of Vietnamese in EFL classrooms is preferred by most learners. They are aware of the importance of the appropriate use of L1 in the classrooms. Learners think that L1 use will be advantageous in some specific situations including explaining difficult grammar points or incomprehensible words, and reducing learners' anxiousness. The use of L1 is also believed to be beneficial in some specialized courses related to linguistics, literary, and translation and interpretation. Despite of having many advantages, L1 use may bring a few drawbacks because it is believed to hinder students' language learning process. In EFL classrooms, Vietnamese can result in students' laziness and passiveness, and cause students' reliance too much on their mother tongue. In addition, overusing Vietnamese can reduce learners' opportunities to use English regularly. Learners also shown their positive attitude towards using English in language skills classes because it is thought that the more English is used, the better they will be at communicating. Therefore, depending on the characteristics of each course, teachers should adjust their amount

use of L1 and English flexible to guarantee that students can both enhance their language skills and specialized knowledge. A number of ideas regarding the amount of Vietnamese use in EFL classrooms are also suggested in the present study by the learners.

The current study might create some awareness for EFL teachers on how much Vietnamese should be used in EFL classrooms. Therefore, they can adjust the appropriate amount of L1 use in EFL classrooms in order to enhance learners' language ability as well as help them learn better in some specialized courses. This article emphasizes the percentage of teachers' use of L1 in EFL classrooms. It plays an important role in specific EFL classrooms. Therefore, it is necessary to conduct experimental research to evaluate how native language works in these classes. This can be a great contribution to the EFL learning and teaching in Vietnam.

As for EFL teachers, the present study displayed some suggestions on the appropriate amount of L1 use in EFL classes basing on students' need. It is implied that teachers' use of L1 is vital in assisting students' learning process. Therefore, teachers can use it freely and flexibly to maximize advantages of learners' native language.

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