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The Use of Japanese in English Oral Communication Classes

Mehran Sabet

Introduction

For many foreign English teachers in Japan the dilemma has always been when and how often, if ever, it is appropriate to use Japanese in the classroom. Some teachers struggle with this question because they want to know what methods and approaches work best when teaching their Japanese students and how they can conduct their lessons in the most productive way. There are certainly advantages to speaking Japanese, and in fact some schools require a certain level of fluency in Japanese when posting job-wanted ads in newspapers and other professional publications.

When communication breaks down, a misunderstanding occurs, or there is a need for clarity, knowing the mother tongue of the students can be a valuable asset. Inability to understand each other could be the cause of tension in any relationship. But when it happens in the classroom, communication and learning, two major goals of any lesson, would be the first two casualties of this breakdown.

In this writer's experience, Japanese students seem to feel more comfortable with teachers who can speak and understand their language. It has certainly been the case with students at novice and beginner levels that this writer has taught. Through various questionnaires given to the students at the end of each academic year, almost without exception the majority of learners have expressed relief and appreciation that this writer's knowledge of Japanese language was used in the classroom when needed. On the other hand, how this knowledge should be used, where and when it should be applied, and what the possible advantages and disadvantages of using the students' mother tongue in the classroom are, have become concerns that

have been addressed in recent years and which require further research.

The majority of linguistic experts insist on the use of only the target language (L2) in the classroom and discourage the use of the learners' mother tongue (L1). Swan (1985) claims that the mother tongue interferes with L2 (English) acquisition. Larsen-Freeman (1986) suggests that English should be used not only during communicative tasks, but also in task explanation and when assigning homework.

However, there are some experts who believe that L1 might have a place in the classroom. Willis (1981) acknowledges that L1 might occasionally be used. Atkinson (1993) finds it impossible to find the correct balance between using L1 and L2 in the classroom and states that L1 can be a valuable source if it is used appropriately.

This writer intended to find out 1) Do the students think that a foreign teacher should know and speak Japanese in the classroom when needed?, and 2) Were the students responses different depending on their level of proficiency?

When to use Japanese ?

The use of L1 in learning a second language is most useful among false beginners and novice level students (Cole, 1998). The level of frustration and inability to express oneself is most evident among lower level learners. Lack of knowledge and skill to understand simple commands and classroom instructions and dependence on L1 to comprehend everything said and done in the classroom are all signs of a novice or beginning learner, who usually wants everything translated into Japanese.

In Japan, translation has been a major component of teaching at any level, from junior high school to university. In junior and senior high schools in Japan, there are usually four to five classes of English instruction per week. Usually one class is devoted to oral communication, and the rest are spent on teaching reading and grammar, using the translation method. Even in oral communication classes, yakudoku, a non-oral approach, seem to be the dominant form of instruction (Gorsuch, 1998). To change the students' attitude and mentality towards learning and communicating in English when

they enter university is not a task that educators can easily overcome. It would be unrealistic to expect everyone to switch codes and process everything in English without proper training and preparation. People who have studied a second language are well aware of code-switching and translating between L1 and L2 in the early stages of learning and even beyond the intermediate and into the advanced levels. One language usually serves as a point of reference for the other and assists in gaining comprehension.

Translation, when it is done properly and for comparing and analytical purposes, can be a very useful tool. A teacher's knowledge of the students' L1 and his/her ability to see where it might interfere with the L2 acquisition may be an invaluable asset. A quick explanation in the L1 by the teacher will save a lot of classroom time and frustration on the part of all involved.

In large classes, which are the norm at many universities in Japan, the gap between the level of students' ability within a class could be another factor that might force a teacher to use the students' L1. Teachers usually can adjust their lessons, instructions, classroom language and the level of lesson difficulty based on the students' knowledge and proficiency level in each class. However, when there are about forty students in a class and the proficiency level of learners ranges from beginner to intermediate, it is almost next to impossible to speak at an appropriate level at which all the students can benefit from the lesson. Trying to satisfy the needs of one group will result in the dissatisfaction or disinterest of another group. When a lesson is targeted towards students with higher level of proficiency, there is always the possibility of alienating the students at the lower level. Teachers could reduce the amount of stress and load of a demanding activity by explaining the task and its key points in the students' L1. Of course, in classes where students are streamed and everybody is at the same level, there should be less need for instructions and explanations in L1.

There are times, however, that although the activity is understood and there is no need for the use of L1 in the classroom, one word, phrase or a small detail stops the flow of the lesson and prevents the learners from completing the task. Trying to explain the unknown word or phrase in English might be beyond the students' linguistic ability. Time could be saved by translating the word or the phrase into Japanese and proceeding with the lesson without wasting an inordinate amount of time.

Other situations that might warrant the use of students' L1 could involve:

- a) Teacher encouragement, which may convey sympathy towards hesitant or nervous students;
- b) Teacher compliments, which serve as a motivating factor;
- c) Teacher commands, when students are hesitant to follow directions; and
- d) Teacher admonition, which can be used to convey strong feelings such as disappointment and anger, and for giving advice or moral admonitions (Brice, Maston, & Perkins, cited in Long, 2000)

However, despite the few instances where the teacher's use of students' L1 can be justified, as in the above, it should only be used as a last resort.

When not to use Japanese ?

When communication breaks down between a foreign teacher and his/her students in the classroom, it is always tempting to find an easy way out of the difficult situation by explaining the problem in the students' L1. The teacher can justify his/her use of Japanese as a time saving strategy in order to move on and keep the class and the lesson flowing. There is some logic to this rationale if the teacher does not have to resort to this strategy frequently in his/her classes and it is done only on some rare occasions. On the other hand, when a teacher has to translate some of the target language that is being taught into Japanese or use the students' L1 to communicate the tasks, it suggests that the lesson, contents, textbook or the syllabus is outside of the students' proficiency level.

A well-designed course syllabus is a necessary component of a successful language program, from both the teacher's and the students' point of view. It is also vital that the syllabus be based on the learners' present knowledge and proficiency level (Hadley, 2001). The materials presented in the classroom and the language used to present the materials in each lesson should be carefully planned in order to avoid confusion and to alleviate a constant need for them to be explained in the students' L1.

If the learners rely on their teacher to translate most of the unknown words or challenging tasks into Japanese, it will give them the impression that it is not necessary to focus on what the teacher is trying to say in English, since the task would be translated into their L1 regardless. This type of mentality deprives the students of a valuable strategy of focusing on and attempting to understand what the teacher is saying.

Reaching to resources and attempting to comprehend and respond to what is being said is a key element of learning a language. Students should know that language is mainly used for communication and attempts must be made to increase opportunities to facilitate this need.

One reason that Japan produces many high school and university graduates who are unable to communicate in English is that the English they have studied and learned at school has been aimed at anything but communicative situations (Gorsuch, G).

Teachers will do their students a disservice if they continue to use English only when performing a task in the classroom and switch back to Japanese the rest of the time. It defeats the whole purpose of using English for communication. However, with the translation method so common at most secondary schools in Japan and the lack of an obvious need for students to speak English only in the classroom, teachers will always struggle in the first few weeks of their lessons. Instructors might want to give themselves and their students a few weeks to adjust to an English-only class before switching to an all-English class.

It might be helpful to give the learners a set of classroom language in the first class and ask them to use the language in case there is a need for clarity, repetition or confirmation. The following set of useful classroom language has been given to the students in this writer's class and has proved to be beneficial and facilitating.

- What does mean?
- How do you say in English?
- I'm sorry, I don't understand this word.
- Could you repeat that, please?
- Would you speak more slowly, please?

In order to find out how the students in this writer's class felt about speaking their L1 in the classroom and whether or not their level of fluency influenced their responses, a questionnaire was administered and the results were evaluated accordingly.

The students

A questionnaire (see Appendix One) was administered in the first semester to a range of first-year students whose SLEP (Secondary Language English Proficiency test) scores were between 26 and 41 (TOEFL equivalency of 250 to 400). Through a placement test given to all the incoming freshmen at this writer's university, the students are divided into three levels of A, B, and C, with A being the highest and C being the lowest level.

The students in this research were in levels A and B, with three classes in level A and two classes in level B. The average TOEFL score for one of the A classes, called "Super A", was 390 and for the other two classes it was 350. The average TOEFL score for both of the B classes was 280. All the students in this research project were in this writer's classes when the questionnaire was administered. A total of 89 students responded to the questionnaire, with 52 students in level A and 37 students in level B.

The questionnaire

The questionnaire was administered to the students with the questions written both in English and Japanese. In order to avoid confusion and to ensure accuracy, this writer spent some time and went through each question individually in each class and tried to confirm that the learners understood everything before answering them.

The types of questions were adopted from Peter Burden's research published in *The Language Teacher* (Burden, 2000). His aim was to explore the issue of when teachers and students feel the use of their L1 is acceptable in classes. However, in this paper the writer attempted to find out the differences between the students' answers according to their level of proficiency.

The Results

Regardless of the learners' proficiency level, according to this questionnaire, almost all of the students felt that their teacher should be able to speak Japanese (see Appendix Two). Moreover, more than 90% of the learners in all the classes felt that it was acceptable for the instructor to sometimes use Japanese in the classroom. The high percentage among all the students indicates the belief among the learners that their mother tongue should play a role in their second language acquisition. This belief is emphasized in another answer to a question posed to the students. When asked whether students should sometimes use Japanese or not, the majority answered "Yes". The percentage of the students who answered "Yes" in the SEP-A classes was approximately 65%. This number increased to more than 80% in the two SEP-B classes. This might indicate the reliance and tendency among the lower level students to use their L1 when unable to communicate in English. The widespread acceptance of use of their mother tongue among the students indicates that they do not see it as a major stumbling block to learning to speak English. On the contrary, they possibly see it as a facilitator. Whether this belief is based on some proven facts or not is irrelevant to the students and their attitude towards English. For teachers and particularly this writer, it indicates why it has always been difficult to convince the students to speak only English during the class.

As to when it is justifiable to use Japanese in the classroom, there seem to be differences of opinion depending on the level of the students. Thirty six percent of the students in the Super-A class felt that the teacher should use Japanese when explaining unknown words. On the other hand, about 60% of the students in the SEP-A classes answered "Yes", and an average of 84% in both of SEP-B classes responded positively to the same question.

The same kind of attitude is seen when the question of grammar explanation is mentioned. Here, 55% of the Super-A students felt that their L1 should be used, but more than 65% of the SEP-A and B students thought the same way. This could imply that students with higher proficiency levels might rely on their total knowledge of the language to decode some

unknown words or problems and basically depend on higher level language skills. On the other hand, students at the lower proficiency levels do not seem to have the proper skills and knowledge to get them through some difficult tasks and therefore rely on their L1 for assistance.

This view is somewhat supported by the responses to the next question concerning whether or not giving instructions should be given in English or Japanese. No more than 27% of the SEP-A students thought that giving instructions should be given in Japanese. This number jumped to 55% and 76% among the SEP-B students. Learners might feel lost and frustrated in the first classes when the teacher asks them to follow his/her instructions. However, if the teacher hands out a copy of commonly used instructions in the first class and spends some time explaining and practicing them, then much confusion and frustration could be avoided and some valuable teaching time saved.

The other areas where the teacher's use of Japanese was supported by the majority of the students regardless of their levels were "talking about tests" and "explaining class rules." The percentage of "Yes" answers was unusually high among all the students, which could indicate that in times of uncertainty, especially where students' grades are concerned, learners want a clear picture of what is expected of them. This is something that teachers should keep in mind since they may not want to leave any doubts as to whether everyone has understood and is clear about what is being said.

It is always easy to read the puzzled look on the students' faces when they are asked to do a task. Teachers often may go ahead with a task although they suspect that a few students might not be 100% sure of what is expected of them. But in case of giving the learners notice or instructions as to when a test will be administered or what the contents of the test might look like, it is vital for EVERY student to know how to prepare for the exam. This is one of the very few occasions where the use of Japanese could be justified, especially when we consider the consequences we have to face if there is a misunderstanding on the part of the teacher or the students.

"Talking about a culture", "creating human contact", and "checking for understanding" were the areas where the disparity among the groups was very wide (except one class in the SEP-A that showed a very high percentage in favor of speaking Japanese when trying to create human contact). Being

better speakers of English, having more confidence in their abilities, and wanting to communicate in a more authentic environment about the mentioned topics could be some of the reasons that the students in the SEP-A classes showed more interest in speaking in English than the students in the two SEP-B classes. The willingness of more proficient students to take chances and be more adventurous when an opportunity presents itself gives them a chance to polish and improve their skills. On the other hand, less proficient learners deprive themselves of these opportunities by avoiding the speaking of English in situations where real communication is taking place.

The attitude of the learners in this writer's class toward speaking Japanese seems to be an indication of their readiness to use L1 in the classroom. All of the students in two of the SEP-A classes (100%) indicated that students should not be free to use Japanese in the classroom. However, only 80% of the SEP-B classes felt the same way. The same attitude is reflected in another response from the learners. Only about 17% of the SEP-A students said that it is OK to speak Japanese in the classroom when not doing class-work tasks and activities. But 88% and 45% of the students in the SEP-B classes responded "Yes" to the same question.

However, the consensus among all the students seems to be that it is acceptable to use Japanese when there is communication breakdown in the classroom. There could be various reasons for this breakdown. One reason might be that the material presented to the students is beyond their ability. The other reason could be the way the material is presented to the class. Careful planning and evaluation of the lessons and the materials that would be used in each class can eliminate most of the problems.

Conclusion

According to this writer's research, the answer to the question, Do the students think that a foreign teacher should know and speak Japanese in the classroom? seems to be "Yes", but with some reservations. And the answer to the question, Were the students' responses different depending on their level of proficiency? is also in the affirmative.

Although the majority of the students felt that a teacher should know

their L1, the reliance of students on their L1 at lower levels is stronger than the learners at higher proficiency levels. “Explaining grammar,” “talking about tests,” “talking about class rules,” and “relaxing the students” were among the topics that received general agreement among the students who favored the use of Japanese. Grammar, tests, and class rules are the areas in which students feel they need full understanding of what is being said and expected of them. “Relaxing the students” received a high percentage among all the classes, possibly because the students felt that in a ninety-minute class, they need some time to relax and be themselves in a stress-free environment.

On the other hand, the students in the SEP-A classes felt that there is less need to use Japanese when “explaining new words,” “talking about a culture,” “checking for understanding,” and “creating human contact.” This could imply that the higher level students wanted to communicate in English in these situations partly because of their ability to process the information in English faster, had better listening and speaking ability, and also partly because of confidence in their own skills. The learners’ willingness to take risks and engage in authentic communicative situations in English will automatically give them more opportunities to improve their skills. By pushing and challenging themselves, the students are creating situations where natural learning actually takes place. Lack of confidence, motivation and language skills, along with the fear of failure, are the contributing factors that prohibit lower level students from speaking English more often in the classroom.

Gardner (1997) states that anxiety also plays a role in the language acquisition process. When students know that their teacher understands their mother language and can explain things to them in either Japanese or English, this could give them a sense of relief and boost their confidence when facing a difficult task. The ability of a teacher to speak Japanese and his/her students’ knowledge of that, does not necessarily mean that the instructor will have difficulty controlling his students’ use of L1. The matters of control, discipline and classroom management greatly depend on the teacher and how he/she gets his/her students’ cooperation.

In most of the classrooms that this writer has taught, the use of L1 has been reduced to its minimum. The adoption of a seating chart has been one

of the main reasons. By knowing the students' names, even in large classes, it is easy to identify the students who speak Japanese in the classroom. When a learner starts using his/her L1 during an activity, he/she is called by his/her name. This usually gets everybody's attention and discourages the student from speaking Japanese.

On the other hand, teachers should avoid forcing an English-only mentality on a class where students' proficiency level and lack of vision stops them from seeing a reason to change their attitude. When the instruction is too difficult to comprehend for most of the students, the teacher needs to sit down and reflect on his/her teaching. An easier textbook or material is one solution. Simplified and careful use of English in the classroom (instructions, confirmation, etc.) and setting an appropriate level for the students is another option. Also, by demonstrating to the students that it is possible to conduct a lesson in English only, where actual communication takes place, we may win their cooperation and make them into real believers.

The use of Japanese should be a last resort only where the message simply can not be conveyed in English. Nevertheless, if a need arises to use the students' L1 in the classroom, teachers must use this opportunity to their advantage and proceed with their lessons with as much efficiency as possible.

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Appendix One

Name: _____ Student Number: _____

- | | | |
|--|-----------|-------|
| A- Should the teacher know Japanese?
先生は、日本語を知っているべきか? | Yes | No |
| B- Should the teacher use Japanese in the classroom?
先生は、授業中日本語を使うべきか? | Sometimes | Never |
| C- Should the students use Japanese in the classroom?
生徒は、授業中日本語を使うべきか? | Sometimes | Never |

When should the teacher use Japanese in the classroom?

先生は、教室でどんなときに日本語を使うべきか?

- | | | |
|---|-----|----|
| 1. Explaining new words
新しい単語を説明するとき。 | Yes | No |
| 2. Explaining grammar
文法を説明するとき。 | Yes | No |
| 3. Giving instructions
指示を与えるとき。 | Yes | No |
| 4. Talking about a culture (American)
アメリカの文化について説明するとき。 | Yes | No |
| 5. Talking about tests
テストについて説明するとき。 | Yes | No |
| 6. Explaining class rules
成績の基準などを説明するとき。 | Yes | No |
| 7. Checking for understanding
理解度を確認するとき。 | Yes | No |
| 8. Relaxing the students
生徒をリラックスさせるとき。 | Yes | No |
| 9. Creating human contact
生徒とコミュニケーションを図るとき。 | Yes | No |

When should students use Japanese in the classroom?

生徒は、教室でどんなときに日本語を使うべきか？

- | | | |
|---|-----|----|
| 1. Students should be free to speak Japanese in the classroom at anytime. | Yes | No |
| 生徒は、いつでも自由に教室で日本語を話すべきである。 | | |
| 2. Only when asking important questions about tests or homework. | Yes | No |
| 重要な質問（テスト、宿題などについて）に限り日本語を使うべきである。 | | |
| 3. Japanese should not be used in the classroom at all. | Yes | No |
| 教室では、絶対に日本語を使うべきではない。 | | |
| 4. Japanese should only be used when students can't communicate their message in English. | Yes | No |
| 英語で、コミュニケーションが図れないときに限り日本語を使うべきである。 | | |
| 5. Except class-work, students should be free to speak in Japanese with their friends in the classroom. | Yes | No |
| 授業内容以外のことに限っては、授業中友達と自由に日本語を話すべきである。 | | |
| 6. To become a better speaker of English, students should use only English in the classroom. | Yes | No |
| 英会話力を向上させるためには、教室では英語だけを使うべきである。 | | |

(Burden, 2000, The Language Teacher, pp. 5-9.)

Appendix Two

	Super A		SEP A		SEP B		SEP B	
	class #1 Y/N (%)	class #2 Y/N (%)	class #3 Y/N (%)	class #4 Y/N (%)	class #5 Y/N (%)	class #6 Y/N (%)	class #7 Y/N (%)	class #8 Y/N (%)
Combined Results for the SEP Classes 1-5								
Should the teacher know Japanese?	100/0	100/0	100/0	85/15	100/0			100/0
Should the teacher use Japanese in the classroom?	100/0	88/12	94/6	90/10	100/0			100/0
Should the students use Japanese in the classroom?	64/36	68/32	63/37	80/20	100/0			100/0
When should the teacher use Japanese in the classroom?								
1. Explaining new words	36/64	64/36	56/44	80/20	88/12			88/12
2. Explaining grammar	55/45	68/32	69/31	65/35	100/0			100/0
3. Giving instructions	27/73	24/76	12/82	55/45	76/24			76/24
4. Talking about a culture (American)	9/91	32/68	6/94	35/65	79/21			79/21
5. Talking about tests	64/36	80/20	75/25	80/20	88/12			88/12
6. Explaining class rules	73/27	72/28	56/44	80/20	88/12			88/12
7. Checking for understanding	18/82	32/68	38/62	55/45	76/24			76/24
8. Relaxing the students	82/18	44/56	56/44	55/45	65/35			65/35
9. Creating human contact	18/82	92/8	12/88	55/45	71/29			71/29
When should students use Japanese in the classroom?								
1. Students should be free to speak Japanese in the classroom at any time.	0/100	0/100	12/88	25/75	18/82			18/82
2. Only when asking questions about test or homework.	82/18	68/32	69/31	90/10	76/24			76/24
3. Japanese should not be used in the classroom at all.	82/18	76/24	88/12	95/5	71/29			71/29
4. Japanese should only be used when students can't communicate their message in English.	100/0	72/28	81/19	80/20	88/12			88/12
5. Except class-work, students should be able to speak in Japanese with their friends in the classroom.	18/82	28/72	6/94	45/55	88/12			88/12
6. To become a better speaker of English, students should use only English in the classroom.	73/27	36/64	44/56	40/60	18/82			18/82

Class 1 (SEP-Super A)

Total number of respondents: 11

	Yes (%)	No (%)	Yes	No
Should the teacher know Japanese?	100%	0%	11	0
Should the teacher use Japanese in the classroom?	100%	0%	11	0
Should the students use Japanese in the classroom?	64%	36%	7	4
When should the teacher use Japanese in the classroom?				
1. Explaining new words	36%	64%	4	7
2. Explaining grammar	55%	45%	6	5
3. Giving instructions	27%	73%	3	8
4. Talking about a culture (American)	9%	91%	1	10
5. Talking about tests	64%	36%	7	4
6. Explaining class rules	73%	27%	8	3
7. Checking for understanding	18%	82%	2	9
8. Relaxing the students	82%	18%	9	2
9. Creating human contact	18%	82%	2	9
When should students use Japanese in the classroom?				
1. Students should be free to speak Japanese in the classroom at any time.	0%	100%	0	11
2. Students should use Japanese in the classroom only when asking questions about test or homework.	82%	18%	9	2
3. Japanese should not be used in the classroom at all.	82%	18%	9	2
4. Japanese should only be used when students can't communicate their message in English.	100%	0%	11	0
5. Except class-work, students should be able to speak in Japanese with their friends in the classroom.	18%	82%	2	9
6. To become a better speaker of English, students should use only English in the classroom.	73%	27%	8	3

Class 2 (SEP-A)

Total number of respondents: 25

	Yes (%)	No (%)	Yes	No
Should the teacher know Japanese?	100%	0%	25	0
Should the teacher use Japanese in the classroom?	88%	12%	22	3
Should the students use Japanese in the classroom?	68%	32%	17	8
When should the teacher use Japanese in the classroom?				
1. Explaining new words	64%	36%	16	9
2. Explaining grammar	68%	32%	17	8
3. Giving instructions	24%	76%	6	19
4. Talking about a culture (American)	32%	68%	8	17
5. Talking about tests	80%	20%	20	5
6. Explaining class rules	72%	28%	18	7
7. Checking for understanding	32%	68%	8	17
8. Relaxing the students	44%	56%	11	14
9. Creating human contact	92%	8%	23	2
When should students use Japanese in the classroom?				
1. Students should be free to speak Japanese in the classroom at any time.	0%	100%	0	25
2. Students should use Japanese in the classroom only when asking questions about test or homework.	68%	32%	17	8
3. Japanese should not be used in the classroom at all.	76%	24%	19	6
4. Japanese should only be used when students can't communicate their message in English.	72%	28%	18	7
5. Except class-work, students should be able to speak in Japanese with their friends in the classroom.	28%	72%	7	18
6. To become a better speaker of English, students should use only English in the classroom.	36%	64%	9	16

Class 3 (SEP-A)

Total number of respondents: 16

	Yes (%)	No (%)	Yes	No
Should the teacher know Japanese?	100%	0%	16	0
Should the teacher use Japanese in the classroom?	90%	10%	15	1
Should the students use Japanese in the classroom?	80%	20%	10	6
When should the teacher use Japanese in the classroom?				
1. Explaining new words	56%	44%	9	7
2. Explaining grammar	69%	31%	11	5
3. Giving instructions	13%	88%	2	14
4. Talking about a culture (American)	6%	94%	1	15
5. Talking about tests	75%	25%	12	4
6. Explaining class rules	56%	44%	9	7
7. Checking for understanding	38%	63%	6	10
8. Relaxing the students	56%	44%	9	7
9. Creating human contact	13%	88%	2	14
When should students use Japanese in the classroom?				
1. Students should be free to speak Japanese in the classroom at any time.	13%	88%	2	14
2. Students should use Japanese in the classroom only when asking questions about test or homework.	69%	31%	11	5
3. Japanese should not be used in the classroom at all.	88%	13%	14	2
4. Japanese should only be used when students can't communicate their message in English.	81%	19%	13	3
5. Except class-work, students should be able to speak in Japanese with their friends in the classroom.	6%	94%	1	15
6. To become a better speaker of English, students should use only English in the classroom.	44%	56%	7	9

Class 4 (SEP-B)

Total number of respondents: 20

	Yes (%)	No (%)	Yes	No
Should the teacher know Japanese?	85%	15%	17	3
Should the teacher use Japanese in the classroom?	90%	10%	18	2
Should the students use Japanese in the classroom?	80%	20%	16	4
When should the teacher use Japanese in the classroom?				
1. Explaining new words	80%	20%	16	4
2. Explaining grammar	65%	35%	13	7
3. Giving instructions	55%	45%	11	9
4. Talking about a culture (American)	35%	65%	7	13
5. Talking about tests	80%	20%	16	4
6. Explaining class rules	80%	20%	16	4
7. Checking for understanding	55%	45%	11	9
8. Relaxing the students	55%	45%	11	9
9. Creating human contact	55%	45%	11	9
When should students use Japanese in the classroom?				
1. Students should be free to speak Japanese in the classroom at any time.	25%	75%	5	15
2. Students should use Japanese in the classroom only when asking questions about test or homework.	90%	10%	18	2
3. Japanese should not be used in the classroom at all.	95%	5%	19	1
4. Japanese should only be used when students can't communicate their message in English.	80%	20%	16	4
5. Except class-work, students should be able to speak in Japanese with their friends in the classroom.	45%	55%	9	11
6. To become a better speaker of English, students should use only English in the classroom.	40%	60%	8	12

Class 5 (SEP-B)

Total number of respondents: 17

	Yes (%)	No (%)	Yes	No
Should the teacher know Japanese?	100%	0%	17	0
Should the teacher use Japanese in the classroom?	100%	0%	17	0
Should the students use Japanese in the classroom?	88%	12%	15	2
When should the teacher use Japanese in the classroom?				
1. Explaining new words	88%	12%	15	2
2. Explaining grammar	100%	0%	17	0
3. Giving instructions	76%	24%	13	4
4. Talking about a culture (American)	71%	29%	12	5
5. Talking about tests	88%	12%	15	2
6. Explaining class rules	88%	12%	15	2
7. Checking for understanding	76%	24%	13	4
8. Relaxing the students	65%	35%	11	6
9. Creating human contact	71%	29%	12	5
When should students use Japanese in the classroom?				
1. Students should be free to speak Japanese in the classroom at any time.	18%	82%	3	14
2. Students should use Japanese in the classroom only when asking questions about test or homework.	76%	24%	13	4
3. Japanese should not be used in the classroom at all.	71%	29%	12	5
4. Japanese should only be used when students can't communicate their message in English.	88%	12%	15	2
5. Except class-work, students should be able to speak in Japanese with their friends in the classroom.	88%	12%	15	2
6. To become a better speaker of English, students should use only English in the classroom.	18%	82%	3	14