More Effective L2 Teaching via Students’ L1: Theoretical Frameworks and Empirical Findings

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17 January 2019 (Thursday), 12:45 – 14:00
Room 401-402, Meng Wah Complex, HKU
Chair: Dr. Yuen Yi Lo

Abstract:
There has been increasing interest in examining the use of students’ L1 in L2 classrooms in the last two decades. The research on this area has addressed issues of the amount of teacher and students’ L1 use in L2 classrooms, students’ attitude towards classroom language choice, and the effects of teacher’s L1 use on students’ L2 learning. Findings of this body of research have altogether proposed a judicious and principled use of students’ L1, which some researchers now refer to as ‘classroom code-switching’. In this talk, I will first introduce different theoretical frameworks that support the use of L1. Then I will outline different strands of research which have examined this issue, from descriptive (and observational) studies to experimental ones, including my own research (Lee & Macaro, 2013; Lee, 2016; Lee & Lo, 2017; Lee, 2018; Lee & Levine, 2018; Song & Lee, 2018). Finally, I will discuss how such studies have collectively advanced our understandings of the role of students’ L1 in L2 teaching, along with suggestions for future research.

About the speaker:
Jang Ho Lee received his DPhil in education from the University of Oxford. He is presently an associate professor in the Department of English Education at Chung-Ang University in Seoul, Republic of Korea. His areas of interest are teachers’ code-switching in English classrooms, L2 vocabulary acquisition, and the effects of studying abroad on L2 learning. His work has been published in journals like Applied Linguistics, The Modern Language Journal, TESOL Quarterly, Language Teaching Research, System, Language Awareness, Journal of Multilingual and Multicultural Development, ELT Journal, ReCALL, and so on.

All are welcome

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