Monolingual or Bilingual Policy in the Classroom

Pedagogical implications of L1 use in the Japanese EFL classroom

Makiko Shimizu

Introduction

The first language (L1) use in the EFL/ESL classroom has been controversial among teachers and researchers. The monolingual policy has received wide support in Japan, especially in the conversational English classroom utilizing the Communicative Approach. This policy suggests that the target language alone should be used as a means of communication in the classroom and implies the prohibition of the L1 to be the best way of maximizing acquisition of the target language. In a word, L1 use hinders the second language (L2) acquisition, its interference resulting in mistakes by students in the process of learning L2. On the other hand, the bilingual policy has gained increasing support from professionals in second language acquisition in light of a number of recent studies indicating that appropriate and judicious L1 use can play a significant role in successful L2 acquisition.

Despite the importance of this issue, it has until now been little discussed among teachers and learners. With this lack of dialogue in mind, this paper examines how English learners and teachers in Japan respond to L1 use in the classroom based on the study conducted by Schweers (1999) in Puerto Rico and Tang (2002) in China and explores the most effective use of the L1 in terms of learners’ needs and their language acquisition.

English in a Japanese pedagogical context

In Japan, English is the most commonly taught foreign language. Although its domestic use is quite limited, it has increased an importance as the new lingua franca. Most junior high school and high school students study English as a core subject and it has currently been implemented as a selective subject at the primary school level for four years. Despite these efforts, most people struggle along making slow progress in acquiring English proficiency, especially conversational skills. English education and Japanese English teachers in school have thus been criticized, prompting the spread of private English conversation schools with the monolingual policy that asserts
conversational English should be taught by native English speakers. From the author’s personal experience as an English teacher at a private English school and as a learner, it is often extremely difficult for beginners to make themselves understood in monolingual English classroom settings, which in turn seems to prohibit them from improving their English ability. In reality, many findings (Strohmeyer and McGail, 1988; Garcia, 1991, cited in Auerbach, 1993) suggest that appropriate L1 use positively affects learner’s attitudes toward the target language and, as a result, facilitates language acquisition.

Previous Studies

As noted earlier, whether or not L1 use in the second language classroom is optimal is still an on-going debate. While a number of researchers (Selinker, 1992; Rossell and Baker, 1996; Turnbull, 2001) maintain the advantages of the monolingual policy, others (Atkinson, 1987; Auerbach, 1993; Cook, 2001) criticize it as an inflexible and inappropriate way to teach a foreign language.

As Krashen (1982) points out, exposure to comprehensible input is crucial for successful language acquisition. To make input comprehensible for beginners, L1 use is generally necessary. Krashen (1997) also argues that quality bilingual education provides students with knowledge and literacy in their first language, which indirectly but powerfully aid them as they strive for English proficiency.

Willis (1996) suggests:

Banning mother-tongue use altogether may not be advisable. A study carried out recently in Turkish secondary school classes with 12-year-olds revealed that in circumstances when the mother tongue was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. If learners realise they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goals. (49)

Willis calls attention to the fact that the learners used their L1 as a communicative strategy to find out how to say words. She also discusses that L1 use in the classroom allows students to generate more opportunities for use of the target language, not fewer. Furthermore, Atkinson (1993) states, “For many learners (in particular adults and teenagers), occasional use of the L1 gives them the opportunity to show that they are intelligent and sophisticated people” (13).

Auerbach (1993) similarly argues that the bilingual policy is not only effective
but necessary for adult ESL students by providing positive results of recent studies with L1 use in ESL classrooms. She points out that L1 use reduces affective barriers to English acquisition and allows for more rapid progress in ESL.

Many researchers including Krashen (1982) and Lightbown and Spada (1999) identify this Affective state as a key factor in successful language acquisition. Krashen (1982) in particular maintains this Affective filter hypothesis, arguing that when a learner is tense, anxious, bored, or angry, the affective filter, an imaginary barrier, goes up and blocks out the available input. Hence, L1 can be a helpful tool in saving precious time for both teachers and students as well as alleviating students’ anxiety during limited class time. Japanese students, who rarely ask questions for clarification, often move forward with misunderstandings unresolved, resulting in slow progress in language learning. Therefore, many practitioners and researchers in the Japanese pedagogical context (Izumi, 1995; Schmidt, 1995) recommend L1 use in the English classroom in order to facilitate students’ comprehension.

As noted above, L1 use in ESL has been gaining support world wide. However, some students and teachers are skeptical about its efficiency, being concerned over whether it might slow down or hinder progress.

The following questions arise:
- Should Japanese (L1) be used in the English classroom?
- What do students and teachers think about L1 use in the English classroom?
- Do teachers and students agree on what is adequate use of L1 in the classroom?
- For what purposes and how frequently should L1 be used?

Schweers (1999) conducted a study to investigate both teachers’ and learners’ attitudes toward L1 use in the English classroom in Puerto Rico, while Tang (2002), inspired by this study, followed in his footsteps to observe these attitudes in China. These studies stimulated the author, in turn, to conduct a similar study in Japan to investigate the responses of teachers and students toward L1 use in Japan.

**Survey Analysis**

**The questionnaire**

The questionnaire, which aimed to answer the questions posited above, was originally designed by Schweers (1999), and adjusted by the author to meet a Japanese pedagogical context. The questionnaire for teachers contained 7 items and the questionnaire for students, which was translated into Japanese to avoid student misunderstanding, contained 9 items (Appendices A and B).

Q1 inquired about the attitudes of both teachers and students toward L1 use in the classroom. Q2 examined the occasions for Q1 (for teachers). Q2 and Q3 (for
students) examined students’ preference toward L1 use in the classroom. Q3 (for teachers), Q4 (for students), and Q5 focused on their opinions on the adequate use of L1. Q6 (for teachers) and Q9 (for students) explored the effectiveness of L1 use. Q6 (for students) asked about the reasons behind negative responses toward L1 use. Q7 and Q8 explored the preferred frequency of L1 use in the classroom from the standpoint of teachers and students. The very last item of the questionnaire was an open-ended question and was designed to elicit comments on L1 use. Students answered open-ended questions in Japanese, which were translated into English by the author.

Participants

The participants in this study were 98 first through fourth-year students at two different universities. 60 of them were English majors, the others majoring in engineering. All of the students were Japanese learners of English as a foreign language (EFL) to whom the questionnaire in Japanese (Appendix B) was distributed. 25 teachers also participated in this study by completing the questionnaire in English (Appendix A). This group consisted of teachers currently teaching at the college level. The teaching experience of the participants varied from 1 to 30 years. To investigate general ideas and opinions towards L1 use from teachers, the author asked for the cooperation of teachers from various schools.

Results and Discussion

Attitudes of both Teachers and Students toward L1 use in the Classroom

Of teacher participants, 68% indicated that it is necessary to use L1 in the English classroom with 28% noting that this depended on the course objectives and students’ levels. Likewise, the majority of student participants (66% of English majors and 89% of non-English majors) agreed with L1 use (see Table 1). On closer examination, English major student participants were less likely to agree with L1 use than non-English major student participants. This illustrates that English major students have a stronger desire for English exposure during limited class time than non-English major student participants, and that they strongly believe it is essential for their improvement. However, there were also notable unanticipated findings.

First, advanced student participants with very high TOEIC scores (over 850) were more likely to agree with L1 use. Two students completely supported L1 use. In explanation for why this occurs, it appears that their targeted future careers as translators or interpreters requiring high competency in both Japanese and English played a role. The students consequently placed greater importance on learning the most appropriate translation for different contexts and the best way of conveying meanings from language experts rather than on simply being exposed to English in the classroom.
Thus, they found teachers’ use of the L1 useful. Seven high intermediate students (with TOEIC scores 640-715) responded that L1 use was necessary for beginners, a judgment apparently stemming from their experience at earlier points in their learning careers. As they pointed out, beginner level student participants (under 395) and non-English major participants strongly hoped for L1 use, placing emphasis on improving their comprehension. What follows below were typical responses from such student participants:

- “I always feel lost when a class is taught completely in English. It is discouraging and, as a result, I lose interest in learning.”
- “I feel tense and become anxious in the classroom when the class is given all in English.”
- “If students don’t understand a class, it becomes meaningless. L1 use is necessary to help students understand the class.”

Another remarkable finding was that students in intermediate (500-635) and low intermediate (400-495) classes were the most likely to disagree with L1 use, commenting, “English classes should be done in English. We should not fall back on Japanese; otherwise we will never learn English,” and “We need to be exposed to English as much as possible to improve our listening skills.” Some students added that classes taught entirely in English made them believe they had learned the language well. This implies that students at this level eagerly take advantage of classes in English to improve their English skills since their level is high enough to understand what their teachers say. However, many students prefer that their teachers occasionally use L1 in the classroom, commenting “It is important for us to be used to being spoken to in English, but we need L1 for guidance.”

This reveals that many students feel anxiety about moving forward without fully understanding. They realize the importance of English exposure, yet simultaneously place larger importance on accurate understanding. As for support of teachers’ use of L1 in the classroom, the vast majority (94%) of non-English major student participants found this preferable, and 73% of English major student participants also responded positively. Both English major participants and non-English major participants welcomed teachers’ L1 use, responding that it is very preferable (36%, 58%) moderately preferable (38%, 40%), and a little preferable (20%, 2%) respectively. No non-English major participants regarded it as disagreeable while 6% of English major participants did.

The most highly rated reason for support of teachers’ use of L1 was to aid students’ comprehension. 68% of teacher participants regarded this as a suitable
occasion while 48% of teacher participants responded that L1 use could save time. 40% of teachers thought it was more effective when teaching. Notably, L1 use to make students feel comfortable was the lowest rated by teachers while student participants regarded this as one of the largest factors.

**Occasions of L1 use**

The present study indicated a similar likelihood of teacher participants and student participants to prefer L1 use on appropriate occasions. Likewise, teacher participants and student participants were not significantly different in defining the purposes and necessity of L1 use. Details are given in Table 2.

The majority of both teacher participants (64%) and student participants (90% of English majors, 88% of non-English majors) admitted that the L1 should be used to explain complex grammar points. A large number of teacher participants (72%) also saw L1 use to explain difficult concepts appropriate while a smaller number of student participants (66% of English majors, 76% of non-English majors) saw it as such.

The fourth most appropriate occasion rated by teacher participants (28%) was to give instructions, which was rated highly by non-English major participants (39%). Interestingly, English major participants (28%) did not regard this as important. Teacher participants also considered L1 use significant when helping students to learn more effectively. English major participants highly rated L1 use when defining new vocabulary items (45%), checking comprehension (43%), and giving advice on effective studying (40%). Checking comprehension was also rated highly by both teacher participants (40%) and non-English major participants (44%). Joking with students was rated lowest by both English major participants (8%) and non-English major participants (10%) whereas some teacher participants (16%) considered it suitable in order to alleviate students’ anxiety.

One teacher noted that using L1 for instructions and cultural explanations in the lower level was good. Another teacher wrote that she used L1 for classroom management. Similarly, many student participants noted that very important information regarding tests or homework assignments should be provided in both English and Japanese.

**Frequency of L1 use**

While one teacher participant sustained a total ban of L1 use, the majority of teacher participants (76%) believed that L1 should be used when necessary. Both English major participants (63%) and non-English major participants (68%) also agreed with this. Almost the same number of non-English major participants responded that occasional use (10%) or infrequent use (15%) was preferred. Only a handful of
non-English major participants agreed with frequent use. Similarly, 23% of English major participants accepted occasional use while only 10% agreed with frequent use and 4% supported infrequent use (see Table 3). The higher the student proficiency level was, the more this number decreased. Interestingly enough, non-English major participants were less likely to agree with frequent use of the L1 despite their stronger inclination toward L1 use than English-major participants.

Concerning teachers’ frequency of L1 use in the classroom, 44% of teacher participants responded that they occasionally used it while 24% responded that they used it fairly frequently. 16% reported that they used it frequently while 12% seldom used the L1 at all.

**Effectiveness of L1 use**

A great number of teacher participants (84%) responded that L1 use had helped their students learn English. Two teachers noted it occurred sometimes, yet two teachers disagreed with this idea. One teacher participant warned that excessive L1 use was detrimental because it could be a ‘crutch’ for learners. As for students, 94% of English major participants and 87% of non-English major participants accepted it as effective (see Table 4). Only 6% of English major participants and 13% of non-English major participants responded negatively. No significant differences were detected in defining effectiveness of L1 use between English major participants and non-English major participants. 65% of English major participants and 57% of non-English major participants thought that L1 use helped them understand difficult concepts. 56% of English major participants and 63% of non-English major participants responded that it enabled them to feel less lost in the classroom. About 30% of both English major and non-English majors saw it helpful for comprehending new vocabulary.

The findings gained from the present study bear many similarities to those of Schweer’s (1999) and Tang’s (2002) studies in the attitudes of both teachers and students, as well as in the occasions for and frequency of L1 use. It is noteworthy that a greater number of participants in these three studies supported L1 use, suggesting that using the L1 affects learning positively within an acceptable range.

As stated earlier, L1 use is justifiable when both teachers and students regard it as necessary for aiding students’ learning and alleviating students’ anxiety or tension so as to enrich the learning environment under a good affective state. From this point of view, teachers need to cultivate the most effective L1 use while ensuring that it simultaneously meets students’ needs and maximizes their learning. It is noteworthy that the responses of teacher participants, English major participants, and non-English major participants in the current study bear many similarities to each other. It would not be
difficult for teachers and students to develop an optimal level of L1 usage with this in mind.

**Conclusion**

This study has shown that appropriate and judicious use of the L1 can be beneficial for students as well as teachers. Although it is not sufficient to indicate to teachers that L1 use has direct positive effects on learners’ English acquisition, it does indicate that L1 use can assist them in learning English mainly for affective reasons.

Understandably, not all EFL teachers would agree with the ideas presented here. The author is not encouraging overuse of the L1 in the classroom. Rather, there is no argument between teachers and students for maximizing English use in the classroom in EFL contexts where students can be exposed to English on a daily basis only during limited class time. While Turnbull (2001) advocates the monolingual policy, he also suggests, “Maximizing the TL does not and should not mean that it is harmful for the teacher to use the L1. A principle that promotes maximal teacher use of the TL acknowledges that the L1 and TL can assist simultaneously.” In fact, a large number of students referred to L1 use as the very last resource, commenting, “I would like teachers to use Japanese only in the event that we are still lost after several explanation attempts in simpler English.”

The goals and motives of learning English vary from student to student. Needless to say, students’ abilities vary widely as well. Some students study English simply because it is a required subject, whereas others eagerly enhance their proficiency level for their future careers. For students with various levels, goals, and motivations, it is unreasonable to impose a monolingual policy or bilingual policy one way or the other. Given that teachers are to provide student-centered classes as the latest methodological trends suggest, teachers should take this issue into consideration and offer students opportunities to articulate their ideas or opinions toward L1 use in the classroom in order to maximize the degree of learning. Two students wrote comments regarding this research similar to the following:

“Don’t just use this information for research purposes only. Please try to improve the current situation in which students can’t ask foreign teachers questions in Japanese. I believe that foreign teachers as well as Japanese teachers should help students understand the class in Japanese when students find themselves unable to grasp everything.”

Ideally, teachers and students can agree on the purposes of L1 use and explore
the most effective ways to employ it by discussing them together. This should, in turn, motivate students, facilitate their learning, and lead to successful English acquisition in the long run.

References

Data

Table 1

<table>
<thead>
<tr>
<th>Teachers</th>
<th>English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>68%</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>89%</td>
</tr>
</tbody>
</table>

Would you like your teacher to use Japanese in the classroom? (Students only)

<table>
<thead>
<tr>
<th>English Majors</th>
<th>Non-English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>73%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Is it preferable that your teacher uses Japanese in class? (Students only)

<table>
<thead>
<tr>
<th>English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very</td>
</tr>
<tr>
<td>36%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very</td>
</tr>
<tr>
<td>58%</td>
</tr>
</tbody>
</table>

Why do you think it is necessary? (Teachers only)

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is more effective.</td>
</tr>
<tr>
<td>It aids students’ comprehension.</td>
</tr>
<tr>
<td>It is less time-consuming.</td>
</tr>
<tr>
<td>It helps students feel comfortable.</td>
</tr>
</tbody>
</table>
Table 2
When do you think it is appropriate to use Japanese in the classroom?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teachers</th>
<th>English Majors</th>
<th>Non-English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explain difficult grammar points</td>
<td>64%</td>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td>To define new vocabulary items</td>
<td>24%</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>To explain difficult concepts</td>
<td>72%</td>
<td>66%</td>
<td>76%</td>
</tr>
<tr>
<td>To practice the use of new expressions or phrases</td>
<td>4%</td>
<td>10%</td>
<td>18%</td>
</tr>
<tr>
<td>To help students feel comfortable and confident</td>
<td>24%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td>To give instructions</td>
<td>28%</td>
<td>28%</td>
<td>39%</td>
</tr>
<tr>
<td>To help students learn more effectively (teachers only)</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To joke with students</td>
<td>16%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>To test</td>
<td>16%</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td>To check comprehension</td>
<td>40%</td>
<td>43%</td>
<td>44%</td>
</tr>
<tr>
<td>To give advice on effective studying (students only)</td>
<td></td>
<td>40%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Table 3
How often do you think Japanese should be used in the classroom?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Teachers</th>
<th>English Majors</th>
<th>Non-English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never/almost never</td>
<td>4%</td>
<td>4%</td>
<td>15%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>12%</td>
<td>23%</td>
<td>10%</td>
</tr>
<tr>
<td>Frequently</td>
<td>8%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Only when necessary</td>
<td>76%</td>
<td>63%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Do you ever use Japanese in the classroom? (Teachers only)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>24%</td>
</tr>
<tr>
<td>Often</td>
<td>16%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>44%</td>
</tr>
<tr>
<td>Almost never</td>
<td>12%</td>
</tr>
<tr>
<td>Never</td>
<td>4%</td>
</tr>
</tbody>
</table>
Table 4
Do you think the use of Japanese in your classroom helps students learn?

<table>
<thead>
<tr>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>84%</td>
</tr>
<tr>
<td>No</td>
<td>8%</td>
</tr>
<tr>
<td>Depends</td>
<td>8%</td>
</tr>
</tbody>
</table>

Do you think the use of Japanese in your classroom helps you learn English?

<table>
<thead>
<tr>
<th></th>
<th>English Majors</th>
<th>Non-English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Strongly agree</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>b. Moderately agree</td>
<td>33%</td>
<td>36%</td>
</tr>
<tr>
<td>c. Agree</td>
<td>31%</td>
<td>23%</td>
</tr>
<tr>
<td>d. Moderately disagree</td>
<td>1%</td>
<td>13%</td>
</tr>
<tr>
<td>e. Strongly disagree</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Why do you think it is helpful? (Students only)

<table>
<thead>
<tr>
<th></th>
<th>English Majors</th>
<th>Non-English Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is helpful to understand difficult concepts.</td>
<td>65%</td>
<td>57%</td>
</tr>
<tr>
<td>It is helpful to understand new vocabulary.</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>It makes me feel less lost in the classroom.</td>
<td>56%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Appendix A
Questionnaire for teachers

**Questionnaire on the Use of Japanese in the English Classroom**

The purpose of this questionnaire is to find out more about attitudes toward L1 use in the English classroom and will be used for research purposes only. Please tick the relevant boxes below.

1. Should Japanese be used in the English classroom?
   - Yes □
   - No □

2. If you think it is necessary to use Japanese in the English classroom, why?
   - a. It is more effective. □
   - b. It aids students’ comprehension. □
   - c. It is less time-consuming. □
   - d. It helps students feel comfortable. □

3. When do you think it is appropriate to use Japanese in the English classroom?
   - a. To explain complex grammar points □
b. To define new vocabulary □
c. To explain difficult concepts □
d. To practice the use of new expressions or phrases □
e. To help students feel comfortable and confident □
f. To give instructions □
g. To help students learn more effectively □
h. To joke with students □
i. To test □
j. To check comprehension □
k. Other – please specify ( )

4. How often do you think Japanese should be used in the English classroom?
   a. Never □
   b. Almost never □
   c. Sometimes □
   d. Frequently □
   e. Fairly frequently □
   f. Only when necessary □

5. Do you ever use Japanese in the English classroom?
   a. Yes, always □
   b. Yes, often □
   c. Yes, sometimes □
   d. No, almost never □
   e. No, never □

6. Do you think the use of Japanese in your English classroom helps students learn English?
   Yes □     No □

7. Please add any comments on the use of L1 in the English classroom in Japan.

Appendix B
Questionnaire for students

英語の授業における日本語使用のアンケート
ここで言う英語の授業とは会話クラス、英検、TOEIC などの資格クラス、リーディング、ライティング、すべてのクラスを指しています。あてはまるところに印をつけてください。

又、教師は日本人教師、外国人教師を含みます。

1. あなたは日本語を英語の授業で使うべきだと思いますか。
   はい。□     いいえ。□

2. あなたは教師に授業中日本語を使ってほしいですか。
   □
はい。□ いいえ。□

3. あなたは教師が日本語を授業中に使うのが好きですか。
   とても。□ ときどき。□ 少しだけ。□ 嫌いである。□

4. いつ日本語を使うのが適切だと思いますか。
   a. 複雑な文法を解説するとき。□
   b. 新しい文法を定義するとき。□
   c. 難しい概念や考えを説明するとき。□
   d. 表現やフレーズを練習するとき。□
   e. 指示を出すとき。□
   f. アドバイスをするときや効果的な勉強方法を教えるとき。□
   g. 元気を言うとき。□
   h. テスト。□
   i. 理解しているかどうかチェックをするとき。□

5. 日本語を使うのが必要だと考えた方、それのはなぜですか。
   a. 難しい概念を理解するのに役に立つ。□
   b. 新しい文法を理解するのに役に立つ。□
   c. 授業を全く理解できないという思いをしないで済む。□
   d. その他（ ）

6. 日本語を使うのは必要ないと答えた方、それはなぜですか。
   a. （ ）

7. 日本語の使用が必要だと答えた方、どのくらいの頻度で使うべきだと思いますか。
   a. めったに使わない方が良い。□
   b. ときどき。□
   c. 頻繁に。□
   d. 必要に応じて。□

8. あなたは英語の授業における日本語の使用が英語を学ぶのに役立つと思いますか？
   a. すごくそう思う。□
   b. 少しそう思う。□
   c. そう思う。□
   d. そうは思わない。□
   f. 全然そうは思わない。□

9. 英語の授業における日本語使用に関して意見を聞かせてください。
日本の英語の授業における日本語使用のあり方

清水 真紀子

英語の授業における第一言語使用については教師や研究者の間でも賛否両論がある。日本では、英会話の授業では特に、第一言語である日本語の使用を認めない英語のみの授業を支持する向きがあるようと思われる。これは日本語の使用は英語の習得の妨げになるという考えから来ているものであるが、最近では、多くの研究者達が適切な第一言語使用が英語習得に与える影響を与えていていると発表している。特に学習者の精神的な安定には欠かすことのできないとする研究者が増えている。授業の中で日本語の使用を認めるか、否かは大きな問題であるにもかかわらず、教師、学習者の間で論議されることがほとんどなかった。本研究ではこの点に注目し、Schweers が1999年にプエルトリコで行った研究を基に教師、学習者が授業における日本語の使用についてどう考えているのか、またどのような場合での使用が望ましいと考えているのかを調べるために教師、英語専攻学生、非英語専攻学生にアンケート調査を実施した。その結果、多くの教師、学生、特に初心者レベルの学生と非英語専攻の学生が日本語使用に賛成であり、英語学習に効果的であると答えた。又、日本語使用の目的にも教員、学生に多くの共通点が見られた。言語学者達が指摘しているように、学生は英語では理解できない場合の日本語の使用を歓迎し、授業の理解に不可欠であるとの見解を示した。しかし、英語に触れる機会が極端に少ない日本では、日本語を使わない授業を求める学生も多く見られ、慎重な日本語の使用を求める声も寄せられた。現在の英語教育の観点から言えば、一方的に日本語の使用を禁止したり、あるいは、学習者の意見を聞くことを日本語を使うだけに終わらせるのではなく、学習者の考えに耳を傾けるのかも教師の役割である。どのような頻度で、又、どのように場合に日本語を使うのかなど、日本語の使用について教師、学習者が共に最も効果的な使用方法を模索し、合意し、それに基づいて、使用することで学習者の意欲を向上させ、学習を促し、ひいては英語習得につながっていくと考える。