

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

NGUYEN HONG NHUNG

**THE EFFECTIVENESS OF THE FIRST LANGUAGE
DISCUSSION ON ENGLISH READING COMPREHENSION
FOR 12TH GRADE STUDENTS IN PHU LUONG HIGH
SCHOOL**

**(Hiệu quả của việc thảo luận bằng ngôn ngữ thứ nhất đối với việc
đọc hiểu tiếng anh cho học sinh lớp 12 tại trường THPT Phú
Lương)**

M.A. THESIS

**Field: English Linguistics
Code: 8220201**

THAI NGUYEN – 2019

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(APPLICATION ORIENTATION)**

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Supervisor 1: Prof. Dr. Le Van Canh

Supervisor 2: Dr. Nguyen Thi Minh Loan

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DECLARATION

I certify that the minor thesis entitled “**The effectiveness of the first language discussion on English reading comprehension for 12th grade students in Phu Luong high school**” is my own research in the fulfillment of the requirement for the Degree of Master of Arts at Foreign Language Faculty, Thai Nguyen University.

Signature:

Nguyen Hong Nhung

Thai Nguyen, 2019

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ABSTRACT

The purpose of this study was to investigate the effect of the first language discussion on reading comprehension. The study also aimed to explore the English learners' personal opinions about the use of the first language in their own process of the reading comprehension. This study was carried out with 70 12th grade students at elementary English level (A1) at Phu Luong High School. This study adopted the quasi-experimental research design and the results were reflected through the pre-test and post-test. The results pointed out that the first language discussion had positive effectiveness on facilitating students' English reading comprehension. It was recommended that teachers and students should be encouraged to use the first language discussion strategy in the reading comprehension.

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CHAPTER ONE

INTRODUCTION

This chapter presented the rationale, objectives, scope, significance and organization of this study.

1.1 Rationale for the study

Reading is considered as an active, constant process in which the reader concurrently constructs and extracts meaning through involvement and interaction with a text (RAND Reading Study Group, 2002). Reading comprehension happens when the reader integrates and extracts diverse information from the text and connects it with what is already known (Koda, 2005, p. 4). The reader combines the information taking from the text with their own background knowledge through assimilating what they read on memory (Graesser & Clark, 1985) as they look for constructing a dynamic and mental representation of text (Anderson & Pearson, 1984; Madden & Zwaan, 2004; Teng, 2009). These mental representations are constantly updated during and after reading. They are also the foundation which the reader depends on their comprehend and interpretation the text. The reader bases on background and linguistic knowledge to construct preliminary expectation about a rejected, confirmed or refined text (Goodman, 1970, p. 260) through the process of reading as they aim to form a mental, coherent representation of comprehended information (Kintsch, 1974; Van Dijk & Kintsch, 1983; Garrod & Sansford, 1990; Gernsbacher, 1990; Mackay and Mountford, 1979).

Because the reader creates meaning by combining the incoming information of text with their existing knowledge (Kintsch, 1998), it is necessary that skilled readers interact efficiently between the incoming textual information and their background knowledge to form meaning. These researches have also recommended that the type of a text can play a role in the way that the reader interprets and comprehends a provided text including the types of prediction strategy that the reader selects at the beginning of the reading process to build initial inferences (Afflerbach, 1990). The reader comprehends and processes texts in different way according to their specific textual genres, knowledge and expectation (Einstein, McDaniel, Owen,

& Coté, 1990; Geiger & Millis, 2004; Zwaan, 1994; Zwaan & Rapp, 2006).

Collaboration through group discussion activity provides the readers with an optimal knowledge constructing environment (Bereiter & Scardamalia, 2003) through encouraging the readers to be active in the learning process (Farzaneh & Nejadansari, 2014). However, it is not much to know the extent of the first language use and the appropriate reasons for its use in reading discussion groups in the second reading classroom (Seng & Hashim, 2006, p. 29-30).

The need to facilitate English reading comprehension effectively has become necessary for 12th grade students in Phu Luong high school in the recent years. The students were interested in the higher education and percentage of being getting accepted at graduation and post-graduation courses has raised with the result of more understanding and awareness which is important to develop for each 12th grade student. Every year, Phu Luong high school usually promote and invest education which has supplied better chances for students to get higher results and this played an important role in developing progress of Phu Luong high school.

Nevertheless, it has been realized that after completing their pre-intermediate English level, students were unable to improve their English reading comprehension which prevented them from comprehending the reading materials successfully. The students became attractive towards memorization and they cared about keeping the knowledge in memory for the benefit of passing in exams without understanding its meaning and application. English textbooks which were used in educational system are written in English. Additionally, the book was impossible to satisfy the demand of the students and concepts of reading materials made it even more difficult for students to understand. The teachers who teach in Phu Luong high school expressed their concerns about the students' ability in reading comprehension. It is required that the students are able to read and can improve better understanding with the teacher's guidance. The shortage of the ability to facilitate the reading comprehension was very difficult for both the students and the teachers to complete the programme as schedule. Also, inability in comprehension resulted in a fear in the minds of the students. There was a necessary requirement to discover which strategy should be

used by the teachers while teaching at 12th grade students level, and this strategy would also help the students to put their interest in English reading comprehension, thus they could study effectively. For all reasons above, the writer would like to conduct a study on using the first language discussion strategy to improve students' reading comprehension. The study was expected to contribute to teaching and learning the reading comprehension for 12th grade students at Phu Luong high school.

1.2 Objectives of the study

The purpose of study was to investigate the effectiveness of the first language discussion on the learners' English reading comprehension. The study also aimed to explore the learners' personal opinions about the use of the first language discussion in their own process of reading comprehension.

1.3 Scope of the study

This thesis only focused on the effectiveness of the first language discussion on English reading comprehension and was carried out for 70 12th grade students on the first semester of school year 2018 – 2019 at Phu Luong high school.

1.4 Significance of the study

The practical consideration was the significance of this research. Therefore, the result of the research was expected to be effective and useful to the teachers, the students and the researcher in using the first language discussion in teaching and learning the reading comprehension.

The research was expected to discover and demonstrate the effectiveness of applying the first language discussion in teaching and learning English reading comprehension. Therefore, teachers and students at Phu Luong high school would implement the teaching and learning more effectively.

English teachers at Phu Luong high school were looked forward to intensifying this strategy in teaching reading comprehension and the writer hoped that this study would give a contribution in the educational development of language teaching and learning about reading comprehension by applying the first language discussion strategy.

This research was expected to overcome the students' difficulties at Phu Luong high school in facilitating their reading comprehension and it could make the students be interested in learning reading comprehension.

For the researchers, it was believed that this study would be one of the references for other researchers to find out information about reading comprehension through the first language discussion.

1.5 Organization of the study

This research was divided into five chapters:

Chapter I: “***Introduction***” – provided an overview of this research, including rationale for the study, purposes of the study, scope of the study, significance of the study and organization of the study.

Chapter II: “***Literature review***” – provided the theoretical background of the research, namely views of the first language in the second language learning, views of the first language in the second language reading, linguistic transfer, collaborative group discussion, reading comprehension and previous studies.

Chapter III: “***Methodology***” – described the main components of the method including research questions, research design, data collection instruments, data collection procedures and data analysis.

Chapter IV: “***Finding and discussion***” – presented, analyzed and discussed the collected results of the research. The answers for two research questions are found in this chapter.

Chapter V: “***Conclusion***” – summarized the main issues of this research, presented the limitations, pedagogical implications of the research and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

This chapter provided general knowledge about the first language in the second language learning, the first language in the second language reading, collaborative group discussion and review of relevant researches.

2.1 Views of the first language in the second language learning

2.1.1 The negative views of using the first language

Despite of using the first language in the second language reading process for a long time under-researched area, Kern (1994) declared that it keeps unclear exactly what role the first language plays in the second language reading comprehension at present (p. 441), it became increasingly clear that the second language reading is not simple a monolingual event (Upton, 1997). Historically, the use of the first language was considered significant in the second language learning via teaching as the Grammar Translation Method in the mid-nineteenth century (Rodgers, 2014). Teaching was depended on the concept that the first language is kept as the reference framework within the acquisition of the second language (Stern, 1983, p. 455). However, the reform development during the mid-to-late nineteenth century saw a rise in restriction against the style of the first language learning (Rodgers, 2014) and, in response to thoughts raised by researchers such as L. Sauveur and F. Franke (Chomsky, 1975), who recommended that the second language learning should be attempted in the target language, modern kinds of natural teaching such as the Direct Method started to emerge (Rodgers, 2014). These teachings pointed use of the first language in the second language learning as negative, and saw a change from use of the first language to a total avoidance together.

Such lessons and activities were done exclusively within the target language (Rodgers, 2014, p.12) without use of the first language. However, what this needed was the second language teacher accomplished enough in the target language to abstain from using the first language, hence disregarding the fact that sometimes a short, simple explanation in the learner's native language would be a more efficient way to comprehension (Rodgers, 2014, p. 13). This view on the second language

learning stated by the 1920s, giving a number of teaching methods such as Situational Language Teaching, the Oral Approach and the Audiolingual Method (Rodgers, 2014). However, according to Chomsky (2002), each of these methods had lack of the communicative and functional characteristics that language implies. A modern teaching style was known as the Communicative Approach appeared in the 1970s and 1980s (Savignon, 1991). Communicative Language Teaching concentrated on language in use through communication of learners in the second language for real meaning (Rodgers, 2014). Hence, instead of actively limiting the use of the first language in the Direct Method, Communicative Language Teaching tended it towards neither good nor bad, just something to avoid (Cook, 2001). It is said that many teachers intend to use Communicative Language Teaching today actively worried about the use of the first language as an evidence by the constant requirement of the first language for the second language learners in many Asian schools.

Stern (1992) stated that intra-lingual teaching - using only the second language was widely permitted as the best teaching style, therefore, cross-lingual strategies of learning were not considered by many teachers and learners, instead of supporting the traditional idea that use of the second language in the second language classroom is positive and using the first language is negative.

Cook (2001) declined that the pressure of unacknowledged anti-the first language opinion had prevented teaching language from looking carefully at ways in which the first language can be appeared in the classroom (p. 410). Atkinson (1993) stated that the reason for this negative attitude on the use of the first language in the second language classroom is that second language acquisition, particularly English as a second language, was historically based in classroom in which the teacher cannot speak the first language.

2.1.2 The positive views of using the first language

Researchers recognized that, because learners inevitably accepted and used their the first language through the second language learning process (Cook, 1992), there was no appropriate reason why learners should ignore its use (Cook, 2001) as it supported necessary scaffolding for learners. This concept was permitted by

researchers as Anton & DiCamilla (1999), who claimed that the first language is considered as a powerful tool between learners (p. 415). Cook (2001) pointed out that avoiding the first language restricted the possibilities for teaching language (p. 405). Stern (1992) argued that connection between the first language and the second language is an obvious fact of life (p. 282), and making an effort to keep the two languages segregate in the classroom against the learner's natural mind (Cook, 2001). Language teaching that involves in the fact of life is more likely to be better than teaching against it (Cook, 2001, p. 408). In recent years, there is a change in traditional based methods of teaching. Brooks & Donato (1994) claimed that use of the first language is a natural psycholinguistic process that makes the second language production and admits the learners to sustain and initiate verbal communication (p. 268). Cook (2001) declined that the first language can be used to form knowledge of the first language and the second language in the learners' minds and helps them to complete activities and tasks through collaborative discussion with the second language learners. In addition, this can give opportunities for learning approaches and new teaching.

2.1.3 The benefits of using the first language

Many researchers provided a variety of theories on the benefits of using the first language in the second language reading. For instance, when reading in their the second language, learners often base on the first language vocabulary to translate the second language vocabulary (Paribakht, 2005), think about the meaning in their the first language (Macaro, 2005) and efficiently use it to achieve comprehension of the second language (Seng & Hashim, 2006), which results in improving comprehension, decreasing stress levels, and increasing confidence in their own ability of reading (Phakiti, 2006). These results occur from teaching methods as the Alternating Language Approach, in which the teacher and the learners use both the first language and the second language equally. Cook (2001) declined that bringing the first language back from prevention cannot lead to the improvement on existence of methodology innovations and teaching methods. Particularly, it can release the task-based learning approach, so it can make the learners' natural collaborative efforts in

the classroom via their first language as well as their the second language (p. 419).

Cook (2001) pointed out four factors that can be considered when using the first language in the second language learning process: learning, efficiency, external relevance and naturalness. Firstly, the term of learning answers the question whether the learner will benefit by using the first language in the classroom. Next, the concept efficiency relates to whether or not is it more practical and efficient to use the first language over the second language. Third, the term of external relevance is that using the first language would help learners to improve the second language skills outside the classroom environment. And finally, the notion naturalness refers to whether or not the learners are more appropriate to use the first language for specific aspects of the second language acquisition.

From the views mentioned above, using the first language had both negative sides and positive sides in the second language learning.

2.2 The first language in the second language reading

2.2.1 Views of using the first language in the second language reading

The use of the first language by the second language learners in the second language reading comprehension process was mentioned by researchers (Kern, 1994; Jiménez, García, & Pearson, 1996; Upton, 1997). Cook (1992) recommended that all the second language learners accept and use their first language through the second language learning process, claimed that the second language learner does not efficiently turn off the first language while operating the second language. The second language knowledge that was built in them is linked in all kinds of ways with their first language knowledge (p. 571).

In study by Sweetnam Evans (2011), learners were given the opportunity to respond to a type of the second language text in either the first or second language. Participants preferred their first language in supporting indirect responses and usually switch code between the first language and the second language through the recall process. Sweetnam Evans stated that all participants would rather the first language to achieve higher level of comprehension, but students may favour it for tasks that they felt difficult and students may have been removing their cognitive knowledge

by returning to the first language. She mentioned that this had been noted before. Scott & De La Fuente (2008) stated that use of the first language reduced the cognitive knowledge while the second language could increase it. Sweetnam Evans (2006) found that students would make use of the first language frequently when they struggled between their understanding and difficult concepts or ideas of the text. She argued that this finding identified the notion that teachers should stop from prohibiting the first language in the second language classroom, instead of encouraging its use for facilitating comprehension through a variety of comprehension strategies.

Bernhardt (2011) pointed out two language channels active in the second language learners, a degraded channel and a clear channel. The clear channel goes from learners' the first language knowledge and supports them with such fundamental terms as processing strategies, phonology, word recognition strategies. It is the readers clear channel of first language literacy and the first language culture that instructs the conceptual model development on which understanding is relied (p. 5). For the second language learners, however, the degraded channel focuses on a learner's the second language knowledge in regarding to the second language such as grammar, vocabulary, sentence structure ... With both of these channels controlling together simultaneously, learners have to accept both languages, forming a certain combination of factors relating to the goal of reading comprehension. Similarly, the learners have both the first language and the second language resources, which is easy to facilitate in the reading comprehension process, Sweetnam Evans (2013) referred to the fact that comprehension monitoring and the use of higher order comprehension processes in bilingual reading seem to be facilitated if readers feel free to use their first languages (p. 48).

2.2.2 Linguistic transfer

2.2.2.1 Definition

One of the most basis beliefs with regard to the second language learning is that particular aspects of a learner's the first language and the skills can be developed to aspects of the second language (Hakuta, 1986; Koda, 2007; Royer & Carlo, 1991).

Many researchers (Bialystok, 2001; Cook & Bassetti, 2005; Koda, 2007) had ideas about this concept, commonly known as crosslinguistic influence or transfer. Transfer can be explained as the ability to study new skills through drawing on previous resources (Koda, 2007, p. 17) or as the effect of the first language based components and the first based process of producing the second language text and understanding (Ringbom, 1992, p. 87). Obviously, transfer is to use the first language knowledge to facilitate the second language comprehension. Through this process, proficient the second language learners can obtain background knowledge and the first language reading strategies to support in the overall the second language process of reading comprehension.

2.2.2.2 Views of linguistic transfer

Transfer can be referred to both positive and negative (Benson, 2002), with positive transfer is similar to the two languages to evolve acquisition, however, negative transfer sometimes results in interferences of the learning process when there is a difference between the two languages. Benson (2002) argued that transfer can be known as both unconscious and conscious process. Transfer is also worked as an intentional comprehension strategy to fill in gaps of the learner's knowledge (conscious), or as a strategy that the correct structure is unknown by students or is not effectively linked in their memory of working (unconscious).

Through the 1950s and 60s, many people thought that the errors of the second language learner could be based on the differences between their first language and the second language (Benson, 2002) and that negative transfer made the second language interferences from the first language (Koda & Reddy, 2008). The reason for this, Benson (2002) outlined that because of behavior theories in the second language acquisition in which the second language learners created habits depended on the first knowledge and interfered with learning habits of the second language. However, in recent years, this view has seen a significant change and it is now widely accepted that transfer happens in a far more complex way than this in the past (Benson, 2002) and the first language and the second language have an important role in the second language acquisition process. For this modern viewpoint, Koda & Reddy (2008, p.

497) stated that the language proficiency based on cognitively demanding tasks such as academic learning and literacy, was widely shared across languages, therefore, it promoted literacy development in another.

Taillefer & Pugh (1998) had look on the reading strategies of English as second language learners and discovered they would often use the first language comprehension strategies through the second language reading process with effective the first language reading strategies which often balance for weaker aspects of the second language. This finding was suitable for the compensatory viewpoints of the second language reading comprehension (Bernhardt, 2011). Kern (1994) claimed that if students have a large percentage of the second language meaning in the text with their first language during reading process, they would logically produce recall of the first language in higher levels, despite the second language production difficulties.

Royer & Carlo's (1991) studied on transfer between English and Spanish, bilingual learners discovered that not only reading skills transfer was done successfully from the first language to the second language, but listening skills could also be transferred into reading skills in the second language, which the authors suggested an indirect effect of linguistic ability on reading process, carrying out through the means of oral language acquisition. This finding also recommended a connection between the transfer of reading skills and verbal communication. However, the study also pointed out that general language ability did not play an important role in the reading skills transfer. This finding was provided by Cummins' (1984) that the basic interpersonal communication skills of the first language did not necessarily transfer into the basic interpersonal communication skills of the second language, and by Hornberger (1989) who stated that the interrelationship between the first language and the second language was not simple for learners and all elements of the first language would not promote development in the second language.

2.3 Collaborative group discussion

2.3.1 Definition

Olsen & Kagan (1992) defined the collaborative group discussion as an organized group learning activity. Hence, learning was depended on the socially structured interchange of information between the learners in groups and each learner was held responsible for the learning and was motivated to improve the others' learning. The writer used this concept in the research because it provided important insights into the features of cooperative learning, so that it was constructed, learners connected with and depended on one another for motivation, and they were accountable for their own learning. Learners contributed to the cooperation equally, a definition that Olsen & Kagan (1992) referred to as positive interdependence, but take accountability for their own learning as well. In addition, it was the accountability for the whole group to confirm that everyone understood the discussion context (positive interdependence). However, this depended on individual learners to ensure their own understanding and general comprehension of the text (individual responsibility) (Kirby, 2008).

2.3.2 Views of using group discussion

The previous research (Beck, McKeown, Worthy, Sandora and Kucan, 1996; Klingner, Vaughn & Schumm, 1998) investigated students for facilitating what they read through peer interactions and collaborative discussions. However, what research mentioned in group discussions among students predominantly concentrated on groups of learners with various native languages (Hancock, 1997), and very little focused on collaborative discussions between learners with the same native background.

Seng (2006) claimed that not much was known with regards to the extent of using the first language and the possible causes for its use in small groups of reading in the second language classroom. However, with new study offering the advantages of working with the first language in the second language learning environment and the illustrated results that work in collaborative group could improve in the second language awareness process. It was only simple that the thesis would explain these

two concepts in cooperation with other one. For instance, Villamil & De Guerrero's (1996) research pointed out five strategies applied by collaborative students, three of which involving the first language use. They explored that for majority of the learners, the first language was a necessary tool for making textual meaning, recovering language from memory, discovering and widening content, instructing their action by the task and preserving dialogue.

Arnold & Ducate (2011) stated that learning is improved through social interaction in the zone of proximal development, in which the cognitive development will occur for learners. Robin (2012) explained the zone of proximal development as concept of the distance between the required abilities for the purpose itself and what the learners can do by themselves with an instructional aim. Having learners use the first language in activities of the second language as group collaboration permits them to work in the zone of proximal development by supporting scaffolded help for one another (Rommetveit, 1985).

Anton and Dicamillas (1999) researched the first language use in the learning tasks of the second language pointed out that the first language gives an important opportunity for the second language acquisition to occur through discussion groups and collaborative interaction between learners. For their results, they claimed that the first language is deployed to supply scaffolded aid in the zone of proximal development. By using of the first language, the learners maintain and enlist each other's interest through their performance in the task, develop strategies for doing the task manageably, maintain their concentration on the aim of the task, foreground vital aspects of the task, exchange what needs to be done to deal with specific problems, build and explicate each other's partial answers to specific problems through the task.

Sweetnam Evans (2013) stated that discussion itself was used as a form of reading comprehension monitoring and provided opportunities for re-reading and backtracking. Learners could ask other questions about parts of the texts that they didn't understand. They could work together, scaffolding one another when constructing meaning socially by pooling and activating their background

knowledge, comparing their inferences and creating coherent mental texts relied on their the same input.

In terms of the first language discussions on the second language texts of post-reading, the learners can work together to connect one another by using their own individual strengths. The learners give the support to each other that will reach to the solutions of the problem by using the first language (Long & Porter, 1985). So as to facilitate comprehension, the learners can create the meaning of a text by connecting their background knowledge, forming their own mental symbol of the text, comparing and contrasting initial intentions of the text (Sweetnam Evans, 2013).

Recent tendencies in pedagogical techniques showed an inclination towards learners' active participation in the process of learning. Many researchers recommended the construction of collaborative discussions or cooperative learning into the classroom environment (Farzaneh & Nejadansari, 2014). Collaborative groups were known to be effective in improving learners' engagement with the text, and facilitating general comprehension of the text (Finlay & Faulkner, 2005).

2.3.3 The benefits of using group discussion

Group discussions provided the second language learners with a number of advantages in terms of the second language acquisition. They provided learners with chances for communicative input and output and the vital negotiation between learners (Gass & Varonis, 1984). Besides, the contributions of learners in a group could exceed the individual achievements, created an environment to develop optimal knowledge (Bereiter & Scardamalia, 2003), and allows for the social construction and sharing of knowledge (Martin-Jones, De Mejia & Hornberger, 2008).

McGroarty (1989) listed a number of favorable factors relating to collaborative groups in the language classroom. She claimed that group discussions provided learners with chances for negotiation of meaning and learners' interaction. Also, they allowed learners to become more active in their own process of language learning, support to one another and depend less on the teacher. Moreover, she stated that they provided students with a great variety of topics to discuss and interact

instead of dealing individually with language because group discussion could be made use of any content in the classroom.

Long & Porter (1985) referred to a traditional teaching method – lockstep. They defined lockstep as follows. The teacher set up the same instructional pace and content for students by lecturing, explaining a point of grammar, leading drill work or asking questions for the whole class. Flanders (1970) showed that the lockstep method was employed in the classroom, the teacher spoke at least half of the time and students had less time or chances to practice themselves, so that this method seemed negatively by some people. Consequently, Long & Porter (1985) stated that collaborative group discussion was an effective way for learners' interaction to minimize the negative results of the lockstep method. They presented 5 pedagogical viewpoints for using the group discussion in the process of the second language:

- + Increasing opportunities to practice language.
- + Improving quality of learners' speech.
- + Helping individualized instruction.
- + Promoting positive, affective atmosphere.
- + Increasing motivation for learners.

Sweetnam Evans (2013) provided some benefits of the first language group discussions directly following the second language text reading including the aid of learners achieving their first language reading skills and the improvement of a strong situation model and textual characteristics of the first language reading and necessary for any comprehension.

Collaborative groups involved in discussion of texts, which was indicated to facilitate comprehension and develop peer interaction (Brown & Palincsar, 1984). In terms of reading, collaborative groups showed to facilitate comprehension and stimulated to using this strategy (Klingner, Vaughn, Arguelles, Hughes & Leftwich, 2004).

2.4 Previous studies

Regarding the research matter of the first language discussion on English reading comprehension, there were some related researches:

The first research of Xiangying Jiang (2011), the study explored the connections between the first language literacy, the second language proficiency and the second language reading comprehension with 246 English learning students in university of China. The researcher used the university admission exams in English and Chinese to measure the first language literacy and the second language proficiency. In addition, the second language reading comprehension was identified with a TOEFL reading comprehension section and a researcher-developed test about passage comprehension. The first language literacy was found to be significantly correlated with the second language proficiency, as well as the second language reading comprehension with the second language proficiency. This analysis showed that the second language proficiency made up 27 – 39 percent of variance in the second language reading comprehension. However, the first language literacy made up less than 6 percent of the variance. The findings demonstrated that the second language proficiency accounted for 30 percent of the variance in the second language reading comprehension while failing to evidence that the first language literacy accounted for 20 percent of the variance in the second language reading.

The other research of Khaled Karim & Hossein Nassaji (2013). This research intended to investigate the role of the first language transfer in second language writing. The research was carried out through discussing the different viewpoints of the first language transfer and how they changed over time. After that, reviews a number of major studies to examine the role of the first language transfer as a communicative strategy and learning tool in the second language writing. The result of this research provided many suggestions for the second language writing instruction. They used the first language to generate ideas, search for topics, develop concepts and organize information. The research showed that learners transferred a number of other the first language-based strategies including cognitive,

metacognitive and affective/ social strategies to the second language writing and these strategies were transferred across languages obviously.

The other research of Blake Turnbull (2015). The aim of the study was to investigate the effect of the first language group discussion on the second language reading comprehension. The research questions were carried out by using a qualitative approach with fifteen intermediate level English students in university of Japan. Written recalls were gathered from participants following the text and discussion of each text. Participants were required to recall what they remembered in the texts and provide their opinions or comments. The researcher recorded the verbal discussions and collected the questionnaires based on participant opinions about using the first language in their process of the second language learning. The result of this study showed that the first language group discussions had an important effect on learners' the second language reading comprehension. Therefore, it was recommended that teachers and students considered the first language as a learning tool to improve and develop the second language acquisition as well as find ways to assimilate them in the learning process.

The fourth previous research of Laya Larijani, Morad Bagherzadeh Kasmani and Narjes Banou Sabouri (2015). This study attempted to investigate the effects of first language reading on second language reading comprehension across different proficiency levels. The participants of this research were the first year students of English translation in Ramsar and Rudsar Payam Nur university. To achieve the objectives of the study, 118 students were chosen out of 150 students and divided into three groups replied on their scores in NELSON test. This test was implemented to evaluate students' proficiency level and to synchronize them. After that, the students were divided into three proficiency levels including beginner, intermediate and advanced. For the first section of the study, they took English cloze tests, then they took Persian cloze texts, which were the precious translation of English cloze tests. The multiple regression and paired-samples T-test were used to evaluate their cloze tests answers. The results of this research demonstrated that there was no significant difference, so that constructing the null hypothesis of the research.

Another previous research was of Alexandra Marx (2015). The aim of this research was to investigate the components of reading comprehension in adolescent first-language and second-language students from low-track schools. In the research, 479 9th grade students took part in the reading test of the Program for International Student Assessment and was measured by working memory, reading vocabulary, reading fluency, morphological-syntactic skills and phonological awareness. Results of the research indicated that the second language students fell behind their first language peers on most evaluations. After controlling for status of students, only the second language students with first language - Turkish first language showed weaknesses in linguistic skills. Linguistic comprehension and reading fluency were connected with reading comprehension in all student groups. They observed that there were only a few group differences in the connection between reading comprehension and component reading skills of reading. The research suggested that reading fluency was an important factor for reading comprehension of the first language and the second language readers from low-track schools and the socio-economic conditions partially accounted for group differences in component reading skills.

All researches referred to the first language, group discussion or the second language reading comprehension. However, there were some differences between this research and these previous research. The participants of all researches were the students of university and secondary school students, but the high school students were the participants of this research. Besides, the tests were instruments of research and were mostly used in all researches to evaluate the results. In conclusion, this study only focused on the first language discussion and the 12th grade students. Therefore, the aim of this study was to make on contribution to provide new knowledge relating to this topic.

In summary, this chapter dealt with the theoretical background for the whole research with the first language, group discussion, reading comprehension and a number of related previous researches on this topic.

CHAPTER THREE

METHODOLOGY

This chapter provided a comprehensive description of the research methodology employed in this research. Section 3.1 presented research questions. Design and participants were described in Sections 3.2 and 3.3 respectively. Section 3.4 described the data collection instruments including a reading comprehension tests and questionnaire. Section 3.5 presented the data collection procedure. Lastly, Section 3.6 showed the way of data analysis.

3.1 Research questions

Concentrating on the purposes of the research, there were two research questions as follow:

- 1. Does the first language discussion facilitate the students' reading comprehension?*
- 2. What are the students' perspectives of using the first language discussion in their own English learning process?*

3.2 Research design

As the purpose of this study was to explore the effect of the first language discussion on English reading comprehension, a pretest – posttest comparison group design was suitable for the purpose of this research and was adopted. According to Cook & Campbell (1979) they were the only way to demonstrate the existence of a cause and effect relationship between two variables. Besides, it attempted to determine causal relationships by using a treatment or condition to one group and compared the outcome with a control group. Also, it was more feasible and practical to conduct research and was more appropriate for setting of real natural world than true-experimental design. This design allowed the researchers to measure the impact of quasi-independent variables under naturally occurring conditions.

In this research, there were two kinds of variables, independent variables and dependent variables. Independent variable was the first language discussion strategy

that was provided to the students and dependent variable was the students' scores in the reading comprehension tests.

3.3 Participants

The participants of this research were the 12th grade students in Phu Luong High School. This research was carried out in the first term of the school-year 2018-2019. The reason for choosing the 12th grade students was that they were preparing for taking part in the national entrance examination, which was very important for 12th grade students to orientate the future. Besides, English was one of the compulsory subjects for 12th grade student to take in the examination. Therefore, to apply the first language discussion strategy on English reading comprehension, the writer had to choose the 12th grade students. Phu Luong high School was in a mountainous district in the north of Thai Nguyen province, thus English was not a favorite subject. Almost all students at Phu Luong high school focused on learning the social-science oriented subjects like literature, history, geography, etc. Therefore, students' English level was elementary (A1 level). However, the 12th grade students would have to reach pre-intermediate (A2 level) after graduation. There were 70 12th grade students participating in the lessons and tests, and after that they would answer the questions in the questionnaires. These students were randomly divided into two groups: the control group (Group A) with 35 students and the experimental group (Group B) with 35 students.

3.4 Data collection instruments

3.4.1 Reading comprehension test

3.4.1.1 Justification

A test was chosen as data collection instrument to measure a person's knowledge, ability or performance in a given domain (Brown, 2004). This instrument allowed the researchers to compare the scores in the two pre-test groups and ensure that the process of randomization was effective. Besides, the researchers could see how both groups changed from pre-test to posttest, whether one, both or neither improved over time. If the control group also demonstrated a significant improvement, then the researchers had to attempt to uncover the reasons behind this.

Lastly, the researchers compared the results of post-test between the two groups and presented viewpoints of the overall effectiveness of the treatment and intervention. These evaluations showed the efficiency of the randomization process and also determined whether the group using treatment showed a significant difference.

3.4.1.2 Description

The reading comprehension test was adapted from the national entrance examination in Vietnam 2017. Each test in this exam included five parts: pronunciation, vocabulary, grammar, reading and writing. Only the reading comprehension section was chosen. This part consisted of a text of about 300 - 500 words that conveyed an attitude or opinion as well as factual information. It focused on reading to understand the writer's purpose and attitude about the pollution of ocean or on reading for specific information of a kind of the book. The reading comprehension test consisted of two texts. The first text included seven multiple-choice questions. The second text consisted of eight multiple-choice questions. Each question had four options. There were a total of 15 multiple-choice questions in the reading comprehension test. The reading comprehension test was employed as both the pre-test and post-test to evaluate the students' reading comprehension. A week before training, the students in the class were given a reading comprehension test as the pre-test. Eight weeks later, when the students finished 16-session training, they were given the same reading comprehension test as the post-test. The test lasted 30 minutes.

Relating to the test, validity and reliability were two aspects concerning about the test.

Validity was the state of being legally acceptable or logically. Validity pointed out the level to which evidence provided any inferences made by a researcher, depended on using a particular instrument to collect data. In addition, validity is related to the accuracy of an evaluation and referred to the test ability to measure what need to be measured. Using a written test in the multiple choice form so as to reach a high validity (Fraenkel & Wallen, 1990). Therefore, using exactly the same test for both pre-and post-testing was to assure a precisely comparable test, thus

avoiding the problem of equating different forms of pre-test and post-test. The eight-week interval seemed long enough to control for short-term memory effect. Besides the students were not provided with the correct answers after the pre-test, even were they remember how they had answered the first time, they had no way of knowing whether their answers were correct. Moreover, any influence due to experience with the test would be comparable for every student.

Reliability involved in the consistency of the obtained scores, how consistent students were for each person from the organization of an instrument to others and from a set of items to others. In conclusion, reliability was the repetition of the measurement to calculate the reliability of the test (Fraenkel & Wallen, 1990). The writer used the reading comprehension test in the national entrance examination in Vietnam 2017. In addition, a teacher of Phu Luong high school would score again based on the key of the test. Results of scoring between two teachers were the same. All items of the students' answers were scored as correct if they circled with the answer key in gist.

Thus, validity and reliability of the test was completely exact and reliable to evaluate the students' results.

TEST DESCRIPTION

Aims	Materials	Test items	Test types
The students were able to: - develop reading skill through comprehension of the passage. - identify the meaning of the words in the passage. - comprehend the passage	The words and phrases were related to the topic: Book and Pollution	15	Multiple choices

through answering the questions.			
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3.4.2 Questionnaire

3.4.2.1 Justification

Choosing questionnaires in this research allowed the writer to collect massive data in a short time and solve a large number of problems in a standardized way. According to Bell (1999), questionnaires were commonly used for research, surveys or job interviews. This instrument allowed the researchers to reach a large number of people and obtain the information they need to make better decisions. Some of the benefits of questionnaires included their convenience, flexibility and scalability. The questions were standardized. All respondents were asked exactly the same questions in the same order. This meant a questionnaire could be replicated easily to check for reliability. Therefore, the researchers could use the questionnaire to show that the results were consistent. The respondent of questionnaires provided information which could be easily transformed into quantitative data (e.g., count the number of answers yes/ no) and the researchers would use the statistical analysis of the responses. Compared to other instruments, questionnaires were a relatively simple way to collect data and involved in lower costs. The results were easy to process and could provide useful insights into the subject's strengths, weakness and preferences.

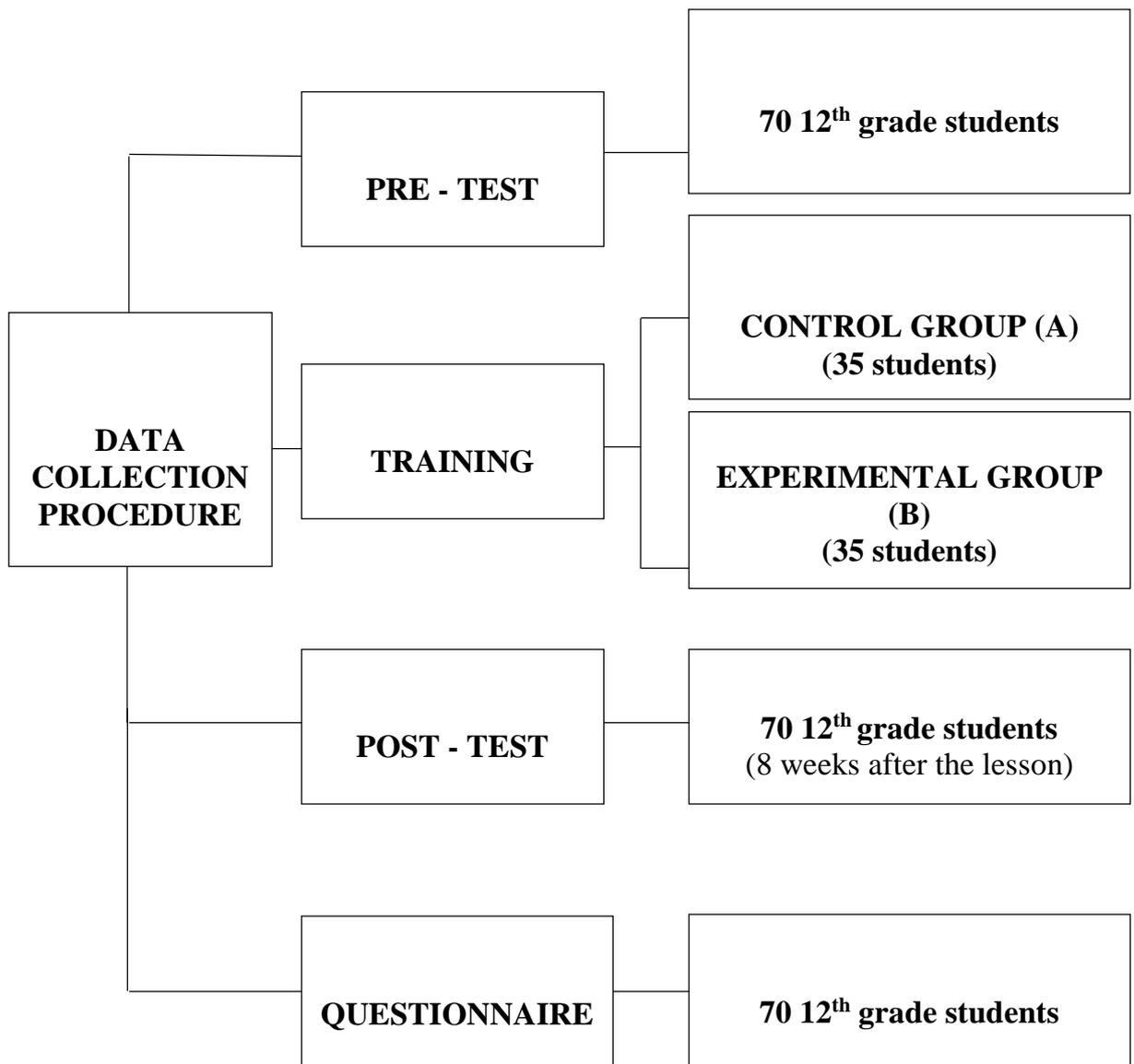
3.4.2.2 Description

QUESTIONNAIRE DESCRIPTION

Objectives	- Carry out the survey to discover the perspectives of the students about the benefits and difficulties in using the first language discussion in their own English reading comprehension process for 12 th grade students at Phu Luong high school.
Materials	- Question 1 about techniques which teachers have used to teach English reading comprehension (Defining new words, Highlighting heading and subheadings, Summarizing paragraphs, The first language discussion, Categorizing information). - Question 2 was asked if students have never/ ever been taught English reading comprehension by using the first language discussion. - Questions 3 about the benefits and difficulties of using the first language discussion on English reading comprehension process to evaluate students' perspectives
Question items	3
Question types	- Multiple choices

3.5 Data collection procedure

Data was collected through 4 periods. The procedures were demonstrated as follow:



3.5.1 Pre-test

One week before training, 70 12th grade students took the pre-test to measure their ability in reading comprehension before using the first language discussion

strategy. The form of the test was multiple choice questions connecting with topics: Book and Pollution with 15 test items in 30 minutes.

3.5.2 Training

Both experimental and control groups were instructed for sixteen sessions in roughly an eight-week period. The groups received two sessions a week. The sessions took place on Wednesday afternoon and Friday afternoon. Both groups received the same materials, but there was some difference in training. All students used the English textbook 12 from unit 1 to unit 16. The control group received no training on the use of the strategy but only read the materials and work individually to answer every question in the texts. The experimental group read the same materials. However, they were divided into 5 groups. Each group would discuss in the first language and answer the questions from the texts. Besides, they received explicit instruction on the first language discussion strategy at the beginning of the course. Before the instruction, both groups were informed of the aim of the intervention.

Explicit the first language discussion strategy training (Keiko Hirose & Hiroe Kobayashi, 1991)

In this section, the writer described the way the lesson was implemented in 45 minutes. Although time allocation was flexible, the discussion accounted for nearly half of the time.

Step 1: Collaborative skills (5 minutes)

The functions of language were known as clarifying and encouraging. They were used to stimulate the linguistically weak students who often remained reserved to talk or to require clarification. Firstly, the teacher elicited students' expressions by showing situations that they might use the functions. Then, the teacher introduced phrases such as “Try it”, “Go on” and “Don't worry about mistakes” and also presented strategies for clarifying through expressions such as “Pardon”, “What do you mean?”. Students imitated these expressions after the teacher.

Step 2: Topic presentation (5 minutes)

Although this was a warm-up activity, it had greatly effect on the way the discussion would proceed. Students were given reading text to gain some relevant knowledge about the topic. In discussion, the teacher tried to make the students interested in the topic, then directed their attention to a specific questions of the text.

Step 3: Grouping (2 minutes)

There were several ways of grouping. In the case of 35 students (5 groups), all students were given a number from one to seven randomly and those with the same number created a group of seven. New groups were formed every week.

Step 4: Discussion (20 minutes)

The goal of the discussion was to achieve an agreement of group. During this activity, the teacher monitored each group, provided the language support if requested and stimulated students to take part in discussion. The given topic of the lesson was discussed for twenty-five minutes, the teacher distributed a summary sheet to each group. While a student took charge of the writing, all six members collaborated on the content of the lesson. After completing the writing, they read the results on the summary sheet. It was results that reflected all the members' opinions.

Step 5: Processing (8 minutes)

The teacher spent some time gathering students' feedback on their group collaboration. Each group were asked to report orally to the class on how they worked together in their groups or how they treated the topic of the lesson.

Step 6: Sharing (5 minutes)

In sharing, the reporters of each group were called on to present their group's position in front of the whole class. Because the same position and reasons were often restated by many other groups. For the most efficient use of time, the teacher focused only on differences among groups. In the end, the teacher summarized the whole discussion and gave comments on it. The teacher might extend to the related topic or promote further exchange of opinions among groups.

Week	Time	Materials	Procedure	
			Control group <i>(Work individually to read the text and answer the questions)</i>	Experimental group <i>(The whole class was divided into 5 groups. Each group discussed the topic of the lesson in Vietnamese and answer the questions)</i>
1	45 minutes	- English textbook 12 - Handout	- Implement the lesson with the topic: Friendship basing on the syllabus	- Introduce the first language discussion strategy - Implement the lesson with the topic: Friendship basing on the syllabus
			- Implement the lesson with the topic: Volunteer Work basing on the syllabus	- Implement the lesson with the topic: Volunteer Work basing on the syllabus
2	45 minutes	- English textbook 12 - Handout	- Implement the lesson with the topic: Nature in Danger basing on the syllabus	- Implement the lesson with the topic: Nature in Danger basing on the syllabus

			- Implement the lesson with the topic: Sources of Energy basing on the syllabus	- Implement the lesson with the topic: Sources of Energy basing on the syllabus
3	45 minutes	- English textbook 12 - Handout	- Implement the lesson with the topic: Space Conquest basing on the syllabus	- Implement the lesson with the topic: Space Conquest basing on the syllabus
			- Implement the lesson with the topic: Cultural Diversity basing on the syllabus	- Implement the lesson with the topic: Cultural Diversity basing on the syllabus
4	45 minutes	- English textbook 12 - Handout	- Implement the lesson with the topic: Endangered Species basing on the syllabus	- Implement the lesson with the topic: Endangered Species basing on the syllabus
			- Implement the lesson with the topic: Books basing on the syllabus	- Implement the lesson with the topic: Books basing on the syllabus
5	45 minutes	- English textbook 12 - Handout	- Implement the lesson with the topic: International Organizations basing on the syllabus	- Implement the lesson with the topic: International Organizations basing on the syllabus
			- Implement the lesson with the topic: Ways of Socializing basing on the syllabus	- Implement the lesson with the topic: Ways of Socializing basing on the syllabus

6	45 minutes	- English textbook 12 - Handout	- Implement the lesson with the topic: Technology basing on the syllabus	- Implement the lesson with the topic: Technology basing on the syllabus
			- Implement the lesson with the topic: Mass Media basing on the syllabus	- Implement the lesson with the topic: Mass Media basing on the syllabus
7	45 minutes	- English textbook 12 - Handout	- Implement the lesson with the topic: Undersea World basing on the syllabus	- Implement the lesson with the topic: Undersea World basing on the syllabus
			- Implement the lesson with the topic: Pollution basing on the syllabus	- Implement the lesson with the topic: Pollution basing on the syllabus
8	45 minutes	- English textbook 12 - Handout	- Implement the lesson with the topic: Cinema basing on the syllabus	- Implement the lesson with the topic: Cinema basing on the syllabus
			- Implement the lesson with the topic: Historical Places basing on the syllabus	- Implement the lesson with the topic: Historical Places basing on the syllabus
			- Review all topics in the previous lessons - Take post-test	- Review all topics in the previous lessons - Take post-test

After the lessons, students would be able to facilitate English reading comprehension effectively.

3.5.3 Post - test

After 8 weeks training, students of two groups took the post-test to check difference of the students' ability in reading comprehension.

3.5.4 Questionnaire

After taking the post-test, 70 12th grade students took part in questionnaire to evaluate their perspectives on using the first language discussion in their own English reading comprehension process.

3.6 Data analysis

3.6.1 Test result analysis

The scores of pre-test and post-test were used to analyze with two steps: individual score and conversion of percentage range.

Individual Score

The formula was used to calculate the individual score: $X = \frac{R}{N} \times 100$

In which: *X* – Result of test

R – Number of correct answers

N – Number of test items

Conversion of percentage range

Percentage range	Qualification
80 – 100	Excellent
65 – 79	Good
50 – 64	Enough
35 – 49	Poor
0 – 34	Very poor

3.6.2 Questionnaire analysis

In the procedure of questionnaire analysis, counting and rating in percentage the responses of the students before synthesizing and presenting in a table to demonstrate the students' perspectives on using the first language discussion in reading comprehension for 12th grade students at Phu Luong high school.

In summary, in methodology chapter, the writer used quasi-experimental method and the participants, the description of data collection procedure and instruments as well as data analysis procedures were presented in detail.

CHAPTER FOUR

FINDINGS AND DISCUSSION

In this chapter, using the collected data from the written tests and questionnaires to discuss the response to two research questions.

4.1 Findings

4.1.1 Research question 1: *Does the first language discussion facilitate the students' reading comprehension?*

According to the students' post-test scores in the control group, the average score was 53.90. This score was much lower than students' score in the experimental group. The students having excellent scores made up 17.14%. There was only one student obtained score 93.33 and no one got score 100. And the lowest post-test score of students in the control group was 20. There were 17.14% students reaching the very poor score and the percentage of other scores was not significantly different, relatively low.

POST-TEST SCORES IN THE CONTROL GROUP

Students' scores (X)	Frequencies (f)	Percentage (%)	Qualification
20	3	17.14	Very poor
33.33	3		
40	8	31.43	Poor
46.67	3		
53.33	1	20	Enough
60	6		
66.67	3	14.29	Good
73.33	2		
80	3	17.14	Excellent
86.67	2		
93.33	1		
$\sum X = 1886.67$ $\bar{X} = 53.90$	35	100	

According to the following table, the students' average score in experimental group was 85.71 – an excellent score. There were 5 students obtaining the maximum score – 100. However, there were only 3 students reaching the lowest score 66.67. To sum up, the excellent scores' percentage was 80% and good scores was 20%.

POST-TEST SCORES IN THE EXPERIMENTAL GROUP

Students' scores (X)	Frequencies (f)	Percentage (%)	Qualification
66.67	3	20	Good
73.33	4		
80	5	80	Excellent
86.67	11		
93.33	7		
100	5		
$\sum X = 3000.01$ $\bar{X} = 85.71$	35	100	

There was a significant difference between the students' mean scores in two groups. Students of experimental group got the mean score higher than students' result in control group. Here was the table of result to compare the post-test score between students in control group and experimental group.

	Very poor	Poor	Enough	Good	Excellent
Control group	17.14%	31.43%	20%	14.29%	17.14%
Experimental group				20%	80%

From the table of the mean scores, there was a significant difference in distance between the mean scores of control group and experimental group after 8 weeks, from 3.05 to 31.81.

	Pre-test	Post – test
Experimental group	48.57	85.71
Control group	45.52	53.90
Difference	3.05	31.81

Therefore, the result of reading comprehension tests demonstrated that students who used the first language discussion had improvement in the reading comprehension scores. However, the score of post-test in the control group was 53.90. There was a slight increase. Thus, it could not be denied that the strategy using in the control group was not effective. However, applying the first language discussion on English reading comprehension for 12th grade students was more effective.

4.1.2 Research question 2: *What are the students' perspectives of using the first language discussion in their own English learning process?*

The question of the survey was complemented to collect students' perspectives on using the first language in the second language learning process. From their responses, there were many advantages to use the first language discussion for students.

No	Opinions	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
1	- To ask a classmate to explain a new point in the lesson	6	5	9	20	30
		8.57%	7.14%	12.86%	28.57%	42.86%
2	- To talk with classmates about the topic referred to the lesson	2	5	8	20	35
		2.86%	7.14%	11.43%	28.57%	50%
3	- To check the meaning of a new word or notion during the lesson	5	6	5	25	29
		7.14%	8.57%	7.14%	35.71%	41.43%
4	- Don't use the correct word in English	3	6	1	20	40
		4.29%	8.57%	1.43%	28.57%	57.14%
5	- To discuss while working together on a task	5	7	4	22	32
		7.14%	10%	5.71%	31.43%	45.71%
6	- To complete the task faster	6	9	7	20	28
		8.57%	12.86%	10%	28.57%	40%
7		3	6	7	24	30

	- To make students feel more comfortable with their own culture	4.29%	8.57%	10%	34.29%	42.86%
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After 8 weeks training with the first language in reading comprehension, the students of experimental group expressed their interest in using the first language. They had various ideas about using the first language. From the students' perspectives of using the first language in their own the second language learning process, about 72% students agreed and strongly agreed that using the first language to ask a classmate to explain a new point in the lesson and complete the task faster. Besides, there were nearly 80% students using the first language to talk with classmates about the topic referred to the lesson, check the meaning of a new word or notion during the lesson and discuss while working together on a task. In addition, approximately 86% students approved that using the first language helped them to use the correct word in English and make students feel more comfortable with their own culture.

In addition, the third question of the questionnaire was conducted to find out the attitudes and opinions of students towards the difficulties in using the first language. There was a variety of answers about difficulties in using the first language discussion on English reading comprehension. Several students thought that they would lose confidence in their ability to discuss in English, feel that only way to understand anything is translation and reduce their opportunities to practice English. Most of them shared the same opinions that the first language discussion brought more advantages. All of students' opinions about difficulties in using the first language discussion on English reading comprehension were shown in the table below:

No	Opinions	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
8	- To lose confidence in students' ability to discuss in English	8 (11,43%)	27 (38,57%)	13 (18,57%)	12 (17,14%)	10 (14,29%)
9	- To feel that only way students understand anything is translation	1 (1,42%)	9 (12,86%)	5 (7,14%)	38 (54,29%)	17 (24,29%)
10	- To reduce students' opportunities to practice English	7 (10%)	25 (35,71%)	9 (12,86%)	22 (31,43%)	7 (10%)

4.2 Discussion

The result of this research showed the difference between students who learned with the first language discussion and without the first language discussion.

4.2.1 Research question 1

Therefore, to reinforce for this question: “*Does the first language discussion facilitate the students' reading comprehension?*”, the writer would base on the reading comprehension tests.

The result of the reading comprehension test proved the students' improvement through eight-week training using the first language discussion strategy.

Anton and Dicamillas (1999) researched the first language use in the learning tasks of the second language pointed out that the first language gives an important opportunity for the second language acquisition to occur through discussion groups and collaborative interaction between learners. For their results, they claimed that the first language is deployed to supply scaffolded aid in the zone of proximal development. By using of the first language, the learners maintain and enlist each other's interest through their performance in the task, develop strategies for doing the task manageably, maintain their concentration on the aim of the task, foreground vital aspects of the task, exchange what needs to be done to deal with specific problems, build and explicate each other's partial answers to specific problems through the task. By applying the first language discussion on English reading comprehension, the scores of the reading comprehension tests proved the first language discussion was an effective strategy, which made students easily to facilitate the reading comprehension.

McGroarty (1989) claimed that group discussions provided learners with chances for negotiation of meaning and learners' interaction. Also, they allowed learners to become more active in their own process of language learning, support to one another and depend less on the teacher. Moreover, she stated that they provided students with a great variety of topics to discuss and interact instead of dealing individually with language because group discussion could be made use of any content in the classroom. It was proved by the scores of students in the reading comprehension tests. The experimental group which learned with the first language discussion strategy had a significant increase in the scores of the post-test. It was an evidence for the effectiveness of applying the first language discussion on teaching and learning the reading comprehension.

4.2.2 Research question 2

In the survey, students were required to answer the first question: “*Which techniques your teachers have used to teach the reading comprehension in the class?*” In this question, there were some techniques listed which teachers often used to teach the reading comprehension for 12th grade students at Phu Luong high school.

There was space for students to add more techniques which teachers used to teach them, however, no one had any more techniques. Therefore, this study only analyzed five techniques given, they were: Defining new words, Underlining key words, Summarizing paragraphs, The first language discussion and Categorizing information.

From the students' answers, it could be said that underlining key words was the most favored. Underlining key words was the traditional technique, so through the answers of the learners, it could be known that almost teachers often applied this technique in teaching the reading comprehension. Sometimes teachers used the defining new words to introduce and explain the meaning of the new words to help students know requirements of the question through pictures or synonyms but it was not frequently; while summarizing paragraphs and categorizing information were rarely used. In spite of their negligible percent of usage frequency, but at least, as the writer expected, the first language discussion had been used to teach the reading comprehension for the 12th grade students at Phu Luong high school.

Based on the results collected, participants pointed out that the first language discussion was rarely used in the lessons. There were few students stated that they had been applied but not regularly, and had been applied in other subjects. Almost of them who had been taught English reading comprehension using the first language discussion were students of experimental group.

After the lessons with the first language discussion, students of experimental group expressed their enjoyment when using the first language. They had various ideas to use the first language. The students expressed their opinions about the advantages using the first language in teaching and learning English reading comprehension. From their responses in the questionnaire, all students approved that using the first language helped them to ask a classmate to explain a new point in the lesson, talk with classmates about the topic referred to the lesson, check the meaning of a new word or notion during the lesson, use the correct word in English, discuss while working together on a task, complete the task faster and make students feel more comfortable with their own culture.

However, the learners faced some difficulties in using the first language discussion strategy for learning the reading comprehension. According to the learners, they might lose confidence in their ability to discuss in English, reduce the opportunities to practice English or they felt that only way for them to understand was translation. There were some limitations of applying the first language discussion strategy in teaching and learning the reading comprehension, however, this didn't mean that these few drawbacks could make the first language discussion strategy less useful.

From the analysis of the data collected, the writer discovered that students' ability to facilitate the reading comprehension was better if they were taught with the first language discussion strategy. This chapter presented and compared the results of pre-test and post-test between two groups; analyzed and collected opinions of students to find out the limitation of using the first language discussion strategy in learning the reading comprehension.

CHAPTER V: IMPLICATIONS AND CONCLUSION

This chapter will present the pedagogical implication and recommendations for this research. However, some limitations of this research will be shown in this chapter.

5.1 Implications

The analysis of the research result in the previous chapters pointed out that the students' scores had significant difference between before and after using the first language discussion strategy. There were some suggestions that would be represented:

5.1.1 To English teacher

The result of research demonstrated that using the first language discussion was an effective and practical strategy in teaching and learning the English reading comprehension. Therefore, it was useful to use the first language discussion in teaching English so as to improve students' reading comprehension. Using the first language discussion, the teachers were expected to make students feel more comfortable with their own culture in the process of teaching and learning the reading comprehension. Teaching English with the first language discussion had effect on students' reading comprehension ability. In general, using the first language discussion was effective way for teachers of Phu Luong high school in teaching reading comprehension.

5.1.2 To the Students

By applying the first language discussion, students at Phu Luong high school were believed to improve their ability of reading comprehension. Teaching and learning English reading comprehension with the first language discussion was expected to make students obtain the higher results. In addition, combination of using the first language discussion in other skills of English helped students to concentrate on the content of lesson, understand the lesson easily.

5.2 Limitations of the study

Because the research was carried out with a small amount of 12th grade students – 70 students in a short time – 8 weeks, the external validity was confined when demonstrating that the findings was applied effectively for the wider range in any real circumstances. The disadvantage of timetable in school restricted the time to implement the research and increase the number of 12th grade students. In conclusion, the inconvenience made effect on the external validity of the research.

5.3 Suggestions for the future study

Teaching and learning the reading comprehension with the first language discussion strategy is not new but interesting for teachers and students. There were not many theses relating to the application of using the first language discussion in reading comprehension because the upper high schools in Vietnam was limited to use the first language in process of English teaching and learning. To carry out the similar researches, some suggestions were presented that students faced up some difficulties in using the first language effectively for reading comprehension. The appropriate solutions were expected to discover and solve the problem. Besides, this study pointed out that using the first language discussion in teaching and learning English reading comprehension improved students' result of reading comprehension. It was necessary for the next research to discover the application of using the first language discussion in other English skills.

5.4 Conclusion

From the findings and discussion of the research, some conclusions were presented:

The first language discussion was an effective strategy in teaching and learning English reading comprehension. The result of this research demonstrated that using the first language discussion in teaching reading comprehension to improve students' ability of reading comprehension.

The experimental result of this research showed that there was a significant improvement in English reading comprehension between the control group and the experimental group.

The questionnaire result of this research proved that after attending 8 weeks training, students were interested in learning English reading comprehension with the first language discussion. They expressed their opinions about advantages of using the first language discussion.

According to the description of the previous chapters, this research was believed to present the writer's own viewpoints on applying the first language discussion for teaching and learning English reading comprehension for 12th grade students at Phu Luong high school.

Hopefully, this research was also a reference for people doing research on the first language discussion or process of teaching and learning reading comprehension.

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APPENDICES

APPENDIX A

READING COMPREHENSION TEST (PRE-TEST + POST-TEST)

Time allowance: 30 minutes

Date:.....

Full name:.....

Class:.....

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 1 to 7.**

Children all around the world love to read comic books. Maybe they like to read the kind of comic books that come out once a month, like Spiderman or Batman, or maybe they like manga- style comic books. That means that publishers who make comic books need to keep in touch with the things young people like to do. One thing that many young people today are interested in is technology, so of course kids want to read digital comic books on electronic devices.

Let's take Japanese manga as an example. There are lots of people around the world who enjoy reading manga. However, in the past, it was difficult to find translated versions of manga in comic bookstores. But that did not stop manga fans. Some fans who could translate Japanese into their own language started translating manga themselves. Then they scanned the pages of manga books and uploaded the scanned pages to the Internet with their translation. This practice has become so popular. People in the comic book industry made up a name for it. By combining the words scan and translation, they call it scanlation, and it is a big problem today. The people who do scanlation usually share their manga for free, so readers do not buy manga books. Writers, artists, and publishers all end up losing money because of scanlation. Another problem is piracy in the comic book industry. Illegal copies of old and brand new comics alike have been hurting comic book sales.

Despite the progress made in converting comics to digital formats, hardcopy comic books are still by far the most popular format among fans. In the meantime, comic book publishers and stores will just have to keep an eye on their buyers' habits. As the popularity of digital books for e-readers and tablets grows, the popularity of digital comic books will grow as well.

Question 1. What is the passage mainly about?

- A. The need for digital comic books
- B. Children's most favourite type of books
- C. Problems in the book industry
- D. The manga industry in Japan

Question 2. The word "they" in paragraph 1 refers to...

- A. children
- B. comic books
- C. publishers
- D. things

Question 3. According to paragraph 1, Spiderman is the name of...

- A. a TV programme
- B. a comic book
- C. an electronic device
- D. a child

Question 4. According to paragraph 2, the practice of "scanlation" mostly involves...

- A. selling translated manga books
- B. scanning and translating manga books
- C. scanning uploaded manga books
- D. translating uploaded manga books

Question 5. According to the passage, in the past, some manga fans who knew Japanese translated manga because ...

- A. It was enjoyable to translate Japanese books
- B. They wanted to make a name for themselves
- C. It was difficult to buy translated manga books
- D. They wanted to read manga for free

Question 6. According to paragraph 2, who could benefit from scanlation?

- A. Readers B. Publishers C. Writers D. Artists

Question 7. The word "piracy" in paragraph 2 probably means the act of...

- A. controlling the production of a book B. hurting the sale of illegal comic books
C. copying and using a book illegally D. advertising a book without permission

***Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 8 to 15.**

The oceans are so vast and deep that until fairly recently, it was widely assumed that no matter how much trash and chemicals humans dumped into them, the effects would be negligible. Proponents of dumping in the oceans even had a catchphrase: "The solution to pollution is dilution."

Today, we need look no further than the New Jersey-size dead zone that forms each summer in the Mississippi River Delta, or the thousand-mile-wide swath of decomposing plastic in the northern Pacific Ocean to see that this "dilution" policy has helped place a once flourishing ocean ecosystem on the brink of collapse.

There is evidence that the oceans have suffered at the hands of mankind for millennia. But recent studies show that degradation, particularly of shoreline areas, has accelerated dramatically in the past three centuries as industrial discharge and run-off from farms and coastal cities have increased.

Pollution is the introduction of harmful contaminants that are outside the norm for a given ecosystem. Common man-made pollutants reaching the oceans include pesticides, herbicides, chemical fertilizers, detergents, oil, sewage, plastics, and other solids. Many of these pollutants collect at the ocean's depths, where they are consumed by small marine organisms and introduced into the global food chain.

Many ocean pollutants are released into the environment far upstream from coastlines. Nitrogen-rich fertilizers applied by farmers inland, for example, end up in local streams, rivers, and groundwater and are eventually deposited in estuaries, bays,

and deltas. These excess nutrients can spawn massive blooms of algae that rob the water of oxygen, leaving areas where little or no marine life can exist.

Solid wastes like bags, foam, and other items dumped into the oceans from land or by ships at sea are frequently consumed, with often fatal effects, by marine mammals, fish, and birds that mistake them for food. Discarded fishing nets drift for many years, ensnaring fish and mammals. In certain regions, ocean currents corral trillions of decomposing plastic items and other trash into gigantic, swirling garbage patches. One in the North Pacific, known as the Pacific Trash Vortex, is estimated to be the size of Texas.

Pollution is not always physical. In large bodies of water, sound waves can carry undiminished for miles. The increased presence of loud or persistent sounds from ships, sonar devices, oil rigs, and even from natural sources like earthquakes can disrupt the migration, communication, and reproduction patterns of many marine animals, particularly aquatic mammals like whales and dolphins.

Question 8. What does the passage mainly discuss?

- A. Marine pollution and its many forms
- B. Noise and its disruptive effects on marine life
- C. Various kinds of harmful pollutants
- D. The end of the "dilution" era

Question 9. The word "negligible" in paragraph 1 is closest in meaning to...

- A. serious
- B. insignificant
- C. unpredictable
- D. positive

Question 10. It can be inferred from paragraph 2 that the "dilution" policy is related to...

- A. dealing with the problems of water pollution
- B. helping the ecosystem of the oceans flourish
- C. neglecting the effects of dumping trash into the oceans
- D. treating harmful materials in the oceans properly

Question 11. The word "they" in paragraph 4 refers to...

- A. ocean's depths
- B. man-made pollutants
- C. marine organisms
- D. the oceans

Question 12. The word "spawn" in paragraph 5 can be best replaced by...

- A. appear
- B. prevent
- C. produce
- D. limit

Question 13. According to the passage, nitrogen-rich fertilizers...

- A. are created by massive blooms of algae
- B. cause a shortage of oxygen in the ocean water
- C. do not relate to the disappearance of marine life
- D. cannot be found inland

Question 14. Which of the following statements is NOT supported in the passage?

- A. Many pollutants deposited in the oceans finally become part of the global food chain.
- B. It is apparent that the oceans have been polluted for a long time.
- C. Industrial wastes and agricultural run-off are blamed for the degradation of the oceans.
- D. The oceans in the past were more contaminated than they are now.

Question 15. Whales and dolphins are mentioned in the final paragraph as an example of marine creatures that...

- A. can communicate with each other via sound waves
- B. can survive earthquakes because of their large bodies
- C. suffer from loud or persistent sounds at sea
- D. are forced to migrate because of water pollution

(Source: The National Entrance Examination in Vietnam 2017)

KEYS:

Passage 1:

1A	2A	3B	4B	5C	6A	7C
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Passage 2:

8A	9B	10C	11B	12C	13B	14D	15C
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APPENDIX B
QUESTIONNAIRE FOR STUDENTS

Dear students,

I am Nguyen Hong Nhung – from Master class K1 in English languages field, School of Foreign Languages, Thai Nguyen university. I am conducting a research on the topic: **“The effectiveness of the first language discussion on English reading comprehension for 12th grade students in Phu Luong high school”**.

Your answers in the questionnaire plays an important part in researching and evaluating the research problem, at once discovering valuable outcome in applying a new technique in teaching and learning English reading comprehension for the 12th grade students at Phu Luong high school.

Full name:..... Class:.....

Please put a tick ✓ before the statements which are true for you or fill in the blank if you have other answers. For some questions, you can choose more than one option.

1. Which techniques your teachers have used to teach the reading comprehension in the class?

- Defining new words
- Underlining key words
- Summarizing paragraphs
- The first language discussion
- Categorizing information

Other techniques:

.....
.....
.....

2. Have you ever been taught English reading comprehension by using the first language discussion technique?

Never

Ever

3. How do you evaluate the benefits and difficulties of using the first language discussion technique in teaching and learning English reading comprehension?

No	Opinions	Strongly disagree	Disagree	Don't know	Agree	Strongly agree
1	- To ask a classmate to explain a new point in the lesson					
2	- To talk with classmates about the topic referred to the lesson					
3	- To check the meaning of a new word or notion during the lesson					
4	- Don't use the correct word in English					
5	- To discuss while working together on a task					
6	- To complete the task faster					
7	- To make students feel more comfortable with their own culture					

8	- To lose confidence in students' ability to discuss in English					
9	- To feel that only way students understand anything is translation					
10	- To reduce students' opportunities to practice English					

Other opinions:

.....

.....

.....

Thank you very much for your cooperation!

APPENDIX C
LESSON PLAN FOR THE CONTROL GROUP

CLASS DESCRIPTION	35 12th grade students
TIME ALLOWANCE	45 minutes
OBJECTIVES	<p>After the lessons, the students were able to:</p> <ul style="list-style-type: none"> - develop reading skill through comprehension of the passage. - identify the meaning of the words in the passage. - comprehend the passage through answering the questions
ACTIVITIES	<ul style="list-style-type: none"> - Ask students to read through the passage in handout - Ask students to find out the new words in the passage - Teacher provides the new words with meaning - Students read all questions and underline key words - Students find key words appearing in the passage to identify answers of questions. - Some of students write their answers on the board - Teacher provide feedback
TEACHING AIDS	- Textbook, blackboard, PowerPoint, handouts

APPENDIX D
LESSON PLAN FOR THE EXPERIMENTAL GROUP

CLASS DESCRIPTION	35 12 th grade students at Phu Luong high school
TIME ALLOWANCE	45 minutes
OBJECTIVES	<p>After the lessons, the students were able to:</p> <ul style="list-style-type: none"> - develop reading skill through comprehension of the passage. - identify the meaning of the words in the passage. - comprehend the passage through answering the questions.
ACTIVITIES	<ul style="list-style-type: none"> - Ask students to read through the passage in handout and answer the questions. - Divide students into 5 groups and asks students to work in groups and answer the questions based on their knowledge (using the first language). - Each group selects a representative to take notes - Have students look up the meanings of all difficult words in their own English-Vietnam dictionaries. - Stimulate discussion through showing some pictures, ask questions relevant to the topic of lesson and the events in the passage. - Have students answer these questions freely. - Teacher summarizes all responses. - Have students discuss about the events in passage and share their ideas independently. - Students talk about what they know about the topic. - Teacher goes around the room and observes the student's

	participation. - Each group completes and brings worksheets back to check - Teacher provides feedback
TEACHING AIDS	Textbook, blackboard, PowerPoint, handouts