VIETNAM NATIONAL UNIVERSITY
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
FACULTY OF POST-GRADUATE STUDIES

VŨ THỊ THU TRANG

VIETNAMESE TEACHERS’ VIEWPOINTS ON THEIR USE OF VIETNAMESE IN ENGLISH LANGUAGE CLASSROOMS FOR YOUNG LEARNERS IN MAY SCHOOL ENGLISH CENTER

Quan điểm của giáo viên Việt Nam đối với việc sử dụng tiếng Việt của họ trong các lớp học Tiếng Anh cho trẻ em tại Trung Tâm Ngoại Ngữ Tháng Năm

M.A. MINOR PROGRAMME THESIS

Field: English Teaching Methodology
Code: 60140111

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DECLARATION

I declare that this thesis submitted for the Master of Art degree at the University of Languages and International Studies is a presentation of my own research and has not been previously submitted at any other universities for any degrees. Wherever contributions of other researchers are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussion. The work was done under the guidance of Associated Professor Nguyen Xuan Thom, at the University of Languages and International Studies.

Hanoi, 2016

Vũ Thị Thu Trang
ACKNOWLEDGEMENT

At the completion of this thesis, I would like to express my sincere thanks to my lecturer and my supervisor, Mr. Nguyen Xuan Thom for his valuable support and instructions without which it would have been really difficult for me to handle the task.

I would like to acknowledge my debt to my colleagues in May School English Center for their effective cooperation in collecting data for completing this study. Their enthusiastic participation was indispensable to my research.

Finally, I would like to express my gratitude to my family for all the support I received to finish this thesis.
ABSTRACT

The use of the mother tongue has been argued for ages in English language teaching and the argument over whether students’ native language should be included or excluded in English language classrooms has been a controversial issue. Conducted in the context of Vietnam, the study is an attempt to address the use of Vietnamese as mother tongue in English language classrooms in a prestigious English center for young learners in Hanoi (May School). It focuses on the viewpoints of Vietnamese teachers in May School on their use of Vietnamese as mother tongue in their English language classrooms as well as the amount and situations in which it is employed. The findings and discussion are based on the analysis of the data collected from group interview of five female teachers and ten one-hour classroom observations. The current study supports the judicious use of Vietnamese in some situations such as giving instructions, responding to students’ Vietnamese. The results also highlight that the use of Vietnamese is significantly different in classrooms in May School but the average amount of its use is quite limited.
# LIST OF ABRREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ALM</td>
<td>Audio-Lingual Method</td>
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<tr>
<td>CLT</td>
<td>Communicative Language Teaching</td>
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<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<tr>
<td>ELT</td>
<td>English Language Teaching</td>
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<tr>
<td>FL</td>
<td>Foreign language</td>
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<td>GMT</td>
<td>Grammar Translation Method</td>
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<td>L1</td>
<td>First Language</td>
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<td>L2</td>
<td>Second Language</td>
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<td>TL</td>
<td>Target Language</td>
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