

令和 4 年 6 月 16 日現在

機関番号：32663

研究種目：研究活動スタート支援

研究期間：2019～2021

課題番号：19K23084

研究課題名（和文）The role of ideology and anxiety in English 'native speaker' use of student L1 in the EFL classroom

研究課題名（英文）The role of ideology and anxiety in English 'native speaker' use of student L1 in the EFL classroom

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交付決定額（研究期間全体）：（直接経費） 1,000,000円

研究成果の概要（和文）：この研究の結果、「ネイティブスピーカー」教師による教室での単一言語使用を伝統的にとらえる信念やイデオロギーが、生徒の第一言語の有効活用を阻み、教師の感情やアイデンティティに影響を与えていることが明らかになった。英語オンリーのイデオロギーは、しばしば初期の教員養成課程で始まり、英語オンリーポリシーのある職場で継続された。このような考え方は、たとえ教師が思想的・知的に反対であったとしても、一度組み込まれるとなかなか変えることができない。さらに、恥ずかしいというネガティブな感情や、語学教師としての権威を失うのではないかと不安も、参加者の日本語能力を教室で生かす意欲や能力を大きく阻害していた。

研究成果の学術的意義や社会的意義

学術的な影響という点では、日本の大学の授業において、「母語話者」の教師が多言語主義やトランスランゲージングをもっと理解し、受け入れる必要があることが指摘された。現在、「母語話者」教師が教える範囲は限定されており、彼らの多言語アイデンティティは否定されています。そのため、生徒とより深い関係を築くことができない。本研究で得られた知見は、日本語を母語としない人々が、教室で日本語を使う正当な者として、より広い社会で受け入れられる必要があることを示している。このような現状は、長年日本に滞在している外国人教師が、日本社会の一員であることを示すことに限界がある。

研究成果の概要（英文）：The research results show that beliefs and ideologies that take a traditional view of monolingual language use in the classroom by "native speaker" teachers acts as a barrier to making effective use of students' first language and impacted on the emotions and identities of teachers. Ideologies of "English only" often began in initial teacher training programmes and was then continued in workplaces with English-only policies. Once embedded, this mindset was difficult to change, even when teachers were ideologically and intellectually opposed to such policies. In addition to this, negative emotions of embarrassment and a fear of losing authority as a language teacher also greatly impeded the participants willingness and ability to make use of their Japanese language skills in the classroom.

研究分野：Sociolinguistics

キーワード：English teacher identity Translanguaging Ideology Emotion

様式 C - 19、F - 19 - 1、Z - 19 (共通)

### 1. 研究開始当初の背景

(1) The background to the research was that I identified a possible trend that many “native speaker” and non-Japanese English teachers that were working in Japan were not making full use of their complete linguistic repertoires in the classroom. Language use in the classroom has come under increased scrutiny in recent years with ideas around English-only policies beginning to be questioned, concepts of translanguaging explored, and identities of teachers placed front and centre. This paper aims to bring together all of these elements by examining the use of non-local teachers teaching English in an EFL context in Japan. Taking on board the broad definition of identity as “*who people are to each other*” (Benwell & Stokoe, 2006, pp. 6, italics in original), current theorizations of language teacher identity (LTI) view identities as non-essentialized, fluid and under constant negotiation and re-negotiation with others (Weedon, 1997). The position of non-local teachers in an EFL setting outside of their home country adds an extra layer to these negotiations as teachers engage with a different language, unfamiliar institutional practices and struggles to find their place in a new society.

### 2. 研究の目的

(1) The purpose of the research was to explore the barriers that prevented “native speaker” and non-Japanese English teachers from using their Japanese language skills to enhance their teaching practices.

### 3. 研究の方法

(1) The data in this study was collected from 10 participants, all of whom were teaching in the higher education sector in Japan. Seven of the ten participants are male and three are female, which can be seen as representative of the gender make-up of tertiary-level ELT in Japan. Nine participants are from Inner Circle countries and identify as “native speakers” of English, with one participant from China, who identifies as a “non-native” speaker of English.

(2) I originally intended to observe classes and conduct interviews of all participants, I was only able to secure permission to observe classes of two of the participants. In order to fully maximize this data set, I have divided the data presented into two parts. In the first part I use the data from the participants whose classrooms I was able to observe to present two case studies. In these case studies I use the examples gathered from observation as prompts for discussion in the reflexive interviews. One 90-minute class was observed for each case study participant. The classes were video and audio recorded and I was also present in the class, making fieldnotes. In the second part I analyze data from all ten interviews to uncover themes and patterns across the data set. The interviews were audio recorded and were all conducted face to face, either at the participants institution or in a coffee shop in the case of one participant. In order to analyze this data set, all interviews were transcribed and the transcripts were run through NVivo software. Using keyword searches, I was able to cross reference across the data set and find recurring themes.

#### 4 . 研究成果

(1)The results indicate that ideological beliefs gained in initial training and reinforced through workplace English-only policies, played a significant role in limiting teachers' use of Japanese in the classroom. In addition to this, emotional issues involving embarrassment and a perceived reduction in teacher authority. Embarrassment stemmed from self-consciousness at using another language in front of a group of students.

(2) Although the participants reported frequent use of Japanese on a one-to-one basis with students both inside and outside the classroom, embarrassment prevented the use of Japanese in whole-class communication situations. In addition, there was a belief amongst some participants that by revealing themselves to be a poor language learner, this would somehow invalidate their authority as a language teacher. This held true despite the fact that the language they were learning (Japanese) and the language they were teaching (English), were completely different languages.

#### (3) References

Benwell, B., & Stokoe, E. (2006). *Discourse and identity*. Edinburgh: Edinburgh University Press.

Weedon, C. (1997). *Feminist Practice and Poststructuralist Theory*. Malden, MA: Blackwell Publishing.

5. 主な発表論文等

〔雑誌論文〕 計0件

〔学会発表〕 計4件（うち招待講演 0件 / うち国際学会 4件）

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| 1. 発表者名<br>Luke Lawrence   |
| 2. 発表標題<br>Non-Japanese Teachers' Use of Students' L1 in the Classroom |
| 3. 学会等名<br>JALT 2020 (国際学会)  |
| 4. 発表年<br>2020年  |

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| 1. 発表者名<br>Luke Lawrence  |
| 2. 発表標題<br>Non-local Teachers' Use of Student's L1 in the Classroom |
| 3. 学会等名<br>SS23 Hong Kong (held online) (国際学会)                      |
| 4. 発表年<br>2021年   |

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| 1. 発表者名<br>Luke Lawrence  |
| 2. 発表標題<br>Ideology and anxiety: Non-local Teachers' Use of Student's L1 in the EFL Classroom |
| 3. 学会等名<br>BAAL 2021 UK (held online) (国際学会)  |
| 4. 発表年<br>2021年   |

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| 1. 発表者名<br>Luke Lawrence   |
| 2. 発表標題<br>Exploring LGBTQ+ Pedagogy in Japanese University Classrooms |
| 3. 学会等名<br>JALT 2021 Japan (held online) (国際学会)                        |
| 4. 発表年<br>2021年  |

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

| 共同研究相手国 | 相手方研究機関 |
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