

# German Teachers' Choice of Classroom Language

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The aim of this paper is to report on an investigation into the choice of either German or Japanese as the medium of instruction in German teaching (GFL) in Japan. A survey was carried out among native German and Japanese GFL teachers in order to evaluate which factors determine their language choice and for which teaching functions they prefer the students' L1 or L2. The results indicate that complex teaching contents, big class sizes, and low motivation or low L2 skills of the students are factors that trigger the use of the students' L1. As far as language choice according to different teaching functions is concerned, greetings and corrections tend to be carried out in the target language, but for explanations and announcements the students' L1 is preferred. It was also revealed that the higher the students' L2 skills, the more teachers tend to use the L2 in the classroom.

本稿の目的は、日本のドイツ語教育において、教授言語としてドイツ語、日本語がどのように選択されるのかを、調査することにある。そこで、言語選択を決定づける要因探るとともに、教授目的ごとに受講者がL1とL2のどちらを使用するのかを見極めるために、ドイツ人と日本人両方のドイツ語教師を対象にして、調査を行った。その結果、受講者のL1使用を誘発する要因として、複雑な教育内容、規模の大きな授業、そして受講者のやる気の低さないしはL2能力の低さが示唆された。教授目的ごとの言語の選択に関する限り、あいさつや訂正は目標言語（ドイツ語）で行われる一方、説明とアナウンスでは、母語（日本語）が選択される。また、受講者のL2能力が高いほど、より多くの教員がL2を教室で使用することも明らかになった。

**I**N THIS paper, an investigation into the classroom language used in GFL (German as a foreign language) teaching is reported. The aim was to determine what factors influence GFL teachers' choice of either the students' L1 (Japanese) or their L2 (German) as a medium of instruction. Unlike when learning English at tertiary level in Japan, students generally enter university with no prior knowledge of German. Thus, absolute beginners make up a large proportion of German students in Japan, which makes it more difficult for German teachers to conduct classes in the target language.

There is no agreement among researchers and practitioners as to whether or not or to what extent the L1 should be used for L2 instruction. Although it is generally acknowledged that in order to learn a foreign language it must be used in the classroom, it also seems clear that in teaching contexts where students (and teachers) share the same mother tongue, the L1 may be used as a valuable resource to facilitate or even enable communication (Harbord, 1992; Ihara, 1993; Macaro, 1995; Polio & Duff, 1994). As a legacy of Krashen's (1985) natural approach theory, which postulated that the use of learners' L1 might have adverse effects on their L2



acquisition, some teachers feel guilty if they resort to L1 and try to ban the L1 from their classrooms (Holthouse, 2006). However, more and more empirical studies have emerged that prove that the use of the students' mother tongue in L2 instruction is beneficial (see, e.g., Cummins, 2007; Kim & Elder, 2008; Turnbull & Dailey-O'Cain, 2009.)

In order to provide more context-specific empirical data to this field of research, I analysed my own use of German and Japanese in my GFL classes by means of action research (see Harting, 2012, 2013). For this paper I widened the scope of my research by investigating the language choice of other GFL teachers in Japan, taking contextual variables such as the teachers' L1 and the students' L2 skills into account. I conducted a written survey among GFL teachers all over Japan. In total, more than 60 university teachers participated in the survey. In order to compare the language use of German and Japanese GFL teachers, 25 respondents from each group were randomly selected from this database ( $N = 50$ ). The aim of the survey was to determine which factors are responsible for the teachers' language choice and to assess for which teaching functions, such as explaining, correcting, or giving instructions to exercises, they prefer to use either the students' L1 or L2. Also investigated in the survey were whether their teaching materials contain L1 explanations, whether they explicitly teach L2 expressions that are commonly used in the L2 classroom, and to what extent they make use of German or Japanese translations in the classroom.

### Methodological Approach

Drawing on the analysis scheme and the findings of my action research study (Harting, 2012, 2013), I set up a survey to investigate the classroom language of other GFL teachers in Japan. The survey consisted of two questionnaires (see Appendices): one to obtain biographical data on the teachers and on general factors that influence their language choice (Q1) and another in which

they were asked to reflect on their language use in a concrete teaching context (Q2). Both questionnaires contained mainly closed questions to allow a quantification of the results and to involve the variables of the teachers' L1 and the students' L2 level.

Q1 (see Appendix A) was aimed at collecting information on the teachers' educational and professional background, their language skills, their research interests, and on the influence certain factors have on their language choices. The factors considered in the survey have also been investigated in other studies on classroom language, such as high complexity of content to be taught (Nakayama, 2002), large size learner groups (Franklin, 1990), low L2 level of the students (Nation, 2003), low level of motivation for learning the L2 (İşigüzel, 2012), as well as expectations of the students, colleagues, and the institution (Holthouse, 2006; Kim & Elder, 2008), which were claimed to lead teachers to use the students' L1 for classroom communication. In order to determine whether these factors influenced their language choice, the teachers were asked to indicate their preferences for either German or Japanese on a 5-point scale (-2, -1, 0, 1, 2: German to Japanese), which seemed suitable because the teachers were able to distinguish between a slight or a strong preference for either German (negative figures) or Japanese (positive figures), and it also allowed the teachers to express an equal preference or indifference (0).

In Q2 (see Appendix B), two copies of which were submitted by each teacher, the teachers were asked to comment on their actual language use in two classes that differed according to the students' L2 level. For that purpose, they had to assess the L2 skills of the students in these classes according to the levels A1, A2, B1, B2, C1, C2 outlined in the Common European Framework of Reference for languages (CEFR). In order to account for absolute beginners, a level A0 was also included. The focus of this questionnaire was to evaluate the teachers' language use in a concrete teaching context by addressing their language choice

for certain teaching functions, including explanations of grammar or methods, announcing homework, giving instructions to exercises, correcting students' contributions, checking comprehension, and motivating and chatting with students, as well as greetings. To determine the teachers' language preference the same 5-point scale (-2, -1, 0, 1, 2: German to Japanese) was used. In order to capture further influences on their language choices, the teachers had to state whether the teaching materials used in the classes under investigation contained L1 explanations, whether they explicitly taught expressions often used in L2 instruction, and whether they used English in the classroom. Furthermore, the teachers were asked to what extent they use translations to and from the students' L1 on a 4-point frequency scale (0, 1, 2, 3: never to often). For the analysis of the questionnaire results, totals and percentages were calculated for yes/no and open questions and averages (*M*) and standard deviations (*SD*) were calculated for questions.

Table 1 gives an overview of the number of teachers that participated in the survey and the number of classes in which they reflected on their language choice in line with the level of the CEFR.

**Table 1. Number of Teachers and Classes in the Survey**

Number of teachers	Number of classes					
	A0	A1	A2	B1	B2	
Japanese GFL teachers	25	23	14	7	1	1
German GFL teachers	25	19	9	11	8	3

*Note.* A1-B2 are CEFR levels; A0 is beginner.

To facilitate the comparison between the language use of German and Japanese GFL teachers, the responses of the same number of teachers of each group were subjected to the analy-

ses. Due to the fact that four of the Japanese teachers only had classes of the same level, they only reflected on their language use in one class, resulting in only 46 classes examined. As can be seen in Table 1, most of the classes subjected to the survey were at a beginners' level, which is a reflection of the actual state of German teaching in Japan. Also, the fact that there were only a few respondents for the classes at the higher levels may have affected the results and should be taken into account.

## Results

In order to interpret the results presented in this section, it is useful to take a look at the educational and professional background of the teachers who participated in this survey. Therefore, an overview of the biographical data the teachers provided in Q1 is first presented (see Table 2).

From Table 2 it can be seen that most Japanese GFL teachers majored in German and some (also) in linguistics. Almost half of the German GFL teachers, on the other hand, majored in Japanese; the other half majored in German, GFL, or linguistics. Another difference can be found in the teachers' research fields. Although almost a third of each group showed an interest in linguistics, more than half of the German teachers mentioned teaching as one of their research fields, but most of the Japanese teachers rather focussed on literature in their research. As far as their teaching experience is concerned, both groups can look back at a considerable number of years of teaching experience: the Japanese teachers on average more than 20 years and the German teachers on average 15 years. The German teachers who participated in the survey have spent on average 17 years in Japan, and the Japanese teachers almost 3 years in one (or more) of the countries in which German is spoken. Because the Japanese skills of German GFL teachers and the German skills of those who are native speakers of Japanese are a decisive factor in their language choice, the respondents were asked to assess

their communicative German or Japanese skills on a 5-point scale. German teachers rated their Japanese skills on average as 4.1 and Japanese teachers rated their German skills as 3.8. Consequently, rather high communicative skills in each others' languages could be expected.

**Table 2. Professional Background of Teachers**

Category	Japanese GFL teachers ( $n = 25$ )	German GFL teachers ( $n = 25$ )
Education	German (22), linguistics (5)	Japanese (11), GFL (6), German (6), linguistics (4)
Teaching experience (in years)	1-10 (3), 10-20 (4), 20-30 (13), 30+ (5); average: 20.5	1-10 (1), 10-20 (16), 20-30 (8), 30+ (0); average: 15.0
Research	Literature (14), teaching (6), linguistics (7)	Teaching (13), linguistics (7), literature (7)
GFL or JFL skills (5-point scale)	5 (6), 4 (8), 3 (8), 2 (2), 1 (0) average: 3.8	5 (11), 4 (9), 3 (3), 2 (1), 1 (1); average: 4.1
Stay in Germany / Japan (in years)	0-1 (2), 1-2 (6), 2-3 (7), 3+ (6); average: 2.7	1-10 (1), 10-20 (16), 20-30 (8); average: 17.0

*Note.* Figures in parentheses indicate the number of teachers; for the categories of education and research multiple answers were possible.

Judging from the biographical data provided by the teachers, the two groups under investigation in this study proved to be suitable for comparison. Based on their teaching experience and the self-assessment of their language skills, they seem to have the requirements necessary for conducting their classes in either the students' L1 or L2. However, it has to be taken into account that differences in the teachers' educational background, which

are also reflected in their research interests, may have influenced their current teaching practices.

Because one of the aims of this survey was to find out what factors influence the teachers' choice of either German or Japanese for GFL instruction, the questionnaire contained a list of potential factors that might affect their language choice. Table 3 displays the teachers' average language preference according to the factors mentioned in the survey ( $M$ ) and the standard deviation ( $SD$ ).

**Table 3. Factors Influencing Language Preference**

Factors	Japanese GFL teachers ( $n = 25$ )		German GFL teachers ( $n = 25$ )	
	$M$	$SD$	$M$	$SD$
Low motivation of the students	1.1	0.8	1.3	0.7
High complexity of content to be taught	1.1	0.8	1.2	1.0
Large size of learner groups	0.9	1.1	0.8	0.8
Low L2 level of the students	1.3	0.9	0.6	1.2
Low familiarity between teacher and students	0.4	0.8	-0.1	1.0
Expectations of the students	0.2	1.2	-0.3	0.9
Expectations of colleagues	0.0	0.8	-0.5	0.7
Expectations of the institution	-0.1	0.7	-0.4	0.6

*Note.* Ratings were on a 5-point scale, from -2 to 2.  $\leq -0.5$  indicates preference for German;  $\geq 0.5$  indicates preference for Japanese.

The language preference concerning the factors presented in the survey revealed no major differences between the German and Japanese GFL teachers. The strongest reason Japanese teachers resort to the students' L1 is a low L2 level of the students; for German teachers it is the low motivation of the students. Both groups agreed that a high level of complexity of the content to be taught as well as large classes are also factors that would encourage them to use the students' L1 in class. All the other factors mentioned in the survey, that is, expectations of colleagues, students, and the institution concerning the language use as well as the familiarity between the teacher and students, do not seem to have an effect on the teachers' language choices.

Another aim of the survey was to find out for which teaching functions GFL teachers prefer either the students' L1 or their L2. Tables 4 and 5 list the language preferences of the German

and the Japanese GFL teachers for either German or Japanese according to 10 teaching functions mentioned in the survey and the L2 level of the classes they were referring to. In the discussion, positive average figures equal to or greater than 0.5 are interpreted as an indication of a preference for Japanese and negative figures equal to or less than -0.5 are viewed as a preference for German. Averages between -0.4 to 0.4 are interpreted as having no particular language preference.

As can be seen from Table 4, the higher the L2 level of the students, the more German GFL teachers use the target language for instruction. At the beginners' level (A0 and A1), German is only preferred for greetings and to some extent also for corrections, but at level A2, German is also the preferred choice for checking students' comprehension, announcing homework, and for instructions to exercises. At level B1, grammar explanations,

**Table 4. Native GFL Teachers' Language Preferences for Selected Teaching Functions, by Class Level**

Teaching function	CEFR levels									
	A0		A1		A2		B1		B2	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Announcements unrelated to the subject	1.7	0.6	1.4	1.0	-0.9	1.4	-0.3	1.3	-1.7	0.6
Informal chats with students	1.4	0.8	0.9	1.4	0.2	1.3	-0.9	1.1	-1.7	0.6
Explaining methods of instruction	1.4	0.8	1.0	0.9	-0.3	1.5	-0.3	1.4	-2.0	0.0
Announcing homework, tests, etc.	1.2	1.2	0.4	1.2	-0.5	1.4	-1.3	0.7	-2.0	0.0
Explaining grammar	1.1	1.2	1.0	1.2	0.5	1.1	-0.8	1.0	-2.0	0.0
Checking students' comprehension	0.4	1.3	0.7	1.1	-0.6	1.4	-0.3	1.5	-1.7	0.6
Motivating students	0.9	1.1	0.3	1.5	-0.4	1.4	-0.6	1.4	-2.0	0.0
Instructions to exercises	0.5	1.4	-0.2	1.4	-0.7	1.2	-1.1	0.6	-2.0	0.0
Correcting of students' contributions	-0.7	0.9	-0.7	0.9	-1.5	0.5	-1.6	0.5	-2.0	0.0
Greetings	-1.9	0.3	-2.0	0.0	-1.9	0.3	-1.9	0.4	-2.0	0.0

*Note.* Ratings were on a 5-point scale, from -2 to 2.  $\leq -0.5$  indicates preference for German;  $\geq 0.5$  indicates preference for Japanese.

informal chats with students, and motivating students are also rather realized in the target language. At level B2, German is the preferred language for all teaching functions.

Compared to their German colleagues, Japanese GFL teachers generally tend to make more use of the students' L1. From level A0 to level A2, Japanese is the preferred language for almost all teaching functions, except for greetings. At level A1, there is no clear indication of language preference for corrections of students' contributions and at level A2, the same also accounts for utterances aimed at motivating the students. At level B1, corrections tend to be performed in the target language and so do informal chats with students. At level B1, grammar explanations, instructions to exercises, comprehension checks, and motivation of students are no longer preferably realized in Japanese, but equally in German. In view of the general expectation that with

growing L2 skills of the students, teachers tend to make more use of the target language, the strong preference of Japanese at level B2 comes as a surprise. These results can only be explained by the fact that the data for the level B2 of the Japanese GFL teachers were based on one respondent only (see Table 1). It shows, however, that in GFL instruction in Japan, even classes for advanced students are sometimes predominantly carried out in the students' L1. Whether this is an exception or a frequently observed phenomenon cannot be determined from the data.

Apart from language choices, the survey also looked at whether and to what extent GFL teachers use translations to and from the target language in their classes. Translations from German to Japanese can be used to clarify meaning and to ensure understanding. Translations from Japanese to German may be used to demonstrate how L1 concepts or items are realized in the target

**Table 5. Japanese GFL Teachers' Language Preferences for Selected Teaching Functions, by Class Level**

Teaching function	CEFR levels									
	A0		A1		A2		B1		B2	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Explaining grammar	2.0	1.8	1.9	0.4	1.9	0.4	0.0	0.0	2.0	0.0
Explaining methods of instruction	1.9	0.4	1.6	0.6	1.7	0.5	1.0	0.0	2.0	0.0
Announcements unrelated to the subject	1.8	0.8	1.4	0.8	1.4	0.8	1.0	0.0	2.0	0.0
Instructions to exercises	1.6	0.7	1.0	1.2	1.1	1.6	0.0	0.0	2.0	0.0
Informal chats with students	1.5	1.1	0.9	1.3	0.9	1.6	-1.0	0.0	2.0	0.0
Announcing homework, tests etc.	1.4	1.4	1.9	0.4	1.7	0.8	1.0	0.0	2.0	0.0
Motivating students	1.3	1.1	0.9	1.3	0.3	1.5	0.0	0.0	2.0	0.0
Checking students' comprehension	0.9	1.0	0.9	1.0	0.7	0.8	0.0	0.0	2.0	0.0
Correcting of students' contributions	0.7	1.2	0.4	1.4	-0.3	1.9	-1.0	0.0	2.0	0.0
Greetings	-1.0	1.7	-0.4	1.5	-1.4	1.0	-1.0	0.0	2.0	0.0

Note. Ratings were on a 5-point scale, from -2 to 2.  $\leq -0.5$  indicates preference for German;  $\geq 0.5$  indicates preference for Japanese.

language. In order to find out to what extent GFL teachers use translations to and from the students' L1 in their teaching, they were asked to indicate the frequency of their use of German to Japanese and Japanese to German translations on a 4-point scale of frequency. Table 6 lists the averages for each class level.

**Table 6. Frequency of Use of Translations, by Class Level**

Direction of translation		Japanese GFL teachers					German GFL teachers				
		CEFR levels					CEFR levels				
		A0	A1	A2	B1	B2	A0	A1	A2	B1	B2
German to Japanese	<i>M</i>	2.1	2.0	1.9	3.0	2.0	1.8	1.9	1.5	1.1	0.5
	<i>SD</i>	1.2	1.1	1.1	0.0	0.0	0.8	0.8	0.8	1.0	0.7
Japanese to German	<i>M</i>	1.0	0.8	0.9	3.0	1.0	1.3	1.0	1.2	0.6	0.5
	<i>SD</i>	1.1	0.1	0.4	0.0	0.0	0.9	0.6	1.0	1.1	0.7

*Note.* Ratings were on a 4-point scale of frequency: 0-3, *never* to *often*.

As can be seen from Table 6, translations to and from the students' L1 are used by German and well as Japanese GFL teachers at all levels. Also, the results indicate that both groups of teachers generally make more use of translations from the target language to the students' native language than vice versa. As far as German GFL teachers are concerned, the figures also show that with growing L2 competence of the students fewer translations are used.

Finally, the survey also looked at means by which GFL teachers may support the understanding of teaching content. Therefore, they were asked whether the teaching material in the classes under investigation contained L1 explanations, whether they explicitly taught items or expressions frequently used during L2 instruction, and whether they used English. Table 7 lists the percentage of teachers at each level who answered those questions affirmatively.

**Table 7. Additional Support for Comprehension, Percent of Affirmative Responses**

Type of support	Japanese GFL teachers					German GFL teachers				
	CEFR levels					CEFR levels				
	A0	A1	A2	B1	B2	A0	A1	A2	B1	B2
L1 explanations in teaching material	78	79	43	100	100	53	44	27	0	0
Explicit teaching of L2 instruction items	52	71	57	100	100	95	78	63	38	33
Use of English	52	36	14	100	100	100	89	46	50	0

The percentages listed in Table 7 show that Japanese GFL teachers tend to use teaching material that contains L1 explanations in order to facilitate understanding, but German GFL teachers prefer to use English or explicitly teach the meaning of L2 classroom expressions. The results seem to indicate that the higher the L2 level of the students, the less the three support measures investigated in the survey were used. Once again, an exception to this is level B2, and in this case also B1, of the Japanese GFL teachers, which may be due to the fact that there was only one respondent of each of these levels.

## Summary and Discussion

This study looked at the language choice of German and Japanese GFL teachers in their German classes. Through a nationwide survey ( $n = 50$ ) it was revealed that high complexity of teaching content, large class sizes, and low L2 level or low motivation of the students are factors that may lead German as well as Japanese GFL teachers to make more use of the students'



L1 for instruction. This complies with findings by Nakayama (2002), Franklin (1990), Nation (2003), and İşigüzel (2012). However, the observation by Holthouse (2006) that expectations of students, colleagues, and the institution also affect the teachers' language choice could not be confirmed by the results of the current study. As far as the language use according to certain teaching functions of instruction is concerned, the findings of this study indicate that German GFL teachers not only tend to make more use of the L2 in the classroom, but also start to use the target language at an earlier level. For Japanese teachers it is only at level B1 that the target language is the preferred option for only three of ten teaching functions (greetings, correcting students' contributions, and informal chats), but for German teachers at this level the L2 is preferred for most of the teaching functions under investigation (compare Tables 4 and 5). It is, however, also worth noting that German GFL teachers do in fact use the students' L1 quite extensively, in particular in classes for absolute beginners. This indicates that the students' L1 does play a vital role in GFL instruction, which has recently been emphasized by Meyer (2008). To what extent and for which purposes, however, German teachers resort to the students' native language in their teaching largely depends on the teaching context, which is influenced by a multitude of factors, only a few of which were investigated in this study.

### Bio Data

**Axel Harting** did his PhD on German and Japanese email writing and is teaching German at Hiroshima University. His research fields are L2 writing, L2 didactics, and pragmatics.

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## Appendix A

### Q1: Survey of GFL Teachers' Professional Background

**Q1**

1. What was your major at university? \_\_\_\_\_ 2. Academic degree: \_\_\_\_\_

3. Teaching qualifications: \_\_\_\_\_

4. Research fields:  linguistics  literature  teaching  other(s) \_\_\_\_\_

5. Communicative competence in German / Japanese: none  0  1  2  3  4  5 fluent

6. Certificate(s) of German / Japanese skills: \_\_\_\_\_ 7. Length of stay in Germany / Japan: \_\_\_\_\_

8. How long have you taught German in Japan? \_\_\_\_\_ year(s)

9. To what degree do the following factors influence your choice of either German or Japanese as the language of instruction?

a) Large size of learner groups	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese
b) Low motivation of the students	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese
c) High complexity of content to be taught	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese
d) Low L2 level of the students	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese
e) Low familiarity with the students	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese
f) Expectations of the students	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese
g) Expectations of colleagues	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese
h) Expectations of the institution	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese
i) _____	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese
j) _____	→	prefer German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	prefer Japanese

10. Which of the following four sentences best describes your attitude towards the choice of the language of instruction?

- |   |  |
|---|--|
| <input type="checkbox"/> Only German should be used as the language of instruction.                                       | <input type="checkbox"/> Both German and Japanese should be used for instruction depending on which of them is most effective. |
| <input type="checkbox"/> German should preferably be used as the language of instruction, Japanese only as a last resort. | <input type="checkbox"/> Only Japanese should be used as the language of instruction.  |

11. Do you have questions, suggestions, or difficulties concerning the use of classroom language?

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# Appendix B

## Q2: Survey of Actual Language Use in GFL Classes

**Q2**

1. Title of the course: \_\_\_\_\_ 2. Type:  Elective  Compulsory  
 3. Students are:  German majors  not German majors  mixed 4. Number of students: \_\_\_\_\_

5. Contents of the course:  
 general  literature  speaking  writing  linguistics  
 language course  area studies  reading  grammar  \_\_\_\_\_

6. L2 level:  
 Beginners  
 A1  A2  B1  B2  C1  C2

Comments on students' L2 level:

7. How long have you taught this class? \_\_\_\_\_ 8. How many times a week? \_\_\_\_\_

9. Does the teaching material contain L1 instructions?  yes  no

10. Do you explicitly teach expressions for L2 instruction?  yes, regularly  only occasionally  no

11. Which language do you prefer to use for the following teaching functions?

	prefer German	-2	-1	0	1	2	prefer Japanese
a) Instructions to exercises	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
b) Explaining grammar	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
c) Greetings	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
d) Motivating students	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
e) Announcing homework, tests etc.	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
f) Correcting of students' contributions	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
g) Informal chats with students	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
h) Checking students' comprehension	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
i) Explaining methods of instruction	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
j) Announcements unrelated to the subject	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese
k) _____	mostly German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly Japanese

12. Do you use English in this class?  
 no  yes, to support classroom communication  yes, to compare linguistic structures

13. Do you use translations in this class?  
 a) Translations from German to Japanese: never  0  1  2  3  often  
 b) Translations from Japanese to German: never     often  
 c) Other translations: \_\_\_\_\_

14. Comments on your language use in this class: