

Using the L1 in the L2 Classroom: From the Students' Perspective

Eleanor Carson

Hidenori Kashihara

Hiroshima City University

Reference Data:

Carson, E., & Kashihara, H. (2012). Using the L1 in the L2 Classroom: From the Students' Perspective. In A. Stewart & N. Sonda (Eds.), *JALT2011 Conference Proceedings*. Tokyo: JALT.

The goals of this study were to identify students' preferences regarding using the L1 (Japanese) in the L2 (English) classroom, which varies with their L2 proficiency levels (the "Proficiency Effect"), and to identify the classroom situations when students preferred, or did not prefer, the use of the L1. Participants, 305 first- and second-year students enrolled in English courses in International Studies and Information Technology faculties in a public university in Japan, were asked to anonymously complete a questionnaire using yes/no or multiple-choice answers. Results were sorted into five proficiency levels using Test of English for International Communication (TOEIC) scores, and analyzed in percentages using Excel. Results indicate that a proficiency effect exists in two patterns, which affects the amount of L1 support for which students perceive a high or low need in a variety of classroom situations. This study concludes with suggestions for educators.

本研究の第1目的は、L2 (英語) 授業におけるL1 (日本語) 使用に関して、学生のL2習熟度に応じて変化する学生の希望を把握することにある。本稿の著者らは、かかる相関関係を「習熟度効果」と命名する。第2の研究目的は、どのような状況で学生がL1使用を希望する、または希望しないかを明確にすることにある。本研究は日本の大学で国際学部および情報科学部に在籍する、1・2年生305名を対象に行われた。前述の学生は、無記名方式のアンケート調査に参加した。学生の国際コミュニケーション英語能力テスト (TOEIC) のスコアレベルに応じて、調査結果を5段階の習熟度に振分け、Excelを用いてパーセント分析した。調査結果は、2通りの習熟度効果の存在を示唆した。これらの効果は、英語授業における様々な状況で学生が必要と感じるL1サポートの量に影響を及ぼす。本研究の結論では、英語教育者向けに (L1使用に関する) いくつかの教育的提案も示した。

THIS PAPER will focus on identifying patterns of students' perceived need for L1 (Japanese) support in the L2 (English) communication classroom, as affected by students' proficiency. The researchers will introduce the term "Proficiency Effect" to describe this relationship. This paper will explore not only whether students want Japanese support, but when, how much, why, and how this changes with proficiency. In conclusion, methods will be suggested for educators to maximize L2 use in the classroom while minimizing the L1 support students feel they need, according to students' proficiency levels, to help students become "Japanese with English abilities" (Fredrick, 2011).

Background

With declining birthrates in Japan, universities are lowering their English requirements for entry (Ford, 2009). Students entering English-language classrooms with low-proficiency scores



are often nervous about studying English. While the Japanese Ministry of Education, Culture, Science and Technology (MEXT) has introduced more English-language study in the elementary and secondary education systems (Fredrick, 2011), students are often taught English primarily using Japanese, with a focus on reading, writing, and grammar rather than communication, to obtain good exam scores. MEXT recommends that English communication should emphasize English-language activities promoting real-life English use. MEXT stipulates that “in principle”, English should be taught in English, but when the classroom situation becomes difficult, Japanese can be used (Fredrick, 2011). Considering the low number of hours they have to study English communication, taught in English in principle but often in Japanese in reality (Hadley, 2004), students are ill-prepared for English communication lessons (Hato, 2005). Many students worry that their compulsory language course scores might be low and reduce their overall scores. Often, students feel if they cannot speak English “perfectly” – like a native English speaker with an American accent – they are too ashamed to speak at all (Honma, 2008). Furthermore, the fear of making errors in front of their peers can reduce their motivation and efforts in the classroom (Burden, 2004; Meyer, 2008; Nation, 2003). Yet, to teach students optimally for entering a competitive job market, students should ideally receive English communication experience and training. How can we prepare and support their efforts?

Preference for L2-only instruction was rooted and developed alongside socio-political agendas (Auerbach, 1993), employed by the Direct Method (Harbord, 1992) as an alternative to the Grammar-Translation Method (Weschler, 1997), and elucidated with L2-only principles during the 1961 Makerere University convention (Phillipson, 1992). In an EFL situation, the classroom might be the only opportunity for students to engage in meaningful L2 use (Prodromou, 2002; Ryan, 2002; Ford, 2009). L2-only instruction was used to maximize students’ exposure

to and use of the L2 and to push students’ learning by exposing them to input just beyond their current understanding (Yonesaka, 2005). Based on this, some universities prefer monolingual instruction, but these pedagogical reasons may be flawed (Stephens, 2006). On a practical level, English-only textbooks are cheaper than bilingual books for publishers, educational institutions want to maximize the value of employing native English instructors, and teachers may not be proficient in the L1 (Weschler, 1997).

Forcing students to enter an L2-only environment can be stressful (Schweers, 1999). There are issues of linguistic inequality and cultural insensitivity which make an L2-only environment difficult for students, and consequently, for teachers (Auerbach, 1993; Stephens, 2006). Exclusive use of the L2 encourages a teacher-dominant relationship with students in the classroom (Yonesaka, 2005). If students perceive a need for L1 support, and the teacher cannot or will not respond to this need, it can lead to an unsatisfactory classroom experience for all (Burden, 2001).

In fact, the L1 can be used as a tool to not only reduce affective filters interfering with, but also enhance the learning of, the L2 if used judiciously with a rational and principled approach (Cook, 2001; Ford, 2009; Meyer, 2008; Nation, 2003; Norman, 2008). When explaining difficult language, teachers can accelerate the process by resorting to the students’ L1, to enable more time to practice the L2 (Weschler, 1997). Students begin learning the L2 by mapping it onto pre-existing L1 cognitive frameworks (Auerbach, 1993). Since students have already mastered their L1, they would benefit from exploring L2 concepts in the L1, until the need for the L1 fades away (Norman, 2008). While some researchers argue that using the L1 can interfere with the acquisition of the L2 (Ryan, 2002), it is important to compare the two languages to clarify when L1 rules cannot be transferred to the L2 (Yamamoto-Wilson, 1997; Barker, 2003). It helps if the

teacher has some familiarity with both languages (Barker, 2003; Burden, 2000).

Focus on Two Papers

The researchers selected two articles to help develop a research plan. These articles were chosen because they represented distinctive explorations of students' perceived need for L1 support in the classroom.

In Schweers' (1999) study, the students were Spanish-Puerto Ricans learning English (L2). Schweers compared students' and teachers' views on the use of Spanish (L1) in the L2 classroom, using a questionnaire for students and teachers, recordings of the classes to check L1 use, and interviews with teachers. He found that 88.7% of students and 100% of teachers preferred some use of the L1, that 49% of students preferred a little L1, and that 88.2% of the students and 22.0% of the teachers thought the L1 was useful to explain difficult concepts. He found that there were affective and cultural-political factors; Spanish-speaking students resented being forced to study English, and rarely used English outside of the class. When he started the semester using the L1, and then gradually switched to the L2, he found that students reacted positively. He said that students learned that the two languages could co-exist. They not only felt less threatened, but they also developed positive attitudes towards learning English, and felt encouraged to continue English study (Schweers, 1999).

While Schweers' research covered a wide range of classroom situations and compared student and teacher attitudes, students' proficiency levels were not taken into account.

Norman (2008) studied Japanese students who were taking English-language university courses (n=191 students). He administered a questionnaire comprised of two closed-ended and two open-ended questions to two main groups: a beginner-level

group from two different non-English major groups of students, and an advanced group of English majors with overseas experience. Like Schweers, he found that students preferred some L1 support while studying their L2 (beginner-level, non-English majors 45.8% and 38.2%; advanced-level, English-majors 20.0%), plus they wanted the teacher to know the L1 even if the teacher did not use it (97.2%, 97.2% and 33.6% respectively). He found a difference in the amount of L1 support desired by the students according to English proficiency, both in percentages and with statistically significant differences between the beginner and advanced groups. He compared the non-English majors only, with regards to their final exam scores, but found that there was no correlation between desire for L1 support and proficiency as measured by the exams. The majority of responses to his open-ended question about the benefits of L1 use were to support comprehension of the contents and explanations in class. In his fourth question, regarding the drawbacks of the teachers' use of L1, there was no particularly strong single response to the drawbacks; answers varied considerably.

Norman found that the amount of L1 support desired differed between beginner and advanced students. Compared to Schweers, his results carry more weight due to statistical tests of the validity of differences. However, he did not address the wide range of learning conditions that Schweers explored. Furthermore, the authors of this paper feel that his two major comparison groups were too different.

Problem

Having examined the research background, especially Schweers' and Norman's work, a problem has come into focus. While Schweers' research covered many aspects of the classroom situation, it did not take student proficiency into account. On the other hand, Norman's paper examined proficiency but not a wide range of classroom situations. Consequently, there needs to be

research which attends to both proficiency and a wide range of classroom situations, using a pragmatic tool to assess proficiency. In the MEXT guidelines, assessment tools recommended were STEP, TOEIC or TOEFL (Fredrick, 2011; Hato, 2005). Teachers need a practical way to assess students in class, and suggestions of appropriate levels of L1 use for each level and classroom situation. The researchers have settled on TOEIC as the tool to assess proficiency, and developed a questionnaire to assess a wide range of students' L1 preferences in classroom situations. This study will address the following research questions:

Research Questions

Proficiency Effect:

1. Does a relationship exist between students' perceived need for Japanese support by both students and teachers, and their level of proficiency in English?

Desired Japanese Use:

2. Does an observable pattern exist in classroom experiences, in which Japanese support is more desired?
3. Does an observable pattern exist in classroom experiences, in which Japanese support is less desired?
4. Do these potential patterns affect how much and why students preferred Japanese support?

With these four research questions in mind, the researchers designed and conducted a questionnaire to research students' attitudes towards Japanese use in the English classroom.

Method

Participants

Of the 359 students who received the questionnaire, 305 chose to participate and submitted acceptable responses. The par-

ticipants were 305 first- and second-year students enrolled in English communication courses in the International Studies and Information Technology faculties in a public university in Japan. Participation was anonymous and voluntary.

Questionnaire and Analysis

Teachers administered bilingual questionnaires (Appendix 1), adapted from Schweers (1999), to the participants in class. In the questionnaire, the participants answered nine questions with yes/no or multiple choice answers. Responses were classified into five groups according to the students' reported TOEIC scores: Group 1 (Beginner, <299, n=63), Group 2 (Lower Intermediate, 300-399, n=96), Group 3 (Intermediate level, 400-599, n=110), Group 4 (Upper Intermediate, 600-799, n=30), and Group 5 (Advanced, >800, n=6). The ranges of TOEIC scores were determined by the researchers, based on years of classroom experience. Responses were analyzed into percentages using Excel.

Results

Should the L1 be Used in the L2 Class?

The results from Questions 2, 3 and 4 support a positive answer to our first research question, does a relationship exist between students' perceived need for teachers' and students' Japanese support and their level of proficiency in the L2? The answer is yes; there is a major observable pattern (see Figure 1). More beginner students preferred Japanese support than advanced students, showing a downward-sloping inverse relationship between student proficiency and student desire for Japanese support. More than 80% of the beginner students preferred that instructors know and use Japanese, and prefer to use Japanese in class. On the other hand, only 50% of the advanced students

hoped that the instructor knows Japanese, and that Japanese can be used by students in class, but none of the advanced students wanted to hear the instructor use Japanese. There is a definite pattern of student desire for Japanese support in the class, and since it varies with students' L2 proficiency, we have coined the phrase "The Proficiency Effect" to describe this relationship.

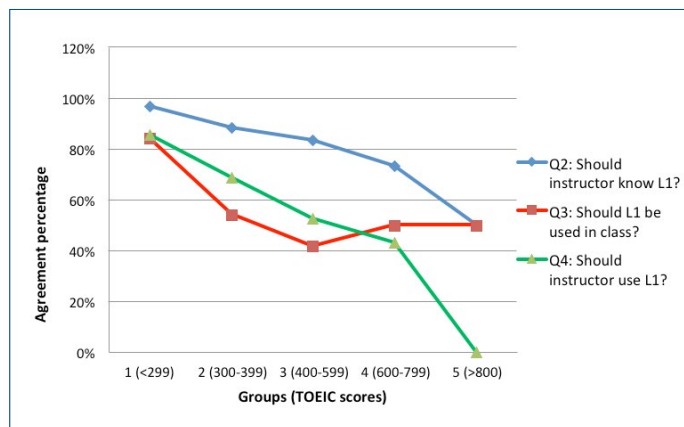


Figure 1. Should the L1 be Used in the L2 Class?

From here, the question is more specific: When is Japanese support more desired or less desired? Regarding the specific use of Japanese in the classroom, students chose only those classroom situations in which that they agreed Japanese should be used, in responses to Question 5, options a-j. These results are reported in terms of language instruction (high desire scores) and classroom-management Japanese use (low desire scores).

Language Instruction: High Desire Following Pattern I

Figure 2 shows the data used to answer the second research question: Does an observable pattern exist in classroom experiences, in which Japanese support is more desired? We found that more low-proficiency students (Groups 1 and 2) prefer Japanese use during instruction than advanced students. We observed a downward-sloping pattern at high agreement percentages, meaning that more beginner students desired Japanese support in these classroom situations, than advanced students. This pattern was observed for explaining difficult concepts, checking for comprehension by asking for the Japanese meaning of English words, explaining the relationship between English and Japanese, and for defining new vocabulary items.

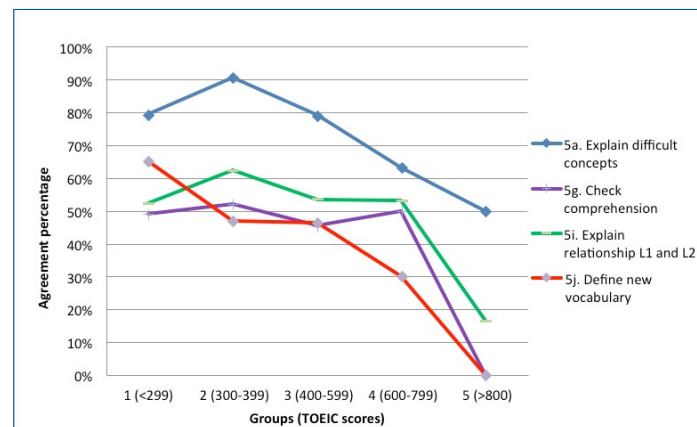


Figure 2. High Desire for L1 Support: Pattern I

Classroom Management and Emotional Factors: Low Desire Following Pattern 1

Figure 3 and Figure 4 show the data used to answer the third research question: Does an observable pattern exist in classroom experiences, in which Japanese support is least desired? The results indicate a positive answer to this question. Note that the scale of agreement percentages is smaller, less than 40%; fewer students felt the need for Japanese support in these situations. More beginners preferred Japanese use for emotional support than advanced students. We observed this pattern for joking around with students, helping students feel more comfortable and confident in class, and to test language proficiency. The researchers consider testing to be more emotionally-charged than regular instruction.

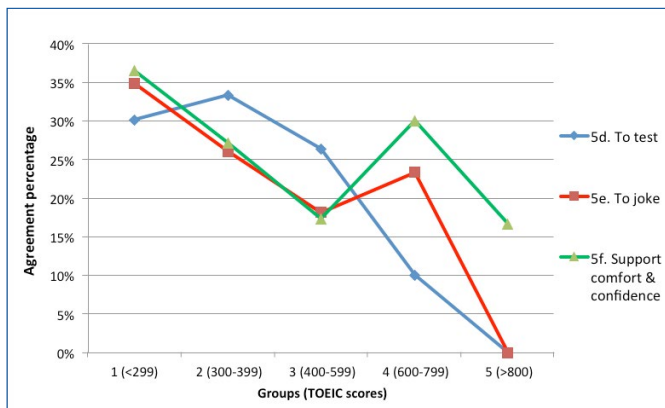


Figure 3. Low Desire for LI Support: Pattern 1

Classroom Management and Materials: Low Desire Following Pattern 2

While examining the low agreement data, to our surprise, we found a U-shaped pattern when introducing new material, summarizing material already covered, and when carrying out small-group work with that material (see Figure 4). These results are from low agreement percentages, which mean that not many students feel the need for Japanese support in these areas. However, the U-shaped pattern suggests that advanced students feel more stressed as they work with more difficult material than the other groups, so more students hope for Japanese support and use than intermediate students, especially when introducing new material (Fujishima, personal communication, March 20, 2011). This second relationship between proficiency and desired Japanese use has not been explored in the literature until now, as far as we know, although one paper mentions this pattern as a detail (Tsukamoto, in press). Because the agreement percentages were low, which means that most students feel little need for Japanese support in these classroom situations, we chose to focus on the first Proficiency Effect pattern, the downward slope.

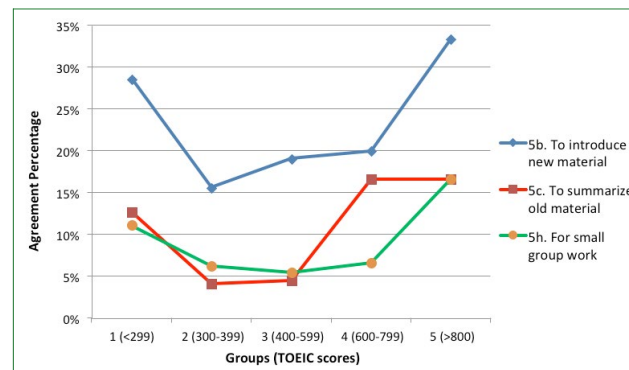


Figure 4. Low Desire for LI Support: Pattern 2

With Questions 2 – 5, we learned how many students preferred Japanese support, and in what classroom situations they preferred this support. With Questions 6 – 9, we addressed the question of how much Japanese support students preferred, and why they believed Japanese support helped them to learn the L2. Questions 6 and 7 helped assess the amounts of Japanese students preferred in class, while the reasons students preferred the use of Japanese were described by responses to Questions 8 and 9. Responses to Questions 6, 7 and 9 overlapped, providing an internal check on the results.

Students' Views

In Question 6, students were asked what percentage of the time (from a ratio of 10%, increasing by 10 to 90%) they thought Japanese should be used in the English-language classroom. For each of the five groups, the number of participants choosing each of the nine ratios was totaled. The total agreement scores for each ratio was divided by the number of students in each group, to arrive at a group's agreement percentage for each ratio of Japanese desired in class. The majority of all groups preferred the amount of Japanese used in the classroom to be less than 40%. The sums of agreement percentages for each group for ratios less than 40% were: Group 1 (57%), Group 2 (74%), Group 3 (88%), Group 4 (98%), and Group 5 (101%). There were problems with students' responses to this question, as well as minor errors due to rounding-off of the descriptive statistics, so the responses to this question are not as reliable as could be desired. However, these responses support the Proficiency Effect, pattern one, observed in previous questions. If accurate, they should be supported by responses to Question 9.

In Question 7, regarding how often Japanese should be used by teachers in the English classroom to aid comprehension, the spread of scores reflected student English ability. "Rarely" was chosen in increasing amounts (Group 1=5% to Group 5=50%)

and "sometimes" was chosen in decreasing amounts as proficiency increased (Group 1=59% to Group 5=33%). The main Proficiency Effect pattern was supported by the directions of slope for both "sometimes" (decreasing) and "rarely" (increasing) slopes. This supports the response patterns of Question 6 and the Proficiency Effect pattern one reported in this research. The extremes of choice available to students ("never" and "fairly frequently") were chosen the least of all, likely due to Japanese students' preference for moderate choices rather than extreme choices (Reids, 1990, as cited in Burden, 2000).

In Question 8, students chose one or more of three possible reasons they prefer the use of Japanese in their classroom. In decreasing amounts, from Group 1 to Group 5, most students chose "I feel less lost" (83% to 57%). Far fewer students preferred Japanese to be used to help them feel more comfortable (5% to 17%), or to feel less tense (13% to 0%). The similarity in the questions' wording is reflected in their similar levels of choice. They are distinguished in that they reflect a positive ("more comfortable") versus negative ("less tense") outlook in class. More proficient students preferred the use of Japanese for a positive reason than beginners, while less proficient students preferred the use of Japanese for a negative reason than the higher proficiency students. In general, if students prefer the use of Japanese during lessons - which is not always the case - then the usual reason is to avoid feeling lost.

In Question 9, students generally felt that using Japanese in the L2 classroom would help them to learn English. Proficiency Effect patterns emerged when similar-ranging options were compared. "No" increased (3% to 17%), and "a little" increased (24% to 50%) while "fairly much" (44% to 17%) and "a lot" decreased (27% to 17%) from Group 1 to Group 5. As was the case with Question 7, the increasing slope for "no" and "a little", and the decreasing slope for "fairly much" and "a lot" support the responses to Question 6, reported above (see Figure 5).

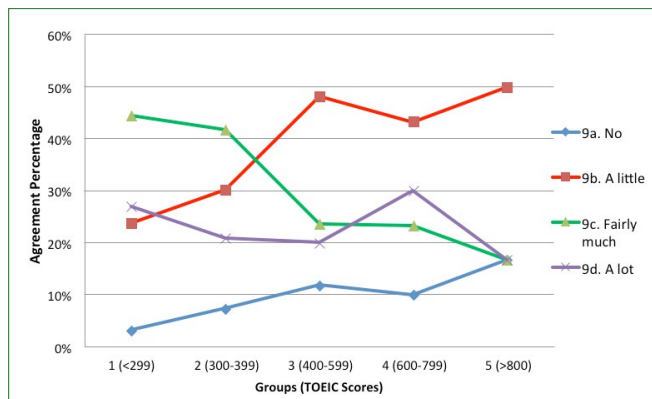


Figure 5. Does Using the L1 Help Learn the L2?

Discussion

Results generally support Schweers and Norman's findings. As Schweers (1999) found, students prefer differing amounts of L1 support in different classroom situations. As Norman (2008) reported, the amount of L1 support preferred by students is greater for beginners and less for advanced students. Furthermore, this study uncovered a strong Proficiency Effect (with two patterns), something not addressed in Schweers' research but which supports Norman's research. This trend was reflected in the preferred amounts of Japanese support in different classroom activities, which was not investigated in Norman's study.

Proficiency Effect

Regarding the first research question, results indicate that there is an inverse relationship between students' proficiency and the number of students perceiving a need for Japanese support. This relationship was illustrated by a downward-sloping pat-

tern in Figure 1. A higher number of beginners, compared with a lower number of advanced students, prefer Japanese support. These findings support similar findings between the two major comparison groups in Norman (2008).

Patterns of Desired L1 Support

Agreement of Students

About the second research question, a similar downward-sloping pattern illustrated a positive answer to the research question. This pattern appeared for instructive situations: explaining difficult concepts, checking for comprehension, explaining the relationship between English and Japanese, and defining new vocabulary items. The number of advanced-level students desiring Japanese support was much lower for the same classroom situations.

Amount of L1

Regarding the fourth research question, beginner-level students wanted Japanese to be used in class a higher percentage of the time than advanced students, with scores ranging fairly evenly from 10 - 69% of the time. Almost 90% of these students said that Japanese should be used sometimes or fairly frequently. They strongly felt (more than 70%) that using Japanese helped them learn the L2 fairly much to a lot.

Conversely, 67% of the advanced-level students felt that the Japanese should be used only between 10-19% of the time. Of the advanced-level students, 50% said that Japanese should rarely be used. Almost 70% said that Japanese helped them to learn the L2 only a little or not at all. They agreed with the beginners, although at lower amounts, that using Japanese was useful to help them feel less lost.

Patterns of Low Desire for L1 Support

Agreement of Students

Concerning the third research question, in low agreement percentages in emotional classroom-management situations, the first pattern appeared once more: to test, to joke around with students, and to make students feel more comfortable and confident. Fewer students perceived a need for Japanese support, and that need declined with an increase of students' proficiency. However, regarding the introduction of new material, review of old material, and in small-group work (with that material), a U-shaped pattern was observed, with advanced-level students hoping for more Japanese support than beginners. The researchers felt that this unexpected change in preferences was due to the increasing complexity of classroom material (Fujishima, personal communication, March 20, 2011) and the stress which accompanies students' perception of accountability for learning this material.

Amount of L1

Referring to the fourth research question, all five groups preferred the use of Japanese to help them feel less lost, than to help them feel more comfortable or less tense. These findings support similar findings in Critchley (1999), Schweers (1999), and Tang (2002), but not Burden (2000, 2001).

Limitations

The first limitation is that students' group distributions are not equal for each group. We believe the uneven number of students in each group is a good approximation of the wide ranges of proficiency that could show up in any EFL classroom, especially in Japan. Besides, to standardize all five groups, we would have to discard over 250 responses.

Secondly, the standard TOEIC test measures students' listening and reading ability but not speaking and writing ability, yet proficiency cannot be limited to the receptive skills of listening and reading (Hato, 2005). Also, the "New" TOEIC test contains serious limitations (Chapman & Newfields, 2008). Yet, TOEIC scores are a popular measure of general student proficiency used in Japan, and the ranges of proficiency can be easily understood.

Thirdly, the research design is too simple because the only unique factor observed was students' proficiency levels. Future research could take other factors into account, such as the differences between English majors and non-English majors, overseas experience, exposure to English-language media, and attitude changes over time in university classes.

Suggestions

The following ratios of agreement percentages, obtained from students' responses to all nine questions, are useful to interpret the following suggestions for educators:

Scale of Support Students Prefer:

- Very helpful = Above 75% of students
- Helpful = Around 50-75% of students
- Moderately helpful = About 30-50% of students
- Slightly helpful = About 10-30% of students
- Not helpful = About 0-10% of students

Suggestions for Educators

For beginner students, it is helpful if the instructor knows and uses Japanese in class, and if students can use Japanese in class. For advanced students, it is helpful if the instructor knows Japa-

nese and if Japanese can be used in class, but it is not helpful for the instructor to use Japanese in class.

Language Instruction

For beginner students, it is very helpful to use Japanese to explain difficult concepts, compare English and Japanese, and to use Japanese to introduce new vocabulary. For advanced students, to a lesser extent, it is helpful to use Japanese to explain difficult concepts, only slightly helpful to compare Japanese and English in Japanese, and not helpful at all to use Japanese to introduce new vocabulary.

Classroom Management and Emotional Factors

For beginner students, it is only moderately helpful to use Japanese for telling jokes and to support students' confidence and comfort, and only slightly helpful to use Japanese during group work. For advanced students, it is not helpful at all to tell jokes in Japanese. We suspect they would enjoy jokes in English. It is only slightly helpful to use Japanese to support students' confidence and comfort, and moderately helpful during group work. We believe that they prefer a higher amount of Japanese use during group work when working with more difficult material.

Conclusions

This paper explored patterns of students' desire for Japanese (L1) support in English (L2) communication classes. It was determined that there was a Proficiency Effect, or an observable relationship between students' proficiency and their perceived desire for Japanese support by other students and by the teachers. Two patterns materialized: A dominant, inverse relationship between students' desire for support and their proficiency levels appeared among high agreement scores in instructive

and low agreement scores in emotional aspects of the classroom experience. Additionally, among low agreement responses, we observed a second, U-shaped relationship between students' proficiency levels and their desire for Japanese support for group work using old and new materials. We concluded that students' perceived need for Japanese support declines with an increase in English proficiency for instructive and emotional factors, but there was a slight tendency among students to feel a greater need for Japanese support once they had attained a moderate level of proficiency, when they become responsible for more difficult material.

Future research would benefit from observing students' responses using a wide variety of alternative tests, such as STEP, the Speaking and Written TOEIC, and TOEFL tests, and other tests which assess both language recognition and language production. In addition, more factors could be considered, such as previous classroom English-language experience, overseas English experience, study major, and changes in attitude and motivation over time.

Bio Data

Eleanor Carson has been teaching English in Japan for 12 years. She holds a BA and an MA from Brock University in Canada. She is pursuing a PhD in Applied Linguistics at Hiroshima City University. She has been teaching part-time at Hiroshima City University since 2008, and teaches at several other local universities. Her research interests include use of the L1 in the L2 classroom, motivation in EFL contexts, and TOEIC test-taking strategies. <eleanor_carson@hotmail.com>

Hidegori Kashihara is a translator, and a part-time English lecturer at Hiroshima City University since April 1996, and at other local universities. Since completing an MPhil course at the University of Exeter in 1993, he has been a freelance translator

specializing in medical, legal and business fields. He is interested in the use of L1 in the L2 classroom, theory and practice in English-to-Japanese translation, and TESOL in Medical/Nursing English. <oakfield007@gmail.com>

References

- Auerbach, E. R. (1993). Re-examining English only in the ESL classroom. *TESOL Quarterly*, 27(1), 9–32.
- Barker, D. (2003). Why English teachers in Japan need to learn Japanese. *The Language Teacher Online*. Online Journal. Retrieved from <http://www.jalt-publications.org/old_tlt/articles/2003/02/barker>.
- Burden, P. (2000). The use of the students mother tongue in monolingual English “conversation” classes at Japanese universities. *The Language Teacher Online*. Retrieved from <http://www.jalt-publications.org/old_tlt/articles/2000/06/burden>.
- Burden, P. (2001). When do native English speakers and Japanese college students disagree about the use of Japanese in the English conversation classroom? *The Language Teacher Online*. Retrieved from <http://www.jalt-publications.org/old_tlt/articles/2001/04/burden>.
- Burden, P. (2004). The teacher as facilitator: Reducing anxiety in the EFL university classroom. *JALT Hokkaido Journal*, 8, 3–18.
- Chapman, M., & Newfields, T. (2008). The “New” TOEIC®. *Shiken: JALT Testing & Evaluation SIG Newsletter*, 12(2), 32–37.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402–423.
- Critchley, M. (1999). Bilingual support in English classes in Japan: A survey of student opinions of L1 use by Foreign Teachers. *The Language Teacher Online*. Retrieved from <http://www.jalt-publications.org/old_tlt/articles/1999/09/critchley>.
- Ford, K. (2009). Principles and practices of L1/L2 use in the Japanese university EFL classroom. *JALT Journal*, 31(1), 63–80.
- Fredrick, C. (2011, February). English translation of the MEXT guidelines | National AJET. *National AJET 2011-2012*. AJET Blog. Retrieved from <<http://ajet.net/2011/02/24/english-translation-of-the-mext-guidelines/>>.
- Hadley, G. (2004). Sensing the winds of change: An introduction to data-driven learning. Retrieved from <<http://www.nuis.ac.jp/~hadley/publication/windofchange/windsofchange.htm>>.
- Hato, Y. (2005). Problems in top-down goal setting in second language education: A case study of the “Action Plan to Cultivate ‘Japanese with English Abilities’”. *JALT Journal*, 27(1), 33–52.
- Honna, N. (2008). Challenging Issues in English Language Teaching in Japan. Country Note on Topics for Breakout Session 1 (pp. 1-6). Retrieved from <www.oecd.org/dataoecd/58/3/41478726.pdf>.
- Harbord, J. (1992). The use of the mother tongue in the classroom. *ELT Journal*, 46(4), 350–355.
- Meyer, J. (2008). The pedagogical implications of L1 use in the L2 classroom. *Maebashi Kyodai Gakuken College Ronsyu*, 8, 147–159.
- Nation, P. (2003). The role of the first language in foreign language learning. *Asian EFL Journal*, 5(2), 1–8.
- Norman, J. (2008). Benefits and drawbacks to L1 use in the L2 classroom. In K. Bradford Watts, T. Muller, & M. Swanson (Eds.), *JALT2007 Conference Proceedings*. Tokyo: JALT.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Prodromou, I. (2002). The role of the mother tongue in the classroom. *IATEFL Issues* (April-May), 6–8.
- Ryan, S. (2002). Maximising L2 communication: The case for caution in the use of L1 in the classroom. *On CUE*, 10(1), 20–21.
- Schweers Jr, C. W. (1999). Using L1 in the L2 classroom. *English Teaching Forum*, 37, 6–9.
- Stephens, M. (2006). The use and abuse of Japanese in the English university class. *The Language Teacher*, 30(8), 13–17.
- Tang, J. (2002). Using L1 in the English classroom. *English Teaching Forum*, 40, 36–43.

- Tsukamoto, M. (in press). Students' perception of teachers' language use in an EFL classroom. *Osaka Jogakuin University Research Journal*.
- Weschler, R. (1997). Uses of Japanese (L1) in the English classroom: Introducing the functional-translation method. *The Internet TESL Journal*, 3(11). Retrieved from <<http://iteslj.org/Articles/Weschler-UsingL1.html>>.
- Yamamoto-Wilson, J. (1997). Can a knowledge of Japanese help our EFL teaching? *The Language Teacher*, 21(1), 6-9.
- Yonesaka, S. (2005). A proposal to use classroom discourse frames to investigate patterns of teacher L1 use. *Hokkai Gakuen University Studies in Culture*, 32, 31-57.