

**A research into the role and the use of first language
in General-English classes at Hanoi University of
Industry = Nghiên cứu về vai trò và việc sử dụng ngôn
ngữ thứ nhất trong các lớp học tiếng Anh cơ bản ở
Trường Đại học Công nghiệp Hà Nội. M.A Thesis
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Abstract

The debate over whether English language classrooms should include or exclude students' native language has been a contentious issue for a long time (Brown, 2000, p195), but not so many findings have been published in the case of Vietnamese as the mother tongue. This paper will attempt to prove that L1 use deserves to be used despite the risk of over-reliance on it by demonstrating that using L1 has two enhancing roles to play in vocabulary teaching. Firstly, L1 use increases students' participation in class time activities; and secondly, it helps students learn the vocabulary better. Two experiments were carried out in an attempt to substantiate these theories. In the first, four classes of 100 students at elementary level were observed over a period of three weeks, during which time two classes were English-only, and in the others, both teacher and students utilized Vietnamese. The progress of these four classes is compared and then discussed. In the second experiment, two separate lessons given to one class are compared (one with Vietnamese use, and one without). Despite problems with causality and perhaps the inability to generalize the findings, overall findings do indicate possible support for the researcher's theories, and thereby for the use of L1 in the classroom.