

## TEACHERS' RESISTANCE IN USING ENGLISH MONOLINGUAL INSTRUCTION IN SEKOLAH KAWASAN

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### Abstract

Sekolah Kawasan is new program of Surabaya Education Department as the exchange of RSBI program. One of its rules is the English teacher should use English monolingual instruction during teaching and learning activity. Nevertheless, most of English teachers in *Sekolah Kawasan* prefer using Bilingual instruction rather than using English monolingual instruction. It indicates that there are possibilities of resistance in using English monolingual instruction by English teachers in *Sekolah Kawasan*. Thus, this study was conducted in order to answer these questions; (1) Do the English teachers in one of Sekolah Kawasan resist using English monolingual instruction? (2) What are their reasons for resisting English monolingual instruction in the EFL learning? And (3) In what ways does their resistance of using English monolingual instruction affect students' response to use English effectively in classroom? It is a qualitative research which involved three teachers and 117 students of SMAN 11 Surabaya. The data were collected by observations and interviews. The results show that the three teachers resisted in using English monolingual instruction. There were four reasons that were underlay their resistance in using English monolingual instruction include their beliefs to use first language, students' condition, teacher's fatigue, and lack of time. Meanwhile, there were two kinds of students' responses in relation with the teachers' language choice. They were verbal response and non-verbal response. Verbal response included Yes/No response, Bahasa Indonesia response, and English response. Meanwhile, non-verbal reactions included keeping silent, doing the teacher's order, raising hand before asking question, and nodding heads.

**Key Words:** *Resistance, English Monolingual Instruction, Sekolah Kawasan*

### Abstrak

Sekolah Kawasan adalah program baru dari Dinas Pendidikan Kota Surabaya sebagai pengganti dari program RSBI. Salah satu peraturannya adalah guru Bahasa Inggris harus menggunakan instruksi Bahasa Inggris tunggal selama kegiatan belajar mengajar. Namun, kebanyakan dari guru Bahasa Inggris di Sekolah Kawasan lebih menggunakan Instruksi dalam dua bahasa daripada menggunakan instruksi Bahasa Inggris tunggal. Hal ini menunjukkan bahwa terdapat penolakan dalam penggunaan instruksi Bahasa Inggris tunggal oleh guru Bahasa Inggris di Sekolah Kawasan. Oleh karena itu, penelitian ini dilakukan untuk menjawab pertanyaan sebagai berikut: (1) Apakah guru Bahasa Inggris di salah satu Sekolah Kawasan menolak menggunakan instruksi Bahasa Inggris tunggal atau tidak? (2) Apakah alasan-alasan mereka dalam penolakan penggunaan Bahasa Inggris tunggal di dalam pembelajaran Bahasa Inggris sebagai bahasa asing? (3) Dalam hal apa penolakan mereka mempengaruhi respon siswa untuk menggunakan Bahasa Inggris secara komunikatif di dalam kelas? Penelitian ini adalah penelitian kualitatif yang melibatkan tiga guru Bahasa Inggris dan 117 siswa dari SMAN 11 Surabaya. Data diambil dari observasi dan wawancara. Hasil penelitian menunjukkan bahwa tiga guru tersebut menolak menggunakan instruksi Bahasa Inggris tunggal. Terdapat empat alasan yang meletarbelakangi penolakan mereka terhadap penggunaan instruksi Bahasa Inggris tunggal diantaranya kepercayaan mereka terhadap penggunaan bahasa asal, kondisi siswa, kelelahan guru, dan kekurangan waktu. Sementara itu, terdapat dua macam respon dari siswa yaitu respon lisan dan respon bukan lisan. Respon lisan termasuk respon iya/tidak, respon dalam Bahasa Indonesia, dan respon dalam Bahasa Inggris. Selain itu, respon bukan lisan diantaranya tetap diam, melakukan perintah guru, mengangkat tangan sebelum bertanya, dan menganggukan kepala.

**Kata kunci:** *Penolakan, Instruksi Bahasa Inggris Tunggal, Sekolah Kawasan*

### INTRODUCTION

Language teaching is activity to teach people in understanding a language that they learn. The aims of a language teaching are often defined with reference to the four language skills: listening, speaking, reading and writing. Therefore, these aims relate to the kind of activity which the students are to perform. However, Widdowson (1978) argues that someone knowing a language knows more than how to understand, speak, read, and write sentences; he also knows how sentences are used to communicative effect. It means that the goals of language teaching are not only to help the students to acquire four language skills but also to help students to use foreign language to communicate effectively.

In language learning, one of importance keys is language of instruction. In the rest of the world, it is rather known as medium of instruction. The term of medium of instruction refers to the language used by teacher to teach. Bruner (1985) explains that medium of instruction consists of leading student through a sequence of statements and restatements of a problem or body of knowledge that increase the student's ability to grasp, transform, and transfer what he is learning. It is through medium of instruction that teacher transfers information and transforms knowledge of the language to the students.

Basically, there are three languages that often used as medium of instruction in language learning. According to Duff and Polio (1990), the types of language that usually used by the teacher in language learning are first language (hereafter L1), second language (hereafter L2), and mix language. Mix language refers to bilingual instruction which emphasizes the use both L1 and L2 of as medium of instruction. Meanwhile, using either L1 or L2 as medium of instruction can be classified as monolingual instruction. Monolingual instruction just focuses to use only one language in teaching and learning activity. Moreover, in English language learning, the use of L2 (English) only is commonly used as medium of instruction rather than using L1 only. This is due to the fact that the use of L1 only is less effective in learning foreign language.

Nowadays, English monolingual instruction is widely used by some English teachers. Using English monolingual instruction has some advantages for students in learning English. Ellis (2005) argues by maximizing the use of English during instruction, teacher is able to create an English atmosphere in classroom and a context for real communication in

order to set an example for and promote student production. Maintaining English atmosphere helps students to accustom with English. They familiarize with English because of the frequencies of teacher's English use that they always hear in the classroom. Besides, English monolingual instruction contributes to students' English acquisition process. Ceo-DiFrancesco (2013) states that target language input is fundamental to overall language development. The input from teacher's utterance helps students to learn English linguistic features in natural ways. More inputs they hear from teacher's utterance means more linguistic features they learn.

However, English monolingual instruction becomes controversy in some EFL countries. Some teachers and researchers even resist toward English monolingual instruction in English teaching and learning. Viet (2008) has conducted study about the teachers resistance of using English monolingual instruction in Vietnam. As the result, He finds that monolingual faces resistance from English teachers in Vietnam as an EFL context because of their misconceptions of CLT, their methodology, the relationship among teachers, and relationship between teachers and students.

In Indonesia, English monolingual instruction was used for English teaching and learning in RSBI schools. However, The Ministry of National Education and Culture of Republic Indonesia eradicated RSBI program in 2013. In order to exchange RSBI program, Surabaya regional Education Department has emerged a new program called *Sekolah Kawasan*. This program is used to save the quality of good education that ex-RSBI schools have. Moreover, this program is implemented in ex-RSBI schools and some chosen schools that have good quality.

In fact, English teaching and learning process in *Sekolah Kawasan* is quite different from those used in RSBI schools. In RSBI schools, English monolingual instruction or English-only has to be used as medium of instruction in class. Meanwhile in *Sekolah Kawasan*, most of the teachers in *Sekolah Kawasan* prefer using Bilingual instruction (Bahasa Indonesia – English) rather than using English only as medium of instruction. It indicates that there are possibilities of resistance in using English monolingual instruction by English teachers in *Sekolah Kawasan*.

Therefore the researcher conducted this study to answer: (1.) Do the English teachers in one of *Sekolah Kawasans* resist using English monolingual instruction? (2.) What are their reasons for resisting English monolingual instruction in the EFL learning?

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(3.) In what ways does their resistance of using English monolingual instruction affect students' response to use English effectively in classroom?

### RESEARCH METHOD

The research design of this study was qualitative design. The participants of which are three English teachers and 117 students from different classes in SMAN 11 Surabaya. The data are taken by observations and interviews. The observations are used to answer the first research question and third research question. In order to answer the first research question, the observations are focused to analyze the language interference that occurred in the teacher talks. Moreover, the researcher focuses to analyze the students' responses toward teachers' instruction during the teaching and learning activity in order to answer the third research question. Besides, the observations are non-participatory observation. Meanwhile, the researcher used interviews in order to answer the second research question. Hence, the interviews focused to analyze deeply the underlying reasons of their resistance.

In this study, the researcher applied the theory of qualitative data analysis by (Ary et al., 2010) that consists of familiarizing-organizing, coding-reducing, and interpreting-representing. In familiarizing-organizing, the researcher familiarized himself with the data through reading and rereading the field notes and listening repeatedly the audio records. In coding-reducing stage, the researcher reread and sorts the data by looking for units of meaning words, phrases, sentences, and subjects' ways of thinking behavior patterns, and events that seem to appear regularly and that seem important. Then, the researcher tried to reduce some data which were not concerned. In interpreting-representing, the researcher interpreted the data through by using textual and structural description and presented in narrative discussions.

### RESULTS AND DISCUSSION

#### Teachers' resistance in Using English Monolingual Instruction

After analyzing the medium of instruction, the researcher found that most of the teachers did not use English monolingual instruction. Even though the medium of instructions in their classes was dominated by English, Bahasa Indonesia as the first language (L1) was still used by the teachers for instruction. Moreover,

the researcher asked the teachers a question related to the first language use in their classes. The aim was to get their clarification about contribution of first language use during teaching activity. The question was about "Do you use Bahasa Indonesia along with English during teaching and learning activity?". The teachers' responses were exposed in some interviews below.

*T2 : "30% Indonesia 70% Inggris."*

#### (Interview with first teacher)

In the interview above, the first teacher estimated the language use in composing his instruction. The teacher pointed out that the instruction on his class was composed by 30% of Bahasa Indonesia use and 70% of English use. In other words, there was contribution of Bahasa Indonesia on the first teacher's instruction, even though the contribution of Bahasa Indonesia use was less than the contribution of English use.

The contribution of Bahasa Indonesia use also appeared on the second teacher's instruction during teaching and learning activity. This teacher pointed out

*T2 : "... paling tidak ya 50:50. Presentase yang mungkin bisa diterima ya 50:50, untuk anak yang di atasnya yang levelnya bagus ya nambah presentasinya 80:20"*

#### (Interview with second teacher)

In the interview above, the second teacher pointed out that at least Bahasa Indonesia use had same portion with English use. However, the teacher reduced the use of Bahasa Indonesia while he taught students whose good English ability.

Elsewhere, the third teacher claimed that teaching foreign language should use the target language to get the best result of teaching and learning output. Otherwise, using Bahasa Indonesia could prevent the goal of language teaching. In other words, the teacher went along with the English monolingual instruction concept. Here, the third teacher's reply toward the researcher's question was shown in the interviews below.

*T3 : "... kalau menurut saya, kalau mengajar bahasa asing ya memang harus menggunakan bahasa asing itu sendiri..."*

*T3 : "... Kalau bahasa asing menggunakan bahasa Indonesia ya tidak akan bisa ..."*

#### (Interview with third teacher)

The third teacher's instruction was dominated by English. However, the researcher found that the third teacher still used Bahasa Indonesia for instruction. This fact was found while the researcher conducted classroom observation in third teacher's class. Though, the frequency of Bahasa Indonesia use was very low. It can be seen in excerpt 6.

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### Excerpt 1

T3 :*"the things that can be described in report text can be animal, plants or flowers, the natural things, can you mention the example of natural things. Like what? Seperti apa? Volcanoes, Tsunami, earthquake. So, it is the natural things."*

#### (Observation of third teacher's class)

In excerpt 1, it could be seen that the teacher said words in Bahasa Indonesia while she was giving explanation. There were just two words, "*Seperti apa?*". Since the teacher was non-native teacher, it seemed that the teacher said the words spontaneously. It could be underlay by teacher's habit in using Bahasa Indonesia in her daily life or outside the classroom.

Tang (2002) has argued that the teacher instruction should be used English only while the use of first language had to be prohibited in the English monolingual instruction. Conversely, the researcher found that there was interference of Bahasa Indonesia use on the teachers' instruction. Those three teachers used Bahasa Indonesia along with English for their instruction. It implied that all of those three teachers used bilingual instruction as their medium of instruction. Hence, it can be concluded that the three teachers resist toward English monolingual instruction.

Furthermore, there were two categories about teachers' resistance, they were interruption which the teacher confirm English monolingual instruction but spontaneously used first language; and full resistance that the teacher firmly resisted monolingual instruction. Thus, in this study there was one interruption teacher and there were two full resistance teachers.

### The Reasons Why the Teachers Resist Using English Monolingual Instruction in the Classroom

The second research question sought to identify the reasons why the teachers resisted in using English monolingual instruction. After analyzed the data from observations and interviews, the researcher found four reasons that underlay their resistance in using English monolingual instruction. They were teachers' belief to use first language, students' condition, teachers' fatigue, and lack of time.

Two teachers remarked that the use of first language had important role in English language teaching. One of those two teachers believed that using Bahasa Indonesia was able to help the students easier in understanding the material.

T2 :*"Oh ya, secara otomatis, automatically ya mempermudah anak-anak dengan*

*menggunakan bahasa pengantar bahasa Indonesia... "*

#### (Interview with second teacher)

In the interview above, the teacher explained that using Bahasa Indonesia in the instruction was automatically help the students. The students were easier to catch teacher's explanation in Bahasa Indonesia, since the students had restrictiveness of English ability.

Furthermore, two teachers expressed that they resisted using English monolingual instruction due to students' condition. The first teacher said using English monolingual instruction was quite difficult because the students had restrictiveness of English ability. It led him not to use English monolingual instruction.

T1 :*"... ya cuma saya harus menyadari karena tingkat kesulitan materi itu bagi anak-anak kan berbeda ... ketika saya tau banyak anak anak kesulitan ketika saya menerangkan dengan bahasa inggris, saya translate dengan bahasa Indonesia."*

#### (Interview with first teacher)

The interview above showed that the teacher decided to use Bahasa Indonesia in order to solve students' restrictiveness of English ability. Thus, Bahasa Indonesia was used to translate the material that students did not understand while the teacher explained in English.

Besides, one teacher reported that using English took him much energy and efforts. At the times, he felt tired and out of energy.

T2 :*"Makanya saya mencoba untuk kompromi ... Apalagi kalau jam-jam terakhir, wah kan untuk kita sendiri saja kalau ngomong pakai bahasa inggris full kan capek. Ngomong pake bahasa inggris itu harus powerful."*

#### (Interview with second teacher)

The interview above showed that the teacher tended to avoid using full English in order to prevent him from tiredness during teaching activity. The teacher explained that using full English could make him felt exhausted. It was due to the fact that the teacher did not use English in his daily life or outside the class. Thus, it led him took much energy and efforts while he used full English for the instruction. Meanwhile, the tiredness was often happened while the teacher taught in the last lesson time or before all school's activities over.

Moreover, one teacher pointed out that lack of time was one of the reasons not to use English monolingual instruction.

T2 :*"Kalau anak tidak mengerti ya kenapa harus dipaksakan pakai bahasa inggris."*

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*Malah nanti kita malah buang-buang waktu... Padahal bahasa Inggris kan seminggunya 2 jam pertemuan saja. Yang penting pesan kita tersampaikan, anak-anak kan ngerti."*

### (Interview with second teacher)

In the interview above, the teacher said that using English only spent much time for explaining the material. Since the students had restrictiveness of English ability, the teacher had to re-explain the material using simpler language while the students did not understand his explanation. Of course, it took much time in order to explain just one material. Meanwhile, the lesson time was very limited. English subject was taught only twice in a week.

Some reasons of the second finding are different and other reasons are same with Bateman's (2000) finding. The different reasons of Bateman's (2000) study and this study are four reasons; classroom management, linguistic limitation of non-native teachers, building rapport with the students, and avoiding unfamiliar vocabulary. And the other reasons such as teacher's fatigue and lack of time are the same reasons with this study. The difference occurs because of the subjects and methodology of the study. The subjects of Bateman's (2000) Finding are ten teachers of Brigham Young University and the methodology is mix method.

### The Effect of Teachers' resistance in Using English Monolingual Instruction toward Students' Response

The third research question sought to analyze the effect of teachers' resistance in using English monolingual instruction toward students' response to use English effectively in classroom. After analyzed the data from observations, the researcher found two kinds of students' responses in relation of teachers' language choice. The students' responses were verbal response and non-verbal response.

The verbal response referred to response of student in spoken form. The researcher divided students' verbal response into three categories. The categories were Yes/No response, Bahasa Indonesia response, and English response.

The first students' verbal response was Yes/No response. The students only said "Yes" or "No" in responding teacher's instruction. It could be seen in excerpt 2 and excerpt 3.

#### Excerpt 2

*T2 :There are four students. Please try to decide who they are. Do you understand what I mean?*

*S :Yes*

#### (Observation of second teacher's class)

#### Excerpt 3

*T2 :have you started to make the wayang or definition of part?*

*S :No..*

#### (Observation of second teacher's class)

Both of excerpt 2 and excerpt 3 were taken from classroom observation in second teacher's classes. In excerpt 2, the students of XI MIA-5 said "Yes" in responding teacher's instruction. Meanwhile in excerpt 3, the students of XI MIA-7 said only "No" in responding teacher's instruction. In addition, second teacher was full resistance teacher.

However, it seemed that Yes/No response also appeared in interruption teacher's class. While the researcher conducted observation in third teacher class, the researcher found that the students responded teacher's instruction by using "Yes" or "No". It could be seen in excerpt 4 which was taken from observation of third teacher class.

#### Excerpt 4

*T3 :Have you read report in English or Laporan? Text laporan in English native?*

*S4 :No.*

#### (Observation of third teacher's class)

The second students' verbal response was Bahasa Indonesia response. The students used Bahasa Indonesia while they responded teachers' instructions. It was underlay by students' restrictiveness in using English. Hence, the students preferred using Bahasa Indonesia rather than using English in responding teachers' instructions. It could be seen in excerpt 5.

#### Excerpt 5

*T2 :I heard from your friends from 11 scientific-6, that one of the pictures is not clear when you make it with A3 size, is it right?*

*S2 :Iya, kabur*

#### (Observation of second teacher's class)

Besides, the teacher's instruction in Bahasa Indonesia was underlay the students to respond the instruction in the same language, Bahasa Indonesia. It was exposed in excerpt 6.

#### Excerpt 6

*T :loh udah tak berikan semua*

*S2 :Belum pak*

*T :udah pernah, ada di dalam filenya itu loh. Mana file nya? Mana filenya?*

*S2 :gak tau pak.*

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### (Observation of second teacher's class)

In excerpt 6, the teacher gave instruction in Bahasa Indonesia. Of course, the students responded it in Bahasa Indonesia too. Thus, it resulted creating interaction between the teacher and students in Bahasa Indonesia.

The third students' verbal response was English response. The students used English in responding the teacher's instruction. It was due to students' capability using English.

#### Excerpt 7

S4 :*Sir, I think today we can't come to Parawitan because we should visit Bani to rumah sakit mitra yo? (looking at his friend)*

S7 :*Mitra Hospital*

T2 :*So all of you will visit Bani?*

S4 :*Yes.. yes actually. So, our karawitan will be next week*

### (Observation of second teacher class)

In excerpt 7, it could be seen the interaction between teacher and some students using English. The interaction in English could create English atmosphere during teaching and learning process. However, there just few students who were capable using English to respond the teacher's instruction.

Another students' response was non-verbal response. Non-verbal response refers to the student's response, which is unspoken, such as gestures, facial expressions, eyes contact, body languages and so on. The researcher found four non-verbal reactions in responding teacher's instruction.

The first non-verbal response was keeping silent. The students often just kept silent as the response of teacher's instruction.

#### Excerpt 8

T2 :*Show me the list of job description for classroom project.*

S3 :*(Just silent)*

T2 :*I think the last meeting or previous meeting; have you make list of job description in our activity this classroom project. Ya?*

S3 :*the list? (the student looked confused)*

### (Observation of second teacher)

In the excerpt 8 above, the teacher asked the student about the job description of classroom project. The student looked so confused to respond the teacher's instruction. The students tended to keep silent and do nothing while he was confused responding the instruction.

The second non-verbal response was doing what the teacher ordered. When the teacher asked the

students to do something, the students did what the ordered to them.

#### Excerpt 9

T2 :*Open the door, please try to open the door, because I feel very hot here.*

S9 :*(a student opened the door and the windows)*

T2 :*Thank*

S9 :*iya..*

### (Observation of second teacher's class)

In excerpt 9, the teacher gave instruction for student who sat near the door. The teacher asked the students to open the door. It seemed that the student understood the order. Thus, the student did the order eventually.

The third non-verbal response was the students raised hand before asking question. When the teacher asked if there someone wanted to ask question, a student raised her hand as the response to the teacher.

#### Excerpt 10

T3 :*Any questions?*

S7 :*(raise hand)*

T3 :*iya dita.*

S7 :*For homework or?*

T3 :*iya because the time is almost up, so it is homework.*

### (Observation of third teacher's class)

In the excerpt 10, the student raised her hand before asking the teacher. The student asked about the practice whether it had to be done in the class or as homework.

The fourth non-verbal response was nodding head. The student often nodded his/her head to respond the teacher instruction. Nodding head represented the approval of teacher's instruction. It could be seen in the excerpt 11 below

#### Excerpt 11

T2 : *Oh, please you type it, and then you give it to me, ya, the list of job description.*

S3 : *(nodding her head)*

### (Observation of second teacher's class)

Excerpt 11 showed that the teacher ordered the leader of the class to make list of job description for classroom project. The student approved the teacher's order. Hence, she nodded her head as the sign of approving the order.

The third finding of this study was similar with Karomah's (2015) finding. In Karomah's (2015) study, she found that two kinds of responses toward the teacher's instructions. They were verbal response and non-verbal response. However, in the form of both verbal response and non-verbal response were different. She found only one verbal response that was asking

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and answering the teacher by using Bahasa Indonesia mainly. Meanwhile, there were seventeen non-verbal response; They were unwilling to raise their hands, leaning chin on the hand, being abstracted, leaning body on the wall, playing mobile phone in the drawer, whispering, drawing, talking softly with her or his partner, reversing the book, laughing when the students gave incorrect answer, sleeping, lowering her or his head, coming late to the class, showing confused face if the teacher asked her or him, asking question to teacher face-to-face, answering the question if the teacher pointed her or him, and speaking not fluently when answering the question.

### CONCLUSION

The results show that the three teachers resisted in using English monolingual instruction. There were four reasons that were underlay their resistance in using English monolingual instruction include their beliefs to use first language, students' condition, teacher's fatigue, and lack of time. Meanwhile, there were two kinds of students' responses in relation with the teachers' language choice. They were verbal response and non-verbal response. Verbal response included Yes/No response, Bahasa Indonesia response, and English response. Meanwhile, non-verbal reactions included keeping silent, doing the teacher's order, raising hand before asking question, and nodding heads.

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