

Japanese Teachers' and Students' Perceptions of Using Japanese and English in High School English Classes

Sara Kawabata

Shikoku University

The use of students' L1 in the EFL classroom is an area of ongoing debate. This study investigated teachers' and students' attitudes towards the use of Japanese and English in Japanese high school English language classes. Twelve Japanese teachers of English (JTE) and 179 Japanese high school students participated in the study. The participants reported that most of their classes were conducted predominantly in Japanese. Both the JTEs and students expressed their belief in the necessity for Japanese use in class, especially for grammar or vocabulary explanations. However, most participants stated that English should be used for 50-70% of class time. This study also revealed that most of the JTEs did not consciously think about language choices when preparing for class.

EFLクラスルームでの学習者のL1使用は賛否両論ある議題といえる。本研究では、日本の高等学校における英語授業での日本語と英語の使用に関する生徒および教師の認知を調査した。12人の日本人英語教師(JTE)および179人の高校生が調査に参加した。調査参加者は授業の大半は主に日本語で行われていると答えた。JTEと生徒は日本語使用の必要性を表明しており、特に文法や語彙の説明などにおける日本語使用を求めている。しかしながら、授業時間の50~70%ほどは英語が使用されるべきだと考える声が大半であった。また、日本人英語教師の多くは、授業準備の際に、言語選択に関しては意識的に考慮していないことが明らかになった。

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A review of Jeremy Harmer's *The Practice of English Language Teaching* over the last 30 years shows a change in attitude towards L1 use in the English language classroom. In the first edition, Harmer (1983) only briefly mentioned L1 use; in the third edition (2001), he expanded on the problematized L1 use by students and suggested how to discourage students from using L1. In the latest edition, Harmer (2015) discussed the role of other language—the pros and cons of L1 use—and included recent studies on the benefits of L1 use in class. The attitudes towards L1 use can be seen to have moved away from discouraging its use and now focus on how to employ it efficiently and appropriately.

In the context of the Japanese education system, Japanese high school teachers have been expected to conduct English classes in the English language

since 2013 (Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2009). Omote and Kawakami's (2021) study shows that the amount of English classroom speech used has increased over the last decade. However, almost 50% of Japanese teachers of English (JTEs) are still reported to use English less than half the time during class (MEXT, 2022). This reveals a gap between the intentions expressed in the Courses of Study Guidelines (CoS) and the actual practice of JTEs in high schools.

MEXT, however, does not prohibit Japanese use in class. The new CoS states that if teachers keep in mind that classes should provide a real purpose for communication and expose students to English, the supplemental use of Japanese can be considered (MEXT, 2018).

Research focusing on English use in the classroom has identified some of the issues from the perspectives of JTEs. Machida (2019) conducted interviews, class observations, and a questionnaire with junior high school non-native English teachers. The results indicated that the majority were positive towards the policy of conducting English classes predominantly in English, but felt anxious due to a lack of confidence in using English for class instruction. Additionally, the teachers had concerns over possible problems with students being able to learn effectively in those circumstances. Reed's (2020) study used a questionnaire and interviews to reveal that non-native English teachers felt unprepared to conduct classes primarily in English for a variety of reasons including workload, a perceived lack of training, and English competency.

As for the students' perspective, research on Japanese use in English classes has shown a preference for Japanese in particular circumstances. Aoyama's (2020) study of third-year high school students conducted through classroom observations and interviews showed that students used Japanese for several specific purposes such as asking for help, backchanneling, and identifying equivalents. This study indicated that students had complex and varying attitudes towards Japanese use in the classroom

as well as a desire to use more English. Hosaka's (2020) study of junior high school students through a questionnaire indicated a preference for Japanese during explanations of difficult grammar. This mirrors Sakai's (2018) research on older students with higher English proficiency who showed a preference for Japanese when dealing with complex topics.

Saito (2018) conducted a series of interviews and observations with three senior high school teachers from different schools and administered a questionnaire to their students. The teachers' choice between Japanese or English in class was based on the current MEXT CoS guidelines, the students' English proficiency, and the pressure of preparing for university entrance exams. The study also revealed that the students had distinct expectations and opinions of when and for what purposes their teachers should use Japanese and English in class.

A logical step in this area would be a broader examination, including interviews with both JTEs and students and focusing on just one school, of the perceptions of JTEs and their students towards both Japanese and English use in their English language classes. Such a study could include interviews with both JTEs and students from just one school in order to identify differences in their perceptions. This study aimed to explore both JTEs' and students' perceptions towards how much English they use in class, in what situations Japanese or English should be used and why they think each party uses Japanese or English in class. The perceptions of the participants towards mixed Japanese/English classes compared with English-only classes were also examined.

Research Questions

The research questions in the study were formulated as follows.

- RQ1. What percentage of the language used in class is English, according to the JTEs' and students' perceptions?
- RQ2. In what situations do the JTEs/students think Japanese/English should be used?
- RQ3. What reasons do JTEs/students think cause their use of Japanese/English?
- RQ4. What are the JTEs'/students' attitudes towards mixed Japanese/English use compared with exclusive use of English?

Methods and Data

The research used in this study was carried out as part of a master's course attended in the United

Kingdom. Data originally collected in 2018 was analyzed for this study. The mixed methods approach consisted of a quantitative questionnaire followed by several qualitative interviews.

The data was collected at a private high school in an urban area of Kyushu, western Japan. The school is above average size. All the full-time JTEs working at the school were asked to complete the questionnaire, and 12 (out of 13) took part. Six out of the 12 JTEs were willing to be interviewed. The research plan and all the materials were approved by the Institutional Ethical Board of Canterbury Christ Church University in the UK, and all necessary consent procedures were followed. The students (first- and second-year high school students aged 16 to 17) taught by those six JTEs were asked to complete the online questionnaire (see Appendix A), and 179 responses were received. Among the student participants, 72 (from two classrooms) were first-year students and 107 (from six classrooms) were second-year students. The majority of students had EIKEN grade 2, pre-2, or 3 (41, 46, and 46 respectively). Two students had grade pre-1, 11 students had grade 4 or 5, and 33 students did not have an EIKEN grade.

Following Dörnyei (2010), established questionnaires investigating similar themes were consulted and adapted. The questionnaires from Schweers (1999), Levine (2003), Thompson (2006), Hashemi and Sabet (2013), and Shabir (2017) were used based on similar research questions and contexts. Questions consisted of numerical rating scales, multiple choice items, and Likert scales. The four questions with numerical rating scales in the first part focused on the perceived amount of English use in class by the JTE and students, and the response options available were 0-20%, 21-40%, 41-60%, 61-80%, and 81-100% of class time. The second part investigated the JTEs' and students' beliefs about Japanese and English use with Likert six-point scales. Questions 5 to 7 focused on the ideal amount of Japanese/English use in class, and Question 8 to 16 on beliefs regarding language choices made in class. The third part of the questionnaire used multiple-choice items to examine situations in which students believe Japanese/English should be used and the reasons why. Data from the questionnaire was organized using the online tool Survey-Monkey (<https://www.surveymonkey.com>). Student responses were separated into percentage bands and analyzed accordingly.

The students who completed the questionnaire were then asked to voluntarily join the subsequent focus group interview, and five of them participated.

The interviews were semi-structured and employed an interview guide (see Appendix B). All the interviews were audio-recorded and transcribed for analysis. The data from the interviews was analysed using grounded theory, coded and analysed thematically to identify any recurring themes or patterns. In the findings, transcription excerpts are notated with speech turns.

Findings

RQ1. What percentage of the language used in class is English, according to the JTEs' and students' perceptions?

In terms of English use, the interviews with the JTEs revealed that there was variation between the JTEs. The questionnaire results indicated, as shown in Table 1, that three quarters of the JTEs used English for less than 40% of their total speaking time. Results for both JTEs and students showed that only a small number of JTEs used English as the main language. The responses of the students varied even within the same class, despite the fact that they had experienced the same lessons together. This could be because the time spent using English was not consistent, and varied from lesson to lesson even when conducted by the same teacher.

Table 1
JTEs' Use of English (Question 1)

JTEs' English Use	JTEs' view (n=12)	Students' view (n=179)
81 - 100%	2 (16.7%)	29 (16.2%)
41 - 80%	1 (8.3%)	62 (49.2%)
0 - 40%	9 (75%)	88 (34.6%)

Table 2 shows perceptions of English use for student-teacher and student-student speaking activities. In both situations, the results showed that the students' use of English was very limited, and only approximately one quarter of the students used English for more than 40% of their total utterances.

Table 2
Students' English Use for Speaking (Questions 2 & 3)

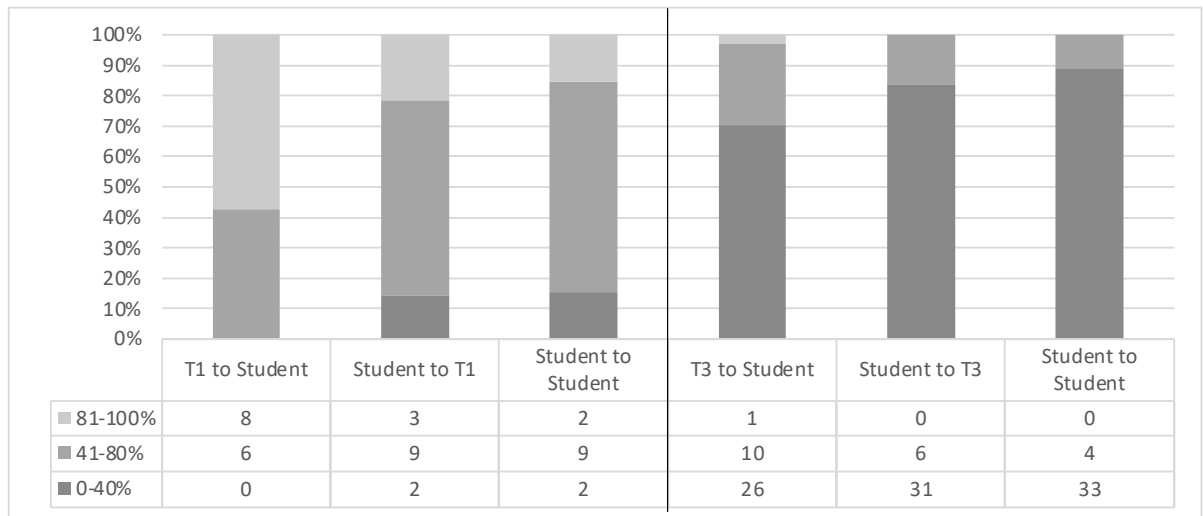
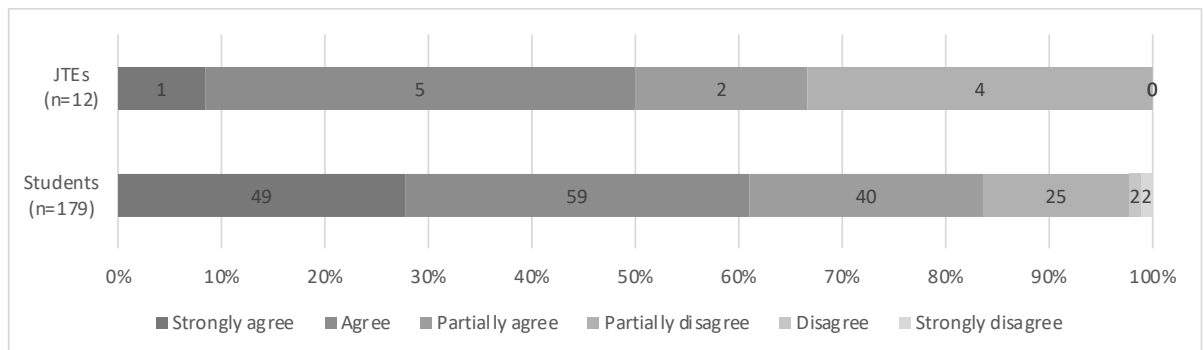
Students' English Use	JTEs' view (n=12)		Students' view (n=179)	
	Student→JTE	Student→Student	Student→JTE	Student→Student
81 - 100%	0 (0%)	0 (0%)	12 (6.7%)	5 (2.8%)
41 - 80%	3 (25.0%)	3 (25.0%)	56 (31.3%)	126 (26.0%)
0 - 40%	9 (75.0%)	9 (75.0%)	111 (62.0%)	46 (71.2%)

Interesting Connection Between English Use by JTEs and Students

Regarding the amount of English use, an interesting connection was observed between the JTEs and their students. That is, the more JTEs reported speaking English, the more their students tended to report speaking English. Figure 1 shows the time percentage of English use reported by the students of Teacher 1 (T1) and Teacher 3 (T3). These two teachers are compared because of the distinctive consistency in their reported approaches to Japanese /English use compared with the other teachers. The interview revealed that the two teachers have different policies regarding English use. T3 purposefully emphasizes explanations in Japanese for better and clearer understanding, and hardly speaks English in class (as shown in Figure 1). On the contrary, T1 tries to avoid the use of Japanese in class. Interestingly, the students of T1 reported speaking more English, with more than 80% of the students using English for more than 40% of their speaking time, while 80% of T3's students report no more than 40% of English use. The contrast indicates that the amount of English spoken by students in these two teachers' classrooms is influenced by the amount of English used by the teachers.

This result was further supported by students' responses to survey Question 8 ("I believe the more teachers speak English in class, the more students are encouraged to speak English in class"). As shown in Figure 2, 83% of students agreed with this statement to some extent. One third of the JTEs "partially disagree" with this statement indicating that they were less sure about the effect of their English usage in class on the students.

The interviews revealed that the JTEs' basic interpretation of an "English-only approach" sometimes applied only to their own language use and not that of the students'. Also, the English-only approach was often used for particular activities and not the entire class. It is similar to what Leeming (2011) describes as the distinctive understanding of English-only classes in the students' mind, where the

Figure 1*Comparison of English Use Between T1 and T3 Classes (Questions 1-3)***Figure 2***JTEs' and Students' Responses to Survey Question 7 ("I Believe the More Teachers Speak English in Class, the More Students are Encouraged to Speak English in Class")*

English-only policy is applied to tasks, not "all classroom interactions including non-task related social conversation" (p. 373). In addition, the interviews showed that the JTEs do not consider language choices when preparing a lesson. The language balance might vary because of JTEs improvising during the class, which may lead to inconsistency in English use.

RQ2. In what situations do the JTEs/students think Japanese/English should be used?

Questions 18 and 19 in the questionnaire revealed that both JTEs and students had similar views regarding appropriate situations for Japanese use, as shown in Table 3.

A detailed explanation of the situations listed in

Table 3 follows below.

To Explain Difficult/Abstract Concepts Including Grammar

All the JTEs and 67% of the students believed that difficult or abstract concepts should be dealt with in Japanese. The JTEs found it especially difficult to teach grammar in English, partly because of a lack of experience as learners; as T6 expressed in the interview, "I have never seen a grammar lesson conducted all in English." One JTE expressed the belief that "it should be explained thoroughly in Japanese" (free comments for Question 18). In fact, explicit grammar explanations were often absent in the classes given by JTEs who used a higher percentage of English. Student 1 (S1) in the focus group

Table 3
The Five Most Appropriate Situations for Japanese Use (Question 18)

Situations	JTEs (n=12)	Students (n=179)
To explain difficult/abstract concepts (including grammar)	12 (100%)	119 (66.9%)
To explain about tests, assignments, or teaching methodology	10 (83.3%)	104 (58.4%)
To explain differences between Japanese and English language	8 (66.7%)	85 (47.8%)
To help students feel more comfortable and confident	8 (66.7%)	77 (43.3%)
To define new vocabulary	6 (50.0%)	127 (71.4%)

Table 4
Inappropriate Situations for Japanese Use (Question 19)

Situations	JTEs (n=12)	Students (n=179)
To joke around with students	6 (54.6%)	92 (55.1%)
To carry out small-group work	3 (27.3%)	83 (49.7%)
To summarize material already covered	6 (54.6%)	61 (36.5%)
To give instructions for activities	1 (9.1%)	50 (29.9%)
To introduce new material	5 (45.5%)	45 (27.0%)
To check for comprehension	3 (27.3%)	45 (27.0%)
To explain about cultures or situations used in materials	4 (36.4%)	40 (24.0%)

also mentioned that classes conducted in English tended to focus more on using the language rather than understanding the language structure.

To Explain About Tests, Assignments, or Teaching Methodology

More than 83% of the JTEs and 58% of the students answered that it was necessary to use Japanese to explain class policy, assignments, or tests. As T1 elaborated in the interview, Japanese use is crucial in these situations because of such sensitive issues as exams and course work assessment/evaluation. Ambiguity or misunderstanding about class administration “might damage the [teacher/student] relationship.”

To Define New Vocabulary

An interesting difference was found regarding vocabulary learning. More than 70% of students agreed on the importance of using of Japanese to help define new vocabulary. However, only half of the JTEs agreed. The JTEs used Japanese to define new vocabulary, although the data showed that they did not believe that they should. In T5’s words, “the students have not reached the level [to use an English-English dictionary]” (interview T5).

Inappropriate Situations for Japanese

On the other hand, no clear pattern emerged for inappropriate situations for Japanese use. It might show a flexible attitude towards Japanese, and that Japanese can be used in any situation, if necessary.

RQ3. What reasons do JTEs/students think cause their use of Japanese/English?

The results showed that the students reported a strong preference for clear understanding of lesson content, especially when dealing with something abstract or complex. In this situation, the JTEs reported using Japanese to match the students’ preferences. Some of the JTEs also reported Japanese use for the purpose of saving time and because of their lack of English skills.

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Table 5

JTEs' and Students' Response to Survey Question 17 ("If the Students Prefer the Use of Japanese, What Do You Think Could be the Reason? More Than One Answer Can Be Chosen")

Reasons	JTEs (n=12)	Students (n=179)
They feel less lost	11 (91.7%)	149 (83.7%)
It's more comfortable	5 (41.7%)	57 (32.0%)
They are less tense	4 (33.3%)	47 (26.4%)
Others	0 (0%)	13 (7.3%)

A detailed explanation of the reasons listed in Table 5 follows.

Clear Understanding

The most common situation in which the students prefer to use Japanese is when they feel lost. Some JTEs acknowledged the students' confusion, reporting situations as shown below.

- 18 T4 When I keep speaking English, they look lost. Some students say "Japanese please" in English.

The interview with T4

- 36 T6 I tried to teach English through English one day, but some students at the back started saying "*wakaran wakaran* [I don't understand, I don't understand]".

The interview with T6

Some students stated that their teachers "just keep going in English even if the students do not understand" (free comments). T5 warned that those situations could result in some students giving up learning in class (interview T5). In fact, students in the focus group also mentioned a similar experience.

- 263 S5 [When the teacher speaks only in English] I panic. I don't understand anything....

- 264 All Yes...

The student focus group

In fact, the top four situations for Japanese use in Table 3 were those where the students preferred a clear understanding, such as defining vocabulary or explaining grammar.

Cognitive Process

According to Swain and Lapkin (2000), "to insist that no use be made of the L1 in carrying out tasks that are both linguistically and cognitively complex is to deny the use of an important cognitive tool" (pp. 268-269). Some JTEs also mentioned the role of Japanese in cognitive processes.

- 32 T3 When humans think deeply, they do so in their first language. ... It is only in Japanese that we can think deeply, the students need to think in Japanese.

The interview with T3

In fact, T1 also suggested that his students "tend to switch from English to Japanese when they work on something from scratch" (interview T1), since they need to think carefully to come up with new ideas. The complexity of materials also requires a cognitive process as shown below.

- 251 S2 English classes at school deal with difficult things such as grammar, don't they? I feel okay having conversations in English in *eikaiwa* [private English conversation school] class], our teachers can help me, but I cannot keep up with it if they teach us something difficult in English [at a high school].

The student focus group

Affective Aspects

The students in this context showed some anxiety towards an English-only approach. As shown in Table 6, almost 90% of the students felt nervous to some extent in an English-only environment. T4 expressed in his interview that the "[English-only approach is] too much of a burden" for his students. More than half of the students answered that they

Table 6

Students' Response to Survey Question 15 ("I Believe That an English-Only Policy Would Make Students Nervous")

Strongly Agree	Agree	Partially Agree	Partially Disagree	Disagree	Strongly Disagree
35.0%	35.0%	17.5%	8.5%	1.7%	2.3%

felt uncomfortable speaking English when the students they were talking with responded in Japanese. In addition, Japanese students tend to be very sensitive about making mistakes (Thompson, 2001) or how they sound to others (King, 2013), which was mentioned in the focus group several times.

Time Efficiency

Time efficiency is one of the advantages of general L1 use (Atkinson, 1993). JTEs have a limited number of classes to finish their course books, so a deductive approach can be timesaving, especially when conducted in Japanese. T2 emphasized the importance as follows.

08 T2 If the use of Japanese can save time and is more productive, and also if I can use the saved time to do drilling or to provide output in English later, I will use Japanese to explain things.

The interview with T2

Lack of Experience

JTEs in this study stated that when they were students, they did not experience English classes taught only in English by JTEs. Half of the JTEs briefly mentioned that their English proficiency was not good enough to conduct whole classes in English, in particular, the skills to paraphrase into simple English. T6 also mentioned that he would not know how to conduct a class completely in English since all the English classes he attended, taught by JTEs, were conducted “only in Japanese” and he therefore does not have a model to follow (interview T6).

RQ4. What are the JTEs'/students' attitudes towards mixed Japanese/English use compare with exclusive use of English?

The interview with the JTEs revealed that they want to use more English than they currently do, although they do believe there is a role for Japanese in the classroom. Only one JTE agrees with the exclusive use of English in class, and there were two JTEs who showed strong disagreement with the exclusion of Japanese. For example, T3 expressed some doubt about how suitable the English-only approach would be in their context, wondering “if this way [the English-only approach] is appropriate in Japan, or for Japanese learners” (interview T3). The data revealed that those beliefs affect their current practices in class.

Table 7 shows the JTEs and students have a similar ideal percentage regarding Japanese use in class. Most participants believed Japanese should be used less than 40% of class time.

Table 7
JTEs' and Students' Response to Survey Question 7 (“I believe that Japanese can be used in class for --- % of the time”)

	JTEs' view (n=12)	Students' view (n=179)
81 - 100%	0 (0%)	8 (4.5%)
41 - 80%	3 (25%)	47 (26.6%)
0 - 40%	9 (75%)	122 (68.9%)

Students demonstrated a favorable view towards more English use. Almost 70% of the students thought that JTEs and students should use Japanese for less than 40% of class time, and 75% of the JTEs agreed. More than 80% of the students answered that they feel encouraged and comfortable using more English when JTEs also use more English (Questions 8 and 16). However, at the same time 88% of them feel vulnerable if English is used exclusively in class (Question 15). In fact, 82% of the student respondents believed that the use of Japanese in class can help to learn English (Question 11).

The students expected their JTEs to use more English in class, but for the students themselves English use for a limited time and for specific purposes was preferable, as shown in the following focus group interview excerpt:

- 193 I Can you continue speaking English, if your friends start speaking Japanese?
- 194 S3 No. Actually it happens a lot. When we can't say what we wanted to say in English, we compromise and end up explaining in Japanese. But I want to do it in English.
- 195 I So, you want to try to explain in English.
Is there anyone who finds it easier when your teacher tells you to speak English for a specific task?
- 196 ALL (Raised their hands.)
- 196 I But you don't want it to continue for a long time?

- 197 S3 No, I don't want that.
 198 S5 It's too tough.
 ...
 202 S1 I hope teachers can set a specific time
 using English, maybe an English only
 time.

The student focus group

Discussion and Implications

Due to convenience samples being considered unrepresentative of any population (Fraenkel et al., 2023), the findings of this research might not be appropriate for generalization to other contexts. However, some aspects could be considered applicable to similar contexts. The findings indicate that there are some differences as well as areas of agreement in perceptions towards Japanese/English between JTEs and students.

This research revealed that Japanese was used for more than 50% of class time in the study's sample. English use by both JTEs and students was quite limited in most classes. The JTEs in this study did not consider language choices when planning their lessons. Most of the JTEs said it was not until answering the survey for this research study that they had consciously thought about language choices. Considering that only around 30% of the students prefer Japanese use more for than 40% of the class time, some change is needed to meet the students' preferences. Most of the students reported a preference for a balanced combination of Japanese and English, with an ideal balance of around 60% of the class conducted in English.

In terms of Japanese use, the greatest concern for both JTEs and students is a clear understanding of the language being studied. Use of Japanese to explain class policy and for evaluation is important to retain good rapport between the JTEs and students. This study indicates how both JTEs and students perceive Japanese use to be important for explaining the grammatical differences between Japanese and English.

In addition, the findings indicated that it is beneficial to allow the students an opportunity to use Japanese in a monolingual class, where they can share and discuss their opinions at a deeper level. Teenagers with limited L2 skills tend to feel frustrated when they cannot express themselves so allowing them to occasionally use L1 gives them a sense of achievement and an opportunity to show their intelligence, as noted by Atkinson (1993). The findings also revealed that the students in this context tended to show an inhibition to speaking

English which may be related to cultural values (King, 2013; Thompson, 2001). However, at the same time, they also have a strong desire to be able to speak English.

As this study shows some difference in perceptions of Japanese/English classroom use between JTEs and students, a discussion in which JTEs and students consider the benefits of Japanese and English use (Harmer, 2015) and negotiate when and in what situations to use Japanese/English could prove beneficial.

Conclusion

Although this research cannot offer easy generalization for appropriate Japanese and English use in a wide variety of contexts, it can give JTEs an opportunity to reflect on their language choices in class while considering their students' perceptions and preferences. The careful consideration of language choices is important for an appropriate use of Japanese and English in the context of Japanese high school English classes. This study indicates that a deliberate and measured use of Japanese is appropriate in the context of a Japanese high school English language class. It may also suggest that JTEs should re-evaluate the balance between Japanese/English in terms of the current pedagogical approaches encouraged in this context.

By 2025, students finishing their school education will have completed their entire grade school English education under the current CoS guidelines. A re-examination at this date of JTEs' and students' perceptions towards Japanese /English may be a potential area for future study.

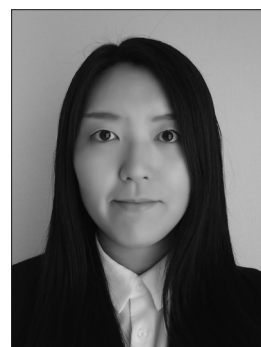
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- Sara Kawabata** is a full-time lecturer at Shikoku University in Tokushima. She has earned master's degrees from Fukuoka Women's University as well as from Canterbury Christ Church University in the UK. Her research interests include the learning styles of teenagers and the use of students' first language in English language classes.



Appendix A

Students' Questionnaire (English Translation)

Part 1:

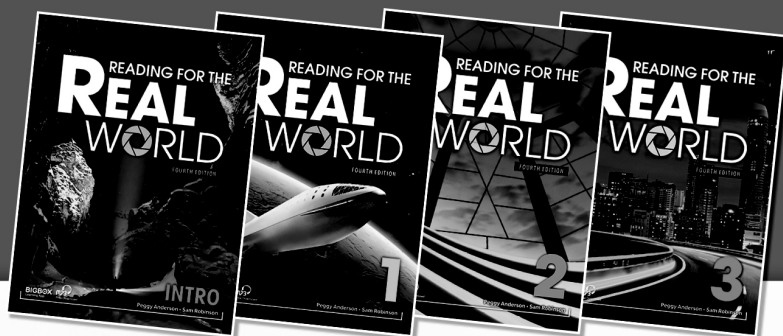
1. How much of the total speaking done by your teacher in class is in English?

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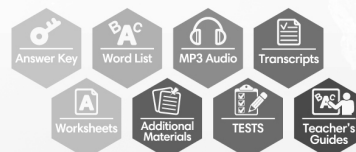
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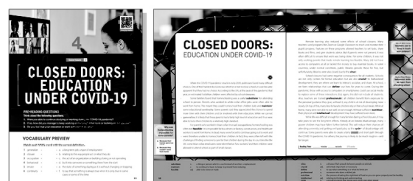
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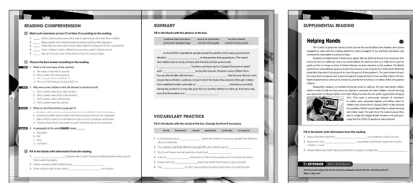
1 Reading Passages

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2 Comprehension Questions

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2. How much of the total speaking done by students to your teacher in class is in English?
3. How much of the total speaking done by students to other students in class is in English?
4. How much do students use English in class including reading, writing, listening and speaking in class?
5. I believe that English teachers should use English in class --- % of the time.
6. I believe that students should use English in class --- % of the time.
7. I believe that Japanese can be used in class --- % of the time.
<the options for Q1-7> 0-20%, 21-40%, 41-60%, 61-80%, 81-100%
8. I believe that the more teachers speak English in class, the more students are encouraged to speak English in class.
9. I believe that the more students speak English, the more their English proficiency improves.
10. I believe that the only way for students to master English is to study in an English-only class.
11. I believe that the use of Japanese in class can help students learn English.
12. I believe that English teachers should use English at all times in class.
13. I believe that in group/pair work, students should keep speaking English even after they finish their tasks.
14. I believe that the students feel uncomfortable speaking English when the students they are talking to speak back in Japanese.
15. I believe that an English-only policy would make students nervous.
16. I believe that the students will be more comfortable speaking English in class when the English teacher speaks English.
<the options for Q8-16> Strongly agree, Agree, Partially agree, Partially disagree, Disagree, Strongly disagree
17. If students prefer the use of Japanese, what do you think could be the reason? More than one answer can be chosen. It's more comfortable, They are less tense, They feel less lost, Others (Please specify)
18. Please mark the situations in which you believe Japanese should be used. More than one can be chosen.
19. Please mark the situations in which you believe Japanese should NOT be used. More than one can be chosen. <the options for Q18-19> To introduce new material, To define new vocabulary, To summarise material already covered, To explain about tests, assignments, or teaching

methodology, To check for comprehension, To explain difficult/abstract concepts (including grammar), To joke around with students, To explain about cultures or situations used in materials, To explain differences between Japanese and English language, To respond to questions in Japanese from students, To discipline the class, To carry out tests (such as translation), To help students feel more comfortable and confident, To carry out small-group work, To give instructions for activities, Other

20. Please tell us which class you are in.
21. Please tell us the EIKEN grade you have.

Appendix B

Interview Guide for Semi-Structured Interview

I. JTEs

- Is there any policy when teaching class?
- What are some of the constraints you find yourself under when carrying out your policy?
- Do you share your policies with your students?
- Do you feel your policy and attitudes have been consistent over the years of have they changed in some way?
- What do you think about your use of Japanese/English in class?
- What do you think about students' use of Japanese/English in class?
- When planning lessons, what factors do you consider in addition to the materials?
- Do you think English teachers consider their language choices when they plan lessons?

II. Focus Group for Students

- Do you have any role model for Japanese English speakers?
- What do you think of the amount of Japanese/English that your teacher uses?
- What do you think of the amount of Japanese/English that students uses?
- What are the advantages or disadvantages of the use of Japanese in class?
- What are the advantages or disadvantages of using only of English in class?
- How is Japanese used in your current classes? (both teachers and students)
- Do you think that your English skills would improve if you took English-only classes?
- What do you think would be the difficulties of implementing an English-only approach?