

## PTCI Task 3: Use of L1 and L2 in the Language Classroom

The extract below comes from a Japanese class in which one of the authors was one of the learners, and the exchange was noted down as it happened. The focus is on the practice of the present perfect, and students take turns asking each other a question, with the teacher nominating both the student who has to ask the question, and the student who has to give the answer. The learners had already been drilled on acceptable answers in Japanese: *Yes I have* and *No I haven't*. The first (Japanese) sentence translates to *Have you ever knitted a sweater?* T stands for the teacher; Ss stands for students.

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| 1  | Mary | <i>Seta o anda koto ga arimasu ka?</i>   |
| 2  | T    | Joe?   |
| 3  | Joe  | Can I say I've knitted a <u>square</u> ?   |
| 4  | Ss   | (Laughter)   |
| 5  | Joe  | It took me ages  |
| 6  | Sam  | What was it for? A scarf for your doll?  |
| 7  | Ss   | (Laughter)   |
| 8  | Ann  | I remember at school we had to knit a scarf; I could never get it right, and my brother had to finish it for me. |
| 9  | T    | (Explains <i>square</i> in Japanese, writes sentence on board)   |
| 10 | Joe  | I think I'll just say <i>No I haven't</i>  |

(@Morris-Adams)

### **Reflection**

- What is the effect of Joe's utterance in line 3?
- What is your view of the teacher's response in line 10?
- How would you interpret Joe's final comment in line 11?
- When, in your opinion, is it OK for students to use L1 during classroom activities?

