

修士学位請求論文要旨

Teacher's Use of the Learners' L1 in the L2 Classroom

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The effects of teacher's use of the learners' L1 in L2 classroom have been discussed in the field of language teaching and learning. Some researchers claim that teachers should use only L2 in class, especially in terms of learners' input. Others claim that L1 should be used by means of facilitating language learning. Although there are many studies on attitudes and perceptions of both teachers and students toward teacher's use of L1 in classroom, few studies focus on the actual effects of teacher's use of L1 on students' performance in tasks.

This study investigated the effects of teacher's use of the learners' L1 on the learners' feedback and performance during task activities in the L2 classroom. With two kinds of classes, in which the teacher uses only English or English and Japanese, the experiments were conducted. The participants were university students who were at low-intermediate level of English. Three different kinds of tasks were conducted; comparing, ordering, and problem solving. The participants' performance and responses were observed by videotaping and audio-recording. Their feedback was investigated by questionnaire. English-only class and English-Japanese class were compared quantitatively based on these data.

Results of the research showed that the effects of teacher's use of the L1 on the students' feedback and performance depend on the types of the tasks. There were no

significant effects in the comparing task, negative effects in the ordering task, and positive effects in the problem solving task. It was suggested that teacher's use of L1 did not necessarily have positive effects on the participants. Moreover, the results of the problem solving task showed that by spending time to understand what to do in the task, the students would not be able to work on the actual task. Therefore, teachers should consider the purpose of using L1 as well as that of conducting the task.