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Just because it is an English lesson, it does not mean that we have to use **only** English. If students do not understand the English explanation or instruction, the classroom time is wasted.

Background

Throughout my 14 years of experience as an Assistant Language Teacher (ALT), I have seen and led lessons in English (L2) only, Japanese (L1) only, and a mix of both. In L2 only situations, the students experienced cognitive overload and were unable to process the information. In L1 only situations, however, the students lacked opportunity to practice and/or get accustomed to listening to L2. During my latter years, I applied a mixed approach, which produced a more favorable result.

Research Question

When deciding on how much L2 to use, it is important to consider the students' levels. However, the levels are often mixed in any given classroom. How do we determine the proper balance in their usage? How does this balance affect student performance and motivation?

English Only → Cognitive Overload



Japanese Only → Lack of Usage



Japanese & English → Balanced Environment



Literature Review

- ❖ Comprehensible Input (Krashen)
- ❖ Immersion Education: Submersion
- ❖ Immediate L1 translation after L2 instruction: Detrimental

Method

- ❖ Student feedback through surveys and/or interviews
- ❖ Teacher feedback through surveys and/or interviews
- ❖ Assessment data through in-class quizzes and achievement tests

Future Plans

- ❖ Expansion – Jokes (L1 / L2)
- ❖ Culture studies