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Prospective Japanese English Teachers' Perceptions of Using L2 in High School Instruction

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1. INTRODUCTION

In December 2008, the Ministry of Education, Culture, Sports, Science and Technology (hereafter MEXT) released the new teaching guidelines (*gakushushidouyoryo*) for senior high schools, which will be implemented from the academic year beginning in April 2013. One of the striking changes is about the medium of instruction. It is stated as follows:

> In principle, the medium of instruction for all English classes at senior high schools will be English so that the students will have sufficient opportunities to be exposed to English and communicate with others. The extent to which English is actually used in class can be decided by the teacher, depending upon the students' comprehension ability. (MEXT, 2009; the author's translation)

This has triggered a lot of controversy among researchers and professionals. Proponents have argued that English classes should be conducted in English for the purpose of enhancing students' communicative competence while opponents have insisted that more careful consideration be needed in terms of teachers' English ability and different goals different high schools set for their students' needs. It has also produced confusion and anxiety among English teachers at high schools, and furthermore misled many students in initial teacher education for prospective English teachers. The major problem was that a considerable number of high school teachers and teacher trainees believed that all the English classes should be taught only in English, without carefully considering what is meant by "in principle" and "the extent to which English is actually used in class can be decided by the teacher." As a result, some misinterpreted it and even believed that Japanese should not be used in English classes, which turned out to be totally false when the detailed explanation of the guidelines appeared in public. The important point is at which stage of the teaching procedure teachers decide to use English or Japanese, and how effectively they use each of them. Since the argument over this issue started, many people have made their suggestions about when English or Japanese should be used in English classes (Ano & Ota, 2010; Shirakawa, 2009) and the students' perceptions of their teachers' use of

English (Shirakawa, 2009; Hayashi, 2010). However, to my knowledge, there are few studies which have shown how prospective teachers perceive this issue.

Thus, this study aims at exploring how Japanese university students, who hope to become English teachers, perceive teaching and communicating in English, and also their anxiety about using English as a teacher. In this paper, I will try to indicate their attitudes and perceptions, and then considering the results of this study, I will make some implications for teacher training courses and further research.

2. REVIEW OF STUDIES

2.1 Changes in the Course of Study and Actual Conditions in Practice

It was 1989 when the Ministry of Education first emphasized the importance of promoting students' higher achievement in English communication skills in *the Course of Study (gakushushidouyoryo),* which was implemented in 1993. Based on this policy, at least one of the three new courses called "Oral Communication A, B or C" were introduced in each high school as a required subject. It seemed that English language teaching and learning in Japan was going through a period of change from a traditional grammar-oriented method to a more communicative one. Moreover, the 1999 version, which was implemented in 2003, included "to develop students' practical communication abilities" in the main goals of foreign language education for both junior and senior high schools. The overall objectives for foreign language classes for senior high schools are as follows:

> To develop students' practical communication abilities such as understanding information and the speaker's or writer's intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.
>
> (MEXT, 2003)

According to Niizato, "practical communication abilities" are defined as "the abilities to convey information, intended meaning and opinions by using foreign languages" (1999: 9). Under such goals, MEXT has encouraged junior and senior high school teachers to adopt communicative ways of teaching into their classes. Furthermore, in the new version of the course of study (implemented in 2013), MEXT added the controversial remark "in principle, English classes should be conducted in English" so that students can be given sufficient opportunities to be exposed to English and classes will be actual situations for communication. In foreign language (hereafter EFL: English as a foreign language) contexts like Japan, such opportunities are very limited outside the classroom, so it is necessary for teachers to design their classes to be places in which they can use English to communicate with their students rather than

putting too much emphasis on teaching and learning grammar usage. Also, the ways teachers use English are very important because teacher talk[1] plays a valuable role as comprehensible input for their students (Krashen, 1989). Accordingly, it has been expected that these radical changes in the course of study will positively influence English teachers in that they will modify their ways of teaching as well as improve their English proficiency.

However, a survey conducted by Benesse Corporation in 2009 revealed that the actual conditions are far from the ideal one required by MEXT. Benesse Corporation asked 3701 high schools for answers to questions regarding the use of English in general English courses[2] such as English I, English II, Oral Communication I and Oral Communication II. Regarding English I and English II, the percentages of the teachers using English in more than half of their classes are 11.5% and 8.3% respectively. Even in Oral Communication I and II, those who conduct their classes in English are limited to only about one fifth (20.7%) and a quarter (26.7%). Although I admit that it is not realistic to conduct English classes only in English, and it is important to consider using both English and Japanese effectively for different purposes, it is very surprising to find how big the gap is between the actual conditions and what is expected by MEXT. In addition, this result shows how difficult it will be for classroom teachers to conduct their classes in English, and also how necessary it is to train prospective teachers to be able to use English in the classroom in initial teacher training programs at university. As a teacher trainer, I would like to investigate how university students who aim to be English teachers perceive Japanese English teachers ' (hereafter JETs) use of English in their classes.

2. 2 Previous Studies on Non-Native Teachers ' Self-Perceptions

The number of non-native speakers (hereafter NNS) of English as an international auxiliary language or lingua franca outnumbers native speakers (hereafter NS) (Smith, 2004). Accordingly, " the majority of English language teachers worldwide are non-native English speakers " (Moussu & Llurda, 2008: 315) and especially in EFL contexts " the teaching of English may become the exclusive domain of NNSs in time to come " (Braine, 2005: 23). Japan is the case in point and that is why it is essential to train prospective Japanese English teachers to become competent as professionals.

Issues of NNS teachers have drawn a lot of attention since Phillipson (1992) and Medgyes (1992, 1994) opened the debate. Research on issues concerning NNS teachers includes native / non-native identities, varieties of English, teacher education in ESL and EFL settings, advantages of native / non-native teachers, professionalism, teachers ' self-perceptions, learners ' attitudes and preferences, and so on.

Regarding the role of NNS teachers, Medgyes (1992, 1994) insists that both NS and NNS teachers have an equal chance to achieve professional success and points out six advantages of NNS English teachers:

(1) They can serve as imitable models of the successful learner of English;
(2) They can teach learning strategies very effectively;
(3) They can provide learners with more information about the English language;
(4) They are able to anticipate language difficulties;
(5) They can be empathetic to the needs and problems of their learners; and
(6) They can benefit from sharing the learners ' mother tongue[3]

(1992: 346-347)

Moussu and Llurda (2008) report several studies which support the positive characteristics of NNS teachers proposed by Medgyes (1992), especially their ability to predict and empathize with their learners ' difficulties (Barratt & Kontra, 2000). The results of these studies appear to have encouraged NNS English teachers to overcome their inferiority complex especially in terms of linguistic competence.

On the contrary, some studies point out potential anxieties and inferiority complex of NNS teachers and / or trainees. Rajagopalan (2005) undertook a survey in Brazil, collecting the responses from around 450 NNS teachers about their professional fears. The results showed that while 88% of the respondents denied " ever having been made to feel sidelined for not being native speakers of the language they were required to teach " (2005: 289), 42% admitted they were under-prepared or did not know the right answers, and 64% answered they were not respected as a teacher / professional. Nemtchinova (2005), who surveyed US school host teachers ' opinions about the NNS student-teachers, found that many of the NNS trainees evaluated themselves very severely and sometimes lacked self-confidence although they were equipped with the positive characteristics of NNS teachers described above.

Research on the self-perceptions of NNS teachers and learners ' perceptions of their NNS teachers is a recent phenomenon (Braine, 2005: 13), but it is considered to be a very crucial factor. Reves and Medgyes (1994) conducted an international survey of 216 NS and NNS English teachers from 10 countries (Brazil, former Czechoslovakia, Hungary, Israel, Mexico, Nigeria, Russia, Sweden, Yugoslavia, and Zimbabwe), focusing on differing levels of language proficiency and their effects on teaching practices. The results of their study showed that 84% of the NNS subjects admitted having various language difficulties and only 25% answered their language difficulties had no unfavorable effect on their teaching. Reves and Medgyes suggest they need " frequent exposure to authentic native language environments and proficiency-oriented in-service training activities " (p. 364) to improve their proficiency and also should be more aware of advantages they have as language teachers to enhance their confidence. Llurda and Huguet (2003) surveyed self-awareness of 101 NNS English teachers in primary and secondary schools in a Spanish city, by using a questionnaire and one-on-one interviews with the subjects. An interesting finding emerged concerning their preferences for

designing a course and their goals as language teachers; there are noticeable differences between primary school teachers and secondary school teachers. 81.6% of primary school teachers chose communicative functions and topics as the foundations for their language courses, but only half the secondary school teachers did so and instead more opted for language structures and habit formation. Regarding teaching goals, 97% of primary school teachers preferred communicative strategies while only two-thirds of the secondary school teachers did so. These differences are not surprising but rather predictable if the different purposes are taken into account; it can be a sound shift of focus from more communicative ways in primary schools to more structure-based in secondary schools so that learners can be aware of and develop their metalinguistic knowledge. However, the important point is how to teach language structures and how to develop declarative knowledge into procedural knowledge with communicative activities.

2. 3 Previous Studies on Learners ' Perceptions

With regard to learners ' perceptions, several studies are reported in Braine (2005) and Moussu and Llurda (2008). Many of them dealt with university students in ESL contexts, and as Braine (ibid.) concludes, university students perceived differences between NS and NNS teachers and were largely tolerant of such differences, including their accents. For example, the study of Liang (2002) revealed that university students in California State University showed very positive attitudes toward NNS teachers. In her study, NNS teachers were perceived to be competent based on personal and professional features such as interesting speeches and well prepared classes which prove they are qualified rather than their accents. Liang suggests that the discussion on NNS English teachers should focus on their level of professionalism rather than their ethnic and language background.

To my knowledge, only a few studies have been performed concerning Japanese learners ' perceptions. Shirakawa (2009) conducted a questionnaire-based survey of 139 second-and third- year high school students ' perceptions of their NNS teachers ' use of English as the classroom language. The results showed his respondents were not favorable toward NNS teachers ' using English in their English classes. More students wanted to be taught in Japanese rather than in English by their JETs. However, comparing the two groups: one group who had been taught in English by JETS and the other who had not, the former group showed significantly more positive attitudes toward JETs ' using English as the classroom language than the latter. Furthermore, the former group were found to be significantly more tolerant of Japanese teachers ' accents if they were fluent. Shirakawa makes the point that JETs should consider which of the two languages to use according to actual classroom atmosphere, contents dealt with in each class, and specific purposes of each class rather than simply changing the classroom language from Japanese into English. He also points out that English classes

conducted in English by Japanese English teachers will encourage their students to be more tolerant of varieties of English and to develop their self-confidence and positive attitudes toward communicating in English. Since the students in this study belonged to a privileged private high school for boys, the findings cannot be generalized, but the implications made in this study are noteworthy. A very recent study conducted by Hayashi (2010) investigated 81 Japanese university freshmen's perceptions of JETs' use of English as the classroom language. The students were grouped into three different proficiency levels, and the results showed all the groups, even low-proficiency students seemed to support JETs' use of English. She concludes that JETs should try to use English for communicative interactions with their students in their classrooms; they should stay flexible in their choice of classroom English; and they should take advantage of their knowledge of both English and Japanese in teaching English.

3. STUDY

3.1 Research questions

The purpose of the current study is to investigate how Japanese university students, who hope to become English teachers, perceive teaching and communicating in English (hereafter L2), and how anxious they feel about using L2 as a teacher.
Research questions addressed in this study are as follows:

(1) Do the participants support JETs' use of L2 in high school instruction?
(2) Do the participants perceive JETs' use of L2 in junior high schools differently from JETs' use of L2 in senior high schools?
(3) Are the participants willing to use L2 to communicate in English classes?
(4) Are the participants anxious about using L2 as a teacher?
(5) Does the participants' anxiety about speaking L2 affect their perceptions of L2 use in instruction?

3.2 Method

3.2.1 Participants

A total number of 52 Japanese university students (32 females and 20 males), who took the course of English Language Teaching in 2010 at the university with which the author is affiliated, participated in this experiment. All of them were majoring in English, and the majority, 44 were first- and second-year students (31 first-year, 13 second-year, 6 third-year, and 2 fourth-year). All of the subjects had received six years of English education in junior and senior high schools in Japan as one of their school subjects. Initially, 53 students were involved in this experiment, but one was excluded because of his experience of studying abroad for his secondary education, and it was natural for him that English teachers conduct their classes in English.

3.2.2 Materials

For quantitative analysis, a questionnaire[4] was used as the instrument for this study. The questionnaire was written in Japanese, and contained 11 questions regarding the use of English in high school instruction, participants' willingness to communicate, and their anxiety about speaking English. A seven-point rating scale (1 = strongly disagree - 7 = strongly agree) was used to survey the participants' perceptions of the use of English. In order to interpret the respondents' opinions carefully by adding qualitative data, they were asked to describe their learning experiences and opinions about JETs' using English in high school instruction.

3.2.3 Procedures

On the second day of the class in the Spring Semester of 2010, the participants were asked to submit an autography of their learning experiences in junior and senior high schools, and their written opinions about the policy announced by MEXT, i.e., "In principle, English will be used to teach English at high schools." The questionnaire was administered and collected during the third day of the class. The participants completed it in 10 minutes anonymously.

3.2.4 Data Analysis

Both quantitative and qualitative analyses were employed on the responses to the questions. For all the questions, descriptive statistics, which included frequencies, means and standard deviations, were used. In order to compare the participants' perceptions of junior high school JETs' use of English with those of senior high school JETs', *t*-test was used, and to compare the results of the three questions concerning willingness to communicate (Q5., Q6., and Q7.), ANOVA was performed. Pearson Correlation Coefficients were calculated to investigate what factors affect participants' attitudes toward JETs' using English in high school instruction. Furthermore, a content analysis of the participants' written opinions was conducted.

4. Results and Discussion

Table 1 indicates mean scores and standard deviations on the JETs' use of L2 in junior and senior high school instruction and how much of the class time L2 should be used. Figure 1 represents the variations of the responses to the 2nd and 4th questions, i.e., how much of the class time should L2 be used at each school level. As for junior high school instruction, the participants seemed to neither support nor oppose JETs' use of L2 (M = 4.42, SD = 1.54). Regarding senior high school instruction, the data (M = 4,71, SD = 1.48) sounded more positive than those of junior high schools, but a *t*-test analysis of the differences between means yielded at a t of 0.34, which was not significant at the $p < .05$ level (with $df = 62$). Likewise, statistically no significant

difference was found in how much of the class time for L2 to be used. As the standard deviations and Figure 1 indicate, there were considerable variations in the responses, especially for senior high school instruction. Thus, it would not be reasonable to elicit a conclusion from these data, but it is obvious that the majority of the participants supported JETs ' use of L1 (Japanese) along with L2 (English).

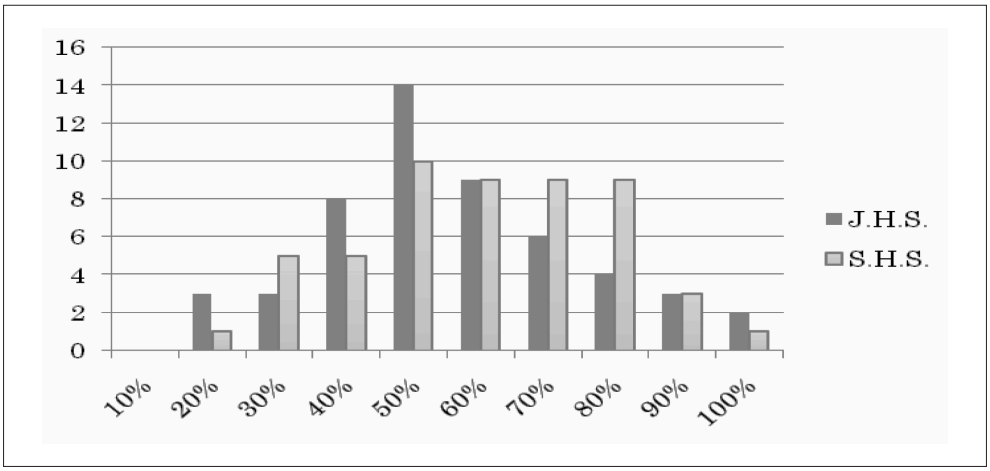
Table 1: Descriptive statistics: JETs ' use of L2

	Junior H. S.(n=52)		Senior H. S.(n=52)		*t* (62)	
	Mean	SD	Mean	SD	*T*	*p*
Q1 & Q3: JETs should use L2 in high school instruction.	4.42	1.54	4.71	1.48	0.34	.36
Q2 & Q4: How much of the class time should L2 be used?	56.15 %	19.52	60.19 %	18.73	0.28	.39

*Likert scale: 1 (strongly disagree) to 7 (strongly agree)

$p < .05$

Figure 1: How much of the class time should L2 be used?



When looking closely at the participants ' written opinions, there turned out to be many different ways of interpreting the policy proposed by MEXT. Around one seventh of them believed that JETs should conduct their English classes all in L2 and even students should use L2. Among them, one respondent wrote that L2 should be used 100% of the class but also worried that both teachers and students would feel uneasy because they were not accustomed to using L2 in their daily life. Interestingly, all these participants did not seem to have received high school instruction conducted in L2 by their JETs.

Another noticeable comment is concerning students ' anxiety and motivation. Quite a

few respondents wrote comments like the following:

- If English classes were conducted primarily in L2, low-level learners and low-motivated students would find it hard to follow, and as a result the students would decrease their willingness to learn and would eventually dislike English.

(The author's translation)

This can also explain why the participants thought L2 should be used more in senior high schools than in junior high schools; they perceived that it was more difficult to use L2 to conduct classes for beginners or lower-proficiency learners who have very limited knowledge of L2. However, even regarding high school instruction, one of the respondents gave an extreme opinion based on his own learning experiences:

- I completely disagree with the idea that English classes should be conducted primarily in L2. I understand from my own experience how difficult it is to use L2 during English classes. I belonged to the international course which had higher-proficiency level students, but even those students had a lot of difficulty and often felt stressed out during classes. So, I think it will be quite painful for lower-proficiency level students.

(The author's translation)

This student reported that he had been taught English by several JETs, ranging from 0% to 100% users of English, but gave no information about their teaching styles. It is certain that L1 use in instructions is helpful for low-level learners as McDowell (2009) points out in his study on high school students, but in practice L2 use can play a crucial factor in motivating even low-level learners (Kan, 1994; Miura, 1996)[6]. We should not make a simple generalization on this issue until more research has been done on the effect of L1 and L2 instruction on different proficiency-level learners. Also, prospective teachers should learn that motivation can be seen as a dynamic process continually revised rather than an initial conditioning, and thus the role of teachers is one of the greatest factors that affect learners' motivation and attitudes as Cook says, creating "the process of successful learning which can spur high motivation may be under the teacher's control" (1991: 75). Furthermore, more discussion is required on teaching styles, choice of relevant materials and tasks, control of corrective feedback, creating a cooperative learning atmosphere, and other teaching techniques in the classroom, along with the effective use of L1 and L2.

Another interesting but worrying point that emerged from several respondents' written descriptions is that they seemed to believe the emphasis on L2 use in instruction would aim only to develop students' speaking ability or conversation skills and teachers would have to do something additional other than teaching grammar and reading in their classes. Although a few understood integrating the four skills, i.e., listening, speaking, reading and writing, using L2 effectively would be very important, many seemed to

interpret the term " communication " improperly and showed disagreement on the effectiveness of JETs ' use of L2 at the high school level. They thought that " commumication " included only conversation skills, and insisted that teaching grammar be the focus of high school instruction and L2 use was not necessary at all.

The results of the statistical data do not clearly explain the participants ' perceptions but the descriptive data seem to indicate that their learning experiences in junior and senior high schools had influenced their perspectives. Thus, further research is required to investigate the relationship between their perceptions of L2 use and their own learning experiences.

With respect to the participants ' willingness to use L2 to communicate, the mean scores and standard deviations of the responses to the related questions are shown in Table 2. The results indicate that the participants showed strong willingness to use L2 with a NS English teacher (M = 6.29, SD = 0.91). They also seemed to be willing to use L2 to communicate with a JET and other students in English classes (M = 5.17, SD = 1.40; M = 5.39, SD = 1.23). In order to compare the differences among the interlocutors, one-way analysis of variance (ANOVA) was employed. The results showed that there was a statistically significant difference among the interlocutors (df = 2 / 51, F = 21.60, p < .001). The *post hoc* test (Ryan ś method) revealed that the difference lies between a NS teacher and the other two types of interlocutors, i.e., a JET and other Japanese students at the p < .001 level: the participants were significantly more willing to use L2 to communicate with a NS teacher than with those with whom they share L1.

Table 2: Descriptive statistics: Willingness to use L2

Questions concerning willingness to use L2	Mean	SD
Q 5. I would like to use L2 to communicate with a NS English teacher in English classes.*	6.29	0.91
Q 6. I would like to use L2 to communicate with a JET in English classes.	5.17	1.40
Q 7. I would like to use L2 to communicate with other students in English classes.	5.39	1.23

Note. $N = 52$.

*Likert scale: 1 (strongly disagree) to 7 (strongly agree)

Table 3: Results of Ryan's method for cross comparison

Comparisons	*p*
Q 5 (NSET) – Q 6 (JET)	.00
Q 5 (NSET) – Q 7 (peers)	.00
Q 6 (JET) – Q 7 (peers)	.24

Regarding the five questions related to anxiety about speaking English, the mean scores and standard deviations are presented in Table 4. The overall results indicate that participants would feel anxious about speaking in English, especially with NSs (M = 5.60, SD = 1.43). In speaking even with NNSs, they did not seem to relax although there were some variations (M = 3.83, SD = 1.67). The mean score of Question 9. shows that their sense of inferiority seemed to be strong (M = 5.89, SD = 1.10). These results may accord with the findings of the studies conducted by Rajagopalan (2005) and Nemtchinova (2005). Interestingly, the results of Pearson Correlation Coefficients, which are shown in Table 5, reveal that statistically their willingness to use L2 with a NS English teacher was negatively correlated with their sense of inferiority and confidence in pronunciation at the $p < .05$ level. In other words, those who felt more inferior in speaking L2 were less willing to use L2 to communicate with a NS teacher in English classes. Also, those who were less confident in their pronunciation were more likely to hesitate to use L2 to interact with a NS English teacher.

Table 4: Descriptive statistics: Anxiety about speaking L2

Questions concerning anxiety about speaking L2	Mean	SD
Q 8. I will be very nervous when speaking L2 with NSs.*	5.60	1.43
Q 9. I always feel that the other students speak L2 better than I do.	5.89	1.10
Q10. I hesitate to speak L2 because I am not confident in my pronunciation.	5.17	1.72
Q11. I can relax when speaking L2 with NNSs.	3.83	1.67

Note. $N = 52$.

*Likert scale: 1 (strongly disagree) to 7 (strongly agree)

Table 5: Pearson Correlation Coefficients between variables

	Q1. L2 JHS	Q3. L2 SHS	Q8. Nervous with NSs	Q9. Sense of Inferiority	Q10. Confidence in pronunci-ation	Q11. Relax with NNSs
Q1. L2 JHR			−.053	−.061	.001	−.001
Q3. L2 SHR			.139	−.021	.089	−.013
Q5. NS teacher	.103	−.111	−.029	−.299**	−.321**	−.005
Q6. JET	.158	−.051	.095	.102	−.053	.038
Q7. Peers	.253*	.083	.057	−.212	−.208	−.158

Note. N = 52, *p < .10, **p < .05

In their written opinions, some pointed out how important the role of JETs ' L2 pronunciation would play in helping their students develop their English ability, and at the same time showed worry about negative effects of JETs ' poor English skills, including pronunciation. The typical comments include;

- When conducting English classes in L2, I think JETs ' English ability is a crucial factor. They will have to speak in easy and simple ways, and also have to be able to pronounce like near-native speakers. Since students will have to keep listening to their teachers ' talk, teachers will have to avoid using incorrect pronunciation or intonation so that students will not learn incorrect sounds.
- I am worried how properly JETs, who are not native speakers of English, will be able to pronounce L2 or express themselves in L2. I also wonder if JETs will be able to use accurate expressions and speak fluently enough.
- I think JETs should try to pronounce accurately to teach their students.

(The author's translation)

It is true that JETs should learn to pronounce L2 properly so that they can be good models for their students to imitate and also sound intelligible to any person they will communicate with. Especially, if their lack of confidence prevents them from using L2 in their classrooms, pronunciation must be one of the essential factors to improve. The question is what "pronounce properly or accurately" exactly means and what model they should aim to learn. Internationally intelligible pronunciation based on Lingua Franca Core (LFC) proposed by Jenkins (1998, 2000, 2007)[6] is a very good model to consider for those who want to sound intelligible but keep their accents as part of their identity. Also, they should become aware that different varieties of English exist in reality and become more tolerant of them.

In initial teacher training courses at university, I think it is important to provide prospective English teachers with substantial practical courses which help them develop their English ability and skills as well as give them opportunities to think deeply about issues of second language acquisition (SLA) and L2 teaching.

5. CONCLUSION AND IMPLICATIONS

This study attempts to investigate prospective Japanese English teachers' perceptions of JETs' L2 use in high school instruction and their anxiety about speaking L2. The major findings include the following points:

(1) The participants generally supported JETs' use of L1 along with L2 in high school instruction in similar ways for both junior and senior high schools although there were quite a few variations among the responses.
(2) The participants were more willing to use L2 to communicate with a NS teacher than a JET or other Japanese students in English classes.
(3) The participants showed rather strong anxiety about speaking L2, especially when interacting with NSs, and those who were not confident in their pronunciation felt more anxious about speaking L2.
(4) Quantitative data indicate that the participants' confidence in their pronunciation may negatively affect their choice of L2 as the classroom language, and qualitative data show that their learning experience in high schools may affect their perceptions.

However, it is apparent that some adjustments in the instrument are required for further research. First, it is necessary to redesign the questionnaire to lessen the possibility of variations. Eliminating Likert scales from seven to five would be an alternative to collect more definite responses. Second, in order to investigate how their learning experiences in high schools have affected their perceptions, questions about their teachers' teaching styles need be added. Also, follow-up interviews with several respondents are necessary to clarify the reasons behind the data and the intended meaning of their opinions.

The results should be interpreted cautiously because of the limitations stated above, but they do allow for some pedagogical implications for initial teacher training courses at university. First, as Reves and Medgyes (1994) suggest, teacher trainees need be given more opportunities to use L2 to communicate with both NSs and NNSs, and also be exposed to L2 use environments to improve their proficiency and eventually develop their self-confidence. Second, they should learn to become flexible in the choice of L1 or L2 use in classroom instruction. This does not mean simply changing what has been done in L1 into L2, but requires careful consideration in choosing L1 or L2 for more effective ways to facilitate teaching and learning. In using L2, teacher talk must be taken into account, i.e., "teachers modify their speech when addressing L2 learners in the classroom in a number of ways and also are sensitive to their learners' general proficiency level" (Ellis, 2008: 795). The special characteristics of teacher talk include controlling speech speed, making more frequent and longer pauses, speaking more distinctly in terms of intonation, stress and articulation, simplifying grammar structures, using shorter utterances, modifying vocabulary by paraphrasing, defining and

exemplifying, asking questions to confirm learners ' comprehension, giving corrective feedback, and so on. Another important point is that every student should get substantial knowledge of teaching styles and the theories of SLA, especially individual learner differences and motivation, in order to become responsible for the choice of L1 or L2 according to different types of students they will teach, different purposes of the courses they will be in charge of. Also, they should become more aware of what communicative competence really refers to and the role of English as an international auxiliary language or lingua franca. Furthermore, they should be aware of potential advantages they have as NNS teachers to enhance their confidence. Lastly, it will be of great help for them to get many opportunities to observe real good English classes. They need chances to find new perspectives by observing actual good examples rather than being swayed by their perceived ideas based on their own experience.

One of the respondents expressed her opinion, " I am afraid some teachers may not be confident in using L2 in classroom instruction, but now I am in the first year of university and will try my hardest to become a competent teacher who has learned sufficient knowledge of teaching styles and can flexibly adjust them to what is required by my future students " (the author's translation). It is hoped she and many other students will be able to achieve this goal through the teacher training course at university.

Notes

1. Teacher talk is defined, based on Richards and Schmidt (2002), as " the variety of language sometimes used by teachers when they are in the process of teaching " (p. 543). Teachers often simplify their speech in trying to communicate with their learners just as native speakers do to communicate with foreigners who are not proficient in the language.
2. Benesse Corporation focused on the courses for ordinary-class students, excluding International majors or English majors.
3. For more details about the advantages of L1 use, see Auerbach (1993) and Cook (2005: 58-59). Auerbach emphasizes the effects of L1 use on affective and sociocultural aspects such as reducing learners ' anxiety, enhancing the affective environment for learning, facilitating incorporation of learners ' life experience and allowing for more learner-centered curriculum development (1993: 20).
4. The questionnaire used for this study is available from the author.
5. Kan (1994) proves the effectiveness of employing communicative language teaching, using English as the main classroom language, on even low-level proficiency students. Also, Miura (1996) shows the changes in her low-level students ' anxiety about and attitudes toward speaking English in classes conducted primarily in English.
6. Jenkins (2000) proposes the Lingua Franca Core (LFC) to find a means of

promoting mutual pronunciation intelligibility in ELF (English as a lingua franca) communication, and suggests that pronunciation classes should prioritize those areas that appear to have the greatest influence on intelligibility: particular segmentals, nuclear stress, and the effective use of articulatory setting.

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