

Teaching English through English to
Senior High School Students in Japan:
Towards the Implementation of the New Course of Study

日本の高等学校における英語で英語の授業を行うことについて：
新学習指導要領の実施に向けて

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<Abstract>

The Ministry of Education, Culture, Sports, Science and Technology in Japan (MEXT) revised the Course of Study, curriculum guidelines for senior high schools, in 2009 and it will be implemented in 2013. MEXT called for high school English classes to be taught primarily in English under the new Course of Study and this has caused a heated nation-wide discussion. The authors think that teachers' beliefs might influence whether the new guidelines will be introduced successfully and they implemented a survey of high school English teachers in Japan in 2012 to investigate how much of their English classes teachers conduct in English and what they think about MEXT's policy, "teaching English through English." This study examines the results of the survey and describes teachers' belief regarding "teaching English through English" and obstacles which hinder the implementation of Communicative Language Teaching in senior high schools in Japan.

<Keywords>

teaching English through English, the Course of Study, teachers' belief, CLT, classroom settings

I. Introduction

As globalization has accelerated, English has become one of the key competencies for international communication. English communicative competence can be called a "must" item to have in order to survive in the competitive modern world. This influences the national educational policy in Japan.

The Courses of Study, broad standards for all schools in Japan, have been revised about once every ten years. In the latest revisions, the course of study for elementary schools was revised in March, 2008, and the one for senior high schools in March, 2009. The features of the new version are to increase class hours in many subjects including foreign languages with an emphasis on balancing the attainment of knowledge and skill with thinking capacity, decisiveness, and expressiveness. Foreign language activities (virtually regarded as English activities) were introduced in the 5th and 6th grades with an emphasis

on listening and speaking to form the foundation of pupils' communication abilities. In accordance with this introduction, higher achievement in middle school and high school is expected. For instance, the number of words to be taught in junior high school has greatly increased, from 900 to 1200 words.

The new Course of Study for senior high schools is to be implemented in April, 2013. The Ministry of Education, Culture, Sports, Science and Technology in Japan (MEXT), in pursuit of the acquisition of English, aims to encourage the students' use of English. So, it requires the use of the English language in teaching English in classes. This drastic shift is shocking to high school teachers. The most popular method of instruction in regular English classes in Japanese high schools has been grammar translation and L1 language use is far more common than L2 use. In addition, students have had few opportunities to use English by themselves. English teaching has repeatedly been criticized as useless in terms of communication and fluency.

The implications of this drastic change have caused heated nation-wide discussions about conducting English classes through English. Some high school teachers seem to be at a loss as to what to do. The purposes of this study is to clarify what high school teachers think about this issue, and to discern what encourages and discourages teachers to change their teaching style.

II. Literature Review

1. What affects teachers' practice in their classrooms?

The Ministry of Education, Culture, Sports, Science and Technology in Japan (MEXT) started especially emphasizing the fostering of students' communicative competence in English with their 1989 revision to the Course of Study, but it didn't have a great impact on English language teaching in Japan. There is a gap between the goals of the Course of Study and teachers' practice in their classroom (Kikuchi & Browne, 2009; Nishino, 2008, 2011; Sakui, 2004; Stewart, 2009; Tahira, 2012; Yoshida, 2003). Researchers state that teachers' practice is influenced by their beliefs (Freeman, 1989; Gorsuch, 2000; Li, 1998; Nishino, 2008), their educational background (Watanabe, 1996; Watzke, 2007), and educational condition (Gorsuch, 2000; Kumaravadivelu, 2001; Schulz, 2001).

Nishino (2011) did a survey on the beliefs of Japanese high school teachers of English and found that 60 % were influenced by MEXT's guidelines in the Course of Study and entrance examinations for universities. Gorsuch (1998) found through her survey of Japanese high school teachers of English that 70 to 80 % of them used the Grammar Translation Method (GT). Most teachers believe that students should learn grammar to

build knowledge before they do communication tasks to enhance their fluency (Sakui, 2004). However, MEXT has never recommended GT in their Course of Study (Nishino, 2011). Entrance examinations for universities in Japan do not emphasize oral skills (Stewart, 2009) and they have a strong effect on the teaching practice of high school teachers (Kikuchi & Browne, 2009; Nishino, 2008). Teachers adapt the Course of Study to suit preparation for entrance examinations (Gorsuch, 2000).

The educational background of teachers is another area that impacts their teaching practice. Teachers tend to teach in the same way they were taught at school as a student. However, they develop their own teaching style through learning from their experiences and observing others' teaching practices (Nishino, 2011) and therefore in-service training is very important. According to Nishino's study (2011), 60 % of the high school teachers in her research approved of in-service training on Communicative Language Teaching (CLT). MEXT and the board of education in each local government provide teachers with in-service training, but researchers state that more training programs are necessary (Fennelly & Luxton, 2011; Nishino, 2011, Tahira, 2012). Some researchers (Kanatani, 2009; Kikuchi & Browne, 2009) put importance on pre-service training at universities so that teachers can teach English through English. There are fewer programs that focus on CLT in universities than at in-service training (Nishino, 2011).

Educational conditions, such as school and classroom condition, also impact on teachers' practice. High school teachers in Japan feel the necessity to change classroom conditions in order to employ CLT in their classes (Nishino, 2008). They seem to think that classroom conditions, such as the number of class hours and class size, should be changed in order to use CLT methods effectively.

2. Communicative Language Teaching in Japan

According to Nishino's study of Japanese high school teachers (2011), many of them approved of CLT, but few of them implemented it in their lessons. Although there are some obstacles to teaching in a communicative way, teachers' beliefs on their own teaching style might be gradually changing (Gorsuch, 2000; Nishino, 2008; Taguchi, 2005). Then, what makes the implementation of CLT difficult even though teachers approve of it? Researchers state that introducing CLT into English as a foreign language (EFL) situations is difficult (Chick, 1996; Ellis, 1996; Li, 1998; Sano, Takahashi & Yoneyama, 1984; Shamin, 1996) and the implementation of CLT is influenced by various factors such as teachers' beliefs and contextual constraints (Li, 1998; Sato & Kleinsasser, 1999), entrance examinations (Brown

& Yamashita, 1995; Gorsuch, 2000; Sakui, 2004), school or classroom conditions including class size, class hours and preparation time for teachers (Gorsuch, 2000; Nishino, 2008, 2011; Sakui, 2004; Terashima, 2009), lack of teacher training (Li, 1998; Nishino, 2011, Nunan, 2003), teachers' conception of CLT (Li, 1998; Nishino, 2011; Sakui, 2004), teachers' deficiency in English (Li, 1998; Nunan, 2003), the Course of Study (Nishino, 2011) and teachers' few chances to have been taught with CLT as a student (Nishino, 2011).

Some researchers (Erigawa, 2009; Terashima, 2009) state that the English language ability of Japanese junior and senior high school students has declined since MEXT began to emphasize the fostering of students' communicative competence. It is not clear whether CLT itself caused this problem or if teachers' misunderstanding of CLT or their low competence to implement CLT created this situation. CLT is not a teaching method but a set of approaches to language teaching and there are many interpretations of CLT (Brown, 2007). So, teachers' understanding of CLT is quite varied and some of them implement CLT in an ineffective way. Most of the teachers have not been taught English using communicative activities and they are not accustomed to CLT. Teachers' misunderstanding of CLT and their low competence of implementing it could negatively impact students' competence. CLT is a concept developed in western countries and difficult to introduce into EFL settings (Li, 1998). EFL countries should study their educational situations and establish their own communicative approaches, which their teachers can easily introduce into their classrooms (Daoud, 1996; Li, 1998; Nishino, 2011; Tomlinson, 1990).

3. Influence of L1 and L2 use on students' proficiency

Learners acquire a language by understanding input which is a little beyond their competence (Krashen & Terrell, 1983). Output is also necessary for learners to acquire a language (Swain, 1985). If teachers provide their students with sufficient opportunities for comprehensible input and output through CLT, students have more chances to improve their language competence. Willis (1981) states, "Language is much better learnt through real use than through pattern drills and exercises." (p.1) According to the MEXT's research on the implementation of curriculum (2010), 52.4% of high school teachers in Japan answered they used English in half of their utterances in their "Oral Communication I" classes and 14.8% of them answered they used English in half of their utterances in their "English I" classes. In South Korea, Liu, Ahn, Baek and Han (2004) found that the average use of English in high school English classes was 32%. It is not easy for both of non-native teachers and students to use English, but contemporary methods attach great importance to language input (Liu, Ahn, Baek & Han, 2004). The utterances in English in a classroom

can be a valuable input especially for students in EFL settings.

If L1 is used appropriately, students' competence could be enhanced (Erigawa, 2009). Sakui (2004) found through her research on Japanese junior and senior high school teachers that the language of instruction and class management was Japanese. South Korean high school teachers use Korean when they explain difficult vocabulary and grammar, give background information, overcome communication difficulties, save time, highlight important information and manage students' behavior (Liu, Ahn, Baek & Han, 2004). A teacher's decision to use either L1 or L2 in teaching is influenced by many factors (Liu, Ahn, Baek & Han, 2004). The factors are: teachers' belief about teaching practice and their L2 proficiency (Franklin, 1990; Harbord, 1992), students' lack of the proficiency in L2 (Gary Chambers, 1992; Franklin, 1990), the teaching methods used (Francine Chambers, 1991), L2 and L1 differences (Duff & Polio, 1990; Franklin, 1990), department or school policy on L2 and L1 use, lesson content, students' behavior and attitude, and class size (Liu, Ahn, Baek & Han, 2004). Research is scarce on how much L1 is appropriate (Liu, Ahn, Baek & Han, 2004) and more research on this is desirable.

III. The Study

1. Method

The research questionnaires (see Appendix) were sent or directly handed to teachers in the Kansai (mainly Osaka) and Fukuoka areas of Japan in July, 2012. There were 95 teachers who joined the project. They were all native speakers of Japanese teaching English in public senior high schools.

2. The participants

The majority of the participants were female teachers (61.1 %) and this seems to relate to the fact that female English teachers outnumber male English teachers in Japan. As for age, 7.4% were in their 20s, and respectively in their 30s, 40s, 50s, and 60s, were 18.9%, 42.1%, 27.4%, and 4.2%. In Japanese public high schools, teachers in their 40s with experience at 3 or 4 different schools are supposed to take leadership roles in their workplace, such as changing the curriculum, being in charge of choosing textbooks, and helping young teachers develop their own skills as teachers. Their beliefs and ideas may be the key to the present and near-future English-teaching situation. In this sense, this study, with 42.1% of the participants in their 40s, is well worth examining. The participants' average teaching experience is about 22 years, with a wide range of experience from the first year to 40th year teachers. Their students' majors differ as well: general course,

English intensive, commercial intensive, technical intensive, P.E. intensive and so on. Yet, public high school teachers, in general, are transferred several times in their life-long carriers. So their teaching situations are not fixed and are sure to change as they are transferred.

IV. The Results and Discussion

1. Current condition of teaching English through English

Questions 1 to 5 concern the current condition of teaching English through English in Japanese senior high schools. Sixty-four out of 95 teachers answer that they teach “Oral Communication I”. Twelve out of 64 teachers (18.8 %) used English most of the time in class and 18 teachers (28.1 %) in more than half of the class. As for “English I”, 79 teachers answer they teach the subject. None of 79 teachers (0.0%) used English most of the time in class and 8 teachers (10.1 %) used it in more than half of the class. These results are similar to those found by the Ministry of Education, Culture, Sports, Science and Technology in Japan (MEXT) (2010) and the responses to Questions 1 to 5 do not vary by age. More teachers conduct “Oral Communication I” in English than “English I” and this might show that many teachers believe subjects consisting mainly of communicative activities should be conducted in English.

Table 1. The ratio of using English in Oral Communication I class

Ratio	No. of mentions	Percentage of mentions
Most of the class	12	18.8%
More than half of the class	18	28.1%
Less than half of the class	28	43.8%
Seldom	6	9.4%

Table 2. The ratio of using English in English I class

Ratio	No. of mentions	Percentage of mentions
Most of the class	0	0.0%
More than half of the class	8	10.1%
Less than half of the class	45	57.1%
Seldom	26	32.9%

To clarify which parts of classes teachers conduct in English, we put nine items on the questionnaire, such as classroom instruction, greetings and warm-ups, oral introduction, vocabulary introduction, vocabulary explanation, comprehension check, grammar

explanation, grammar exercise and others. Many teachers conduct classroom instruction and greetings in English, but these are formulaic and provide students with fewer opportunities to use the target language for real communication. Less than 10 % of the teachers conduct grammar explanation and grammar exercise in English. This might show that many teachers believe that it is more effective to explain grammatical items in Japanese. MEXT (2009) states that English classes should be conducted in English in principle, which does not mean they should use English all the time, and they can switch between English and Japanese depending on the situation.

Table 3. Area of class that teachers conduct in English

Areas to conduct in English	No. of mentions	Percentage of mentions
Classroom instruction	68	71.5%
Greetings and warm-ups	68	71.5%
Oral introduction	42	44.2%
Vocabulary introduction	32	33.7%
Vocabulary explanation	23	24.2%
Comprehension check	31	32.6%
Grammar explanation	3	3.2%
Grammar exercise	8	8.4%
Others	5	5.3%

2. School conditions for teachers to teach English through English

Questions 9 to 11 concern school conditions for teachers to teach English through English. In response to Question 9, one out of 95 teachers (1.1%) strongly agreed that it is easy to conduct English classes in English in their school setting, 26 teachers (27.4%) somewhat agreed, 51 teachers (53.7%) somewhat disagreed and 17 teachers (17.9%) strongly disagreed. More than half of the teachers who agreed with Question 9 mentioned their students' sufficient competence in English as the reason for their approval of teaching English in English. Most of the teachers who disagreed with Question 9 referred to students' insufficient competence in English as the reason for their disagreement with teaching English in English. It can be said that teachers value whether students understand a lesson and students' competence influences teachers' practice.

**Table 4. The ratio of the teachers who think it easy to conduct English classes
in English in their work setting**

	No. of mentions	Percentage of mentions
Strongly agree	1	1.1%
Somewhat agree	26	27.4%
Somewhat disagree	51	53.7%
Strongly disagree	17	17.9%

**Table 5. Reasons teachers think it easy to conduct English classes
in English in their work setting**

Reasons	No. of mentions
Teacher's sufficient competence in speaking English	11
Cooperative colleagues	8
Materials suitable for teaching in English	2
Students' sufficient competence in English	18
Others	2

**Table 6. Reasons teachers think it difficult to conduct English classes
in English in their work setting**

Reasons	No. of mentions
Teacher's insufficient competence in speaking English	10
Uncooperative colleagues	2
Materials unsuitable for teaching in English	17
Students' insufficient competence in English	51
Others	11

Question 15 concerns how much teachers have discussed the issue of teaching English through English with their colleagues. 10 out of 95 teachers (10.5%) answered they have discussed it concretely with their colleagues, while 70 teachers (73.7%) answered they have talked about it briefly and 15 teachers (15.8%) answered they have not discussed it. Seven teachers mentioned in Question 19, "What do you think is necessary to make English classes through English successful?", that discussion with their colleagues would be necessary. One teacher wrote, "One teacher cannot implement teaching English through English. It is necessary to discuss this issue with the English teachers who teach the students of the same grade and share the common understanding of which part of class teachers should conduct in English." Usually, students in the same grade are taught by several teachers but a common examination is used for all the classes. The teachers take

turns making the examination questions so they are very concerned about what other teachers have taught in their classes. Therefore they need to reach consensus with the other teachers on how to implement teaching English in English before it can be successful.

Table 7. The ratio of the teachers who have discussed the issue of teaching English through English

	No. of mentions	Percentage of mentions
Dicussed concretely	10	10.5%
Only talked about it briefly	70	73.7%
Not discussed	15	15.8%

3. To enhance teachers' competence in conducting English class in English

Questions 16 to 18 concern teachers' professional development for conducting English class in English. In response to Question 16, 59 out of 87 teachers (67.8%) have done something to improve their competence or skills for conducting English classes in English. Many of them worked on listening, speaking, or reading, but less than half of them focused on writing. It seems that listening to English and reading English texts is easily accessible for teachers because they can do so by themselves without anyone's help. They also have opportunities to speak English because they have to talk with assistant language teachers (ALTs) about their lessons. However, teachers seem to have fewer opportunities to write in English.

Table 8. Things teachers have done in order to enhance their competence or skills for conducting English classes in English

Areas for enhancing teachers' competence	No. of mentions
Listening	39
Speaking	55
Reading	42
Writing	21
Others	6

28 teachers (32.2%) did not do anything for improving their competence or skills and more than half of them referred to having no time as the reason for their answer to Question 16. Teachers are getting busier and busier and it is hard to find time for their own professional development (Terashima, 2009). Given the difficulty of finding time for training, it is remarkable that 67.8% of the teachers did something to improve their

competency to implement “teaching English through English”.

Table 9. Reasons teachers have not done anything to improve their competence or skills for conducting English classes in English.

Reasons	No. of mentions
Teachers' sufficient competence	1
Disagreement of conducting English through English	7
Not knowing what to do	6
Having no time	18
Others	2

4. Teachers' belief and reality: under the policy of the new Course of Study

More than half of teachers in the survey (61.1%) were likely to accept the concept of teaching English through English. (“Strongly agree” was 6.3% and “somewhat agree” was 54.7%.) However, the teachers in their 20s were less willing to teach English through English. Only one teacher out of 7 answered “somewhat agree”, while the rest answered “somewhat disagree.” The answers of other generations had a tendency to be positive: more than 60% of the teachers in their 30s agreed or somewhat agreed with the idea. This difference may possibly be attributed to the teacher's in-service training experience. More mandatory communicative language teaching workshops and lectures have been held by local governments or Boards of Education since the late 1980s and 1990s when MEXT emphasized the importance of communicative language teaching in class. The more experienced teachers have been exposed to the belief that the major purpose of English education in high schools should be for communication. Thus, according to the results of this survey, the high school teachers value highly teaching English through English.

However, the reality seems to be slightly different from their belief or ideal. The results of Question 6 represent what teachers think about the new Courses of Study requiring the teaching of the target language through that language. Those who expressed their agreement with MEXT's demand totaled 58 out of 95 teachers, including 6 strong advocates and 52 moderate ones. However, the teachers seem to find it difficult in practice. English teaching through English, according to the results of Question 7, is thought to be less likely to happen: 34 teachers think they would do it at least more than half of the class--- they are less positive about this because only 2 out of 34 advocates declared that they would conduct most English classes through English. In addition, 64 teachers confessed that they would do it “less than half of the class”(49 teachers) and “seldom”(11 teachers). Most of the participants wrote their worries about the practice. Some mentioned less motivated

students with less competence--- some students do not think good academic scores help their future career or have already given up learning in the early stages of their school life, the large class size--- a teacher teaches 40 students at a time, or poor classroom IT equipment--- only a blackboard and a CD player. They also insist to change university entrance examinations that require students to have more detailed grammar knowledge than communicative competence. Some of them claim MEXT and the textbook companies need to show typical models of such teaching or create textbooks that are easy to use to conduct lessons through English. The teachers appreciate the importance of changing their teaching styles and seem to be at a loss as to what to do.

Then what kind of classroom activities do they think they would do? The result is positively related to the present classroom activities teachers conduct, with every score increasing in number. As shown in Table 10, classroom instruction, greetings and warm-ups, and oral introduction are more favored activities, while vocabulary introduction and explanation are less popular. Grammar explanation and exercises are not preferred at all. The idea of explaining all grammar items in English seems to be time consuming. So teachers should distinguish what grammar items to introduce in English and what times to introduce in their L1.

**Table 10. Classroom activities teachers would do in English
under the new policy of the Courses of Study**

<u>Areas to conduct in English</u>	<u>No. of mentions</u>	<u>Percentage of mentions</u>
Classroom instruction	82	86.3%
Greetings and warm-ups	83	87.4%
Oral introduction	79	83.2%
Vocabulary introduction	52	54.7%
Vocabulary explanation	38	40.0%
Comprehension check	53	55.8%
Grammar explanation	4	4.2%
Grammar exercise	12	12.6%
<u>Others</u>	<u>2</u>	<u>2.1%</u>

V. Conclusion

Not many teachers conduct more than half of their classes in English, but more than half of the teachers are positive about teaching English through English. It is worth noting that younger teachers tend to be less amenable to conducting classes in English and it could be because more experienced teachers have had more training in Communicative

Language Teaching (CLT) from the Ministry of Education, Culture, Sports, Science and Technology in Japan (MEXT) or their local boards of education and they are accustomed to the ideas of CLT. It can be said that in-service training has a great impact on teachers' practice in their classrooms. Some teachers themselves think that in-service training is necessary to make English classes through English successful.

Students' competence in understanding English is an important factor when teachers teach English through English. If students' competence is insufficient, teachers think it difficult to conduct their class in English. The areas of class conducted in English by many teachers are classroom instruction, greetings and warm-ups, and oral introduction. More in-service trainings will be necessary so that teachers can teach more items in English.

This is a small-scale survey conducted just before the new Course of Study will be implemented and this result does not cover all of senior high school English teachers in Japan. Further study will be necessary to investigate how the MEXT's guidelines influence teachers' practice and what will be required in order to introduce CLT appropriately into senior high schools in Japan.

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Postscript

Tsukamoto wrote II, 1 to 3 of IV and V and Tsujioka wrote I, III, and 4 of IV.

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Appendix

Questionnaire for Japanese High School Teachers on Teaching English Through English in Japanese Senior High Schools

Please answer the following questions. For each question (apart from Question 19), please select the choice that you believe most closely represents your answer.

About yourself:

Sex: Male Female

Age: 20~ 30~ 40~ 50~ 60~

Teaching experience: () years

Type of school:

Regular course English intensive course Commercial course Technical course
Others

About school years:2008-2012

1. How much do you think you use English in Oral Communication class?
 - a. I don't teach the subject.
 - b. Most of the class.
 - c. More than half of the class.
 - d. less than half of the class.
 - e. Seldom.
2. How much do you think you use English in English I class?
 - a. I don't teach the subject.
 - b. Most of the class.
 - c. More than half of the class.
 - d. less than half of the class.
 - e. Seldom.
3. How much do you think you use English in Integrated English class?
 - a. I don't teach the subject.
 - b. Most of the class.
 - c. More than half of the class.
 - d. less than half of the class.
 - e. Seldom.
4. How much do you think you use English in Cross-cultural communication class?
 - a. I don't teach the subject.
 - b. Most of the class.
 - c. More than half of the class.
 - d. less than half of the class.
 - e. Seldom.
5. Choose all the items you conduct in English.
 - a. Classroom instruction
 - b. Greetings and warm-ups
 - c. Oral introduction
 - d. Vocabulary introduction
 - e. Vocabulary explanation
 - f. Comprehension check
 - g. Grammar explanation
 - h. Grammar exercise
 - i. Others (Name the item concretely)

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6. Do you agree with the idea of teaching English through English?
 - a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly disagree
7. How much English do you think you would use in the new curriculum?
 - a. Most of the class.
 - b. More than half of the class.
 - c. less than half of the class.
 - d. Seldom.
8. Choose all the items you would like to conduct in English.
 - a. Classroom instruction
 - b. Greetings and warm-ups
 - c. Oral introduction
 - d. Vocabulary introduction
 - e. Vocabulary explanation
 - f. Comprehension check
 - g. Grammar explanation
 - h. Grammar exercise
 - i. Others (Name the item concretely)
9. Do you think it easy to conduct English classes in English in your school setting?
 - a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly disagree
10. If your answer of 9 is a or b, please choose the reason.
 - a. It is easy for me to speak English fluently.
 - b. My colleague teachers are cooperative each other.
 - c. Materials are easy to be conducted in English.
 - d. My students' competence is higher.

- e. Others. (Write down the reason concretely.)
11. If your answer of 9 is c or d, please choose the reason.
- a. It is not easy for me to speak English fluently.
 - b. My colleague teachers are not cooperative each other.
 - c. Materials are not easy to be conducted in English.
 - d. My students' competence is not higher.
 - e. Others. (Write down the reason concretely.)
12. Do you think teaching English through English is effective in developing your students' competence in using English?
- a. Strongly agree b. Somewhat agree c. Somewhat disagree d. Strongly disagree
13. If your answer of 12 is a or b, please answer the following question.
- What field of your students' competence do you think will be improved by conducting English class in English?
- a. Listening b. Speaking c. Reading d. Writing e. Grammar f. Vocabulary
14. If your answer of 12 is c or d, please answer the following question.
- What field of your students' competence do you think will be difficult to be enhanced by conducting English class in English?
- a. Listening b. Speaking c. Reading d. Writing e. Grammar f. Vocabulary
15. Have you discuss the issue of teaching English through English?
- a. Yes. We have discussed concretely.
 - b. Yes, but we have only talked about it briefly, not concretely.
 - c. No.
16. Did you do something to improve your competence or skills for conducting English class in English?
- a. Yes. b. No.
17. If your answer of 16 is a, choose what you did.
- a. Reading b. Listening c. Speaking d. Writing
 - e. Others. (Write down the reason concretely.)
18. If your answer of 16 is b, choose the reason.
- a. I am able to do it.
 - b. I don't think it necessary to teach English through English.
 - c. I don't know what to do.
 - d. I have no time.
 - e. Others. (Write down the reason concretely.)
19. What do you think it necessary to make English classes through English successful?