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FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION**

GRADUATION PAPER

**A DESCRIPTIVE RESEARCH ON CODE
SWITCHING IN GROUP DISCUSSION ACTIVITIES
IN SPEAKING LESSONS OF FIRST YEAR
MAINSTREAM STUDENTS, FACULTY OF ENGLISH
LANGUAGE TEACHER EDUCATION, UNIVERSITY
OF LANGUAGES AND INTERNATIONAL STUDIES,
VIETNAM NATIONAL UNIVERSITY HANOI**

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TRONG HOẠT ĐỘNG THẢO LUẬN NHÓM Ở GIỜ
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ABSTRACT

Code switching is a popular language contact phenomena in English as a Foreign Language classroom contexts. Despite its complexity and its impacts on learners' language practice, this topic is still under-researched in the Vietnamese EFL setting in general and in the context of Faculty of English Language Teacher Education, Universities of Languages and International Studies, Vietnam National University Hanoi in particular. Therefore, this paper expects to shed light on mainstream first year students' code switching in group discussion activities in speaking lessons in this specific context concerning the frequency, patterns and reasons for using. Six mainstream first year students were chosen as the study sample. Through analyzing the data collected from class observations and interviews, this study shows an inverse ratio between learners' proficiency and their frequency of code switching. The two types of code switching, namely inter-sentential code switching and intra-sentential code switching, were both used by learners; however, students of different levels have different preference for each of these two types. Finally, reasons for using code switching were also presented, suggesting that students mainly code switched due to their desire to facilitate group discussion, vocabulary insufficiency and the habit of thinking in their mother tongue. Based on these findings, the paper also offers some pedagogical implications for teachers' adjustment to better management of group work in EFL speaking classes.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

FELTE: Faculty of English Language Teacher Education

L1: The mother tongue, Vietnamese

L2: Foreign Language, English

ULIS: University of Languages and International Studies

VNUH: Vietnam National University, Hanoi

CHAPTER I: INTRODUCTION

1.1. Background and rationale of the study

Learning English for communication has increasingly become an integral part of English as a Foreign Language (EFL) curricula in many non-English speaking countries. Developing learners' communicative competence has been the main aim of teaching and learning English in EFL classes. As English (L2) is not used as an official language for social communication by EFL learners, it is necessary to maximize the interaction and the use of L2 in language classroom. Among many methods applied to achieve the aforementioned goal is group work, which is regularly used by teachers in EFL classes, especially in speaking lessons.

Although group work can facilitate interaction among students, the tendency of using mother tongue (L1) is quite apparent in the EFL learning context, especially popular among low level students. In fact, it is widely observed that in "homogeneous EFL classes", where typically all students speak the same mother tongue and English is not often used outside the classroom, learners may tend to use both L1 and L2 in conversations (Nunan, 1993). One of the frequently cited phenomena resulting from the use of L1 is code switching. On the one hand, code switching is seen by many teachers as a "communicative strategy" for learners, especially for those who have low proficiency and "insufficient vocabulary resource." It is important to note that a limited use of code switching can facilitate the effectiveness of group work because it is a learner's preferred strategy and an efficient use of time (Atkinson, 1993, p. 242). On the other hand, it is considered "a source of concern" (Bolander, 2008, p. 1) or "a challenge" for teachers (Long and Richards, 1987, p. 110) because students might fail to realize the necessity of speaking L2 in classroom. The overuse of code switching would make students fail to realize the importance of using L2 in group work, and it also results in negative transfer in L2 learning (Wong-Fillmore, 1985, as cited in Liu, 2010, p.1).

From the personal experience as an EFL learner at Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi (FELTE, ULIS, VNUH), the researcher has learnt that first year students in this context tended to use a great deal of code switching in group discussion activities. The benefits and perils of code switching being considered, it is crucial for the teachers of freshmen in FELTE, ULIS, VNUH to be informed about their students' use of code switching. However, previous studies into code switching in Asian EFL context have mostly focused on teachers. There is only one local research on FELTE, ULIS, VNUH freshmen's use of L1 in speaking classes. However, no official research on learners' code switching in group discussion activities in speaking lessons in this particular context has been carried out so far.

On the account of the existence of code switching in group discussion activities, its impacts on learners and the absence of a study into code switching in this specific context, the researcher finds it necessary to carry out a research entitled **A descriptive research on code switching in group discussion activities in Speaking lessons of first year mainstream students, FELTE, ULIS, VNU.**

1.2. Objectives of the study and research questions

The study aims at elucidating FELTE students' use of code switching in group discussion activities in speaking class. The research would hopefully provide teachers with a better insight into their students' code switching behavior. Specifically, the research seeks to answer the following questions:

- What is the frequency of students' use of English-Vietnamese code switching in group discussion activities in speaking class?
- What are the patterns of English-Vietnamese code switching in group discussion activities in speaking class?
- What are the perceived reasons for English-Vietnamese code switching in group discussion activities in speaking class as reported by students?

1.3. Methodology

The research adopted multi-case approach, and data were collected through class observations and interviews. Class observations were used as the main tool to collect data which helped to answer the three research questions. Interviews were then conducted to triangulate data obtained from class observations. After that, the data were analyzed both quantitatively and qualitatively, based on case analysis according to the three research questions.

1.4. Scope of the study

This study only involves the investigation of code switching used by FELTE, ULIS, VNUH freshmen in in-class group discussion activities in speaking lessons. Moreover, not all aspects of code switching would be studied but the focal points of the research are the frequency, patterns of code switching and perceived reasons for students' use of code switching.

1.5. Significance of the study

Code switching in EFL classroom has been investigated in previous research, but most of them study code switching used by teachers. Some target at students' code switching but do not focus any specific language skills. To the best of the researcher's knowledge, there is hardly any official local study into code switching in group work in speaking skills, not to mention those on FELTE first year students. Therefore, this research will provide an essential source of information to any teachers, students and researchers who may be concerned.

In particular, as for teachers, the findings of the research may be useful for them in comprehending students' code switching behavior so that they would have suitable adaptation to group discussion activities in speaking lessons. Additionally, students may hopefully raise their awareness of code switching. Researchers who carry out related studies in EFL contexts, especially in speaking skills, might also make use of the research as a source of reference.

CHAPTER II: LITERATURE REVIEW

The second chapter provides definitions of the key terms namely code switching, group work and EFL learner and the correlation among them with a view to assuring the consistent understanding of the terms throughout the research. Previous studies are also reviewed to figure out the research gap in the field.

2.1. Code switching

2.1.1. Definition of code switching

Code can be used to “denote any identifiable speech variety”, by which it includes both a particular language and a particular variety of language. Code switching, accordingly, is “changing back and forth between two language varieties”. Code switching occurs “within a single conversation” or sometimes “in the middle of an utterance” (Trask, 1999, p. 37).

Discussing the environment in which code switching emerges, Bolander (2008) states that code switching occurs in situations which “favor the co-existence of two or more languages in the individual speaker” (p. 3). The feature can be indubitably seen in bilingual communities and EFL classrooms where the use of L1 and the use of L2 co-occur.

In research on bilingualism, code switching refers to the change between two particular languages “in the same discourse” (Nunan and Carter, 2001, as cited in Sert, 2005) or “the alternative use of two languages within the same utterance or during the same conversation” (Hoffman, 1991, as cited in Van Dulm, 2007). Compared with Nunan and Carter’s definition, Hoffman’s widens the linguistic ranges where code switching occurs, from within a conversation to an utterance.

As regards code switching in studies of Second Language Acquisition and EFL learning, code switching is used to describe learners’ practices involving the use of more than one language (Romaine, 1989). The two languages between which the alternation takes place are students’ native language (L1) and the foreign language (L2) that students are expected to gain competence in (Sert, 2005).

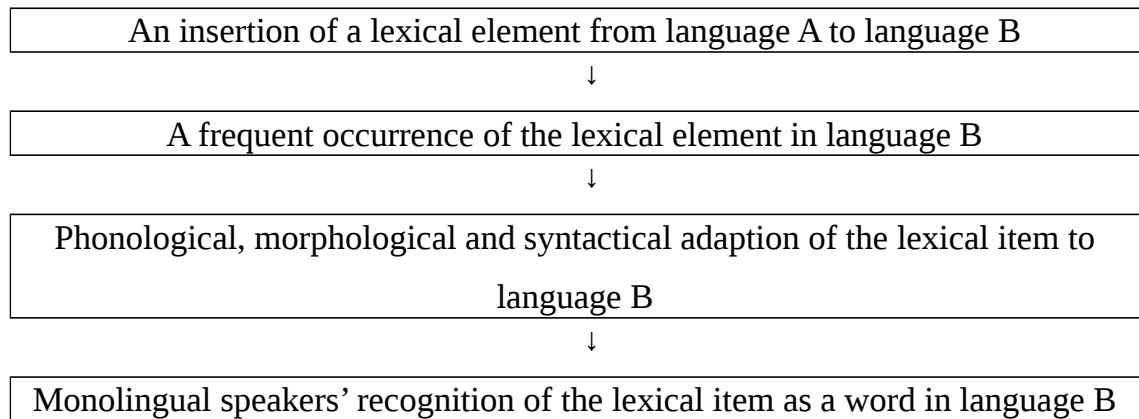
In general, previous studies have agreed on the common points that code switching is the alternation of two languages within a conversation or within an utterance. In EFL classroom context, code switching is considered learners' switching between L1 and L2 in practice.

2.1.2. Code switching and other language contact phenomena.

In the research into grammar of code switching, Van Dulm (2007) enunciates the inconsistency among studies on language contact phenomena such as code switching, borrowing, interference and code mixing. This comment is shared by most other researchers because code switching can be easily mistaken for the other three terms. Therefore, to assure that code switching is understood in a consistent way in this study, it is essential to make clear distinctions between code switching and related phenomena namely borrowing, interference and code mixing at the outset of the research.

2.1.2.1. Distinction between code switching and borrowing

First and foremost, code switching must be differentiated from borrowing. Muysken (1995) defines borrowing as “the incorporation of lexical elements from one language in the lexicon of another language” (p. 189). The process of borrowing is described as follows:



Meanwhile, when a speaker code switches between two languages, the lexical item in one language is not recognized as a word in the other language, and it is used in its original form (Bolander, 2008). Moreover, in terms of the speaker's competence,

borrowing requires “only monolingual competence”, whereas speakers’ competence in both languages is essential for code switching to occur (Pfaff, 1979, as cited in Ho, 2003, p. 8).

2.1.2.2. Distinction between code switching and interference

The second distinction must be drawn between code switching and interference. Grojean (1984) suggests that interference entails “the involuntary influence of one language on another” (as cited in Van Dulm, 2007, p.11). According to Grojean’s view, code switching can be discriminated from interference in that the former is commonly done under the speaker’s consciousness; in other words, it is a “voluntary behavior” while the latter “occurs involuntarily” (Van Dulm, 2007, p. 11).

2.1.2.3. Distinction between code switching and code mixing

The last differentiation is made between code switching and code mixing. It is important to note that not all researchers make the same distinction between these two terms. Specifically, Muysken (2000) considers code switching and code mixing identical. In marked contrast, Skiba (1997) suggests that code switching includes alternation of sentences, phrases, or it is an alternation of elements longer than one word whereas code mixing involves “shorter elements, often just one single words or a stereotypical expression” (McCormick, 1995, as cited in Van Dulm, 2007, p.11), i.e. code mixing is regarded as intra-sentential switching (Bokamba, 1987, as cited in Ho, 2003, p.10).

Despite controversies about code switching and code mixing distinction, Ho (2003) mentions that it is commonly accepted among scholars that code switching is “a juxtaposition within the same exchange of passages of speech belonging to two different grammatical systems” (p.10). Moreover, as is mentioned hereinbefore, the current research has adopted the definition which mentions “a single conversation” or “an utterance” as the ranges code switching occurs.

Incidentally, it is necessary to define what is adopted as “an utterance” in the current research. Utterance is generally understood as a stretch of speech that is

preceded and followed by silence. It can be a sequence of sentence, a sentence, a phrase or just a single word. In the current study on code switching in group discussion activities, utterances adopted will range from a single word to a sentence which is meaningful and carries learners' contributed ideas to the discussions. In saying that, utterances in the current research exclude single words expressing agreement or disagreement such as "yes, yeah, kinda, no" or preface "well, oh" or delay "eh, em, ah".

Therefore, in the research, code switching is employed as the alternation between two languages in all levels of constituents namely word, phrase, clause and sentence within or across sentence boundary.

In a nutshell, drawing the distinctions between code switching and three related language contact phenomena is crucial for the researcher to establish a single standpoint so as to select relevant code switching from the collected data for later analysis. Specifically, code switching in the current research is understood as the alternation between English and Vietnamese from word level to sentence level in learners' utterances selected according to the criteria mentioned above.

2.1.3. Patterns of code switching

Another concern of the research is the patterns of code switching. The following part describes code switching patterns sociolinguistically and grammatically, as the two common perspectives of looking at code switching in the literature.

2.1.3.1. From sociolinguistic perspective

Most sociolinguistic studies on code switching adopt Gumperz's classification, for Gumperz's (1982) study was more influential than any linguists in the field of sociolinguistics (Nilep, 2006). He categorizes code switching into metaphorical and situational code switching. Metaphorical code switching refers to "the communicative effect the speaker intends to convey" (Gumperz, 1982, as cited in Nilep, 2006, p.14). As the name may suggest, metaphorical code switching can be understood as a

rhetorical device which the speaker employs the switch for expressing an intended meaning.

Situational code switching pertains to the choice of language “controlled by components such as topics, setting and participants” (Ho, 2003, p. 7). Therefore, situational code switching emerges by the change of conversational context, the topic and the participants.

2.1.3.2. From grammatical perspective

From grammatical stance, linguists classify code switching into two types: inter-sentential and intra-sentential code switching. Inter-sentential code switching involves switching between languages at clausal and sentential boundary (Ho, 2003, p.7). In other words, one clause or sentence is in one language and the next clause or sentence is in another. For example:

A Vietnamese student:

She’s aggressive? *Con cò là gì nhĩ?*

Stork is what?

(She’s aggressive? How to say “stork”?)

By comparison, intra-sentential switching takes place within the clause boundary (Van Dulm, 2007, p. 16). For instance:

A Vietnamese student:

They may harvest or do something like *giã gạo*.

Pound rice

(They may harvest or do something like pound rice)

In sum, as the researcher’ aim is to get an insight into both the patterns of and the reasons for students’ code switching, in the study, a combination of both grammatical and sociolinguistically approaches will be used to scrutinize code switching data. Firstly, grammatical perspective will be employed to explore the patterns of code switching used by learners. Secondly, suggestions from sociolinguistic perspective (the change of topic, setting, participants and the speakers’ intended

meaning) will partially serve as reasons underlying the use of code switching in this study.

2.2. Group discussion

Apart from code switching and its related features, group discussion is another crucial term which needs clarifying, particularly the concept itself and its characteristic which favors the occurrence of code switching.

2.2.1. Definition of group discussion

According to Brillhart and Galanes (1992, as cited in Pham, 2007, p. 14), group discussion is “an activity in which students usually interact with one another with the goal of increasing understanding, and achieving shared solutions to a particular problem”. In the definition, Brillhart and Galanes emphasize on two main aims of group discussion activities: to gain more mutual understanding among group members and to work out the only common solution to the given problem.

The relationship between language switching and group work behaviors will be discussed later on in the research.

2.2.2. The occurrence of code switching in group discussion activities

It is apparent that in group discussion activities, students work with their peers instead of their teacher, which makes it difficult for teachers to control all students’ language use, especially their use of L1 instead of L2 (Harmer, 1999, p. 116). Explaining the phenomenon, Simon (2001) observes that students in a foreign language classroom are under “an implicit obligation” of using L2 when the teacher is around (Simon, 2001, as cited in Bolander, 2008, p.4). In certain situations like group discussion, the relative absence of the teacher may relieve this obligation, resulting in the emergence of code switching at the students’ convenience.

2.3. EFL learners

The last term to be identified in the current research is EFL learner. In this part, EFL learner will be explored concerning their characteristics, attitude towards the use of L1 and, finally, reasons for their code switching.

2.3.1. EFL learners and their attitude towards the use of L1

EFL learners can be generally understood as learners of English whose first language is not English, and English is only used inside classroom while their mother tongue is spoken outside the classroom (Long and Richards, 1987, p.110). It is this characteristic of EFL learners that leads to the “relatively unequal mastery” of their first and their second language (Simon, 2001, as cited in Bolander, 2008, p. 4).

There have been quite a few studies on learners’ attitude towards the use of L1 in EFL classroom. Prodromou (2002), after investigating 300 Greek students at three levels, beginner, intermediate and advanced, concludes a negative correlation between L2 competence and L1 usage in the EFL classroom. In the similar vein, Nofaie (2010) found out the tendency of “lower achieving learners” to use L1 more excessively than “high achieving learners”. According to this research, 81 per cent of the Arab students were in favor of using L1, especially when they could not express their ideas in L2 (p.74). Moreover, learners think that using L1 could “provide them with some confidence and lead to better understanding” (Nofaie, 2010, p.74). Though a large number of researched EFL learners use L1 in L2 classrooms, Nofaie’s research points out that most of them desired to avoid the overuse of L1 to maximize opportunities to practice in L2 (p. 74).

According to previous studies, there is a negative correlation between EFL learners’ levels and their use of L1. Despite the desire to use more L2 in EFL class, it is likely that low level EFL learners may still resort to L1 instead of L2 in their language practice.

2.3.2. Reasons for EFL learners’ use of code switching.

The last concern of the research is reasons for students’ code switching. As a result, in this part, suggestions concerning causes for the emergence of code switching from previous studies will be synthesized in order to get a systematic set of reasons facilitating later analysis.

Learners’ attitude towards the use of L1

Discussing the underlying reasons for low level EFL learners' switching to L1, Bolander (2008) bases her explanation on "a relatively unequal mastery" of L1 and L2 and concludes that students feel secure to switch to the language that they know better than the other. It can be inferred that EFL learners may consider L1 an escape from making mistakes when they are not really confident of their mastery of L2.

Lack of vocabulary

In the research into ULIS first year students' use of L1, Nguyen (2010) discovers that low level learners lack vocabulary, so it is hard for them to discuss in English fluently. To deal with the problem, they have to switch to L1 as the "stopgap" (Sert, 2005). In other words, by using L1 equivalents, EFL learners mean to make themselves understood instead of pausing their talk to seek for the words in L2.

An alternative to deal with vocabulary insufficiency is asking their peers for the unknown word. However, most low level students are usually found using Vietnamese in this situation (Nguyen, 2010).

As for students who are fairly helpless with their L2, they purely convey their ideas in L1. It is explained by Bolander (2008) as low proficient students' desire to participate in the interaction because they attach more importance to what is said rather than what language they use to express their ideas.

Habit of thinking in Vietnamese

Nguyen (2010) also observes that it is low level learners' habit to brainstorm in Vietnamese before speaking in English. That is to say, learners are often in the habit of using L1 first and then translating into L2.

Desire to facilitate group discussion

Also suggested by Nguyen (2010), students are most likely to use L1 when they want to explain meaning of a new word or a new phrase because L1 meaning is surely understood by every student. This might be helpful in facilitating mutual understanding among group members.

Intention of conveying a connotative meaning

Also, as sociolinguists suggest, the speaker may employ code switching as a rhetorical device (metaphorical code switching) to convey a connotation. For example, when a student disagreed with what her group member suggested, she reacted, “*Làm sao đây?*” instead of saying in English “You’re wrong” or “I don’t agree with you”. This may probably be used to show her strong objection to the idea she had found unwise.

Teachers’ disengagement in students’ discussions

Last but not least, when the teacher is not with them, learners are likely to disregard the obligation of speaking L2 and switch to L1 more often. That is to say, once the teacher joins their discussion, the obligation is probably re-established, which results in learners’ switch back to L2. It is mentioned in the definition of situational code switching by Gumperz (1982) that the change in participants results in code switching. To be specific, it is the teacher’s participation in learners’ discussion that affects learners’ decision on the language they speak.

In sum, there is a high possibility for EFL learners to use code switching in EFL classroom. According to Bolander (2008), Nguyen (2010) and Gumperz (1982), there are a number of contributing factors to the emergence of code switching such as learners’ preference of L1, vocabulary insufficiency, the habit of thinking in L1, learners’ intention of conveying a connotation and, finally, teachers’ disengagement.

2.4. Research gap

Studies into code switching in Asian EFL classroom so far mainly focus on teachers, exemplified by Ehsan Rezvani’s research “Code-switching in Iranian Elementary EFL classroom” (2011) and “Teachers’ code switching to the L1 in EFL classroom” carried out by Liu Ying Xia (2010). These researchers suggested the facilitative role of teachers’ code switching to learners’ understanding the lessons. However, there are very few studies choosing learners as participants. One of the few examples is “Learner code-switching in the content-based foreign language classroom” conducted by Grit Liebscher (2004), yet the research only investigated

code switching in classroom in participant-related and discourse-related situation in general. Another study into learners' code switching is "Code-switching in the classroom: A sign of deficiency or a part of the learning process?" by Bolander (2008) in which she discussed the impact of code switching on the interaction in EFL classroom.

Focusing on the use of L1 in EFL speaking classroom, Nguyen (2010) carried out a study entitled "Students' use of mother tongue in EFL speaking class: A case multiple case study of freshmen at FELTE, ULIS, VNUH". However, the scope of the research was mainly freshmen's attitude towards the use of L1 in EFL speaking classroom.

Evidently, there are limited studies on learners' code switching and the absence of a local research into the issue. In other words, learners' code switching in group discussion activities in speaking classes in FELTE, ULIS, VNUH is under-researched. Therefore, the current research probably fills in the research gap and serves as a useful source of information about learners' code switching in this particular context.

Chapter Summary

Code switching in this study is understood as any alternation of English and Vietnamese in all levels of constituent namely word, phrase, clause and sentence within or across sentence boundary. Code switching is, therefore, differentiated from borrowing and interference and compared with code mixing. This behaviour in EFL classrooms can be described from both sociolinguistic and grammatical perspective. Grammatically, code switching is classified into two types, namely inter-sentential code switching and intra-sentential code switching, which is used to explore patterns of learners' code switching. The sociolinguistic perspective provides two in the set of many reasons for learners' code switching.

According to Bolander (2008), Gumperz (1982) and Nguyen (2010), code switching is likely to be used as a communicative strategy by EFL learners of low level on account of their attitude towards the use of L1, their vocabulary insufficiency,

their habit of thinking in L1, their intention of conveying a connotation and teachers' disengagement.

Group discussion, associated with a disregard to the obligation of using L2, provides conditions for the frequent occurrence of code switching.

Obviously, there has been an absence of research into students' code switching in group work in EFL speaking classes, not to mention a specific context of FELTE, ULIS, VNUH. Therefore, in the present research, the researcher investigates on the use of code switching of the particular case FELTE, ULIS, VNUH first year students in group discussion activities in speaking lessons. Through the findings, the researcher hopes to provide an insight into the frequency, patterns of code switching and the underlying reasons for code switching used by the investigated cases. The research results hopefully will offer a comparative perspective with what has been obtained in the previous related studies.

CHAPTER III: METHODOLOGY

3.1. Qualitative and quantitative multi-case study approach

The present research adopted qualitative and quantitative multi-case approach. According to Stake (1995, 2005), the multi-case study is a study in which “a number of cases are studied jointly in order to investigate a phenomenon or general condition” (p. 152). It was employed for the following main reasons:

First of all, a multi-case study provides “detailed descriptions of specific learners” (Markey & Gass, 2000, as cited in Le, 2009, p. 29). As a result, the researcher would get small-scale, detailed data instead of wide but superficial one.

Secondly, the researcher decided to use this approach to investigate more than one case to make it easier and more logical to make comparison and contrast among students’ code switching in the predetermined aspects. Therefore, the collected data would be more precise and persuasive, which was possible to reflect different perspectives of students from different levels of English speaking proficiency.

3.2. Setting of the Study

The study would be conducted in Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi. Students are required to pass three tests including English written test to enroll the university. There is no oral English test for students in the entrance examination. In the first and second year, speaking and writing skills are taught in three periods each week (50 minutes/ period). In speaking classes, group discussion is one of the most common used activities. Most students from FELTE, ULIS, VNUH are Vietnamese; therefore, Vietnamese is the mother tongue (L1), and English is the foreign one (L2)

3.3. Subjects and Sampling

The participants of the research were six students from class QH2011.F1.E5, FELTE, ULIS, VNU. This class was chosen because, compared to other classes, its first semester speaking results showed a greater range from 6.2 to 9.0. This diversity hopefully would be helpful in providing sufficient information of code switching used by students of different levels of speaking proficiency. Moreover, as the students were in the same English speaking class with the same teacher, the factor of teachers’ differences in instructions could be excluded in the research.

The participants were chosen according to their English speaking results at the end of the first semester, which were assumed to represent their speaking proficiency.

As is mentioned above, “lower achieving learners tended to use L1 more excessively than high achieving learners” (Nofaie, 2010, p. 70).

To choose the participants from the class, the research made use of disproportional stratified sampling method which is preferred when there is “prior information regarding certain characteristics of the population’s composition”, and “when there are big differences in the sizes of subgroups” (Phung, ?, p. 51). According to the analysis of speaking results, the researcher was aware that students in the class could be divided into three subgroups of three distinctive levels: high proficiency, medium proficiency and low proficiency. In addition, students of each level constituted different proportions in the total number as follows: 15% English high proficiency levels, 67 % English medium proficiency and 18% English low proficiency level. As a result, after dividing students into three subgroups, the researcher disproportionately selected two cases from each group to be included in the sample. In this way, there is likelihood of achieving greater precision because it improves “the representativeness of the sample” (Hunt & Tyrell, 2001). Details of the participants could be summarized in the table below. (*Note: Participants are addressed by pseudonyms to respect their confidentiality*)

Table 3.1: The first semester speaking scores of the participants

Participants	A	B	C	D	E	F
Speaking score in the 1 st final-term test	9	8.5	7.5	7.5	6.5	6.2

The first pair, A and B, are two students who got high scores (9.0 and 8.5 respectively), which were assumed to represent their high English speaking proficiency. Moreover, according to their teacher’s and peers’ comments, both A and B are active students who are among good English speakers of the class. Student A reported that she joined an English club at ULIS, VNU and improved her English by not only studying in class but also traveling to tourist attractions to have conversations with native speakers of English while B did not.

Secondly, C and D are two students who got 7.5 in the English speaking test, which was presumed to equate middle-level English speaking proficiency. Both C and D were said to be confident, and student C is a bit more active than student D.

Finally, E and F, with their low scores (6.5 and 6.2 respectively), were assumed to have lower English speaking proficiency than the others. Moreover, their teacher and peers agreed that they are quite inactive and reluctant to talk in speaking class.

The researcher was conscious that it could be impossible to select more than six participants. With a rather huge amount of data, the researcher would find it hard to manage and analyze data within the scope of this small research. In general, the researcher hopes that sufficient and valid data could be collected through proposed sample of participants and research instruments.

3.4. Data collection

3.4.1. Instruments

The researcher chose class observations and semi- structured interviews as data collection instruments to collect sufficient and reasonable data. Data from the class observation were used to figure out the answers for the three research questions; the aim of semi- structured individual interview is to obtain information reported by the participants to triangulate the findings from class observations.

Class observation

Class observations were utilized as the primary data collection instrument to obtain factual information about the frequency, patterns and four reasons for using code switching: *lack of vocabulary, habit of thinking in Vietnamese, desire to facilitate group discussion and intention of conveying a connotative meaning.*

Firstly, the researcher asked for teacher's permission to observe the speaking lessons. Students were informed that the researcher conducted research in their class and the six participants' consent had been requested in advance. However, the exact purpose of the research of obtaining students' information about their L1 and L2 use

was not announced to minimize effects on the students' code switching behaviours, and the data could be as authentic as possible.

After being piloted once in the chosen class, the class observation was carried out continuously in five weeks. However, only the data from the last three weeks were used for later analysis because in the first two weeks, the Hawthorne effect might happen, i.e. "individuals may change their behaviour due to the attention they are receiving from researchers" (Richard, 2005)

During five weeks, recordings including audio- recording and note-taking were used. Respectively, audio-recording helped to record all interaction for later analysis while note-taking was advantageous in that it helped the researcher record the key points in the lessons such as teacher's instruction and facilitation and main class behaviours of the chosen participants.

Semi-structured interviews

In addition to the class observation, the researcher also conducted semi-structured individual interviews with the six participants. In addition to the core questions prepared in advance, the researcher might ask the interviewees some extra questions in order to obtain more data in depth. Thanks to that, the researcher was able to get more information from the interviewees.

The interview questions had been piloted with two students at pre-intermediate level. This helped the researcher to revise and make any changes if necessary to the set of interview questions. The first question was to check students' perception of the frequency of their use of code switching. The last ten questions meant to find out students' reasons for code switching in order for the researcher to make relevant comparisons with the findings from the class observation and seek for *students' attitude towards the use of L1 and teachers' role in group discussion*. Each of these questions was designed in accordance with the set of reasons reported in previous research and emerging from the class observation.

All the interviews were carried out in Vietnamese so that students could express their ideas more easily. To secure the participants' honesty, it was guaranteed that all information from the interviews would be kept confidential. For later analysis, all the interviews were recorded under the acceptance of the participants.

3.4.2. Procedures of data collection

Step 1: Pre-observation

The researcher contacted the chosen participants based on the list of speaking results and suggested by teachers. At this stage, the researcher had a talk with the six participants about the research and informed them about class observations and interviews. Next, time for class observations were arranged with the teacher.

Step 2: Observation piloting

The observation was conducted once in the chosen class.

Step 3: Observations

The participants were observed and recorded in five weeks continuously.

Step 4: Pre-interview

The researcher contacted and arranged a suitable timetable for interviews with the participants.

Step 5: Interview piloting

The interview was piloted with two pre-intermediate students in advance to make relevant adaption to the set of questions.

Step 5: Interviews

The researcher guaranteed to keep the participants' information and interviews in secret and then do interviews.

3.5. Procedures of data analysis

After class observation and interviews, the data gathered through these tools were synthesized and analyzed.

The first step of data analysis was transcribing data from class observations. Each transcription included both teachers' instruction in the beginning and the six participants' interaction with other group members during the discussions.

The next step is italicizing the participants' code switching in the transcriptions according to the definition of code switching and utterance. Afterwards, two types of code switching, as was suggested by researchers from grammatical perspective, were highlighted with two different colors.

Thirdly, code switching times were counted to figure out how frequently students code switched. In addition, two types of code switching were also enumerated as findings about the patterns of code switching. Subsequently, with the transcriptions, the researcher analyzed the context in which students code switched in order to find out their reasons for using code switching in each case.

The data obtained from the interviews were also transcribed and presented to triangulate with what was obtained from class observations.

CHAPTER IV: RESULTS AND DISCUSSION

The focus of the fourth chapter is the presentation, interpretation and discussion of the obtained data. In data analysis part, the six cases will be analyzed concerning the frequency, patterns and reasons for using code switching. Next, the findings from the six participants will be discussed in correlation with previous studies and emerging common theme will be presented. Finally, pedagogical implications related to EFL

learners' code switching in group discussion activities in speaking lessons will be discussed.

4.1. Data analysis

4.1.1. The frequency of English-Vietnamese code switching in group discussion activities in speaking lessons

Data from class observations firstly suggested the answer for the first research question about the frequency of English-Vietnamese code switching.

4.1.1.1. Pair 1: Student A and student B

Both student A and student B were assumed to have a high level of English speaking proficiency. Their use of code-switching was observed and presented in Figure 4.1 and 4.2 below:

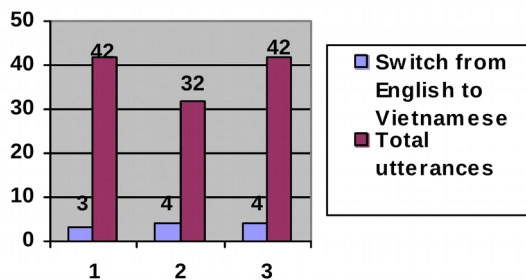


Figure 4.1: A's frequency of code switching in group discussion activities in speaking lessons

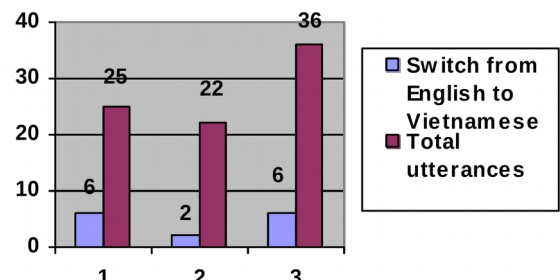


Figure 4.2: B's frequency of code switching in group discussion activities in speaking lessons

Overall, student A and B did not use a lot of code switching in their utterances. Regarding student A, figure 4.1 shows that the ratio between code switching and total utterances in three discussions is 1:14, 1:8 and 1:10 respectively. For example, sometimes she was found saying “*they may harvest or something like giã gạo*”, or “*skiing, trượt tuyết*” in the discussions. Clearly, in the three observed discussions, A’s code-switching only made up a small proportion in the total utterances, which suggested that A did not frequently code switch to Vietnamese.

In the class observation, the research noticed that A rarely switched to Vietnamese but always tried to use English as much as possible by adopting simple

expressions such as “*Well, I think...*”, “*What about...*”, “*Ms. Lien, do you have any ideas?*”.

Being asked about how frequent she switched to Vietnamese, A stated that, “*I sometimes switch to Vietnamese in group discussion*”, which matched with the results from class observations.

By comparison, student B’s frequency of code switching was also fairly low though she did not produce as many utterances as A in the discussions. As can be seen clearly from figure 4.2, the proportions between code switching times and total utterances in the three discussions are 1:5, 1:11 and 1:6 respectively. Though her code switching times were higher than student A, the disparity between code switching times and total utterances was relatively large. Therefore, like A, B did not show a frequent use of code-switching.

Interestingly, after observing B’s performance in group discussion activities, the researcher found that, though she could produce more complex, grammatically correct sentences than A, she switched to Vietnamese in some cases which she could be probably capable of using English, such as “*nhưng chưa tìm được crazy ideas nào*” and “*đánh đá trong tiếng Anh là gì ý nhi?*” instead of “*but we haven’t found out any crazy ideas*” and “*how to say “đánh đá” in English?*”

When answering the question about the frequency of using code switching, B also stated that she just sometimes code switched, which was true about her frequency of code switching in class observations.

In a few words, both A and B produced very few utterances using code switching in group discussion activities. In addition, what they remarked on their frequency of code switching matched the result obtained from class observations.

4.1.1.2. Pair 2: Student C and student D

Based on their speaking score, student C and D were presumed to have middle-level speaking proficiency. Figure 4.3 and 4.4 below show the frequency of using code switching by the two students:

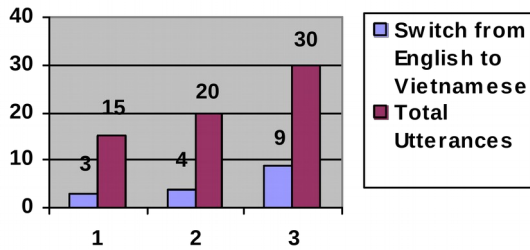


Figure 4.3: C's frequency of code switching in group discussion activities in speaking lessons

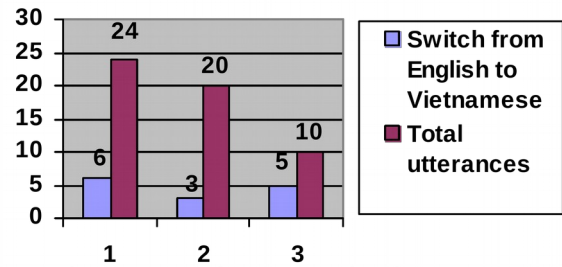


Figure 4.4: D's frequency of code switching in group discussion activities in speaking lessons

The most noticeable feature of the two bar charts is that student C and D code switched more often than the previous two. As for C, the ratio between code switching times and total utterances in three observed lessons is 1:5, 1:5 and 1:3 respectively.

Unlike A, there are many cases in which student C used pure Vietnamese to express her ideas such as “*Trâu là không thể hiện tính cách mấy ý*”, “*Con hà mã là gì ý nhỉ?*” despite the fact that her English was quite smooth. For example, she could produce sentences in English such as, “*He works as hard as a buffalo*”, “*My sister is like a monkey because she’s ugly and she’s active and mischievous sometimes*” similar to student B. Being asked about how frequent she switched to Vietnamese, C affirmed that about 70% of her utterances contained code switching, which is not in accordance with what the voice recording showed.

Likewise, there was virtually no big gap between utterances containing code switching in D’s speech and the total number of her utterances, except for the second week (the ratio is 7:1). In other words, student D also used code switching fairly frequently compared with A and B. Like C, student D also used quite a lot of utterances in pure Vietnamese such as “*Cái thang là gì?*” “*Trong một lần tập luyện có thể tiêu hao bao nhiêu là calo*”, but the frequency is a bit lower because in most cases she used one word or phrase when switching to Vietnamese. In the interview, D mentioned that she usually code switched to Vietnamese.

In general, in comparison with student A and B, both C and D used code switching quite frequently in their group discussion. Moreover, D’s perception of her

use of code switching was in concord with what class observations showed while C's was not.

4.1.1.3. Pair 3: Student E and F

The last pair is student E and F, who were assumed to have the lowest English speaking proficiency compared with the two previous pairs. According to class observation, their frequency of code switching is presented below:

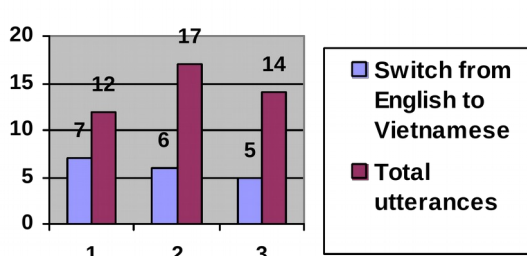


Figure 4.5: E's frequency of code switching in group discussion activities in speaking lessons

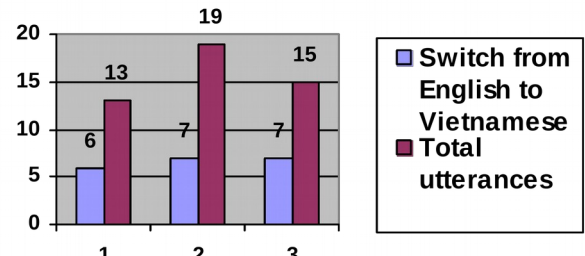


Figure 4.6: F's frequency of code switching in group discussion activities in speaking lessons

Among the three pairs, student E and F code switched to Vietnamese the most. It can be clearly seen that the ratio between code switching times and total utterances in the three weeks was approximately 1:2 for both the two cases. Therefore, E and F revealed an overuse of code switching in comparison to the two previous pairs. Usually, E and F uttered in pure Vietnamese, exemplified by E's utterances such as "*ai nói trước đi*", "*lừa đảo thì nói thế nào?*" and those of student F, "*nhà trọ thì nói thế nào?*", "*Quên đi, ngày xưa người ta vẫn đi bộ nhiều*".

However, when being asked about the frequency of switching to Vietnamese, only E recognized her overuse of Vietnamese and seldom speaking English in group discussion, while F assumed that she just "sometimes" switched to Vietnamese.

In general, E and F are two students who code switched the most frequently among the three pairs, with only student E's perception matching the result of class observations.

Summary of findings for Research Question 1

In a nutshell, the learners' frequency of code switching varied in accordance with English proficiency level. Specifically, code switching was used the least frequently by student A and B, who had the highest level of English competence. Meanwhile, student C and D, with their middle-level English speaking proficiency, showed a more frequent use of code switching. Student E and F, with the lowest English speaking proficiency, revealed an overuse of code-switching. Additionally, as data from only three class observations were analyzed, the participants were asked to report on how frequently they code switched. Reports from four cases namely student A, B, D, E fairly matched the obtained result from class observations while the other two (student C and student F) showed a mismatch between their self-report and data from class observation.

4.1.2. The patterns of code switching in group discussion activities in speaking lessons

In addition to figuring out the frequency of code switching, the current research also based on class observation to study how two patterns of code switching namely inter-sentential code switching and intra-sentential code switching were used by the three pairs of participants. Code switching used by the six participants is categorized in the table below:

Table 4.7: Patterns of code switching used by the six cases in group discussion activities in speaking lessons

Patterns	Inter-sentential code switching	Intra-sentential code switching
Students		
A	- So, is she a shopaholic?... <i>Tín đồ thời trang ý</i>	- In the river, or they may harvest or something like <i>giã gạo</i> - <i>Đấu kiếm</i> , fencing, must be one hundred years ago. - Skiing, <i>trượt tuyết</i> . - And, we are studying credit system, <i>tín chỉ ý</i> , so we have a lot of time to self-study. - There're more <i>hoạt động ngoại khóa</i> , ah, extra-curriculum activities at university. - I think I changed positively, <i>tích cực</i> , when

		<p>studying at university.</p> <ul style="list-style-type: none"> - Secret, <i>bí mật</i>? - My brother's is like a parrot because he's talkative, very very talkative and <i>vô duyên</i>. - Swan, <i>con thiên nga</i>. - Ủ, wolf là sói.
B	<ul style="list-style-type: none"> - Chẳng nghĩ ra được cái gì cả. Think about it. - Teacher says find out crazy ideas, <i>nhưng mà mình chưa có</i>. - Mơ hồ à? Nói thế nào nhỉ? Dùng <i>unclear</i> đi. Everything is unclear. - Con còn á? I don't know. - Why all the time we say hard-working? Bởi vì <i>không biết là giống con gì</i>. - Đánh đá trong tiếng Anh là gì ý nhỉ? 	<ul style="list-style-type: none"> - Phải tìm ra cái <i>craziest ideas</i> - Square, <i>không gian</i>, space à? - Tương tác á, <i>interact</i>. -- Thế là chưa có cái <i>crazy ideas</i> nào? - I often find information for the assignments on the Internet or read some news to update current affairs, <i>thời sự</i>, everyday. - Hippos is <i>con hà mã</i> nhỉ? - I always mistake between <i>hà mã</i> and <i>tê giác</i>. - Yes, we can talk a lot about <i>bọn đấy</i>.
C	<ul style="list-style-type: none"> - Làm sao đấy? - Yes, and <i>sống nhất là không có kiểm tra bài tập</i>. - Không là cái <i>chắc</i>. - Con hà mã là gì ý nhỉ? - Ăn nhiều ý. - Con còn là gì nhỉ? - Trâu là không thể hiện tính cách <i>mấy ý</i>. - Nói về <i>bọn trẻ con</i> dễ hơn đấy. - Có cần phải nói về mình nữa không? 	<ul style="list-style-type: none"> - Thirty years ago motorbikes, <i>xe máy</i>, were very common - And maybe they do this for relaxing, <i>thư giãn</i>, yeah, after hardworking days. - Yeah, <i>à cũng không hẳn là secret</i> - I gained weight, <i>không thể nào mà kiểm soát được</i>, hard to control. - <i>Bắt đầu</i> brothers and sisters. - Maybe, to talk about the child, the children, we can use mischievous, <i>trinh nghịch</i>, or naughty or obedient. - I think my little sister is like a monkey, <i>con khỉ</i>, yeah, because she's ugly and she's active and mischievous sometimes
D	<ul style="list-style-type: none"> - They may be interested in karate. <i>Trong một lần luyện tập có thể tiêu hao bao nhiêu là calo</i>. - <i>Đấu kiếm, cử tạ</i>. - <i>Cái thang là gì?</i> - Là cái gì? - <i>Phim dài tập thì nói thế nào nhỉ?</i> - <i>Hươu cao cổ á? Giraffe à?</i> - I think that she's like a tiger because she's very, <i>đánh đá là gì nhỉ</i>, very bad-tempered. 	<ul style="list-style-type: none"> - Yes, I think it's very fatal, <i>nhấn tâm</i>. - Climbing ladder <i>để tán người yêu</i>. - I think I'm more, more introvert, <i>thế nào nhỉ, như là ít nói hơn</i> when I was at high school - My roommate now, she's very <i>luộm thuộm</i>. - I think my father is like an ant, you know, <i>con kiến</i>. - When I was at home, I usually helped him do <i>việc nhà</i>. - And, I think, <i>nói là gì nhỉ</i>.
E	<ul style="list-style-type: none"> - Gyms này. Gì nữa? - It was very popular. <i>Còn gì nữa?</i> - <i>Thế ngày nay thì sao, ngày nay thì có gì khác?</i> How about nowadays? - <i>Bóng chày cũng phổ biến nữa</i> - It's so boring. <i>Viết đi viết lại mấy cái môn này</i>. - Ai nói trước đi. - But, <i>lừa đảo nói thế nào?</i> - <i>Người khác nói đi</i>. - <i>Con sóc là gì nhỉ?</i> - <i>Thế con gì chăm chỉ bây giờ?</i> 	<ul style="list-style-type: none"> - Ủ, <i>thế thì note walking vào</i>. - <i>Đạp xe</i>, how about cycling? - <i>Celebrities là gì?</i> - But I'm still <i>mơ hồ</i>. - I will never go to <i>trung tâm giới thiệu việc làm</i>, job center? - And there're a lot of <i>móc túi</i>. - As for my sister, I think she's like <i>con rùa</i>. - No, bad-tempered <i>là nói về xấu tính, không ai chịu được</i>.
F	<ul style="list-style-type: none"> - <i>Quên đi, ngày xưa người ta vẫn đi bộ nhiều</i>. People walked a lot in the past. - <i>Có nhưng mà hồi đấy là hiếm</i>. - Football. <i>Có từ mấy thế kỉ trước rồi ý</i>. Còn <i>đá</i> 	<ul style="list-style-type: none"> - 30 năm trước, they don't do sport much. - Yes, and the rivers were very <i>sạch</i>. - That change is <i>hiển nhiên</i>. - Firstly, I must do everything myself such as I must

<p><i>câu, câu mây.</i></p> <ul style="list-style-type: none"> - <i>Tại vì các câu hỏi nó có nghĩa giống nhau ý.</i> - <i>Thế mà cũng nói. What else?</i> - <i>Về bản thân mình. What else?</i> - <i>Trưởng thành. Trưởng thành mình nói thế nào?</i> - <i>Nhà trọ thì nói thế nào?</i> - <i>Chưa nghĩ ra được cái gì.</i> - <i>pos cái gì ý. Tra từ điển. Trâu, bò, chó, mèo, lợn, gà. Con gì bây giờ nhỉ?</i> - <i>Bố giống trâu, mẹ giống bò.</i> - <i>Con bò, con bò là gì nhỉ? Ah, a cow</i> - <i>Chịu rồi, để tớ xem lại xem có con gì để nói không.</i> - <i>Mình có mỗi thằng em.</i> 	<p>find nhà trọ.</p> <ul style="list-style-type: none"> - <i>Còn nói về những change đấy là good or bad nữa.</i> - <i>He có bộ nhớ rất là đã man.</i>
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4.1.2.1. Pair 1: Student A and student B

Along with limited code switching in their speech, the proportion between inter-sentential code switching and intra-sentential code switching was also figured out. Data obtained from A and B revealed that they used mainly intra-sentential code switching rather than inter-sentential code switching.

As for A, out of 11 times code switching to Vietnamese, she only used one inter-sentential code switching “So, she’s a shopaholic? ...*Tín đồ thời trang ý*” which occurred when another student stopped her to ask for meaning of “shopaholic”. What is most frequently seen in her speech is intra-sentential code switching in which she just made use of one word (swan, *con thiên nga*) or one short phrase (There are more *hoạt động ngoại khóa*, extra-curricula activities) in Vietnamese.

Regarding the case of B, she code switched totally 14 times, among which were six inter-sentential code switching. For example, she said, “*Đanh đá trong tiếng Anh là gì nhỉ?*” when she wanted to find out how to say the word “đanh đá” in English. Like A, when using intra-sentential code switching, Linh usually used only one word and one short phrase in Vietnamese “hippos là *con hà mã*”.

Overall, it is noticeable that intra-sentential code switching is more frequently used than inter-sentential code switching in the two cases of A and B.

4.1.2.2. Pair 2: Student C and D

Together with their more frequent use of code switching, it is clearly revealed from the two cases of C and D that they used more inter-sentential code switching than

A and B. In three observed discussions, C code switched totally 16 times, and the number of inter-sentential code switching times is nine. As is mentioned above, it is because C often uttered in pure Vietnamese such as “*nói về bọn trẻ con có vẻ dễ hơn đấy*” instead of “It seems easier to talk about children” rather than making use of just a short phrase in Vietnamese “maybe they do it for relaxing, *thư giãn*, yeah...”.

As for D, she also code switched 14 times including six inter-sentential code switching, “*Trong một lần luyện tập có thể tiêu hao bao nhiêu là calo*”, “*cái thang là gì?*”.

4.1.2.3. Pair 3: Student E and F

As is mentioned above, both E and F overused code switching in comparison to the two previous pairs. It is not only due to the fact that they switched to Vietnamese too frequently but also because the vast majority of code switching times used by them belong to inter-sentential code switching in which they produced the whole sentence in pure Vietnamese. As for E, the number of inter-sentential code switching times was 10, which made up more than half of her total switching times (18).

For example, she was usually found asking for new words “*Con sóc là gì nhỉ?*” or asking for other members’ opinion “*Thế ngày nay thì sao? Ngày nay thì có gì khác?*”.

Regarding student F, she used 14 inter-sentential code switching out of the total 20. The researcher found that she switched to Vietnamese in the discussion such as “*Quên đi. Ngày xưa người ta vẫn đi bộ nhiều*”, “*Có từ mấy thế kỉ trước ý*” quite freely.

Summary of findings for Research Question 2

It can be seen that inter-sentential code switching and intra-sentential code switching were used by all of the six cases. However, two patterns of code switching were used in different rates by students of three different levels. Specifically, students of high level tended to use more intra-sentential code switching than inter-sentential code switching while the opposite was true to students of lower levels.

4.1.3. Reasons for code switching in group discussion activities in speaking lessons

Data from class observation suggested reasons for students' use of code switching in group discussion activities. In addition, information that the participants reported in the interviews would help to provide a deeper insight into the reasons figured out in class observation and their attitude towards code switching to L1 as well as teachers' involvement in their use of code switching.

Table 4.8: The six cases' reasons for code switching in group discussion activities in speaking class (obtained from class observation only)

Reasons		A	B	C	D	E	F
Lack of vocabulary	Using L1 equivalents	2	1	0	5	4	2
	Asking for new words	0	1	2	3	3	2
	Desiring to join the discussion	0	0	0	0	1	7
The habit of thinking in L1		1	0	1	2	4	4
Desire to facilitate group discussion	Explaining a new word	8	6	6	4	1	0
	Involving other members	0	4	3	0	4	2
Intention of conveying a connotation		0	1	4	0	1	2

(Adopted from Bolander (2008), Nguyen (2010), Gumperz (1982))

Attitude towards the use of L1 (obtained from the interview)

First and foremost, according to literature review, it is likely that students' perception towards the use of L1 leads to their use of code switching. Therefore, the participants were firstly asked about their perception of switching to Vietnamese.

Both student A and student B agreed that using code switching helped themselves understood by other members. However, according to student B, switching to Vietnamese would “*deteriorate*” her speaking ability because “*we learn English, so we have to practice speaking English*”. Another reason which made B disfavored of switching to Vietnamese is that if one member switched to Vietnamese, other members were likely to follow to switch to Vietnamese. As for A, she treated speaking Vietnamese in English speaking lessons as “*a bad habit*”. According to her, if it is compulsory to speak English, freshmen “*will be motivated to express our ideas in*

English in any possible way and choose the most suitable vocabulary". Their attitude toward the use of L1 and L2 partly explains why they use very limited code switching in discussions.

Being asked about their opinion towards the switching to Vietnamese, student C stated that, *"I can't improve my speaking skill, but we can discuss faster"*. Definitely, it can be inferred that she was approved of switching to Vietnamese, for she assumed that it helped her to discuss faster than using pure English. Sharing C's opinion, D also agreed that *"it doesn't influence much on our group discussion activities because my ideas will be expressed in an easier to understand way"*. The only disadvantage of switching to Vietnamese, as she pointed out, was that she would not be able to speak English much. By comparison with A and B, there appeared a favor of switching to Vietnamese in the cases of C and D.

As for student E and F, student E showed a favorable attitude to switching to L1, *"We feel that communicating in English is very difficult, so everyone uses Vietnamese so as for us to communicate more easily. When we speak English, we often have to stop a lot, so it takes us very long to finish speaking one sentence"*. It is likely that she found herself have a lot difficulties communicating in English, so she chose to speak Vietnamese instead.

In marked contrast, student F, despite her unmethodical switch to Vietnamese, showed a disfavor to it. She said, *"It influences negatively because in speaking lessons we should speak English as much as possible. If I can't express in English anymore, I will use Vietnamese for other members to understand"*, but the recording revealed that she switched to Vietnamese very randomly.

In general, higher level students showed a disfavor to the use of L1 while lower level ones seemed to be more open to it. The connection between students' attitude and their frequency of code switching being made, it is concluded that the more favorable students were to the use of L1, the more frequently they code switched.

Lack of vocabulary

Using L1 equivalents as a stopgap

That A and B code switched for L1 equivalents is very limited. A was found to use code switching for this reason twice due to the fact that the two Vietnamese words “*giã gạo*” and “*vô duyên*” seem quite uncommon. Meanwhile, B made use of only one Vietnamese equivalent “*tê giác*” to replace the English word “rhino” in three observed lessons.

As for student C, she did not use code switching due to her lack of vocabulary while D switched five times on account of her vocabulary insufficiency such as “I usually helped him do *việc nhà*” or “*đấu kiếm*”.

Student E and F also switched for L1 equivalence four times and twice respectively. For example, E said, “I’m still *mơ hồ*”, “she’s like *con rùa*” while F said, “That change is *hiển nhiên*” when she did not know how to say “hiển nhiên” in English.

Asking for a new word

A never asked for new words or new phrases during the discussions because she always tried to express her ideas in the simplest way while B used code switching once to ask for new words. To the researcher’s surprise, B asked her friends, “*Đanh đá trong tiếng Anh là gì ý nhỉ?*” instead of “How can we say “đanh đá” in English?” despite her good English, which was explained by B as a habit.

Moreover, while C used code switch twice to ask for new words, D used it five times. Noticeably, the patterns of asking for new words were always “*A có nghĩa là gì?*” or “*A nói thế nào?*” instead of “What does A mean?” or “How to say A in English?” To make it clear, the researcher asked the two participants for further explanation. According to D, “*I usually ask, “Nghĩa của... là gì?”. It’s not because I don’t know the structure “What does ... mean?”, but I’m used to asking that way, so I just keep using*”. C also shared D’s opinion that it’s a habit to ask for new words in that pattern.

Meanwhile, student E and student F switched to Vietnamese to ask for new words and new phrases three times and twice respectively. Like the case of student C and D, student E and F also employed the structure, “*A nói thế nào*” to ask for new words. For example, F was usually found asking “*nhà trọ nói thế nào?*”, “*trưởng thành nói thế nào?*” in the observed second discussion.

Desiring to join the discussion

Discussing reasons for code switching, Bolander (2008) observed that when EFL learners attach more importance to what is said than what language they use to express their ideas, it is likely that they switch to L1. It is referred as learners’ desire to convey a message, which reflects their willingness to participate in the interaction while their proficiency is still limited.

Considering using code switching for joining the group discussion, which means students contributed their ideas for the discussion in pure Vietnamese without even translating into English and wait for other members to take note or translate into English, the four cases of student A, B, C and D and E did not show any code switching of this category, but F did use code switching seven times for this reason, demonstrated by some of her utterances in pure Vietnamese used to contribute her ideas to group discussions such as “*Chịu rồi, để tớ xem lại xem có con gì để nói không*”, “*bóng đá có từ mấy thế kỉ trước rồi ý*”.

The habit of thinking in Vietnamese

As regards switching to Vietnamese to brainstorm idea and then switch back to English to translate their ideas, which is said to be popular among lots of students (Nguyen, 2010, p. 41), both cases of A and B revealed that they rarely switched to Vietnamese to get ideas. Likewise, student C and D seldom switched to Vietnamese to brainstorm and then translated into English, with code switching times for brainstorming of four students ranging from zero to twice. Being asked about the habit of thinking in Vietnamese, all of the four cases affirmed that they seldom had to resort

to Vietnamese in thinking because they mostly expressed their ideas directly in English.

Clearly, code switching for brainstorming appeared with high figures in the cases of E and F. E's and F's times of switching to Vietnamese to brainstorm were fairly equal (5 times and 4 times respectively). For example, E said "*Thế ngày nay thì sao? Ngày nay thì có gì khác?* How about nowadays?" while F also made use of code switching to translate her Vietnamese thinking into English such as "My mother is like a... *con bò là gì... à*, my mother is like a cow because she works hard". According to E and F, though they were well aware that thinking in Vietnamese and then translating into English hindered their English improvement, they could not help using it, for they did not have a habit of thinking directly in English due to their limited time practicing spoken English.

Desire to facilitate group discussion

Explaining a new word

According to A, she only switched to Vietnamese due to the fact that she spoke a lot but no members seemed to understand what she was saying. It is absolutely a clear explanation why the vast majority of her code switching times are for explaining new words (eight code switching times). It is in concord with what A's answer in the interview that she would use Vietnamese to explain an unknown vocabulary item.

By comparison, B also devoted almost half of her code switching times to explain a new word or phrase for her group members though the figure is lower than A (six code switching times). Besides switching to Vietnamese, B also used simple words to explain unknown vocabulary items, exemplified by the case she used "*famous people*" to explain for "*celebrities*".

Equally, C also code switched 6 times to explain word meanings, while D used code switching four times for this reason. It is probably because they thought that Vietnamese meaning is the easiest one that everybody can understand.

Using code switching to explain a new word or phrase virtually disappeared in the cases of student E and F, with E switching to Vietnamese once “bad-tempered là nói về xấu tính, không ai chịu được” while F not switching for meaning explanation.

Involving other members

Interestingly, the recordings suggested a reason for learners’ switching to L1 which was not referred in the literature. When learners wanted to involve others at the beginning of the conversation or after they finished sharing their ideas, it was likely that learners would switch to L1. It might be well explained by the case of situational code-switching with topical change.

As is mentioned in the case description, A and B are active students in their class; accordingly, it is obvious that they often involve other members in the discussion. As for A, she used no code switching to involve other members. It is because she used very simple language to involve others such as “*We have to think first*”, “*Ms Lien, do you have any ideas?*”, “*Now, Thao first*”, which helped her thoroughly avoid switching to Vietnamese. In contrast, B sometimes used complex structures such as “*I often do this in my family, compare my sister with animals. So, who wants to start first?*” while sometimes she just switched to Vietnamese to elicit her members’ ideas, “*Phải tìm ra được cái crazies ideas*”, “*nhưng mà mình chưa có (crazy ideas)*”. It might be due to the fact that she did not consider speaking English as a must as A did.

In addition, D was right when replying that she seldom involved other members in the discussion, so, obviously, she did not use any code switching for group member involvement. Meanwhile, C used code switching three times to elicit other members to share their opinions such as “*Nói về bọn trẻ con dễ hơn đây*”, “*Có cần nói về mình nữa không?*”

From the recording, both E and F showed that they used code switching to involve other members and elicit them to contribute their ideas. However, unlike the cases of A and B who contributed their ideas first and then involved other inactive

members to the talks or interacted with other members during the discussions, E and F used code switching mostly because they neither wanted to speak nor had no ideas. It can be illustrated by situations in which E initiated the talk by saying “*Ai nói trước đi*” or said “*gì nữa*” to elicit others’ ideas instead of contributing any ideas of her own.

Intention of conveying a connotation

Likewise, to express an intended meaning, A chose to speak English together with her tone to convey a special attitude in what she was saying because according to her, “*we can use not only English words but also facial expression, postures and tones which we use to speak the words*”. B, also mentioned that she would use English, and it was true that she only switched to Vietnamese once “*Yes, we can talk a lot about *bọn đây**” to denote the relationship between her and the children who were going to be discussed in their group.

The researcher found it very interesting to observe C because she used the highest number of code switching times to convey her connotation. For example, when she disagreed with a friend’s idea which she considered unreasonable, she said, “*làm sao đây*” instead of “*What’s wrong with you?*” or “*It doesn’t make sense*”. It is explained by her that it might take her more time to find out the expression in English than to say it directly and straightforwardly in Vietnamese. Student D, like A, did not make use of code-switching to express her attitude.

Likewise, student E and student F used very limited code switching in case they wanted to convey a connotative meaning in what they spoke. Particularly, student E switched to Vietnamese once when she expressed her boredom in the group discussion, “*It’s so boring. *Viết đi viết lại mấy cái môn này**”. Student F made use of code switching twice for this purpose, exemplified by her utterances “*thế mà cũng nói*” when she thought what her group member said was too obvious and not worth mentioning and “*có bộ nhớ rất là dã man*” when she tried to emphasize on how excellent her brother’s memory was.

Teacher’s involvement (obtained from the interview)

Lastly, about teacher's involvement, all students agreed that they would speak English when teacher was with them in the discussion. Also, most of them express the appreciation towards the teacher's participation, for they would have a motivation to speak English.

In addition, students also suggested teacher's role in students' code switching. B suggested that *"teacher can help students find out the most exact way to express in English so that students can speak English without switching to Vietnamese"* while A felt motivated to be taught by a teacher who speaks mostly English and reversely, supposed that students would probably use Vietnamese more if the teacher spoke much Vietnamese in class.

About the influence of the teacher on students' use of code switching, like A and B, C and D both expected more teachers' facilitation at the beginning of the activities so that they can know how to express their ideas in correct English structures and vocabulary. Also, C preferred teacher to be strict and to set punishments to students who switched to Vietnamese due to the fact that *"I'm easily influenced by my friends. And, when I switch to Vietnamese, I really don't want to switch back to English"*, which may be another explanation for why she used quite a lot of code switching, especially inter-sentential one though she could express herself quite smoothly in English.

Giving opinions about teacher's role in student's use of code switching, E really appreciated that the teacher would speak English and then explain briefly in Vietnamese, commenting:

"I think teacher should instruct in English first and then she can translate it into Vietnamese. Sometimes students are unclear of what to do, so teacher should sometimes explain in Vietnamese new, unfamiliar words which make the instruction unclear. But, just sometimes. In remaining time, she should speak English so that I would also speak English"

However, like other students, E still expected her teacher to spend most time speaking English. Student F, sharing E's opinion that the teacher should instruct

bilingually, added one more point that the teacher should use simple English vocabulary while she speaks English.

Summary of findings for Research Question 3

In short, students of higher level revealed that they mostly used code switching for facilitating other group members, in other words, making themselves understood by other students and involving others to the talk while students of middle-level English speaking proficiency, despite still employing code switching as a mean of vocabulary explanation, made use of code switching as a compensation for their vocabulary insufficiency. As for students of the lowest level, code switching for explanation mostly vanished, replaced by code switching as a means of thinking and joining group discussion while their English proficiency is limited.

4.1.4. Summary of all findings

The study was conducted with the main aim of examining the use of code switching on first year students majoring in English at University of Languages and International Studies. More specifically, after the procedure of analyzing data, the research could find out the answers to the three leading questions:

Research question 1: What is the frequency of the students' use of English-Vietnamese code switching in group discussion activities in speaking class?

As for students of high English proficiency level like A and B, they seldom used code switching in group discussion. Meanwhile, student C and D, with their middle-level English speaking proficiency, exposed a more frequent use of code switching and student E and F, with the lowest English speaking proficiency, showed an overuse of code-switching in comparison to the other cases.

Research question 2: What are the patterns of English-Vietnamese code switching observed in group discussion activities in speaking class?

The six participants all revealed their use of both intra-sentential code switching and inter-sentential code switching. However, the discrepancy between inter-sentential code switching and intra-sentential code switching is clearer for students of high level

and low level than middle-level, with students of high proficiency using more intra-sentential code switching than inter-sentential code switching, and the reverse trend holding true for students of the lowest level proficiency.

Research question 3: What are the perceived reasons for English-Vietnamese code switching in group discussion activities in speaking class as reported by students?

Students of different levels favored the use of code switching for different reasons. First, more proficient students used code switching to facilitate group mutual understanding by explaining unknown vocabulary in Vietnamese and eliciting others' ideas. Meanwhile, students of middle level tended to use code switching more for English vocabulary insufficiency although they still spent some of their code switching times on group discussion facilitation. Finally, as for students of the lowest level, code switching is employed as a medium of brainstorming and contributing ideas to group work while they were unable to express their ideas in English.

4.2. Discussion of the emerging themes from the case analysis

Theme 1: Inverse correlation between English proficiency and the frequency of code switching

The difference among the three pairs of participants is their English proficiency levels, leading to inverse ratio of switching to Vietnamese. It is in concord with what Butcamm (2003) asserts, “with growing proficiency in the foreign language, the use of mother tongue become largely redundant and the FL will stand on its own two feet” (p.36).

Specifically, while student A and B had a high speaking proficiency level in English, they seldom had to code switch to Vietnamese, C and D, with their middle-level proficiency, had to make use of code switching more frequently (about one third of the total number of utterances were produced with the employing of code switching). Student E and F, who had the lowest proficiency, had to make use of code switching in producing approximately one half of their utterances.

In general, the findings suggest that students at higher levels of English use less code switching in group discussion activities in speaking class.

Theme 2: Different preference for the two patterns of code switching and the reasons for using code switching of students of three proficiency levels.

The findings indicate clearly that students of higher proficiency tended to use more intra-sentential code switching than inter-sentential code switching, which helped them decrease the amount of Vietnamese spoken during the discussion. Also, the use of intra-sentential code switching helped learners avoid the unsystematic use of switching to Vietnamese as only short words and phrases are used within English utterances. Meanwhile, the opposite held true to students of low proficiency levels. They used more inter-sentential code switching, which increased the total amount of Vietnamese and made them unable to grasp sentence structures in English. As far as the researcher is concerned, there has been no finding about the relation between learners' levels and their different preference for the two patterns of code switching. Therefore, the current research probably provides a new finding in terms of code switching patterns used by learners in EFL classroom.

Moreover, students of higher proficiency levels tended to code switch to facilitate other group members' understanding by explaining word meaning and to foster group involvement while students of low levels often use code switching as a compensation for their vocabulary deficiency, their reluctance to speak and as a medium of thinking. Similar to what Nguyen (2010) observed in her study in students' use of L1 in EFL classroom, all of the participants made use of code switching to brainstorm. However, that "students' most frequent L1 use to brainstorm ideas" was only seen in low level students rather than in the other two higher levels.

Theme 3: Essential teacher's involvement in students' code switching

All the participants agreed that it was necessary to have teacher's involvement in their group discussion activities.

First of all, they all wished that teacher would play the role of a facilitator who gave them not only the discussed topic but also clear instruction about useful structures and vocabulary which might be used during the discussion. By that way, they believed they would use English more in group discussion.

Furthermore, student C suggested that the teacher should have some punishments or have better control over group work so that the obligation of speaking English would be reinforced to all students. It results from the fact that many students claim that they switched to Vietnamese not due to their incapability of expressing in English but the long lasting habit formed in the process of speaking L1. Besides, low proficiency students favored teacher's sometime use of Vietnamese so as to make the instruction clearer.

In some cases, with difficult and specialized terms, it is advisable that teachers should use Vietnamese to clarify and avoid misunderstanding.

4.3. Pedagogical implications

Teachers' attitude towards code switching in group discussion activities in speaking lessons

First of all, as the findings suggested, limited and judicious code switching is a mean to facilitate mutual understanding and involvement among students in one group rather than reducing their exposure to English. Therefore, teachers should not be totally opposed to students' code switching.

Teachers' methodology in group discussion activities in speaking lessons

From students' semi-structured individual interviews, teachers are suggested to offer sufficient input which includes useful structures, topic-related vocabulary at the beginning of the discussion. Moreover, some students would like teachers to use a limited amount of L1 together with L2 to clarify discussed topics and to explain unfamiliar vocabulary items before discussions.

In addition, teachers should have more control and support on group discussion activities so that students will be motivated to speak English and avoid the overuse of

L1. Teachers might join students' discussion more or walk around to supervise students' language use.

Correction and feedback should be given at the end of the discussion. Specifically, teachers teacher might acknowledge the role of code switching when there is a need for it (explaining meanings or involving other members) and explicitly require students to avoid switching to L1 in case it hinders L2 learning such as brainstorming or uttering in pure Vietnamese to contribute ideas.

Teachers' orientation to students' use of code switching

As is mentioned by Grit (2005), when there is a shared understanding among both students and teachers about code switching, by which he meant teacher should allow the appearance of L1, code switching does not “jeopardize the language learning” (p.245). In other words, teachers should be aware of the inevitable existence of code switching in group discussion activities in order to have suitable orientation to students' use of code switching. For instance, teachers might set rules in classrooms to minimize students' use code switching which is harmful to their L2 acquisition, raise students' awareness about when to use and not to use code switching. Moreover, students in one group might be allowed to give feedback on their peers' language use so that the “obligation” of speaking L2 is still reinforced even though the teachers are unable to control all students' language use in group discussions.

CHAPTER V: CONCLUSION

This concluding chapter summarizes the outcomes of the whole paper by summing up the findings responding to the three research questions, stating limitations of the paper as well as providing several suggestions for further investigations on L1 use in EFL speaking classes.

5.1. Summary of the findings

Through exhaustive analysis and discussion of obtained data, significant findings concerning the research questions have been revealed as follows:

First of all, there is a reverse ratio between English proficiency levels and students' frequency of code switching. Higher proficient students seldom code switched in the discussion and put their code switching under control while low proficient ones tended to code switch frequently and quite unsystematically. It is

absolutely in agreement with what previous researchers suggested about the reversed relationship between learners' levels and their frequency of code switching.

In addition, students of all levels revealed the use of both inter-sentential code switching and intra-sentential code switching. However, students of high proficiency levels mainly employed intra-sentential code switching which concerned with the limited use of Vietnamese in the utterance while code switching used by low level students almost belonged to inter-sentential code switching, in which the whole sentence or clause is in L1. Therefore, it is obvious that low level students, with their major use of inter-sentential code switching tended to speak more Vietnamese in the discussion. This finding may serve as a new suggestion in the field of students' code switching because previous research into code switching only suggested patterns of code switching without mentioning any particular preference to the two types.

Furthermore, there is another distinction in terms of reasons for the use of code switching by high proficient students and low proficient students. According to the information obtained in the class observation, students of high proficiency levels tended to use code switching to explain difficult terms, which fosters the understanding among group members. Meanwhile, students of low level switched to Vietnamese mostly to brainstorm and translate into English, which can be "simplified to the point of using crude and inaccurate translation" and hide their reluctance to speak in English, which made "students failed to realize that during many activities in the classroom, it was crucial that they used only English" (Atkinson, 1987, as cited in Nguyen, 2010, p. 59). Noticeably, from the observation, the current research presented another new reason for code switching in group discussion activities. It is when students want to involve other members in the discussion that they are likely to switch to L1. That is to say, code switching is utilized for group involvement.

Finally, it can be concluded that teachers play a vital role in students' code switching. Students had a positive attitude towards teachers' provision of useful vocabulary and structures for each assigned topic and stated that teachers' control

should be imposed on students so that they would be aware of the necessity of speaking English.

5.2. Limitations of the study

Despite considerable efforts of the researchers, certain limitations are unavoidable, which opens suggestions for further investigations on the issue.

To begin with, the research only investigates six selected participants, which is not enough for generalization. However, as stated before, the aim of the study was obtaining an in-depth view of the issues rather than generalizing any problems. The desire to generalize the findings may need further research in a larger population.

Secondly, due to time constraint, it was impossible for the research to investigate code switching from socio-linguistic perspective. It is merely used as the hint for the researcher to discover the reasons for code switching instead of being analyzed deeply to the level of topical change, change in participants and attitudinal change.

5.3. Recommendations

Based on the above conclusions, the following recommendations should be made:

As indicated in the conclusions, students showed a strong expectation to teachers' facilitation, together with their strict control in group discussion activities in speaking class, teacher should make their own personal efforts to address the need of the learners as Nunan (1989) remarked that the effectiveness of a program related to the expectation of the learners (as cited in Nguyen, 2010, p.67).

Researchers who have interest in the field probably find the present research a useful source of reference. In the current research, classification of code switching from sociolinguistic perspective was only treated as hints to discover the reasons for their use of code switching. Therefore, further studies can be carried out from

sociolinguistic perspective. Moreover, as indicated in the conclusions, there existed a difference between students' opinion and their classroom use of code switching. In the research, it is only treated as the ultimate reason for students' use of code switching. Therefore, further research can be carried out concerning students' attitude towards the use of code switching. Finally, the generalization of the findings still need further research in a larger population.

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APPENDICES

APPENDIX A

TRANSCRIPTION OF CLASS OBSERVATION

Week 1

Teacher: Now I would like you to think about what sports people did 30 years ago and what sports people do nowadays. What sports did people watch 30 years ago and what sports do people watch nowadays? Alright, now I will divide you into groups: weight-lifting, long-jump, belly dance, fencing, push-up, football.

Student A

A: I think, thirty years ago, I think because they didn't have enough conditions, so for our parents, maybe they swimming in the...

Ss: In the lake or river.

A: Yes, in the river, or they may harvest or something like *giã gao*. Maybe.

Ss: Thirty years ago, I think people fight each other to keep fit.
A: Well, it's ok. Can you write down? Write down. Fighting, fighting for keep fit.
A: I think they fighting not only for keep fit but also for being busy.
Ss: Like boxing.
A: Well, boxing.
Ss: They can hit each other to reduce a large amount of redundant lipid.
A: You're really... But, how about people just holding a gun in their hand, they don't have to fight or use their body to fight
Ss: They can kick like karate.
A: Really? What about today? Miss Lien, do you have any ideas?
Ss: I think they go to practice karaoke to dance. It's a kind of doing exercise.
A: Now, they are fighting too. For example, some guys, they fight in the road or somewhere like that to keep fit. I think...
Ss: They can go to the gyms
A: Gymnastics?
Ss: No, gyms.
A: But I think it's not popular in Vietnam. What about learning PE?
Ss: That's funny.
Ss: Learning reading is a way to keep fit.
A: No, you shouldn't figure out it like that. I think.
Ss: Just kidding.
A: The next question. Why are people interested in doing exercises? Thirty years ago.
Ss: Thirty years ago, because they had to work hard to make some products. They may feel very tired.
Ss: They will hurt each other when fighting.
A: They are hurted too.
Ss: Yes, hurt each other.
Ss: I think it's very fatal, nhẫn tâm.
A: Cruel.
Ss: Cruel là độc ác à?
A: But it depends on the government, and the policy.
Ss: And, today?
A: Today they are very interested in doing exercises because, for boys they want a beautiful body to find beautiful girls.
Ss: They may be interested in karate. Trong một lần luyện tập có thể tiêu hao bao nhiêu là calo.
Ss: Đúng rồi.
A: Some girls want to be fitted.
Ss: They want to look sexy?
A: Yes, it will be easier for them to find a boyfriend.
Ss: What sport do they play?
A: Swimming, dancing.
Ss: Đấu kiếm
A: **Đấu kiếm, fencing, must be one hundred years ago.**
Ss: Cử tạ
A: It's weightlifting. So how about today?
Ss: Football, running.
A: In the past people also did running.
Ss: Cái thang là gì?
A: Ladder
Ss: Climbing ladder.
A: What?

Ss: Climbing ladder để tán người yêu.

A: Oh my god. Ah now climbing wall is a new sport.

Ss: Yes, maybe wall climbing.

A: And now they run too.

Ss: Yes, people now run a lot. For example, bán hàng rong gặp công an là chạy luôn.

Ss: What sports are the most popular?

A: Football or tennis.

Ss: Yeah.

A: What about skiing?

Ss: Cái gì?

A: **Skiing, trượt tuyết.**

Ss: Basketball

A: Oh, I think thirty years ago they didn't have any TV set to watch

Ss: They watched directly. Ok, so we note skiing here.

Student B

Ss: Today, what do people do for exercise? Today people play sports and train in the gym room.

Ss: Thirty years ago, well

B: **Phải tìm ra cái** craziest ideas. **Chẳng nghĩ ra được cái gì cả.** Think about it.

Ss: Walking. Walking is also a sport, right?

Ss: I think many sports nowadays is very popular.

B: Working?

Ss: No, walking. Walking is British English.

B: I think thirty years ago, they worked on the farm. So, people were interested in sports. Yes or no?

Ss: Working on the farm.

Ss: I think no.

B: Because today people focus on their look so they must do some exercises to keep fit. But thirty years ago, people were busy working on the farm, so it takes a lot of time to work. And they didn't have time for exercises. So, ...

Ss: I agree with you. Thirty years ago, people always, people didn't like playing sport because they had to work all day, so at night they were totally tired. Doing exercises is not their choice.

B: What sport can people play?

Ss: Football

Ss: Running

Ss: Nowadays it's boxing, aerobics, dance sport. The reason, the reason is that the square for sport is smaller and smaller. People want to play sport today have to play in small rooms, so kinds of sports like boxing, aerobics and dance sports are popular. But, in the past, football requires a lot of square to play, so people in thirty years ago liked football.

B: **Square, không gian, space à?** I think today the most popular sport people watch is football. It's the most popular sport in the world, so people especially men love watching football. And, thirty years ago, people working on the farm, so they didn't have time to watch TV. And they may not have the TV.

Ss: They didn't watch sport because they played it.

B: No, I think they didn't have time and TV.

Ss: Playing sport is more interesting than watching other people play it.

B: **Thế là chưa có cái crazy ideas nào?**

Ss: Crazy ideas ở đâu?

B: **Teacher says find out crazy ideas, nhưng mà mình chưa có.**

Ss: I have some crazy ideas. But about playing sport in the future. Tương tác game sport.

Linh: **Tương tác á, interact.**

Ss: Yes. So interact game sport. You can play a game, but in action, so you can keep fit everyday. It's sport but need action. So they call it interact game sport. Is it a crazy idea? Note it down.

Ss: But what is interact game sports. People have to act before the monitor to play with characters in the game.

Ss: Uh huh.

Student C

Ss: Gyms này, gì nữa?

Ss: 30 năm trước, they don't do sport much.

C: Use past tense to talk about 30 years ago.

Ss: Ok, I think thirty years ago, people didn't do sports much.

Ss: Bây giờ mới hiện đại hơn còn gì nữa. 30 năm trước lấy đâu ra. Ngày xưa là cày ruộng.

Ss: Quên đi, ngày xưa người ta vẫn đi bộ nhiều. People walked a lot in the past.

C: Yes, people walked to keep fit.

Ss: Ủ, thế thì note walking vào.

Ss: Đúng rồi. Hồi xưa không có xe máy xe đạp, chẳng chạy bộ thì người ta làm cái gì?

C: **Làm sao đây? Thirty years ago motorbikes, xe máy, were very common.** Thirty years ago, when our parents lived, not last century.

Ss: Có nhưng mà hồi đây là hiếm.

Ss: But bicycle, I think very popular in thirty years ago. Đạp xe, how about cycling? Also football, it's very popular. It was very popular. Còn gì nữa?

C: There were a lot of lakes and rivers, so they also swim, swam to keep fit.

Ss: Yes, and the rivers were very sạch.

C: Clean. The water was clean. But now people can also swim in swimming pools. So, swimming is also popular nowadays.

Ss: Why? Bây giờ là tìm lý do.

Ss: Because those sport like walking and football they are very easy to play and very cheap.

Ss: Football. Có từ mấy thế kỉ trước rồi ý. Còn đá cầu, cầu mây.

Ss: Nhảy dây, nhảy dây là gì?

Ss: Skip, skipping rope.

Ss: What else?

Ss: Badminton.

Ss: Thế ngày nay thì sao, ngày nay thì có gì khác? How about nowadays?

C: I think nowadays people are interested in exercises because they have much money and they eat a lot of food. **And maybe they do this for relaxing, thư giãn, yeah, after hardworking days.**

Ss: So, people in the past, are they interested in sport?

C: Thirty years ago, they are not interested in exercises because the economy is poor. And, people, they had to spend much time working, so they wouldn't be interested in exercises.

Ss: Yes, right.

Ss: What sports are the most popular nowadays?

C: Gyms, belly dance and aerobics. Next.

Ss: Bóng chày

Ss: Baseball. Next, what sport did people watch?

Ss: It's so boring. Viết đi viết lại mấy cái môn này.

Ss: Tại vì các câu hỏi nó có nghĩa giống nhau ý.

Student D

Ss: I think, thirty years ago, I think because they didn't have enough conditions, so for our parents, maybe they swimming in the...

D: In the lake or river.

Ss: Yes, in the river, or they may harvest or something like giã gạo. Maybe.

D: Thirty years ago, I think people fight each other to keep fit.

Ss: Well, it's ok. Can you write down? Write down. Fighting, fighting for keep fit.

Ss: I think they fighting not only for keep fit but also for being busy.

D: Like boxing.
Ss: Well, boxing.
Ss: You're really... But, how about people just holding a gun in their hand, they don't have to fight or use their body to fight
D: They can kick like karate.
Ss: Really? What about today? Miss Lien, do you have any ideas?
Ss: I think they go to practice karate. It's a kind of doing exercise.
Ss: Now, they are fighting too. For example, some guys, they fight in the road or somewhere like that to keep fit. I think.
D: They can go to the gyms.
Ss: Gymnastics?
D: No, gyms.
Ss: But I think it's not popular in Vietnam. What about learning PE?
Ss: That's funny.
D: Learning reading is a way to keep fit.
Ss: No, you shouldn't figure out it like that. I think.
Ss: The next question. Why are people interested in doing exercises? Thirty years ago.
Ss: Thirty years ago, because they had to work hard to make some products. They may feel very tired.
D: They will hurt each other when fighting.
Ss: They are hurted too.
D: Yes, I think it's very fatal, *nhấn tâm*.
Ss: Cruel.
D: Cruel là độc ác à?
Ss: But it depends on the government, and the policy.
Ss: And, today?
Ss: Today they are very interested in doing exercises because, for boys they want a beautiful body to find beautiful girls.
D: They may be interested in karate. *Trong một lần luyện tập có thể tiêu hao bao nhiêu là calo.*
Ss: Đúng rồi.
Ss: Some girls want to be fitted.
Ss: They want to look sexy?
Ss: Yes, it will be easier for them to find a boyfriend.
D: What sport do they play?
Ss: Swimming, dancing.
D: *Đấu kiếm*
Ss: Đấu kiếm thì phải one hundred years ago.
D: *Cử tạ*
Ss: It's weightlifting. So how about today?
Ss: Football, running.
Ss: Ngày xưa cũng phải running.
D: *Cái thang là gì?*
Ss: Ladder
D: Climbing ladder.
Ss: What?
D: *Climbing ladder để tán người yêu.*
Ss: Oh my god. Ah bây giờ climbing wall is a new sport.
Ss: Yes, maybe wall climbing.
Ss: And now they run too.
D: Yes, people now run a lot.
Ss: What sports are the most popular?

Ss: Football or tennis.

D: Yeah.

Ss: What about skiing?

D: Là cái gì?

Ss: Skiing, trượt tuyết.

Ss: Basketball

Ss: Oh, I think thirty years ago they didn't have any TV set to watch

Ss: They watched directly. Ok, so we note skiing here.

Student E

E: Gyms này. Gì nữa?

Ss: 30 năm trước, they don't do sport much.

Ss: Use past tense to talk about 30 years ago.

Ss: Ok, I think thirty years ago, people didn't do sports much.

Ss: Bây giờ mới hiện đại hơn còn gì nữa. 30 năm trước lấy đâu ra. Ngày xưa là cày ruộng.

Ss: Quên đi, ngày xưa người ta vẫn đi bộ nhiều. People walked a lot in the past.

Ss: Yes, people walked to keep fit.

E: Ừ, thế thì note walking vào.

Ss: Đúng rồi. Hồi xưa không có xe máy xe đạp, chẳng chạy bộ thì người ta làm cái gì?

Ss: Làm sao đây? Thirty years ago motorbikes, xe máy, were very common. It can't be the reason.

Ss: Có nhưng mà hồi đây là hiếm.

E: But bicycle, I think very popular in thirty years ago. Đạp xe, how about cycling? Also football, it's very popular. It was very popular. Còn gì nữa?

Ss: There were a lot of lakes and rivers, so they also swim, swam to keep fit.

Ss: Yes, and the rivers were very sạch.

Ss: Clean. The water was clean. But now people can also swim in swimming pools. So, swimming is also popular nowadays.

Ss: Why? Bây giờ là tìm lý do.

E: Because those sport like walking and football, they are very easy to play and very cheap.

Ss: Football. Có từ mấy thế kỉ trước rồi ý. Còn đá cầu, cầu mây.

Ss: Nhảy dây, nhảy dây là gì?

Ss: Skip, skipping rope.

E: What else?

Huong: Badminton.

E: Thế ngày nay thì sao, ngày nay thì có gì khác? How about nowadays?

Ss: I think nowadays people are interested in exercises because they have much money and they eat a lot of food. And maybe they do this for relaxing, thư giãn, yeah, after hardworking days.

Ss: So, people in the past, are they interested in sport?

Ss: Thirty years ago, they are not interested in exercises because the economy is poor. And, people, they had to spend much time working, so they wouldn't be interested in exercises.

Ss: Yes, right.

E: What sports are the most popular nowadays?

Ss: Gyms, belly dance and aerobics. Next.

E: Bóng chày cũng phổ biến nữa

Ss: Baseball. Next, what sport did people watch?

E: It's so boring. Viết đi viết lại mấy cái môn này.

Ss: Tại vì các câu hỏi nó có nghĩa giống nhau ý.

Student F

Ss: Gyms này, gì nữa?

F: 30 năm trước, they don't do sport much.

Ss: Use past tense to talk about 30 years ago.

F: Ok, I think thirty years ago, people didn't do sports much.
 Ss: Bây giờ mới hiện đại hơn còn gì nữa. 30 năm trước lấy đâu ra. Ngày xưa là cày ruộng.
 F: **Quên đi, ngày xưa người ta vẫn đi bộ nhiều.** People walked a lot in the past.
 Ss: Yes, people walked to keep fit.
 Ss: Ừ, thế thì note walking vào.
 Ss: Đúng rồi. Hồi xưa không có xe máy xe đạp, chẳng chạy bộ thì người ta làm cái gì?
 Ss: Làm sao đấy? Thirty years ago motorbikes, xe máy, were very common. It can't be the reason.
 F: **Có nhưng mà hồi đấy là hiếm.**
 Ss: But bicycle, I think very popular in thirty years ago. Đạp xe, how about cycling? Also football, it's very popular. It was very popular. Còn gì nữa?
 Ss: There were a lot of lakes and rivers, so they also swim, swam to keep fit.
 F: **Yes, and the rivers were very sạch.**
 Ss: Clean. The water was clean. But now people can also swim in swimming pools. So, swimming is also popular nowadays.
 Ss: Why? Bây giờ là tìm lý do.
 Ss: Because those sport like walking and football they are very easy to play and very cheap.
 F: Football. **Có từ mấy thế kỉ trước rồi ý. Còn đá cầu, cầu mây.**
 Ss: Nhảy dây, nhảy dây là gì?
 F: Skip, skipping rope.
 Ss: What else?
 F: Badminton.
 Ss: Thế ngày nay thì sao, ngày nay thì có gì khác? How about nowadays?
 Ss: I think nowadays people are interested in exercises because they have much money and they eat a lot of food. And maybe they do this for relaxing, thư giãn, yeah, after hardworking days.
 Ss: So, people in the past, are they interested in sport?
 Ss: Thirty years ago, they are not interested in exercises because the economy is poor. And, people, they had to spend much time working, so they wouldn't be interested in exercises.
 Ss: Yes, right.
 Ss: What sports are the most popular nowadays?
 Ss: Gyms, belly dance and aerobics. Next.
 Ss: Bóng chày
 F: Baseball. Next, what sport did people watch?
 Ss: It's so boring. **Viết đi viết lại mấy cái môn này.**
 F: **Tại vì các câu hỏi nó có nghĩa giống nhau ý.**

Week 2

Teacher: Now I'm going to put you into groups. In groups, each of you think about at least three changes happening after entering university. And, tell your group whether you think the changes are good or bad according to you, personally.

Student A

A: Ok, we are talking about three changes after we entered university.
 Ss: What are your changes?
 A: Ah, I think I became much more independent when I attended this university. Because I live far from home, so I have to take care of my own life. **And, we are studying credit system, tín chỉ ý, so we have a lot of time to self-study.**
 Ss: Yes, and không có kiểm tra bài tập về nhà.
 A: Yes. I agree with you. No homework checking. And, I'm more active than I was in the past. **There're more hoạt động ngoại khóa, ah, extra-curriculum activities at university.** And I really like it.
 Ss: I don't like it.
 A: Just try joining some activities.

Ss: What's your last change?

A: I think, I gained more social experience. In high school, I just studied. But when I studied at university, I took a part-time job. So, I put everything I learned before into practice.

Ss: I can see that three changes of you are good.

A: Yes, **I think I changed positively, tích cực, when studying at university.** How about you, Hoang Anh?

Ss: Well, about me, I don't have much friends as in high school.

A: Many?

Ss: As many as

Ss: Yeah, oh, don't have as many friends as in high school. I mean, close friends. I can talk to many people, but I can't share with them my, my, something makes me sad.

A: **Secret, bí mật?**

Ss: Yeah, cũng không phải là secret. Ok, maybe my secrets.

A: What else?

Ss: And, I think I'm more responsible. My mother always takes care of me when I was at high school, but now she doesn't do that. So, I have to care for my own life.

Ss: Yes. I also like you.

A: So, do you think it's a good change?

Ss: Yes. I think so. And the last change is, I'm fatter than I was at high school. I don't know why. I gained weight, không thể kiểm soát được, hard to control.

A: And, do you like it?

Ss: Không là cái chắc.

Ss: I think, I'm nói nhiều hơn.

Ss: Talkative

Ss: Yes, I think I'm more talkative than when I was at high school.

A: But you kept silent in our discussion.

Ss: Well, I think I'm only talkative when we are not in lesson.

Ss: Ok. Do you think this change is good?

Ss: I don't know.

A: It's good if you talk much in discussion.

Ss: Yes, I think so. And, I'm more independent.

A: What's more?

Ss: I can't, I don't know what to talk.

Student B

Ss: Ok. Ai nói trước đi.

B: I think I use computer and internet more than in high school. **I often find information for the assignments on the Internet or read some news to update current affairs, thời sự, everyday.** I also like reading about celebrities.

Ss: Celebrities là gì?

B: It is famous people.

Ss: Me too. But I can't use the computer well.

B: Yes. And, another change, I think it is I am more independent from my parents. I have to do everything by myself. And it also makes me lazy because my mother doesn't control me anymore.

Ss: I don't think so.

B: You don't know, I'm very lazy. What are your changes?

Ss: I, I pay more attention to study. Because the books are really new to me, and many exercises from the teachers that we don't have at high school. But I'm still mơ hồ.

B: **Mơ hồ à? Nói thế nào nhỉ? Dùng unclear đi.** Everything is unclear.

Ss: And, I took a part time job because I wanted to earn money. But, lừa đảo nói thế nào?

Ss: Cheat à?

B: Right, cheat.

Ss: But I am cheated money, a lot of money. And, I was really disappointed.

Ss: Oh, I'm sorry to hear that.

Ss: But, I think I have experience. I will never go to trung tâm giới thiệu việc làm, job center? Can I say that?

B: Yes. I think so. I don't believe in job center. And I don't want to take a part-time job this year.

Ss: So, how about the last change?

Ss: I have experience. I said to you. And, I think it's a good change.

B: I think so. It's good for you. You need to be careful in the next time.

Ss: Ok. About me, I think I have more friends. I live in hostel, and I have a lot of roommates. They are very funny, and we often go shopping in student market, chợ sinh viên.

B: It's really funny.

Ss: I don't go to the student market much. It's very crowded. And there're a lot of móc túi. It's very terrible.

Ss: I know. But you can be careful. And, I think another change is I am lazier.

B: All of us are lazier. So, it is a bad change?

Ss: Yes, I think it's very bad.

Student C

Ss: Ok, we are talking about three changes after we entered university.

C: What are your changes?

Ss: Ah, I think I became much more independent when I attended this university. Because I live far from home, so I have to take care of my own life. Moreover, we are studying credit system, tín chỉ ý, so we have a lot of time to self-study.

C: Yes, and *sương nhất là không có kiểm tra bài tập.*

Ss: Yes. I agree with you. No homework checking. And, I'm more active than I was in the past. There're more hoạt động ngoại khóa, là gì nhỉ, từ này đọc ở đâu rồi, extra-curriculum activities at university. And I really like it.

C: I don't like it.

Ss: Just try joining some activities.

C: What's your last change?

Ss: I think, I gained more social experience. In high school, I just studied. But when I studied at university, I took a part-time job. So, I put everything I learned before into practice.

C: I can see that three changes of you are good.

Ss: Yes, I think I changed positively, tích cực, when studying at university. How about you, Hoang Anh?

C: Well, about me, I don't have much friends as in high school.

Ss: Many?

Ss: As many as

C: Yeah, oh, don't have as many friends as in high school. I mean, close friends. I can talk to many people, but I can't share with them my, my, something makes me sad.

Ss: Secret, bí mật?

C: Yeah, *à cũng không hẳn là secret.* Ok, maybe my secrets.

Ss: What else?

C: And, I think I'm more responsible. My mother always takes care of me when I was at high school, but now she doesn't do that. So, I have to care for my own life.

Ss: Yes. I also like you.

Ss: So, do you think it's a good change?

C: Yes. I think so. And the last change is, I'm fatter than I was at high school. I don't know why. *I gained weight, không thể nào mà kiểm soát được, hard to control.*

Ss: Uncontrollable or uncontrolled.

Ss: And, do you like it?

C: **Không là cái chắc.**

Ss: I think, I'm nói nhiều hơn.

Ss: Talkative

Ss: Yes, I think I'm more talkative than when I was at high school.

Ss: But you kept silent in our discussion.

Ss: Well, I think I'm only talkative when we are not in lesson.

C: Ok. Do you think this change is good?

Ss: I don't know.

Ss: It's good if you talk much in discussion.

Ss: Yes, I think so. And, I'm more independent.

Ss: What's more?

Ss: I can't, I don't know what to talk.

Student D

Ss: Three changes when I entered university. I think I play games a lot on computer. At high school, I didn't play it much because my mother would... would angry.

Ss: Yes. And we had to prepare for the exam.

Ss: And, I think I talk more, especially in speaking class. I really like speaking English. And I think entering university I can talk more in English than in high school.

Ss: Yes. Your English is good. I want to talk, but...

Ss: You are afraid that you make mistakes. I also join some clubs. I like playing the guitar. And I have more time practicing it.

D: Maybe you can play in our class soon.

Ss: I'm not skilful. And I don't think many people will be interested in it.

Ss: I don't think so. Ah, còn changes là good or bad nữa?

Ss: Yes, I think they're good for me. I can do everything I like, even playing computer games. I'm trying to not play it too much. How about you?

D: I think I'm more, more introvert, **thế nào nhỉ, như là ít nói hơn** when I was at high school. And I can't find a lot of friends to talk to. And I prefer living alone in one room.

Ss: It's very expensive to live one person.

D: But I familiar with it. Just pay a little money more. My roommate now, she's very **luộm thuộm**.

Ss: You're unlucky.

D: Yes, and I don't know but I don't like her.

Ss: Hope you can change your room soon.

D: Ok. And, I'm lazy when I come here. I almost don't study. In high school, I didn't study much but now I am lazier.

Ss: You can say, I'm even lazier than before.

D: I think your sentence is better. The last change, I spent more time on the internet, especially watching films. **Phim dài tập thì nói thế nào nhỉ?**

Ss: TV series, maybe.

D: Yes, some TV series takes me a lot of time. Sometimes I don't sleep to watch.

Ss: You are like me.

D: And, I think my changes are not good. I don't really enjoy my student life.

Student E

E: Ok. **Ai nói trước đi.**

Ss: Ok. I think I use computer and internet more than in high school. I often find information for the assignments on the Internet or read some news to update current affairs, thời sự, everyday. I also like reading about celebrities.

E: **Celebrities là gì?**

Ss: No, famous people.

Ss: Me too. But I can't use the computer much.

Ss: Yes. And, another change, I think it is I am more independent from my parents. I have to do everything by myself. And it also makes me lazy because my mother doesn't control me anymore.

Ss: I don't think so.

Ss: You don't know, I'm very lazy. What are your changes?

E: I, I pay more attention to study. Because the books are really new to me, and many exercises from the teachers that we don't have at high school. **But I'm still mơ hồ.**

Ss: Mơ hồ à? Nói thế nào nhỉ? Dùng unclear đi. Everything is unclear.

E: And, I took a part time job because I wanted to earn money. But, **lừa đảo nói thế nào?**

Ss: Cheat à?

Ss: Right, cheat.

E: But I am cheated money, a lot of money. And, I was really disappointed.

Ss: Oh, I'm sorry to hear that.

Nhai: But, I think I have experience. I will never go to **trung tâm giới thiệu việc làm, job center?** Can I say that?

Ss: Yes. I think so. I don't believe job center. And I don't want to take a part-time job this year.

Ss: So, how about the last change?

E: I have experience. I said to you. And, I think it's a good change.

Ss: I think so. It's good for you. You need to be careful next time.

Ss: Ok. About me, I think I have more friends. I live in hostel, and I have a lot of roommates. They are very funny, and we often go shopping in student market, chợ sinh viên.

Ss: It's really funny.

E: I don't go to the student market much. It's very crowded. **And there're a lot of móc túi.**

Ss: I know. But you can be careful. And, I think another change is I am lazier.

Ss: All of us are lazier. So, it is a bad change?

Ss: Yes, I think it's very bad.

Student F

Ss: I used to be younger than now.

F: **That change is hiển nhiên. Thế mà cũng nói** What else?

Ss: Obvious, hiển nhiên. But it's still a change. And, in my mind. I think deeper and further than in my high school.

Ss: **Này, nói về thay đổi của cái gì đấy?**

F: **Về bản thân mình.**

Ss: I used to be a kid, but now I think I'm a gentleman. About another change, I think I talked a lot before going to college. Now I have nothing to say. So, they are three changes of mine.

Ss: Now, I'm more quiet than I was in high school. And I think I'm older than before.

F: Of course.

Ss: Từ này là gì? Adult ý.

F: **Trưởng thành. Trưởng thành mình nói thế nào?**

Ss: Grow up. I grow up, vậy thôi.

Ss: When I studied at high school, I laughed very much. But now, I can't smile.

Ss: You are afraid of us?

Ss: No. I think there are so many things new about the study, so...

Ss: I'm more independent because I live far away from my parents, and I think it's a big change.

Ss: I can't hear any words from you. So please talk louder.

F: About me, when I came to university, I had a lot of challenges. **Firstly, I must do everything myself such as I must find nhà trọ. Nhà trọ thì nói thế nào?**

Ss: Hình như là rent house.

F: I must find a rent house myself. And, I grew up about working, studying, thinking. And I have a lot of friends. That's all.

Ss: Ok. All of us grew up when coming to university.

F: *Còn nói về những change đấy là good or bad nữa.*

Ss: Ok. As for me, I think there're two good changes and one bad change. In my high school, people said I look childish. But now, they no longer said it to me.

F: I think it's a good change.

Ss: Yes. But I find my study here boring. I have nothing to tell anyone. In my high school, I used to have a lot of friends, close friend. And we made fun of each other.

F: About me, I think those changes are good. I become more independently.

Ss: Independent?

F: Yes, I become more independent. And I have more friends.

Ss: I'm also more independent than in high school. So, I think it's a good change.

Week 3

Teacher: Now I would like you to think about your immediate family. Ok? Immediate family. Chính là cái gia đình mà chúng ta đang sống bây giờ đúng không? Immediate family. So, your parents and your siblings. Alright. I would like you to think of your immediate family. I'm going to put you into groups. In your groups, try to think of your family member as an animal. For example, my dad is like a buffalo: strong and hard-working. Or, my sister, she's like a snail. She's very slow. So, try to think of your family members as animals. Give the adjectives to describe them. After you've described your family, your friends will decide whether your comparisons are logical or not. I'm going to divide you into six groups. We will have six family animals here: pig, dog, cat, fox, tick, bird.

Student A

Ss: So, you're pig?

Ss: No.

A: I first.

Ss: Nghĩ, nghĩ đã.

A: We have to think first. Think! ... Now, Thao first.

Ss: About my dad, I think he's like a bull. He's strong and patient.

A: Next

Ss: My dad is like a bird because he's so generous and kind.

A: So a bird is generous.

Ss: I think so.

A: Why?

Ss: Because I think the environment can affect on the people's characteristic. And, a bird flies on the sky.

A: So, do you think he's a swan or an eagle?

Ss: I think my dad is like a pig because he's lazy.

A: Your dad has to work to earning money for the whole family. So, is he very lazy?

Ss: A little bit.

A: And, my dad is like a snail because he always keeps silent. No, my father's like a buffalo because he's quite hard-working and gentle. My mother seems like a bee because she's very hard-working and very caring. And, I really like bee, so I think she's a bee.

Ss: About my mother, I think she's like a chicken because she's very hard working. A chicken is always willing to protect their children.

A: Your mother is a nice woman.

Ss: Uh huh.

Ss: My mother's like a buffalo. Strong được không nhỉ?

Ss: My mother's like a butterfly because a butterfly is beautiful, and a butterfly often flying around, and she's too.

A: So, is she a shopaholic?

Ss: Shopaholic là gì?

A: **Tín đồ thời trang ý**

Ss: Ah, ah. Maybe

Ss: My mother's like an ant because she's hardworking and careful.

A: **My brother's is like a parrot because he's talkative, very very talkative and vô duyên.**

Ss: My sister's like, con gì nhỉ, chưa nghĩ ra.

A: Think about it.

Ss: Hay Liên nói trước đi.

Ss: My sister is like a lion because she always scolds me and wants to eat me

A: Next.

Ss: My younger brother, he's like a puppy because when he wants something, he looks at others like a puppy.

Ss: My sister is like a bird because she goes out too much.

Ss: I think I'm a swan.

Ss: Là cái gì đấy?

A: **Swan, con thiên nga.**

Ss: ...because I'm very white and beautiful.

A: No, fair, not white. Do you know how to swim?

Ss: Yes.

A: Sometimes I seem like a horse. I like freedom, and I usually like travel, traveling. Another time, I'm like a panda. I don't like to talk any words and lazy. That's all.

Ss: Để tớ nghĩ đã, nói trước đi.

Ss: I'm like a lion.

A: You're dangerous.

Ss: But sometimes I'm gentle.

A: Gentle is not for you. Gentle là lịch lãm

Ss: Rabbit. But I have no idea the reason why.

A: Like eating carrot, for example. But do you have your own wolf?

Ss: Sói là gì ý nhỉ? Wolf à?

A: **Ừ, wolf là sói.**

Ss: I see.

A: Okay.

Ss: Sometimes I feel like a parrot. I like repeating what my father says.

A: So, talk about our boyfriends. How about your wolf?

Ss: Sao lại là wolf?

A: You're a rabbit. Rabbit and wolf.

Ss: He thinks that he's like a lion. But with me, he's just a cat.

A: So, he's a wolf without teeth. But between wolf and vampire, I like vampire better.

Student B

B: I always do this in my family, compare my sister with animals. So, who wants to start first?

Ss: Chưa nghĩ ra được cái gì. I don't know.

Ss: How many members are there in your family?

Ss: Six.

B: My family has six members, too.

Ss: Con hà mã là gì ý nhỉ?

Ss: pos cái gì ý. Tra từ điển.

Ss: Trâu, bò, chó, mèo, lợn, gà. Con gì bây giờ nhỉ?

Ss: I think my dad is like a hippos because his voice is loud and he's fat. And, I think a hippos is suitable for him.

B: So, it's about his appearance. How about characteristics? **Hippos is con hà mã nhĩ? I always mistake between hà mã and tê giác.** Is he like a hippos in terms of characteristic?

Ss: Yes, I think. Because he eats a lot.

Ss: Eat a lot?

Ss: Ăn nhiều ý.

B: And, so does your father.

Ss: Yes.

B: I think my father's like a buffalo. He's hardworking, he works all the time. He's gentle and never yells at us.

Ss: So, he's kind. I don't think he's like a buffalo.

B: Yes, he's a buffalo because he's hardworking. In fact, my father is a farmer, and he works every time.

Ss: So he works as hard as a buffalo. So, all the fathers seem to be like a buffalo. So, how about mother?

Ss: Bố giống trâu, mẹ giống bò. My mother is like a... Con bò, con bò là gì nhĩ? Ah, a cow, because she works hard and cares about her children.

B: My mother's like a cow, too. She cares about us a lot and she can easily get angry. So, she's a cow.

Ss: She's aggressive?

B: Yeah. But not all the time.

Ss: Con cò là gì nhĩ?

B: **Con cò ấ? I don't know.**

Ss: Chịu rồi, để tớ xem lại xem có con gì để nói không.

Ss: I think my mother's like a mouse. She's not very caring, ok? But she's very intelligent and she works hard, too, because she likes working, not because she wants to provide for her child. I think she likes working.

B: Why all the time we say hard-working? **Bởi vì không biết là giống con gì.**

Ss: Trâu là không thể hiện tính cách mấy ý.

B: Chỉ là hard-working thôi.

Ss: Uh huh. Nói về bọn trẻ con dễ hơn đấy. Bắt đầu brothers and sisters.

B: **Yes, we can talk a lot about bọn đấy.**

Ss: Mình có mỗi thằng em.

B: **Đanh đá trong tiếng Anh là gì ý nhĩ?**

Ss: About your sister or your brother?

B: Sister

Ss: Maybe, to talk about the child, the children, we can use mischievous or naughty or obedient.

Ss: My brother is like a cat because he's very lazy and he likes sleeping. He can sleep over fifteen hours.

Ss: Fifteen hours? Does he learn hard? Learn or work?

B: I think "learn"

Ss: No. However, he's intelligent. So, he can remember all lessons easy, easily.

B: Without learning hard?

Ss: Có bộ nhớ rất là đã man.

Ss: I think my little sister is like a monkey, con khỉ, yeah, because she's ugly and she's active and mischievous sometimes. Sometimes she's very lazy. She has to go to school in the morning, but she still gets up late.

B: In my family, my siblings, each of my brother and sister are different kinds of animals. The one next to me, I think she's a cow because she's very stupid. And the one next to her, a monkey because I think she's very ... She looks like a monkey. So, they like each other. They don't like me. The last one is a boy, he's like a pig. Actually, pigs aren't stupid at all. They are quite intelligent, as intelligent as dog, even more than dog.

Ss: Có cần phải nói về mình nữa không?

B: We forgot it.

Student C

Ss: I always do this in my family, compare my sister with animals. So, who wants to start first?

Ss: Chưa nghĩ ra được cái gì. I don't know.

C: How many members are there in your family?

Ss: Six.

Ss: My family has six members, too.

C: Con hà mã là gì ý nhỉ?

Ss: pos cái gì ý. Tra từ điển.

Ss: Trâu, bò, chó, mèo, lợn, gà. Con gì bây giờ nhỉ?

C: I think my dad is like a hippos because his voice is loud and he's fat. And, I think a hippos is suitable for him.

Ss: So, it's about his appearance. How about characteristics? Hippos is con hà mã nhỉ? I always mistake between hà mã and tê giác. Is he like a hippos in terms of characteristic?

C: Yes, I think. Because he eats a lot.

Ss: Eat a lot?

C: Ăn nhiều ý.

Ss: And, so does your father.

C: Yes.

Ss: I think my father's like a buffalo. He's hardworking, he works all the time. He's gentle and never yells at us.

C: So, he's kind. I don't think he's like a buffalo.

Ss: Yes, he's a buffalo because he's hardworking. In fact, my father is a farmer, and he works every time.

C: So he works as hard as a buffalo. So, all the fathers seem to be like a buffalo. So, how about mother?

Ss: Bố giống trâu, mẹ giống bò. My mother is like a... Con bò, con bò là gì nhỉ? Ah, a cow, because she works hard and cares about her children.

Ss: My mother's like a cow, too. She cares about us a lot and she can easily get angry. So, she's a cow.

C: She's aggressive?

Ss: Yeah. But not all the time.

C: Con cò là gì nhỉ?

Ss: Con cò?

Ss: Chịu rồi, để tớ xem lại xem có con gì để nói không.

C: I think my mother's like a mouse. She's not very caring, ok? But she's very intelligent and she works hard, too, because she likes working, not because she wants to provide for her child. I think she likes working.

Ss: Why all the time we say hard-working? Bởi vì không biết là giống con gì.

C: Trâu là không thể hiện tính cách mấy ý.

Ss: Chỉ là hard-working thôi.

C: Uh huh. Nói về bọn trẻ con dễ hơn đấy. Bắt đầu brothers and sisters.

Ss: Yes, we can talk a lot về bọn đấy.

Ss: Mình có mỗi thằng em.

Ss: Đanh đá trong tiếng Anh là gì ý nhỉ?

C: About your sister or your brother?

Ss: Sister

C: Maybe, to talk about the child, the children, we can use mischievous, tinh nghịch, or naughty or obedient.

Ss: My brother is like a cat because he's very lazy and he likes sleeping. He can sleep over fifteen hours.

C: Fifteen hours? Does he learn hard? Learn or work?

Ss: I think "learn"

Ss: No. However, he's intelligent. So, he can remember all lessons easy, easily.

Ss: without learning hard?

Ss: Có bộ nhớ rất là dã man.

C: I think my little sister is like a monkey, *con khi*, yeah, because she's ugly and she's active and mischievous sometimes. Sometimes she's very lazy. She has to go to school in the morning, but she still gets up late.

Ss: In my family, my siblings, each of my brother and sister are different kinds of animals. The one next to me, I think she's a cow because she's very stupid. And the one next to her, a monkey because I think she's very ... She looks like a monkey. So, they like each other. They don't like me. The last one is a boy, he's like a pig. Actually, pigs aren't stupid at all. They are quite intelligent, as intelligent as dog, even more than dog.

C: *Có cần phải nói về mình nữa không?*

Student D

Ss: My father is like a monkey.

Ss: Why?

Ss: Because he always goes out. Seldom he stays at home, especially he likes eating fruit such as apple, orange and banana. And, my mother, *khó nhĩ*, *chẳng biết là con gì nhĩ*. And, my mother is such as like a chick...

D: Chicken? Why do you think that?

Ss: Chick or chicken?

Ss: Yes, a chicken. My mother is such as a chicken because she works very hard. Everyday she gets up early and prepares breakfast for all members of my family. She's very kind and easy-going.

Ss: *Con vẹt là con gì, paro à.*

Ss: Parrot

Ss: Although she works very tired, she smiles a lot. She always encourages us to live well. As for my sister, I think she's like a rùa

Ss: Turtoise

Ss: Because she do any work very slow, such as she goes slow, slowly. And me, all members of my family say that I'm like a ... *chưa nghĩ ra.*

Ss: *Hết chưa?*

Ss: *Người khác nói đi.*

Ss: Your turn.

Ss: I think my father is like a buffalo because he's hard-working. My mother, she's like a parrot. She's ...

D: *Funny, đúng không?*

Ss: Yes, she's funny. My brother is like, *hươu cao cổ là gì nhĩ*,

D: *Hươu cao cổ á? Giraffe à?*

Ss: Yes, because he's thin and tall.

Ss: I think my father as a buffalo because he's hard working and strong. My mother as, she's like a cat because she's quite gentle. And my brother, he's like a monkey because he's very active and like eat fruit. I think I like a pig because I eat and sleep very much and quite lazy.

D: I think my father is like an ant, you know, *con kiến*. I just want to talk about characteristic, not appearance. He works very hard, and works continuously to look after me.

Ss: So, you are lazy.

D: *When I was at home, I usually helped him do việc nhà.* But coming to university, I don't.

Ss: I used to help him.

And my mother looks like a bird because she's very gentle, softly and very caring. **My sister, I think that she's like a tiger because she's very, đánh đá là gì nhỉ, very bad-tempered.**

Ss: No, bad-tempered là nói về xấu tính, không ai chịu được. Hot-tempered

Trang Anh: Ok. She's very hot-tempered. **And, I think, nói là gì nhỉ.** I think she's like a tiger.

Student E

Ss: Fox đâu? Cáo đâu?

Ss: It's pig, isn't it?

Ss: No. Fox, where are you?

E: My father is like a monkey.

Ss: Why?

E: Because he always goes out. Seldom he stays at home, especially he likes eating fruit such as apple, orange and banana. And, my mother is such as like a chick...

Ss: Chicken?

Ss: Chick or chicken?

Ss: Yes, a chicken. My mother is such as a chicken because she works very hard. Everyday she gets up early and prepares breakfast for all members of my family. She's very kind and easy-going.

Ss: Con vẹt là con gì, paro à.

Ss: Parrot

E: Although she works very tired, she smiles a lot. She always encourages us to live well. **As for my sister, I think she's like con rùa.**

Ss: Tortoise

Ss: Because she do any work very slow, such as she goes slow, slowly. And me, all members of my family say that I'm like a ... chưa nghĩ ra.

Ss: Hết chưa?

E: **Người khác nói đi.**

Ss: Your turn.

Ss: I think my father is like a buffalo because he's hard-working. My mother, she's like a parrot. She's ...

Ss: Funny, đúng không?

Ss: Yes, she's funny. My brother is like, hươu cao cổ là gì nhỉ?

Ss: Hươu cao cổ, giraffe phải không?

Ss: Yes, because he's thin and tall.

Ss: I think my father as a buffalo because he's hard working and strong. My mother as, she's like a cat because she's quite gentle. And my brother, he's like a monkey because he's very active and like eat fruit. I think I like a pig because I eat and sleep very much and quite lazy.

Ss: I think my father is like an ant, you know, con kiến. I just want to talk about characteristic, not appearance. He works very hard, and works continuously to look after me.

E: So, you are lazy.

Ss: When I was at home, I usually helped him do việc nhà. But coming to university, I don't.

Ss: I used to help him. And my mother looks like a bird because she's very gentle, softly and very caring. My sister, I think that she's like a tiger because she's very, đánh đá là gì nhỉ, very bad-tempered.

E: **No, bad-tempered là nói về xấu tính, không ai chịu được.**

Ss: Hot-tempered à?

Ss: Ok. She's very hot-tempered. And, I think, nói là gì nhỉ. Ok, I think she's like a tiger.

E: **Con sóc là gì nhỉ?**

Ss: Sóc chuột đi. Chipmunk.

E: **Thế con gì chăm chỉ bây giờ?**

Ss: A buffalo.

Student F

Ss: I always do this in my family, compare my sister with animals. So, who wants to start first?

F: Chưa nghĩ ra được cái gì. I don't know.

Ss: How many members are there in your family?

F: Six.

Ss: My family has six members, too.

Ss: Con hà mã là gì ý nhỉ?

F: pos cái gì ý. Tra từ điển. Trâu, bò, chó, mèo, lợn, gà. Con gì bây giờ nhỉ?

Ss: I think my dad is like a hippos because his voice is loud and he's fat. And, I think a hippos is suitable for him.

Ss: So, it's about his appearance. How about characteristics? Hippos is con hà mã nhỉ? I always mistake between hà mã and tê giác. Is he like a hippos in terms of characteristic?

Ss: Yes, I think. Because he eats a lot.

F: Eat a lot?

Ss: Ăn nhiều ý.

Ss: And, so does your father.

Ss: Yes.

Ss: I think my father's like a buffalo. He's hardworking, he works all the time. He's gentle and never yells at us.

Ss: So, he's kind. I don't think he's like a buffalo.

Ss: Yes, he's a buffalo because he's hardworking. In fact, my father is a farmer, and he works everytime.

Ss: So he works as hard as a buffalo. So, all the fathers seem to be like a buffalo. So, how about mother?

F: Bố giống trâu, mẹ giống bò. My mother is like a... Con bò, con bò là gì nhỉ? Ah, a cow, because she works hard and cares about her children.

Ss: My mother's like a cow, too. She cares about us a lot and she can easily get angry. So, she's a cow.

Ss: She's aggressive?

Ss: Yeah. But not all the time.

Ss: Con cò là gì nhỉ?

Ss: Con cò?

F: Chiu rồi, để tớ xem lại xem có con gì để nói không.

Ss: I think my mother's like a mouse. She's not very caring, ok? But she's very intelligent and she works hard, too, because she likes working, not because she wants to provide for her child. I think she likes working.

Ss: Why all the time we say hard-working? Bởi vì không biết là giống con gì.

Ss: Trâu là không thể hiện tính cách mấy ý.

Ss: Chỉ là hard-working thôi.

Ss: Uh huh. Nói về bọn trẻ con dễ hơn đấy. Bắt đầu brothers and sisters.

Ss: Yes, we can talk a lot về bọn đấy.

F: Mình có mỗi thằng em.

Ss: Danh đá trong tiếng Anh là gì ý nhỉ?

Ss: About your sister or your brother?

Ss: Sister

Ss: Maybe, to talk about the child, the children, we can use mischievous or naughty or obedient.

F: My brother is like a cat because he's very lazy and he likes sleeping. He can sleep over fifteen hours.

Ss: Fifteen hours? Does he learn hard? Learn or work?

Ss: I think "learn"

F: No. However, he's intelligent. So, he can remember all lessons easy, easily.

Ss: without learning hard?

F: He có bộ nhớ rất là đã man.

Ss: I think my little sister is like a monkey, con khỉ, yeah, because she's ugly and she's active and mischievous sometimes. Sometimes she's very lazy. She has to go to school in the morning, but she still gets up late.

Ss: In my family, my siblings, each of my brother and sister are different kinds of animals. The one next to me, I think she's a cow because she's very stupid. And the one next to her, a monkey because I think she's very ... She looks like a monkey. So, they like each other. They don't like me. The last one is a boy, he's like a pig. Actually, pigs aren't stupid at all. They are quite intelligent, as intelligent as dog, even more than dog.

Ss: Có cần phải nói về mình nữa không?

APENDIX B

INTERVIEW GUIDELINE

1. Em có thường chuyển sang tiếng Việt trong hoạt động thảo luận nhóm ở các giờ học nói không?

Do you often code switch from English to Vietnamese in group discussion activities in speaking classes?

2. Việc chuyển sang tiếng Việt ảnh hưởng đến hoạt động thảo luận nhóm trong giờ học nói của em như thế nào?

How does switching to Vietnamese influence on your group discussion activities?

3. Theo em, vì sao em lại chuyển từ nói tiếng Anh sang tiếng Việt trong hoạt động thảo luận nhóm trong giờ học nói?

Why do you switch to Vietnamese in group discussion activities in speaking classes?

4. Khi em không biết diễn đạt bằng tiếng Anh mà em lại muốn biểu đạt ý tưởng của mình, em thường làm thế nào?

What do you usually do to express your ideas when you do not know how to say it in English?

5. Khi muốn giải thích ý nghĩa của một từ hoặc một cụm từ mới cho các bạn trong nhóm, em thường làm như thế nào?

What do you usually do to explain a new vocabulary item or a new phrase to your group members?

6. Khi muốn hỏi các bạn trong nhóm nghĩa của một từ hoặc một cụm từ mới, em thường làm thế nào?

What do you usually do to ask your group members meaning of a new vocabulary item or a new phrase?

7. Em có thường suy nghĩ bằng tiếng Việt rồi sau đó mới dịch sang tiếng Anh không?

Do you usually brainstorm in Vietnamese and then translate your ideas into English?

8. Khi các thành viên trong nhóm không tích cực tham gia thảo luận mà em muốn các bạn tham gia, em làm như thế nào?

What do you do when you want to involve inactive group members in group discussion?

9. Trong trường hợp em không tự tin về tiếng Anh của mình nhưng vẫn muốn được coi là thành viên tích cực trong nhóm, em thường làm như thế nào?

If you are not confident about your English, but you still want others to regard you as an active member, what do you do?

10. Em sử dụng tiếng Anh hay tiếng Việt khi em muốn biểu thị một thái độ cụ thể trong điều mà em nói trong hoạt động thảo luận nhóm ở giờ học nói?

Do you use English or Vietnamese to convey a specific attitude in group discussion activities in speaking classes?

11. Theo em, giáo viên có ảnh hưởng như thế nào đến việc chuyển sang nói tiếng Việt trong hoạt động nhóm? Em có thể nêu ra một vài ví dụ cụ thể không?

How does teacher influence on students' switching to Vietnamese in group discussion activities in speaking classes? If yes, in which cases?

APPENDIX C

INTERVIEW TRANSCRIPTION

I. English versions

Interviewee: Student A

Time: French Faculty

Date: April 10th

Interviewer: Do you often code switch from English to Vietnamese in group discussion activities in speaking classes?

A: Sometimes when my group members don't understand what I am talking about. I use Vietnamese so that they will understand me better.

Interviewer: How does switching to Vietnamese influence on your group discussion activities?

A: I think switching to Vietnamese will make myself understood by other group members but it reduces my time to speak English. Moreover, speaking Vietnamese too frequently will form a bad habit. If it is compulsory to speak English, we will be motivated to express our ideas in English in any possible way and choose the most suitable vocabulary.

Interviewer: Why do you switch to Vietnamese in group discussion activities in speaking classes?

A: It is just like inertia. When other members cannot understand what I am saying, the final solution is using Vietnamese. Therefore, I sometimes add some Vietnamese sentences to make what I say easier to understand.

Interviewer: What do you usually do to express your ideas when you do not know how to say it in English?

A: I use body language. At the most I will use Vietnamese.

Interviewer: What do you usually do to explain a new vocabulary item or a new phrase to your group members?

A: I often explain in Vietnamese or use the synonym that everyone knows.

Interviewer: What do you usually do to ask your group members meaning of a new vocabulary item or a new phrase?

A: When I'm mindless, I just use Vietnamese, "Từ này có nghĩa là gì ý nhỉ?". If I am mindful enough, I will say, "Do you know the meaning of this word?". However, mindless cases outnumber.

Interviewer: Do you usually brainstorm in Vietnamese and then translate your ideas into English?

A: I don't think so. I always explain my idea in simple English. So, I don't have to think in Vietnamese.

Interviewer: What do you do when you want to involve inactive group members in group discussion?

A: I will speak first. In the group, there are some members who don't want to speak first, I usually initiate the discussion. Usually, when I speak much, they will speak much. I think only when I involve myself in the discussion can I involve others. If they have no ideas, I will provide more ideas and they will actively join the discussion.

Interviewer: If you are not confident about your English, but you still want others to regard you as an active member, what do you do?

A: Use both English and body language or key words instead of speaking the full sentence. Like street vendors in Sword Lake, they just say “no money, no seat”, and foreigners still totally understand them.

Interviewer: Do you use English or Vietnamese to convey a specific attitude in group discussion activities in speaking classes?

A: Actually, I don't usually express any special attitude. But, I think to convey my attitude; we can use not only English words but also facial expression, postures and tones which we use to speak the words. So, I think I will use English together with tones.

Interviewer: How does teacher influence on students' switching to Vietnamese in group discussion activities in speaking classes? If yes, in which cases?

A: Actually, if the teacher mostly uses English in the class, students will probably speak English. If the teacher use both English and Vietnamese, but Vietnamese is used more than English, students will think, “well, even the teacher uses Vietnamese. Why can't we use it?”, and they will form the habit of speaking Vietnamese. On the contrary, if the teacher uses English, we will feel guilty when using Vietnamese.

When the teacher speaks in English only, I am usually very impressed and motivated to speak English.

Interviewer: Thank you very much

Interviewee: Student B

Time: French Faculty

Date: April 10th

Interviewer: Do you often code switch from English to Vietnamese in group discussion activities in speaking classes?

B: In speaking lesson, I sometimes switch to Vietnamese. As for some words and some sentences that I can't express exactly, I will use Vietnamese to express my ideas better.

Interviewer: How does switching to Vietnamese influence on your group discussion activities?

B: Actually, it helps everyone understand one another's ideas better, but it also makes other people code switch to Vietnamese like I do. I think it influences partly positively partly negatively. We learn English, so we have to practice speaking English because speaking Vietnamese will deteriorate our English speaking ability.

Interviewer: Why do you switch to Vietnamese in group discussion activities in speaking classes?

B: Because we don't have enough vocabulary, and also because we want everyone to understand each other quickly.

Interviewer: What do you usually do to express your ideas when you do not know how to say it in English?

B: I often use body language or Vietnamese.

Interviewer: What do you usually do to explain a new vocabulary item or a new phrase to your group members?

B: I usually use the simplest way to express in English or use Vietnamese.

Interviewer: What do you usually do to ask your group members meaning of a new vocabulary item or a new phrase?

B: I usually point at the word or ask in Vietnamese. Seldom do I use "What does it mean?" Actually, it's just a habit.

Interviewer: Do you usually brainstorm in Vietnamese and then translate your ideas into English?

B: I don't think I usually do that. I just express my idea in English.

Interviewer: What do you do when you want to involve inactive group members in group discussion?

B: I often touch them slightly or say, "Please attention" so that they will focus on the discussion. Usually, when other members don't concentrate on the discussion, I have to involve them so that the discussion will be more effective.

Interviewer: If you are not confident about your English, but you still want others to regard you as an active member, what do you do?

B: I often ask the teacher or group members how to express it exactly. Usually, I just use Vietnamese to ask them.

Interviewer: Do you use English or Vietnamese to convey a specific attitude in group discussion activities in speaking classes?

B: I use English more than Vietnamese. Seldom do I use Vietnamese in those cases.

Interviewer: How does teacher influence on students' switching to Vietnamese in group discussion activities in speaking classes? If yes, in which cases?

B: Teacher can help students to find out the most exact way to express in English so that students can speak English without switching to Vietnamese. If we are instructed carefully, we will probably speak English more and avoid switching to Vietnamese. As the activity requires us to speak English, so we will definitely use English when the teacher asks us.

Interviewer: Thank you very much

Interviewee: Student C

Time: French Faculty

Date: April 10th

Interviewer: Do you often code switch from English to Vietnamese in group discussion activities in speaking classes?

C: Yes, because my group members also switch to Vietnamese. I think I use Vietnamese a lot, probably 70%.

Interviewer: How does switching to Vietnamese influence on your group discussion activities?

C: I can't improve my speaking skill, but we can discuss faster.

Interviewer: Why do you switch to Vietnamese in group discussion activities in speaking classes?

C: Usually, I don't mean to switch to Vietnamese, but other members do, so I also switch to Vietnamese.

Interviewer: What do you usually do to express your ideas when you do not know how to say it in English?

C: I try to use simple English words, or if I can't come up with any way, I will use Vietnamese.

Interviewer: What do you usually do to explain a new vocabulary item or a new phrase to your group members?

C: I explain in either English or Vietnamese.

Interviewer: What do you usually do to ask your group members meaning of a new vocabulary item or a new phrase?

C: I often look up the words in the dictionary or ask other members in Vietnamese. It's a habit, I think.

Interviewer: Do you usually brainstorm in Vietnamese and then translate your ideas into English?

C: I don't think I do that.

Interviewer: What do you do when you want to involve inactive group members in group discussion?

C: I will carry out the discussion by myself, and then other members will agree and add some ideas.

Interviewer: If you are not confident about your English, but you still want others to regard you as an active member, what do you do?

C: Before starting the discussion, I will think about what I don't know. Then, I will look up the unknown words in the dictionary or asking other members. But, I will try to express my ideas in English.

Interviewer: Do you use English or Vietnamese to convey a specific attitude in group discussion activities in speaking classes?

C: I will definitely use Vietnamese. I think I'm too straightforward and I can't wait to find the exact English word that helped me express my attitude.

Interviewer: How does teacher influence on students' switching to Vietnamese in group discussion activities in speaking classes? If yes, in which cases?

C: Although the teacher doesn't tell us that it is compulsory to speak English in speaking class, she should control us more strictly because I'm easily influenced by my friends. When I switch to Vietnamese, I really don't want to switch back to English.

If the teacher is strict or gives some punishment, like students speaking Vietnamese will have to pay money, we will be motivated.

When the teacher joins the talk and asks us, we all have chance to talk, and I will definitely speak English. When the teacher gives us the hint, we will know how to express in English.

Interviewer: Thank you very much.

Interviewee: Student D

Time: French Faculty

Date: April 11th

Interviewer: Do you often code switch from English to Vietnamese in group discussion activities in speaking classes?

D: Yes. I usually do that.

Interviewer: How does switching to Vietnamese influence on your group discussion activities?

D: I think it doesn't influence much on our group discussion activities because my ideas will be expressed in an easier to understand way. However, we just can't practice speaking English much.

Interviewer: Why do you switch to Vietnamese in group discussion activities in speaking classes?

D: I don't have enough vocabulary to express those ideas. And, my speaking skill is bad, so I can't come up with an idea in English immediately. Therefore, I used Vietnamese so as easy for other members to understand.

Interviewer: What do you usually do to express your ideas when you do not know how to say it in English?

D: I usually use Vietnamese or body language if the word can be expressed by body language.

Interviewer: What do you usually do to explain a new vocabulary item or a new phrase to your group members?

D: I think, I usually explain the meaning in the dictionary. And, most frequently, I use Vietnamese meaning so that everyone can understand.

Interviewer: What do you usually do to ask your group members meaning of a new vocabulary item or a new phrase?

D: I usually ask, "Nghĩa của.... là gì?". It's not because I don't know the structure "What does ... mean?", but I'm get used to asking that way, so I just keep using.

Interviewer: Do you usually brainstorm in Vietnamese and then translate your ideas into English?

D: I don't think I usually do that. Usually, I just say in either English or Vietnamese.

Interviewer: What do you do when you want to involve inactive group members in group discussion?

D: If other members are not active, I think I have to come up with a new, interesting idea. But, to tell the truth, I don't usually do it.

Interviewer: If you are not confident about your English, but you still want others to regard you as an active member, what do you do?

D: If I am not confident about my English, but I have some interesting ideas, I think I will express it in English and then other member will help me to translate it into English or write it in English.

Interviewer: Do you use English or Vietnamese to convey a specific attitude in group discussion activities in speaking classes?

D: Sometimes I use English together with my facial expression, sometimes I use Vietnamese.

Interviewer: How does teacher influence on students' switching to Vietnamese in group discussion activities in speaking classes? If yes, in which cases?

D: If the teacher gives us a too difficult topic which we don't have enough vocabulary, we will switch to Vietnamese. If the teacher gives us the topic and hints about structures and vocabulary used in the discussion, I think we will speak English more.

If the teacher is there with us, we will definitely use English to discuss with each other.

Interviewer: Thank you very much

Interviewee: Student E

Time: French Faculty

Date: April 11th

Interviewer: Do you often code switch from English to Vietnamese in group discussion activities in speaking classes?

E: When we discuss in group, we seldom speak English. Only when we answer the teacher do we speak English.

Interviewer: How does switching to Vietnamese influence on your group discussion activities?

E: We feel that communicating in English is very difficult, so everyone always use Vietnamese so as for us to communicate more easily. When we speak English, we often have to stop a lot, so it takes us very long to finish speaking one sentence.

I think speaking Vietnamese and then translating to English or just writing in English cannot help us to practice speaking skills. Though we cannot speak English fluently, we do not make use of speaking classes to practice our speaking skills.

Interviewer: Why do you switch to Vietnamese in group discussion activities in speaking classes?

E: Because Vietnamese is the mother tongue. About English, in communication, I think using English is quite difficult. My sentences and grammar are not good. My vocabulary is also poor. There are many words I do not know how to say in English, so I use Vietnamese so as easier for me to communicate with other members.

Interviewer: What do you usually do to express your ideas when you do not know how to say it in English?

E: When discussing, I will use Vietnamese. If any group member knows, she will tell me its English equivalent.

Interviewer: What do you usually do to explain a new vocabulary item or a new phrase to your group members?

E: I usually use Vietnamese meaning rather than English meaning so that my group member will find it easier to understand.

Interviewer: What do you usually do to ask your group members meaning of a new vocabulary item or a new phrase?

E: I often use a conventional way, “Từ này có nghĩa là gì?”

Interviewer: Do you usually brainstorm in Vietnamese and then translate your ideas into English?

E: Yes. But I think, I cant practice thinking in English when doing that.

Interviewer: What do you do when you want to involve inactive group members in group discussion?

E: In group discussion activities, I will be the first one to talk and then give turn to other members. While discussing, they often do some private talks instead of talking about the topic. Therefore, I just finish my turn and they will have to talk after I finished.

Interviewer: If you are not confident about your English, but you still want others to regard you as an active member, what do you do?

E: I will express my ideas in Vietnamese and then ask my friends how to say it in English. Or, they will help me to say it in English and then we take note the idea.

Interviewer: Do you use English or Vietnamese to convey a specific attitude in group discussion activities in speaking classes?

E: I will use Vietnamese because finding the English equivalent which can express my attitude is very difficult. It is because our vocabulary is still limited in simple words with general meanings.

Interviewer: How does teacher influence on students' switching to Vietnamese in group discussion activities in speaking classes? If yes, in which cases?

E: I think teacher should instruct in English first and then she can translate it into Vietnamese. Sometimes students are unclear of what to do, so teacher should sometimes explain in Vietnamese new words which make the instruction unclear. But, just sometimes. In remaining time, she should speak English so that I would also speak English.

And, if the teacher involves in the talk, we will definitely speak English. When answering the teacher, we also use English.

Interviewer: Thank you very much

Interviewee: Student F

Time: French Faculty

Date: April 11th

Interviewer: Do you often code switch from English to Vietnamese in group discussion activities in speaking classes?

F: Yes. But just sometimes.

Interviewer: How does switching to Vietnamese influence on your group discussion activities?

F: Actually, it influences negatively because in speaking lessons we should speak English as much as possible. If I can't express in English anymore, I will use Vietnamese for other members to understand.

Interviewer: Why do you switch to Vietnamese in group discussion activities in speaking classes?

F: Sometimes teacher's question is not clear, I often ask my friend. Sometimes I don't have enough vocabulary to express my idea in the topic, so I use Vietnamese.

Interviewer: What do you usually do to express your ideas when you do not know how to say it in English?

F: I will try to use the simplest words. Sometimes I use Vietnamese.

Interviewer: What do you usually do to explain a new vocabulary item or a new phrase to your group members?

F: If I can use simple English words to explain, I will. Or else, I will tell them Vietnamese meaning.

Interviewer: What do you usually do to ask your group members meaning of a new vocabulary item or a new phrase?

F: I usually ask them, "What ...means?"

Interviewer: Do you usually brainstorm in Vietnamese and then translate your ideas into English?

F: I think I usually do that because I cannot express my ideas in English immediately.

Interviewer: What do you do when you want to involve inactive group members in group discussion?

F: Usually, discussing time brings them a good chance to have some private talks. It is probably that they are not interested in the topic, or they just want to talk about a hot film. I think I will give my idea first so that other members will discuss my ideas. They will add more details and join the talk.

Interviewer: If you are not confident about your English, but you still want others to regard you as an active member, what do you do?

F: I think in group discussion, I'm very confident. Only when we have to speak in front of the class or to the teacher are we a little bit nervous. Therefore, I will try to express my idea with my English.

Interviewer: Do you use English or Vietnamese to convey a specific attitude in group discussion activities in speaking classes?

F: I use English, together with facial expression or body language.

Interviewer: How does teacher influence on students' switching to Vietnamese in group discussion activities in speaking classes? If yes, in which cases?

F: We are freshmen, so there're many words that we don't know. Teacher should speak in English and then explain in some Vietnamese sentences so that we will find it easier to understand.

And, I think teacher should speak more English, probably with simple vocabulary so that students are interested in speaking English.

Interviewer: Thank you very much.

II. Vietnamese version

Student A

Interviewer: Em có thường chuyển sang tiếng Việt trong hoạt động thảo luận nhóm ở các giờ học nói không?

A: Cũng thỉnh thoảng, vì đôi khi các bạn không hiểu mình nói gì thì mình dùng tiếng Việt để hỗ trợ cho các bạn hiểu mình hơn.

Interviewer: Việc chuyển sang tiếng Việt ảnh hưởng đến hoạt động thảo luận nhóm trong giờ học nói của em như thế nào?

A: Em nghĩ chuyển sang nói tiếng Việt thì các bạn có thể hiểu mình hơn nhưng lại thu hẹp khoảng thời gian nói tiếng Anh. Hơn nữa, nói tiếng Việt nhiều thành quen. Nếu như bắt buộc phải nói tiếng Anh thì sẽ thúc đẩy mình tìm mọi cách để diễn đạt bằng tiếng Anh và chọn từ vựng tiếng Anh của mình.

Interviewer: Theo em, vì sao em lại chuyển từ nói tiếng Anh sang tiếng Việt trong hoạt động thảo luận nhóm trong giờ học nói?

A: Đây giống như là quán tính. Khi mà mọi người không thể hiểu được điều mình nói thì cách cuối cùng là nói tiếng Việt. Vì vậy em thi thoảng chêm vài câu tiếng Việt vào trong đó cho nó dễ hiểu.

Interviewer: Khi em không biết diễn đạt bằng tiếng Anh mà em lại muốn biểu đạt ý tưởng của mình, em thường làm thế nào?

A: Dùng cử chỉ, cùng lắm thì dùng tiếng Việt.

Interviewer: Khi muốn giải thích ý nghĩa của một từ hoặc một cụm từ mới cho các bạn trong nhóm, em thường làm như thế nào?

A: Em thường giải thích nghĩa bằng tiếng Việt hoặc nói ra từ đồng nghĩa mà mọi người đều biết.

Interviewer: Khi muốn hỏi các bạn trong nhóm thảo luận nghĩa của một từ hoặc một cụm từ mới, em thường làm thế nào?

A: Lúc đấy bột phát thì toàn hỏi tiếng Việt thôi ạ, “Từ này có nghĩa là gì ý nhỉ?” Còn nếu mình ý thức được thì sẽ hỏi, “Do you know the meaning of this word?”. Tuy nhiên, trường hợp bột phát là nhiều hơn.

Interviewer: Em có thường suy nghĩ bằng tiếng Việt rồi sau đó mới dịch sang tiếng Anh không?

A: Em nghĩ là không. Em luôn diễn đạt đơn giản, nên không phải nghĩ bằng tiếng Việt.

Interviewer: Khi các thành viên trong nhóm không tích cực tham gia thảo luận mà em muốn các bạn tham gia, em làm như thế nào?

A: Em sẽ nói đầu tiên. Trong nhóm các bạn thường ngại không muốn nói trước người khác, nên em thường nói trước. Thường thì khi em nói nhiều thì các bạn mới nói nhiều. Muốn thu hút các bạn thì mình phải tự involve mình vào đã. Nếu họ không có ý tưởng thì họ cũng có thể đóng góp thêm vào ý tưởng của mình. Như thế tự nhiên các bạn sẽ sôi nổi hơn.

Interviewer: Trong trường hợp em không tự tin về tiếng Anh của mình nhưng vẫn muốn được coi là thành viên tích cực trong nhóm, em thường làm như thế nào?

A: Vừa sử dụng tiếng Anh vừa sử dụng body language. Hoặ chỉ dùng key words chứ không phải nói cả câu đầy đủ. Giống như những người bán hàng ở bờ Hồ ý. Họ nói là “no money, no seat”, người nước ngoài vẫn hiểu được ý của họ là gì.

Interviewer: Em sử dụng tiếng Anh hay tiếng Việt khi em muốn biểu thị một thái độ cụ thể trong điều mà em nói trong hoạt động thảo luận nhóm ở giờ học nói?

A: Thực ra, để biểu thị thái độ của mình thì không chỉ có từ, mà cử chỉ và nét mặt, giọng điệu mình nói ra cái từ đấy lại giúp mình biểu thị thái độ. Nên em sẽ dùng tiếng Anh và kèm theo ngữ điệu.

Interviewer: Theo em, giáo viên có ảnh hưởng như thế nào đến việc chuyển sang nói tiếng Việt trong hoạt động nhóm? Em có thể nêu ra một vài ví dụ cụ thể không?

A: Thực ra nếu như trong lớp cô giáo hay nói tiếng Anh thì sinh viên sẽ nói tiếng Anh. Còn nếu cô giáo dùng tiếng Anh và tiếng Việt, mà tiếng Việt lại nhiều hơn thì sinh viên sẽ nghĩ, “Đấy, cô giáo còn dùng tiếng Việt nữa là mình” thì lại thành quen. Còn nếu cô giáo mà dùng tiếng Anh thì mình nói tiếng Việt thì mình cũng thấy ngại.

Khi giáo viên toàn nói bằng tiếng Anh em cảm thấy rất ấn tượng và motivated để nói tiếng Anh.

Interviewer: Chị cảm ơn em.

Student B

Interviewer: Em có thường chuyển sang tiếng Việt trong hoạt động thảo luận nhóm ở các giờ học nói không?

B: Ở các giờ nói thì thỉnh thoảng em cũng chuyển sang nói tiếng Việt. Tại vì các từ các câu em không biết diễn đạt chính xác thì em chuyển sang tiếng Việt cho dễ nói hơn.

Interviewer: Việc chuyển sang tiếng Việt ảnh hưởng đến hoạt động thảo luận nhóm trong giờ học nói của em như thế nào?

B: Thực ra nó làm cho các bạn xung quanh dễ hiểu hơn, nhưng nó cũng làm cho các bạn chuyển sang nói tiếng Việt giống em để cho tất cả hiểu nhau. Em nghĩ là nó có ảnh hưởng tích cực nhưng chỉ một phần thôi. Bọn em học tiếng Anh thì phải nói bằng tiếng Anh vì nói tiếng Việt sẽ giảm khả năng nói xuống.

Interviewer: Theo em, vì sao em lại chuyển từ nói tiếng Anh sang tiếng Việt trong hoạt động thảo luận nhóm trong giờ học nói?

B: Do bọn em chưa có đủ từ vựng hoặc là để cho mọi người hiểu nhau nhanh hơn.

Interviewer: Khi em không biết diễn đạt bằng tiếng Anh mà em lại muốn biểu đạt ý tưởng của mình, em thường làm thế nào?

B: Em thường dùng ngôn ngữ cử chỉ hoặc giải thích bằng tiếng Việt.

Interviewer: Khi muốn giải thích ý nghĩa của một từ hoặc một cụm từ mới cho các bạn trong nhóm, em thường làm như thế nào?

B: Em thường tìm các cách nói đơn giản nhất bằng tiếng Anh cho các bạn dễ hiểu, hoặc đơn giản nhất là dùng tiếng Việt.

Interviewer: Khi muốn hỏi các bạn trong nhóm thảo luận nghĩa của một từ hoặc một cụm từ mới, em thường làm thế nào?

B: Thường thì em chỉ vào cái từ đấy hoặc hỏi bằng tiếng Việt, ít khi hỏi bằng “What does it mean?”. Thực ra đấy chỉ là thói quen thôi.

Interviewer: Em có thường suy nghĩ bằng tiếng Việt rồi sau đó mới dịch sang tiếng Anh không?

B: Em nghĩ là em không thường làm thế. Bình thường thì em cũng diễn đạt luôn ý tưởng của mình bằng tiếng Anh.

Interviewer: Khi các thành viên trong nhóm không tích cực tham gia thảo luận mà em muốn các bạn tham gia, em làm như thế nào?

B: Em thường chạm nhẹ vào các bạn, hoặc là nói “Please attention” để cho các bạn tập trung. Bình thường thì các bạn hay mất tập trung thì em phải kêu gọi các bạn để bài nói hiệu quả hơn.

Interviewer: Trong trường hợp em không tự tin về tiếng Anh của mình nhưng vẫn muốn được coi là thành viên tích cực trong nhóm, em thường làm như thế nào?

B: Em thường hỏi cô giáo hoặc các bạn xem diễn đạt như thế nào cho chuẩn xác. Thường thì em cũng hỏi tiếng Việt để hỏi thôi ạ.

Interviewer: Em sử dụng tiếng Anh hay tiếng Việt khi em muốn biểu thị một thái độ cụ thể trong điều mà em nói trong hoạt động thảo luận nhóm ở giờ học nói?

B: Em thường dùng tiếng Anh nhiều hơn. Ít khi em dùng tiếng Việt trong những trường hợp đó.

Interviewer: Theo em, giáo viên có ảnh hưởng như thế nào đến việc chuyển sang nói tiếng Việt trong hoạt động nhóm? Em có thể nêu ra một vài ví dụ cụ thể không?

B: Giáo viên sẽ giúp học sinh tìm cách diễn đạt chuẩn nhất bằng tiếng Anh để học sinh có thể dùng tiếng Anh mà không cần thông qua tiếng Việt. Nếu mà được hướng dẫn chi tiết thì bọn em có thể nói tiếng Anh mà không nói tiếng Việt.

Hoạt động đầy yêu cầu phải nói tiếng Anh nên bọn em sẽ phải dùng tiếng Anh khi giáo viên hỏi.

Interviewer: Chị cảm ơn em.

Student C

Interviewer: Em có thường chuyển sang tiếng Việt trong hoạt động thảo luận nhóm ở các giờ học nói không?

C: Có ạ, bởi vì các bạn cũng hay chuyển sang tiếng Việt. Em nghĩ chắc là em nói tiếng Việt rất nhiều, khoảng 70%.

Interviewer: Việc chuyển sang tiếng Việt ảnh hưởng đến hoạt động thảo luận nhóm trong giờ học nói của em như thế nào?

C: Không improve được khả năng nói. Nhưng mà thảo luận lại nhanh hơn.

Interviewer: Theo em, vì sao em lại chuyển từ nói tiếng Anh sang tiếng Việt trong hoạt động thảo luận nhóm trong giờ học nói?

C: Thường thì em không định chuyển nhưng các bạn nói tiếng Việt nên em cũng chuyển sang nói tiếng Việt.

Interviewer: Khi em không biết diễn đạt bằng tiếng Anh mà em lại muốn biểu đạt ý tưởng của mình, em thường làm thế nào?

C: Mình cố dùng những từ tiếng Anh đơn giản, hoặc nếu không nghĩ ra được cách nào thì em đành phải nói tiếng Việt.

Interviewer: Khi muốn giải thích ý nghĩa của một từ hoặc một cụm từ mới cho các bạn trong nhóm, em thường làm như thế nào?

C: Em giải thích bằng tiếng Anh, nếu không thì nói luôn bằng tiếng Việt.

Interviewer: Khi muốn hỏi các bạn trong nhóm thảo luận nghĩa của một từ hoặc một cụm từ mới, em thường làm thế nào?

C: Thường thì em tra từ điển hoặc hỏi các bạn thì hỏi bằng tiếng Việt thôi.

Interviewer: Em có thường suy nghĩ bằng tiếng Việt rồi sau đó mới dịch sang tiếng Anh không?

C: Em nghĩ là không.

Interviewer: Khi các thành viên trong nhóm không tích cực tham gia thảo luận mà em muốn các bạn tham gia, em làm như thế nào?

C: Em sẽ tự triển khai riêng một mình và sau đó các bạn sẽ đồng ý và nêu thêm một vài ý tưởng.

Interviewer: Trong trường hợp em không tự tin về tiếng Anh của mình nhưng vẫn muốn được coi là thành viên tích cực trong nhóm, em thường làm như thế nào?

C: Em sẽ nghĩ đến những cái mà em không biết và tra cứu trước hoặc hỏi các bạn trước khi bắt đầu nói. Nhưng nhất định em sẽ cố nói bằng tiếng Anh.

Interviewer: Em sử dụng tiếng Anh hay tiếng Việt khi em muốn biểu thị một thái độ cụ thể trong điều mà em nói trong hoạt động thảo luận nhóm ở giờ học nói?

C: Thường thì em sẽ nói bằng tiếng Việt thôi ạ. Tại vì có lẽ mình hay nói thẳng, mà em cũng không kịp tìm một từ chính xác nào trong tiếng Anh để biểu thị thái độ của mình.

Interviewer: Theo em, giáo viên có ảnh hưởng như thế nào đến việc chuyển sang nói tiếng Việt trong hoạt động nhóm? Em có thể nêu ra một vài ví dụ cụ thể không?

C: Tuy các cô không nhắc là phải nói bằng tiếng Anh nhưng cô nên theo dõi sát sao hơn vì em dễ bị ảnh hưởng bởi các bạn. Và khi chuyển sang tiếng Việt rồi thì ngại chuyển về tiếng Anh. Nếu các cô sát sao và phạt, bằng tiền chẳng hạn, thì sẽ thúc đẩy bọn em hơn.

Khi cô đến hỏi thì bọn em đều có cơ hội để nói, nên em sẽ dùng tiếng Anh. Khi giáo viên đưa ra gợi ý thì bọn em sẽ biết cách để nói.

Interviewer: Chị cảm ơn em.

Student D

Interviewer: Em có thường chuyển sang tiếng Việt trong hoạt động thảo luận nhóm ở các giờ học nói không?

D: Có, em thường xuyên làm như thế.

Interviewer: Việc chuyển sang tiếng Việt ảnh hưởng đến hoạt động thảo luận nhóm trong giờ học nói của em như thế nào?

D: Em nghĩ là như thế không ảnh hưởng gì mấy vì ý của mình được diễn đạt dễ hiểu hơn. Tuy nhiên, mình không luyện được kỹ năng nói tốt hơn.

Interviewer: Theo em, vì sao em lại chuyển từ nói tiếng Anh sang tiếng Việt trong hoạt động thảo luận nhóm trong giờ học nói?

D: Những ý đấy, do mình không biết từ mới. Và kỹ năng nói của mình chưa tốt nên mình không nghĩ ra ngay mà phải nói bằng tiếng Việt cho các bạn dễ hiểu.

Interviewer: Khi em không biết diễn đạt bằng tiếng Anh mà em lại muốn biểu đạt ý tưởng của mình, em thường làm thế nào?

D: Em thường nói bằng tiếng Việt hoặc ngôn ngữ cử chỉ nếu từ đó có thể diễn đạt được bằng ngôn ngữ cử chỉ.

R: Khi muốn giải thích ý nghĩa của một từ hoặc một cụm từ mới cho các bạn trong nhóm, em thường làm như thế nào?

D: Em thường, em nghĩ là em sẽ giải thích ý nghĩa trong từ điển. Thường thì em sẽ nói tiếng Việt cho dễ hiểu.

Interviewer: Khi muốn hỏi các bạn trong nhóm thảo luận nghĩa của một từ hoặc một cụm từ mới, em thường làm thế nào?

D: Em thường hỏi “Nghĩa của... là gì?”. Không phải là mình không biết hỏi “What does... mean?”, nhưng mà quen rồi nên cứ nói thôi ạ.

Interviewer: Em có thường suy nghĩ bằng tiếng Việt rồi sau đó mới dịch sang tiếng Anh không?

D: Em nghĩ là không thường xuyên lắm ạ. Thường thì em chỉ nói hoặc câu đấy luôn bằng tiếng Việt hoặc bằng tiếng Anh thôi.

Interviewer: Khi các thành viên trong nhóm không tích cực tham gia thảo luận mà em muốn các bạn tham gia, em làm như thế nào?

D: Nếu mà các bạn không tích cực thì mình phải nghĩ ra một ý tưởng hay. Mà thực ra việc này em cũng không thường xuyên làm.

Interviewer: Trong trường hợp em không tự tin về tiếng Anh của mình nhưng vẫn muốn được coi là thành viên tích cực trong nhóm, em thường làm như thế nào?

D: Nếu mà em không tự tin về tiếng Anh thì em có thể nghĩ ra ý tưởng hay rồi nói bằng tiếng Việt để các bạn chuyển nó sang tiếng Anh hoặc là viết ra bằng tiếng Anh.

Interviewer: Em sử dụng tiếng Anh hay tiếng Việt khi em muốn biểu thị một thái độ cụ thể trong điều mà em nói trong hoạt động thảo luận nhóm ở giờ học nói?

D: Có lúc em nói bằng tiếng Anh và kèm theo nét mặt, và có lúc nói bằng tiếng Việt.

Interviewer: Theo em, giáo viên có ảnh hưởng như thế nào đến việc chuyển sang nói tiếng Việt trong hoạt động nhóm? Em có thể nêu ra một vài ví dụ cụ thể không?

D: Nếu cô giáo cho một đề tài khó quá mà bọn em không biết nhiều từ mới thì bọn em sẽ chuyển sang tiếng Việt. Khi giáo viên tham gia thảo luận cùng thì bọn em sẽ nói tiếng Anh. Nếu giáo viên đưa ra chủ đề thảo luận và các gợi ý, hoặc cấu trúc thì em sẽ dùng tiếng Anh nhiều hơn. Nếu giáo viên ở đó, đương nhiên là bọn em sẽ dùng tiếng Anh ạ.

Interviewer: Chị cảm ơn em

Student E

Interviewer: Em có thường chuyển sang tiếng Việt trong hoạt động thảo luận nhóm ở các giờ học nói không?

E: Trong lúc thảo luận thì chúng em rất ít khi nói tiếng Anh. Thường thì chỉ khi nào trả lời giáo viên thì chúng em mới sử dụng tiếng Anh.

Interviewer: Việc chuyển sang tiếng Việt ảnh hưởng đến hoạt động thảo luận nhóm trong giờ học nói của em như thế nào?

E: Bọn em cảm thấy cách giao tiếp trong tiếng Anh rất khó nên mọi người toàn sử dụng tiếng Việt cho dễ. Tiếng Anh nói thì cứ ngập ngừng, mãi mới được một câu.

Em thấy nói tiếng Việt rồi chuyển sang tiếng Anh hoặc chỉ viết ra bằng tiếng Anh thì mình không luyện nói. Đã nói không trôi chảy lại không luyện nói. Mà giờ speaking là để mình luyện tập nói.

Interviewer: Theo em, vì sao em lại chuyển từ nói tiếng Anh sang tiếng Việt trong hoạt động thảo luận nhóm trong giờ học nói?

E: Vì tiếng Việt là tiếng mẹ đẻ. Còn tiếng Anh, trong giao tiếp mà sử dụng tiếng Anh thì cũng hơi khó. Câu và ngữ pháp không được tốt. Từ vựng của em cũng kém. Rất nhiều từ mình không biết tiếng Anh nói thế nào thì mình dùng tiếng Việt cho dễ.

Interviewer: Khi em không biết diễn đạt bằng tiếng Anh mà em lại muốn biểu đạt ý tưởng của mình, em thường làm thế nào?

E: Trong lúc thảo luận thì em dùng tiếng Việt. Nếu bạn nào biết thì bạn ý sẽ nói với em từ tiếng Anh.

Interviewer: Khi muốn giải thích ý nghĩa của một từ hoặc một cụm từ mới cho các bạn trong nhóm, em thường làm như thế nào?

E: Em thường sử dụng nghĩa tiếng Việt chứ không sử dụng nghĩa tiếng Anh cho các bạn dễ hiểu.

Interviewer: Khi muốn hỏi các bạn trong nhóm thảo luận nghĩa của một từ hoặc một cụm từ mới, em thường làm thế nào?

E: Em hỏi bình thường, đa số là tiếng Việt “Từ này có nghĩa là gì?”

Interviewer: Em có thường suy nghĩ bằng tiếng Việt rồi sau đó mới dịch sang tiếng Anh không?

E: Có ạ. Nhưng mà làm như thế thì không luyện được suy nghĩ trong tiếng Anh.

Interviewer: Khi các thành viên trong nhóm không tích cực tham gia thảo luận mà em muốn các bạn tham gia, em làm như thế nào?

E: Trong thảo luận nhóm, mình sẽ đi đầu và chuyển vai cho các bạn. Trong lúc thảo luận các bạn cứ hay bàn chuyện đâu đâu, thì sau đó mình nói hết lượt mình rồi các bạn sẽ phải nói thôi.

Interviewer: Trong trường hợp em không tự tin về tiếng Anh của mình nhưng vẫn muốn được coi là thành viên tích cực trong nhóm, em thường làm như thế nào?

E: Mình cứ mạnh dạn nói lên bằng tiếng Việt rồi hỏi các bạn. Hoặc các bạn sẽ giúp em nói lại bằng tiếng Anh rồi bọn em take note vào.

Interviewer: Em sử dụng tiếng Anh hay tiếng Việt khi em muốn biểu thị một thái độ cụ thể trong điều mà em nói trong hoạt động thảo luận nhóm ở giờ học nói?

E: Em sẽ dùng tiếng Việt vì nghĩ ra được từ tiếng Anh mà biểu đạt hết được cả thái độ của mình thì khó lắm. Vì bây giờ từ vựng của bọn em cũng chỉ toàn những từ đơn giản với nghĩa thông thường thôi.

Interviewer: Theo em, giáo viên có ảnh hưởng như thế nào đến việc chuyển sang nói tiếng Việt trong hoạt động nhóm? Em có thể nêu ra một vài ví dụ cụ thể không?

E: Giáo viên, em nghĩ giáo viên nên hướng dẫn tiếng Anh rồi sau đó có thể dịch sang tiếng Việt. Vì có khi học sinh ngỡ ngác không hiểu gì, nên giáo viên thỉnh thoảng nên giải thích bằng tiếng Việt.

Giáo viên chỉ nên thỉnh thoảng nói tiếng Việt, còn lại nên nói tiếng Anh để cho mình cũng nói tiếng Anh.

Nếu giáo viên tham gia vào cuộc thảo luận thì bọn em sẽ nói tiếng Anh. Khi trả lời giáo viên thì cũng nói tiếng Anh.

Interviewer: Chị cảm ơn em

Student F

Interviewer: Em có thường chuyển sang tiếng Việt trong hoạt động thảo luận nhóm ở các giờ học nói không?

F: Đôi khi thôi ạ.

Interviewer: Việc chuyển sang tiếng Việt ảnh hưởng đến hoạt động thảo luận nhóm trong giờ học nói của em như thế nào?

F: Đôi khi câu hỏi của giáo viên chưa rõ thì em hỏi các bạn. Hoặc là khi mình không có đủ từ vựng để diễn đạt ý trong chủ điểm mà cô giáo đưa ra thì mình dùng tiếng Việt.

Interviewer: Theo em, vì sao em lại chuyển từ nói tiếng Anh sang tiếng Việt trong hoạt động thảo luận nhóm trong giờ học nói?

F: Thực chất thì nó ảnh hưởng tiêu cực vì giờ luyện nói thì mình nên nói bằng tiếng Anh bằng mọi cách có thể. Nếu mình không thể diễn đạt được bằng tiếng Anh thì mình sẽ dùng tiếng Việt cho các bạn hiểu.

Interviewer: Khi em không biết diễn đạt bằng tiếng Anh mà em lại muốn biểu đạt ý tưởng của mình, em thường làm thế nào?

F: Em sẽ cố gắng để dùng những từ đơn giản nhất, đôi khi thì dùng tiếng Việt.

Interviewer: Khi muốn giải thích ý nghĩa của một từ hoặc một cụm từ mới cho các bạn trong nhóm, em thường làm như thế nào?

F: Nếu giải thích được bằng những từ tiếng Anh đơn giản thì em sẽ dùng tiếng Anh, nếu không thì nói luôn nghĩa tiếng Việt ạ.

Interviewer: Khi muốn hỏi các bạn trong nhóm thảo luận nghĩa của một từ hoặc một cụm từ mới, em thường làm thế nào?

F: Em thường hỏi là, “What ... means?”

Interviewer: Em có thường suy nghĩ bằng tiếng Việt rồi sau đó mới dịch sang tiếng Anh không?

F: Em nghĩ là em thường làm thế vì em không nói ngay được ý tưởng của mình bằng tiếng Anh.

Interviewer: Khi các thành viên trong nhóm không tích cực tham gia thảo luận mà em muốn các bạn tham gia, em làm như thế nào?

F: Thông thường thì hoạt động thảo luận nhóm trở thành thời gian cho các bạn tụ tập nói chuyện. Có thể là các bạn không hứng thú với chủ đề thảo luận, hoặc các bạn chỉ thích nói chuyện về một bộ phim đang hot chẳng hạn thì mình sẽ đưa ra ý kiến trước để các bạn thảo luận. Các bạn ý nghĩ thế nào thì sẽ đóng góp ý kiến và tham gia vào hoạt động thảo luận.

Interviewer: Trong trường hợp em không tự tin về tiếng Anh của mình nhưng vẫn muốn được coi là thành viên tích cực trong nhóm, em thường làm như thế nào?

F: Em nghĩ là trong thảo luận nhóm thì bọn em không có gì là không tự tin. Chỉ khi nói trước lớp hoặc với cô giáo thì bọn em mới thấy hơi sợ. Em sẽ cố diễn đạt ý tưởng của mình bằng tiếng Anh.

Interviewer: Em sử dụng tiếng Anh hay tiếng Việt khi em muốn biểu thị một thái độ cụ thể trong điều mà em nói trong hoạt động thảo luận nhóm ở giờ học nói?

F: Em sẽ sử dụng tiếng Anh có kèm theo cử chỉ hoặc nét mặt.

Interviewer: Theo em, giáo viên có ảnh hưởng như thế nào đến việc chuyển sang nói tiếng Việt trong hoạt động nhóm? Em có thể nêu ra một vài ví dụ cụ thể không?

F: Bọn em là sinh viên năm nhất nên sẽ có những từ mình chưa hiểu thì cô giáo sẽ nói tiếng Anh hết và sau đó sẽ nói thêm một vài câu tiếng Việt thì chúng em sẽ cảm thấy dễ hiểu hơn. Thực ra giáo viên nên diễn đạt nhiều bằng tiếng Anh, có thể bằng những từ đơn giản, để tạo cho học sinh hứng thú nói tiếng Anh.

Interviewer: Chị cảm ơn em