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Examining teachers' perceptions and attitudes of Japanese use in the English classroom

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Abstract

In Japan, English has been a compulsory school subject from Year 5 of elementary school since 2011 (Japanese Ministry of Education, Science and Culture, 2008). English conversation schools and after school programs have also become increasingly popular. To help bolster Japan's English education, many public and private schools alike have marketed English-only instruction or "No Japanese" environments as the best way to facilitate learning to children. However, in Japan and across the world, teachers may not always be willing or able to carry out such curricula or policies.

Using a mixed methods approach, this paper aimed to uncover how teachers at various teaching establishments in Japan feel about banning the use of Japanese in the English classroom. Through an online questionnaire, in-class observations, and teacher interviews, participants were asked if and when they use their students' first language (Japanese) and how they view their current teaching situation as well as their ideal situation.

Correlation analysis of the questionnaires showed that the age of students taught was related to how much teachers use Japanese in the classroom. It also uncovered that the teachers' school's policy showed some relationship to how the teacher viewed using Japanese. In other words, teachers with more liberal views of first language use in the classroom tended to work for schools that shared those views or supported first language use in the curriculum.

Qualitative analysis of the observations and interviews showed that a teacher's education and experience may influence their opinions as well. Although the data collected was limited due to the restraints of the COVID-19 pandemic, this paper highlights the trend that English-only may not be favored by all teachers and may not be entirely realistic within the contexts of English education in Japan.

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Chapter 1: Introduction

1.1 Background

As English continues to spread as a Lingua Franca, English schools and education programs are increasing. This phenomenon is no different in Japan, where English has been a compulsory school subject from Year 5 of elementary school since 2011 (Japanese Ministry of Education, Science and Culture, 2008). To compete in an increasingly global job market, many Japanese people also receive English instruction outside of formal institutions through afterschool programs and language conversation schools. However, research suggests that fewer than 10% of the population have a working proficiency in English (Lai, 2017). As English spreads and the need to master it grows, many teachers and researchers ponder the best practices for teaching and learning. Many schools, both private and public, employ native English-speaking teachers, or NESTs, from foreign countries to teach their students. Many others hire highly proficient, but not necessarily native, instructors. In an attempt to reduce the amount of time spent in Japanese, many schools and programs have policies against these foreign teachers using the students first language (L1) in the classroom. Other teachers, including native Japanese-speaking teachers, may find these policies difficult to enforce at best, and detrimental to learning at worst. While considering the problems that English education faces in Japan, this study will attempt to determine trends among teachers regarding language use in their English classrooms.

1.2 Rationale

I have worked in Japan as an instructor of English for nearly 10 years and have seen and heard a variety of teaching methods. In public schools, most English classes are led by Japanese Teachers of English (JTEs) with varying levels of proficiency and English specific qualifications. Due to their own insufficiencies and their large class sizes (30-40 students is not unheard of), teachers teach almost exclusively in Japanese. On the other hand, many private after-school English schools at least encourage, and at most force, teachers to use English only. Although these types of schools often have bilingual staff present to handle any behavioral or understanding issues, classes are taught exclusively in English. Having seen both extremes and everything in between, I wondered how other teachers feel about English education in Japan and whether they thought using Japanese in the English classroom was beneficial or detrimental. I suspect that most teachers, especially those who have high English proficiency, believe that classes should feature as much spoken English as possible. I do, however, believe that many English teachers will also acknowledge that balance is important. Student anxiety, proficiency level, and classroom management all seem to be valid reasons to employ Japanese where necessary. Understanding these hypothesized benefits of Japanese use in the English classroom may inspire school owners, operators, and administrators to reconsider strict English-only policies. It is for these reasons that I conducted this study.

1.3 Aims and Research Questions

This study aims to explore teachers' opinions of English-only education policies, especially in relation to the teachers' language proficiencies, teaching qualifications, and

experiences in Japan. It also aims to uncover the different strategies teachers use to facilitate learning in classrooms that do not have strict English-only rules.

In this mixed methods design, questionnaires, interviews, and observations were conducted to answer the following research questions:

1. How do teachers of English in Japan perceive the use of Japanese in their classrooms?

2. What factors influence teachers' opinions of Japanese use?

3. Do teachers' opinions of Japanese use align with their perceived personal use of language in the classroom?

1.4 Dissertation Structure

This dissertation will first explore the literature regarding codeswitching, English Medium Instruction (EMI), hypotheses and views of prominent researchers in the field, language policies around the world and in Japan, and research on teachers' opinions of using the students' L1. It will then present the original research conducted for this dissertation, which includes both qualitative and quantitative data obtained from questionnaires, interviews, and classroom observations. The results section will explain the analysis used to answer each research question. Finally, the discussion and conclusion will consolidate the major arguments for and against L1 use in the foreign language classroom, the results of this study, and state the overall conclusion drawn from both to determine how teachers in Japan view the use of Japanese in their English language classrooms.

Chapter 2: Literature review

2.1 Introduction

This chapter provides a selective review of the extant research regarding code-switching, translanguaging, and L1 use in EFL or ESOL settings as well as teacher and student perceptions of each. Though historically many schools and educational facilities have attempted to ban the students' first language under the belief that it will help them acquire the target language better, many researchers and teachers believe that not only is this method unrealistic, it also may not be the most effective, especially for beginners.

2.2 Definitions and Background

Before delving into the research surrounding L1 use in the English classroom, a few terms must first be operationalized. L1 refers to a person's first or native language and L2 refers to a second (or other) language. The term *target language* will be favored in this paper to refer to those being studied or taught in the given context. For example, in an English class in Japan for L1 speakers of Japanese, English is the target language, Japanese is the L1.

It is also necessary to make a distinction between learning in naturalistic contexts versus learning in instructed context. Though many studies presented in this literature review investigate similar ideas, some discuss more natural L2 acquisition environments, i.e., in a country which uses the target language regularly, and others focus on the learning of the L2 or target language often in societies that do not regularly use the target language. This study will

mainly explore learning in formal environments in Japan where English is not considered an official or widely spoken language.

The present study will examine all types of L1 use in English classrooms in Japan and the teachers' perceptions of such. These uses of the L1 may include deliberated L1 use by the native Japanese teacher to teach the function and use of new terms, for example. It may also include natural code-switches by teachers to aid better understanding from their students. These types of L1 use will be explored further in the following subsections.

2.2.1 Foreign Language versus Second Language

How teachers teach language and how students learn language depend on several factors. Although Krashen (1982) makes a distinction between acquisition and learning, many other researchers, such as Lightbown and Spada (2013) make no distinction between the two. Lai and Wei (2019) outwardly reject the idea that second language learning and second language acquisition are distinct phenomenon. Instead of the processes occurring when students retain new language, the contexts in which they are learning may provide greater insight. Therefore, this debate is important to understand for the contexts of this paper; the context of Japan, where students may not speak English much outside of English class, may require different approaches to language teaching. For example, Håkansson and Norrby (2010) distinguished between second language learners and foreign language learners. Second language (L2) learners are those who learn within the target language environment, such as foreign students learning Swedish in Sweden in this study. On the other hand, foreign language learners are those learning outside of the target language environment, as in students learning Swedish in Australia. This difference is shown to affect how students acquire certain aspects of language, such as lexis, and may affect

the ways in which teachers teach the target language. In their longitudinal study of 35 university students studying Swedish, Håkansson and Norrby found that for grammar tests, students in each location had no significant differences in learning (ANOVA, $F(1,15)=1.929$, $p=.185$). However, for pragmatics and tests of lexis, the students in Sweden (the L2 group) scored better. ANOVA tests showed the difference in the two groups for pragmatics tests to be statistically significant (p=.008), and qualitative analysis of word association tests showed more "native-like" associations in the L2 group (Håkansson &Norrby, 2010). This study demonstrates an important difference in the learning context for the language learner, which is beneficial to understand for the present study. Where Krashen supported the acquiring of language in more naturalistic contexts through the target language, many researchers agree that that might not be realistic for contexts where the target language is not widely spoken outside of the classroom. Allowing flexibility in instruction to accommodate the student's first language, especially where exposure to the target language is low, may allow students to feel more relaxed and ultimately learn more. It is this idea that is the premise of the present study.

Collentine (2004) also found that students living in the target language environment, in general, have a higher proficiency than those living in foreign contexts as they have more access to target language input. Collentine studied the grammatical and lexical differences between a group of students studying Spanish in Spain and another at an American university (N=46). The analysis of various grammatical points and word choices showed that the at home group had better control of grammar and lexis, but the study abroad group had better narrative skills and produced more semantically dense speech. Overall, these studies suggest a difference in learning based on learning context. As the present study focuses on predominately Japanese students learning English in Japan, where English is not widely spoken, this distinction may help explain

teachers' opinions on language use in their foreign language classrooms. It is hypothesized that even foreign teachers of English in Japan would support more flexible use of Japanese in the classroom, because English-only instruction is quite challenging when dealing with students who do not have much exposure to English.

2.2.2 Code-Switching and Translanguaging

This thesis will explore L1 use in the English target language classroom through code-switching of both the teacher and students. Sankoff and Poplack (1981) defined three types of code-switching and explained how each type might benefit the teachers and students in foreign language classes, especially in situations where the teacher and students share the same L1. The three types were labeled tag switching, which, as the name suggests, involves switching languages for the tag of a sentence; inter-sentential switching, which involves switching languages at a clause or sentence boundary (Mujiono, 2013); and intra-sentential switching, which involves switching within a sentence. Intra-sentential switching is thought to be the most difficult to master syntactically and requires high fluency in both languages (Upa, 2014). During the present study's observations, which will be explained in the following sections, how the teachers codeswitch, if at all, will be monitored and recorded.

In recent years, research has seen more mentions of the term *translanguaging* rather than code-switching. Goodman and Tastanbek (2021) drew on past research and described translanguaging as a holistic view of language which allows for simultaneous use of different languages. Rather than switching codes and inserting elements of one language into the grammar of another, translanguaging theories suppose that languages, as we know them, are social constructs. Bilinguals may choose features of different "languages" to form a single mental

grammar. Goodman and Tastanbek concluded their paper by stating that it is important for teachers to understand the distinction between code-switching and translanguaging to understand how multiple languages can be utilized in their language classrooms (2021). However, other researchers have maintained that bilinguals use separate systems for each language. Still, the idea of translanguaging may help educators understand that those learning new languages may struggle to function entirely in the target language system at any given time. While educational policies around the world may require absolute use of the target language, researchers argue that bilinguals may benefit from being able to express themselves naturally and make connections to the target language through their L1 (Cook, 2001).

2.2.3 The Comprehensible Input Hypothesis

A major theoretical player in the debate on whether language instructors should code-switch during class time or not is Krashen's (1982) Comprehensible Input Hypothesis. The theory proposes that input should be mostly, but not entirely, understood by learners to encourage their linguistic development (Krashen, 1982).

Krashen illustrated this idea with the formula (i+1), where i is the input at the current level of the student. Teaching slightly beyond a student's level is signified with (+1). In other words, second language acquisition is possible in the classroom by creating input that is slightly beyond what the students already know. Input, Krashen says, is made comprehensible through modified speech and other tools like visuals but not code-switching. In addition, Krashen suggested that a student's lack of communication does not always mean they do not understand. Krashen explained that we use target language altered speech to provide new learners with comprehensible input.

Krashen cites many reasons for using the target language in the teaching of that language. Expecting learners to speak too early can create anxiety, and learners acquire language without necessarily producing language, he says. Krashen and Terrell (1983) also argued that the classroom should be the main source of comprehensible input. Krashen and others have stated that target language-only classrooms create an immersive environment where students get adequate opportunity for input and output, thus using the L1 robs them of valuable time in the L2 (Krashen, 1982; Chaudron, 1988; Ellis, 1988; Macdonald, 1993). However, many researchers since the 80's and 90's have argued that *comprehensible input* may include scaffolding in the L1 (Macaro, 2001, 2009, for example). In foreign language learning situations, where target language input is important but also limited, jumping straight to immersion may not work. Additionally, teaching slightly above the students' level may be hard to achieve in places like Japan where students of many levels often take language classes together. In subsequent sections, theories that involve code-switching or translanguaging to scaffold input will be explored in detail.

2.2.4 English Medium Instruction (EMI)

Supporters of Krashen and his input hypothesis may also be proponents of English Medium Instruction (EMI) which not only applies to language learning, but also the learning of other subjects in a second or other language (Chalmers, 2019). In EMI curricula, teachers must adjust their input to accommodate the level of students while supporting their language development through the i+1 structure.

Hall and Cook (2012) discussed many opposing beliefs of bilingual vs. monolingual language education. Monolingual language education, in the world of EFL, usually means EMI,

or the method of teaching English and other subjects through the medium of English. Bilingual education, or teaching different school subjects in multiple languages or using the students' L1 and L2 to teach different things, allows for more code-switching or teaching in the students' L1. Chalmers (2019) compiled a report of EMI including teachers, students, and parents' opinions of L1 use in bilingual education programs. Parents especially showed approval of L1 use in their children's EMI classes as it allowed them to help their children better and better participate in their children's education. Although it is unclear whether EMI instruction should or should not include L1 use, the positive opinions of L1 use in the report may reflect those found in Japan. As this study looks at teachers' opinions of Japanese in the English classroom, it is interesting to hear how parents, teachers, and students feel about those programs that allow justified use of the L1.

Additionally, Macaro (2001) stated that a "native" child will have had thousands of hours of language input by the age of two. However, secondary FL learners will at best have about 400 hours of input in five years of learning in a traditional classroom setting. This gap in input may call for shortcuts, so natural acquisition through the classroom may not be realistic. Though teachers try, he says, the success of natural acquisition has not been documented. On the surface, Macaro's theories differ from those of Krashen. Macaro believes that while methods like Krashen's represent the ideal, they are not always realistic. Foreign language learners differ from second language learners in that they do not generally have as much input in the given language. Therefore, judicious use of the L1 may be necessary to facilitate learning and give context to new language. Throughout the literature, judicious use of the L1 usually refers to using the L1 for educational purposes like teaching difficult grammar and management purposes like ensuring students understand. The L1 is a resource, not a hindrance, whereas Krashen believes that

understandable input in the L2 allows students to acquire it naturally (Macaro, 2001; Krashen, 1981).

As stated in the rationale section of the introduction of this paper, it is hypothesized that most teachers living in Japan would agree with Macaro over Krashen and believe that there is an appropriate amount of L1 that should be used in the English classroom to give context and additional meaning to target language. While comprehensible input has its place in English language education, in the case of Japan where students of many proficiency levels or ages may be in one class, the *i*+1 formula may be hard to manage and inappropriate.

2.3 Educational Policies

Under the assumption that maximized input is essential to language learning, many education ministries, and private institutions from Japan to the US have adopted EMI or similar curricula. In 2001, South Korea enacted the Teaching English in English (TEE) policy, which promoted using English as the medium of instruction at least 80% of the time (Choi, 2015). However, Choi (2015) found in a study of teachers' perceptions of the policy, that teachers varied on how much English they thought they should or would use in the classroom. While some teachers understood the minimum 80% suggestion made by the TEE, some teachers interpreted the suggestion more loosely and aimed for 5-10% English use. This difference in interpretation is caused by many factors including teachers' perceptions of their abilities and the abilities of their students (Choi, 2015). Hungary implemented the Hungarian National Core Curriculum in 2004 which took a more pragmatic stance on L1 use (NCC, 2004). Although it implied that the teacher should use the target language most of the time, it acknowledged that it is not realistic to expect young learners to avoid their mother tongue (Nagy & Robertson, 2009).

While many countries have enacted official policies on language education, private institutions are often free to make their own decisions. Expectedly, however, this can allow for often stricter and more fleshed-out policies. Mukminin, Sari, Haryanto, Habibi, Hidayat, Marzulina, Nurullaningsih, and Ikusabata (2019) studied the introduction of an EMI policy at a private bilingual school in Indonesia. The language policy required a partial immersion where English, math, and science were taught in English, and other classes had both English and Indonesian sections. In a qualitative case study of the EMI implementation and teachers' reactions to it, the researchers found that two teachers were very supportive of using English only, while three others found exclusive English use difficult. Despite the policy, the school did not require a minimum English proficiency for admission into their program. The authors believe that this lack of proficiency prerequisite could demotivate students and ultimately make it difficult for teachers to use English exclusively. Another major implication of this study is the fact that some teachers simply did not use English exclusively, regardless of their support for the policy and personal proficiency (Mukminin, et al., 2019). This suggests that teachers may not always either be aware of their language use in the classroom or that their ideal situation differs from reality.

2.3.1 Native Speaker Policies

Although some countries and schools do not have written English use policies, many have created opportunities for the presence of native English-speaking teachers (NESTs). Wang and Fang (2020) investigated university student and teachers' opinions of native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) in light of changing policies in China that favor NESTs. Findings from questionnaires and interviews did

not show a preference towards NESTs, despite this idea being prevalent in the EFL world (Wang & Fang, 2020).

Other countries around the world have introduced NESTs in diverse ways. The Japan Exchange and Teaching (JET) Program, while not exclusively a teaching program, places NESTs in local governments around Japan as assistant language teachers (ALTs). The main purpose of the program is grassroots international exchange, and according to Jeon (2020), teachers in this program value the cultural aspect of their experience more than the education factor. Overall, focus on employing native speakers abroad is often done to increase spoken English in the EFL classroom and increase students' cultural awareness. This relates to the present study in that the assumption in Japan is that NESTs and other foreign English instructors should be using English with the students, regardless of how the teachers or students feel.

2.3.2 Reactions and perceptions of such educational policies

In response to various educational and hiring policies, many researchers have studied the reactions of teachers and students and attempted to understand whether these policies are justified and useful. Sampson (2012) attempted to decide whether English-only policies are pedagogically justified. Sampson theorized that code-switching is not necessarily an indication of a lack of proficiency in the target language and serves a communicative purpose as justification. Analysis of recorded conversations between English learners in Colombia found that L1 use was exploited for certain parts of language learning like relating the TL to the L1. Ultimately, Sampson suggested strategies for dealing with issues around using the L1, such as teaching students how to avoid code-switching and training teachers to teach more effectively in the L2. Although, Sampson agrees L2 use should be maximized, especially in classrooms where

students have different L1s, code-switching itself should not be demonized (2012). Similarly, in his EMI report, Chalmers argues that multilingually safe classrooms allow parents of different linguistic backgrounds to join in on their children's education (2019). This is an important, often overlooked aspect of language learning that affects both second language and foreign language learners.

2.4 Perceptions of L1 Use and Code-switching in the English Classroom

The effectiveness of the various approaches to English language education have been highly debated, and teachers in different situations have different perceptions of how much or little the students' L1 should be used in the classroom. The following sections of this thesis will explore research that primarily uses questionnaires and interviews to gather the opinions of both teachers and students on the debate as questionnaires and interviews are used often in similar research.

2.4.1 Support for maximized English instruction

The studies presented here represent a wide range of opinions from both teachers and students, often within the same data set. There is research on both sides to support each claim. For example, some researchers have shown that teachers support, or at least follow, their institutions' policies and curriculum. Garcia and Park (2017) studied five English as a Second Language (ESL) teachers in elementary schools in predominantly French-speaking Quebec, Canada and found that teachers used French between 0.75 and 21% of the time, citing time, class management and discipline, fulfillment of Ministry curriculum constraints, grammar, and comprehension as reasons to use French. Similarly, Macaro (2001) analyzed six student teachers of French in the south of England. Analysis of class recordings showed that L1 use over the

whole lesson ranged from 0-15.2%. Macaro (2001) shows the importance of quality instruction when avoiding the L1. He found no correlations between the teacher L1 use and student L1 use, and shorter, more focused lessons resulted in less L1 use from students. This suggests that students do tend to express themselves in their L1 during longer classes. Overall, like many other studies featured here, the student teachers reported using the L1 mostly for classroom management and discipline purposes. Other researchers have also provided evidence to suggest that it is possible to maintain an English environment with young learners. Vesterbacka (1991) and Carless (2004) studied successful situations in which the instructor was able to avoid the L1 most of the time by using simple sentences, formulaic speech, and visual aids.

Garcia and Park's (2017) study was conducted in Quebec, Canada where English is widely understood and spoken. However, in the countries of East Asia, both teachers and students may be too far removed from an English-speaking culture to allow for such optimal use of the target language.

2.4.2 Support for judicious use of the L1

Macaro (2009) is highly referenced in the literature surrounding this debate. He breaks down L1 and L2 use in language classrooms into three opinions: virtual use, maximal use, and optimal use. While the virtual position favors the exclusive use of the TL, the optimal position supports the judicious, or sensible, use of the L1 to facilitate learning of the TL. Maximal use, naturally, is somewhere in between virtual use and optimal use, supporting majority use of the TL while allowing for limited L1 use. Many researchers have shown that teachers and students alike support the optimal position, which allows for L1 use for certain parts of the lesson or

classroom instruction and is considered prudent but necessary to facilitate learning. This idea of virtual, maximal, and optimal use will be explored in the original research of this study as well.

2.4.2.1 Code-switching in the EFL classroom

Although the actual reasons for using the L1 are explored in depth in subsequent sections, questionnaire and interview data have shown that instructors and learners often support optimal use policies in English as a foreign language (EFL) classrooms. For example, Kang (2007) studied one elementary school teacher of English in Korea who stated that her lack of English ability made it difficult for her to use only English in the classroom. Additionally, a lack of extensive instruction time (80 minutes per week) was a deciding factor in using Korean to teach most of the time. Liu, Ahn, Baek, and Han (2004) also found that English teachers in Korea struggled to conduct 100% of their classes in English due to their own proficiency shortcomings. Furthermore, Macaro and Lee (2012) conducted questionnaires and interviews of university students (n=311) and primary school children (n=487) in S. Korea. The adult students were more comfortable with English only (EO) instruction. However, the researchers found that EO may inhibit younger, less proficient learners from trying to speak which may have the opposite effect as EO intends. These studies, which highlight the struggles of optimal use in foreign language environments, are especially relevant to the study at hand.

As far as studies that focused on code-switching, many have found that code-switching is a useful tool for communication, which may help younger learners build their language skills. Rios and Campos (2013) surveyed teachers and students (N=20 total) at university about code-switching in the EFL classroom and found that teachers believe code-switching is a useful communication tool. They suggest that "resorting to code-switching at key moments during a

conversation may help students to continue participating and interacting, and in the end might lead them to regain confidence and learn more and faster (pg. 386).” Rio and Campos concluded their paper by stating that although code-switching should not be encouraged by educators, it should also not be punished, especially in the initial stages of learning (2013).

Ahmad, Radzuan and Hussain (2018) also examined the opinions of teachers (N=40) and students (N=60) on the use of Arabic in the English classroom. Through two five-point Likert scale questionnaires of students and teachers in Saudi Arabia, the authors found that all participants including both Arab and non-Arab teachers, male and female teachers, as well as students all favored a bilingual approach to English education. Cakrawati (2018) found comparable results in a high school in Indonesia. Teachers supported L1 use for teaching and class relationships, and students viewed L1 use as a tool for understanding the TL. The mentioning of *tool* regarding L1 use in foreign language classrooms is prolific and hard to ignore. The studies above show how language teachers and students alike in foreign language contexts favorably view judicious use of L1 in their classrooms, a point crucial to the rationale of the present study.

2.4.2.2 Code-switching in the foreign language classroom

However, this discussion is not exclusive to EFL. Many researchers have studied foreign language study in English-speaking countries as well. Levine (2003) distributed an internet-based questionnaire to determine how university FL instructors in the U.S. and Canada and their students perceived the use of the TL in their classes. Their results showed a negative correlation between reported amounts of TL use and TL anxiety.

Besides teaching the target language, Rios and Campos (2013) found that teachers and students code-switched in classroom conversations due to untranslatable factors. The authors conclude that code-switching is not an indication of linguistic deficiency but rather a tool to make communication easier. Macaro (2009), agreed, by concluding that student and teacher opinions may be the most important factor when deciding whether to use language besides the TL in the classroom. Overall, Macaro has been a proponent, not of the Comprehensible Input Hypothesis and teaching beyond students' levels, but rather of scaffolding their L2 learning using their L1 as a means.

2.5 Actual Use of L1 vs TL

After understanding the theories of the pros and cons concerning L1 in the English classroom, and after carefully examining both teachers' and students' opinions of L1 use, many researchers have aimed to observe language classrooms and record when and how the L1 is used or misused. There are many studies exploring teachers and students' ideas about L1 use for learning purposes, but what teachers and students feel is happening or should happen and what is happening may differ. Some studies have shown that while teachers prefer to conduct their classes entirely in the target language, the actual use of language in the classroom differs.

Macaro (2001) and Cook (2001) among others have agreed that rather than minimizing the L1 in lessons, the members of a class should maximize the target language. *Optimal use* as Macaro describes it, is the amount of target language teachers should aim to use in the classroom, although it may not always be viable (2001). "…optimal use is where codeswitching in broadly communicative classrooms can enhance second language acquisition and/or proficiency better than second language exclusively (Macaro, 2009, p.38)." With these ideas in

mind, many researchers have set out to determine the exact reasons teachers use the L1 in their classrooms. The most cited reasons in the literature presented in this section include classroom management, the teaching of vocabulary and grammar, providing background information or explaining difficult concepts, and building rapport with students.

2.5.1 Use of L1 to teach vocabulary and grammar

There have been many studies observing teachers' use of the L1 and how the percentage of time in the target language increases with the proficiency of the students. In agreement with Macaro's optimal use hypothesis, Qian, Tian, and Wang (2009) found that English teachers at a primary school in China used Chinese more frequently with their lower-level students, especially to confirm meaning of words and sentences. Other studies have focused on the connection to vocabulary exclusively. Lee and Macaro (2013) studied the effects of teachers' language use (L1 Korean code-switching or L2 English-only instruction) on the vocabulary retention and acquisition of elementary school children and adults in university. Findings showed that both groups benefited from L1 connections to the vocabulary, but young learners benefited more. For both acquisition recall and retention recall, scores were significantly different from pre-test scores for the young group, as indicated by one-way ANCOVA. For the adult group, a significant effect was found only for the acquisition recall score. This relates to the RHM which states that connecting items from L2 to L1 is natural and easy for language learners and shows how age and experience also play a role in the debate.

Lack of proficiency is consistently cited in the literature around code-switching and L1 use. Nukuto (2017) examined code choice in two junior high school classes in Osaka, Japan and described reasons an EFL instructor would choose each language. Compensating the students'

lack of proficiency was a major reason stated. The author concluded that although teachers may want to teach 100% in English, certain situations may call for support in the L1 to facilitate understanding and acquisition. EMI may not be realistic for lower proficiency classes, which is supported by the Revised Hierarchy Model (Kroll & Stewert, 1994). The Revised Hierarchical Model (RHM) is a theoretical framework that theorizes that in the early stages of learning a new language, learners relate vocabulary in that language back to their L1. They build strong lexical bonds and look for equivalents between the two languages. As the proficiency in the L2 increases, the connections between the L2 word and the concept rather than the L1 word increase so reliance on the L1 decreases. It also states that translations are more automatic and faster between L2 and L1 rather than L1 and L2. The RHM may explain why teaching entirely in the target language may not be useful but allowing for processing or providing L1 equivalents may benefit learners' retention of new target language items (Kroll & Stewart, 1994). For this reason, EMI and EO teaching may not only be inappropriate for beginners in Japan, but it is also not likely supported by many teachers.

On the other hand, Nagy and Robertson (2009) found that intermediate teachers used the L1 more than elementary or beginner teachers. Nagy and Robertson (2009) presented evidence from an observational study of English lessons in four elementary schools in Hungary. In observations of four teachers (one at each school), the researchers recorded how many words were spoken in the L1 Hungarian and the target language English. Analysis of the words spoken showed that the amount of time using the target language ranged from 53% in an intermediate class to 91% in an elementary class. Upon further analysis, the authors discovered that this gap in language use stemmed from the type of activity being taught. The elementary class was shown pictures with no text, and the teacher asked them questions about those pictures. However, the

intermediate class had English text to read and discuss. In this class, the teacher facilitated learning by translating parts of the text into Hungarian. Although the Hungarian National Core Curriculum for primary classrooms states teachers should use the target language (English) most of the time, there is a recognition that it is not always possible. It explores the practicality of using the L1 in the classroom while also acknowledging that comprehensible input is important. In this study, the teachers, especially those of higher-level students, realized that as well. Although the findings of this study contrast others who show teachers use more L1 with lower-level classes, the discussion of the difficulty of the activity largely influenced the teachers' language use.

In addition to the observed use of L1 in teaching vocabulary, Camó and Ballester (2015) found that the use of L1 compared to English-only instruction in teaching new vocabulary resulted in better retention of new items. Where the control group's vocabulary retention scores dropped with every posttest, the experimental group saw better retention at posttest II. Overall, simplifying the teaching of difficult language and ensuring students truly understand the TL being taught are major reasons for employing the L1 in the classroom (Camó & Ballester, 2015).

2.5.2 Use of L1 for classroom management, student-teacher relationship, and other reasons

In the literature, many teachers are cited preferring to teach in the TL. However, even teachers who support maximum TL instruction may use the students' L1 for administrative purposes (Macaro, 2001; Mujiono, 2013; Nukuto, 2017). Macaro (2001) studied six student teachers of French in secondary schools and observed how much L1 English they used compared to how much of the target language they used. Although the participants avoided English where

necessary to fulfill curriculum and policy requirement, when they did speak English, it was to save time, discipline students, or check understanding of important information.

Khonamri and Khonamri (2017) recorded six L2 English classes in Iran and found that classroom management was the most common stated reason for switching to L1 Farsi. When students did not understand instructions, conversations often switched to the L1. For example, when students misunderstood their homework assignment and completed it incorrectly, the teacher said, in Farsi, "Who didn't understand it should say it right away so that their problem would be solved immediately." The teacher offered advice for vocalizing confusion and prompted the students to keep communication open. These types of examples are plentiful in the literature. In classrooms where the teacher does not share an L1 with the students, assistants are often used. Macaro, Nakatani, Hayashi, and Khabbazbashi (2014) distributed questionnaires to Japanese students of English in the UK. Two classes had monolingual teaching assistants and one had an English Japanese bilingual assistant who was tasked with offering translations in student-centered activities and helping to explain instructions. The students in the bilingual assistant class showed positive opinions of being able to use Japanese and mentioned being able to understand the instructions and getting help from the assistant helped their anxiety which in turn improved their listening and speaking skills (Macaro, et al., 2014).

In Ahmad, Radzuan and Hussain's 2018 study, it was also found that Arab and non-Arab teachers disagreed on the use of Arabic for discipline, student-teacher relationship, and student feedback. While non-Arab teachers disapproved of the use of Arabic for the stated reasons, Arab teachers are more in favor of using Arabic in these areas, possibly due to language proficiency differences.

Although arguably not directly beneficial for language acquisition purposes, many observational studies have shown that teachers use the L1 for relationship building as well. Qian, Tian, and Wang (2009) found that although teachers had the ability to teach effectively in the target language (English), they often code-switched to the students' L1 (Chinese) to promote interactions between members of the class and ensure classroom management. In this study, it was found that code-switching allowed for better student-teacher relationships and good learning habits (Qian, Tian, & Wang, 2009). Mujiono (2013) and Cook (2001) have also demonstrated how building rapport, especially with younger, less experienced students, is better done in the common L1. Additionally, Cook (2001) stated that using the L1 can reduce students' anxiety and allow them to feel that their native tongue and culture are valued.

2.5.3 Conclusion

Although each study used different criteria and measures, many also found similar results. Many teachers switch to the L1 for convenience and efficiency's sake. Discipline and classroom management, teaching of difficult concepts and grammar, and administration purposes are some of the most cited reasons by researchers and teachers in support of the judicious use of the L1. Cook (2001) has reiterated these observations by stating that using the L1 makes students more comfortable and may reduce feelings of oppression in the classroom. Therefore, questions regarding student anxiety and comfort will be important to include in the questionnaire and interview sections of the data collection of this study.

2.6 Comparing Perceptions to Actual Use

The studies presented above represent two major strategies for data collection in the field: questionnaires and interviews regarding teacher and student opinions of L1 use in the TL classroom and observations of their actual use. Some studies have also sought to compare what is perceived by instructors and learners to their actual use of language. Liu, Ahn, Baek, and Han (2004) studied classroom code-switching in Korean high schools after the South Korean Ministry of Education requested teachers maximize English use. Thirteen high school teachers' classes were observed, and students answered questionnaires about their teachers' use of English in lessons. Questionnaire response analysis showed that both teachers and students believed English should be used between 53% and 58% of the class time. However, teacher self-reports showed that teachers only used English about 32% of the time. They used L1 Korean when explaining difficult words and grammar, providing background information about a topic, saving time, and classroom management. Liu, et al. also found that the complexity of the subject matter, not the teacher's language use, influenced the students' language use most (2004).

Horst, White, and Bell (2010) studied 48 9–10-year-old learners in Montreal who were enrolled in a bilingual program that alternated L1 French instruction and ESL instruction by week. The researchers observed the teachers of each medium and recorded when they referenced or prompted use of the other language. Interviews and student journals in addition to the observations showed that cross-linguistic awareness activities were received well. Although the French teacher was reluctant to make cross-linguistic connections, the English teacher took many opportunities to explain the differences of the languages by teaching a pronunciation and spelling lesson around the letter *h,* a cognate lesson, a his and her lesson, and others. She allowed the students to speak French to make connections between their L1 and the target language (Horst, White & Bell, 2010). It was noted that the English teacher was an L2 speaker of French, and she

often asked the students to teach her connections between the languages. This method of using the L1 to learn the L2 can likely be applied to NESTs teaching in Japan, where teachers and students are often learning each other's languages.

2.6.1 Gaps in literature

There is extensive research on perceptions of L1 use vs actual L1 use in the language classroom. However, most focuses on traditional education, and much of it looks at university education. The present study attempts to fill this gap by collecting data from various teaching situations, linguistic and cultural backgrounds, and personal opinions on L1 use and FL policies in Japan. Rather than specifically gathering information from one kind of school or situation, this study will analyze opinions of teachers from around Japan who work in every situation from private tutoring to high school assistant language teachers, preschool-aged children to adults.

Another gap in the research involves the comparison of teachers' linguistic background and how they perceive the use of the students' L1. Japan represents an interesting situation in that many English-speaking teachers are often hired regardless of their Japanese proficiency or teaching qualifications. How their opinions differ based on their language proficiencies and experiences will be the focus of this study.

2.7 Conclusion

The studies presented in this chapter cover a wide range of situations and opinions. However, it is difficult to make blanket conclusions on how languages should be taught. Teaching in English alone may be more practical for immigrant students in English speaking countries where the situation calls for survival and success in daily life, but foreign language

classes in Asia, for example, require a different, more nuanced approach. Cook (2001) agreed that it is much easier to enforce target language only rules when everyone in the class speaks different L1s or when they live in the target language culture. However, this may be an unrealistic goal for students learning English as a foreign language, for example, especially in situations where the students and teacher share an L1, and time spent in the target language environment is limited. Ultimately, building relationships between members of the class, managing student behavior, and sharing important administrative information, and teaching vocabulary, grammar, and difficult concepts are all valid reasons why language teachers may choose to avoid TL only classroom environments. This study will explore similar themes in the English teaching world within Japan and attempt to draw conclusions like those stated above, while also filling the gaps in the research.

Chapter 3: Methodology

This chapter will explain the research methods used to answer the research questions. The following sections will describe the participant population and data collection methods used to arrive at the results and conclusions. This study explored English as a foreign language (EFL) teachers' perception of using Japanese (the L1) in classrooms in Japan. It aimed to determine whether there was a correlation between the teachers' language backgrounds, their teaching situations and whether they supported or opposed the use of Japanese for teaching or other purposes. It also explored why English teachers may decide to use Japanese and how code-switching or translanguaging occurs between the class members.

The following questions have been formulated to determine teachers' perceptions of their students' L1 in the English language classroom and investigate whether teachers' opinions match their actual use of Japanese towards their students.

Research Question 1: How do teachers of English in Japan perceive the use of Japanese in their classrooms?

Research Question 2: What factors influence teachers' opinions of Japanese use?

Research Questions 3: Do teachers' opinions of Japanese use align with their perceived use of language in the classroom?

3.1 Research Design

Questionnaires and observational studies are standard in EMI, code-switching, and translanguaging research. This study employed a mixed methods approach to answer the research questions, analyzing internet questionnaire answers, observing classes, and interviewing English teachers. As the focus of this study was teacher perceptions regarding the research questions, an attitude-based approach was taken. The questionnaire method was chosen based on its convenience and ability to gain data from a distance via online survey sites. Questionnaires are also likely to produce more honest opinions as they are anonymous and voluntary in the case of this study (Dörnyei, 2003).

Although questionnaires are convenient and allow for a wide range of opinions collected in a short time, nothing can compare to firsthand experience of what is happening in English

schools and classrooms in Japan. Observations and interviews were conducted to answer RQ3 to determine if teachers in a specific teaching situation felt the same way as the questionnaire respondents and how and when they used the L1 in their elementary after-school classes. Field notes in the form of observation grids were taken, and lessons were audio and video recorded in case one method failed or became obstructed.

As Dörnyei (2007) describes, semi-structured interviews are a good compromise between structured and open interviews. It allows for the preparation of topics and many of the questions that will be asked while also allowing for flexibility to explore answers more in-depth or let the interviewee guide the conversation in some parts (Richards, 2009). Therefore, post-observation interviews were conducted to strengthen and better understand the data collected during the observations.

3.1.1 Quantitative Measures

As stated, quantitative analysis was conducted for the questionnaire data. Answers to the questionnaire items (Appendix 1) were amalgamated into like groups, and descriptive statistics were calculated. Then, correlational analysis was conducted for specific items of the questionnaire to determine if teacher perceptions were related to factors such as language proficiency of the teacher, language proficiency of the students, or school policy. Descriptive analysis was also used during the observations. Teachers' utterances of Japanese were counted within the recorded time to determine if the Japanese proficiency level of the teacher and the average English proficiency level of the students is associated with the teachers' use of Japanese.

3.1.2 Qualitative Measures

Although it was hypothesized that certain factors like linguistic background and school policy would influence teachers' opinions of L1 use for educational purposes, there is too much variability in views for them to be accurately described by quantitative measures alone. Therefore, the bulk of the analysis was qualitative, particularly to address RQ3.

Observations and interviews were transcribed and analyzed to determine how teachers perceived the use of Japanese in general and in their teaching situations. Each teacher used strategies to avoid or use Japanese were recorded via an observation grid (Appendix 2) with time stamps and brief descriptions of the strategy and situation. Video and audio recordings were also transcribed to analyze each situation further and try to make conclusions about why the teacher made the decisions they did. During the interviews, teachers were asked about their teaching backgrounds, choices made in their discussions, and their personal opinions about Japanese use in their classes. Interview questions mirrored some of those used in the questionnaire, but interviewees were allowed to expand and explain their answers in detail. Additionally, as the interview participants were coworkers of the researcher, they felt comfortable sharing their opinions freely and leading the conversation when appropriate. Their answers are detailed in the Results section, and any correlations to the results of the questionnaire section will be explored.

3.2 Participants

3.2.1 Sampling

Participants were found through various methods. Initially, the questionnaire was piloted to the author's colleagues and acquaintances via the online survey software site Qualtrics. The final draft of the questionnaire was distributed digitally to the researcher's colleagues,

acquaintances, and friends with instructions to share further. The questionnaire was also made available online to teachers all over Japan via the Facebook groups Teaching English in Japan, English Teachers in Japan, and Foreigners in Japan. To encourage participation, when sharing the link to the Qualtrics questionnaire, the researcher offered a gift card in a small amount to a randomly selected participant who left their email in the final item of the questionnaire. In the end, 88 questionnaires were returned, and 66 complete questionnaires were analyzed.

For the observations and interviews, teachers who worked at the same school group as the researcher were chosen. Due to the ongoing COVID-19 pandemic, it was safer to conduct fieldwork in an environment known to and frequented by the researcher. The observed teachers were also chosen based on convenience; the two teachers had class schedules that worked well with the researcher. Although the original plan was to observe more classes, due to the pandemic and scheduling conflicts, it was only possible to complete observations and interviews of two teachers.

3.2.2 Participant Profiles

Questionnaires listing cities outside Japan for item 1 (current location) were automatically deleted. Although the questionnaire link was spread far, it was accompanied by a few inclusion criteria. First, potential participants had to be current teachers of English in Japan. Second, teachers of any proficiency level were included, but teachers of children were especially encouraged to respond. Besides location and teaching situation, there were no other inclusion criteria.

A questionnaire was distributed online to foreign and Japanese English teachers currently working at nursery schools and kindergartens, elementary schools, junior high schools,

high schools, after-school programs, universities, and English conversation schools in Japan. Data unrelated to language and teaching, such as sex and age, were not collected.

Although the participants for the questionnaire were recruited via social media, the participants for the observations and interviews were chosen based on their proximity to the researcher and convenience in teaching schedules. Permission to observe and interview was gained from all teachers at the school, and the owner of the school was asked which classes it was possible to observe. As the researcher was also teaching at the school at the time of the study, scheduling was the biggest determiner of which teachers and classes were observed. To gain background information, similar questions to those at the beginning of the questionnaire were asked at their interviews. Teacher A is a male from the UK, and he has been teaching in Japan for four years. He has no formal teaching training or qualifications. Teacher A is a female from Australia. She is a certified teacher in Australia, and she has been teaching in Japan in some capacity for 13 years. The current school has employed her for almost one year.

3.3 Instruments and Data Collection

A mixed-methods approach was taken to answer research questions 1-3. The Table below shows the methods used for each research question and specific details about each.

	Questionnaire	**Interviews**	**Observations**
Research Question 1	Descriptive statistics of opinion-based items	Qualitative analysis of Teacher A and Teacher B	none

Research Question 2	Correlation analysis of background items and opinion components	Compare background of Teachers A & B to their opinions	(Used to gauge teaching style, level of students, and use of Japanese)
Research Question 3	"% of class taught in English" and "ideal % of class taught in English"	Teacher B only	Teacher B only

Table 1: methods used for each research question

3.3.1 Questionnaire

The questionnaire featured 20 items. The first 12 items gather information about participants' personal backgrounds and current teaching situation. These items also included questions about students' ages and the language policy of their schools or classrooms. A five-point Likert scale featured 12 statements about participants' perceptions of Japanese and English use in their classrooms. Additionally, a three-item Likert scale prompted perceived percentage of class time spent in Japanese and the perceived percentage of students' understanding. The last two questions asked teachers' perceived differences in students' behavior when using Japanese. Questions for the questionnaire were adapted from Liu, Ahn, Baek, and Han (2004) and Rye (2014), because they most closely represented the type of information I was interested in gathering. Many of the questions used in these studies had to be adapted to represent the situation in Japan, and Dörnyei and Taguchi (2010) served as a resource on formulating the best questionnaire.

3.3.2 Observations and Interviews

Following the collection of the questionnaire results, two participants were observed in their classrooms to determine if, when, and how they employed Japanese. The practical classes were with elementary-aged students whose parents were consulted before the observation. Parents and guardians were informed that their children were not the focus of the study, but they had the option to opt out if they wished. No parents opted out. Observations were held at a private, after-school program in Fukuoka, Japan, on the 6th and 7th of December 2021. Twenty-minute sections of 1.5-hour classes were video and audio recorded with cameras and microphones focused on the teacher and teaching materials to avoid recording the students. The teachers' use or avoidance of Japanese was marked on an observation grid (Appendix 2) and time stamped. The entire audio recordings were transcribed and analyzed using the criteria from the observation grid to determine if any patterns emerged in the teacher's use of Japanese.

Following the observations, the participants were interviewed on a separate date. The questions were like those asked in the questionnaire and further referenced specific moments in the teachers' classes. Overall, each interview lasted about 20 minutes and covered personal background, teaching experience, experience in Japan, use or lack of Japanese in the observed class with justification for the choices made, and general views on Japanese use in the English classroom.

3.4 Limitations and Ethical Considerations

Due to restrictions in response to the COVID-19 pandemic, all observations were done at the schools that employed the researcher at the time of data collection. The observation participants work closely with one another to create a curriculum used at the group's three

locations in the central area of Fukuoka City, Fukuoka Prefecture, Japan. Though the sample was convenience-based, all teachers observed and interviewed had different ideas and methods about using Japanese in the classroom. The students taught during the observed classes were all minors, so parents and guardians could opt out of the lessons. The students were not being filmed or analyzed, and no parents opted out of the study.

Another limitation to the study was the narrow scope. Although teachers of all ages were invited to participate in the surgery, only teachers of children were observed and interviewed. Additionally, due to constraints of the pandemic and fears of exposing vulnerable populations to the virus, the observations were limited to two. Therefore, the qualitative results will reflect only children-teaching situations, which tend to be stricter about English-only policies. Lastly, as the researcher worked closely with the observed teachers, their answers may not be entirely accurate. Although both teachers have strong opinions, their proximity to the researcher could have influenced their honesty and the amount of detail they provided.

Chapter 4: Results

4.1 Introduction

The data for the observations, interviews, and questionnaires was analyzed individually and compared internally to answer research questions 1, 2, and 3. For RQ1 and RQ2, all methods were used, and for RQ3, mostly the interviews and observations were analyzed, and data from the final items of the questionnaire were used as support. This section is organized by method.

Quantitative analysis was conducted via the statistics software SPSS. Items from the questionnaire were calculated for Cronbach's alpha to determine reliability of question groups,

and factor analysis was conducted. Results of reliability and validity tests can be found below. Analysis of the questionnaire results, observations, and interviews were all used to answer research questions 1, 2, and 3. Before exploring the descriptive statistics and correlation analysis results in relation to each question, the basic background information gathered from the responses will be explained.

4.1.1 Background of items, reliability, and factor analysis

Questionnaire items were first analyzed for like components and to determine reliability of items. Interview and observation recordings were also analyzed for reliability. First, factor analysis was conducted to determine which questionnaire components were related. Factor analysis allows larger data sets to be managed easier by combining like factors or components (Dörnyei, 2009). All opinion items were analyzed in SPSS to see how much of the total variance of answers they explained. Components with rotated sum of squared loadings scores over two were used for the purposes of this paper. Although factor analysis provided six components with values over one, these components were cut for having too few items clustered. Items relating to maximizing or forcing English use in the classroom were combined. Additionally, factor analysis determined that three items relating to when teachers should use English, and seven items relating to difficulties with using English only were clustered. All combined factors, as well as those not found to be related to others, can be found in the Descriptive Statistics table, Table 2 (Section 4.2.1).

Items were also tested for their reliability and validity. According to Bonett and Wright (2015), Cronbach's alpha reliability (Cronbach, 1951) is a widely used measure of reliability of

the social sciences and is used to measure internal consistency of items on questionnaires and tests. The Cronbach's alpha score for the seven items relating to difficulties in using only English was .814. For the six items related to maximizing or forcing English use in the classroom, Cronbach's alpha was .715. According to the UCLA Introduction to SAS, a score of over .7 indicates acceptable internal consistency for most social science research. Based on these readings, the items can be considered as internally consistent and reliable measures for answering RQ1.

As the author was the sole researcher on this project, it was important that personal biases or predictions did not affect the analysis of qualitative measures. To establish intra-rater reliability, the audio recordings, videos, and transcripts from both observations and interviews were analyzed twice, once on 31 January 2022 and approximately six months later on 13 July 2022. The contents and themes of each interpretation were assigned values and compared against each other. Then Cohen's Kappa was calculated to determine intra-rater reliability. Both sets of analysis lead to similar interpretations of data, with three themes being recorded for test one, and three themes for test two of Teacher A's interview. Teacher B's interview produced four themes on test one and 5 themes on test 2. This produces a Cohen's kappa of 1 (perfect agreement) for Teacher A and 0.57 (moderate agreement) for Teacher B.

4.1.2 Background of participants

After determining reliability of findings, the background information of the participants provided by the first sections of the questionnaire and interviews was examined. In total, 69 questionnaires were returned, although some participants opted not to answer every question. Sixty-five complete surveys were analyzed. Information deemed important by the researcher to

be featured in the questionnaire included linguistic background, education level and teaching qualifications, and English and Japanese language proficiencies. The first set of questions regarding participant background found that participants came from a variety of linguistic, education, and experience backgrounds. Item 2 of the online questionnaire prompted respondents to share their native language (Figure 1). English is the L1 of 46 respondents, Japanese is the L1 of one respondent, and two respondents answered that they consider themselves native bilinguals of the two languages. Twenty participants were L1 speakers of other languages including Tagalog and Filipino language (N=11), Spanish (N=2), Vietnamese (N=1), Tamil (N=1). Nepali (N=1), Russian (N=1), Irish (N=1), French (N=1), Greek (N=1), and German (N=1).

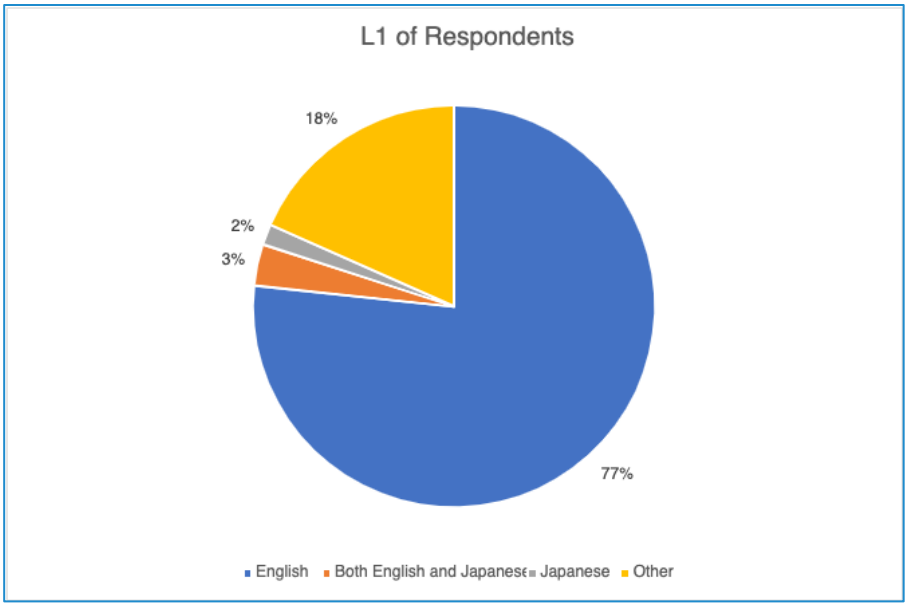


Figure 1: L1 of questionnaire respondents

Figure 2 illustrates the language environment of the respondents. 30 considered themselves to have multilingual backgrounds, and 30 did not. Nine answered that they came

from a multilingual background *somewhat*. Of those who answered *somewhat*, many mentioned having one or more family members who spoke a language different from the language used outside of the home. For example, the native French speaker grew up near an English-speaking providence in Canada and had spent time with English speaking cousins. One respondent, who considers themselves a native speaker of English, offered that their mother is Japanese, but that they spoke mostly English at home. Fifty-two respondents grew up in an English environment while 15 did not, and two had a mixed language environment.

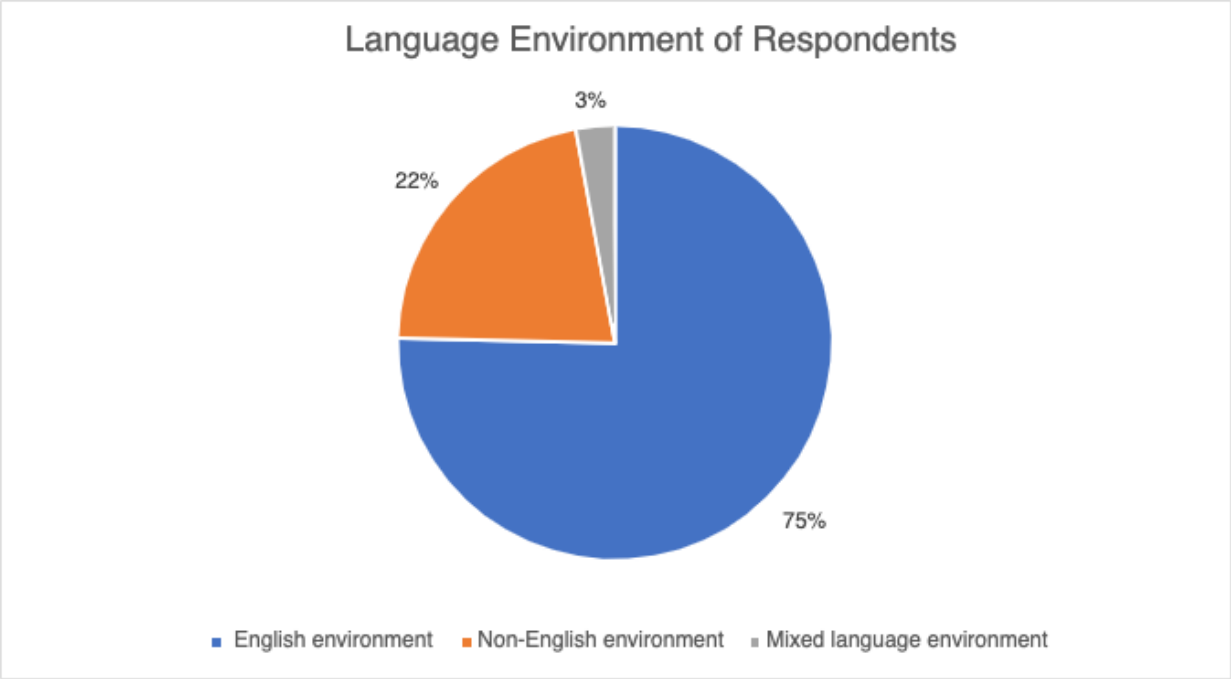


Figure 2: Language Environment of Respondents

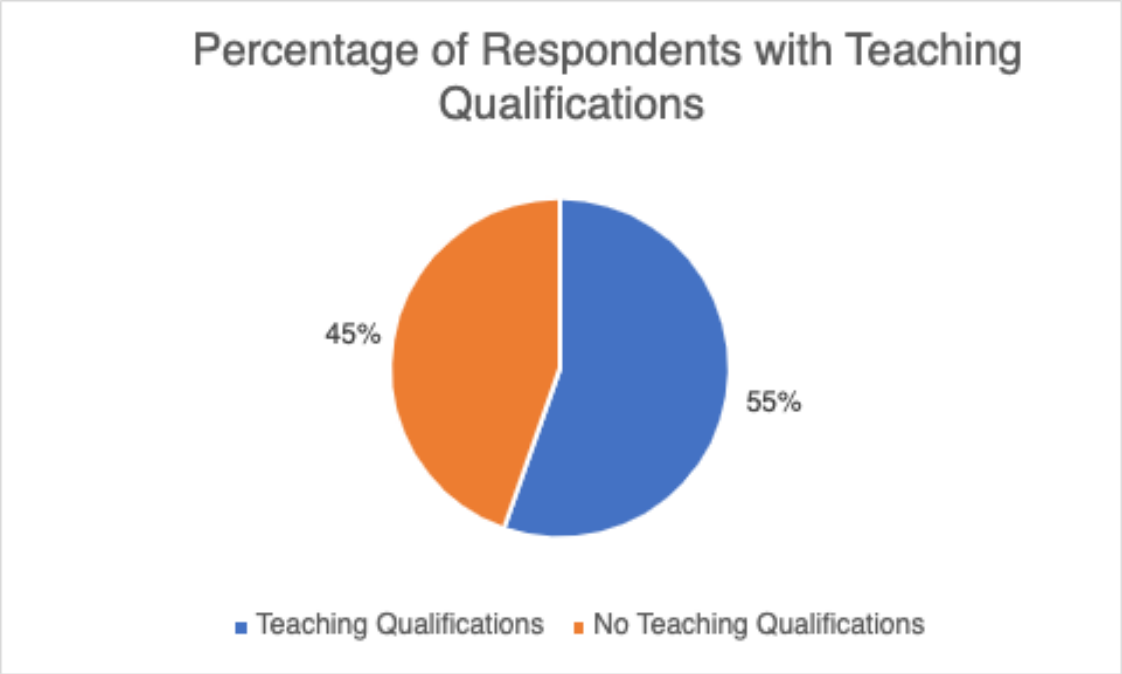


Figure 3: Respondents with Teaching Qualifications

The next set of questions gathered information on respondents' education level and teaching qualifications, as well as their perceived English and Japanese proficiency levels. Thirty-six respondents had some form of teaching qualification, and 29 were coded as having no teaching qualifications (22 with no qualifications and 7 abstained). Qualifications included licensure in home country, licensure by Japanese prefecture, TESOL and TEFL certification, and master's degree in a related field. Frequencies for each qualification can be found in Figure 3 . Furthermore, most respondents had a perceived intermediate proficiency level in Japanese (N=30). Twenty-six labeled themselves as beginners (either A1 or A2 level), and 10 labelled themselves as advanced learners (either C1 or C2 level). Two participants answered they were native speakers of Japanese, as illustrated in Figure 4.

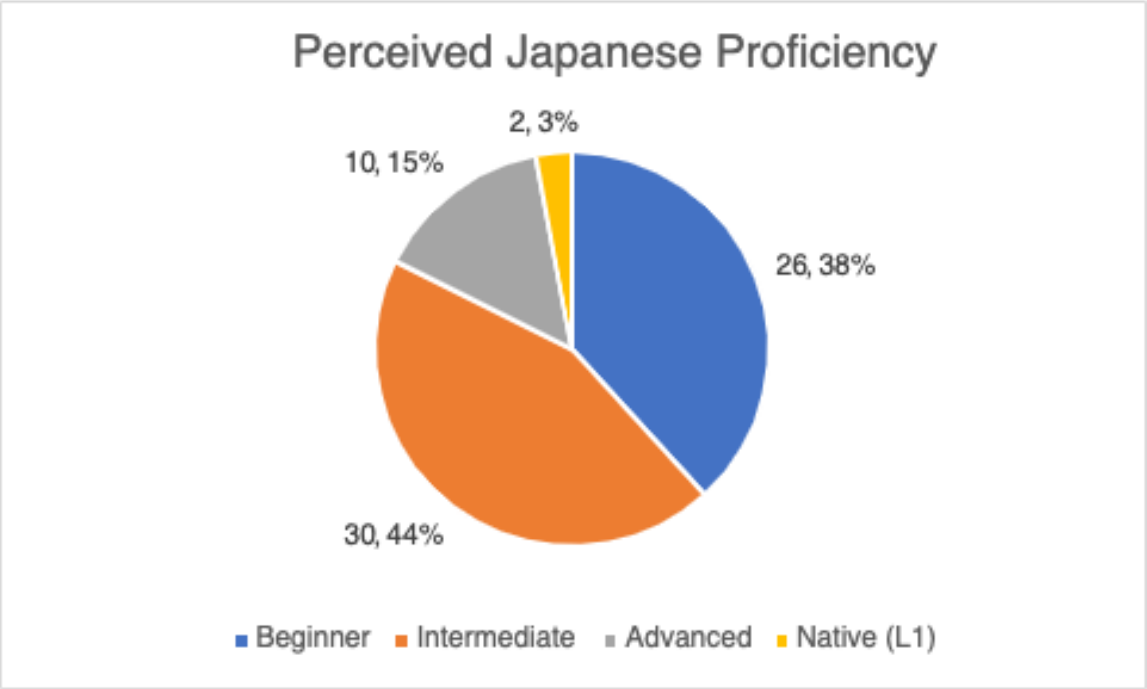


Figure 4: Respondents Self-Reported Japanese Proficiency Level

4.1.2.1 Interview participants

The interviews were used to uncover more detailed opinions from two teachers who had similar positions but different levels of experience and qualification. In addition, to better understand the context in which the interview participants teach, general information about their school will be shared.

First, the observed classes were both conducted at an after-school English classroom, often called *eikaiwa* in Japan. The purpose of *eikaiwa* is usually to teach students basic conversational English instruction while providing them an outlet to practice their spoken English. Reading and writing are not usually the focus, however, with children's *eikaiwa*, the

range of skills taught can differ based on the needs of the child or desires of the parent. The school used for the present study was the workplace of the researcher at the time of data collection, so I was familiar with the staff and curriculum. As stated in the Methods section, this school was selected for convenience and to reduce the risk of spreading infectious diseases during the COVID pandemic.

The school in question is in the southern prefecture of Fukuoka and is attended by local school children ranging from Japanese kindergarten (ages 3-6) to junior high (ages 12-15). The observed classes were both elementary school classes (ages 6-12), but to protect the identities of the students in those classes, the age ranges of the classes was not recorded. Any information shared about the students themselves is only done from the interviewed teachers and with sincere consideration for the protection of minors.

4.1.2.2 Observation and interviewee background information

While the questionnaire items were direct and written to gather precise information, the goal of the observations and subsequent interviews was to allow the teachers to show their methods and discuss how they view English education in Japan more freely.

Although the observations provided invaluable information and insight into how the teachers may be thinking, the interviews provided more specific background data and opinions that were easier to analyze. The teachers had quite different classes and personal backgrounds. The biggest difference between the two teachers was their educational background and general outlook on the class. TA had no teaching experience or qualifications prior to living in Japan, but

TB was a trained and licensed teacher in Australia for many years before their current position. Additionally, TA stated that they viewed their standard classes as fun and encouraged lower-level students to copy more proficient students, while TB wanted all their students to walk away feeling safe and understanding what they had learned that day. These results echo those found in the questionnaire. Although questionnaire respondents tended to believe that maximizing English in the classroom is best for building communication skills in English, they tended to believe that it is not always realistic to ban Japanese. Their detailed perceptions of Japanese use in the EFL classroom as well their own analysis of their observed classes will be explored in the following sections based on which research question the data answer.

4.2 Research Question 1: How do teachers of English in Japan perceive the use of Japanese in their EFL classrooms?

To answer RQ1, items and answers from the questionnaire regarding opinions on language use in the EFL classroom were examined. As mentioned above, items were divided into four main groups for data analysis: Relationships/Difficulties with English Only, Strict English Only, Maximum English, and When to Use English. Items not found to explain high enough levels in variance to be included in main components were classified as Other. In addition to the opinion-based items from the questionnaires, interview answers regarding the theme of Japanese use were used. Both qualitative and quantitative measures will be explored to answer RQ1 in this section.

4.2.1 Opinions of English and Japanese use in the English classroom based on the questionnaire

Data from the questionnaire responses was analyzed using the statistics software SPSS. First, factor analysis was conducted to determine related components of the questionnaire items. Table 2 shows the descriptive statistics (means and standard deviation) for the top 4 components identified by factor analysis and one other category of items not found to be correlated with other factors. As a score of 3 for any item was *Neither Agree nor Disagree*, items with means close to 3 can be interpreted as being neutral. Given the data, it can be assumed that items with mean scores of closer to 4 or 5 show support for the statement, while scores closer to 1 or 2 indicate opposition to the statement. For RQ1, the means and standard deviation for each item showed the greatest indicator of the perceptions of Japanese use in the EFL classroom over the data set.

Descriptive Statistics					
Opinion	N	Minimum	Maximum	Mean	Standard Deviation
1. Relationships/Difficulties with English Only					
1.1 My students feel anxious using English.	66	1	5	3.5	1.113
1.2 My students find it difficult or uncomfortable to use English during free talk times.	65	1	5	3.6	1.129
1.3 My students do not understand me when I use English only.	66	1	5	2.79	1.103
1.4 I feel more connected to my students when we speak Japanese.	65	1	5	3.15	1.189
1.5 It takes time and effort, in the use of props, pictures, or gestures, to give instructions or teach new material in English alone.	65	1	5	3.92	0.989
1.6 My students find it frustrating to express themselves in English.	65	1	5	3.25	0.969
1.7 I find it difficult to enforce English-only rules.	66	1	5	3.45	1.192

1.8 My students are unmotivated to speak in English.	65	1	5	2.77	1.142
2 Strict English Only					
2.1 There are no situations in which Japanese should be used in the classroom (total immersion is best).	66	1	5	2.12	1.06
2.2 The instructor should use English at all times in the classroom, regardless of how much English students use.	66	1	5	3.23	1.238
2.3 Students should use only English the entire time they are in the classroom with both the instructor and fellow students, even during free times.	66	1	5	3.17	1.319
3 Maximum English					
3.1 The more English students use in the classroom, the better they will be at communicating in English.	66	1	5	4.18	1.122
3.2 In order to master English, students must use it as much as possible in the classroom.	66	1	5	4.38	0.873
4 When to Use English					
4.1 English should be used to learn about grammar and usage of English.	65	1	5	3.38	1.114
4.2 English should be used to discuss tests, quizzes, and other assignments.	66	2	5	3.45	1.055
4.3 English should be used to discuss administrative information such as course policies and attendance.	65	1	5	2.8	1.003
5 Other					
5.1 My use of Japanese in the classroom influences my students' use of Japanese.	65	1	5	3.68	1.12
5.2 Even beginners will learn quickly when exposed to a mostly English environment.	65	1	5	3.74	1.094
5.3 The amount of time students spend in the classroom has little effect on how much English should be used in the classroom.	64	1	5	2.94	1.006

Table 2: Descriptive Statistics for questionnaire items organized by components

Most participants agreed that the more English that students use in the classroom, the better they will be at communicating in English (mean=4.18, SD=1.122). They also agreed that to master English, students must use it as much as possible (Table 2, 3 Maximize English). Interestingly, more participants tended to disagree that Japanese should be avoided at all costs in the classroom (Table 2, Item 2.2 *There are no situations in which Japanese should be used in the classroom*). A mean of 2.12 indicates that respondents either disagreed or did not have strong feelings with this statement. It should be noted that this item was one of the few to feature negative phrasing, which will be explored in the Discussion section.

In addition to these findings, descriptive statistics for the remaining opinion-based items can be found in Table 2. Although most teachers agreed that maximizing English in the classroom, even with beginners, helps their language development, the teachers tended to agree that their students found it difficult to follow English only instruction and felt anxious in their EFL classrooms (Table 2, 1.1). Possible reasons for this and further explanation will be offered in the Discussion section. The next section will explore the factors that may influence teachers' answers to the opinion items.

4.2.2 Additional insight provided by the interviews

The two interviews were the main support for RQ1 and RQ2. Both Teacher A and Teacher B agreed that although they do not always have confidence in Japanese, they see the benefit in allowing lower-level students access to Japanese in their EFL classes. They also both mentioned that their willingness to use Japanese depended on the level of the students, the content, and the presence of a Japanese assistant. TA stated that they tend to avoid Japanese with

kids because they want them to view them as an outlet for English, and they do not trust their own Japanese skills. However, TA noted that they regularly use an assistant to translate tough concepts and help those students who do not understand. TB, although more willing to use Japanese themselves, echoed that sentiment, saying that assistants are an asset in their class, and using English exclusively simply does not work.

> Teacher A: *So how it happens is like, I'll say something, and I kind of know beforehand there's going to be something difficult for them to get, but I'll say it in English anyway for I guess two reasons. I think some of the kids in the class will understand 'cause the levels are a bit different, and also, I think it's just nice for them to keep speaking. I think it would be weird if I just stopped totally, and then said to the assistant, "please come over" so maybe it makes more sense for them. I'm not sure about that, but then the assistant will come over and I'll say like "could you please say that again I think it might be a bit hard for some of these guys." I'll say something like that, and then they will just say the same thing in Japanese, but not so much just translating it. Our system kind of has a conversation with them to teach them like "do you understand what the teacher said? Do you understand why?" or something you know to check their understanding, yeah, to go bit deeper with them in Japanese. To help them in Japanese, too. 'Cause it might be something like kid did something that's not nice or something like that so instead of just saying oh "the teacher said that's not nice," the Japanese person can kind of explain why is that not nice, what happened, and talk about it more.*

Teacher B explained their teaching situation and mentioned the use of bilingual assistants.

TB: So, the assistants speak Japanese and English fluently, and they're great back up teaching English reinforcing the language. It's great 'cause when I miss something, like "can I have glue please," they're going "remember to ask, 'can I have glue, please.'" But also depending on the class, I sometimes ask the kids "what's this in Japanese" so I know they understand it and they can tell me or at least one kid in the class will know but the assistants are always good 'cause if the kids aren't grabbing the concept, then the assistant can see and can get the process started by just giving a word in Japanese or explaining it a little bit more.

Teacher B further explained that, although they promote the use of Japanese for understanding, they do not generally like using Japanese themselves in the class.

"I think me, personally, it's not so helpful if I do it, because I just wanna be the English speaker, but I think it's great that the kids actually have to go away understanding what the lesson is about. So, if it's necessary, I think it's a tool that we can use if necessary. I go into the lesson anticipating that it will be English only, but there will be times when you just need, whether it's a disciplinary issue and the assistant has to say OK, well you know and explain something more like that in Japanese or whether it is a teaching point whoever how do you say this in Japanese? Oh yes, it's this I think it's handy."

Researcher: If the students are speaking Japanese amongst themselves, do you redirect them towards English?

TB: Yeah, I do. I would say, "How do you say that in English?" and make them think about it. Or if we're playing a game, and you know they're like I said OK well think about yeah what do you think you could say instead in English, so the little phrases they come out with, I try to jump on them and get them thinking in English about what they're saying.

From these interview quotes, we gain a deeper insight into how teachers, especially those with lower-level Japanese proficiency, may view using Japanese in the classroom. Neither TA nor TB mentioned English-only instruction, except for in the case of high-level students. Instead, both teachers observed and interviewed value the presence of bilingual support staff and the use of simple code-switching to support the learning of English in their EFL classrooms and share important administrative and disciplinary information to their students.

4.2.3 Teachers' school policy on Japanese use and opinions of "No Japanese" school policies

Both TA and TB work for an after-school program where teachers are allowed discretion when deciding to code-switch. This school, located in Fukuoka Prefecture, is owned by foreign national in Japan and is located near a private school with an English course. The school also welcomes Japanese students who have foreign parents, who have lived abroad, or want to move abroad. The level of the students varies greatly based on the class and day of the week, so although many students speak English fluently, there are Japanese bilingual staff on campus.

When asked about schools with No L1 policies, TB said,

> *"Yeah I understand why they have that policy, and I think a lot of parents probably would like that policy and so I think generally when you come into a classroom you have to think "I'm here to get as much English as possible as I can out of these kids" but that's no good if they walk or walk away and they haven't learned anything or they think "Oh no I can't do this" so I think generally you say OK so I would prefer as little native language as possible policy. Yeah, and when there is that Japanese to be able to say "OK what's that in English" to be able to elicit the English out of the kids I think is better than just saying a strict no Japanese whatsoever."*

4.3 Research Question 2: What factors influence teachers' opinions of Japanese use?

To answer RQ2, correlation analysis was conducted between background items and combined opinion item sets from the questionnaire. Additionally, qualitative analysis was conducted for interview answers based on the teachers' backgrounds. Based on the nature of the questionnaire items and the research questions, Pearson's correlational analysis was deemed the most appropriate measure as it is used for interval scales with multiple independent variables (Choi, Peters, & Mueller, 2010). Pearson's correlational analysis showed a slightly positive relationship between Japanese proficiency of the respondents and questionnaire items concerned with a focus on English only instruction (r=0.044). There was a negative correlation between time of teaching experience in Japan and English-focused items (r=-0.142). None of the measures were statistically significant, however.

Correlations (1)

		School's policy
Relationships/Difficulties with English Only	N	62
	Pearson's *r*	0.372
	Significance	0.003

Table 3- Correlation between school's policy on Japanese use and items related to difficulties in using English only

As seen in Table 3, the teachers' school policy and how the teacher viewed use of Japanese had a significantly significant positive relationship (r=.372, p=.003). Teachers who had more liberal classroom policies, i.e., those that allowed the teacher to use Japanese when appropriate, were more likely to view Japanese as a necessary tool to teaching English in the EFL classroom, i.e., they found difficulties with using English alone. Overall, there were many variables that influenced teachers' opinions including teacher's linguistic and education backgrounds, proficiency in Japanese, and current teaching situation. The interviews provided more insight into the factors influencing teachers' perceptions and teaching decisions.

Correlations (2)			
		% of class conducted in Eng.	**Ideal % of class time in Eng.**
Age Taught	N	66	66
	Pearson's r	0.275	0.277
	Sig. (2-tailed)	0.026	0.024

Table 4- Correlation between age of students taught and the actual and ideal percentages of class conducted in English

Table 4 also shows how the age group taught by the participants influenced how much English they used in the classroom. As expected, as the age of the students increases, so does the percentage of time conducted in English, as well as the teachers' ideal percentage of class time in English.

4.3.1 Factors influencing teachers' opinions.

As with the quantitative measures, it was hypothesized that teacher experience and qualifications, linguistic background, Japanese proficiency, and time spent teaching in Japan would influence their use of language in the EFL classroom as well as their opinions of Japanese use in the EFL classroom.

To uncover which factors were related to the interviewees' perceptions of language use in the EFL classroom, questions aiming to gather statements like those found in the questionnaire were asked. Key interview questions can be found in Appendix #. However, as two colleagues were interviewed, there was a chance their opinions would be similar. Additionally, as they worked for the same company, the school's policies and work environment likely had an influence on their personal views of Japanese use in the classroom. Still, there were some differences in their backgrounds and views. For example, TB is a certified teacher in their home country and has had extensive experience as a teacher in both Australia and Japan. TB also used Japanese in the observed class, admitted to using one-word code-switches, and supported the employment of a bilingual assistant to ensure students understood the course material.

TA, on the other hand, had no prior teaching experience to living in Japan and appeared to support more English-only teaching than TB. Although they did support the use of bilingual assistants for things like classroom management or explanation of difficult concepts, they stated

supporting “teaching to the middle” methodologies and thought students did best when following others and learning through example.

> *Teacher A: I think there's a concept called like teaching to the medium or something like that, right? You're trying to teach to the middle and hope that the smaller kids will be able to keep up, and then just kind of trying to regulate. It's hard when you have a group altogether, and you're trying to teach like…I don't know we did animals that like the cold, and some kids in the class might not know any animals or many animals in English. So, trying to teach them seal or walrus seems a bit of a waste of time or not ideal, but in those situations, our goal is trying to get something out of them. Even the color of the animal... If they say something, I'm happy. And we always try to teach the new kids that if you don't know what's going on, just copy your friends. You know, copy the guys that are in the class and eventually you'll pick it up. Just have fun and copy the pictures.*

4.3.2 Conclusion

The data from the questionnaires and interviews suggest that teaching experience and language proficiency or confidence may affect a teacher’s opinions of language use in the classroom. However, further explanation and research is warranted, a fact which will be explored in the Discussion section.

4.4 Research Question 3: Do teachers’ opinions of Japanese use align with their perceived use of language in the classroom?

RQ3 was slightly more difficult to answer due to the limited number of questionnaire participants and even more limited interview participants. However, the last two items of the questionnaire prompted participants to answer what percentage of their classes they wished to conduct in English and how much they thought they taught in English. There was a positive, statistically significant correlation between the amount of time the teacher perceived using English in their class and the amount of time they would like to spend in English (r=0.349, p=0.004). This finding, though expected, may indicate that teachers do attempt, at least, to follow their own ideals. However, as will be explored further through analysis of the observations and interviews, teachers may be conservative in their self-reporting of their use of Japanese in their English classrooms.

Further to the questionnaires, interview responses were compared against the observations to determine how teachers used English and Japanese in their EFL classrooms and whether their language use matched their perceived language use. It is important to note that whether teachers' ideal use matched their actual use was not measured in this study because of the limited number of participants. Furthermore, it could be argued that proficiency level in Japanese especially could affect the teacher's perceived use of Japanese. In other words, teachers may be receptive to Japanese use for educational purposes but may not be able to educate effectively in Japanese themselves. These factors will be discussed further in the Discussion section.

Teacher A did not use any Japanese in the observed class, nor did their students. For that reason, this section will focus mostly on Teacher B. The observation grid and notes for TB's class can be found in Appendix 2.

4.4.1 Actual use of Japanese in the classroom

Teacher B used Japanese a total of four times during the observed portion of their class. In addition to their four translations or code-switches offered to help students understand, the teacher also translated student uttered Japanese four times. Other instances of Japanese use were handled by the assistant, which was not a focus of this study. For the purposes of this section, the eight total utterances of Japanese between the teacher and the students will be examined.

The teacher offered code-switches for their own English utterances three times. In other words, the teacher chose to change to Japanese in three instances when the student did not demonstrate understanding or the teacher did not think they would understand. TB offered *sansuu* for math, *natsu* for summer, and *doko* for where. The teacher also code-switched to use the Japanese for December when discussing seasons and months, seemingly to offer an example for the topic of discussion. The utterances from the teacher were minimal overall and never extended past a word or two. The teacher never spoke full Japanese sentences to the students, although the students spoke to the teacher in Japanese frequently.

Teacher B responded to student Japanese by either redirecting them with English (offering English translations or asking, “Do you know that in English?”) or utilizing their assistant to translate. During a quiz game, the teacher gave the students three hints about a certain animal and asked them to guess that animal. Although the teacher later explained that one student has a good understanding of spoken English, the other students lacked adequate listening skills to complete such tasks without assistance. Therefore, the teacher used gestures and other communication strategies during these games to avoid using Japanese. However, when the students answered the riddles in Japanese, Teacher B did not ignore or scold them. Instead, TB asked “Do you know that in English?” or “That’s right. Who knows the English?” Although in

these instances, the teacher did not use Japanese themselves, supporting the students' participation in their native language could be considered support for using Japanese in the EFL classroom. Teacher B's explicit opinions of Japanese use as well as their perceptions of their own Japanese use are explained in this chapter.

4.4.2 Perception of Japanese use

As shown above, Teacher B used Japanese four times in their classroom, either to repeat and redirect a student's Japanese or to assist in understanding for a student. In the interview, it was discovered that TB preferred to use their assistant for Japanese explanations and did not realize they code-switched so often.

> *Researcher: …towards the end of what I observed, you offered the word* natsu *for summer, and then a minute later offered* jyuunigatsu *for December. Can you explain maybe why you used those words?*
>
> *Teacher B: Yes, I think I used those words because I knew the students weren't getting or wouldn't get the concept that I was trying to elicit from them, and so I'm not sure if the assistant was in the room at the time or not but yeah, I can't remember. 'Cause generally I would turn to the assistant and say can you…*
>
> *Researcher: They were there, yes.*

TB: Yeah, so maybe it was just convenience that I just wanted to get…make sure they understood that concept to make the rest of the lesson flow a bit more quickly.

Researcher: Yeah, you use a lot of strategies. You use gestures and acting it out quite a lot. I think I wrote down, you know, maybe 10 times you used gestures just in that 20-minute section I was watching…

TB: Which is interesting 'cause you don't realize what you're doing yourself.

Researcher: Yeah, so what other, besides you know gestures or one-word Japanese translations, do you have any other preferred methods or strategies for trying to facilitate understanding? You mentioned you have your assistant?

TB: Yeah, usually.

Researcher: Do you ever ask them to explain things in Japanese?

TB: Yeah, I do. Depending on the class, and if it's not just a word, if it's a concept, you know, like the day before yesterday you know, "Can you explain you know the concept?" (To the assistant). If it's a bigger concept and an idea rather than just a quick word, yeah, it's very handy to have the assistant there.

Although this one observation and interview set does not provide adequate evidence for

how teachers' actual use and perceptions of their use differ, it shows how Teacher B views Japanese use in general, Japanese use in their class, and how they perceive their own Japanese use. It proposes more questions than it answers, but it shows how teachers may not always be aware of their own use of language in the English classroom. It also highlights the limitations to questionnaires and self-reporting. The observation paired with the interview offered an opportunity to compare opinion to reality, and further research with extended numbers of observations and interviews would help answer the research questions presented in this study.

4.5 Conclusion

Research Questions 1-3 were answered with a combination of questionnaires, classroom observations, and interviews. To conclude, it was found that EFL teachers in Japan tend to agree with Cook (2001) and Macaro (2009) that the students' first language can be a tool for communication, comfortability, and language learning in the foreign language classroom. Teachers' personal experiences such as their own L1, teaching qualifications, and time in Japan show influence on their opinions. Additionally, although the results were not strong as only one participant was observed and interviewed, teachers may misinterpret or underestimate how much Japanese they personally use in the classroom. Explanations and reasoning for this, as well as further examination of the results will be presented in the next section.

Chapter 5: Discussion & Conclusion

5.1 Discussion

Overall, the research and results of this study suggest that teachers themselves are in favor of judicious use of their student's L1, Japanese. The mean scores for each questionnaire

item, the results of correlation analysis, and qualitative analysis conducted on the observations and interviews, may help paint a picture of how English teachers in Japan feel about using Japanese in their classrooms, and whether they use Japanese in accordance with their perceptions. However, as the results did not provide many statistically significant relationships and interviews were limited, it is hard to draw definitive conclusions. Possible explanations for the results about each research questions will be given in this section.

5.1.1 RQ1

As shown in Table 2, there was not strong support for any questionnaire item besides those regarding maximizing English use in the classroom. Considering the means for most items fell around the middle (Neither Agree nor Disagree), it can be assumed that teachers believe in balance. Fully banning the L1 in the classroom takes time and effort and may cause anxiety and loss of motivation for younger students. However, using the L1 as the main mode for teaching is also not favorable. Although not explicitly mentioned in any questionnaire item or by interview participants, this may show support for Macaro's (2009) idea of judicious use of the L1. As a tool for communication, facilitating understanding (as mentioned by Teacher B in their interview), and reducing amount of class time used for explanations, the L1 may be necessary in some situations, especially in classrooms with younger or less-experienced students. In Teacher A's class, none of the students required Japanese explanations or translations as their collective English level was high enough to understand instruction in the target language. Therefore, Teacher A stated not needing to use Japanese or having an assistant at all. However, in TB's lower-level class, Japanese code-switches and bilingual assistance from an additional teacher were common. Although TA mentioned teaching to the middle, which could be considered in

line with Krashen's Comprehensible Input Hypothesis (year) as it supports teaching slightly beyond what the average student can manage, they still admitted to using L1 assistance for the explanation of difficult concepts.

Overall, though the results of this study are weak and not significantly conclusive, they show a tendency towards balance and grace in the English classroom in Japan. The findings presented for RQ1 show moderate support for the other studies presented here that have found teachers, in general, are not aggressively opposed to the L1 in the EFL classroom.

5.1.2 RQ2

The results of the observations show agreement with Cook (2001) who said that English-only instruction is easier to achieve when students do not share an L1. Teacher A's class, although in Japan and thus not in the target language environment, included students whose L1 could be considered English. Additionally, as an advanced course, all the students had high level English proficiency and thus did not rely on Japanese at all to understand unknown vocabulary or concepts. Nukuto (2017) also found that compensating lack of proficiency was a major reason to use the students' L1 in the classroom. The observation data for Teacher B and the questionnaire items regarding student understanding and behavior towards English showed this as well. If students do not understand English, they cannot be expected to function in an English-only environment. Although this also applies to the teachers' proficiency, as most of the participants reported having native or near-native English proficiency, this was not a factor in this study. Instead, teachers tended to support the idea that their students should have access to understandable instruction, feel comfortable, and able to express themselves.

It was hypothesized that teacher linguistic and education background would affect how they perceived the use of Japanese in their classrooms. However, none of the correlational analysis showed definitive support for this. The only theme found in this study was the students' level of proficiency and the school's policy. Instead, the situations and types of lessons being taught seem to have more influence on Japanese use, as shown by the correlation between age range taught and support for Japanese use in the classroom. This is echoed by researchers such as Macaro (2001), Nagy and Robertson (2009), and Garcia Cortés and Parks (2017).

5.1.3 RQ3

Data to answer this question was admittedly limited, and under different circumstances, more observations and interviews would have been held to better answer it. However, given the data, some inferences can be made. The correlation between teachers' ideal use of English and perceived current use of English in the classroom as discovered by the questionnaires suggests that teachers are somewhat aware of their shortcomings and have high expectations for themselves and their classrooms.

As for the interview, it was found that Teacher B was not always aware of how much Japanese they spoke. Perhaps teachers use the students' L1 subconsciously as they develop their bilingual teaching skills to maintain class flow and manage students quickly, as Macaro (2001) and Khonamri and Khonamri (2017) have shown.

Teacher B also, although not fully aware of their use of Japanese, followed Rio and Campos' (2013) advice and neither encouraged nor demonized Japanese use from their students. They acknowledged when their students responded positively in Japanese but encouraged them to find the English. This usually occurred in the class through the assistant or other students or

from additional hints from the teacher. Teacher B, however, never prompted the students to use Japanese, which allowed English to be the focus of the class. This technique seems to align with the questionnaire participants views; English should be maximized in the classroom but forcing strict English-only policies are not beneficial.

Additional research to determine if using the L1 is actually beneficial to sections of the lesson mentioned in this paper (such as discipline, difficult grammar, etc.) would help support teachers' opinions and perceptions of Japanese use in the English classroom. Further, to support teachers, policy makers and school owners must trust them and allow them to discern an appropriate level of Japanese use in their classrooms.

5.2 Conclusion

5.2.1 Answering the research questions

As discussed, the results of the study, though not significant, echo points made by previous research (Cook, 2001; Nukuto, 2013; etc.). Research Question 1 was answered by both the questionnaire and interviews. Teachers of English in Japan, tend to oppose totalitarian views of the classroom language use and acknowledge that students may need help in Japanese, either from their fellow students, the teacher, or bilingual support staff. Research Question 2 showed that the teachers' backgrounds and experiences as well as student backgrounds and experiences influenced their opinions of Japanese use in the English classroom. Additionally, Research Question 3 was answered almost exclusively by the interview with Teacher B. Teachers may not always be aware of how much Japanese they are using in their English classrooms. For this reason, further research and opportunities for teacher auditing may be necessary. Although the studio provided some insight into possible answers for the research questions, it may have posed

more questions than answers. The many limitations to the study and suggestions for future research must be explored.

5.2.2 Limitations

As mentioned in the Methodology and Results sections of this paper, the present study was subject to numerous limitations. In addition to the constraints in field research imposed by the COVID-19 pandemic, the paper was flawed by questionnaire item choice, limited participants in the observations and interviews, and researcher error. Many of the questionnaire items were not found to be related to other items by factor analysis, although it was assumed they would be at the time of writing and piloting the questionnaire. On the other hand, there were seven items related to one component - Difficulties with English-only Instruction. Had the questionnaire items been piloted better and more carefully thought out, there may have been better clustering of items, and the results of correlational analysis would likely have shown stronger results. I would also have liked to interview and observe more teachers at the same school (perhaps those of different age and proficiency levels) as well as teachers at other teaching institutions such as public elementary schools lead by Japanese teachers. It was my hope that more Japanese teachers of English would answer the questionnaire, but very few did. Of the 65 complete questionnaires returned, only two were from native Japanese speakers. Perhaps in future studies, questionnaires should be made available in Japanese and English and distributed via means other than Facebook and link sharing. Having data from a wider range of teachers and teaching situations would likely have shown stronger patterns than the data presented here.

5.2.3 Recommendations for future research

Future research may benefit from similar questionnaires, but those with added items for open-ended answers. Instead of attempting to find relationships between participants' backgrounds and opinion items, allowing participants to give rationale and reasoning on their own may reveal more interesting results. Additionally, it is recommended to observe more classes from each teacher to determine differences in teaching and language use based on class demographics, as mentioned above. Finding ways to gather data from both NESTs and NNESTs in Japan and comparing their answers would likely produce much different results. As mentioned above, research comparing actual L1 use in the classroom to not only teachers' perceptions but also to pure TL classrooms to uncover which is more effective at teaching new vocabulary and grammar, maintaining classroom flow, and sharing important information with students in Japan could show additional support for teachers' opinions.

It is acknowledged that the methodology and data analysis were flawed. Researchers with experience would likely be able to conduct more accurate analysis of the results and come to better conclusions based on the research questions.

Appendices

Appendix 1

[Head Teacher name]
[School name and address]
[Date]

Examining teachers' perceptions and attitudes of Japanese use in the English classroom

Ethics Approval Reference: **CIA-21-284**

Dear [Head teacher name],

I am writing to enquire about conducting some research in your school in the next academic year. I am a masters research student at the University of Oxford, supervised by Professor Victoria Murphy. In my research study, Teacher's Perceptions and Opinions of Japanese Use in the English Classroom, I will explore how English teachers feel about using Japanese in their classrooms.

The research will take place with English teachers of young learners in Japan. I am not aiming to change what or how the teacher chooses to teach and will not be making any judgements about teaching. My research focus is on how English teachers perceive their use of language in the classroom and how they feel about Japanese for teaching and classroom management purposes.

By participating in the research, your school would be contributing to research that will explore teachers' perceptions and opinions of bilingual (English and Japanese) instruction for children in Japan.

The commitment from the school would be to allow me into English lessons for 1-4 observations. I would observe, take notes, and video record sections of the lesson to determine how and when the teacher uses Japanese or responds to Japanese use from the students. The video camera will focus on the teacher and/or the board throughout and any incidental images of students will not be seen by anyone else or used for research without further explicit permission.

Oxford University has strict ethical procedures on conducting ethical research with teachers and students, consistent with current British Educational Research Association guidelines. Before beginning the research, I would inform parents/guardians about the research and offer the students and parents/guardians the opportunity to refuse to participate. Throughout the research, students and parents/guardians will be able to refuse to participate at any time.

All participants, including students, teachers, and the school, would be made anonymous in all research reports. The data collected would be kept strictly confidential, available only to my supervisor and myself and not used other than specified without the further consent of all involved being obtained. All recordings would be destroyed at the end of the research period and kept in locked conditions until then. I have enclosed copies of the information for parents/guardians and students with this letter.

If your school would like to take part in the study, or you need more information about what is involved, please contact me. Whether or not you feel it would be appropriate for your school to participate, I would be grateful if you would complete the pro-forma below and return it to me in the stamped addressed envelope enclosed in this letter.

Thank you for your time and attention. I look forward to hearing from you.

Yours Sincerely,

Examining teachers' perceptions and attitudes of Japanese use in the English classroom

[ ]
Department of Education

[School Name]

[School address]

[Head Teacher name]

We do not wish to participate in this project.

We would like to find out more about this project.

We would like to take part in this project.

If you would like further information, or are interested in taking part, please give the name of a contact person for your school, and details of the best way to contact him or her.

Contact name: _____

Contact email: _____

Contact telephone number: _____

Please return this form in the stamped addressed envelope enclosed with this letter.

Thank you for your help.

Appendix 2

CONSENT FORM FOR TEACHERS

Central University Research Ethics Committee (CUREC) Approval Reference: **CIA-21-284**

Examining teachers' perceptions and attitudes of Japanese use in the English classroom

		Please initial each box
1	I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	☐
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any adverse consequences or penalty.	☐
3	I understand that research data collected during the study may be looked at by authorised people outside the research team. I give permission for these individuals to access my data.	☐
4	I understand that this project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee.	☐
5	I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.	☐
6	I understand how this research may be written up and published.	☐
7	I understand how to raise a concern or make a complaint.	☐
8	I understand that researchers will observe lessons and other aspects of my teaching, as detailed on the information sheet, and discussed and agreed with the researchers.	☐
9	I consent to being audio/video recorded	☐
10	I understand how video recordings will be used in research outputs	☐
11a	I give permission to be quoted directly in research outputs and for my name to accompany any quotation **OR**	☐

11b	I give permission to be quoted directly in research outputs against a pseudonym OR	☐
11c	I give permission to be quoted directly in research outputs but only fully anonymously **OR**	☐
11d	I do not wish to be directly quoted	☐
12	I agree to take part in the study	☐

_____	dd / mm / yyyy	_____
Name of Participant	Date	Signature

_____	dd / mm / yyyy	_____
Name of person taking consent	Date	Signature

Appendix 3

Examining teachers' perceptions and attitudes of Japanese use in the English classroom

INFORMATION SHEET FOR PARENTS / GUARDIANS

Ethics Approval Reference: **CIA-21-284**

In partnership with researchers at the University of Oxford, Kensington Kids Academy has agreed to take part in a research study. We would like to invite your child, along with the rest of their English class, to be involved in this study, which is focussed on the class teacher and the lesson, not individual students. We very much hope you would like your child to be involved, but before you decide, it is important that you understand why the study is being done.

What are we trying to find out?

Many parents, teachers, and law makers around the world have different ideas of how English should be taught. In Japan, many children's programs have strict no Japanese policies for their classrooms. However, my research will explore how teachers feel about such policies and their own styles of instructions. I will look at how teachers use language in their classrooms and whether the teacher's English and Japanese proficiency levels, the proficiency levels of the students, the ages of the students, and the overall nature of the lesson have any effect on use of Japanese. The main focus of the study is teacher perceptions of their use of Japanese, or lack thereof, in their English classrooms.

More information about the study can be obtained by contacting the researcher by email.

Why has my child been invited to be involved in this research?

We are inviting your child because they are studying English at [insert school name here]. All pupils in their class are invited to be involved in this research.

Does my child have to be involved?

No. You can ask questions about the study before deciding whether to allow your child to be involved. If you do agree to their involvement, you may withdraw your child at any time, without giving a reason and without any effect on their education, by advising the school or researchers of this decision.
If your child is not involved in the research, they will receive alternative provision of equivalent educational value, or be placed where they cannot be observed or recorded.

What will my child be asked to do?

Your child's teacher will conduct a regular English lesson as planned by the teacher. A video camera and audio recording device will record the teacher and their instruction for between 15-30 minutes. This process may be repeated, if necessary, but all data is expected to be collected within 1-3 weeks. Your child will be expected to participate in the lesson as normal and will likely not appear on camera. The recordings will then be transcribed and used in conjuncture with questionnaire data from teachers around Japan.

Your child will not be asked to do anything beyond participating naturally in the lesson.

What are the advantages / disadvantages of taking part?

There is no advantage nor disadvantage of your child taking part.

What happens to the data provided?

Any information your child provides during the study is the **research data**. No personal data about your child will be stored beyond the duration of the study. During the study, video and voice recordings of the teacher will be made. There is a possibility that your child's image and/or voice may be incidentally recorded as part of this. Recordings will be securely stored in a password protected, encrypted file and will only ever be shown to other members of the research team.

Opt-out forms will be retained by the school for the duration of the study, and for as long as the school determines appropriate after research activities have concluded at the school.

I will ensure all other data I collect in the study is de-identified as soon as possible after collection. Audio and/or video recordings, my notes, and all other data will be stored in a locked cabinet at the personal residence of the researcher as the research is being conducted remotely from Japan. At the end of the study, recordings will be erased. The researcher will have access to the research data. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the research.

I will send a brief report on the research to your child's school at the end of the study, and you are welcome to see this. I will not identify the school, teacher, or any students in any reports of the research.

Will the research be published?

The research may be published in University of Oxford archives.

The University of Oxford is committed to the dissemination of its research for the benefit of society and the economy and, in support of this commitment, has established an online archive of research materials. This archive includes digital copies of student theses successfully submitted as part of a University of Oxford postgraduate degree programme. Holding the archive online gives easy access for

researchers to the full text of freely available theses, thereby increasing the likely impact and use of that research.

On successful submission of the thesis, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the thesis will be openly accessible.

Who is conducting this research?

The research is organised by [ ] of the University of Oxford, who is a master's student.

Ethics

This study has been reviewed by, and received ethics clearance through, the University of Oxford's Central University Research Ethics Committee, **CIA-21-284**

Any research with students will be conducted with care and sensitivity. Some students might feel shy about having a researcher in the classroom, and they might feel concerned about being recorded.

What if there is a problem?

If you have a concern about any aspect of this study, please contact [researcher] at [email] or [advisor] at [email], and we will do our best to answer your query. I/we will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

Chair, **Medical Sciences Inter-Divisional Research Ethics Committee**; Email: ethics@medsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD

OR

Chair, **Social Sciences & Humanities Inter-Divisional Research Ethics Committee**; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD

OR

[For applications reviewed by the **Oxford Tropical Research Ethics Committee** (OxTREC), please insert the contact details for the local ethics committee that has reviewed your study]

Data Protection

The University of Oxford is the data controller with respect to any personal data collected, and as such will determine how this personal data is used in the study.

The University will only process personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest.
Further information about your rights with respect to personal data is available from http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/.

What should I do next?

Please fill in the enclosed form and return it to your child's class teacher if you would not like your child to take part in this study. Please remember that you may withdraw your child at any time, without affecting their education and without giving a reason, by notifying the researcher.

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

University email:

Appendix 4

Examining teachers' perceptions and attitudes of Japanese use in the English classroom

OPT-OUT FORM

Ethics Approval Reference: **CIA-21-284**

If you **DO NOT** want your child to be included in the above-named research study please fill out the form below and return it to the school by [dd/mm/yyyy].

If we do not receive an opt-out form from you by this date, your child may be included in this study, as described in the accompanying information sheet.

I, the undersigned, hereby DO NOT give permission for my child to be included in the study titled Teacher's Perceptions and Opinions of Japanese Use in the English Classroom

Name of child: _____

Name of parent/guardian: _____

Signature: _____ Date: _____

Name of researcher: _____

Appendix 5

Examining teachers' perceptions and attitudes of Japanese use in the English classroom
CIA-21-284

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

Please continue to follow all current guidance issued by CUREC during the pandemic, notably COVID-19: CUREC guidance on research involving human participants, https://researchsupport.admin.ox.ac.uk/governance/ethics/coronavirus

If relevant please also check the CUREC website for their best practice research guides, these can be very useful in refining the writing up of ethical considerations in your research – see https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/bpg

Good luck with your research study,

Keep well and safe,

Yours sincerely,

All good wishes,

Liam

Chair, DREC

Appendix 6

Questionnaire Cover Letter

2 Template participant information for online surveys or tasks

Examining teachers' perceptions and attitudes of Japanese use in the English classroom

CUREC Approval Reference:

3 *General Information*

The aim of this study is to [give details as to the purpose].
We appreciate your interest in participating in this [questionnaire/ online task]. You have been invited to participate as you are [insert age range and inclusion/ exclusion criteria]. Please read through this information before agreeing to participate (if you wish to) by ticking the 'yes' box below.
You may ask any questions before deciding to take part by contacting the researcher (details below).
The Principal Researcher is [researcher name], who is attached to the [relevant Oxford department] at the University of Oxford. This project is being completed under the supervision of [names of supervisors], and in collaboration with [other institutions if applicable].
[Please explain what participants will be asked to do in this project]. This should take about xx minutes. No background knowledge is required. [Explain why the data is needed, how it will be used, and by whom, including any third parties who may be given access to that data.]

4 *Do I have to take part?*

No. Please note that participation is voluntary. If you do decide to take part, you may withdraw at any point for any reason before submitting your answers by pressing the 'Exit' button/ closing the browser. [If applicable - However, we are only able to reimburse participants who complete all study activities.] [All questions are optional.] **OR** [We have included a 'Prefer not to say' option for each set of questions should you prefer not to answer a particular question.]

5 *How will my data be used?*

Use one of the following two statements:
We will not collect any data that could directly identify you.
OR The data we will collect that could identify you will be [list all data types here – e.g., contact details, age, gender, audio/ video recording, IP address].
Your IP address [will/ will not] be stored[1]. We will take all reasonable measures to ensure that data remain confidential.
The responses you provide will be stored in a password-protected electronic file on University of Oxford secure servers and may be used in [please describe - e.g., academic publications, conference presentations, reports for external organisations, websites, videos]. [If applicable – Identifiable information will be deleted as soon as it is no longer required for the research (or explain how long identifiable data will be kept]. Research data will be stored for [**x**] years after publication or public release of the work of the research.

[If applicable] The data that we collect from you may be transferred to, stored and/ or processed at a destination outside the UK and the European Economic Area. By submitting your personal data, you agree to this transfer, storing or processing.

6 *Who will have access to my data[2]?*

[If collecting personal data] The University of Oxford [other institutions may also be relevant] is the data controller with respect to your personal data and, as such, will determine how your personal data is used in the study. The University will process your personal data for the purpose of the research outlined above. Research is a task that we perform in the public interest. Further information about your rights with respect to your personal data is available from https://compliance.admin.ox.ac.uk/individual-rights.

The data you provide may be shared with [add names or general description of entities who may have access to the data and for what purpose, such as collaborators and sub-contractors for the project, including suppliers of tools and services for the project].

[If applicable] We would also like your permission to use the data in future studies, and to share data with other researchers (e.g., in online databases). Data will be de-identified before it is shared with other researchers or results are made public.

The results will be written up for an [Honours/ DPhil/ MPhil/ etc.] degree.

7 *Who has reviewed this study?*

This project has been reviewed by, and received ethics clearance through, a subcommittee of the University of Oxford Central University Research Ethics Committee [reference number].

8 *Who do I contact if I have a concern or I wish to complain?*

If you have a concern about any aspect of this study, please speak to [insert researcher name and University email/ tel.] or their supervisor [supervisor name and email/ tel.], and we will do our best to answer your query. I/ We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible [select relevant committee below]:

Medical Sciences Interdivisional Research Ethics Committee; Email: ethics@medsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD **OR**

Social Sciences & Humanities Interdivisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD **OR**

[only for applications reviewed by a Departmental Research Ethics Committee (DREC): [insert relevant Departmental Research Ethics Committee name], email: insert relevant departmental research ethics committee email address and postal address.]

[For applications reviewed by the Oxford Tropical Research Ethics Committee (OxTREC), please insert the contact details for the local ethics committee that reviewed your project.]

Please note that you may only participate in this survey if you are 18 years of age or over.

☐ I certify that I am 18 years of age or over

If you have read the information above and agree to participate with the understanding that the data (including any personal data) you submit will be processed accordingly, please tick the box below to start.

☐ Yes, I agree to take part

[1] Guidance is available within CUREC's Best Practice Guidance (06) on Internet-mediated research
[2] Guidance is available within CUREC's Best Practice Guidance (09) on Data collection, protection and management

Appendix 7

Questionnaire Items

General information

1. Age
2. Prefecture of Residence
3. Primary area of university study
4. What is your native language?
5. Did you grow up in a multilingual household?
6. Did you grow up primarily in an English-speaking environment?
7. What level do you teach? (Select all that apply)
    a. Pre-school age (1-3)
    b. nursery school or kindergarten
    c. Elementary school
    d. Junior high school
    e. High school
    f. Adults (18+)
8. What is your current job position? What kind of school do you teach at?
    a. Teacher at public school
    b. Teacher at private school
    c. ALT at public school
    d. ALT at private school
    e. Teacher at eikaiwa or juku
    f. Teacher at other English classroom (gakudo hoiku, international kindergarten or after school program)
    g. Assistant or sub-teacher at eikaiwa or juku
    h. Assistant or sub-teacher at other English classroom (gakudo hoiku, international kindergarten or after school program)
    i. Other (please specify)
9. What, if any, are your teaching qualifications?
    a. Prefectural teaching license
    b. Teaching license from foreign country
    c. License as a foreign language teacher
    d. TESOL/TEFL qualification
    e. Master's
    f. No qualifications
10. What is your level of proficiency in English?
    a. A1 (beginner)
    b. A2 (element

   c. B1
   d. B2
   e. C1
   f. C2
   g. First language speaker (native)
11. What is your level of proficiency in Japanese?
   a. A1
   b. A2
   c. B1
   d. B2
   e. C1
   f. C2
   g. First language speaker (native)
12. How long have you been teaching English?
   a. Less than 1 year
   b. 1-3 years
   c. 3-5 years
   d. 5-10 years
   e. 10-20 years
   f. 20+ years
13. How long have you been teaching in Japan?
   a. Less than 1 year
   b. 1-3 years
   c. 3-5 years
   d. 5-10 years
   e. 10-20 years
   f. 20+ years
14. Please provide any other information about your school or teaching situation not included above (e.g., All-girls school, private lessons only, etc.)

   _____

Use of Japanese in the English Classroom

15. What is your school's policy on the use of Japanese in the classroom?
   a. No Japanese (English medium instruction)
   b. Japanese allowed from students and teachers, but mostly English is advised
   c. Japanese allowed from students, teachers use English only
   d. Japanese medium instruction, English used only during specific activities
   e. No policy, teachers are allowed to discern what is appropriate for each activity or situation
16. Do you think that policy is realistic?
   a. Yes
   b. No

   c. Sometimes
   d. Not sure
17. Do you think it is justified?
   a. Yes
   b. No
   c. Sometimes
   d. Not sure

(5-point Likert scale: 1=strongly disagree; 5=strongly agree)

18. The more English students use in the classroom, the better they will be at communicating in English.
19. In order to really master English, students must use it as much as possible in the classroom.
20. There are no situations in which Japanese should be used in the classroom (total immersion is best).
21. English should be used to learn about grammar and usage of English.
22. English should be used to discuss tests, quizzes, and other assignments.
23. English should be used to discuss administrative information such as course policies and attendance.
24. The instructor should use English at all times in the classroom, regardless of how much English students choose to use.
25. Students should use only English the entire time they are in the classroom with both the instructor and fellow students, even when not working on a specific activity.
26. My use of Japanese in the classroom influences my students' use of Japanese.
27. Even beginners will learn quickly when exposed to a mostly English environment.
28. The amount of time students spend in the classroom has no effect on how much English should be used in the classroom.
29. My students feel anxious using English.
30. My students find it difficult or uncomfortable to use English during _____.
31. My students do not understand me when I use English only.
32. It takes time and effort, in the use of props, diagrams, or gestures, to give instructions or teach new material in English alone.
33. I feel more connected to my students when we speak Japanese.
34. My students are unmotivated to speak in English.
35. My students find it frustrating to express themselves in English.
36. I find it difficult to enforce English-only rules.
37. I find it detrimental to students' learning and comfort to ban Japanese from the classroom.
38. Students benefit from Japanese translations or explanations.

Questions about the current course/class you teach (answer with percentages 0-20%; 20-40%; 40-60%; 60-80%; 80-100%)

1. I use English to communication with my students about ___% of the time (including time spent on activities and time spent between activities).
2. My students use English to communicate with me about ___% of the time (including activities and in between).
3. My students use English to communicate with each other ___% of the time.
4. I use English to communicate with students during thematic activities about ___% of the time spent on those activities.
5. I use English to give directions for activities exclusively (no translations) about __% of the time.
6. I use English to communicate with students about tests, quizzes, and other assignments (such as homework) about ___% of the time.
7. I use English to communicate with the students about administrative information (course/class policies, announcements, deadlines, rules, etc.) about ___% of the time.
8. I use English to communicate with students outside of class time (before and after class, in the hall, during office hours/meetings, etc.) about ___% of the time.
9. While my students are doing pair or group work, they switch to Japanese about ___% of the time.
10. My students speak English to each other about ___% of the time.
11. My students understand what I am saying in English about ___% of the time.
12. When my students do not understand what I am saying in English, they request that I repeat or clarify about ___% of the time.
13. When one of my students does not understand what a fellow student is saying in English, they request clarification about ___% of the time.
14. How much of your class would you say is conducted in English?
    a. 100%
    b. 80-99%
    c. 60-79%
    d. 40-59%
    e. 20-39%
    f. Less than 20%
15. How much of your class would you ideally spend using English?
    a. 100%
    b. 80-99%
    c. 60-79%
    d. 40-59%
    e. 20-39%
    f. Less than 20%
16. Do you notice a difference in students' engagement when using Japanese?
    a. Yes
    b. No

   c. Not sure, undetermined
17. Do you notice a difference in students' language use when using Japanese?
   a. Yes
   b. No
   c. Not sure, undetermined
18. Do you believe students benefit from explanations or translations in Japanese?
   a. Yes
   b. No
   c. Not sure, undetermined

Follow up

Would you be available for a short interview follow-up? Are you willing to be contacted to clarify your answers? Did you find any questions difficult to answer for any reason? Did you find any questions difficult to answer due to a variety of levels in your students.

Appendix 8

Observation Grid

	Teacher	Context Notes (student's code choices will be recorded only to provide context for the teacher's utterance)
Japanese translation		
Japanese explanation		
Checking understanding		
One-word codeswitch		
Avoidance/ignoring		

Explanation in English		
Change of word choice (in English)		
Examples in English		
Gestures		
Pictures, photos		
Other		

Appendix 9

Possible Follow-up Interview Questions

(NOTE: Interviews may be used to follow-up on questionnaire submissions or observations. All observations will be followed by short interviews to ask the participants how they felt about the language and methods they used to teach new vocabulary and give instructions.

Script:
Before we start, I would like to confirm that you have consented for our conversation to be recorded and transcribed for use in my master's dissertation for the University of Oxford.

Please try to answer each question as accurately as possible.

1. Do you generally find your students understand what you are saying in English during your vocabulary lessons?
2. Do you find your students understand your instructions in English?
3. When you sense that students do not understand, what do you usually do?
4. Did you think your students understood this lesson and the vocabulary?
5. At [timestamp], you used the Japanese [insert here]. Why did you choose to use Japanese there and not English?
6. At [timestamp], you used the English [insert here] in response to a student's Japanese [insert here]. Please explain your choice?
    a. Do you think the student understood your explanation?
7. At [timestamp], you ignored the student's Japanese utterance (or told them to ask in English). Can you explain that choice?
8. Overall, how do you feel about using Japanese in your classroom for learning purposes?
9. Overall, how do you feel about students potentially not understanding your English instructions or new vocabulary? How do you usually combat this?

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