Own-language use in EFL classrooms in Uzbekistan: Perceptions, practice, and purposes

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For my Mother

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ABSTRACT

Research on own-language use in English classrooms predominantly explores teachers' and students' perceptions, typically revealing a favourable stance towards the utility and value of own-language use. Nonetheless, several gaps persist that merit further exploration to enhance our understanding. These gaps include a fragmented analyses of teachers' and students' views and the recurrence of similar research questions. Furthermore, there has been no study conducted within the context of Uzbekistan—a multilingual, distinctive setting undergoing a transition from a reliance on the Grammar-Translation method, which heavily uses the own-language, to more monolingual communicative approaches.

This study seeks to address these gaps through a mixed-methods approach, triangulating quantitative and qualitative data from both teachers (n=17) and students (n=110). Data were gathered via classroom observations, and teacher and student questionnaires at a private language school in Tashkent, Uzbekistan. The research questions are designed to analyse and compare the perspectives of teachers and students, and to examine the discrepancies between reported and actual classroom practices concerning the frequency and functions of own-language use, specifically Uzbek and/or Russian.

The findings suggest a generally positive perspective from teachers regarding the use of the own-language, while student attitudes are more varied, with some inter-group differences being statistically significant. Regarding the extent of Uzbek/Russian use, over 30% of teacher discourse was observed to take place in these languages. The primary function of these languages is clarification; however, teachers may not be fully aware of the major functions of own-language use in their instructional talk.

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CHAPTER 1: INTRODUCTION

In the context of globalisation, the importance of English language proficiency is increasingly recognised in educational systems worldwide. Uzbekistan, a Central Asian nation, is also experiencing this growing interest in English language learning. Concurrently, the educational approach in the country is shifting from the bilingual Grammar-Translation Method to predominately monolingual teaching methods (Madaminov & Ashurova, 2019). This transition makes Uzbekistan a compelling case for examining language choice dynamics in educational settings. To the best of the researcher's knowledge, this research is the first in exploring language choices in English language classrooms in Uzbekistan.

Globally, English-only classrooms that prohibit the use of other languages are not the standard practice (Hall & Cook, 2012). It is common for teachers and students to use shared languages, although this is sometimes viewed negatively, perceived as a last resort, and often associated with feelings of guilt (Neokleous & Karpava, 2023; Temesgen & Hailu, 2022). This negative perception originates from historical critiques of the Grammar-Translation Method, characterised by its excessive emphasis on translation and predominant reliance on students' own language in the classroom, which compromises exposure to the target language. The shift toward monolingual methods has been driven by both pedagogical goals and economic motives, facilitating the employment of English-speaking teachers from Anglophone countries and reducing the need for translating educational materials into various languages (Cook, 2010).

Despite the reservations about non-English instructional approaches, there is an increasing recognition of the benefits of using students' other languages in the classroom. These languages are now acknowledged as significant assets in

foreign language acquisition (Butzkamm, 2003), which has led to an increase in studies investigating the perspectives of teachers and students on English instruction that incorporates students' languages as an educational resource. Findings from these studies indicate a cautious yet growing acceptance of the judicious use of students' languages in the classroom, although this practice can still be associated with feelings of inadequacy among teachers (Garcia Cortés & Parks, 2019).

Research indicates a broad range of frequencies with which students' languages are used in English lessons. Teachers report using these languages for both educational and social purposes, such as more effective explanations of grammar and vocabulary, and creating a more inclusive and humane classroom atmosphere (Yao, 2011; Cahyani, de Courcy, & Barnett, 2018).

Despite these findings, there is still a lack of research comparing teachers' self-reported language practices with actual classroom observations, as well as how these practices are perceived by students. This study seeks to explore these issues within the Uzbek context, particularly among private language school teachers and their students. The objective is to address existing gaps in the literature and extend this line of inquiry into a new and linguistically interesting geographical context. A mixed-methods approach will be adopted, incorporating questionnaires for both teachers and students, as well as classroom observations. This methodology aims to triangulate the data, thereby offering a comprehensive analysis of attitudes towards and practices of own-language use in the classroom.

CHAPTER 2: LITERATURE REVIEW

In this review of selected literature relating to language use in foreign language classrooms, Section 2.1 delineates the terminology utilised in this thesis and provides justification for their selection. Section 2.2 offers a historical overview of monolingual and bilingual teaching practices, discussing how bilingual methods were initially marginalised but later recognised in academic discourse. Section 2.3 presents research on bilingual classroom practices, specifically examining teacher and student perceptions of own-language use, its functions, and frequency. Section 2.4 conducts a critical analysis of the methodologies employed in the studies discussed in the preceding sections, identifying research gaps and outlining how this study intends to address these issues. Subsequently, Section 2.5 focusses more closely on the context of the current study, Uzbekistan. The literature review concludes with a summary and brief discussion of the entire discourse.

2.1. TERMINOLOGY

The terminology employed in discussing language choice in foreign language classrooms, as in other areas of academic discourse, can lead to significant ambiguity because different scholars use varying terms to denote the same concept (Hall & Cook, 2012). This necessitates a thorough examination of terminology within this thesis, including a justification for the preferred terms.

In addressing the language already known by teachers and students, terms such as “first language” (L1), “native language,” and “mother tongue” frequently appear in the literature. However, Cook (2010) contends that these terms are inadequate for a number of reasons, many of which are relevant within the context of this study. Firstly, he argues that the term “first language” presupposes a definitive hierarchy in the languages spoken by bilingual or multilingual individuals. In the

context of Uzbekistan's multilingual landscape, where individuals may fluently speak Uzbek, Russian, and other minority languages (Djuraeva, 2022), the assignment of a single "first" language would thus require consulting participants regarding which language they initially learned or consider their primary language. Secondly, Cook (2010) critiques the term "native language" for its vagueness and lack of precision while Rampton (1990) notes that the term implies language is genetically inherited, oversimplifies the spectrum of language proficiency through binary classification, and overlooks the multilingual experiences of many individuals by assuming singular language proficiency. Lastly, as Cook (2010) argues the term "mother tongue" is emotionally charged and can be misleading, as it assumes that individuals speak the language of their maternal lineage, disregarding cases where speakers may not know even a single word of their mother's language. As an alternative to all the above, he proposes "own language," defined as the languages students already understand and use as a foundation for acquiring another language, which this thesis will adopt.

Similar terminological issues prevail with the language being taught, with the commonly used terms including "second language" (L2), "foreign language," and "target language." "Second language" implies that learners are monolingual and are engaged in the process of learning a second language, which does not hold in contexts such as in Uzbekistan where individuals are proficient in multiple languages (Djuraeva, 2022). Therefore, "foreign language" and "target language" will be used to refer to English in this work. Having now clarified the terminology, the subsequent discussion focusses on the historical overview of own-language discourse in academia and practice.

2.2. OWN LANGUAGE: FROM FOE TO FRIEND

This section presents a brief historical overview of monolingual and bilingual teaching approaches and explores how prominent teaching methods of different periods dictated, if not enforced, language choice in the classroom. It will do so by first discussing origins of monolingual teaching and how bilingual teaching persisted, to later be acknowledged in literature and practice as a valuable resource.

2.2.1. Banning own language

From the 19th century monolingual teaching was widely advocated, achieving the status of an unchallenged assumption both in language teaching literature and classroom practice, sometimes for commercial reasons (Hall & Cook, 2012). This approach primarily aimed to counter the prevailing Grammar-Translation Method (GTM), which was initially used for teaching classical Greek and Latin texts and later applied to modern languages. The GTM, characterised by its heavy reliance on own language and emphasis on the explicit instruction of grammatical rules and translation exercises at the expense of oral proficiency, was widely criticised for its impracticality (Howatt & Smith, 2014). By the late 19th century, the deficiencies of the GTM, particularly its insufficient emphasis on spoken language, spurred calls for significant reforms in language teaching methodologies.

In response, the Reform Movement arose in the 1880s, emphasising the teaching of spoken language and introducing predominantly monolingual methods, such as the Direct Method (Howatt & Smith, 2014). Initially, reformers did not rigidly enforce the exclusion of students' own language and allowed for its judicious use (Cook, 2010). However, subsequent commercial interests in English language teaching (ELT) led to the strict implementation of monolingual approaches. As Cook (2010) notes, private language schools and publishers, driven by financial motives, favoured a uniform approach to ELT, which did not require employing

teachers who spoke the students' own languages or translating coursebooks for different markets. The private Berlitz Schools were pioneers in strictly prohibiting the use of own language, even installing microphones in classrooms to monitor compliance.

Subsequent phases in ELT, such as the Scientific Period (c. 1920–1970) and the Communicative Period (c. 1970–2000+) (Howatt & Smith, 2014), continued to emphasise the extensive use of the target language, with only limited allowance for the students' own language (Alharbi, 2019; Richards & Rodgers, 2014). Hall and Cook (2012) suggest that the persistence of monolingual teaching in the face of substantial shifts of the 20th century—such as the rise of structuralist linguistics, nativism, and corpus linguistics—implies that the origins of this approach are primarily practical (hinting at financial motifs) rather than theoretical.

2.2.2. Acknowledging own-language use

Despite the marginalisation of own-language use within the public discourse of language education throughout much of the previous century, its presence has persisted and, arguably, increased across diverse educational contexts (Butzkamm, 2003), to later re-remerge in academic discussions. Hall and Cook (2012) attribute the resurgence of interest in utilising own language within educational settings to paradigm shifts within the academic and political landscapes of language teaching, coupled with an enhanced acknowledgement of speaker identity.

Documentation of bilingual educational practices is globally widespread, with examples from Canada (de la Campa & Nassaji, 2009), China (Hu, Afzaal, & Alfadda, 2022), Ethiopia (Temesgen & Hailu, 2022), Libya (Adriosh & Razı, 2019), Malta (Gauci & Grima, 2013), Norway and Cyprus (Neokleous & Karpava, 2023),

Saudi Arabia (Zaghlool & Altamimi, 2023), Türkiye (Eldridge, 1996; İnal & Turhanli, 2019), the USA (Guthrie, 1984; Wong-Fillmore, 1980), Vietnam (Grant & Nguyen, 2017), and others.

As early as the 1970s and 1980s, researchers were already investigating classroom own-language use, primarily focussing on the relative proportions of own and target language use, and own language functions, especially in North American bilingual classrooms (Lin, 2013). For example, Wong-Fillmore (1980) explored the balance between linguistic minority children's own languages (e.g., Spanish, Chinese) and the societal language (English) in teacher talk. Observational data indicated that whole-class teacher talk was predominantly in English (92%), whereas individual teacher-student interactions showed increased use of the students' own languages (e.g., Chinese) (28%). Likewise, Guthrie (1984) observed that teachers either almost prohibited or rarely used students' own languages (7%). These early studies exemplify emerging academic interest in own-language use, revealing its application, albeit limited, despite the prevailing monolingual preferences of the time.

In subsequent decades, scholarly advocacy for own-language use expanded. Butzkamm (2003), for example, proposed a theoretical framework for strategically using own language to enhance learning, describing it as "the most important ally" in foreign language acquisition (p. 30). He argued that exclusively monolingual teaching methods lead to imprecise language acquisition, exemplified by students confusing "sky" for "cloud" from an image in a monolingual textbook due to the absence of translation. Furthermore, he noted that the lack of bilingual resources, such as translated explanations of grammatical and vocabulary points in textbooks, often results in frustration and, consequently, counter-productive, erratic, and excessive use of the own language.

It should be noted that the discussion above does not advocate for the predominance of own language over the target language but emphasises its facilitative role and, occasionally, the advantages of bilingual teaching over monolingual approaches in certain contexts. Chalmers (2019), for example, references extensive research from bilingual educational environments, showing that students in bilingual programmes frequently outperform their counterparts in English-only settings across the curriculum.

Building on the scholarly discourse outlined above, the subsequent section shifts focus to classroom implementations, specifically examining the perceptions, functions, and extent of own language use in practice.

2.3. OWN LANGUAGE IN CLASSROOMS

2.3.1. Perceptions towards own-language use

Research conducted in various linguistic contexts and language classrooms (e.g., English, German, Italian) suggests that the utilisation of students' own languages in classrooms is often deemed inevitable by educators (Cook, 2010; Neokleous & Karpava, 2023; Temesgen & Hailu, 2022). While teacher and student attitudes towards own-language use are generally favourable (Shin, Dixon, & Choi, 2019), some educators still regard this as a last resort, preferring an exclusive focus on the target language despite acknowledging the supportive role of bilingual pedagogy (e.g., Garcia Cortés & Parks, 2019; Neokleous & Karpava, 2023).

These divergent perspectives can be elucidated through Macaro's (1997) taxonomy of teacher attitudes towards the use of own language. Employing comprehensive surveys and interviews, Macaro delineated three principal stances on own-language use among teachers: virtual, maximal, and optimal. Firstly, the "virtual position" endorses a wholly immersive environment where only the target language is used, similar to the natural language acquisition contexts of children

and immigrants. Secondly, the "maximal position" supports the ideal of exclusive target language use but acknowledges its practical limitations; its proponents often experience feelings of guilt when resorting to the own language. Lastly, the "optimal position" advocates for the strategic employment of the own language judiciously in the instructional process, contending that its selective use can significantly improve comprehension and educational outcomes compared to a rigid target-language-only approach. The perspectives outlined in the preceding and subsequent paragraphs align with this commonly referenced classification.

Globally, research consistently supports an optimal perspective towards the inclusion of own language in teaching. For example, a survey conducted by Hall and Cook (2014) that included 2,785 in-service teachers from 111 countries found that a substantial majority (73.5%) of respondents did not support completely banning the students' own language, instead allowing its use at specific times during the lesson. This favourable view is substantiated in a more recent review by Shin et al. (2019), which confirmed that the vast majority of teachers and students recognise the crucial role of own language in the acquisition of foreign languages. Evidence from various studies they reviewed indicates that exclusive instruction in the target language may result in lower levels of student engagement, both verbally and cognitively, potentially leading to confusion, frustration, and total disengagement.

Looking more specifically at regional contexts, European studies similarly affirm the beneficial role of own language in educational settings, although it is occasionally viewed as a last resort (e.g., Gauci & Grima, 2013; Neokleous & Karpava, 2023). In Macaro's terms, teachers predominantly hold either the maximal or optimal views. For instance, a study by Gauci and Grima (2013), focussing on Italian language instruction in Maltese secondary schools, assessed

the perspectives of teachers (n=6), teacher educators (n=3), and students (n=93) on own-language use. Classroom observations, interviews, and student questionnaires indicated that most teachers embraced the optimal stance, perceiving bilingual instruction as particularly advantageous for younger or less proficient students and viewing a strict Italian-only policy as potentially alienating and demotivating. Teachers also highlighted the importance of the own language in shaping students' identities, while teacher educators acknowledged the utility of Maltese as a metalinguistic tool and motivator, albeit with cautions against its simplistic application. This positive valuation of Maltese was also observed among students, with 72% recognising its value in the learning process and noting that even minimal use could enhance their motivation.

Other European studies reflect not only optimal but also maximal attitudes among teachers. For example, a qualitative study by Neokleous and Karpava (2023) explored the views of 59 pre-service English teachers in Norway and Cyprus. Interviews with Norwegian participants revealed that they typically held an optimal view, considering the use of own language as "inescapable" and beneficial for enhancing the learning experience (p. 6). Conversely, attitudes among Cypriot participants were more varied; some viewed it as "truly helpful" (optimal), especially for less proficient students, while others saw it as a last resort (maximal) (p. 7). While these findings are insightful, a more comprehensive research design involving additional methodologies such as questionnaires, classroom observations, and data triangulation might have provided deeper insights into these varying attitudes.

Findings from North America also align with those from Europe, generally reflecting a positive attitude towards the inclusion of own language in teaching. However, certain studies highlight a preference for exclusive target-language

instruction (i.e., the maximal position). For example, Garcia Cortés and Parks (2019) observed among five English teachers at a Quebec elementary school that they primarily advocated for an English-only approach, despite acknowledging the educational value of the own language, French. Participants suggested that a teacher's frequent use of own language might stem from a lack of pedagogical strategy knowledge. Intriguingly, in their explanation of what deterred them from adopting strictly monolingual practices, these participants considered broader societal attitudes towards English in Quebec, perceived as a threat to French, and the corresponding minimal parental support for English studies. In another study in western Canada, however, De La Campa and Nassaji (2009) documented a more favourable perspective in German language classes at the university level. Teachers in this study (n=2) generally viewed the own language as not only conducive to language teaching but also as fostering a supportive and enjoyable learning environment. Although both studies employed a mixed-method design, featuring longitudinal classroom observations and interviews, incorporating student perspectives could have potentially offered deeper insights into the underlying reasons for the observed teacher beliefs and practices, as student-related factors might have played a part, in a similar fashion to the societal attitudes towards English in Quebec.

Finally, in Asia, there is a broadly unanimous recognition of the facilitative role of own language in educational settings by both teachers and students. For instance, a study conducted in Saudi Arabian high schools by Zaghlool and Altamimi (2023) demonstrated that both teachers and students perceive the use of Arabic as effective in enhancing English comprehension and facilitating interactions whilst also reducing student anxiety. While the questionnaire results from a considerable number of participants (100 teachers, 122 students) offer substantial insights, the study could be enhanced by: a) providing a sound rationale for conducting the

research within this specific context (instead of merely stating that this niche setting has not been investigated), and b) incorporating classroom observations or interviews to further substantiate these findings (Ritchie, Lewis, Nicholls, & Ormston, 2014) and address the limitations inherent in relying solely on quantitative methods (Dörnyei, 2007). In a previous study in Türkiye, İnal and Turhanli (2019) avoided these methodological constraints by incorporating interviews alongside questionnaires. Their research among 18 university teachers revealed a preference for a judicious use of Turkish in English language classrooms. However, the phrasing of one of their research questions— "What do you think would be a problem to you and your students if you use English exclusively in the EFL [English as a foreign language] classes?"—might reflect an underlying bias, suggesting that the researchers were prompting participants to confirm a particular perspective rather than freely expressing their own views.

It follows from the discussion above that globally, current teacher and student perceptions demonstrate an acknowledgment of own-language use, with educators aligning with either a maximal or optimal stance as outlined in Macaro's taxonomy. However, the analysis has also highlighted considerable methodological deficiencies in these studies, such as an overreliance on self-reported questionnaire data and results that do not extend beyond these reported responses. It has been suggested therefore that studies adopt a more holistic design, one that not only captures reported views but also delves into underlying motivations, confounding factors, and student perspectives to provide a more comprehensive understanding.

2.3.2. Functions of own-language use

The employment of students' own language within the classroom fulfils multiple functions, primarily encompassing educational, social, and disciplinary roles (Hall & Cook, 2014; Shin et al., 2019). The educational advantages of using own

language are underscored by studies conducted on a global scale. For instance, a survey by Hall and Cook (2014) involving teachers from 111 countries revealed that 72% of respondents (occasionally, frequently, or always) used own language for clarification purposes, followed by vocabulary (61.5%) and grammar explanations (58.1%). Earlier research by De La Campa and Nassaji (2009) in Canadian German language classes also identified translation for vocabulary explanation as the most common reason for own-language use. They observed that 21.6% of own language instances by an experienced teacher involved translation, compared to 41.8% for a novice teacher, indicating the role of teaching experience. Similarly, Yao (2011) discovered that 73.1% of surveyed EFL teachers in China either agreed or strongly agreed that they could more effectively explain grammar and vocabulary in Chinese. This observation was further supported by Adriosh and Razı's (2019) study in Libyan tertiary classrooms, where Arabic was primarily used to elucidate complex linguistic points such as syntax. These findings indicate that the educational applications of own-language use predominantly benefit students.

In addition to the educational roles, the interpersonal or social functions of own language use are also significant. Findings from Hall and Cook's (2014) global survey show that 53.2% of the teachers utilised own language to build rapport and improve the classroom atmosphere. Grant and Nyugen (2017) also confirmed this. Their study on 12 Vietnamese tertiary-level EFL teachers found that own language was employed for affective purposes, such as addressing teachers' and students' emotional needs, and enhancing identity and rapport. For instance, one teacher used Vietnamese when unwell to engender student empathy. Another noted that own language reduced the distance between themselves and their students, fostering closeness. This interpersonal role was also found in Cahyani et al.'s (2018) research in Indonesian tertiary classrooms, which further illustrated that

teachers used own language to humanise the learning environment by incorporating humour, alleviating anxiety, and offering praise.

On top of these interpersonal roles, a third significant function of own language is its use in disciplinary contexts, where teachers often recourse to it to maintain order within the classroom. Hall and Cook's (2014) study indicated that half of the participants employed own language for disciplinary purposes, a finding that is also reflected by 44.4% of the teachers in İnal and Turhanli's (2019) research in Türkiye. Additionally, Ataş and Sağın-Şimşek's (2021) examination of Turkish university EFL classes showed that a teacher used Turkish to effectively quieten noisy students, demonstrating the immediate efficacy and authenticity that the own language can provide in managing classroom behaviour. Similarly, the ineffectiveness of the target language for disciplinary purposes has also been observed in African contexts. For instance, in Ethiopia, Temesgen and Hailu (2022) found that English was ineffective in dealing with misbehaviour, prompting teachers to revert to the own language, Amharic, to exert control and assert authority. These observations suggest reasons why some educators consider own language as a "back-up plan" that "could bring a significant number of advantages" (Neokleous & Karpava, 2023, p. 6), while scholars encourage teachers not to feel ashamed about its use (Temesgen & Hailu, 2022), as it is deemed "the most important ally" in foreign language acquisition (Butzkamm, 2003, p. 30).

2.3.3. Frequency of own-language use

Research on the frequency of own-language use corroborates Hall and Cook's (2014) global observation that own language is employed in various contexts and settings worldwide. In Shin et al.'s (2019) recent review of 44 studies, over half (53%) examined the extent of own-language use, among other aspects. The review highlighted significant variability its frequency, even within the same institutions.

For instance, Izquierdo, Martínez, Pulido, and Zúñiga (2016) documented that nine Spanish-speaking teachers teaching English in Mexican secondary schools utilised own language between 27% and 69% of the lesson time. Later studies, such as those by Garcia Cortés and Parks (2019) in Quebec, Canada, also confirmed this variability. They reported an average 11% own-language use in teacher talk, with individual figures ranging from as low as 0.7% to a maximum of 21% among six teachers. This was explained by teacher beliefs, with some holding a strong preference for an English-only approach, resulting in more focus on target language in their discourse. Meanwhile, in western Canada, De La Campa and Nassaji (2009) observed less variability between two participants in German language classrooms. They catalogued every teacher utterance, categorising it as either own or target language and noted that an experienced teacher (with 20 years' experience) switched to own language, English, 9.3% of the time, whereas a novice teacher did so 13.2% of the time (11.3% on average for both). However, the study did not explore factors beyond years of experience that might influence language choice despite the notable lack of variance between teachers with vastly different levels of experience.

2.4. RESEARCH GAPS AND THE CURRENT STUDY

The critique of the above studies underscores several research gaps, which exist as a domino effect. Firstly, most studies have employed a singular approach in participant recruitment, focussing exclusively on either teachers (e.g., Grant & Nguyen, 2017) or students (e.g., Eldridge, 1996), with only a few addressing both groups (e.g., Zaghlool & Altamimi, 2023). This has resulted in a second issue of repetitive research questions, where the only novelty lies in the inclusion of a new niche setting, such as a rural secondary school in Ethiopia (Temesgen & Hailu, 2022). Researchers often limit their investigations to questions such as: a) What are the teachers' views on own-language use? b) What are the students' views on

own-language use? c) What are the functions of teachers' own-language use? This repetition arguably stems from the singular participant recruitment practices. Consequently, a third research gap emerges, characterised by repetitive and separationist data analysis methods. Studies have adopted research designs that treat data from teachers and students as though their voices and practices exist in isolation. For instance, despite having both teacher and student questionnaire data, Zaghlool and Altamimi (2023) did not statistically compare and triangulate these data, which could have provided new insights and research directions. Lastly, to mitigate the repetitiveness in their studies, authors have often cited their new setting as the significance of their research, without explaining why the new setting is pertinent in the first place.

These practices have created research gaps that need to be rectified rather than reinforced. To address some of these gaps, the present study aims to introduce novelty in its objectives, research questions, data analysis, and findings. Firstly, the singular participant focus will be addressed by exploring both teacher and student perceptions, as well as the practices of teachers regarding own-language use. Secondly, two novel research questions will be introduced to provide new directions in this field of research. Thirdly, to answer these new questions, both quantitative and qualitative data from teachers and students will be triangulated, addressing the separationist analytical approaches noted earlier. Finally, this study aims to tackle the issue of introducing new contexts without stated pertinence by exploring an unexplored yet relevant context, Uzbekistan, particularly in light of the ongoing ELT shift within the region. The following discussion now focusses on this new context.

2.5. CURRENT CONTEXT: UZBEKISTAN

Little research has been conducted on language teaching and learning in Central Asia, the few existent papers being only descriptionist (e.g., Hasanova & Shadieva, 2008). Despite the growth in EFL in Uzbekistan, to the best of our knowledge, no empirical research has thus been carried out on own-language use in classrooms.

2.5.1. Uzbekistan - background and linguistic environment

Uzbekistan, located at the heart of Central Asia, gained independence from the Soviet Union in 1991 and has since been distancing itself from its post-Soviet identity. With a population exceeding 36 million, Uzbekistan is predominantly comprised of ethnic Uzbeks, along with significant minorities such as Tajiks, Kazakhs, Karakalpaks, and Russians (Statistics Agency, 2021, 2023a). In recent years, Uzbekistan has initiated reforms aimed at enhancing governance and economic liberalisation, positioning itself as a key player in Central Asian geopolitics (Madaminov & Ashurova, 2019). These changes have also diversified the linguistic landscape of the nation.

Linguistically, Uzbek is the official language of government, education and media, and is predominantly spoken within the nation but also across various regions of Central Asia, with 60 million speakers globally (Kun.uz, 2022). Historically, this Turkic language has been written in Arabic, Latin, and Cyrillic scripts. Most recently, it has been reverted to the Latin script to promote modernisation and facilitate de-Russification in the post-independence era.

Despite Uzbek being the predominant language, Russian still maintains significant prevalence in the country due to historical ties with the Soviet Union and geopolitical proximity to Russia. Recognised for its job prospects and social prestige, Russian is included in the national curriculum from Grade 1. In the capital, Tashkent, a significant number of parents elect to send their children to

Russian-medium schools to ensure bilingual proficiency of their children. Such is the prevalence of Russian in some areas that Hasanova (2020) notes the Russian-language street signs in Bukhara City, for example, are as frequent as those in Uzbek.

Contributing to this linguistic diversity, English has recently risen in prominence in Uzbekistan, influenced by growing societal interest and supportive governmental initiatives. An increasing number of learners are pursuing English language education to enhance their academic and career prospects but also for reasons of mobility and economic stability (Djuraeva, 2022). In response, the government has actively implemented policies such as full reimbursement of fees for international language proficiency exams, contingent upon achieving specified grades (Cabinet of Ministers of the Republic of Uzbekistan, 2021). However, the historical context of ELT in the country shows a different narrative.

2.5.2. ELT in Uzbekistan

2.5.2.i. ELT in Soviet Era Uzbekistan

Under the governance of the Soviet Union from 1918 to 1991, English was seen as "just another foreign language" (Hasanova & Shadieva, 2008, p. 138). Outside of education, its practical applications were confined largely to state-controlled professional sectors such as diplomacy and foreign affairs (Hajar & Tabaeva, 2024), indicating a limited role in everyday life. Within classrooms, the teaching methodology primarily followed the GTM (Bartley, 1971), which resulted in students being able to "rattle off grammatical rules," while not being able to carry out "even the simplest conversation in the foreign tongue" (Ornstein, 1958, pp. 384-385). It should be noted that these observations pertain to the broader Soviet context, with specific data for Uzbekistan being scarce. It is reasonable to infer, however, that similar challenges may have been present in Uzbekistan, potentially to a greater extent. To address these issues, after gaining independence in 1991,

Uzbekistan initiated reforms to enhance ELT, although these were not without their own challenges.

2.5.2.ii. ELT in independent Uzbekistan

Following the dissolution of the Soviet Union, Uzbekistan initiated reforms in its educational system aimed at reducing the predominance of Russian by incorporating English into its curriculum, in an attempt to enhance international relations (Hasanova, 2020). The shift was supported by multiple initiatives, including partnerships with Anglophone organisations, the introduction of English from Grade 1, policies for reimbursing fees for international examinations such as IELTS, and extensive language requirements for university admissions (Cabinet of Ministers of the Republic of Uzbekistan, 2021; Madaminov & Ashurova, 2019). These have markedly influenced the educational landscape, increasing societal recognition of English for its role in providing academic, professional, and economic opportunities (Djuraeva, 2022; Hasanova, 2016).

The 1990s saw transformations in the field of ELT through partnerships with Anglophone institutions. Following the Education Act of 1992, in collaboration with the British Council, there was an attempt to transition from the traditional GTM classrooms to more practical communicative approaches, such as Communicative Language Teaching (CLT), through teacher training programmes and curriculum revisions (Hasanova, 2007). A partnership with the American volunteering agency Peace Corps was also signed to elevate educational standards through student-centred pedagogical approaches and extra-curricular language activities (Hasanova, 2020). Although the partnership with the Peace Corps was terminated in 2005 due to governmental scepticism, the influence of the initiatives continued to be evident within society.

Further developments were initiated by a presidential decree in 2012, aimed at enhancing the language learning system to align with global educational standards (Bezborodova & Radjabzade, 2022). This decree led to the implementation of English from Grade 1 (down from Grade 5). As a result, Russian language instruction was reduced to accommodate an increase of 35–40% in English teaching hours (Hasanova, 2016).

Efforts to improve language education persisted, with government financial support for private language centres, bonuses for teachers with CEFR C1 proficiency, provision of new books for language teachers, increased quotas for language-related degrees, and full reimbursement of international exam fees for high-achieving test-takers in IELTS, TOEFL, and Cambridge English (Cabinet of Ministers of the Republic of Uzbekistan, 2021).

Comprehensive as they were, the implementation of the policies has encountered challenges. Critiques often focus on the top-down nature of these reforms, which were non-transparent and struggled to effectively engage educators, leaving them under-informed about new educational policies and methodologies (Madaminov & Ashurova, 2019). Hasanova (2016) also observes that the classroom application of CLT has been largely unsuccessful, its presence being at conference discussions only. The continued reliance on the GTM (hence excessive use of own language), driven by inadequate training and limited resources illustrates the complexities of ELT changes in Uzbekistan (Bezborodova & Radjabzade, 2022; Hasanova, 2007, 2016; Madaminov & Ashurova, 2019).

2.5.2.iii. Growing distrust in formal English education

These systemic challenges within the state education system not only hinder the adoption of modern educational methods but also lead students and their families to seek alternatives such as private tutoring (PT), motivated by the desire for

improved educational outcomes (Hajar & Tabaeva, 2024). Khaydarov (2020) conducted a longitudinal study involving 109 Grade 12 students and their teachers over a 12-month period in Uzbekistan, finding that 95% of students participated in PT, primarily to enhance their performance on university entrance examinations.

In a recent comprehensive study by Hajar and Tabaeva (2024), the authors report a marked preference among parents and students for PT over formal schooling. Findings from their mixed-methods design, incorporating questionnaires, interviews, and drawings, reveal that 32% of surveyed primary schoolchildren in Grades 5 and 6 (ages 11-12) had engaged in English private tutoring (EPT), suggesting a growing distrust in the efficacy of school-based English language instruction, even from primary level. Interviews with 50 schoolchildren indicated that EPT sessions were perceived as more effective learning environments compared to traditional school settings and associated with enjoyable activities such as playing at the beach or exploring space, thanks to the interactive technologies and games used in tutoring. Furthermore, the authors suggest that PT rates, including those for EPT, likely escalate in higher grades, particularly during the final year of school education when students prepare for high-stakes university entrance exams. This inference aligns with other research indicating that participation in PT among final-year school students in Uzbekistan is close to 100% (Khaydarov, 2020).

The current study thus aims to investigate the distinctive and evolving context of EFL in Uzbekistan in private language schools, as they offer unique teacher and student insights in the face of recent policy changes, increasing recognition of English as a valuable asset and growing distrust in formal English language education.

SUMMARY

The present review has conducted an analysis of the literature on the use of own-language globally and on ELT within the Uzbek context. This analysis has identified several research gaps and outlined how this study intends to address them. Specifically, previous research has been critiqued for its uniform approach to participant recruitment, which has resulted in repetitive and non-innovative research questions. This homogeneity has, consequently, led to the frequent use of similar, and often isolated, research methodologies across different studies. Moreover, the only originality some studies claim is their new context, which is seldom discussed in terms of its relevance.

This study proposes to fill these gaps by engaging both teachers and students to explore their perspectives and classroom practices, thereby introducing novel research questions. These new inquiries necessitate a more comprehensive analytical approach, involving the triangulation of data, to yield broader insights into the perceptions, practices, and purposes of own-language use in the distinct and evolving context of Uzbekistan.

CHAPTER 3: METHODOLOGY

3.1. OVERVIEW

To address the gaps identified in the literature on own-language use with regard to methodological limitations and geographical context, this study is both descriptive and exploratory in nature. It is designed to expand the research into a new context, Uzbekistan, thus far unexamined. This context is expected to offer unique insights given that the teachers who acquired English through the own-language reliant GTM are now expected to conduct lessons through the English-only CLT method (Inter Nation, 2023b; Madaminov & Ashurova, 2019). Considering the growing distrust in formal school education in the country (see Section 2.5.2.iii), this project is set in a private language school setting. The study starts with classroom observations in the form of audio recording to analyse the practices of teachers regarding own-language use, followed by online questionnaires both to teachers and students. Data is collected using both quantitative and qualitative measures, and triangulated, as appropriate, to provide a comprehensive overview of teacher and student perceptions of own-language use in EFL classrooms in Uzbekistan, as well as teacher practices, including the frequency and functions of own-language use in these classrooms.

3.2. RESEARCH DESIGN

A mixed-methods approach is employed in this study, combining mostly quantitative, but also qualitative data collection techniques to gain insights into the views of students and teachers about own-language use and whether the two groups' views align; the extent to which Uzbek/Russian is actually used in the English classrooms in Uzbekistan; and what functions these languages serve. Unlike most previous studies which have focussed only on either teachers (e.g., De La Campa & Nassaji, 2009) or students (e.g., Eldridge, 1996), or employed

solely either questionnaires (e.g., Zaghlool & Altamimi, 2023) or classroom observations (e.g., De La Campa & Nassaji, 2009), the current study aims to bring together reported perceptions and practices and actual observations of the phenomenon of own-language use, with a view to adding validity to the findings (Ritchie et al., 2014), while at the same time attempting to avoid the drawbacks of a solely quantitative or qualitative research design (Dörnyei, 2007).

The study thus adopts a form of methodological triangulation by comparing quantitative data obtained from classroom observations (following De La Campa and Nassaji, 2009) to both quantitative and qualitative data from questionnaires (adopted from Hall and Cook, 2014). Both students and teachers were given similar questionnaires to be able to a) compare the perceptions of the two groups against each other, b) compare these reported perceptions and practices against the actual observations, and c) counteract the inevitable subjectivity arising from self-report of practices.

3.3. RESEARCH QUESTIONS

A total of three research questions (RQs), including two sub-questions, were formulated to explore the perceptions, practices, and purposes of own-language use in English language classrooms in Uzbekistan. Each is detailed below:

1) What are the reported perceptions of teachers and students of own-language use in the classroom?

1a) To what extent do teachers' and students' perceptions align?

In order to identify the perceptions of teachers and students regarding own-language use, and the extent to which the two groups align in their views, it was necessary to formulate RQ1 and RQ1a. Both RQs were answered through questionnaires.

2) What are the reported and observed practices of teachers regarding their own-language use, in terms of frequency and functions?

2a) To what extent do reported practices align with observed practices?

These questions focussed on capturing the reported and actual practices regarding own-language use and the extent to which teachers are aware of their practices as reported in RQ1. RQ2 was addressed through questionnaires only, RQ2a involved analysis of both the questionnaires and classroom observations.

3) What factors influence teachers' own-language use?

This question was designed to capture reasons for own-language use in classrooms, answered through quantitative questionnaire items and an open-ended question at the end of the instrument for qualitative data.

3.4. PARTICIPANTS

3.4.1. Population

The population were teachers and students from intact classes at a private language centre (henceforth, school) in Tashkent, the capital city of Uzbekistan. The teachers were all highly proficient in English, given that the school employs teachers at CEFR C1 level and above only. The students were typically-developing children aged 12 and above, and adults up to the age of 30 – the age range the school provides services for.

3.4.2. Sampling

3.4.2.i. School

The selection criteria for schools was any private language schools in Uzbekistan transitioning from grammar-centric methods to the English-only CLT method. Such schools can be expected to offer unique insights in the face of methodology shift, given that many of the teachers themselves have learnt English through the

own-language reliant GMT method (Madaminov & Ashurova, 2019). Two schools in the capital Tashkent were identified as either offering in-house CLT training or sponsoring CLT-based Certificate in English Language Teaching to Adults (CELTA) courses. Only one of the two schools accepted the offer to host the current study. All participants, both teachers and students, were affiliated with this school in Tashkent, Uzbekistan. At the time of writing, the school had 10 branches, serving around 10,000 students aged 12 and above, most of whom come from high socio-economic backgrounds.

Public schools were not of interest to this study, as Hasanova (2007) noted, an increasing number of public schools suffer from a shortage of qualified English teachers because of low pay, and because of the growing distrust in formal school education mentioned earlier (see Section 2.5.2.iii). Seeing that the issue of pay in the public sector still remains a problem to this day (Statistics Agency, 2023b), it could be argued that the matter of teacher qualification still prevails. Consequently, the present study exclusively targets private language centres, predicated on the understanding that higher pay (Inter Nation, 2023a; Work at Cambridge, 2022) attracts more qualified educators. Coupled with significantly smaller class sizes, this environment is expected to facilitate superior language instruction.

3.4.2.ii. Sample

All teachers and students who partook in the study were affiliated with the school. Inclusion criteria for participants is outlined in Table 3.1.

Table 3.1. Inclusion criteria for participants

Teachers	Students

Main teachers (not assistant teachers) employed at the schools, teaching across all English proficiency levels	Typically-developing students at the schools aged 12 and over

3.4.2.iii. Recruitment

Once ethical approval (Appendix A) was obtained, the school was contacted via email with a formal letter of invitation to the Head Teacher (Appendix B) alongside a proforma to fill out for consent (Appendix C). After obtaining clearance, a comprehensive set of documents was emailed to the school for distribution to teachers and students. This packet included:

- An information sheet, a consent form for teachers (Appendices D & E; F & G).

- An information sheet, a consent form for students aged 16 and above (Appendices H & I).

- An information sheet, an assent form for children aged 15 and below (Appendices J & K).

- A parent/guardian information sheet, a parent/guardian consent form for children aged 15 and below (Appendices L & M).

Translations of documents were provided where appropriate, and a week's time was given to all the potential participants willing to partake to sign and return the informed consent forms. The study only included teachers and students who, along with their parent or guardian, provided consent. A total of 127 participants, comprising 17 teachers and 110 students, consented to partake in the study. Physical copies of the Teacher Information Sheet and Consent Form were distributed to teachers who participated with their groups (see Section 3.4.iv.

below). Other teachers received these documents electronically prior to commencing the online questionnaire, in an effort to minimise paper consumption. All documents intended for students were printed and distributed physically by a school-appointed assistant to support the study.

3.4.2.iv. Teacher groups

The school identified teachers interested in the study and a list was provided to the researcher. Teachers were then randomly divided into two groups based on their involvement in the study's components. The first group, consisting of 5 teachers, participated with their students in both classroom observations and online questionnaire (see Section 3.5 below) to address all the RQs. The second group, comprising a further 12 teachers, contributed through questionnaire responses only, focussing on RQs 1, 1a, 2, and 3.

3.5. INSTRUMENTS

3.5.1. Questionnaires

Student and teacher questionnaires were intended to gather data about perceptions and reported teacher practices of own-language use. This instrument stands out as a highly effective and flexible research instrument, offering straightforward administration and the systematic gathering of data from large samples (Dörnyei, 2007). Both questionnaires were adapted from Hall and Cook (2014). Because Hall and Cook conducted a global survey on own-language use, several items in the questionnaire were deemed irrelevant to this study and removed, including questions about the country of employment, type of school, etc. Most modifications entailed revising the wording of questions and answers, particularly replacing "own language" and "own-language use" with "Uzbek/Russian" and "using Uzbek/Russian." This change was prompted by the findings of a pilot study (see Section 3.7 below), which indicated that participants found the original terms difficult to understand. The questionnaires featured

short-answer, rank order, Likert-scale and multiple-choice questions as well as an open-ended question for comments, and both included sections with the same questions, worded as appropriate to teachers and students, to enable comparison of perceptions and reported teacher practices. Questionnaires were distributed online via Qualtrics. Teacher questionnaire was distributed only in English, considering high proficiency level of teachers, while student questionnaire was available in English, Uzbek and Russian, with an option to change language at any time during the survey. Translations were checked for accuracy and clarity (see Section 3.7 below).

3.5.1.i. Teacher questionnaire

The teacher questionnaire (Appendix N) comprised six sections with a total of 14 items, detailed below:

Section 1 – Introduction: The section included an Information sheet, a consent form and a short embedded introductory video with instructions. Participants could proceed with the questionnaire only if they consented by ticking all the boxes in the Consent Form.

Section 2 – Your Own-Language Use: The section focussed on the frequency and functions of own-language use in teacher talk and contained a total of three items in the form of short-answer response, multiple-choice, rank order questions. Questions such as "How often do you use Uzbek/Russian in class on average?", "Here are ways teachers might use Uzbek/Russian in class. In your usual class, do you use Uzbek/Russian to…" were included in the section. The list of functions from the questionnaire is illustrated in Table 3.2.

Table 3.2. Own language functions (adapted from Hall and Cook, 2014)

#	Functions
1	Explain vocabulary
2	Give instructions
3	Explain grammar
4	Build a good relationship and a positive class environment
5	Correct spoken errors
6	Explain when meanings in English are unclear
7	Give feedback on written work
8	Discuss administrative issues (e.g. exam announcements)
9	Test and assess learners, check comprehension
10	Maintain discipline
11	Other

Section 3 – Your Opinion: This was designed to elicit responses about the views of teachers regarding own-language use in the classroom. The section included three Likert-scale Agree/Disagree questions. The section featured such questions as "Here are some reasons for using Uzbek/Russian in class. To what extent do you agree with each statement?" and "Here are some reasons not to use Uzbek/Russian in class. To what extent do you agree with each statement?", and

"Tick one box for each sentence below to summarise your use of Uzbek/Russian in your classroom".

Section 4 – Other Factors: Factors impacting teachers' own-language use, not covered in Sections 2 and 3, are addressed here through two Likert-scale questions. These items highlight aspects like employer expectations and teacher education, featuring statements like "My institution expects classes to be English-only" and "My in-service teacher training encouraged own-language use in class". Teachers gave their responses using a five-point Agree/Disagree scale.

Section 5 – Comments: In the form of an open-ended question for qualitative data, teachers were prompted to report any other information they deemed relevant.

Section 6 – Background Information: The five multiple-choice items in this section elicit responses regarding the years of experience, relevant qualification, English proficiency, level taught most often, and proficiency in students' own language.

3.5.1.ii. Student questionnaire

The student questionnaire (Appendix O) mirrored the teacher questionnaire but was abbreviated to 9 items across five sections. Care was taken to ensure comprehensibility of wording while maintaining similarity to the teacher questionnaire for comparative analysis, and Uzbek/Russian translations were also provided. The instrument was piloted among a group of Intermediate students for clarity and accuracy of translations. The contents are detailed below:

Section 1 – Introduction: An introductory text alongside a short instructional video in Uzbek (with Russian subtitles) was embedded.

Section 2 – Your Teacher's Own-Language Use: This 3-item section replicated Section 2 from the teacher questionnaire and was worded as appropriate to students.

Section 3 – Your Opinion: Perceptions of students regarding their use of own language in English language classrooms were elicited through three items, which mirrored questions from Section 3 in the teacher questionnaire.

Section 4 – Comments: An open-ended question eliciting comments was included for qualitative data.

Section 5 – Background Information: Information was collected on the age group and English proficiency of students.

Open-ended questions were positioned at the end of both questionnaires to prevent discouraging participants with the impression that extensive effort was needed for all questions (Wilkinson & Birmingham, 2003). Similarly, questions about personal background, such as age, English proficiency, and educational background, were situated towards the questionnaire's conclusion. This was done to circumvent any potential discomfort or resistance from respondents who might view questions on age and educational level as private matters (Dörnyei, 2007).

3.6. PROCEDURE

Data was collected in two stages:

Stage 1

One randomly-selected class of each teacher in the first group was audio recorded for 80 minutes, totalling at 400 minutes of audio recordings across five proficiency levels. This stage spanned a week at the beginning of April 2024. The assistant assigned by the school was present in the classroom only before the start of the lesson to set up a tablet and a lapel microphone provided to the teacher for a Microsoft Teams call. Recording started as soon as the teacher started the lesson. As the focus was on teacher talk only, video recording was not

necessary. The classroom observations were conducted first, before the questionnaires, as administering questionnaires first would most likely reveal the specifics of the study, thereby influencing teacher's normal own-language use during observation. At this stage, the teachers were told that the study focusses on English classrooms in Uzbekistan and no further information was provided.

Stage 2

During the following two weeks, questionnaires were disseminated to the students of the first group of teachers. Fifteen intact classes were surveyed, spanning five proficiency levels (Beginner, Elementary, Intermediate, Upper-intermediate and Advanced) with three classes per level. To avoid biasing the results, it was ensured that no teacher's multiple classes at the same proficiency level were given the questionnaire. To avoid classroom disruption, the assistant administered the questionnaire either before or after class time during a 10-minute break between classes as agreed by the teacher. Students were notified a lesson before administration either to arrive at least 10 minutes before class time or stay for 10 minutes after the lesson. The teacher was not present in the classroom during this time to avoid any potential pressure on students. Students were presented with a QR code to access the Qualtrics survey on their personal phone or tablet, with devices supplied to those without one. A short introduction was given, and students were prompted to ask any questions they had. While they were encouraged to complete the questionnaire, they were also informed that they could withdraw at any time without giving a reason. Students were given a teacher ID, also shared with their instructor. This was entered as the final item on the questionnaire, allowing for a comparison between the responses of the students and their teacher.

Finally, teacher questionnaires were disseminated to both the first and second group of teachers (n=17). Teachers were asked to complete the questionnaire at a time of their convenience within a week. The first group were given a unique teacher ID each and were asked to include this in the Comments section alongside any comments they might have. This was necessary to be able to match their responses with those of their students, for RQs 1a and 2a.

3.7. PILOTING

To test the questionnaires for ease of application, transparency and accuracy of translations, a pilot study was carried out among 10 Intermediate-level students and their teacher. To prevent any contamination effects, the pilot study was carried out at a university in Samarkand, Uzbekistan. Among the participants, two were Russian speakers and the remainder Uzbek speakers. Responses were collected in three languages: Russian from Russian participants, Uzbek from Uzbek participants, and English from all participants. Based on the results of the pilot study, a number of modifications were made to both questionnaires, including changes to the wording to ensure clarity of response. For example, in the teacher questionnaire, the terms “own language” and “own-language use” proved not easily accessible and were changed to “Uzbek/Russian” and “using Uzbek/Russian” instead. Russian and Uzbek translations of the student questionnaire were found to be easy to understand and accurate.

3.8. ETHICAL CONSIDERATIONS

The study received ethical approval (EDUC_C1A_24_081) from the Central University Research Ethics Committee of the University of Oxford prior to the commencement of data collection. Following this, the host school was contacted with information on the study aims and procedures. Once a research assistant was assigned and permission was granted to access the classrooms, the assistant was

asked to disseminate the Information Sheet and Consent Form to the first group of teachers. The Information Sheet for this group contained deception in the form of withholding specific aims of the study, as disclosure of these at this stage would likely influence usual practices during classroom observation. However, after the recordings had been made, teachers were informed of the specifics of the study. Following classroom observations, the research assistant was asked to disseminate Information Sheets, Consent and Assent Forms to students, and their parents/guardians in case of minors, to be signed and returned to the teacher indicating whether or not parental consent had been given. Only students who consented and those whose parent/guardian granted their consent were included in the sample. All Information Sheets highlighted the anonymity and confidentiality of the study, outlined the right of participants to withdraw at any point during the study without giving a reason or facing repercussions, and included relevant University webpage links alongside email addresses of the researcher, supervisor and Chair of the Social Sciences Committee for further information or complaints.

To mitigate any additional responsibilities for teachers, recording equipment was supplied and set up by the assistant, thereby minimising any disruption to the natural classroom environment. Every effort was made to ensure participant anonymity and avoid classroom disruptions. Students were not asked to include their name on the questionnaire. They were also reassured that their individual responses would not be shared with anyone, including their teacher, parents/guardians or school. It was reiterated that there were no right or wrong answers and that their responses would not affect their education at the school in any way. The student questionnaire was administered outside of class time to prevent any encroachment on instructional time and to obviate any imposition on

the teachers. Teachers were afforded the flexibility to complete the questionnaire at their convenience.

3.9. DATA ANALYSIS

The mixed-methods design of the study involved separate analysis of qualitative and quantitative data initially, followed by a triangulation of both data types to address the relevant RQs where appropriate, as illustrated in Table 3.3.

Table 3.3. Breakdown of data analysis

Research questions	Data collection instrument	Analyses
1) What are the reported perceptions of teachers and students of own-language use in the classroom?	Questionnaires (students & teachers)	Descriptive statistics, inferential statistics (Kruskal-Wallis test)
1a) To what extent do teachers' and students' perceptions align?	Questionnaires (students & teachers)	Inferential statistics (Mann-Whitney U test)
2) What are the reported practices of teachers regarding their own-language use, in terms of frequency and functions?	Questionnaire (teachers)	Descriptive statistics

2a) To what extent do reported practices align with observed practices?	Questionnaire (teachers), classroom observations	Descriptive statistics
3) What factors influence teachers' own-language use?	Questionnaire (teachers)	Descriptive statistics, qualitative analysis of open-ended responses

3.9.1. Quantitative analysis

Following the methodology of De La Campa and Nassaji (2009), transcriptions from classroom observations were analysed for own-language use. The total word count for each language was determined, enabling a calculation of the percentage split between English and Uzbek/Russian. Instances of Uzbek/Russian were then categorised by function, as listed in Table 3.2. Given the extensive volume of audio recordings and time constraints, it was decided to analyse only the first, middle, and last 15 minutes of the transcripts.

Questionnaire data was downloaded from Qualtrics and loaded into SPSS (version 29). For RQ1 on teachers' and students' own-language use perceptions, descriptive statistics were used to identify trends in responses. Inferential statistics were run to identify if student responses differed based on age group and proficiency level. To answer RQ1a on the alignment of these perceptions, inferential statistics were run. For RQ2 and RQ2a, descriptive statistics were run to identify the frequency and functions of own-language use as reported by the teachers and observed by the researcher. RQ3 was investigated both descriptively and qualitatively, enabling triangulation of data from questionnaire responses,

classroom observations and qualitative comments. Table 3.3 illustrates the breakdown of these.

3.9.2. Qualitative analysis

Teacher comments to the open-ended questionnaire item were grouped intuitively as categories emerged.

3.10. METHODOLOGICAL LIMITATIONS

Limitations should be acknowledged regarding the tools and participant sample in the study. All participants came from a private language school, likely reflecting a higher socio-economic status, which could influence the results. Therefore, the findings might not be entirely applicable to public school settings. Due to logistical constraints, the study was conducted at a single private language centre, so the results may not represent all such centres, which might vary in teacher qualifications, class sizes, and teaching materials. Additionally, while there was a significant number of student participants, they were all instructed by five teachers only. Finally, while the initial design included teacher interviews for more in-depth views on own-language use, due to time constraints this plan was later revoked. Future studies could include this for more insightful findings.

Despite these limitations, the data collected, and the conclusions derived offer valuable insights into perceptions and practices concerning the use of the own language in English classrooms in Uzbekistan, a context thus fur unexplored. Though exploratory and certainly with room for improvement, the study nevertheless lays the foundations for future research into the unique and shifting ELT context of Uzbekistan and adds valuable findings to existing literature by focussing on the topic in more depth than previous studies.

CHAPTER 4: FINDINGS

This chapter presents the results of the current study, detailing the analyses carried out on both the quantitative and qualitative data collected through online questionnaires and classroom observations. The findings were triangulated to address the following RQs:

1) What are the reported perceptions of teachers and students of own-language use in the classroom?

1a) To what extent do teachers' and students' perceptions align?

2) What are the reported and observed practices of teachers regarding own-language use, in terms of frequency and functions?

2a) To what extent do reported practices align with observed practices?

3) What factors influence teachers' own-language use?

4.1. PARTICIPANT BACKGROUND INFORMATION

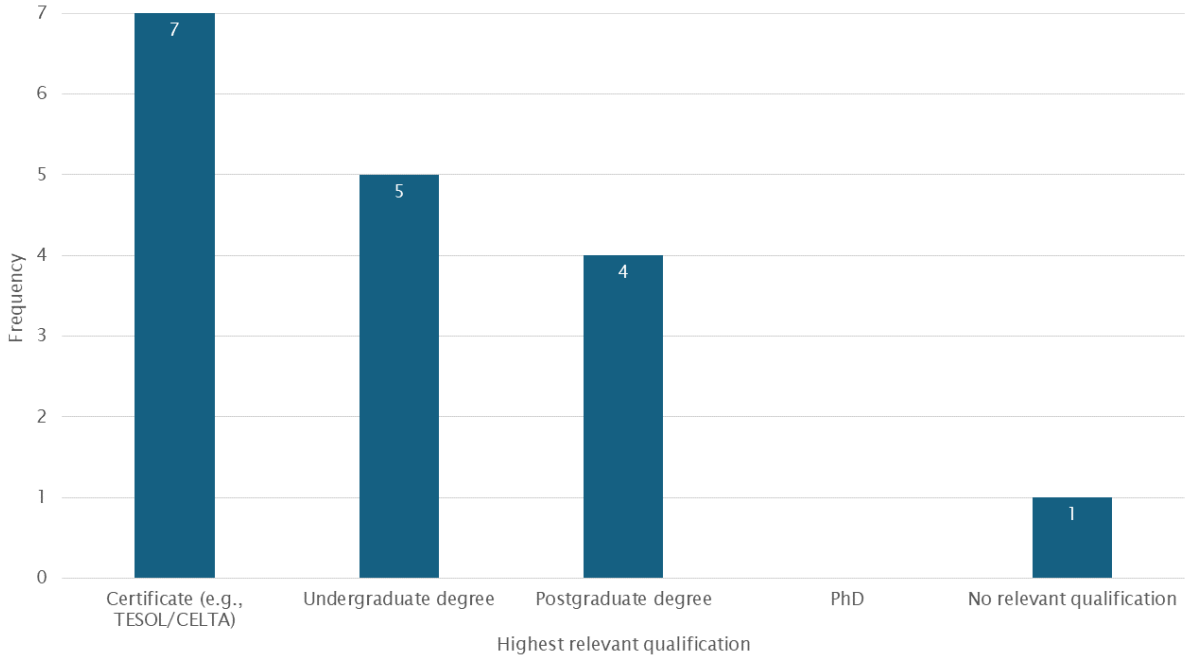
The following section will focus on descriptive statistics on teacher and student participants of this study, who were associated with a private language school in Tashkent, Uzbekistan that met the inclusion criteria of CLT transition and agreed to host the study. Data, including background information, was collected online via Qualtrics from both teachers and students.

4.1.1. Teacher background information

17 teachers were recruited from the school which was actively offering in-house CLT training programmes to its teachers at the time of data collection. The participants were asked about their highest relevant qualification, years of experience and English proficiency. Their responses to the background questionnaire indicated that they had varying levels of qualifications, as illustrated

in Figure 4.1. Because teachers were asked to report the highest relevant qualification, they could choose only one option, which meant other choices were mutually exclusive. A significant portion (n=7, 41.18%) held a teaching certificate (e.g., TESOL/CELTA), while others reported having an undergraduate degree (n=5, 29.41%), a postgraduate degree (n=4, 23.53%), and no relevant qualification (n=1, 5.88%). None of the teachers held a PhD.

Figure 4.1. Bar chart showing teacher qualifications



In terms of years of experience (Figure 4.2), almost half of the teachers had 5–9 years of experience (n=8, 47.06%), followed by 0–4 years (n=6, 35.29%), 10–14 years (n=2, 11.76%), and 15–19 years (n=1, 5.88%). None of the teachers reported having 20 or more years of experience.

Regarding their reported English proficiency (Figure 4.3), the teachers indicated being either at an Advanced (n=12, 70.59%) or Expert level (n=5, 29.41%). No teacher reported their proficiency as Intermediate or Upper-Intermediate.

Figure 4.2. Bar chart showing years of teacher experience

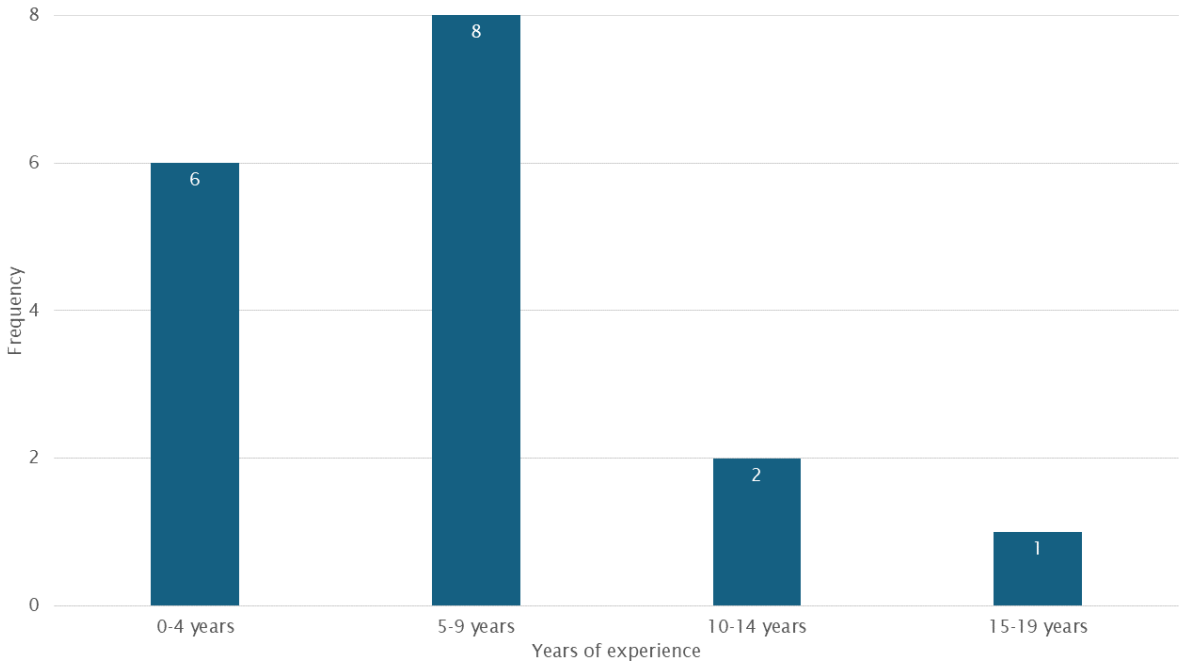
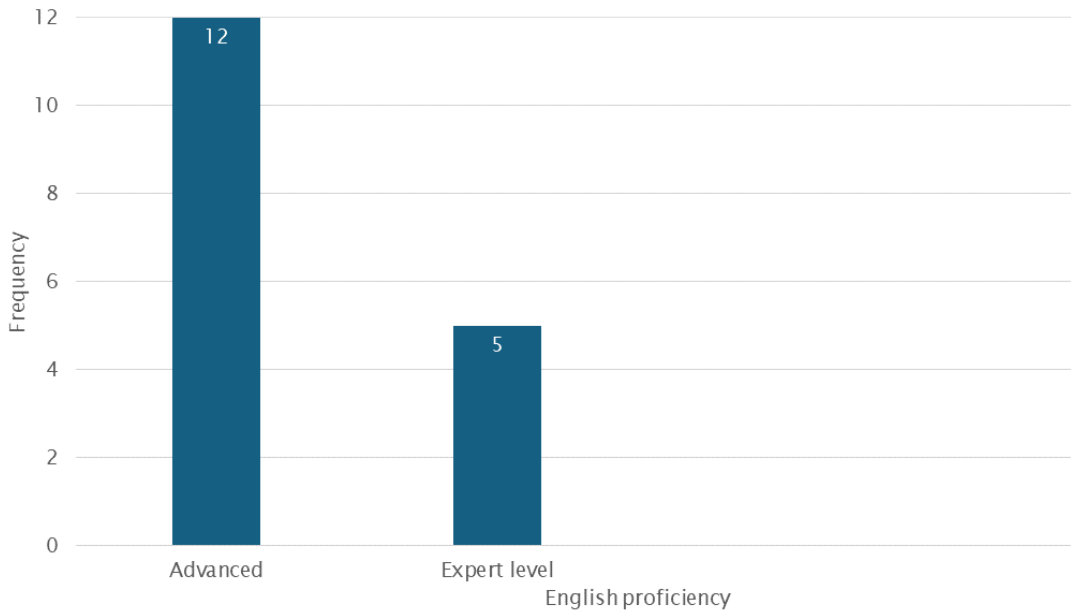


Figure 4.3. Bar chart showing reported teacher English proficiency



4.1.2. Student background information

110 student participants were recruited, all of whom were under the instruction of the five teachers whose classes were observed (Group 1). In addition to the main questions on own language, students reported their age group (12–17, 18–

23, 24+), English proficiency and class groupings as indicated by their teacher ID (Table 4.1). The majority of the students were between the ages of 12-17 (n=67, 60.9%), followed by 18-23 (n=37, 33.6%) and 24 and over (n=6, 5.5%).

Table 4.1. Student background information

	Groups	Frequency	Percent
Age group (n=110)	12-17	67	60.9
	18-23	37	33.6
	24+	6	5.5
Reported proficiency (n=109)	Beginner	9	8.2
	Elementary	36	32.7
	Intermediate	27	24.5
	Upper-Intermediate	17	15.5
	Advanced	20	18.2
Teacher ID (n=109)	Teacher 1	22	20
	Teacher 2	19	17.3
	Teacher 3	17	15.6
	Teacher 4	20	18.3
	Teacher 5	31	28.2

Out of 110 students, 109 reported their proficiency level. Students were asked to report their proficiency as they judged rather than rely on the designated level of their course, seeing as the designated level may not accurately reflect their actual proficiency. Thus, it is possible that students enrolled in a high-level course assessed their proficiency as a lower level and vice versa. The largest group consisted of Elementary students (n=36, 33.0%), followed by Intermediate (n=27, 24.8%), Advanced (n=20, 18.3%), Upper-intermediate (n=17, 15.6%), and Beginner students (n=9, 8.3%).

Additionally, 109 students indicated their teacher ID (Teachers 1—5). The largest number of students were under the instruction of Teacher 5 (n=31, 28.2%), followed by Teacher 1 (n=22, 20%), Teacher 4 (n=20, 18.3%), Teacher 2 (n=19, 17.3%), and Teacher 3 (n=17, 15.6%).

4.2. RQ1: WHAT ARE THE REPORTED PERCEPTIONS OF TEACHERS AND STUDENTS OF OWN-LANGUAGE USE IN THE CLASSROOM?

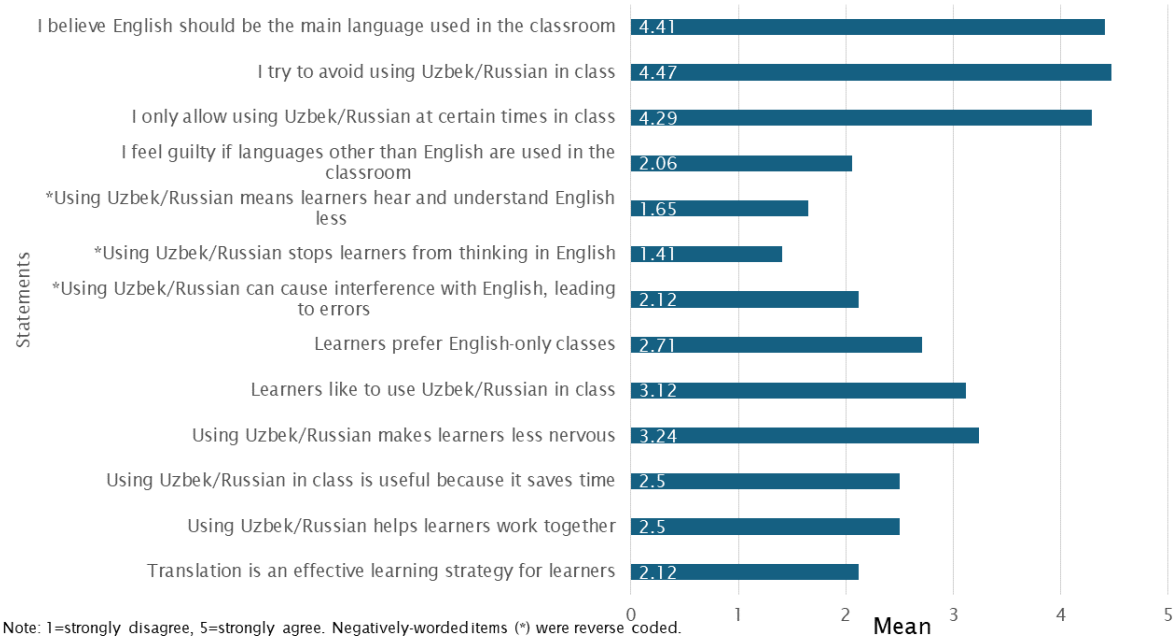
In order to explore this research question, reported perceptions of teachers and students were analysed individually and then compared. The cut-off point of 2.5 was taken to determine whether participants agreed or disagreed with each of the 5-scale Likert items. Perceptions with mean values below this were considered to indicate disagreement. Negatively-worded statements were reverse-coded for consistent analysis. Where appropriate, Kruskal-Wallis test was also conducted for within-group differences.

4.2.1. Teacher perceptions of own-language use

Teachers were surveyed regarding their perspectives on the facilitative role and potential drawbacks of using own language, their practices concerning its use in the classroom, and students' linguistic preferences. Statements were presented as Likert scale items with responses ranging from strongly disagree (1) to strongly

agree (5). Figure 4.4 summarises item responses regarding teacher perceptions of own-language use in the classroom. Overall, despite a strong inclination for predominantly English instruction, the findings indicate that teachers do not perceive the use of Uzbek/Russian as negatively affecting students' English acquisition.

Figure 4.4. Bar chart showing descriptive statistics regarding teacher perceptions of own-language use



Specifically, the data suggest that teachers strongly prefer English to be the main language in the classroom (M=4.41, SD=1.064), avoiding Uzbek/Russian (M=4.47, SD=.717) and allowing for their use at specific times only (M=4.29, SD=1.047). However, teachers do not feel guilty if languages other than English are used in the classroom (M=2.06, SD=.827).

Despite these preferences, teachers strongly disagree that using Uzbek/Russian means students hear and understand English less (M=1.65, SD=1.057) or prevents them from thinking in English (M=1.41, SD=1.004). Teachers also

disagree that own-language use causes interference leading to errors in English (M=2.12, SD=.697).

Regarding student expectations, teachers agree that students prefer English-only instruction (M=2.71, SD=1.213) but also like to use their own language in the classroom (M=3.12, SD=1.166).

In terms of the role own language plays, teachers recognise that using Uzbek/Russian can make students less nervous (M=3.24, SD=.752), although they are neutral about whether it saves time (M=2.50, SD=1.155) or helps students work together (M=2.50, SD=.894). Translation is not considered an effective learning strategy (M=2.12, SD=1.111).

To determine whether teacher views differed based on years of experience, qualification, or English proficiency, a larger sample size would be required to conduct appropriate statistical tests such as the Kruskal-Wallis H test (Field, 2013).

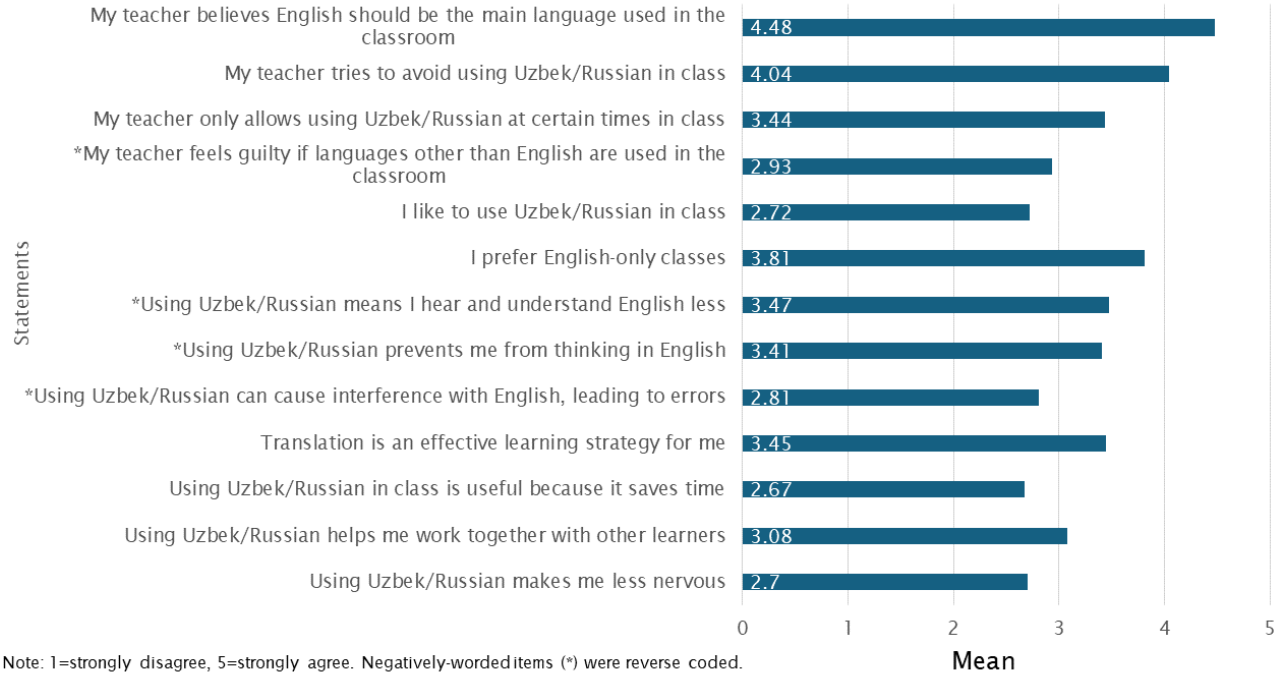
4.2.2. Student perceptions of own-language use

Students also responded to questions about their perceptions on the use of Uzbek/Russian in the classroom, as well as their teachers' language preferences and practices. These questions comprised 13 statements, to which students indicated their responses on a scale from strong disagreement (1) to strong agreement (5).

Descriptive statistics, as depicted in Figure 4.5, were conducted to understand students' perceptions. Subsequently, Kruskal-Wallis tests were performed to examine differences in these views based on age group and proficiency, which were considered to be confounding variables. An initial analysis indicates mixed

perceptions, with a strong preference for English-only instruction, but also recognition of own-language use benefits.

Figure 4.5. Bar chart showing descriptive statistics regarding student perceptions of own-language use



Findings suggest a strong belief among students that their teacher believes English should be the main language used in the classroom (M=4.48, SD=.845) and that the teacher tries to avoid using Uzbek/Russian (M=4.04, SD=1.108). Students also report that these languages are allowed only at certain times in class (M=3.44, SD=1.208) and that their teacher feels guilty when languages other than English are used (M=2.93, SD=1.182).

Regarding language choice, although they like to use their own language (M=2.72, SD=1.259), students prefer English-only classes (M=3.81, SD=1.621). This is further reinforced by their view that using Uzbek/Russian means they hear and understand English less (M=3.47, SD=1.695), that these languages prevent

thinking in English (M=3.41, SD=1.785) and cause interference with English (M=2.81, SD=1.428).

In terms of the benefits of own-language use, students see value in using translation as an effective learning strategy (M=3.45, SD=1.217). They agree that own language is useful for saving time (M=2.67, SD=1.272), helping them work with other students (M=3.08, SD=1.150) and making them feel less nervous (M=2.70, SD=1.100).

4.2.2.i. Differences in student perceptions based on age group

A further analysis was conducted to determine whether student responses differed based on age group. The normality of the data was tested using both the Kolmogorov-Smirnov and Shapiro-Wilk tests (see Table Q.5 in Appendix Q). The results indicated that the data for most survey items and age groups significantly deviated from a normal distribution, as evidenced by p-values less than 0.05. The full statistical output for each of these tests is provided in Appendix Q, section 1. As the assumption of normality was not met, non-parametric tests were run for further analysis.

The Kruskal-Wallis test was employed to determine if there were statistically significant differences in survey responses between different age groups (Laerd Statistics, 2015). The sample was divided into age groups from the questionnaire: 12-17 (n=57), 18-23 (n=30), and 24+ (n=5). The results revealed that there were no statistically significant differences for any of the above items regarding own-language perceptions when compared between age groups, meaning that the responses were the same regardless of the age group.

4.2.2.ii. Differences in students perceptions based on proficiency level

The same process was followed to determine whether student questionnaire responses differed based on their self-reported proficiency level: Beginner,

Elementary, Intermediate, Upper-intermediate, or Advanced. Initially, the normality of the data was tested using both the Kolmogorov-Smirnov and Shapiro-Wilk tests, which again indicated that none of the items met normality assumptions (see Table Q.8 in Appendix Q). Consequently, the Kruskal-Wallis test was conducted. Upon identifying statistically significant items, mean scores were compared across proficiency levels to discern proficiency-related differences.

The Kruskal-Wallis test results, as summarised in Table 4.2, reveal statistically significant differences across eight of the twelve statements.

Table 4.2. Kruskal-Wallis test results by proficiency level

Statements [a]	Kruskal-Wallis H	p-value
My teacher only allows using Uzbek/Russian at certain times in class**	14.490	.006
My teacher believes English should be the main language used in the classroom**	12.308	.015
I like to use Uzbek/Russian in class**	23.086	<.001
I prefer English-only classes**	14.080	.007
Using Uzbek/Russian in class is useful because it saves time**	12.962	.011
Using Uzbek/Russian helps me work together with other students**	20.443	<.001
Using Uzbek/Russian makes me less nervous**	10.310	.036

Translation is an effective learning strategy for me**	43.206	<.001
My teacher feels guilty if languages other than English are used in the classroom	2.567	.633
Using Uzbek/Russian means I hear and understand English less	.478	.976
Using Uzbek/Russian can cause interference with English, leading to errors	2.705	.608
Using Uzbek/Russian prevents me from thinking in English	6.646	.156

[a] *Asterisks (**) indicate items with statistical difference.*

Statements with a statistical difference pertain to:

- (a) the teacher's language practices, such as "My teacher only allows using Uzbek/Russian at certain times in class" (H=14.490, p=0.006) and "My teacher believes English should be the main language used in the classroom" (H=12.308, p=0.015).

- (b) students' linguistic preferences, such as "I like to use Uzbek/Russian in class" (H=23.086, p < 0.001) and "I prefer English-only classes" (H=14.080, p=0.007).

- (c) facilitative role of own language, such as "Using Uzbek/Russian in class is useful because it saves time" (H=12.962, p=0.011), "Using Uzbek/Russian helps me work together with other students" (H=20.443, p<0.001), "Using Uzbek/Russian makes me less nervous" (H=10.310, p=0.036), and "Translation is an effective learning strategy for me" (H=43.206, p<0.001).

Following the identification of the above items, proficiency-specific mean scores were analysed. The analysis, illustrated in Table 4.3, reveals a stronger preference for using own language among lower-level students.

Table 4.3. Mean scores of statistically significant items based on proficiency

Statements	Reported proficiency					
	Beginner	Elementary	Intermediate	Upper-intermediate	Advanced	Total
My teacher only allows using Uzbek/Russian at certain times in class	4.33	3.36	3.85	2.71	3.20	3.43
My teacher believes English should be the main language used in the classroom	4.56	4.14	4.59	4.76	4.80	4.51
I like to use Uzbek/Russian in class	3.67	3.28	2.58	2.19	1.95	2.73
I prefer English-only classes	3.44	2.94	2.88	2.87	2.39	2.86
Using Uzbek/Russian in class is useful because it saves time	3.78	3.00	2.42	2.31	2.21	2.68
Using Uzbek/Russian helps me work together with other learners	3.67	3.56	3.19	2.44	2.42	3.10
Using Uzbek/Russian makes me less nervous	3.33	2.94	2.65	2.60	2.16	2.71

Translation is an effective learning strategy for me	4.00	4.09	3.88	2.56	2.16	3.44

Specifically, Beginner students more strongly agree (M=4.33) that their teacher only allows Uzbek/Russian at certain times in class than their counterparts at other levels, with the lowest agreement rate at the Advanced level (M=3.20). Similarly, there is a stronger consensus among Advanced students (M=4.80) that their teacher believes English should be the main language in the classroom.

Additionally, Beginner students (M=3.44) more strongly like to use Uzbek/Russian in class than other levels, with the lowest preference for Uzbek/Russian use among Advanced students (M=1.95). Notably, however, preference for English-only classes decreases as students advance in their proficiency. Preference for such classes is strongest among Beginner students (M=3.44), whereas Advanced students (M=2.39) express the lowest preference for English-only classes.

Finally, turning to own language benefits, there is stronger acknowledgement of the facilitative roles of Uzbek/Russian among lower-level students. Beginner students strongly agree that using Uzbek/Russian saves time (M=3.78), helps work with other students (M=3.67), reduces anxiety (M=3.33) and that translation is an effective learning strategy (M=4.00). On the other hand, agreement on these statements is lower among the higher levels, with Advanced students disagreeing with them all (M=2.21, M=2.42, M=2.16, M=2.16 respectively).

Overall, this section revealed that despite a strong inclination for predominantly English instruction, teachers do not perceive the use of Uzbek/Russian as negatively affecting students' English acquisition. Student perceptions, on the other hand, are more mixed, with a strong preference for English-only instruction,

but also recognition of own-language use benefits. Further analysis also indicated that these perceptions do not differ based on age group but on proficiency level of the students. Those at lower levels tend to have a stronger preference for using own language and perceive greater benefits from it, while higher-level students are less inclined to view the use of own language as beneficial. Interestingly, however, lower-level students were also found to more strongly prefer English-only instruction compared to other students.

4.3. RQ1A: TO WHAT EXTENT DO THE PERCEPTIONS OF STUDENTS AND TEACHERS REGARDING OWN-LANGUAGE USE ALIGN?

4.3.1. Overall alignment of teacher and student perceptions

To assess the alignment in perceptions of own-language use in the classroom, responses from both teachers and students were analysed. After confirming the non-normal distribution of teacher data (see Appendix Q, section 2), non-parametric tests were utilised for this comparison. The Mann-Whitney U test revealed several statistically significant differences in perceptions, as illustrated in Figure 4.6. Descriptive statistics were then analysed (Table 4.4) to identify these discrepancies, which encompass restrictions on own-language use, feelings of guilt and impacts of own language on English comprehension.

Figure 4.6. Mann-Whitney U test results (statistically significant items only)

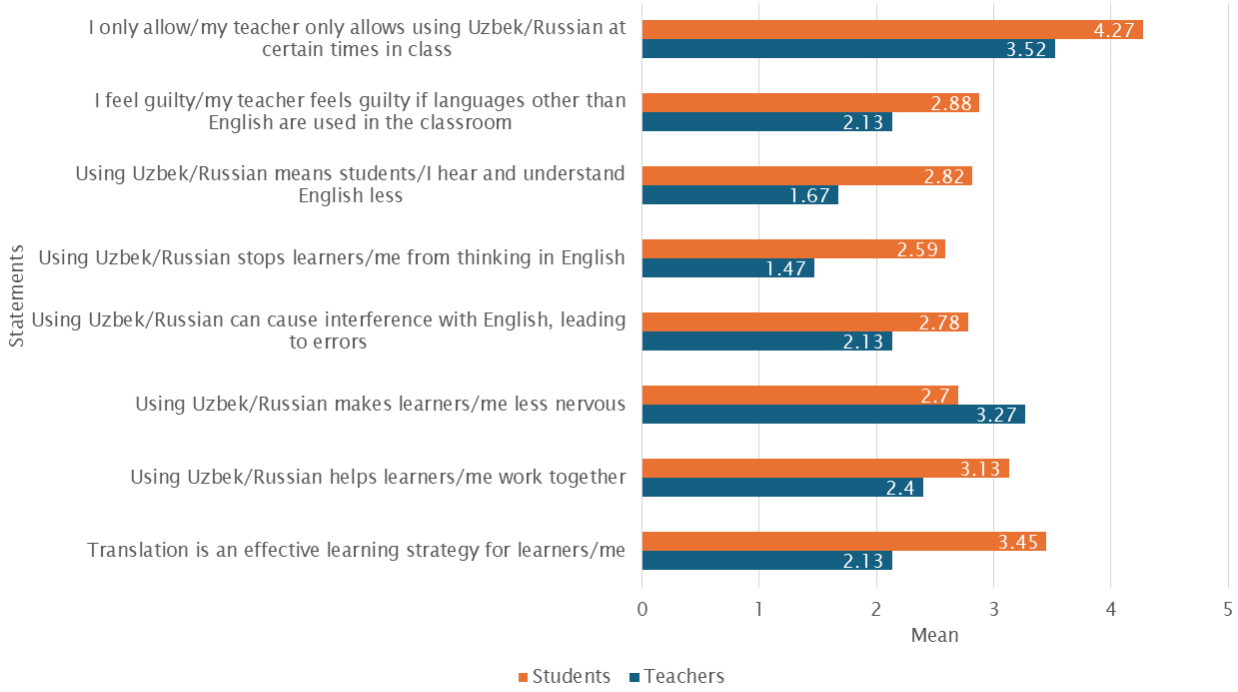


Table 4.4. Mean scores of teachers and students on statistically significant statements

Statement	Groups	Mean rank	Mean score
I only allow/my teacher only allows using Uzbek/Russian at certain times in class	Teachers	86.56	4.27
	Students	59.90	3.52
I feel guilty/my teacher feels guilty if languages other than English are used in the classroom	Teachers	40.35	2.13
	Students	66.02	2.88
Using Uzbek/Russian means students/I hear and understand English less	Teachers	40.59	1.67
	Students	65.43	2.82

Using Uzbek/Russian stops learners/me from thinking in English	Teachers	39.18	1.47
	Students	64.57	2.59
Using Uzbek/Russian can cause interference with English, leading to errors	Teachers	45.18	2.13
	Students	64.14	2.78
Using Uzbek/Russian makes learners/me less nervous	Teachers	77.15	3.27
	Students	58.36	2.70
Using Uzbek/Russian helps learners/me work together	Teachers	44.44	2.40
	Students	64.08	3.13
Translation is an effective learning strategy for learners/me	Teachers	31.50	2.13
	Students	65.82	3.45

Teachers reported more stringent restrictions on using Uzbek/Russian only at certain times (U=534.500, p=0.004; teachers' mean rank=86.56, mean score=4.27 vs. students' mean rank=59.90, mean score=3.52). Conversely, students reported greater teacher guilt when using languages other than English in the classroom (U=533.000, p=0.005; students' mean rank=66.02, mean score=2.88 vs. teachers' mean rank=40.35, mean score=2.13).

Moreover, students perceived a greater negative impact on their English comprehension when Uzbek/Russian was used (U=537.000, p=0.005; students' mean rank=65.43, mean score=2.82 vs. teachers' mean rank=40.59, mean score=1.67). They also felt more strongly that Uzbek/Russian hindered their

thinking in English (U=513.000, p=0.003; students' mean rank=64.57, mean score=2.59 vs. teachers' mean rank=39.18, mean score=1.47). Additionally, students believed Uzbek/Russian caused more interference with English (U=615.000, p=0.034; students' mean rank=64.14, mean score=2.78 vs. teachers' mean rank=45.18, mean score=2.13).

In terms of reducing anxiety, teachers were more inclined to believe that using Uzbek/Russian reduces nervousness (U=609.500, p=0.033; teachers' mean rank=77.15, mean score=3.27 vs. students' mean rank=58.36, mean score=2.70). Students found using Uzbek/Russian more beneficial for collaborative work than teachers (U=575.000, p=0.032; students' mean rank=64.08, mean score=3.13 vs. teachers' mean rank=44.44, mean score=2.40). Finally, students regarded translation as a more effective learning strategy (U=382.500, p<0.001; students' mean rank=65.82, mean score=3.45 vs. teachers' mean rank=31.50, mean score=2.13).

In summary, the analysis revealed significant differences in perceptions regarding the use of own-language in the classroom. Teachers reported stricter restrictions on using Uzbek/Russian and were more confident in its role in reducing student anxiety. In contrast, students reported that their teacher felt greater guilt when using languages other than English, perceived a more significant negative impact on their English comprehension, and believed more strongly that using Uzbek/Russian hindered their thinking in English and caused interference. Additionally, students found own-language use more beneficial for collaborative work and rated translation as a more effective learning strategy compared to teachers.

4.4. RQ2: WHAT ARE THE REPORTED AND OBSERVED PRACTICES OF TEACHERS REGARDING THEIR OWN-LANGUAGE USE, IN TERMS OF FREQUENCY AND FUNCTIONS?

This question explored the reported and observed practices of teachers in terms of how frequently they use own language and for what reasons. Data collected from the teacher questionnaire items 1, 2 and 3 as well as classroom recordings were analysed step-by-step for triangulation.

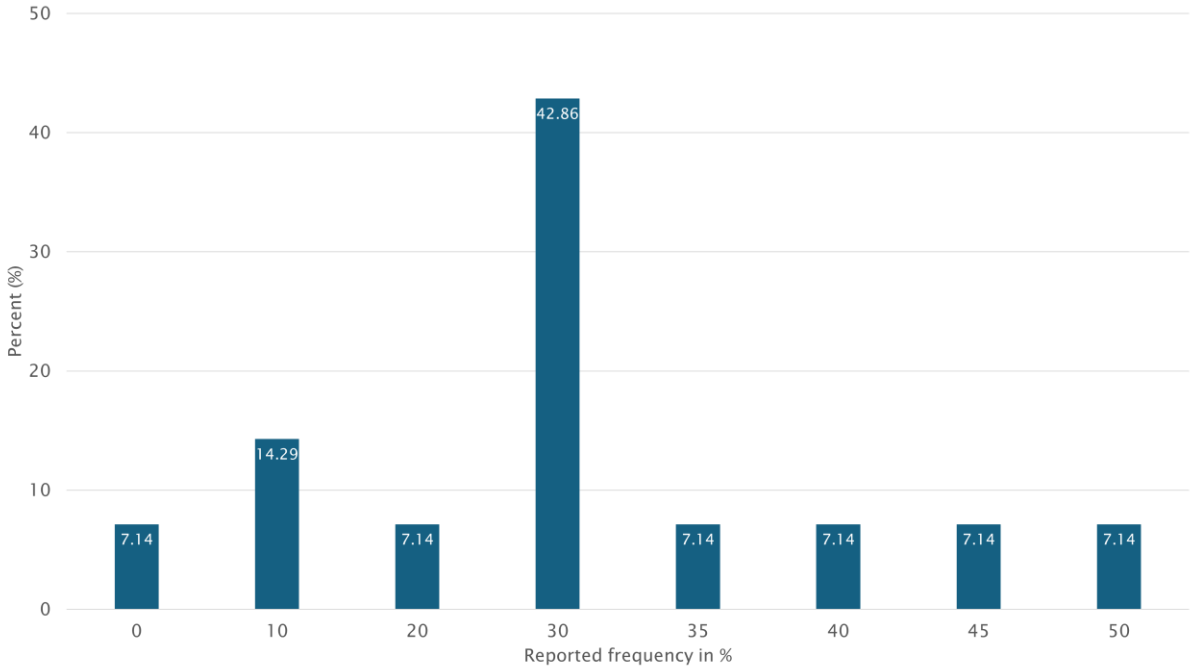
In their response to the questionnaire items relevant to this RQ, teachers reported their average frequency of own-language use, its functions and rank order thereof. Observed data were also analysed and coded for these aspects, using Nvivo (version 14).

4.4.1. Reported frequency of own-language use

Teachers reported their own-language use frequency by answering the following questions: "…% of my overall talking is in Uzbek/Russian". They did so by inputting a number to indicate percentage. In instances where a range (e.g., 30-40, 40-50) was provided by the participant, the mid-point was taken as the answer (e.g., 35, 45). The reported range was from 0 to 50 per cent, with a mean of 27.86 (n=14, SD=13.828). As illustrated in Figure 4.7, the most common frequency is 30 per cent (n=6, 42.86%), followed by 10 per cent (n=2, 14.29%). Frequencies of 0, 20, 35, 40, 45, and 50 were each reported by one teacher only (7.14%).

Among Group 1 teachers whose classes were also observed, the mean reported frequency is 25.00 per cent (SD=22.913). Specifically, Teacher 5 reported 0, Teacher 2 reported 30, and Teacher 1 reported 35 per cent own-language use, whereas Teachers 3 and 4 did not respond to the question.

Figure 4.7. Bar chart showing reported frequency of own-language use



4.4.2. Reported functions of own-language use

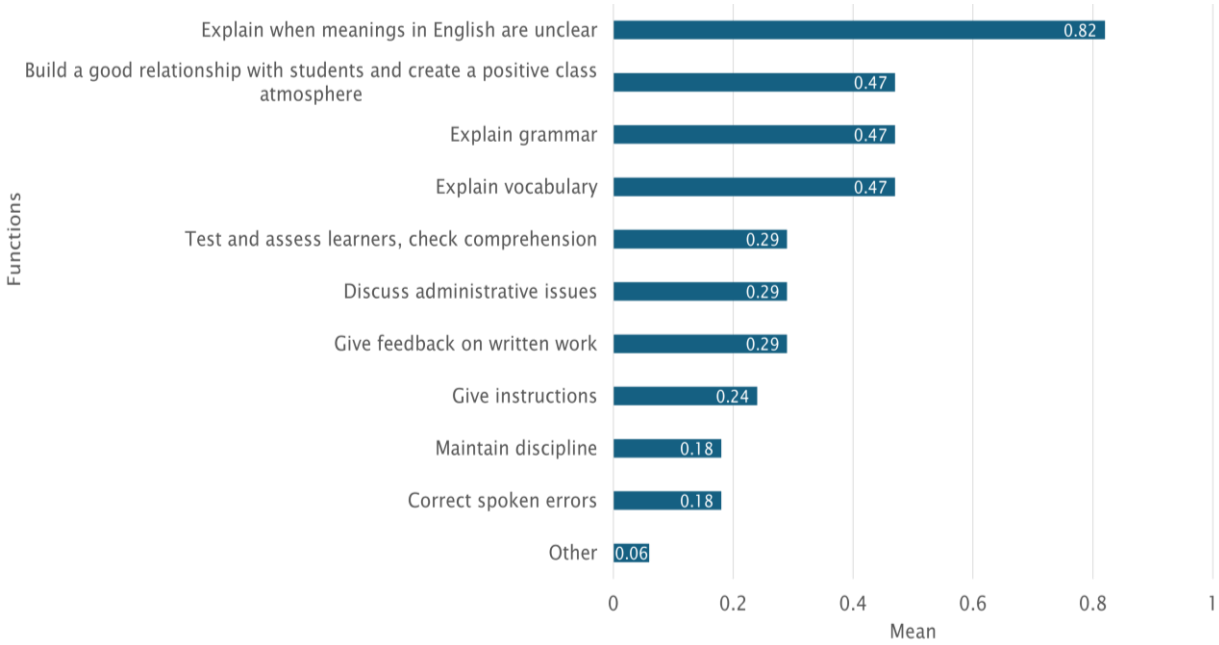
To identify the own language functions as reported by teachers, item 2 of the questionnaire listed a total of 10 possible functions for own-language use in the classroom and an "Other" option, from which teachers were asked to select the purposes for which they use Uzbek/Russian. Descriptive statistics, as illustrated in Figure 4.8, reveal that teachers report using Uzbek/Russian most commonly to explain when meanings in English are unclear, whereas correcting spoken errors and testing students are the least common reasons for using these languages.

More specifically, teachers most commonly use own language when meanings in English are unclear (M=0.82, SD=0.393), followed by for explaining vocabulary, explaining grammar, and building a good relationship with students (M=0.47, SD=0.514 for all three).

Other relatively common functions include giving feedback on written work, discussing administrative issues, and testing students (M=0.29, SD=0.470 for all three). Finally, the least common functions are giving instructions (M=0.24,

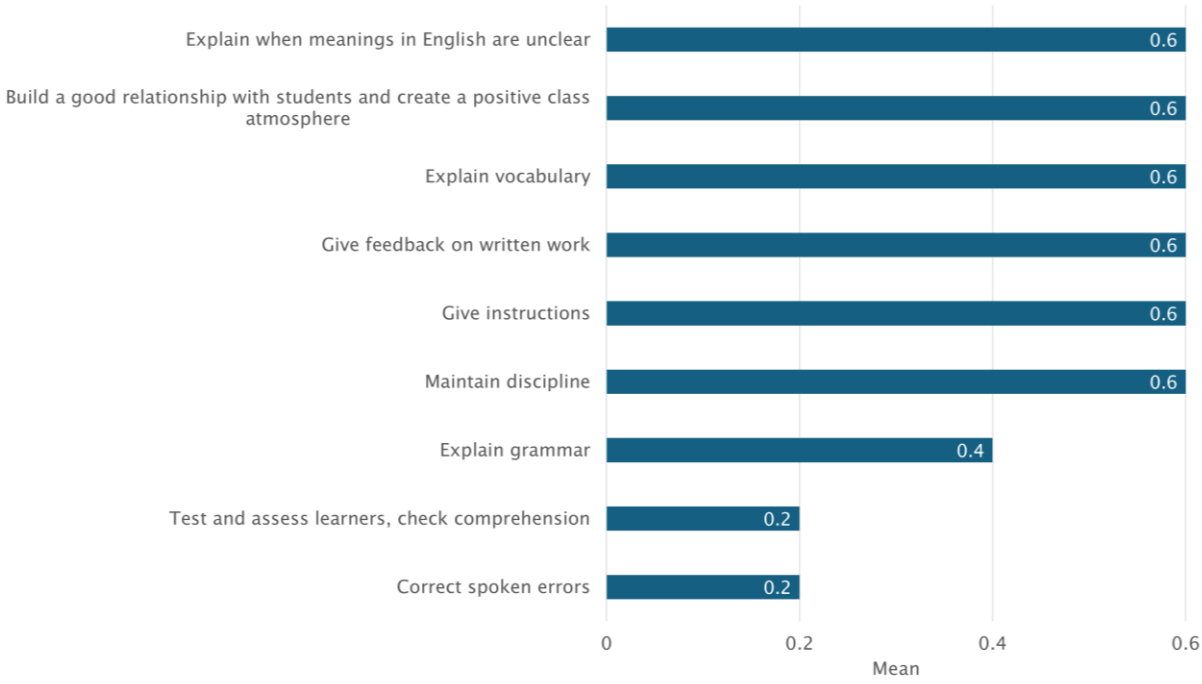
SD=0.437); correcting spoken errors and maintaining discipline (M=0.18, SD=0.393 for both); and other functions (M=0.06, SD=0.243). The one teacher who selected the "Other" function specified their choice, writing "When a student asks a question in L1 saying they did not understand."

Figure 4.8. Bar chart showing mean scores of reported functions for all teachers



To obtain more nuanced insights and for ease of comparison with observed practices later (see Section 4.5.2), the same analysis was conducted with Group 1 teacher data. As shown in Figure 4.9, this group reported using Uzbek/Russian most often to explain vocabulary, give instructions, build a good relationship with students, explain when meanings in English are unclear, give feedback on written work, and maintain discipline (M=0.60, SD=0.548 for all). The least common functions are explaining grammar (M=0.40, SD=0.548), correcting spoken errors, and testing students (M=0.20, SD=0.447 for both).

Figure 4.9. Bar chart showing mean scores of reported functions for Group 1 teachers



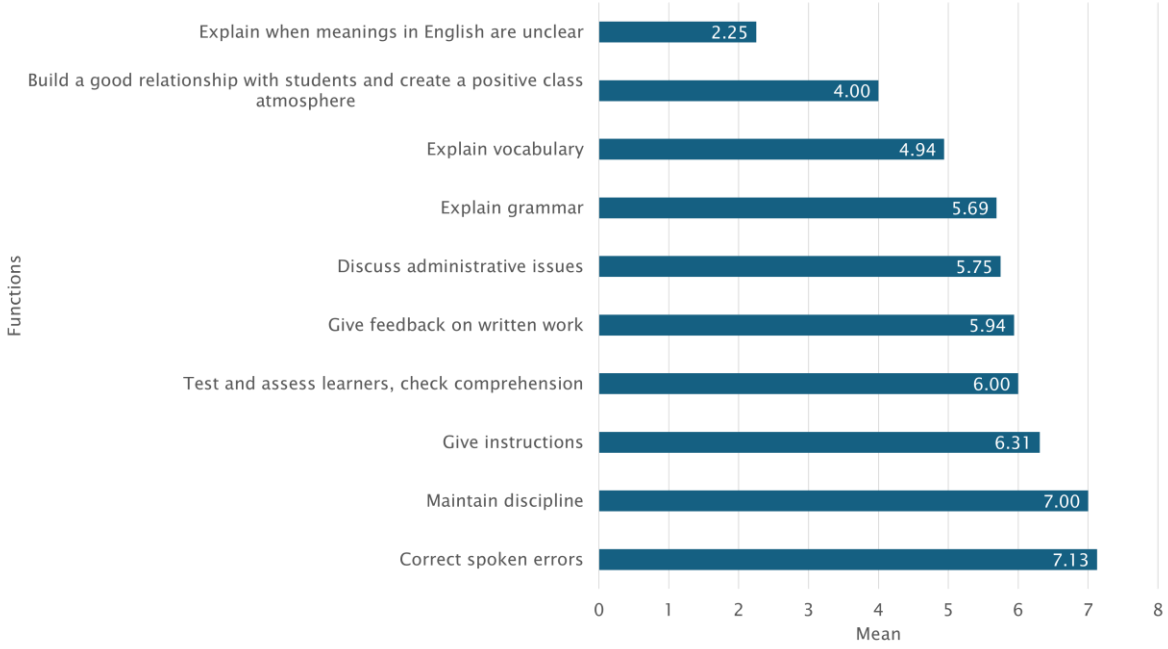
4.4.3. Reported rank order of functions

Teachers were asked to rank order possible own language functions from most common to least common. Their rankings were automatically converted to a 1-10 scale using Qualtrics, where lower scores indicate higher frequency of use. In the next stage, means and standard deviations for the rank order of functions were analysed using SPSS. Figure 4.10 shows that the most common own-language functions, as ranked by teachers, include explaining when meanings in English are unclear (M=2.25, SD=2.082), building a good relationship with students (M=4.00, SD=2.477), and explaining vocabulary (M=4.94, SD=2.670).

Other relatively highly-ranked functions are explaining grammar (M=5.69, SD=3.114), discussing administrative issues (M=5.75, SD=2.864), and giving feedback on written work (M=5.94, SD=2.205).

Finally, functions with the lowest rank include testing students (M=6.00, SD=2.633), giving instructions (M=6.31, SD=2.387), maintaining discipline (M=7.00, SD=2.633), and correcting spoken errors (M=7.13, SD=2.754).

Figure 4.10. Bar chart showing mean and SD of rank order of functions



4.4.4. Observed frequency of own-language use

For the observed data, recordings of five 80-minute classes were made, each representing a different proficiency level from Beginner to Upper-Intermediate and taught to groups of up to 16 students. To analyse the frequency of Uzbek/Russian usage in teacher talk, the first, middle, and last 15 minutes of these recordings were transcribed. Instances of Uzbek/Russian were then counted, noting that an instance was considered complete only when interrupted by an English utterance. Own-language instances thus varied in length from a single word to a full sentence. A profile was then created for each teacher detailing the total words uttered and the proportion of English and Uzbek/Russian in their talk, as illustrated in Table 4.5.

Table 4.5. Teacher talk profiles

Teachers (Ts)	Group level	Total words uttered	Count (proportion) of English words	Count (proportion) of Uzbek/Russian words
T1	Beginner	3538	1982 (56%)	1546 (43.7%)
T2	Elementary	2885	2277 (78.9%)	608 (21.1%)
T3	Intermediate	4172	3662 (87.8%)	510 (12.2%)
T4[1]	Pre-Inter.	1802	1559 (86.5%)	243 (13.5%)
T5	Upper-inter.	4075	4075 (100%)	0 (0%)
	Means[2]	3294.4	2370 (77.3%)	726.7 (22.6%)

Among the five teachers whose lessons were observed, Teacher 1, who was teaching a Beginner class, used the highest proportion of own-language in their classroom, at 43.7%. Teacher 2 was teaching an Elementary group, and their Uzbek/Russian talk was half as frequent at 21.1% of total words uttered. The proportion of own-language use in the speech of Teacher 3 and Teacher 4 was comparable at 12.2% and 13.5% respectively, almost half that of Teacher 2.

[1] Due to an unknown reason, Teacher 4 muted their audio approximately ten minutes before the end of the class. The analysis of the last 15 minutes of their data, therefore, differs from that of the other teachers as it does not represent the actual end of the class time.

[2] Excluding T5

Finally, Teacher 5, whose class was at the Upper-Intermediate level, did not recourse to own language. This is possibly because the school labels this course as an IELTS preparatory programme, and not an Upper-Intermediate course (although following Intermediate level, students take this course). This might have resulted in expectations for English-only instruction. Considering this, Teacher 5 is treated as an outlier, despite statistical analysis showing their 0% Uzbek/Russian usage as an extreme value only (see Appendix Q, section 3). Consequently, Teacher 5 was excluded from further analysis, resulting in the mean proportion of Uzbek/Russian use in the speech of the remaining four teachers being 22.6%.

4.4.5. Observed functions of own-language use

To identify the observed functions for own-language use from the transcripts, a codebook was used listing the same functions as in the teacher questionnaire (see Appendix P). The analysis, as shown in Table 4.6, indicates that the most common observed function of own-language use is to give instructions (6.77% of all utterances, on average), followed by explaining grammar (5.53%) and explaining when meanings in English are unclear (4.56%).

Table 4.6. Frequency of observed own language functions (in %)

Functions	T1	T2	T3	T4	Average
Give instructions	7.15	10.27	7.92	1.75	6.77
Explain grammar	5.16	2.11	0.26	14.60	5.53
Explain when meanings in English are unclear	12.24	0.32	5.24	0.45	4.56

Test and assess students, check comprehension	8.24	0.94	4.85	1.51	3.89
Build a good relationship with students and create a positive environment	9.40	0.52	1.38	1.84	3.29
Other	8.06	4.76	0.39	0.45	3.42
Give feedback on written work	0	8.39	0	2.97	2.84
Discuss administrative issues (e.g. exam announcements)	4.78	0.22	1.58	0.14	1.68
Explain vocabulary	0.83	0.80	0.44	0.75	.71
Correct spoken errors	1.19	0.32	0	0	.38
Maintain discipline	0.26	0	0.04	0.71	.25

Other relatively frequent functions include testing and assessing students/checking comprehension (M=3.89), various other functions (M=3.42), and building a good relationship with students (M=3.29). Finally, the least frequently used functions included explaining vocabulary (M=0.71), correcting spoken errors (M=0.38), and maintaining discipline (M=0.25).

The various other functions utilised by teachers, in addition to the ones listed in the codebook, include expressing discontent, teaching morals, urging students to speak English, and admitting mistakes.

For instance, Teacher 1 used Uzbek to express discontent with a lazy student, saying,

I don't know how to explain. Even after showing the pages and pointing with a pen to the correct page, and saying it in English, they keep asking, "Which page was it?" People are finishing the exercise.[3]

Teacher 1 also used Uzbek to teach morals, exemplified by

...that is, there is still a possibility that you may not be able to stand on your own. It would be better if someone supported you at some stage. That's just how it is. For example, your parents supported you to reach this current level, right?[4]

Teacher 2 displayed their frustration with a student for not speaking English, urging them to do so by saying,

Would your tongue fall out if you said, "Teacher, so sorry, can I go out?"[5]

Teacher 3 admitted to a mistake by saying,

I simply misplaced a letter, didn't I?[6]

[3] The original utterance in Uzbek: "...qanaqa tushuntirishga ham hayronsan. Betlarini ko'rsatib, mana shu betga o'ting deb manavi ruchkalar bilan, yana inglizcha aytsamam, "Nechanchi bet edi?" deb so'rayveradi. Odamlar tugatyapti exercise'ni."

[4] Original utterances in Uzbek/Russian: "...ya'ni o'sha baribiram siz mustaqil oyoqqa turib ketolmasligingiz ehtimoli bor-da. Kimdir qaysidir etabda sizni qo'llasa, u yaxshiroq bo'ladi. Baribiram и так shunaqa. Masalan, sizni hozirgi darajaga chiqishingizgacha ota-onangiz qo'llagan-ku, to'g'rimi?"

[5] "Teacher, so sorry, can I go out desangiz tilingiz uzilib tushadimi?"

[6] "Просто, harfini almashtirib qo'yibman-a?"

4.5. RQ2A: TO WHAT EXTENT DO REPORTED PRACTICES ALIGN WITH OBSERVED PRACTICES?

The analysis of this question involved comparison of mean scores of reported and observed practices.

4.5.1. Reported and observed frequency

To compare the reported and observed frequency of own-language use, data from questionnaire and observations were juxtaposed for three teachers only, as Teachers 3 and 4 did not report their own language frequency in the questionnaire.

As illustrated in Table 4.7, the reported and observed frequencies of Teacher 1 were very similar, at 45% and 43.7%, respectively. Teacher 2, however, reported a noticeably higher frequency (30%) than was actually observed (21.1%). While reported data for Teachers 3 and 4 is missing, their observed frequencies were similar, at 12.2% and 13.5% in turn. Finally, Teacher 5 reported not using own language at all, which indeed was observed from classroom recordings. The average frequency as reported by Teachers 1 and 2 stands at 37.5%, while the observed frequency for them is 32.4%, which does not appear to be significantly different.

Table 4.7. Reported and observed frequencies of own-language use

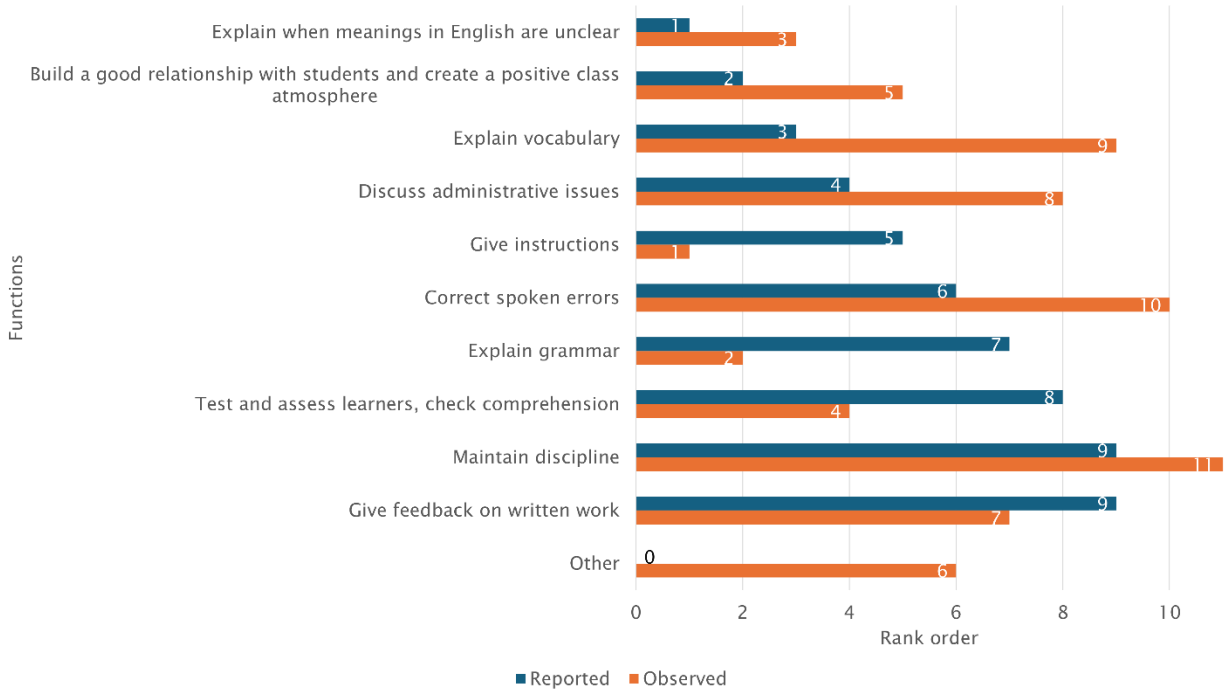
Teachers	Reported frequency (%)	Observed frequency (%)
T1	45	43.7
T2	30	21.1

T3	N/A	12.2
T4	N/A	13.5
T5	0	0
Average[7]	37.5	32.4

4.5.2. Reported and observed functions

A comparative analysis was conducted for Group 1 teachers, contrasting reported and observed data regarding the rank order of functions for which teachers utilised own language. Initially, an aggregate assessment was undertaken for all five teachers collectively, followed by individual comparisons for each teacher.

Figure 4.11. Reported and observed rank order of functions for Group 1 teachers



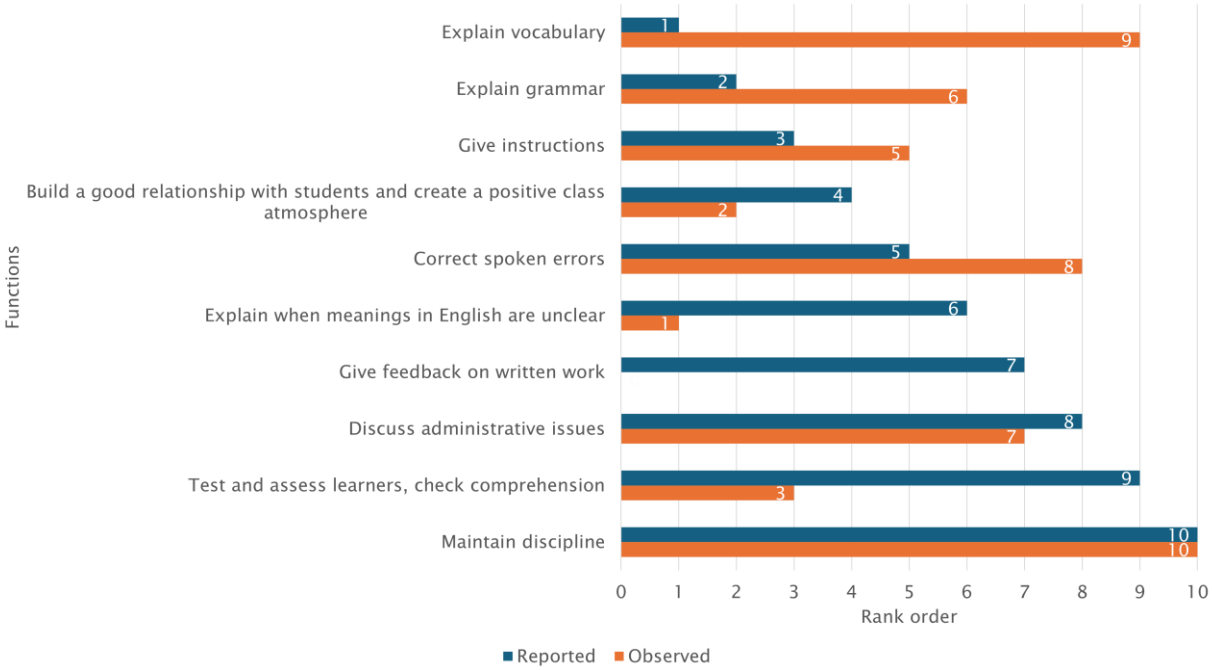
[7] Including Teachers 1 and 2 only

Figure 4.11 reveals notable disparities between the reported and observed rank orders of functions among Group 1 teachers. For instance, while the aggregate reported data identified "explaining when meanings in English are unclear" as the predominant function for using the own language, observational data ranked it as the third most frequent. Contrarily, functions such as giving instructions and explaining grammar, which were reported less frequently, were observed to be the most and second most prevalent functions respectively, as evidenced through transcript analysis.

Nevertheless, some congruence was observed in the functions that were least utilised. Both reported and observed data concurred that giving feedback on written work and maintaining discipline were among the functions least frequently employed.

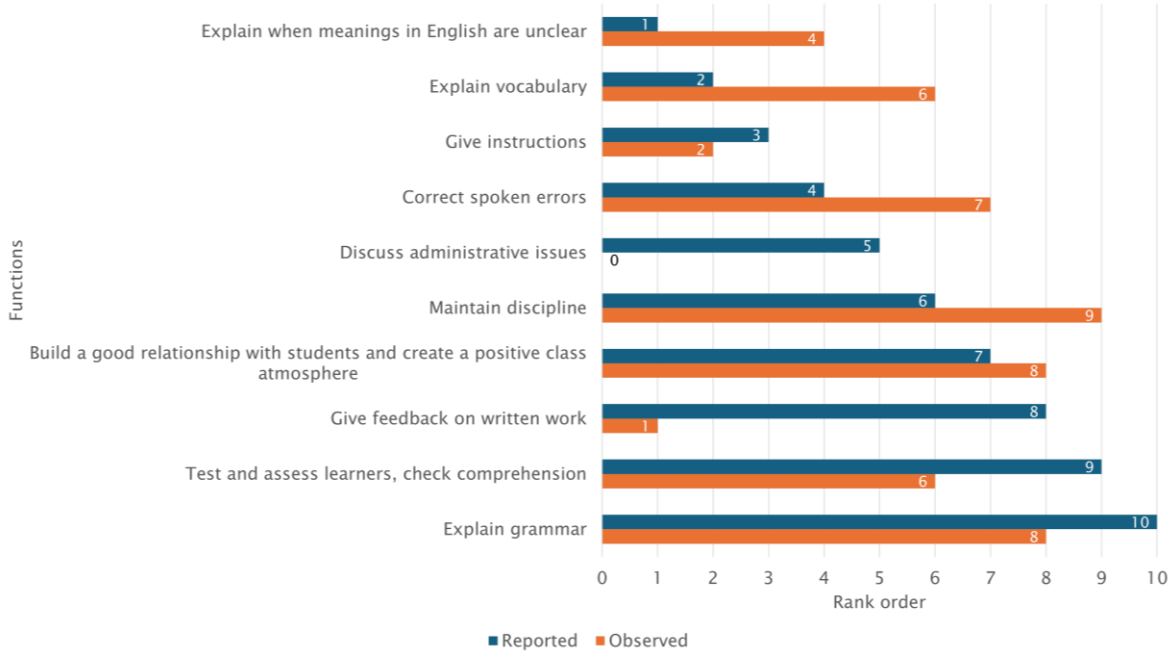
Subsequently, the same methodology was applied individually to each teacher to facilitate more detailed analyses. For Teacher 1, significant differences were observed between reported and actual usage, except for the functions least frequently used (Figure 4.12). Functions that Teacher 1 reported as commonly used, such as explaining vocabulary, explaining grammar, and giving instructions, were observed to be used sparingly or infrequently in their actual classroom dialogue. However, functions such as discussing administrative issues and maintaining discipline were consistently ranked as the least common across both reported and observed data sets.

Figure 4.12. Reported and observed rank order of functions for Teacher 1



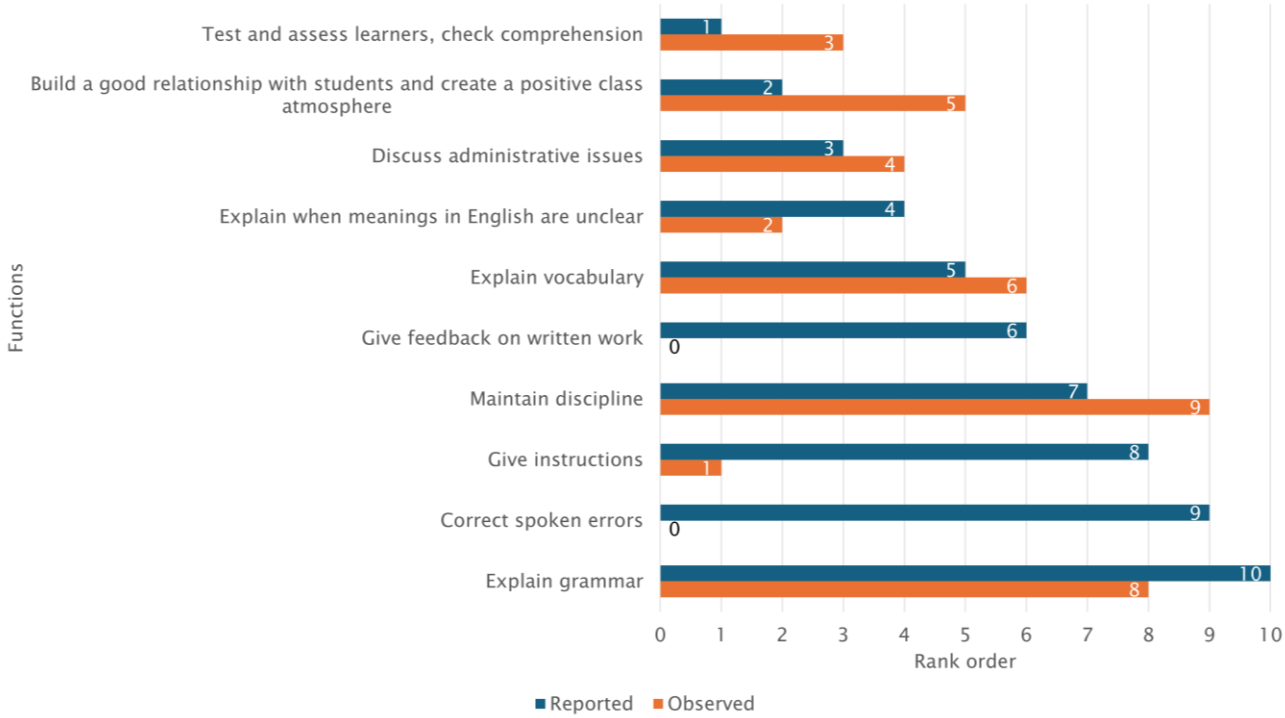
Considerable differences were also noted for Teacher 2 (Figure 4.13). Although they reported the use of own language to clarify unclear English meanings as the most frequent function, observational data indicated that it was one of the least utilised functions. Conversely, giving instructions was reported as frequently used, and this was corroborated by the observations.

Figure 4.13. Reported and observed rank order of functions for Teacher 2



For Teacher 3, the alignment between reported and observed function ranks showcased more similarities than discrepancies (Figure 4.14). Notably, the function of testing and assessing learners was ranked as one of the most commonly used functions across both datasets. Additionally, functions such as explaining vocabulary, maintaining discipline, and explaining grammar were similarly ranked lower in both reported and observed contexts. However, a significant contrast was evident in the use of own language for giving instructions; while the teacher reported this function as infrequently used, it was observed to be the most common function in their classroom discourse.

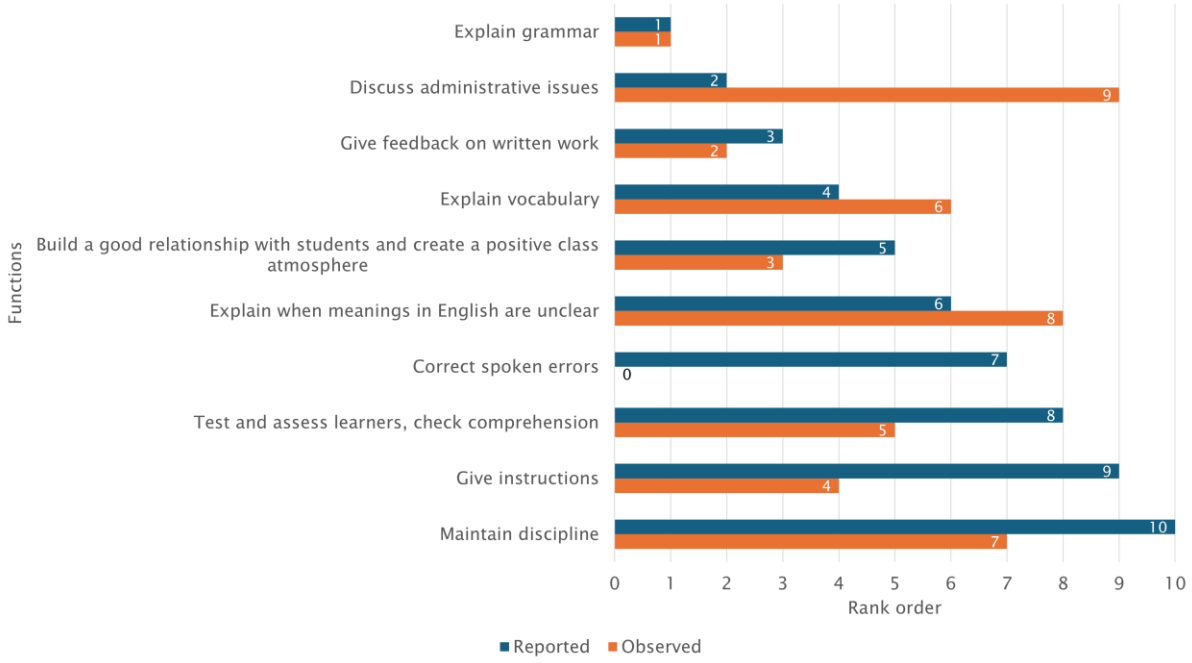
Figure 4.14. Reported and observed rank order of functions for Teacher 3



Finally, for Teacher 4 (Figure 4.15), there was a notable degree of similarity between the reported and observed data as well. For example, explaining grammar was identified as the most commonly used function in both reported and observed datasets. Additionally, giving feedback on written work was ranked highly, whereas maintaining discipline was less commonly utilised in both datasets. However, significant disparities were evident in other areas; for example,

while discussing administrative issues was reported as the second most common function, observational data ranked it among the least utilised functions.

Figure 4.15. Reported and observed rank order of functions for Teacher 4



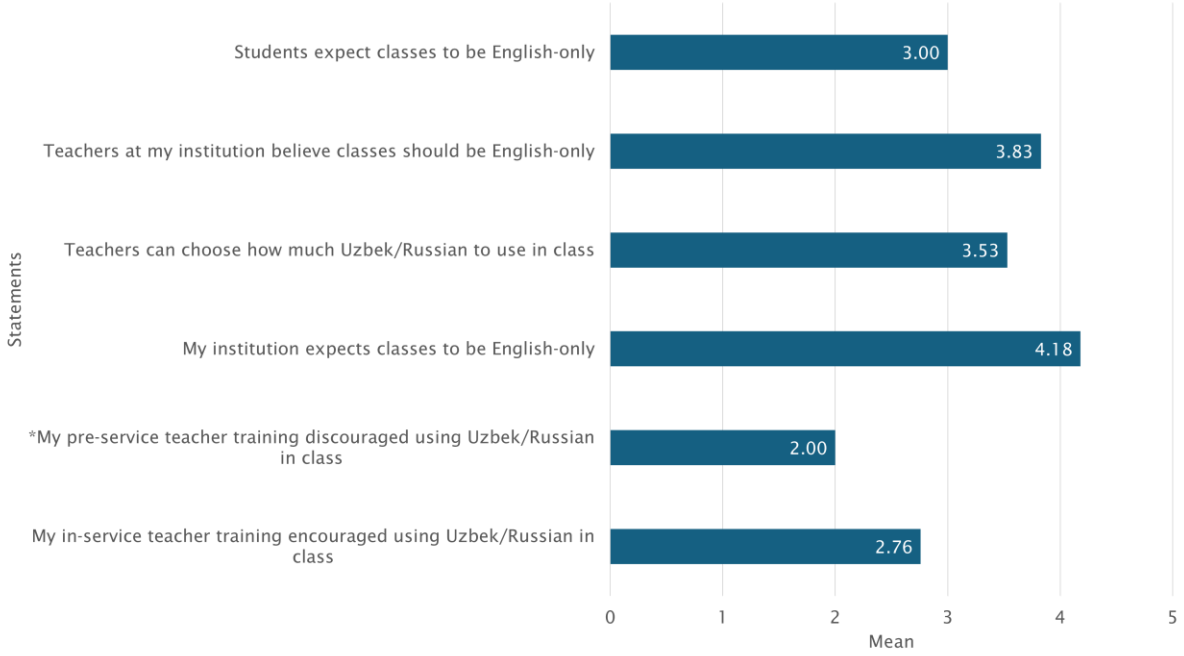
In summary, the findings from the research question regarding the extent to which reported and observed data align in terms of frequency and functions reveal both similarities and differences across questionnaire responses and transcript analyses. In terms of the frequency of own-language use in teacher talk, descriptively, there was considerable alignment between what teachers reported and what the researcher observed. However, this conclusion is based on data from only three teachers, as reported data from two teachers were missing. Regarding the rank order of functions, significant discrepancies were noted between reported and observed data. For half of the teachers (n=2), while the most common functions varied between what was reported by the teachers and observed by the researcher, these teachers tended to be more aware of the least common functions for which they use Uzbek/Russian. The other half, on the other

hand, appear more aware of their own-language functions, although significant disparities emerged with these teachers as well.

4.6. RQ3: WHAT FACTORS INFLUENCE TEACHERS' OWN-LANGUAGE USE?

The analysis addressing this question employed both quantitative and qualitative data. Specifically, responses to items 7 and 8 (Figure 4.16) were analysed, which assessed the role of teacher education as well as the expectations of students, fellow teachers and the employer. Additionally, qualitative insights were derived from comments provided by teachers at the end of the questionnaire, where they elaborated on their use of Uzbek/Russian in the classroom.

Figure 4.16. Descriptive statistics showing other factors



Descriptive statistics calculated for the questionnaire items indicate a general consensus among teachers that students (M=3.00, SD=0.707), fellow teachers (M=3.82, SD=0.728), and the employer (M=4.18, SD=0.728) expect English-only classes. However, there is also a notable consensus that teachers retain the

autonomy to decide the extent of own-language use in the classroom (M=3.53, SD=1.231), potentially negating the effects of the above expectations.

Nonetheless, student expectations could still play a confounding role, as highlighted by one teacher: "If it's necessary to use the native language, it should be used based on the students' needs."

Regarding teacher education, responses indicate that pre-service training did not actively discourage the use of own-language (M=2.00, SD=0.935), while in-service training appeared to encourage it (M=2.76, SD=1.251). This suggests that teacher education may positively influence classroom language practices. Despite quantitative data showing a trend towards the acceptance and encouragement of own-language use, qualitative feedback from one teacher contradicted this, emphasising recognition of the value of English-only instruction post-training: "After the training I attended last year, I really realized the importance of using English only. Additionally, I learned how to conduct only English-speaking classes." This necessitates further investigation of this particular factor, as data from different sources seems to be contradicting, potentially suggesting variability regarding own language within teacher education programmes.

Furthermore, comments from another teacher highlighted further factors influencing language use, such as student proficiency: "Everything depends on the level. I agree that the lesson should be conducted in English (mostly). But sometimes it is okay to use Russian/Uzbek as it helps students to feel "safe," and they can relax."

SUMMARY

In conclusion, the major findings of this chapter are as follows. In terms of perceptions towards own-language use, teachers exhibit a strong preference for

predominantly English instruction, although they do not perceive the use of the students' own language as detrimental to English acquisition. Teachers also regard own-language as reducing students' anxiety. Conversely, students express a more negative attitude towards the use of their own languages, favouring English-only instruction. Statistical analysis reveals significant differences in perceptions between teachers and students on several questions, including those on own language restrictions in the classroom, English as the main classroom language, students' preference to use own language, students' preference for English-only classes, own language as saving time and helping students collaborate, own language as reducing anxiety and translation as an effective learning strategy. Regarding the frequency of own-language use, teachers report an average of 37.5% Uzbek/Russian use, while the observed mean of the subsample is comparable, at 32.4%, suggesting a likely alignment between reported and observed frequency. Turning to functions, the most commonly reported functions of own-language use include clarifying when meanings in English are unclear, explaining vocabulary, explaining grammar, and building a good relationship with students and creating a positive classroom atmosphere. Observations, however, indicate that the most frequently employed functions are giving instructions, explaining grammar, and clarifying when meanings in English are unclear. This suggests that teachers are not necessarily aware of the most common functions they use. Finally, additional factors influencing teachers' own-language use appear to be student expectations and student proficiency. Teacher education appears to play a role as well, although the specific effects are mixed, with contrasting findings from quantitative and qualitative datasets.

CHAPTER 5: DISCUSSION

The following sections examine the findings from Chapter 4 in relation to existing literature on the use of own-language in English classrooms, analyse pedagogical implications, and propose directions for future research. The chapter begins by examining perceptions towards the use of own-language, proceeds to evaluate the frequency and functions of such practices, and concludes with a discussion on the limitations and pedagogical implications.

5.1. PERCEPTIONS TOWARDS OWN-LANGUAGE USE

This study aimed to address the research gaps as identified in the Literature Review regarding the comparison of teacher and student perceptions towards own-language use, within the shifting EFL context of Uzbekistan. Previous studies have primarily investigated teacher perceptions (e.g., Hall & Cook, 2014; Neokleous & Karpava, 2023) and failed to compare teacher and learner views even when both perspectives were tested (e.g., Zaghlool & Altamimi, 2023). The current study aimed to address these gaps by implementing a more comprehensive design and deeper data analysis in a context where practitioners are attempting to shift from traditional, own-language reliant GTM to largely monolingual CLT practices.

Analyses of teacher perceptions revealed a strong inclination towards predominantly English language use in instruction. However, teachers did not perceive the use of Uzbek/Russian as negatively affecting students' English acquisition (see Section 4.2.1). This finding aligns with previous studies, such as those by Garcia Cortés and Parks (2019) in Canada and Neokleous and Karpava (2023) in Norway and Cyprus, with teachers largely falling under Macaro's (1997) "maximal" position in terms of their perceptions. According to Macaro, educators in this position advocate for the ideal of exclusive target-language use but

acknowledge its practical limitations. They also experience feelings of guilt when resorting to own language.

Interestingly, despite largely matching the definition otherwise, the teachers in the present study did not feel guilty when using own language. This could potentially be attributed to perceived benefits such as reducing learner anxiety, and the reported perception that students prefer the use of their own language in the classroom. Considering Macaro's taxonomy, it is reasonable to assert that these teachers do not fully fit the "maximal" position but are situated between the "maximal" and "optimal" positions, with the latter characterised by a lack of guilt when using the own language.

Situating this "guiltless" finding within larger literature is particularly challenging as findings from other studies are mixed. For example, it contrasts with Temesgen and Hailu's (2022) finding among Ethiopian secondary school teachers but supports Hall and Cook's (2014) global study, with teacher participants of varying educational settings. Future studies could look into feelings of guilt in more depth and identify if there is an intermediary position to be added to Macaro's taxonomy, as the present study seems to suggest.

Turning now to learners, a more mixed perspective emerges. While students like to use their own language in the classroom, they have a stronger preference for classes conducted solely in English. Despite valuing their own language for saving time, aiding collaboration with other learners, and reducing anxiety, students feel more strongly about its negatives, such as interference with and reduced exposure to English. These results are consistent with studies conducted in diverse contexts. For instance, Zaghlool and Altamimi (2023) observed that Saudi high school students perceive the use of Arabic as a factor reducing anxiety. Conversely, Gaebler's (2014) research at the Monterey Institute of International

Studies in California, USA, revealed that language students were equally concerned about the potential interference of their own-language with the acquisition of the target language.

These views did not differ based on age group but rather on proficiency. Preference for using own language was strongest among Beginner learners, who also more strongly acknowledged its facilitative role in their English instruction. Interestingly, however, these same Beginner learners concurrently preferred English-only classrooms, despite recognising the benefits of own-language use. Similarly, Advanced students expressed the least preference for English-only classes, despite showing minimal recognition of their own language's benefits. This phenomenon may be attributed to Beginner learners believing in the higher efficacy of total immersion, viewing it as the most effective method for language acquisition, whereas Advanced students may have moved beyond such beliefs. Future studies could conduct interviews with students to determine if similar, seemingly paradoxical, patterns are consistent and to investigate the underlying reasons.

When comparing the views of the teachers and students to address the research gap regarding the lack of inter-group comparisons, statistically significant differences emerged in over half of the statements, including those on teacher's classroom language preferences, teacher's feelings of guilt, benefits and negatives of own-language use. For instance, teachers and students differed significantly in their views on translation as an effective learning strategy, with students valuing it more than teachers, and on whether learners like using own language in the classroom. These disparities may stem from an apparent absence of open dialogue between teachers and students regarding their linguistic preferences, leading to varied perspectives on the role of own language in the

classroom. While these findings are insightful, future research could further investigate the reasons for these divergences by incorporating participant interviews, which was not feasible within the timeframe of the current study.

5.2. OWN-LANGUAGE USE: FREQUENCY

The present study investigated the use of own language by English language teachers in terms of its frequency and functions, following the methodologies of De La Campa and Nassaji (2009) for frequency, and Hall and Cook (2014) for functions.

Findings from questionnaire responses and the tallying of own-language instances from observations revealed the average frequency and proportion of own-language use to be over 30% (37.5% reported and 32.4% observed). This is significantly higher than in other studies, where the average frequency was approximately 11% as reported by De La Campa and Nassaji (2009), and García Cortés and Parks (2019) in their Canadian studies, for example.

Various factors might contribute to this difference, including teachers' perceptions in this study that learners prefer to use their own language in class and the autonomy afforded to teachers regarding language choice in the classroom, as suggested by the questionnaire findings. However, future research could benefit from recruiting more teacher participants and statistically analysing various factors, teachers' educational background and years of experience.

While the average frequency observed in the present study differs substantially from other studies, the variability in the frequency range aligns with previous research. Specifically, the reported and observed ranges of own-language use in this study were 0-50% and 0-43%, respectively, indicating substantial variability. This range is consistent with findings from other research. For instance, Izquierdo

et al. (2016) reported a range of 27–69% among Mexican secondary school teachers, while García Cortés and Parks (2019) reported a range between 0.7% and 21% of own-language use in Canadian elementary school teachers' talk.

This raises the question of potential confounding variables resulting in such a broad range, including those related to teachers (e.g., years of experience, pedagogical skills, educational background), students (e.g., expectations, proficiency) and broader society (García Cortés & Parks, 2019). However, given the small participant cohort in the present study, it is challenging to identify any teacher- or student-related factors influencing the extent of own-language use. Therefore, future large-scale research should control for potentially confounding variables to identify how teachers differ in the extent to which they recourse to own language.

5.3. OWN-LANGUAGE USE: FUNCTIONS

The list of functions employed in this study, adopted from Hall and Cook (2014), comprised ten functions, including an "Other" option. These encompassed educational, social, and disciplinary functions. Questionnaire data and observations suggest that own-language use is primarily for educational and social purposes, with disciplinary use being almost non-existent in this sample.

Reported data indicate that teachers most frequently use own language for (a) educational purposes: to clarify when English is unclear, explain vocabulary and grammar, and (b) social purposes: to build rapport with students and create a positive classroom atmosphere. These findings are consistent with previous research. For instance, Hall and Cook (2014) found that the most common global function of own-language use is clarification, whereas Yao's (2011) Chinese findings suggest vocabulary and grammar explanations are more effective in the own language.

Other studies conducted in classrooms in Asia also underscored the social functions. For example, research by Grant and Nguyen (2017) in Vietnam, and Cahyani et al. (2018) in Indonesia, revealed that teachers use students' own language to humanise the classroom and show empathy, whereas Hall and Cook (2014) found that nearly half of the teachers use it to build rapport.

Finally, disciplinary functions were the least common reasons for which teachers reported using own language. This may suggest either inherently more disciplined students, potentially influenced by cultural factors, or a "halo effect," where students exhibited greater discipline knowing their class was under observation. However, future research, particularly with a statistical emphasis, might reveal additional underlying factors.

The findings for reported own-language use above differ from the observations, although there are certain overlaps. Transcript analyses revealed that own language is most frequently used for educational purposes, including giving instructions, explaining grammar, and providing clarification, with social functions being less common. There was a significant statistical difference between observations and reported data. For example, while teachers reported rarely using own language to give instructions, observations revealed otherwise. In terms of overlaps, certain functions, such as clarification and grammar explanations, emerged as the most common in both datasets, while disciplinary functions were the least common. One possible explanation is that observations were limited to a single lesson, whereas reported data likely reflect teachers' broader general practices.

In addition to the ten functions identified in the questionnaire and transcript codebook, analyses of teacher comments and transcripts indicated that teachers employed the students' own language in response to student-initiated

interactions in their own language, as well as to foster English usage, impart moral values, and acknowledge errors. These findings appear to be novel, especially the use of the own language to convey moral values within a language classroom. Future research could investigate whether similar utilisations occur in educational settings that share a philosophical commitment to preparing students to be upright citizens rather than mere effective workforce members.

To the best of the researcher's knowledge, this study represents one of the initial statistical comparisons between reported and observed functions of own-language use. The findings elucidate new perspectives on the utilisation of own language within language classrooms and provide educators with insights into their actual practices as opposed to their self-reported methods. This enhanced awareness can lead teachers to a more judicious application of own-language use. Further investigation is needed to corroborate the discrepancies identified in this study and to examine the underlying causes, potentially through interviews with teachers.

5.4. FACTORS INFLUENCING OWN-LANGUAGE USE

The researcher hypothesised that several factors, including employer and student expectations, the beliefs of fellow teachers, and teacher education, would be additional influences on how teachers perceive or utilise own language in the classroom. Particular attention was paid to questionnaire items on teacher education, as the Uzbekistani context of the study is shifting to CLT, pushed through teacher training programmes (Hasanova, 2007). Consequently, these factors were incorporated into the questionnaire, as in Hall and Cook (2014).

The findings suggest that, among these factors, student expectations and proficiency appear to exert influence, as evidenced both quantitatively and qualitatively. Additionally, the role of teacher education in influencing own-

language use is notable, manifesting both support and opposition. While questionnaire responses suggest an endorsement of own-language use within teacher education programmes, a dissenting comment from one teacher indicated the opposite. This discrepancy is highlighted by the contrast between the quantitative data from this study and other research, such as Hall and Cook (2014), who reported that teacher education programs generally discourage or overlook the use of own language. This divergence between global research outcomes and the findings of this study warrants further exploration in contexts similar to Uzbekistan, where teachers and students share the same own language.

5.5. LIMITATIONS

This section highlights several factors that, while potentially impacting the generalisability of this study, also underscore its unique contributions to understanding specific phenomena. Given the constraints of time and resources, there are natural limitations to the scope, depth, and rigour of the findings. These constraints also present opportunities for future research to build upon the methods and insights provided, enhancing understanding and extending the applicability of the results.

Sampling. The study focused exclusively on private language schools, suggesting that the participants predominantly belong to higher socio-economic backgrounds. Therefore, these findings may not be generalised to public school settings, where classrooms are typically larger, and the teachers may not possess the high qualifications common in the high-paying private schools targeted by this study. Additionally, the self-selection of participants, particularly teachers, for the questionnaire may have introduced a bias towards those with stronger opinions on the use of the own-language in classrooms compared to the general teaching population. Future studies should actively seek a broader range of

potential host institutions to capture a more diverse set of participants and perspectives.

Furthermore, only 17 teachers responded to the questionnaire, resulting in a significant disparity between the teacher and student (n=110) sample sizes, potentially affecting the statistical comparison of the two groups' responses.

Cross-sectional design. Observations were conducted only once with five teachers, which presented a substantial limitation, especially concerning research questions focussed on own-language functions and the potential "halo effect". Some teachers were observed teaching grammar lessons, necessitating more own-language use to explain grammar, which may not necessarily reflect typical classroom discourse. Additionally, the awareness of being observed likely influenced the behaviours of both teachers and students, introducing a "halo effect" that may have affected the natural classroom dynamics, such as the reduced use of own language for disciplinary purposes. Future studies should include a larger teacher sample and conduct longitudinal observations for a more balanced perspective.

Teacher-centred focus. The nature of the research questions necessitated a predominantly teacher-centred focus in this study, with student data being used only for comparison in RQ1 and RQ1a. This meant that student-related factors had to be marginalised, including student-influenced/initiated own-language use instances. In the case of the most common function, clarification, as identified in this study, further analysis is warranted on how teachers decide when to clarify in own language. There is a strong possibility that students initiate own-language use when meanings in English are unclear, necessitating that their teacher recourse to own language, as one teacher noted during personal communication.

Etic perspective. During the coding process, some own language instances appeared to fit multiple functions and were categorised according to the researcher's judgement. While the coding was inter-rater for reliability and likely mitigated this limitation to a certain extent, the actual intentions of teachers might still have differed. Future studies could mitigate this by incorporating simulated recall sessions with teachers, adopting an emic perspective. This allows teachers to code select items themselves, enabling a more accurate interpretation rather than relying on the researcher-conducted etic perspective.

Finally, the scope of this dissertation was necessarily narrow, with time and space constraints precluding detailed and in-depth analyses of some key issues. Future research could (a) further analyse Macaro's (1997) taxonomy, as teachers did not fully conform to the "maximal" position he proposed, (b) explore the underlying reasons as to why lower-level students prefer English-only classes despite recognition of own language benefits, and (c) investigate student role in own-language use functions.

Despite the limitations outlined above, the study's findings are consistent with other research, including Cahyani et al. (2018), Garcia Cortés and Parks (2019), Grant and Nguyen (2017), Hall and Cook (2014), Neokleous and Karpava (2023), Yao (2011), and Zaghlool and Altamimi (2023), among others. Reported and observed findings were triangulated to reveal perceptions, practices, and purposes of own-language use within a private language school setting in Uzbekistan, a context that had not been previously explored.

Pedagogical implications. Pedagogically, teachers are recommended to engage in more open discussions with their students concerning language use in the classroom, aiming to better align their practices with student expectations. While teachers recognise the influence of student expectations on their language

choices, the analysis indicates significant discrepancies between students' preferences and teachers' perceptions of these preferences. Such dialogues could address topics such as students' linguistic preferences and the advantages of using the students' own language.

A second pedagogical implication pertains to teacher practices. The analysis suggests that teachers are largely unaware of their own-language use, particularly regarding its functions. Implementing peer observations focussed on the use of own language in teacher discourse and its functions could enhance teachers' awareness of their language practices, facilitating adjustments where necessary.

CHAPTER 6: CONCLUSION

This dissertation was motivated by the researcher's personal experiences within the educational environment of Uzbekistan, where, even when teaching higher-level learners, the frequent recourse to students' own language during English instruction provoked feelings of inadequacy and guilt. These experiences led the researcher to undertake this study, which holds significant personal value for him.

The investigation of literature highlighted a persistent methodological issue within the field: studies often segmented teacher and student perspectives without integrating these viewpoints to construct a comprehensive analysis. This approach has perpetuated a cycle of narrow research questions and redundant analytical methods. To address these gaps, this study aimed to provide a more comprehensive understanding of own-language use in ELT and EFL settings of Uzbekistan, a context that is increasingly favouring monolingual methodologies.

The results reveal a distinct position among teachers regarding the utilisation of own language. Teachers acknowledged the facilitative role of own language to a limited degree, yet they did not experience guilt when employing it, thus not fully conforming to Macaro's (1997) well-established taxonomy. In contrast, students, while recognising more benefits from own-language use than their teachers, exhibited more negative attitudes towards its use in the classroom, particularly at lower proficiency levels. A comparative analysis of the perspectives of teachers and students revealed statistically significant differences across various dimensions of own-language use, including classroom restrictions, feelings of guilt among teachers, and both negative and positive outcomes from using own language.

To mitigate students' negative perceptions, particularly concerning the perceived interference and reduced exposure to English, teachers might conduct more open

discussions about the utility value of own language. Such dialogues could promote a broader recognition of own language as a valuable educational resource.

Furthermore, the analyses identified a significant lack of awareness among teachers regarding the specific functions for which they used own language, especially the most prevalent ones. Peer observations could provide teachers with insights into their current practices and highlight necessary adjustments in language use strategies.

Future research could explore several aspects revealed by this study. These include further examination of teacher positions within Macaro's taxonomy, the reasons why lower proficiency students prefer English-only instruction despite acknowledging the benefits of own-language use, and the role of students in influencing teachers' language choices.

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APPENDICES
Appendix A: CUREC Application Approval

SOCIAL SCIENCES & HUMANITIES
INTERDIVISIONAL RESEARCH ETHICS COMMITTEE
DEPARTMENTAL RESEARCH ETHICS COMMITTEE

Department of Education
15 Norham Gardens, Oxford OX2 6PY
student.curec@education.ox.ac.uk; staff.curec@education.ox.ac.uk



Mirzokhidbek Abdurakhmonov
Department of Education, Social Sciences Division
University of Oxford

15 March 2024

Research ethics approval

Research title: Own-language use in EFL classrooms in Uzbekistan: Perceptions, practice, and purposes
Research ethics reference: EDUC_C1A_24_081

Dear Mirzokhidbek

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

I am pleased to confirm that, on the basis of the information provided to the DREC, ethics approval has now been granted for this study.

Please note the following:

Personal data: It is the responsibility of the PI to ensure that all personal data collected during the project is managed in accordance with the University's guidance and legal requirements.

In-person activities: Any data collection involving in-person interactions with participants must have an up-to-date fieldwork risk assessment in place; further guidance is available from the Safety Office's website.

Amendments: Please notify the committee if you intend to make any amendments to the information in your ethics application as submitted at date of this approval, as all changes must receive ethical approval prior to implementation. The amendment form is available on the SSH IDREC webpage.

We welcome feedback on your experience of the ethical review process and suggestions for improvement. Please email any comments to staff.curec@education.ox.ac.uk / student.curec@education.ox.ac.uk or ethics@socsci.ox.ac.uk.

Yours sincerely

Ian Thompson

Ian Thompson Associate Professor of Education

DREC member

Appendix B: Letter to the headteacher

March 16, 2024

Headteacher

Cambridge Learning Center
6/7 Almazar Block
Chilanzar District
Tashkent

Own-language use in EFL classrooms in Uzbekistan: Perceptions, practice, and purposes

Ethics Approval Reference: EDUC_C1A_24_081

Dear Respected Headteacher,

I am writing to enquire about conducting some research in your school in the coming weeks. I am a master's research student at the University of Oxford, supervised by Anna-Maria Ramezanzadeh at the Department of Education. In my research study, I will be exploring own-language use in EFL classrooms in Uzbekistan.

The research will take place with beginner, elementary, pre-intermediate, intermediate and upper- intermediate (including IELTS) classes, among students aged 12 and above. I am looking for 5 teachers who are happy with one of their classes being audio recorded and some of their classes being surveyed. 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 teachers' use of learners' own language, which in the case of your school is Uzbek/Russian. I am interested in learning what teachers and students think about using Uzbek/Russian in the classroom, and what actually happens.

By participating in the research, your school would be contributing to an investigation that aims to examine the phenomenon of own-language use within English classrooms in Uzbekistan, thereby initiating a foundational study in this academic domain.

The commitment from the school would be to allow me access into five teachers and their students over the course of a month. I would audio record teachers as they teach a normal class and administer a questionnaire to teachers and students. The audio recording will focus on the teacher and any incidental

personal data about students will not be accessed by anyone else or used for research without further explicit permission. I would also like to recruit an additional 45 teachers to complete a short online questionnaire.

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 withdraw from the study or 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 audio material will be transcribed after which the recordings will be permanently deleted. 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 send it to me over mirzokhidbek.abdurakhmonov@education.ox.ac.uk.

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

Yours Sincerely,

Mirzokhidbek Abdurakhmonov

Appendix C: Headteacher's proforma

Own-language use in EFL classrooms in Uzbekistan: Perceptions, practice, and purposes

Mirzokhidbek Abdurakhmonov

Department of Education

Cambridge Learning Center
6/7 Almazar Block
Chilanzar District
Tashkent

Headteacher:

☐ 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 to mirzokhidbek.abdurakhmonov@education.ox.ac.uk.

Thank you for your help.

Appendix D: Information sheet for Group 1 teachers
Researching EFL classrooms in Uzbekistan

Central University Research Ethics Committee Approval Reference:
EDUC_C1A_24_081

Introductory paragraph

You are being invited to take part in a research project. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part.

Why is this research being conducted?

This study explores how English is taught in Uzbekistan.

Why have I been invited to take part?

You were chosen because you are employed as an English teacher at the Cambridge Learning Center where the research is being conducted.

Do I have to take part?

No. It is up to you to decide whether to take part. You can withdraw your data from the research, without giving a reason by advising me of this decision. The deadline by which you can withdraw any information you have contributed to the research is **May 1, 2024**. If you decide to withdraw your data before this point, we will deidentify you and completely erase any data you have provided to us.

What will happen to me if I take part in the research?

If you decide to take part in the research, data will be collected from you during March-April 2024. I will provide you with a Consent Form for you to sign. To make sure that classroom disruption is kept to a minimum, I will observe one of your classes via Microsoft Teams. I will record your voice only (not video) using a lapel microphone. This data will be transcribed later. After it has been transcribed, the audio will be permanently deleted. Following the classroom observation, you will be asked to complete an online questionnaire which takes less than 10 minutes at a time of your convenience. In this questionnaire, we aim to learn your views about teaching English.

What are the possible disadvantages and risks in taking part?

There are no risks involved in taking part in this research. Your data will be anonymised, and you will not be identifiable from any output resulting from this research.

Are there any benefits in taking part?

While there are no immediate benefits to you in participating in the research, it is hoped that a lay summary provided to the school at the end of the project might be helpful in your teaching.

What information will be collected and why is the collection of this information relevant for achieving the research objectives?

I will observe one of your classes via Microsoft Teams. Your voice will be recorded and analysed. The recording will be stored on the secure online platform (Nexus365 OneDrive for Business) approved by the University of Oxford. Only the researcher and supervisor will have access to the research data. The recording will be deleted as soon as it has been transcribed.

I will also collect your views as relevant to the research project through an online questionnaire. I will ask for your views, your typical practices in the classroom and background information such as your years of experience and training as a teacher. I will not ask your name, phone number or any personal information.

Research data will be stored for 3 years after publication or public release of the work of the research.

Will the research be published? Could I be identified from any publications or other research outputs?

The findings from the research will be written up in a dissertation. Your data will never be identifiable from the research output. A copy of my dissertation will be deposited both in print and online in the Oxford University Research Archive where it will be publicly available to facilitate its use in future research.

Data Protection

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the research. The University will process your 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 your personal data is available from the University's Information Compliance website at https://compliance.admin.ox.ac.uk/individual-rights.

Who has reviewed this research?

This research has received ethics approval from a subcommittee of the University of Oxford Central University Research Ethics Committee. (Ethics reference: EDUC_C1A_24_081).

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Mirzokhidbek Abdurakhmonov (mirzokhidbek.abdurakhmonov@education.ox.ac.uk) or Anna-Maria Ramezanzadeh (anna-maria.ramezanzadeh@education.ox.ac.uk), and we will do our best to answer your query. I 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:

The Chair, Social Sciences & Humanities Interdivisional Research Ethics Committee:

Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Boundary Brook House, Churchill Drive, Headington, Oxford OX3 7GB

Further Information and Contact Details

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

Mirzokhidbek Abdurakhmonov
Department of Education
OX2 6PY
University tel.: +44 1865 274024
University email: mirzokhidbek.abdurakhmonov@education.ox.ac.uk

Appendix E: Consent form for Group 1 teachers

Central University Research Ethics Committee (CUREC) approval reference:
EDUC_C1A_24_081

Purpose of Study: The study aims to explore English classrooms in Uzbekistan.

	Please initial each box if you agree with the statement
I confirm that I have read and understand the information sheet for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
I understand that my participation is voluntary and that I am free to withdraw at any point until **May 1, 2024,** without giving any reason.	
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.	
I understand the extent to which I could be identifiable from any publications or presentations.	
I consent to being audio recorded.	
I understand how audio recordings will be used in research outputs.	
Use of quotations: Please indicate your preference (select *one* option): a) I do not wish to be quoted. **or** b) I agree to the use of quotations in research outputs if I am not identifiable.	
I give permission for you to contact me again to clarify information.	
I understand how to raise a concern or make a complaint.	
I agree to take part.	

Name of participant	Signature	Date
Name of person taking consent	Signature	Date

Appendix F: Information sheet for Group 2 teachers

Using Uzbek/Russian in an English classroom in Uzbekistan: Perceptions and practices

Central University Research Ethics Committee Approval Reference:
EDUC_C1A_24_081

Introductory paragraph

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part.

Why is this research being conducted?

This research is being conducted to find out the perceptions of teachers and students about the use of Uzbek/Russian in an English classroom and to compare these views to the actual practice. To the best of our knowledge, this is the first study to explore this topic in the context of Uzbekistan.

Why have I been invited to take part?

You were chosen because you are employed at the Cambridge L where the research is being conducted. All teachers (excluding assistant teachers) are invited to take part in this research, and around 50 other teachers are invited in addition to yourself.

Do I have to take part?

No. It is up to you to decide whether to take part. You can withdraw your data from the research, without giving a reason by advising me of this decision. The deadline by which you can withdraw any information you have contributed to the research is **May 1, 2024**. If you decide to withdraw your data before this point, we will deidentify you and completely erase any data you have provided to us.

What will happen to me if I take part in the research?

If you decide to take part in the research, data will be collected from you. I will provide you with a consent form for you to sign. You are only asked to complete an online questionnaire which takes less than 10 minutes at your convenience. In this questionnaire, we aim to learn your views about using Uzbek/Russian in

the classroom.

What are the possible disadvantages and risks in taking part?
There are no risks involved in taking part in this research. Your data will be anonymised, and you will not be identifiable from any output resulting from this research.

Are there any benefits in taking part?
While there are no immediate benefits to you in participating in the research, it is hoped that a lay summary provided to the school at the end of the project might be helpful in your teaching.

What information will be collected and why is the collection of this information relevant for achieving the research objectives?
I will collect your views as relevant to the research project through an online questionnaire. I will ask for your views, your typical practices in the classroom and background information such as your years of experience and training as a teacher. I will not ask your name, phone number or any personal information.

Research data will be stored for 3 years after publication or public release of the work of the research.

Will the research be published? Could I be identified from any publications or other research outputs?
The findings from the research will be written up in a dissertation. Your data will never be identifiable from the research output. A copy of my dissertation will be deposited both in print and online in the Oxford University Research Archive where it will be publicly available to facilitate its use in future research.

Data Protection
The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the research. The University will process your 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 your personal data is available from the University's Information Compliance website at https://compliance.admin.ox.ac.uk/individual-rights.

Who has reviewed this research?

This research has received ethics approval from a subcommittee of the University of Oxford Central University Research Ethics Committee. (Ethics reference: EDUC_C1A_24_081).

Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this research, please contact Mirzokhidbek Abdurakhmonov (mirzokhidbek.abdurakhmonov@education.ox.ac.uk) or Anna-Maria Ramezanzadeh (anna-maria.ramezanzadeh@education.ox.ac.uk), and we will do our best to answer your query. I 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:

The Chair, Social Sciences & Humanities Interdivisional Research Ethics Committee:

Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Boundary Brook House, Churchill Drive, Headington, Oxford OX3 7GB

Further Information and Contact Details

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

Mirzokhidbek Abdurakhmonov
Department of Education
OX2 6PY
University tel.: +44 1865 274024
University email: mirzokhidbek.abdurakhmonov@education.ox.ac.uk

Appendix G: Consent form for Group 2 teachers

Central University Research Ethics Committee (CUREC) approval reference:

EDUC_C1A_24_081

Purpose of Study: The study aims to explore teachers' and students' views about using Uzbek/Russian in English classrooms in Uzbekistan.

	Please initial each box if you agree with the statement
I confirm that I have read and understand the information sheet for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	☐
I understand that my participation is voluntary and that I am free to withdraw at any point until **May 1, 2024,** without giving any reason.	☐
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.	☐
I understand the extent to which I could be identifiable from any publications or presentations.	☐
Use of quotations: Please indicate your preference	☐
(select *one* option): a) I do not wish to be quoted. **or** b) I agree to the use of quotations in research outputs if I am not identifiable.	☐
I give permission for you to contact me again to clarify information.	☐
I understand how to raise a concern or make a complaint.	☐
I agree to take part.	☐

Name of participant	Signature	Date
Name of person taking consent	Signature	Date

Appendix H: Information sheet for students aged 16 and over
Using Uzbek or Russian in an English classroom in Uzbekistan

Central University Research Ethics Committee Approval Reference:
EDUC_C1A_24_081

We are inviting you to join in a research study. Our names are Mirzokhidbek Abdurakhmonov and Anna-Maria Ramezanzadeh and we work at the University of Oxford in the Department of Education.

Before you decide if you would like to join in, it's important to understand what the research is about, why we're doing it and what it would involve for you. Please read and think about this leaflet carefully. Please feel free to talk to your teacher or the researchers about it if you want.

If anything isn't clear or you have more questions you can ask us questions at mirzokhidbek.abdurakhmonov@education.ox.ac.uk.

Why are we doing this research?

We are doing this research because we want to know what students and teachers think about using Uzbek or Russian in an English classroom. We are interested in this topic because we think this is a very important topic, but nobody has studied it in Uzbekistan yet. So, to our knowledge, you are the first in Uzbekistan to participate in research of this kind.

Why have I been invited to take part?

You have been invited to take part in this research because you meet our criteria. We are interested in students over the age of 12, studying at your language school, Cambridge Learning Center.

Do I have to take part?

No. It is up to you to decide if you want to take part in this research. If you do participate, you are free to stop taking part at any time during the research without giving a reason by telling your teacher. You do not have to say why, and this will not affect your education.

What will happen if I take part in the research?

If you agree to take part in the research, then you will need to spend around 10-15 minutes of your time. You are asked to answer a short questionnaire about your views on using Uzbek/Russian in your English classroom. This will take either before or after one of your lessons at Cambridge Learning Center, as agreed by your teacher. Your consent will be taken in a written form. Your only responsibility is to answer a questionnaire using your mobile phone, tablet, or laptop. If you don't have a device, we will provide you with one. It is very simple. There are no

right or wrong answers. Your answers do not affect your exams scores or your teachers' opinion about you. Your individual responses will not be shared with your teacher or school.

What are the possible disadvantages and risks in taking part?
There are no disadvantages or risks in taking part.

Are there any benefits in taking part?
There will be no direct or personal benefit to you from taking part in this research, but you will help contribute to research. The findings may positively affect English instruction in Uzbekistan.

What information will be collected and what happens to the results of the research?
We will collect your opinion on using Uzbek/Russian in your English classroom.
Results are kept strictly confidential, and only the people doing the research can look at the data. Only a number will be used to identify you, and all information and results are kept in password- protected computer in the University.

The findings from the research will be written up in a dissertation. From the output, no one will know what answers you gave to our questions.

If we want to use the information for anything else, we will ask your permission. At the end of the research, we will write to your school about what was discovered. You are welcome to read this if you are interested.

All research data and records will be stored for 3 years after publication or public release of the work of the research.

Data Protection
The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the research.
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.web.ox.ac.uk/individual-rights.

Will anyone else know I'm doing this?
We will keep your information private. This means we will only tell those who have a need or right to know, such as the research team and your teacher. We will only share information that has your name and address removed.

What if I don't want to take part in the research anymore?
Just tell your teacher that you don't want to take part. You don't have to give a reason. It is YOUR choice.

Who is organising and funding the research?
Mirzokhidbek Abdurakhmonov and Anna-Maria Ramezanzadeh from the University of Oxford are organising this research. No one is funding the research.

Who has reviewed the research?
This research has received ethics approval from a subcommittee of the University of Oxford Central

University Research Ethics Committee. (Ethics reference: **EDUC_C1A_24_081**).

What do I do now?
Please tell your teacher whether you are happy to take part.

What if there is a problem or something goes wrong?
Please tell us if you are worried about any part of this research, by contacting the researcher mirzokhidbek.abdurakhmonov@education.ox.ac.uk. You may also talk to your teacher who will let the researcher know. If you are still unhappy or wish to make a complaint, either you or your teacher can contact the chair of the Research Ethics Committee at the University of Oxford:
Chair, Social Sciences & Humanities Interdivisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Boundary Brook House, Churchill Drive, Headington, Oxford OX3 7GB

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

Mirzokhidbek Abdurakhmonov
Department of Education
OX2 6PY
01865 274024
mirzokhidbek.abdurakhmonov@education.ox.ac.uk

Thank you for reading – please ask me any questions.

Appendix I: Consent form for students aged 16 and over

Central University Research Ethics Committee (CUREC) approval reference: EDUC_C1A_24_081

Purpose of Study: The study aims to explore teachers' and students' views about using Uzbek/Russian in English classrooms in Uzbekistan.

	Please initial each box if you agree with the statement
I confirm that I have read and understand the information sheet for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
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.	
I understand the extent to which I could be identifiable from any publications or presentations.	
I give permission for you to contact me again to clarify information.	
I understand how to raise a concern or make a complaint.	
I agree to take part.	

Name of participant	Date	Signature
Name of person taking consent	Date	Signature

Appendix J: Information sheet for students under 16
Using Uzbek or Russian in an English classroom in Uzbekistan

Central University Research Ethics Committee Approval Reference:
EDUC_C1A_24_081

We are inviting you to join in a research study. Our names are Mirzokhidbek Abdurakhmonov and Anna-Maria Ramezanzadeh and we work at the University of Oxford in the Department of Education. Before you decide if you would like to join in, it's important to understand what the research is about, why we're doing it and what it would involve for you. Please read and think about this leaflet carefully. Please feel free to talk to your family, friends, or the researchers about it if you want.

If anything isn't clear or you have more questions you can ask your parent/guardian to give us a call and we can discuss it with you and your parent/guardian.

Why are we doing this research?

We are doing this research because we want to know what students and teachers think about using Uzbek or Russian in an English classroom. We are interested in this topic because we think this is a very important topic, but nobody studied it in Uzbekistan yet. So, you are the first in Uzbekistan to participate in research of this kind.

Why have I been invited to take part?

You have been invited to take part in this research because you meet our criteria. We are interested in students over the age of 12, studying at your language school, Cambridge Learning Center.

Do I have to take part?

No. It is up to you to decide if you want to take part in this research. You are free to stop taking part at any time during the research without giving a reason by telling your teacher, the researcher or your parent/guardian. You do not have to say why, and this will not affect your education. If you decide to stop, no one will be upset with you.

What will happen if I take part in the research?

If you agree to take part in the research, then you will need to spend around 10-15 minutes of your time. You are asked to answer a short questionnaire about your views on using Uzbek/Russian in your English classroom. This will take either before or after one of your lessons at Cambridge Learning Center, as agreed by your teacher. Your consent will be taken in a written form. Your only responsibility

is to answer a questionnaire using your mobile phone, tablet or laptop. If you don't have a device, we will provide you with one. It is very simple. There are no right or wrong answers. Your answers do not affect your exams scores or your teachers' opinion about you. In fact, we don't share your answers with anyone.

What are the possible disadvantages and risks in taking part?
There are no disadvantages or risks in taking part. However, you will need to give up your time before or after one of your classes. No one will know your name and the answers you gave to us. So, don't worry about anything and tell us your honest opinion.

Are there any benefits in taking part?
There will be no direct or personal benefit to you from taking part in this research.

What information will be collected and what happens to the results of the research?
We will collect your opinion on using Uzbek/Russian in your English classroom. Results are kept strictly confidential, and only the people doing the research, or helping with the research, can look at the data. Only a number will be used to identify you, and all information and results are kept in password-protected computer in the University. No one will know that you have taken part unless you tell them yourself. The findings from the research will be written up in a dissertation. From the output, no one will know what answers you gave to our questions. If we want to use the information for anything else, we will ask your permission. At the end of the research, we will write to your school about what was discovered. You are welcome to read this if you are interested.

All research data and records will be stored for 3 years after publication or public release of the work of the research. Third parties may be given access to research data for monitoring and/or audit of the research, or for data storage purposes.

Data Protection
The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the research.
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.web.ox.ac.uk/individual-rights.

Will anyone else know I'm doing this?
We will keep your information private. This means we will only tell those who have a need or right to know, such as the research team and your parent/guardian. We

will only share information that has your name and address removed.

What if I don't want to take part in the research anymore?
Just tell your parent/guardian and the people carrying out the research that you don't want to take part. You don't have to give a reason, and no one will be annoyed with you. It is YOUR choice.

Who is organising and funding the research?
Mirzokhidbek Abdurakhmonov and Anna-Maria Ramezanzadeh from the University of Oxford are organising this research. No one is funding the research.

Who has reviewed the research?
This research has received ethics approval from a subcommittee of the University of Oxford Central University Research Ethics Committee. (Ethics reference: **EDUC_C1A_24_081**).

What do I do now?
Please tell your parents, guardians and/or teacher whether you are happy to take part.

What if there is a problem or something goes wrong?
Please tell us if you are worried about any part of this research, by contacting the researcher mirzokhidbek.abdurakhmonov@education.ox.ac.uk. You may also talk to your teacher/parent/guardian who will let the researcher know. If you are still unhappy or wish to make a complaint, either you or your teacher can contact the chair of the Research Ethics Committee at the University of Oxford:
Chair, Social Sciences & Humanities Interdivisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Boundary Brook House, Churchill Drive, Headington, Oxford OX3 7GB

Further Information and Contact Details
If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:
Mirzokhidbek Abdurakhmonov
Department of Education
OX2 6PY
01865 274024
mirzokhidbek.abdurakhmonov@education.ox.ac.uk

Thank you for reading – please ask me any questions.

Appendix K: Assent form for students under 16

Central University Research Ethics Committee Approval Reference: **EDUC_C1A_24_081**

Child/Young Person (or if unable, parent/researcher/teacher on their behalf) to circle all they agree with:

- Has somebody else explained this project to you? Yes/No
- Do you understand what this project is about? Yes/No
- Have you asked all the questions you want? Yes/No
- Have you had your questions answered in a way you understand? Yes/No
- Do you understand it's OK to stop taking part at any time? Yes/No
- Are you happy to take part? Yes/No

If any answers are "no" or you don't want to take part, that's OK! No one will be cross with you.

If you do want to take part, please write your name below.

_____

Your name

The researcher who explained this project to you needs to sign too:

Print Name _____

Sign _____

Date _____

Thank you!

Appendix L: Information sheet for parents/guardian
Using Uzbek/Russian in an English classroom

Central University Research Ethics Committee Approval Reference:
EDUC_C1A_24_081

In partnership with researchers at the University of Oxford, Cambridge Leaning Center has agreed to take part in a research project. We would like to invite your child, along with the rest of their English class, to be involved in this research, 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 research is being done and what is will involve.

Why is this research being conducted?

We are doing this research because we believe Uzbekistan is an interesting context, as, to the best of our knowledge, no one before has conducted research on this topic in the country. The aim of this research is to find what students and teachers think about using Uzbek/Russian in an English classroom and what actually happens. More information about the research can be obtained by contacting the research team (contact details overleaf).

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

We are inviting your child because they are over 12 years old, studying English. All students 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 research 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. The deadline by which you can withdraw any information they have contributed to the research is May 1, 2024. If you decide to withdraw, we will re-identify your child from our data, and delete all the information they have provided. 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 ask him/her to answer some questions online about his/her view about using Uzbek/Russian. This takes less than 15 minutes. In spring 2024, I will audio record one of the lessons.

The teacher will be wearing a microphone, so his/her voice will be more audible than students' voices. Students' real names will not be used. The students will not have to do anything that they would not normally do in their lessons.

If your child is accidentally named, the names will be cut from the recording and will never be used for research or be seen by anyone other than members of the research team.

What are the possible disadvantages and risks in taking part?

Your child needs to come 10 minutes early to one of their classes or stay for an additional 10 minutes after class for an online questionnaire. Information your child provides will not be shared with anyone and will be securely stored in the University of Oxford.

Are there any benefits in taking part?

While there are no immediate benefits to your child in participating, it is hoped that this research will lead to improve the quality of lessons your child receives at Cambridge Learning Center.

What information will be collected and why is the collection of this information relevant for achieving the research objectives?

The researcher and his supervisor will have access to the research data.

Research data will be stored for 3 years after publication or public release of the work of the research.

During the research, voice recordings of the teacher will be made. There is a possibility that your child's 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. The researchers will retain Consent forms for 3 years after publication of the work of the research.

I will ensure all other data I collect in the research is de-identified as soon as possible after collection. Audio recordings and all other data will be stored on a password-protected secure computer. At the end of the research, recordings will be erased. The researcher and supervisor will have access to the research data.

I will send a brief report on the research to your child's school at the end of the research, 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? Could my child be identified from any publications or other research outputs?

The findings from the research will be written up in a dissertation. Participants will not be identifiable from this output.

A copy of my dissertation will be deposited both in print and online in the Oxford University Research Archive where it will be publicly available to facilitate its use in future research.

Data Protection

The University of Oxford is the data controller with respect to your child's personal data, and as such will determine how your child's personal data is used in the research.

The University will process your child's 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 child's personal data is available from https://compliance.web.ox.ac.uk/individual-rights.

Who has reviewed this research?

This research has received ethics approval from a subcommittee of the University of Oxford Central University Research Ethics Committee. (Ethics reference: **EDUC_C1A_24_081**).

Who is organising and funding the research?

The University of Oxford is organising this research. No one is funding the project.

Who do I contact if I have a concern about the research, or I wish to complain?

If you have a concern about any aspect of this research, please contact Mirzokhidbek Abdurakhmonov (mirzokhidbek.abdurakhmonov@education.ox.ac.uk) or Anna-Maria Ramezanzadeh (anna-maria.ramezanzadeh@education.ox.ac.uk), and we will do our best to answer your query. 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, Social Sciences & Humanities Inter-Divisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Boundary Brook House, Churchill Drive, Headington, Oxford OX3 7GB

What should I do next?

Please fill in the enclosed form and return it to your child's class teacher if you would like your child to take part in this research. Please remember that you may withdraw your child at any time, without affecting their education and without giving a reason, by notifying the researcher.

Further Information and Contact Details

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

Mirzokhidbek Abdurakhmonov

Department of Education

OX2 6PY 01865 274024

mirzokhidbek.abdurakhmonov@education.ox.ac.uk

Appendix M: Consent form for parents/guardian

CUREC Approval Reference: **EDUC_C1A_24_081**

"Own-language use in EFL classrooms in Uzbekistan: Perceptions, practice, and purposes"

- Your child's school has agreed to take part in a study run by the University of Oxford looking at his/her opinion on using Uzbek/Russian in an English classroom.
- If your child takes part, his/her teacher at Cambridge Learning Center will ask him/her to answer some questions online.
- To find out more about the study, please read the attached information sheet. You can e-mail us at mirzokhidbek.abdurakhmonov@education.ox.ac.uk, or call Mirzokhidbek Abdurakhmonov, MSc student on +44 (0) 1865 274024 if you have any questions.
- If you are happy for your child to take part, please fill in the form below and return it to your child's class teacher as soon as possible.

- -

Name of child: _____ _____

Forename Surname

I have read and understood the details of the above study and have had the opportunity to ask questions and discuss the study with others. I have received satisfactory answers to my questions. I understand that the project has received ethics clearance through the University of Oxford's ethical approval process for research involving human participants, and I understand who will have access to the data, how it will be stored and what will happen to the data at the end of the study. I understand that participation is voluntary and that my child and I are free to withdraw at any time, without giving any reason and without my child's education being affected in any way. I understand how to raise a concern or make a complaint.

I agree for my child to be audio recorded Yes ☐ No ☐

I understand how audio recordings will be used in research Yes ☐ No ☐

I give permission for my child to take part in the above study.

Name of parent/guardian

Signature Date

Name of researcher

Signature Date

Appendix N: Teacher questionnaire

Dear participant,

Welcome to our survey on using Uzbek/Russian in the classroom!

This brief questionnaire, which will **take under 10 minutes**, seeks your opinion on using learners' own language(s) versus English in teaching.

Your answers are very important. Please make sure to **answer every question**.

All your responses are **anonymous** and **will never be shared with your employer** or any other third party.

We highly recommend that you watch our 1-minute introductory video below before you start.

Thank you for your time and taking part in our research!

Best wishes,
Mirzokhidbek Abdurakhmonov

Department of Education
University of Oxford

○ Continue

Q1. How often do you use Uzbek/Russian in class on average? *(Type NUMBER only)*

○ ... % of my overall talking is in Uzbek/Russian.

Q2. Here are ways teachers might use Uzbek/Russian in class. In your usual class, do you use Uzbek/Russian to: *(Tick ALL that apply)*

☐ Explain vocabulary

☐ Explain grammar

☐ Give instructions

☐ Build a good relationship with students and create a positive environment

☐ Correct spoken errors

☐ Explain when meanings in English are unclear

☐ Give feedback on written work

☐ Discuss administrative issues (e.g. exam announcements)

☐ Test and assess learners, check comprehension

☐ Maintain discipline

☐ Other (please specify):

Q3. Please rank the following activities based on how often you use Uzbek/Russian during your typical classes, from most often to least often. *(Use the sliders to the right to move items)*

_____ Explain vocabulary

_____ Explain grammar

_____ Give instructions

_____ Build a good relationship and a positive class environment

_____ Correct spoken errors

_____ Explain when meanings in English are unclear

_____ Give feedback on written work

_____ Discuss administrative issues (e.g. exam announcements)

_____ Test and assess learners, check comprehension

_____ Maintain discipline

Q4. Here are some reasons for using Uzbek/Russian in class. To what extent do you agree with each statement?

(Select an answer for each statement)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Learners like to use Uzbek/Russian in class	○	○	○	○	○
Using Uzbek/Russian in class is useful because it saves time	○	○	○	○	○
Using Uzbek/Russian helps learners work together	○	○	○	○	○
Using Uzbek/Russian makes learners less nervous	○	○	○	○	○
Translation is an effective learning strategy for learners	○	○	○	○	○

Q5. Here are some reasons not to use Uzbek/Russian in class. To what extent do you agree with each statement?

(Select an answer for each statement)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Using Uzbek/Russian means learners hear and understand English less	○	○	○	○	○
Using Uzbek/Russian can cause interference with English, leading to errors	○	○	○	○	○
Learners prefer English-only classes	○	○	○	○	○
Using Uzbek/Russian stops learners from thinking in English	○	○	○	○	○

Q6. Tick one box for each sentence below to summarise your use of Uzbek/Russian in your classroom.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I try to avoid using Uzbek/Russian in class	○	○	○	○	○
I only allow using Uzbek/Russian at certain times in class	○	○	○	○	○
I believe English should be the main language used in the classroom	○	○	○	○	○
I feel guilty if languages other than English are used in the classroom	○	○	○	○	○

Q7. For each statement, indicate how your institution (i.e. your employer) generally feels about using Uzbek/Russian.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers can choose how much English and Uzbek/Russian to use in class	○	○	○	○	○
My institution expects classes to be English-only	○	○	○	○	○
Learners expect classes to be English-only	○	○	○	○	○
Teachers at my institution believe classes should be English-only	○	○	○	○	○

Q8. From your experience, state how teacher training supports or discourages using Uzbek/Russian in English language classes.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My pre-service teacher training discouraged own-language use in class	○	○	○	○	○
My in-service teacher training encouraged own-language use in class	○	○	○	○	○

Q9. What other factors affect how you use Uzbek/Russian in the classroom?

(Also, if you have more to say about using Uzbek/Russian in the classroom, please write it here):

_____

_____

Q10. Years of experience as an English teacher:

- ○ 0-4
- ○ 5-9
- ○ 10-14
- ○ 15-19
- ○ 20+

Q11. Highest qualification relevant to English language teaching:

- ○ Certificate (e.g. TESOL/CELTA)
- ○ University undergraduate degree (e.g. Bachelor's/first degree)
- ○ University postgraduate degree (e.g. Master's/second degree)
- ○ Doctorate (PhD)
- ○ No relevant qualification
- ○ Other (please specify):

_____

Q12. What is your level of English, in your opinion?

- ○ Intermediate
- ○ Upper-Intermediate
- ○ Advanced
- ○ Expert level

Q13. English language level of the learners you teach most often:

- ○ Beginner & Elementary
- ○ Pre-Intermediate & Intermediate
- ○ Upper-Intermediate (including IELTS)

Q14. If learners in your classes share a common first language, in your opinion, how well can you speak their first language?

- ○ Beginner or Elementary
- ○ Intermediate or Upper-Intermediate
- ○ Expert level

Finally, please review your responses before finishing the questionnaire.

- ○ I have reviewed my responses

Appendix O: Student questionnaire

Dear participant,

Welcome to our survey on using Uzbek/Russian in the classroom!

This short questionnaire, which will take under 10 minutes, seeks your opinion on using learners' own languages versus English in teaching. **Your answers are very important.** Please make sure to **answer every question**.

All your responses are **anonymous** and will never be shared with your teacher or any other third party.

Thank you for your time and taking part in our research!

Best wishes,
Mirzokhidbek Abdurakhmonov

Department of Education
University of Oxford

○ I have read the Information sheet and agree to continue

Q1. Tick one box for each statement below to summarise your teacher's use of Uzbek/Russian use in your classroom.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My teacher tries to avoid using Uzbek/Russian in class	○	○	○	○	○
My teacher only allows using Uzbek/Russian at certain times in class	○	○	○	○	○
My teacher believes English should be the main language used in the classroom	○	○	○	○	○
My teacher feels guilty if languages other than English are used in the classroom	○	○	○	○	○

Q2. How often does your teacher use Uzbek/Russian in class on average? *(Type NUMBER only)*

○ ... % of my teacher's talking is in Uzbek/Russian.

Q3. Here are ways teachers might use Uzbek/Russian in class. In your usual class, does your teacher use Uzbek/Russian to: *(Tick ALL that apply)*

- ☐ Explain vocabulary
- ☐ Explain grammar
- ☐ Give instructions
- ☐ Build a good relationship and a positive class environment
- ☐ Correct spoken errors
- ☐ Explain when meanings in English are unclear
- ☐ Give feedback on written work
- ☐ Discuss administrative issues (e.g. exam announcements)
- ☐ Test and assess learners, check understanding
- ☐ Maintain discipline
- ☐ Other (please specify): _

Q4. Here are some reasons for using Uzbek/Russian in class. How much do you agree with each one?

(Select an answer for each statement)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I like to use Uzbek/Russian in class	○	○	○	○	○
Using Uzbek/Russian in class is useful because it saves time	○	○	○	○	○
Using Uzbek/Russian helps me work together with other learners	○	○	○	○	○
Using Uzbek/Russian makes me less nervous	○	○	○	○	○
Translation is an effective learning strategy for me	○	○	○	○	○

Q5. Here are some reasons not to use Uzbek/Russian in class. How much do you agree with each one?

(Select an answer for each statement)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Using Uzbek/Russian means I hear and understand English less	○	○	○	○	○
Using Uzbek/Russian can cause mixing with English, leading to errors	○	○	○	○	○
I prefer English-only classes	○	○	○	○	○
Using Uzbek/Russian prevents me from thinking in English	○	○	○	○	○

Q6. How much do you agree or disagree with the following? *(Select an answer for each statement)*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Using Uzbek/Russian is more suitable for lower level than for higher-level learners	○	○	○	○	○
Using Uzbek/Russian is more suitable for young children than for adults and teenagers	○	○	○	○	○
Using Uzbek/Russian is better for bigger classes than for smaller ones	○	○	○	○	○

Q7. If you have more to say about using Uzbek/Russian in English classes, please write it here:

_____

_____

_____

Q8. How old are you?

- ○ 12-17
- ○ 18-23
- ○ 24+

Q9. What is your level of English, in your opinion?

- ○ Beginner
- ○ Elementary
- ○ Intermediate
- ○ Upper-Intermediate
- ○ Advanced

Please, enter the password.

_____

Finally, please review your responses before finishing the questionnaire.

- ○ I have reviewed my responses

Appendix P: Codebook and transcripts excerpts

Codebook

#	Function name	Definition	Example
1	Explain vocabulary	The teacher provides definitions or explanations of vocabulary items used during the lesson.	Change career – karyerani o‘zgartirmoq.
2	Give instructions	Directives are issued to students regarding tasks or classroom activities.	Let’s continue. So, keep reading. Yes, yes, it’s a must. You have to do speaking. [Давай, дальше ketamiz. Qani, o‘qiyvering, qani. На, ha, shart-da именно. Speaking qilmasangiz bo‘lmaydi.]
3	Explain grammar	The teacher delivers explanations of grammatical rules or structures relevant to the lesson content.	If the question is to the subject, then -s/-es is used. […если мы задаем вопрос к “subject”у к подляющими, мы глаголу дабавлем -s,-es.]
4	Build a good relationship and a positive class environment	Efforts made by the teacher to create or maintain a positive and engaging classroom atmosphere.	You’ll upload on your Telegram as a story. You’ll write a caption saying you learnt it today, yes. Do you upload stories non-stop? Non-stop? Once or twice a month? …, how about you? Do you also upload stories? [Telegramga profillaringga qo‘yasizlar. Bugun mana shuni o‘rgandim, istoriyaga qo‘yasizlar, ha. Istiroya qo‘yasizlarmi sizlaram to‘xtamasdan? To‘xtamasdan ikki oyda bir marta? ..., siz-

			chi? Istoriya qo‘yasizmi siz ham?]
5	Correct spoken errors	Corrections made by the teacher in response to errors in student speech during classroom interactions.	Don’t add -s. [Вы не добавляете -s]
6	Explain when meanings in English are unclear	Clarifications provided by the teacher when meanings of English expressions or phrases are unclear.	They didn’t get it [money] anywhere. Do you understand? What did they do with their own money? They founded, that’s for charity. [Hech qayerdan olishmagan, tushunyapsizlarmi? O‘zlarining pulidan nima qilishgan ekan? Ochishgan, ya’ni благотворительность qilish uchun, xayr-ehson qilish uchun.]
7	Give feedback on written work	Feedback provided by the teacher regarding students' written assignments or exercises.	We don’t say “who we always travel abroad” with “who”, right? Because the question is directed at “we”, right? [Siz “who” bilan “who we always travel abroad” demaysiz-ku, to‘g‘rimi? Chunki “we”ga savol, javob, right?]
8	Discuss administrative issues	Conversations initiated by the teacher regarding non-curricular, administrative matters of the class.	No, look. If you don’t like the activities in this class, then you’re free to change your group. [Yo‘q, qarang manaqa-da. Agar grupadagi activitylar ma’qul kelmasa, boshqa grupaga o‘tishingiz mumkin.]
9	Test and assess	Activities conducted to evaluate student	I was with my parents when I was seven. With my. With my

	learners, check comprehension	understanding or to assess their learning through tests or queries.	parents. With my parents. When I was seven. [Yetti yoshligimda ota-onam bilan bo‘lganman. With my. Ota-onam bilan. With my parents. Yetti yoshligimda.]
10	Maintain discipline	Actions taken by the teacher to manage classroom order or address student behaviour issues.	You listen to me. [meni eshit]
11	Other	Any teacher communications that do not clearly fit into the specified categories.	She had a sister. God willing, when you reach the IELTS level, you’ll read about her. There is an article about her. She made a deal with her sister, saying, first, I’ll finance you, then when you graduate, you’ll support me. Then, they actually did so. [Buning bitta singlisi bo‘lgan. IELTSda, Xudo xohlasa, yetib kelsalaringiz, o‘qiysizlar. Buning anaqasi bor, reading bor-da, maqola bor shu haqda. Singlisi bilan kelishishgan – birinchi men seni финансовый поддержка qilaman, keyin o‘qib bo‘lgandan keyin, meni поддержка qilasan degan. Keyin, haqiqatan ham shunaqa bo‘lgan.

Teacher 1 transcript excerpt:

So, in that case, previously we have learned what? The previous lesson we learned Past Simple: Was, were, right? OK.

“Men yoshligimda baxtli bo‘lganman” deyish kerak. Qanaqa bo‘lardi?

Uh-huh. In my childhood. Good. Yaxshi. Yetti yoshligimda ota-onam bilan bo‘lganman. With my. Ota-onam bilan. With my parents. Yetti yoshligimda. When I was seven years old.

Men qimmat maktabda o‘qiganman. I was study emas. No, no, we don’t say “I was study”. No. Qimmat maktabda bo‘lganman deyish kerak, o‘qiganman ma’nosini beradi. I was at an expensive school, right? Yaxshi.

Ota-onam birga baxtli bo‘lishgan. My parents were happy. Birga. Together, all right.

Good. So, let’s go for the second unit, which is going to be Past Simple as well. And we talk about lives from the past, right? Come on in. Hello. What’s your name? Welcome, ... Right. Nice to meet you, ... Why you were late? Nimaga kech qoldingiz? To‘rt minut kech qoldingiz.

So, we have this past form. OK do you have a book, ...? Yes, take it in. And be quick, OK? Lives from the past. What does it mean?

Что это означает, ...? На, lives from the past. из прошлого. Да. Demak, nima? O‘tmishdagi nimalar deyapti? Hayotlar. So, as you can see, we have famous people. OK.

Do you know about him? Lev Tolstoy. Yes. Who was he? Kim bo‘lgan u kishi? Writer, right? Do you know about Marie Curie? So, Marie Curie was the first woman who won the Nobel Prize. OK, in terms of X-ray. “X-ray” degani, anaqa, rentgen

qiladi-ku, o‘shani o‘ylab topgan birichi ayol bo‘lgan. Nima yutgan ekan? Nobel Prize.

Teacher 2 transcript excerpt:

When you use “whom” we add what?

Let us remember after question word “who” what happens.

Travel? Who always travel? Yeah. Is it travel?

Travels, who always travels abroad? Why *travels*? Listen, after “who” we use that -s or -es is if the question is to the subject.

Agar savol egaga berilgan bo‘lsa, -s/-es ishlatiladi. То есть, если мы задаем вопрос к “subject”у к подляющими, мы глаголу дабавлем -s,-es.

You see? Let us write it.

You will remember it better.

After “who” use V-s or -es in present or V-ed or V2 in past if a question is to the subject, to the subject.

Egaga savol beriladigan bo‘lsa, o‘shanda -s/-es qo‘sholasiz.

OK? You add so yes. But if I say, masalan, savol bo‘lsa: “Kim bilan yashaysiz?”, unda nima bo‘ladi?

Translate me this sentence: “Kim bilan yashaysiz?”

Who, yo‘q. What is the tense: “Kim bilan yashaysiz?”, “С кем ты живешь?”

Is the present simple, present continuous, present…, past simple?

What is the tense?

Present simple. What auxiliary verb do we use in present simple?

Do. Who do you live with? Here, you don't add -s. Вы не добавляете -s. -s bu yerda ishlatmaysiz. Nega? Why?

Teacher 3 transcript excerpt:

So, our tape recorder starts over here and. From here till the end of the listening part. So there, there is some dialogue. There is some dialogue, dialogues, OK? Between two people, right, two people. So, here when they are speaking, when they are just talking to each other so, you need to select. You need to select a word and write down into your piece of paper. For example, this word can be correct word, and this can be a correct word. This can be this. This is how many words. You're going to write down as a note whatever, whatever. For example, you predict that as a correct answer. You can just note down. OK, note them down. Alright, so and for example, your notes might be from, for example, from 20 to 30. Now listen, your notes can be from 20 to 30, don't worry about it. But your, this correct answer must be found among these 30 words. Among these 30 notes. You got it? Are you sure? No, yes? Which one?

Let me just tell you one minute in Uzbek. Hozir audio eshitasizlar, audio eshitayotgan paytinglarda ana shu 1 dan 10 gacha bo‘lgan bo‘shliqlarga siz to‘g‘ri so‘zni qo‘yishingiz kerak, to‘g‘rimi? Endi, audioni eshitayotganingizda mana bu yerdan boshlanyapti, to‘g‘rimi? Va xuddi shu to tugagunga qadar siz eshitayotgan paytingizda mana bu so‘z to‘g‘ri javob ehtimoli bor degan so‘zni tanlaysiz-da, nechta ko‘nglingizga kelgan bo‘lsa, ya’ni “predict” qilib yozayotgan bo‘lsangiz, yozavering. O‘zi asli to‘g‘ri javobimiz nechta? Lekin sizning manavi заметкаlaringiz nechta bo‘lishi mumkin ekan? 20 ta, 30 ta oralig‘ida bo‘lishi mumkin. Qo‘rqmang, yozavering, lekin mana shu so‘zlar javob ehtimoli bor, mana shu so‘z javob bo‘lishi ehtimoli katta deb ko‘nglingiz, ya’ni intuition deydi.

Teacher 4 transcript excerpt:

Intentions, niyatlar, xohish, istak, maqsadlarga. Decisions? Qarorlarga, qandaydir qaror qabul qilganimizda. Yes, o‘shanday holatlarda, siz to do fe’lini ishlatar ekansiz. We have agreed to meet. He has decided not to go. What do you plan to do? We hope not to make and etc. And we also use the infinitive is to after some common verbs like need and learn. Right? Ya’ni mana shu need yoki learn fe’li bo‘lsin-da gapingizda, undan keyin yana fe’l qo‘shgan bo‘lsangiz, то u holatda ham to do fe’lining qo‘shimchasini qo‘shasiz, okay? To predlogini. Bu yoqda hozir ikkinchi gapda e’tibor bergan bo‘lsangiz, Are they learning? -ing bo‘lyapti, bu Present Continuousda gap bo‘lgani uchun learn -ing olyapati. O‘zidan keyin esa learnga qarab to speak qo‘yyapmiz, okay?

Yes, -ing. Qaror bo‘lsin, plan bo‘lsin, reja bo‘lsin, yoki o‘sha xohish-istakka bo‘lsin,

Take a picture, please.

Yes, of course. Everywhere you can use it. Hamma yoqda ishlatasiz, farqi yo‘q uni.

Endi xohishinglar.

OK, …, first. “She really enjoys to speak”mi, “enjoys speaking”mi?

She really enjoys speaking English at work. I need to speak English bo‘ladi. …, “imagine winning”mi?, or imagine to win?

Imagine, imagine winning, right? Uh-huh. Надеяться. … To meet on Monday mornings.

I hate meeting on Monday mornings, ….

Teacher 5 transcript excerpt:

All right, let's check this first sample. It's almost another class we're going to check it by reading, and at the same time, we're going to learn some things on our way. OK, so, number one, what did you put? In 10 steps correct number two, there are two main stages and what are? And processing them, processing them into the final product, pay attention to the user punctuation there, final product, hyphen, liquid chocolate. What does that hyphen mean? No.

Which is, it comes instead of which is. OK, so final product which is liquid chocolate. OK. Looking at the work completed before, before arriving to the factory first. This. What is it? No, no, no. Five is. Collected, not taken. It's not natural. Not really collected. Like gathered. You can say picked, right. What is it?

Do you know what is ripe? It's used here red and ripe cocoa pods. Pay attention to the context, not only the gap filling. Which are mainly cultivated in this country is #6 after you can say also once broken how to extract white beans which further need to be fermented.

You see, this is where they are leaving that small window for the next sentence and look how they are beginning the next sentence. Having undergone the fermentation process. So, in the 7th place they said it's about to happen right in the eighth. They said after this it has happened already. 8. No, no, no, no. I don't think you can find it's going to be exposed to. OK, exposed to. This is also another topic vocabulary. Exposed to. It should be in, with spread, with put. All of them should be in. #9. Moisture. Moisture. Moisture. Yeah. Well, there is no water in it, right. You don't say water, you say it's, it's a moisture. No, no, it should be noun. Witness is also not correct. Number 10. Bagging, bagging, process of bagging. Is this a package?

Yeah.

Appendix Q: Additional statistics

Q.1. *This section of the Appendix supplements Section 4.2 of the Findings chapter on reported teacher and learner perceptions.*

Teacher perceptions

This section includes the frequency statistics showing teacher perceptions of using Uzbek/Russian in the classroom. Teachers generally agree that learners like using Uzbek/Russian and find it useful for various classroom functions.

Table Q.1. Frequency statistics showing teacher perceptions

Statement	N (Valid)	N (Missing)	Mean	Std. Deviation	Minimum	Maximum
Learners like to use Uzbek/Russian in class	17	0	3.12	1.166	1	5
Using Uzbek/Russian in class is useful because it saves time	16	1	2.50	1.155	1	4
Using Uzbek/Russian helps learners work together	16	1	2.50	0.894	1	4
Using Uzbek/Russian	17	0	3.24	0.752	2	4

makes learners less nervous						
Translation is an effective learning strategy for learners	17	0	2.12	1.111	1	5
*Using Uzbek/Russian means learners hear and understand English less	17	0	1.65	1.057	1	5
*Using Uzbek/Russian can cause interference with English leading to errors	17	0	2.12	0.697	1	3
Learners prefer English-only classes	17	0	2.71	1.213	1	4
*Using Uzbek/Russian stops learners from thinking in English	17	0	1.41	1.004	1	5

I try to avoid using Uzbek/Russian in class	17	0	4.47	0.717	3	5
I only allow using Uzbek/Russian at certain times in class	17	0	4.29	1.047	1	5
I believe English should be the main language used in the classroom	17	0	4.41	1.064	1	5
*I feel guilty if languages other than English are used in the classroom	17	0	2.06	0.827	1	3

Note: *Indicates a negatively-worded and reverse-coded item

Learner perceptions

This section summarises learner perceptions of their teachers' use of Uzbek/Russian in the classroom. The data reveal that learners generally recognise their teachers' attempts to limit the use of Uzbek/Russian and prefer English as the main language of instruction.

Table Q.2. Frequency statistics showing learner perceptions

Statement	N (Valid)	N (Missing)	Mean	Std. Deviation
My teacher tries to avoid using Uzbek/Russian in class	110	0	4.04	1.108
My teacher only allows using Uzbek/Russian at certain times in class	110	0	3.44	1.208
My teacher believes English should be the main language used in the classroom	109	1	4.48	0.845
*My teacher feels guilty if languages other than English are used in the classroom	108	2	2.93	1.182
I like to use Uzbek/Russian in class	108	2	2.72	1.259
Using Uzbek/Russian in class is useful because it saves time	107	3	2.67	1.272
Using Uzbek/Russian helps me work together with other learners	107	3	3.08	1.150
Using Uzbek/Russian makes me less nervous	105	5	2.70	1.100
Translation is an effective learning strategy for me	105	5	3.45	1.217
*Using Uzbek/Russian means I hear and understand English less	107	3	3.47	1.695

*Using Uzbek/Russian can cause interference with English leading to errors	106	4	3.24	1.565
I prefer English-only classes	103	7	3.81	1.621
*Using Uzbek/Russian prevents me from thinking in English	105	5	3.41	1.785

Note: *Indicates a negatively-worded and reverse-coded item

Differences in learner perceptions based on age group

This section examines the differences in learner perceptions based on age group. The data show variations in how different age groups perceive their teachers' use of Uzbek/Russian. First, tests of normality were run.

Table Q.3. Case processing summary by age group

Age Group	Cases (Valid)	Cases (Missing)	Total
12–17	57 (85.1%)	10 (14.9%)	67 (100.0%)
18–23	30 (81.1%)	7 (18.9%)	37 (100.0%)
24+	5 (83.3%)	1 (16.7%)	6 (100.0%)

Table Q.4. Descriptive statistics by age group

	Age group		Statistic	Std. Error
My teacher tries to avoid using Uzbek/Russian in class	12–17	Mean	4.05	.147
		Std. Deviation	1.109	
		Skewness	-.840	.316
		Kurtosis	-.683	.623

	18-23	Mean	3.90	.216
		Std. Deviation	1.185	
		Skewness	-.995	.427
		Kurtosis	.467	.833
	24+	Mean	4.00	.548
		Std. Deviation	1.225	
		Skewness	-1.361	.913
		Kurtosis	2.000	2.000
My teacher only allows using Uzbek/Russian at certain times in class	12-17	Mean	3.37	.156
		Std. Deviation	1.175	
		Skewness	-.288	.316
		Kurtosis	-.931	.623
	18-23	Mean	3.70	.210
		Std. Deviation	1.149	
		Skewness	-.675	.427
		Kurtosis	-.448	.833
	24+	Mean	4.00	.548
		Std. Deviation	1.225	
		Skewness	-1.361	.913
		Kurtosis	2.000	2.000
	12-17	Mean	4.54	.094

My teacher believes English should be the main language used in the classroom		Std. Deviation	.709	
		Skewness	-1.563	.316
		Kurtosis	2.147	.623
	18-23	Mean	4.27	.197
		Std. Deviation	1.081	
		Skewness	-1.454	.427
		Kurtosis	1.589	.833
	24+	Mean	4.60	.245
		Std. Deviation	.548	
		Skewness	-.609	.913
		Kurtosis	-3.333	2.000
*My teacher feels guilty if languages other than English are used in the classroom	12-17	Mean	2.91	.147
		Std. Deviation	1.106	
		Skewness	.015	.316
		Kurtosis	-.698	.623
	18-23	Mean	2.90	.237
		Std. Deviation	1.296	
		Skewness	-.006	.427
		Kurtosis	-.841	.833
	24+	Mean	2.40	.400
		Std. Deviation	.894	

		Skewness	-1.258	.913
		Kurtosis	.312	2.000
I like to use Uzbek/Russian in class	12-17	Mean	2.65	.163
		Std. Deviation	1.232	
		Skewness	.415	.316
		Kurtosis	-.861	.623
	18-23	Mean	2.77	.218
		Std. Deviation	1.194	
		Skewness	.094	.427
		Kurtosis	-.889	.833
	24+	Mean	3.60	.510
		Std. Deviation	1.140	
		Skewness	-.405	.913
		Kurtosis	-.178	2.000
Using Uzbek/Russian in class is useful because it saves time	12-17	Mean	2.63	.154
		Std. Deviation	1.159	
		Skewness	.487	.316
		Kurtosis	-.690	.623
	18-23	Mean	2.40	.218
		Std. Deviation	1.192	
		Skewness	.319	.427
		Kurtosis	-.936	.833

	24+	Mean	3.40	.678
		Std. Deviation	1.517	
		Skewness	.315	.913
		Kurtosis	-3.081	2.000
Using Uzbek/Russian helps me work together with other learners	12-17	Mean	3.07	.150
		Std. Deviation	1.132	
		Skewness	-.142	.316
		Kurtosis	-.829	.623
	18-23	Mean	3.13	.224
		Std. Deviation	1.224	
		Skewness	-.150	.427
		Kurtosis	-.480	.833
	24+	Mean	3.40	.510
		Std. Deviation	1.140	
		Skewness	.405	.913
		Kurtosis	-.178	2.000
Using Uzbek/Russian makes me less nervous	12-17	Mean	2.79	.141
		Std. Deviation	1.065	
		Skewness	.255	.316
		Kurtosis	-.708	.623
	18-23	Mean	2.43	.196

		Std. Deviation	1.073	
		Skewness	.454	.427
		Kurtosis	-.324	.833
	24+	Mean	3.20	.490
		Std. Deviation	1.095	
		Skewness	1.293	.913
		Kurtosis	2.917	2.000
Translation is an effective learning strategy for me	12-17	Mean	3.32	.172
		Std. Deviation	1.298	
		Skewness	-.467	.316
		Kurtosis	-.780	.623
	18-23	Mean	3.63	.212
		Std. Deviation	1.159	
		Skewness	-.917	.427
		Kurtosis	.101	.833
	24+	Mean	3.80	.583
		Std. Deviation	1.304	
		Skewness	-.541	.913
		Kurtosis	-1.488	2.000
*Using Uzbek/Russian means I hear and understand English less	12-17	Mean	2.95	.206
		Std. Deviation	1.552	

		Skewness	-.117	.316
		Kurtosis	-1.454	.623
	18-23	Mean	2.53	.306
		Std. Deviation	1.676	
		Skewness	.385	.427
		Kurtosis	-1.597	.833
	24+	Mean	3.20	.663
		Std. Deviation	1.483	
		Skewness	-.552	.913
		Kurtosis	.868	2.000
*Using Uzbek/Russian can cause interference with English, leading to errors	12-17	Mean	2.81	.193
		Std. Deviation	1.457	
		Skewness	-.154	.316
		Kurtosis	-1.463	.623
	18-23	Mean	2.53	.270
		Std. Deviation	1.479	
		Skewness	.204	.427
		Kurtosis	-1.468	.833
	24+	Mean	3.60	.245
		Std. Deviation	.548	
		Skewness	-.609	.913
		Kurtosis	-3.333	2.000

I prefer English-only classes	12-17	Mean	2.79	.200
		Std. Deviation	1.509	
		Skewness	.081	.316
		Kurtosis	-1.324	.623
	18-23	Mean	2.80	.301
		Std. Deviation	1.648	
		Skewness	.095	.427
		Kurtosis	-1.624	.833
	24+	Mean	3.40	.678
		Std. Deviation	1.517	
		Skewness	-1.118	.913
		Kurtosis	1.456	2.000
*Using Uzbek/Russian prevents me from thinking in English	12-17	Mean	2.82	.208
		Std. Deviation	1.571	
		Skewness	.043	.316
		Kurtosis	-1.482	.623
	18-23	Mean	2.03	.286
		Std. Deviation	1.564	
		Skewness	1.041	.427
		Kurtosis	-.645	.833
	24+	Mean	3.00	.548

		Std. Deviation	1.225	
		Skewness	-1.361	.913
		Kurtosis	2.000	2.000

Table Q.5. Tests of normality on student data

	Age group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
My teacher tries to avoid using Uzbek/Russian in class	12-17	.277	57	<.001	.772	57	<.001
	18-23	.223	30	<.001	.826	30	<.001
	24+	.300	5	.161	.833	5	.146
My teacher only allows using Uzbek/Russian at certain times in class	12-17	.231	57	<.001	.895	57	<.001
	18-23	.270	30	<.001	.864	30	.001
	24+	.300	5	.161	.833	5	.146
My teacher believes English should be the main language used in the classroom	12-17	.389	57	<.001	.669	57	<.001
	18-23	.351	30	<.001	.718	30	<.001
	24+	.367	5	.026	.684	5	.006
	12-17	.164	57	<.001	.917	57	<.001

*My teacher feels guilty if languages other than English are used in the classroom	18–23	.197	30	.004	.901	30	.009
	24+	.349	5	.046	.771	5	.046
I like to use Uzbek/Russian in class	12–17	.245	57	<.001	.889	57	<.001
	18–23	.173	30	.023	.916	30	.021
	24+	.237	5	.200*	.961	5	.814
Using Uzbek/Russian in class is useful because it saves time	12–17	.268	57	<.001	.881	57	<.001
	18–23	.180	30	.014	.886	30	.004
	24+	.254	5	.200*	.803	5	.086
Using Uzbek/Russian helps me work together with other learners	12–17	.198	57	<.001	.910	57	<.001
	18–23	.223	30	<.001	.893	30	.006
	24+	.237	5	.200*	.961	5	.814
Using Uzbek/Russian makes me less nervous	12–17	.227	57	<.001	.901	57	<.001
	18–23	.224	30	<.001	.901	30	.009
	24+	.372	5	.022	.828	5	.135
Translation is an effective learning	12–17	.210	57	<.001	.886	57	<.001
	18–23	.324	30	<.001	.833	30	<.001
	24+	.221	5	.200*	.902	5	.421

strategy for me							
*Using Uzbek/Russian means I hear and understand English less	12-17	.229	57	<.001	.832	57	<.001
	18-23	.320	30	<.001	.767	30	<.001
	24+	.246	5	.200*	.956	5	.777
*Using Uzbek/Russian can cause interference with English, leading to errors	12-17	.243	57	<.001	.824	57	<.001
	18-23	.283	30	<.001	.814	30	<.001
	24+	.367	5	.026	.684	5	.006
I prefer English-only classes	12-17	.233	57	<.001	.830	57	<.001
	18-23	.263	30	<.001	.809	30	<.001
	24+	.254	5	.200*	.914	5	.492
*Using Uzbek/Russian prevents me from thinking in English	12-17	.246	57	<.001	.824	57	<.001
	18-23	.412	30	<.001	.662	30	<.001
	24+	.300	5	.161	.833	5	.146

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The tables above show that student data is non-normally distributed. Therefore, Kruskal-Wallis test was run to analyse within-group differences based on age group.

Table Q.6. Mean ranks by age group for learner perceptions

	Age group	N	Mean Rank
My teacher tries to avoid using Uzbek/Russian in class	12-17	67	56.62
	18-23	37	53.96
	24+	6	52.50
	Total	110	
My teacher only allows using Uzbek/Russian at certain times in class	12-17	67	53.22
	18-23	37	58.01
	24+	6	65.50
	Total	110	
My teacher believes English should be the main language used in the classroom	12-17	66	54.73
	18-23	37	54.97
	24+	6	58.17
	Total	109	
*My teacher feels guilty if languages other than English are used in the classroom	12-17	66	54.45
	18-23	36	55.54
	24+	6	48.83
	Total	108	
I like to use Uzbek/Russian in class	12-17	66	52.77
	18-23	36	55.18
	24+	6	69.42
	Total	108	

Using Uzbek/Russian in class is useful because it saves time	12–17	66	54.01
	18–23	35	52.17
	24+	6	64.58
	Total	107	
Using Uzbek/Russian helps me work together with other learners	12–17	65	54.17
	18–23	36	52.83
	24+	6	59.17
	Total	107	
Using Uzbek/Russian makes me less nervous	12–17	65	55.19
	18–23	34	48.19
	24+	6	56.50
	Total	105	
Translation is an effective learning strategy for me	12–17	63	51.33
	18–23	36	55.24
	24+	6	57.08
	Total	105	
*Using Uzbek/Russian means I hear and understand English less	12–17	66	56.92
	18–23	36	47.86
	24+	5	59.70
	Total	107	
*Using Uzbek/Russian can cause interference with English, leading to errors	12–17	65	53.24
	18–23	36	51.86
	24+	5	68.70
	Total	106	
I prefer English-only classes	12–17	64	51.35
	18–23	34	51.72

	24+	5	62.20
	Total	103	
*Using Uzbek/Russian prevents me from thinking in English	12-17	66	56.89
	18-23	34	44.51
	24+	5	59.40
	Total	105	

Table Q.7. Kruskal-Wallis test results by age group on learner perceptions

	Kruskal-Wallis H	df	Asymp. Sig.
My teacher tries to avoid using Uzbek/Russian in class	.252	2	.882
My teacher only allows using Uzbek/Russian at certain times in class	1.249	2	.535
My teacher believes English should be the main language used in the classroom	.091	2	.955
*My teacher feels guilty if languages other than English are used in the classroom	.252	2	.882
I like to use Uzbek/Russian in class	1.676	2	.433
Using Uzbek/Russian in class is useful because it saves time	.877	2	.645
Using Uzbek/Russian helps me work together with other learners	.234	2	.890
Using Uzbek/Russian makes me less nervous	1.374	2	.503
Translation is an effective learning strategy for me	.527	2	.768

*Using Uzbek/Russian means I hear and understand English less	2.345	2	.310
*Using Uzbek/Russian can cause interference with English, leading to errors	1.450	2	.484
I prefer English-only classes	.668	2	.716
*Using Uzbek/Russian prevents me from thinking in English	4.379	2	.112

Differences in learner perceptions based on proficiency level

This section explores how learner perceptions vary based on their proficiency level. First, tests or normality were run. None of the items met assumptions of normality. Therefore, the Kruskal-Wallis H test was used to determine significant differences.

Table Q.8. Tests of normality based on student reported proficiency

	Reported proficiency	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
My teacher tries to avoid using Uzbek/Russian in class	Elementary	.249	29	<.001	.797	29	<.001
My teacher only allows using Uzbek/Russian at certain times in class	Elementary	.314	29	<.001	.787	29	<.001
My teacher believes	Elementary	.262	29	<.001	.802	29	<.001

English should be the main language used in the classroom							
*My teacher feels guilty if languages other than English are used in the classroom	Elementary	.167	29	.037	.903	29	.011
I like to use Uzbek/Russian in class	Elementary	.256	29	<.001	.884	29	.004
Using Uzbek/Russian in class is useful because it saves time	Elementary	.252	29	<.001	.871	29	.002
Using Uzbek/Russian helps me work together with other learners	Elementary	.235	29	<.001	.879	29	.003
Using Uzbek/Russian makes me less nervous	Elementary	.239	29	<.001	.904	29	.012
Translation is an effective learning	Elementary	.285	29	<.001	.798	29	<.001

strategy for me							
*Using Uzbek/Russian means I hear and understand English less	Elementary	.289	29	<.001	.785	29	<.001
*Using Uzbek/Russian can cause interference with English, leading to errors	Elementary	.242	29	<.001	.803	29	<.001
I prefer English-only classes	Elementary	.244	29	<.001	.854	29	<.001
*Using Uzbek/Russian prevents me from thinking in English	Elementary	.292	29	<.001	.803	29	<.001
a. Lilliefors Significance Correction							

Table Q.9. Mean ranks of survey responses by proficiency level

Statement	Proficiency Level	N	Mean Rank
My teacher tries to avoid using Uzbek/Russian in class	Intermediate	27	55.83

	Upper-Intermediate	17	60.41
	Advanced	20	63.58
	Beginner	9	41.72
	Elementary	36	50.38
	Total	109	

(And similar tables for other perceptions)

Table Q.10. Kruskal-Wallis H Test results on reported proficiency

Statement	Kruskal-Wallis H	df	Asymp. Sig.
My teacher tries to avoid using Uzbek/Russian in class	4.959	4	.292
My teacher only allows using Uzbek/Russian at certain times in class	14.490	4	.006
My teacher believes English should be the main language used in the classroom	12.308	4	.015
*My teacher feels guilty if languages other than English are used in the classroom	2.567	4	.633
I like to use Uzbek/Russian in class	23.086	4	<.001
Using Uzbek/Russian in class is useful because it saves time	12.962	4	.011
Using Uzbek/Russian helps me work together with other learners	20.443	4	<.001
Using Uzbek/Russian makes me less nervous	10.310	4	.036
Translation is an effective learning strategy for me	43.206	4	<.001

*Using Uzbek/Russian means I hear and understand English less	.478	4	.976
*Using Uzbek/Russian can cause interference with English leading to errors	2.705	4	.608
I prefer English-only classes	14.080	4	.007
*Using Uzbek/Russian prevents me from thinking in English	6.646	4	.156

Note: *Indicates a negatively-worded and reverse-coded item

Q.2. *This section of the Appendix supplements Section 4.3 of the Findings chapter on the alignment of reported teacher and learner perceptions.*

Tests of normality (teachers)

To answer RQ1a on the alignment of teacher and learner perceptions, it was important to test normality of distribution. This was done on student data in Section 4.2. In this present section, analysis on teacher data will be included.

Table Q.11 Tests of normality case processing summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Learners like to use Uzbek/Russian in class [a]	15	88.2%	2	11.8%	17	100.0%

[a] *Same statistics for all other items.*

Table Q.12. Descriptive statistics for tests of normality (teachers)

Statements		Statistic	Std. Error
Learners like to use Uzbek/Russian in class	Mean	3.33	.270
	Std. Deviation	1.047	
	Skewness	-.352	.580
	Kurtosis	.730	1.121
Using Uzbek/Russian in class is useful because it saves time	Mean	2.60	.289
	Std. Deviation	1.121	

	Skewness	-.112	.580
	Kurtosis	-1.291	1.121
Using Uzbek/Russian helps learners work together	Mean	2.40	.214
	Std. Deviation	.828	
	Skewness	.801	.580
	Kurtosis	.337	1.121
Using Uzbek/Russian makes learners less nervous	Mean	3.27	.182
	Std. Deviation	.704	
	Skewness	-.433	.580
	Kurtosis	-.669	1.121
Translation is an effective learning strategy for learners	Mean	2.13	.291
	Std. Deviation	1.125	
	Skewness	1.438	.580
	Kurtosis	2.178	1.121
*Using Uzbek/Russian means learners hear and understand English less	Mean	1.67	.287
	Std. Deviation	1.113	
	Skewness	2.207	.580
	Kurtosis	5.439	1.121
*Using Uzbek/Russian can cause interference with English, leading to errors	Mean	2.13	.192
	Std. Deviation	.743	
	Skewness	-.227	.580
	Kurtosis	-.970	1.121

Learners prefer English-only classes	Mean	2.67	.333
	Std. Deviation	1.291	
	Skewness	-.426	.580
	Kurtosis	-1.615	1.121
*Using Uzbek/Russian stops learners from thinking in English	Mean	1.47	.274
	Std. Deviation	1.060	
	Skewness	3.006	.580
	Kurtosis	9.859	1.121
I try to avoid using Uzbek/Russian in class	Mean	4.40	.190
	Std. Deviation	.737	
	Skewness	-.841	.580
	Kurtosis	-.470	1.121
I only allow using Uzbek/Russian at certain times in class	Mean	4.27	.284
	Std. Deviation	1.100	
	Skewness	-2.096	.580
	Kurtosis	5.153	1.121
I believe English should be the main language used in the classroom	Mean	4.40	.289
	Std. Deviation	1.121	
	Skewness	-2.344	.580
	Kurtosis	5.885	1.121
	Mean	2.13	.215

*I feel guilty if languages other than English are used in the classroom	Std. Deviation	.834	
	Skewness	-.274	.580
	Kurtosis	-1.499	1.121

Table Q.13. Tests of normality (teachers)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learners like to use Uzbek/Russian in class	.242	15	.019	.899	15	.092
Using Uzbek/Russian in class is useful because it saves time	.173	15	.200*	.876	15	.042
Using Uzbek/Russian helps learners work together	.352	15	<.001	.805	15	.004
Using Uzbek/Russian makes learners less nervous	.251	15	.012	.798	15	.003
Translation is an effective learning strategy for learners	.347	15	<.001	.788	15	.003
*Using Uzbek/Russian means learners hear and understand English less	.325	15	<.001	.660	15	<.001

*Using Uzbek/Russian can cause interference with English, leading to errors	.238	15	.022	.817	15	.006
Learners prefer English-only classes	.269	15	.005	.776	15	.002
*Using Uzbek/Russian stops learners from thinking in English	.403	15	<.001	.508	15	<.001
I try to avoid using Uzbek/Russian in class	.326	15	<.001	.755	15	.001
I only allow using Uzbek/Russian at certain times in class	.281	15	.002	.693	15	<.001
I believe English should be the main language used in the classroom	.370	15	<.001	.617	15	<.001
*I feel guilty if languages other than English are used in the classroom	.251	15	.012	.799	15	.004
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The normality tests for both teacher and student data indicated that the data were not normally distributed. Therefore, non-parametric tests such as the Mann-Whitney U test were used for subsequent analyses.

Non-parametric Mann-Whitney Test

Table Q.14. Overall Mann-Whitney test results

Item	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Learners/I like to use Uzbek/Russian in class	736.000	6514.000	-1.295	.195
Using Uzbek/Russian in class is useful because it saves time	794.000	930.000	-.423	.672
Using Uzbek/Russian helps learners/me work together with other learners	575.000	711.000	-2.139	.032
Using Uzbek/Russian makes learners/me less nervous	609.500	6069.500	-2.129	.033
Translation is an effective learning strategy for learners/me	382.500	535.500	-3.847	<.001
*Using Uzbek/Russian means learners/I hear and understand English less	537.000	690.000	-2.787	.005
*Using Uzbek/Russian can cause interference with English leading to errors	615.000	768.000	-2.125	.034
Learners/I prefer English-only classes	796.500	949.500	-.558	.577

*Using Uzbek/Russian stops learners/me from thinking in English	513.000	666.000	-2.950	.003
I try/My teacher tries to avoid using Uzbek/Russian in class	741.500	6736.500	-1.416	.157
I only allow/My teacher only allows using Uzbek/Russian at certain times in class	534.500	6529.500	-2.906	.004
I believe/My teacher believes English should be the main language used in the classroom	916.500	1069.500	-.013	.990
*I feel guilty/My teacher feels guilty if languages other than English are used in the classroom	533.000	686.000	-2.823	.005

Teacher-specific Mann-Whitney U test results

The Mann-Whitney U test results for individual teachers and their students showed no significant differences across all questionnaire items for Teachers 1, 2, 3, and 4. This suggests a general alignment in perceptions between teachers and their respective students.

Teacher 1

Table Q.15. Comparison of mean ranks between Teacher 1 and their students' perceptions

	Groups	N	Mean Rank	Sum of Ranks
Learners/I like to use Uzbek/Russian in class	Teachers	1	19.50	19.50
	Students	20	10.58	211.50
	Total	21		

Using Uzbek/Russian in class is useful because it saves time	Teachers	1	12.50	12.50
	Students	20	10.93	218.50
	Total	21		
Using Uzbek/Russian helps learners/me work together with other learners	Teachers	1	3.50	3.50
	Students	20	11.38	227.50
	Total	21		
Using Uzbek/Russian makes learners/me less nervous	Teachers	1	16.50	16.50
	Students	20	10.73	214.50
	Total	21		
Translation is an effective learning strategy for learners/me	Teachers	1	16.00	16.00
	Students	20	10.75	215.00
	Total	21		
*Using Uzbek/Russian means learners/I hear and understand English less	Teachers	1	10.00	10.00
	Students	20	11.05	221.00
	Total	21		
*Using Uzbek/Russian can cause interference with English, leading to errors	Teachers	1	10.00	10.00
	Students	19	10.53	200.00
	Total	20		
Learners/I prefer English-only classes	Teachers	1	2.50	2.50
	Students	19	10.92	207.50
	Total	20		
	Teachers	1	5.50	5.50
	Students	20	11.28	225.50

*Using Uzbek/Russian stops learners/me from thinking in English	Total	21		
I try/My teacher tries to avoid using Uzbek/Russian in class	Teachers	1	10.50	10.50
	Students	20	11.03	220.50
	Total	21		
I only allow/My teacher only allows using Uzbek/Russian at certain times in class	Teachers	1	13.00	13.00
	Students	20	10.90	218.00
	Total	21		
I believe/My teacher believes English should be the main language used in the classroom	Teachers	1	16.00	16.00
	Students	20	10.75	215.00
	Total	21		
*I feel guilty/My teacher feels guilty if languages other than English are used in the classroom	Teachers	1	15.50	15.50
	Students	20	10.78	215.50
	Total	21		

Table Q.16. Mann-Whitney U test statistics (Teacher 1)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Exact Sig. [2*(1-tailed Sig.)]
Learners/I like to use Uzbek/Russian in class	1.500	211.500	-1.461	.144	.190

Using Uzbek/Russian in class is useful because it saves time	8.500	218.500	-.255	.798	.857
Using Uzbek/Russian helps learners/me work together with other learners	2.500	3.500	-1.274	.203	.286
Using Uzbek/Russian makes learners/me less nervous	4.500	214.500	-.950	.342	.476
Translation is an effective learning strategy for learners/me	5.000	215.000	-.911	.362	.571
*Using Uzbek/Russian means learners/I hear and understand English less	9.000	10.000	-.174	.862	.952
*Using Uzbek/Russian can cause interference with English, leading to errors	9.000	10.000	-.090	.928	1.000
Learners/I prefer English-only classes	1.500	2.500	-1.437	.151	.200

*Using Uzbek/Russian stops learners/me from thinking in English	4.500	5.500	-.971	.331	.476
I try/My teacher tries to avoid using Uzbek/Russian in class	9.500	10.500	-.085	.932	.952
I only allow/My teacher only allows using Uzbek/Russian at certain times in class	8.000	218.000	-.343	.731	.857
I believe/My teacher believes English should be the main language used in the classroom	5.000	215.000	-.900	.368	.571
*I feel guilty/My teacher feels guilty if languages other than English are used in the classroom	5.500	215.500	-.773	.439	.571

Teacher 2

Table Q.17. Comparison of mean ranks between Teacher 2 and their students' perceptions

	Groups	N	Mean Rank	Sum of Ranks
Learners/I like to use Uzbek/Russian in class	Teachers	1	17.50	17.50
	Students	18	9.58	172.50
	Total	19		
Using Uzbek/Russian in class is useful because it saves time	Teachers	1	3.50	3.50
	Students	18	10.36	186.50
	Total	19		
Using Uzbek/Russian helps learners/me work together with other learners	Teachers	1	3.00	3.00
	Students	18	10.39	187.00
	Total	19		
Using Uzbek/Russian makes learners/me less nervous	Teachers	1	17.00	17.00
	Students	18	9.61	173.00
	Total	19		
Translation is an effective learning strategy for learners/me	Teachers	1	1.00	1.00
	Students	18	10.50	189.00
	Total	19		
*Using Uzbek/Russian means learners/I hear and understand English less	Teachers	1	4.00	4.00
	Students	18	10.33	186.00
	Total	19		
*Using Uzbek/Russian can cause interference with English, leading to errors	Teachers	1	8.00	8.00
	Students	18	10.11	182.00
	Total	19		
Learners/I prefer English-only classes	Teachers	1	8.00	8.00
	Students	18	10.11	182.00
	Total	19		

*Using Uzbek/Russian stops learners/me from thinking in English	Teachers	1	5.50	5.50
	Students	18	10.25	184.50
	Total	19		
I try/My teacher tries to avoid using Uzbek/Russian in class	Teachers	1	14.00	14.00
	Students	18	9.78	176.00
	Total	19		
I only allow/My teacher only allows using Uzbek/Russian at certain times in class	Teachers	1	17.00	17.00
	Students	18	9.61	173.00
	Total	19		
I believe/My teacher believes English should be the main language used in the classroom	Teachers	1	11.50	11.50
	Students	17	9.38	159.50
	Total	18		
*I feel guilty/My teacher feels guilty if languages other than English are used in the classroom	Teachers	1	4.50	4.50
	Students	18	10.31	185.50
	Total	19		

Table Q.18. Mann-Whitney U test statistics (Teacher 2)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Exact Sig. [2*(1-tailed Sig.)]
Learners/I like to use Uzbek/Russian in class	1.500	172.500	-1.440	.150	.211
Using Uzbek/Russian in class is useful because it saves time	2.500	3.500	-1.258	.208	.316

Using Uzbek/Russian helps learners/me work together with other learners	2.000	3.000	-1.325	.185	.316
Using Uzbek/Russian makes learners/me less nervous	2.000	173.000	-1.319	.187	.316
Translation is an effective learning strategy for learners/me	.000	1.000	-1.769	.077	.105
*Using Uzbek/Russian means learners/I hear and understand English less	3.000	4.000	-1.139	.255	.421
*Using Uzbek/Russian can cause interference with English, leading to errors	7.000	8.000	-.382	.702	.842
Learners/I prefer English-only classes	7.000	8.000	-.380	.704	.842
*Using Uzbek/Russian stops learners/me from thinking in English	4.500	5.500	-.902	.367	.526
I try/My teacher tries to avoid using Uzbek/Russian in class	5.000	176.000	-.839	.402	.632

I only allow/My teacher only allows using Uzbek/Russian at certain times in class	2.000	173.000	-1.398	.162	.316
I believe/My teacher believes English should be the main language used in the classroom	6.500	159.500	-.531	.595	.778
*I feel guilty/My teacher feels guilty if languages other than English are used in the classroom	3.500	4.500	-1.042	.297	.421

Teacher 3

Table Q.19. Comparison of mean ranks between Teacher 3 and their students' perceptions

	Groups	N	Mean Rank	Sum of Ranks
Learners/I like to use Uzbek/Russian in class	Teachers	1	13.50	13.50
	Students	16	8.72	139.50
	Total	17		
Using Uzbek/Russian in class is useful because it saves time	Teachers	1	15.00	15.00
	Students	16	8.63	138.00
	Total	17		
	Teachers	1	7.50	7.50
	Students	16	9.09	145.50

Using Uzbek/Russian helps learners/me work together with other learners	Total	17		
Using Uzbek/Russian makes learners/me less nervous	Teachers	1	13.00	13.00
	Students	16	8.75	140.00
	Total	17		
Translation is an effective learning strategy for learners/me	Teachers	1	8.50	8.50
	Students	14	7.96	111.50
	Total	15		
*Using Uzbek/Russian means learners/I hear and understand English less	Teachers	1	4.00	4.00
	Students	15	8.80	132.00
	Total	16		
*Using Uzbek/Russian can cause interference with English, leading to errors	Teachers	1	3.00	3.00
	Students	15	8.87	133.00
	Total	16		
Learners/I prefer English-only classes	Teachers	1	9.00	9.00
	Students	15	8.47	127.00
	Total	16		
*Using Uzbek/Russian stops learners/me from thinking in English	Teachers	1	8.00	8.00
	Students	15	8.53	128.00
	Total	16		
I try/My teacher tries to avoid using Uzbek/Russian in class	Teachers	1	9.50	9.50
	Students	17	9.50	161.50
	Total	18		
I only allow/My teacher only allows using Uzbek/Russian at certain times in class	Teachers	1	5.50	5.50
	Students	17	9.74	165.50
	Total	18		

I believe/My teacher believes English should be the main language used in the classroom	Teachers	1	3.00	3.00
	Students	17	9.88	168.00
	Total	18		
*I feel guilty/My teacher feels guilty if languages other than English are used in the classroom	Teachers	1	4.50	4.50
	Students	17	9.79	166.50
	Total	18		

Table Q.20. Mann-Whitney U test statistics (Teacher 3)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Exact Sig. [2*(1-tailed Sig.)]
Learners/I like to use Uzbek/Russian in class	3.500	139.500	-.963	.335	.471
Using Uzbek/Russian in class is useful because it saves time	2.000	138.000	-1.306	.192	.353
Using Uzbek/Russian helps learners/me work together with other learners	6.500	7.500	-.321	.748	.824
Using Uzbek/Russian makes learners/me less nervous	4.000	140.000	-.890	.374	.588
Translation is an effective learning	6.500	111.500	-.127	.899	.933

strategy for learners/me					
*Using Uzbek/Russian means learners/I hear and understand English less	3.000	4.000	-1.014	.310	.500
*Using Uzbek/Russian can cause interference with English, leading to errors	2.000	3.000	-1.283	.199	.375
Learners/I prefer English-only classes	7.000	127.000	-.115	.908	1.000
*Using Uzbek/Russian stops learners/me from thinking in English	7.000	8.000	-.114	.909	1.000
I try/My teacher tries to avoid using Uzbek/Russian in class	8.500	161.500	.000	1.000	1.000
I only allow/My teacher only allows using Uzbek/Russian at certain times in class	4.500	5.500	-.831	.406	.556
I believe/My teacher believes English should be the main language used in the classroom	2.000	3.000	-1.358	.175	.333

*I feel guilty/My teacher feels guilty if languages other than English are used in the classroom	3.500	4.500	-.992	.321	.444

Teacher 4

Table Q.21. Comparison of mean ranks between Teacher 4 and their students' perceptions

	Groups	N	Mean Rank	Sum of Ranks
Learners/I like to use Uzbek/Russian in class	Teachers	1	12.50	12.50
	Students	20	10.93	218.50
	Total	21		
Using Uzbek/Russian in class is useful because it saves time	Teachers	1	12.00	12.00
	Students	20	10.95	219.00
	Total	21		
Using Uzbek/Russian helps learners/me work together with other learners	Teachers	1	4.00	4.00
	Students	20	11.35	227.00
	Total	21		
Using Uzbek/Russian makes learners/me less nervous	Teachers	1	6.50	6.50
	Students	19	10.71	203.50
	Total	20		
Translation is an effective learning strategy for learners/me	Teachers	1	1.00	1.00
	Students	20	11.50	230.00
	Total	21		
	Teachers	1	18.50	18.50

*Using Uzbek/Russian means learners/I hear and understand English less	Students	20	10.63	212.50
	Total	21		
*Using Uzbek/Russian can cause interference with English, leading to errors	Teachers	1	11.50	11.50
	Students	20	10.98	219.50
	Total	21		
Learners/I prefer English-only classes	Teachers	1	4.50	4.50
	Students	19	10.82	205.50
	Total	20		
*Using Uzbek/Russian stops learners/me from thinking in English	Teachers	1	18.00	18.00
	Students	18	9.56	172.00
	Total	19		
I try/My teacher tries to avoid using Uzbek/Russian in class	Teachers	1	6.00	6.00
	Students	20	11.25	225.00
	Total	21		
I only allow/My teacher only allows using Uzbek/Russian at certain times in class	Teachers	1	11.50	11.50
	Students	20	10.98	219.50
	Total	21		
I believe/My teacher believes English should be the main language used in the classroom	Teachers	1	7.00	7.00
	Students	20	11.20	224.00
	Total	21		
*I feel guilty/My teacher feels guilty if languages other than English are used in the classroom	Teachers	1	11.50	11.50
	Students	19	10.45	198.50
	Total	20		

Table Q.22. Mann-Whitney U test statistics (Teacher 4)

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Exact Sig. [2*(1-tailed Sig.)]
Learners/I like to use Uzbek/Russian in class	8.500	218.500	-.255	.798	.857
Using Uzbek/Russian in class is useful because it saves time	9.000	219.000	-.174	.862	.952
Using Uzbek/Russian helps learners/me work together with other learners	3.000	4.000	-1.215	.224	.381
Using Uzbek/Russian makes learners/me less nervous	5.500	6.500	-.740	.460	.600
Translation is an effective learning strategy for learners/me	.000	1.000	-1.754	.079	.095
*Using Uzbek/Russian means learners/I hear and understand English less	2.500	212.500	-1.333	.183	.286
*Using Uzbek/Russian can cause interference	9.500	219.500	-.089	.929	.952

with English, leading to errors					
Learners/I prefer English-only classes	3.500	4.500	-1.095	.273	.400
*Using Uzbek/Russian stops learners/me from thinking in English	1.000	172.000	-1.542	.123	.211
I try/My teacher tries to avoid using Uzbek/Russian in class	5.000	6.000	-.862	.389	.571
I only allow/My teacher only allows using Uzbek/Russian at certain times in class	9.500	219.500	-.092	.927	.952
I believe/My teacher believes English should be the main language used in the classroom	6.000	7.000	-.730	.465	.667
*I feel guilty/My teacher feels guilty if languages other than English are used in the classroom	8.500	198.500	-.181	.856	.900

Q.3. *This section of the Appendix supplements Section 4.4 of the Findings chapter on reported and observed teacher practices of own-language use, in terms of frequency and functions.*

Reported frequency of own-language use

Out of 17 teachers, 14 reported their frequency of own-language use, with a mean of 27.86% (SD=13.828). The most common frequency was 30% (35.3%), followed by 10% (11.8%). Frequencies of 0%, 20%, 35%, 40%, 45%, and 50% were each reported by one teacher (5.9% each).

Table Q.23. Descriptive statistics of reported own-language use frequency

			Statistic	Std. Error
... % of my overall talking is in Uzbek/Russian.	Mean		27.86	3.696
	95% Confidence Interval for Mean	Lower Bound	19.87	
		Upper Bound	35.84	
	5% Trimmed Mean		28.17	
	Median		30.00	
	Variance		191.209	
	Std. Deviation		13.828	
	Minimum		0	
	Maximum		50	
	Range		50	
	Interquartile Range		19	
	Skewness		-.522	.597
	Kurtosis		.044	1.154

Table Q.24. Reported frequencies of own-language use

Frequency (%)	Count	Percentage (%)
0	1	5.9
10	2	11.8
20	1	5.9
30	6	35.3
35	1	5.9
40	1	5.9
45	1	5.9
50	1	5.9
Missing	3	17.6

Table Q.25. Extreme values of reported own-language use frequency

			Case Number	Value
... % of my overall talking is in Uzbek/Russian.	Highest	1	2	50
		2	13	45
		3	12	40
		4	8	35
		5	1	30[a]
	Lowest	1	17	0
		2	11	10
		3	3	10
		4	5	20
		5	14	30[b]
a. Only a partial list of cases with the value 30 are shown in the table of upper extremes.				

b. Only a partial list of cases with the value 30 are shown in the table of lower extremes.

Figure Q.1. Steam-and-leaf plot showing frequency distribution of percentages

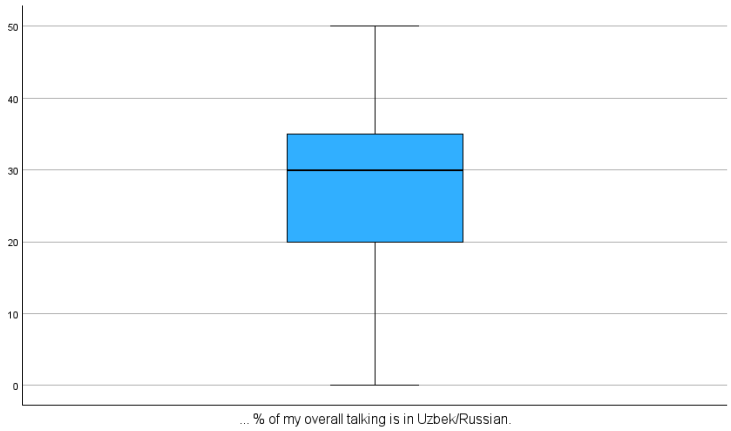
... % of my overall talking is in Uzbek/Russian.

Frequency	Stem & Leaf
1.00	0 . 0
2.00	1 . 00
1.00	2 . 0
7.00	3 . 0000005
2.00	4 . 05
1.00	5 . 0

Stem width: 10

Each leaf: 1 case(s)

Figure Q.2. Boxplot showing distribution and potential outliers



Reported functions of own-language use

Teachers reported various functions for using their own language, with the most common being explaining when meanings in English are unclear (M=0.82, SD=0.393), explaining vocabulary, explaining grammar, and building a good relationship with students (M=0.47, SD=0.514 for all).

Table Q.26. Descriptive statistics of reported functions of own-language use

Function	Mean	Std. Deviation
Explain vocabulary	0.47	0.514
Explain grammar	0.47	0.514
Give instructions	0.24	0.437
Build a good relationship with students	0.47	0.514
Correct spoken errors	0.18	0.393
Explain when meanings in English are unclear	0.82	0.393
Give feedback on written work	0.29	0.470
Discuss administrative issues	0.29	0.470
Test and assess learners	0.29	0.470
Maintain discipline	0.18	0.393
Other	0.06	0.243

Reported rank order of functions

The most commonly ranked functions included explaining when meanings in English are unclear (M=2.25, SD=2.082), building a good relationship with students (M=4.00, SD=2.477), and explaining vocabulary (M=4.94, SD=2.670).

Table Q.27. Descriptive statistics of rank order of functions

Function	N	Minimum	Maximum	Mean	Std. Deviation
Explain vocabulary	16	1	9	4.94	2.670
Explain grammar	16	1	10	5.69	3.114
Give instructions	16	2	10	6.31	2.387
Build a good relationship with students	16	1	8	4.00	2.477
Correct spoken errors	16	3	10	7.13	2.754
Explain when meanings in English are unclear	16	1	8	2.25	2.082
Give feedback on written work	16	3	10	5.94	2.205
Discuss administrative issues	16	1	10	5.75	2.864
Test and assess learners	16	1	10	6.00	2.633
Maintain discipline	16	2	10	7.00	2.633

Observed functions of own-language use

The most common observed function of own-language use was giving instructions (M=6.77), followed by explaining grammar (M=5.53) and clarifying meanings in English when they are unclear (M=4.56).

Table Q.28. Frequency of observed own-language functions (% of total talk)

Function	T1	T2	T3	T4	Mean
Explain vocabulary	0.83	0.80	0.44	0.75	0.71
Explain grammar	5.16	2.11	0.26	14.60	5.53
Give instructions	7.15	10.27	7.92	1.75	6.77

Build a good relationship with students	9.40	0.52	1.38	1.84	3.29
Correct spoken errors	1.19	0.32	N/A	N/A	0.38
Explain when meanings in English are unclear	12.24	0.32	5.24	0.45	4.56
Give feedback on written work	N/A	8.39	N/A	2.97	2.84
Discuss administrative issues	4.78	0.22	1.58	0.14	1.68
Test and assess learners	8.24	0.94	4.85	1.51	3.89
Maintain discipline	0.26	N/A	0.04	0.71	0.25
Other	8.06	4.76	0.39	0.45	3.42

Other relatively frequent functions included testing and assessing learners (M=3.89), various other functions (M=3.42), and building a good relationship with students (M=3.29). Functions such as explaining vocabulary (M=0.71), correcting spoken errors (M=0.38), and maintaining discipline (M=0.25) were the least frequently observed.

Q.4. *This section of the Appendix supplements Section 4.5 of the Findings chapter on other factors influencing teachers' own-language use.*

Table Q.29. Descriptive statistics of teacher responses to questions 7 and 8

Statements	N	Mean	Std. Deviation
Teachers can choose how much English and Uzbek/Russian to use in class	17	3.53	1.231
My institution expects classes to be English-only	17	4.18	.728
Learners expect classes to be English-only	17	3.00	.707
Teachers at my institution believe classes should be English-only	17	3.82	.728
*My pre-service teacher training discouraged own-language use in class	17	2.00	.935
My in-service teacher training encouraged own-language use in class	17	2.76	1.251
Valid N (listwise)	17		