Student and Teacher (Mis) Matching L1 Preferences Over Time

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This study was a longitudinal investigation of student and teacher matching and mismatching attitude changes regarding EFL teachers' use of the students' L1 (Japanese). Researchers have previously explored student preferences and teacher belief matches and mismatches (Carson, 2014) and attitude changes over time (Burden & Stribling, 2003). However, longitudinal research comparing EFL student preferences and their teachers' beliefs regarding teacher L1 use is lacking. Students and teachers at 13 Japanese universities participated in surveys in April, July, and January of one academic year to find out if their matches and mismatches change over time. The results show that student preferences and teacher beliefs are mismatched concerning the use of L1 in grammar instruction and review of previous lessons, and responses differ significantly for grammatical instruction, requirement clarification for tests, and review of previous lessons. Effect sizes between students and teachers decreased over time. I conclude the paper with pedagogical recommendations.

本研究は、EFL教員の学習者のL1〔日本語〕使用に関する学習者と教員の考えの一致・不一致が変化しうるかどうかを長期的に調査したものである。先行の横断的研究では、学習者と教員のL1使用に対する意識の一致・不一致（Carson, 2014）や、その意識の経時変化（Burden & Stribling, 2003）が調査されてきた。しかし、EFL学習者の好みと教員のL1使用に関する信念とを長期的に比較検討する研究はなかった。本研究では、学習者と教師間のこうした一致、不一致が経時的に変化するかどうかについて、日本の13大学の学生と教師を対象に、年3回（4月、7月、1月）、調査を実施した。その結果、文法指導と既習内容の復習の際のL1使用については学習者と教員の意識は概して不一致であること、さらに文法説明、試験についての説明や既習内容の復習の際にL1を使用するかどうかについては大きな違いがあることがわかった。学生と講師との差に関する効果量は時間の経過に伴って小さくなっていった。本研究では最後に、今後の研究に対する教育的な提案や示唆を提示している。

I N THE debate on teacher use of the students' L1 during EFL class, one concern has been that student and teacher expectations do not always match regarding how much, when, and for what purposes the students' L1 should be used (e.g., Burden, 2001). Crucially, when student and teacher expectations differ, what is taught is not what is learned (Nunan, 1995), and communication between students and teachers is likely to be counterproductive and even demotivating for all (Burden, 2001).

The aim of this study was to identify matches, mismatches, and changes in student preferences and teacher belief patterns about teacher L1 use over time. The context was university-level EFL education in Japan. For this study, expectations were defined as student preferences for their teachers' L1 use as compared to teacher beliefs regarding instructional L1 use. Students' language preferences included their perceptions of the usefulness of teacher L1 use for learning English (see Littlewood, 2010). Teacher L1 beliefs included their perceptions of the usefulness of L1 for teaching English.

Background

The communicative approach to language teaching, which became popular in the 1970s and 1980s, assumed that adults acquire the target language best if they are instructed monolingually in the L2 (Widdowson, 2003). Supporters of monolingual instruction have argued that use of the L2 only in class enables maximal exposure to the L2 (Polio & Duff, 1994), encourages students to think in the L2 (Weinreich, 1953), and helps students learn that it is possible to communicate in the L2 (Cook, 2001). Duff and Polio (1990) presented research supporting the possibilities of, and arguing for, maximal L2 use. However, their research has been criticised for using opaque methods and being unable to empirically support the assertion that classes with 100% L2 use result in better learning than classes in which some L1 is allowed (Ismail, 2012). Researchers have claimed that excessive L1 use can displace opportunities to expose students to the L2 (Cook, 2001), interfere with communication (Carless, 2007), or make students lazy (Norman, 2008).

In response, some MOI researchers have challenged the widespread view that the students' L1 must be avoided at all costs when teaching them a new language (Cook, 2001; Macaro, 2005). Researchers argue that teacher use of the students' L1 can play a supportive and facilitative role (Dujmović, 2007) and improve learning effectiveness and teaching efficiency (Burden, 2000; Cook, 2001; Macaro, 2005; Schweers, 1999). In fact, researchers have identified several beneficial uses for the students' L1, such as in grammar instruction and explanation (Carson & Kashihara, 2012; Dujmović, 2007), for lexical acquisition (Burden, 2000; Dujmović, 2007; Schweers, 1999) and comprehension (Hosoda, 2000), as a cognitive tool to support complex L2 concept learning (Carson & Kashihara, 2012; Cook, 2001; Dujmović, 2007; Schweers, 1999) and expression (Swain & Lapkin, 2000), and in classroom management (Norman, 2008) and group work (Hosoda, 2000), particularly in the EFL context. Although these results have illuminated issues supporting the use of L1 in the class, a review of MOI research has revealed problems with inconsistent findings and methodology.

To attempt to clarify problems, the results found in seven studies on L1–L2 switching are compared in this paper—Burden (2000, 2001), Carson and Kashihara (2012), Dujmović (2007), Nazary (2008), Prodromou (1992, 2002), Schweers (1999), and Tang (2002). All except Schweers were EFL researchers and all used similar survey instruments. However, the questionnaires employed by these researchers have produced somewhat inconsistent results. For example, when comparing student L1 preferences during lexical development, Schweers (1999) reported that only about 23% of students preferred L1 support from teachers, but Tang (2002) found that 69% of students did. Additionally, Schweers reported that only 13% of teachers, as opposed to 70% in Burden's (2001) study, believed that L1 use aided student lexical development. Furthermore, although Carson and Kashihara (2012) found differences between beginner and advanced student preferences for L1 (beginners, 86%; advanced, 0%), Nazary (2008) found no difference between them (elementary, 22%; advanced, 21%). Although all the researchers used similar instruments, the disparity of their results regarding student L1 preferences has made it difficult for teachers to extrapolate sound pedagogical practices from the research.

To compensate for the methodological limitations of previous surveys, a recently constructed and piloted questionnaire (Carson, 2014; see Carson, 2015, for details) was applied in the current study. With the aim of finding if the matches and mismatches between student L1 preference and teacher L1 belief regarding MOI change over one academic year (April to January), the questionnaire was administered to students and teachers three times during the year.

Method

Participants

Student Participants

Japanese students (*N* = 752) from 13 universities in western Japan, studying in classes that had the same teacher for two consecutive terms, participated in the survey. The majority (81%), were in English communication classes and the remaining classes were reading (9%), writing, (<1%), other (e.g., presentations; 10%). Half the participants were male (*n* = 375) and half were female (*n* = 377). Most participants were 1st-year students (*n* = 633, 84%), 95 (13%) were 2nd-year, and 24 (3%) were 3rd- and 4th-year. Non-English majors comprised the majority (*n* = 637, 85%), and English majors were a minority (*n* = 115, 15%). Figure 1 shows the TOEIC scores of the 494 participants who reported their most recent scores.
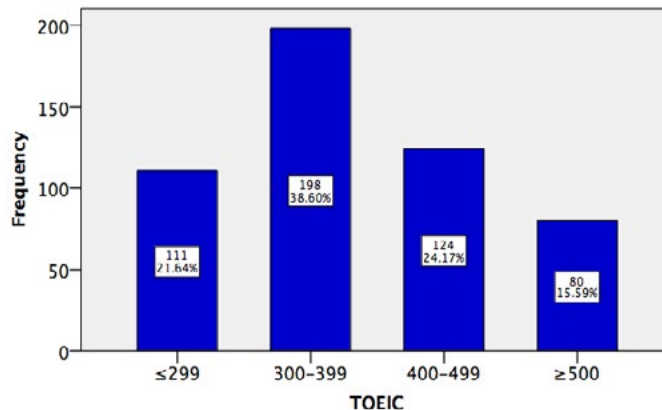

Figure 1. Student TOEIC scores in April (*n* = 494).

Teacher Participants

The teachers (*N* = 30) included native English-speaking teachers (NESTs; *n* = 17, 57%) and Japanese Teachers of English (JTEs; *n* = 13, 43%). More males (*n* = 19, 63%) than females (*n* = 11, 37%) participated. Total teaching years ranged from less than 4 years (*n* = 1, 3%) to more than 20 years (*n* = 10, 33%). Finally, regarding teachers' beliefs about MOI, 3 (10%) believed in English only, 8 (27%) believed in using the L1 when necessary, 16 (53%) believed in strategic L1 use, 1 (3%) believed in a bilingual classroom, and 2 (7%) believed that the L1 should be used exclusively, except for L2 examples.

Regarding the teachers' own proficiency in their L2, JTEs reported higher level self-assessments in all categories than NESTs, as can be seen in Table 1. These data suggest that some NESTs might be uncomfortable using Japanese to support English learning as some NESTs rate themselves at the beginner level in Japanese, and so they might support an English-only approach. On the flipside, JTEs might be predicted to favour L1–L2 switching as most rate themselves at the advanced level in English and are native speakers of Japanese. Although both NESTs and JTEs focus on English as the target language, the teachers' own L2 ability likely influences their beliefs regarding MOI choice.

Instrument

This study was conducted using a questionnaire, titled Student Preferences for Instructional Language (SPIL). For details regarding the development of SPIL, see Carson (2015). I developed the SPIL mainly to facilitate collection of data regarding students' preferred use of L1 and adapted SPIL for teachers to aid comparison of student preferences and teacher beliefs. It is important to notice that the questionnaire does not measure the relationship between teachers' selection of MOI and its pedagogical effects. Data from the original questionnaire, which contained 63 Likert-scale items about student preferences for their teachers' use of L1, were assessed using

Table 1. JTE (*n* = 13) and NEST (*n* = 17) L2 Level Self-Assessments in Percentages

Group	Level	Reading	Writing	Listening	Speaking	Grammar
JTE	Beginner	0.0	0.0	0.0	0.0	0.0
L2 English	Intermediate	7.7	30.8	23.1	30.8	15.4
	Advanced	92.3	69.2	76.9	69.2	84.6
NEST	Beginner	29.4	58.8	11.8	23.5	35.3
L2 Japanese	Intermediate	41.2	17.6	41.2	41.2	41.2
	Advanced	29.4	23.5	47.1	35.3	23.5

Note. JTE = Japanese teacher of English; NEST = Native English-speaking teacher.

an exploratory factor analysis. Items that were not correlated with an underlying construct (factor) were discarded, along with items from two weak factors, leaving 40 Likert-scale items. Reliability was high: Alpha = 0.94 for the original 9-factor scale and 0.92 for the final seven factors that were retained.

The SPIL consists of a background section for grouping purposes; section 2 identifies the teacher's L1; section 3 consists of 40 items to assess student preferences and teacher beliefs regarding the MOI in EFL classes. The first 7 items of SPIL begin with "In English class in general, I prefer . . ." and the remaining 33 items begin with "In English class, I prefer my teacher to use Japanese to . . ." Similarly, the teacher version begins with "In English class in general, I believe it's better for my EFL students if . . ." and "In English class, it's better for my students if I use Japanese to . . ." The SPIL was translated into Japanese to facilitate student participants' comprehension, and the teacher version was retained in English. Sections 2 and 3 of the SPIL appear in Appendix A. Participants responded to the items in Section 3 on a Likert scale from 1 to 5 (see Figure 2).
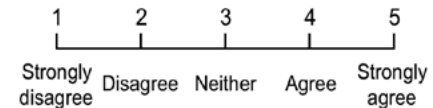

Figure 2. Likert scale used for responses to the 40 items on the questionnaire.

All 40 Likert-scale items were assessed within seven L1 preference factors (as detailed in Appendix B) and are L1 support preferences regarding the following:

- Factor 1 (emotions): Students' feeling lost or needing to improve confidence;
- Factor 2 (grammar): Introducing new words, phrases, concepts, and grammar;
- Factor 3 (teachers' L1 ability): Teachers' ability to understand and use Japanese;
- Factor 4 (tests): Understanding the requirements for reports and tests;
- Factor 5 (review): Reviewing previously learned concepts, vocabulary, and grammar;
- Factor 6 (comprehension): Aiding understanding of teachers'

English explanations; and

- Factor 7 (culture and society): Discussing social and cultural issues in English-language dominant countries (adapted from Carson, 2014, p. 250).

Procedure

All the teachers were given identical instructions for administering the questionnaires within a 2-week period at the beginning of the year. They distributed the Japanese-language SPIL to student participants in class three times during the 2013-2014 academic year: Time 1, or baseline (April), Time 2 (July, end of first semester), and Time 3 (January, end of second semester and end of the academic year). Student participation was voluntary, anonymous, and unrelated to assessment. The survey took approximately 15 minutes to complete in class. Teacher participants completed their English-language questionnaires in the same time period as their students. Only teachers who had the same students in both semesters were asked to participate.

Results

In the following, L1 means Japanese—the students' first language. First, student and teacher descriptive response means for each factor were calculated (see Table 2) and compared over time to find where they (a) matched (both agreed that L1 was useful, with response means > 3.0; or both disagreed, with response means < 3.0) or (b) mismatched (one group agreed while the other group disagreed that L1 was useful).

Table 2. Student and Teacher Responses for Seven L1 Factors at Three Times in One Academic Year

Time	Factor	Match?	Students		Teachers	
			M	SD	M	SD
1	F1 Emotions	D	2.90	0.96	2.87	0.99
	F2 Grammar	XM	3.60	0.75	3.04	1.11
	F3 Teacher L1 ability	A	3.20	0.75	3.56	0.76
	F4 Tests	A	3.87	0.84	3.31	1.12
	F5 Review	XM	3.26	0.81	2.71	0.95
	F6 Comprehension	A	3.79	0.85	3.54	1.08
	F7 Culture	D	3.02	0.93	2.94	0.98
2	F1 Emotions	D	2.80	0.93	2.77	1.04
	F2 Grammar	XM	3.50	0.76	2.97	1.13
	F3 Teacher L1 ability	A	3.27	0.81	3.55	0.94
	F4 Tests	A	3.80	0.87	3.31	1.12
	F5 Review	XM	3.16	0.82	2.53	0.86
	F6 Comprehension	A	3.65	0.86	3.40	1.12
	F7 Culture	D	2.92	0.90	2.71	0.97
3	F1 Emotions	D	2.79	0.93	2.66	0.96
	F2 Grammar	XM	3.46	0.75	3.09	1.08
	F3 Teacher L1 ability	A	3.27	0.79	3.56	0.76
	F4 Tests	A	3.68	0.90	3.32	1.20
	F5 Review	XM	3.09	0.83	2.71	0.95
	F6 Comprehension	A	3.58	0.87	3.54	1.08
	F7 Culture	D	2.94	0.91	2.63	0.92

Note. Time 1 = April; Time 2 = July; Time 3 = January; A = agreement match; D = disagreement match; XM = mismatch.

Comparisons of agreement match means for students and teachers over three data points are presented in Figure 3, disagreement matches in Figure 4, and mismatches in Figure 5. Independent-samples *t* tests, as summarized in Table 3, identified the means that were significantly different between student and teacher groups for each factor over time.

Student and teacher means were compared across the academic year for the three factors that students and teachers agreed were situations in which L1 use was helpful: Teacher L1 ability (F3) (i.e., not just *able* to use the L1, but also *using* it), describing requirements for tests (F4), and comprehension support (F6). Student means were higher than teacher means for L1 use for describing requirements for tests and for comprehension support (see Figure 3), meaning that students preferred L1 explanations for these factors more than teachers believed it was beneficial. Teacher means were higher than student means for Teacher L1 ability in class, meaning that teachers believed more strongly than students that it is helpful if teachers can use L1.
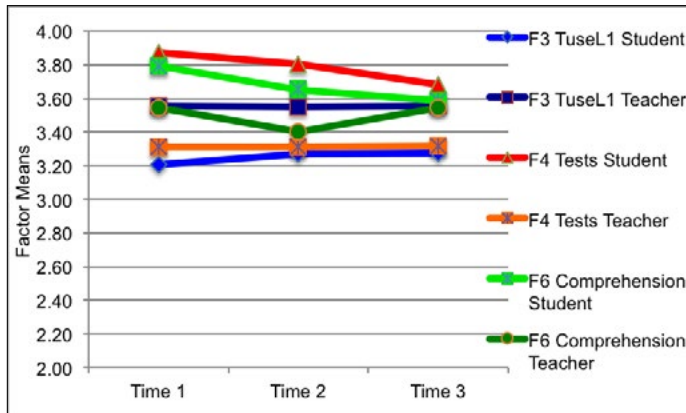

Figure 3. Student and teacher agreement match across three times. Time 1 = April; Time 2 = July; Time 3 = January. F# = Factor #. TuseL1 = Teacher L1 ability.

Group means were compared across April, July, and January for the two L1 usage factors that all participants reported to be not helpful: supporting students emotionally (F1) and discussing English-language culture and society (F7). For F1 and F7, means are close to or below the neutral 3.0 point (see Figure 4), which indicates that students and teachers feel L1 support is somewhat unnecessary for these situations. Student means were higher than teacher means for using the L1 for both factors, suggesting that teachers believed the L1 was less helpful than students did for both factors.
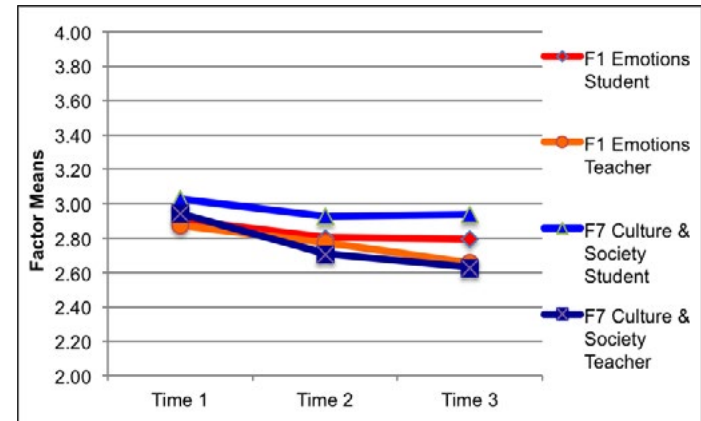

Figure 4. Student and teacher disagreement match across three times. Time 1 = April; Time 2 = July; Time 3 = January. F# = Factor #.

Teacher and student response means were compared across three data points regarding the two factors for which the responses showed mismatch (see Figure 5): grammar (F2); and review (F5). Students preferred L1 support for grammar (F2), but teachers were neutral until the end of the year when they said it was slightly helpful. Students preferred more L1 support for review (F5) than teachers believed was helpful.
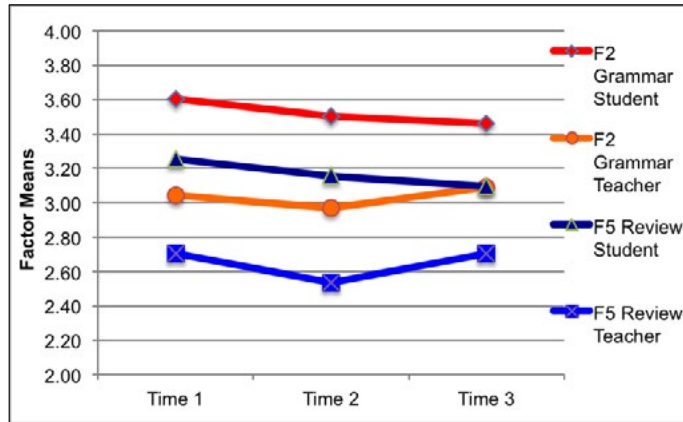
Figure 5. Student and teacher mismatch across three times. Time 1 = April; Time 2 = July; Time 3 = January. F# = Factor #.

Figures 3, 4, and 5 graphically compare means between students and teachers for each of the seven factors over time to compare response patterns, which has intuitive value in understanding the data. Mismatches (Figure 5) were particularly noticeable because the difference between student preference and teacher belief means appeared to be much greater than in the agreement matches and disagreement matches. However, mean patterns could differ due to chance.

In the next stage of the research, I looked for evidence to support the probability that differences between the response means were unlikely to have occurred by chance. I assessed differences in response means for each factor using independent samples t tests which were used to compare the means of the two independent samples, or groups—students and teachers—for April, July, and January (see Table 3). I chose the alpha level of $p < .05$ to indicate that means were significantly different and chose the Welch's t test

because the teacher group ($n = 30$) and student group ($n = 752$) were unequal (see Ruxton, 2006; Fagerland, 2012).

However, t tests can only indicate whether means are statistically different between student and teacher responses. I also wanted to know the size of the significant mean differences to see if they were big enough to have practical significance. To find the magnitude of differences between statistically different means, I used a robust variant of Cohen's d (Maher, Markey, & Ebert-May, 2013). As a rule of thumb, a small effect size (.2-.5) is not likely to indicate as much impact in the classroom as a medium effect (.5-.8), and if there is a large effect size (.8 or higher), then the mean difference is big and likely to be meaningful in the classroom (Cohen, 1988). Furthermore, if responses were significantly different at the beginning of the year but not by the end of the year, and the effect sizes decreased for the same factors over the year, then this suggests that the groups were changing and converging over time.

Group means were analyzed using independent samples t tests to determine whether student and teacher means were statistically different ($p < .05$). Students and teachers differed significantly at Time 1 regarding the usefulness of L1 for grammar (F2), as an opportunity for teachers to demonstrate their ability to use the L1 (F3), explaining requirements for tests (F4), and review (F5). Students and teachers ceased to differ significantly regarding teacher ability to use the L1 (F3) at Time 2, but mean differences were still significant regarding L1 support for grammar (F2), explaining requirements for tests (F4), and review (F5). By Time 3, students and teachers only differed significantly regarding review (F5). There was a medium effect size in mean differences between students and teachers for L1 support for grammar instruction (F2), test preparation (4), and review (5) at Time 1. However, differences had decreased to small differences by Time 3. All significant differences decreased in effect size, or magnitude, from April (Time 1) to January (Time 3). There were no significant differences between the two groups for L1 use for support regarding students' emotions (F1), comprehension

Table 3. Differences Between Student and Teacher Responses for Seven L1 Factors at Three Times in One Academic Year

Time	L1 use Factors	t	df	Sig.	Effect size
1	F1 Emotions	0.17	31.20	0.869	0.03
	F2 Grammar	2.70	30.07	0.011*	0.72
	F3 Teacher L1 ability	-2.49	31.29	0.018*	-0.47
	F4 Tests	2.73	30.32	0.010*	0.66
	F5 Review	3.11	30.71	0.004*	0.67
	F6 Comprehension	1.26	30.44	0.219	0.29
	F7 Culture	0.46	31.10	0.646	0.09
2	F1 Emotions	0.14	30.89	0.886	0.03
	F2 Grammar	2.57	30.08	0.015*	0.68
	F3 Teacher L1 ability	-1.61	30.73	0.118	-0.35
	F4 Tests	2.39	30.44	0.023*	0.56
	F5 Review	3.89	31.12	0.000*	0.76
	F6 Comprehension	1.22	30.38	0.234	0.29
	F7 Culture	1.22	31.05	0.233	0.24
3	F1 Emotions	0.76	31.21	0.454	0.15
	F2 Grammar	1.87	30.14	0.071	0.48
	F3 Teacher L1 ability	-2.01	31.54	0.053	-0.36
	F4 Tests	1.65	30.32	0.109	0.40
	F5 Review	2.19	30.78	0.036*	0.46
	F6 Comprehension	0.21	30.52	0.838	0.05
	F7 Culture	1.81	31.32	0.080	0.34

Note. *Sig. < .05. t = Welch's independent samples t test for equality of means; df = degrees of freedom; Sig. = significance (2-tailed), where $p < .05$; Effect size (Hedge's g, a variant of Cohen's d) interpreted as .2 = weak, .5 = medium, .8 = strong (Cohen, 1988); g, often reported as d, is positive if the mean difference is in the predicted direction.

support (F6), or support during discussions about English culture and society (F7).

Discussion

There is evidence to support a positive answer to the research question, "Did student L1 preference and teacher L1 belief matches and mismatches change over one academic year (April to January)?" The main findings were that, in general, the differences between student and teacher means decreased over time. This was suggested by comparing group means graphically and was confirmed by t tests. Student L1 preference means dropped for most factors over time but teacher means remained relatively stable. Furthermore, students and teachers matched for five of the factors but mismatched for two factors, and the magnitude of mismatches decreased over time.

Nonsignificant Group Differences Over Time

Students and teachers both disagreed with the statement that teacher L1 use for emotion support (F1) was needed, with teacher means dropping more than student means by the end of the year (see Figure 4). Students and teachers both said there was no need for teachers to use the L1 to support the study of English language culture and society (F7; see Figure 4). Student means remained stable but teacher means dropped even lower over the year, with effect size increasing from trivial to small by the end of the year. Students and teachers agreed that L1 support is preferable for comprehension support (F6; see Figure 3) with the small means difference effect size decreasing to trivial by the end of the year. Responses for these three factors did not differ significantly between students and teachers.

Significant Group Differences Over Time

Students and teachers agreed regarding F3 (teacher L1 ability; see Figure 3), although student means were significantly lower than

those of teachers. Student means rose slightly by the end of the first term and stayed stable throughout the second term, with differences between student and teacher groups losing significance. Although the mean difference was small at the beginning of the year and was smaller by the end of the year, it still suggested that students preferred to be able to call upon the teacher for clarification in the L1 more than teachers believed was helpful. Teacher means remained constant. Results of this study generally supported similar findings by Carson and Kashihara (2012), Burden (2001).

Students and teachers agreed that the L1 should be used to support students when providing information about requirements for tests (F4; see Figure 3). Student means were significantly different from and higher than those of teachers, but declined and were no longer significantly different by the end of the year and teacher means remained stable. However, the mean difference effects were moderate at the start of the year and still appeared as a small effect at the end of the year, suggesting this this factor still reflected a difference between students and teachers and is worth considering. It appears that students gained confidence regarding test requirements with experience. These results supported Burden's (2001) findings but not those of Schweers (1999), Carson and Kashihara (2012), or Prodromou (2002). These inconsistencies could possibly reflect contextual differences between student populations. The student population in this study included a wide range of mostly 1st-year students taking required English courses, with a lower ratio of English majors and international students than in Carson and Kashihara (2012), and so would have been consistent with Burden's (2001) population regarding student motivation and expectations originating from their high school experiences (see Berwick & Ross, 1989). The students in Schweers's (1999) study were Puerto Rican Spanish ESL students, and Prodromou's (2002) participants were Greek EFL students, meaning they had different sociopolitical influences and education backgrounds.

Student and teacher responses were mismatched for two factors. First, teachers disagreed slightly but students agreed that the L1 should be used to support grammar learning (F2; see Figure 5), with student L1 preferences in April being highly significantly different from and higher than teacher means but decreasing through the year. Teacher means, however, remained stable. Because the difference between student preference means and teacher beliefs regarding L1 support of grammar instruction was moderate in April and July, this difference might contribute to suboptimal learning conditions for students. These results support findings by Carson and Kashihara (2012) and Schweers (1999), but Burden (2001) found contrasting results and Tang (2002) found no difference between teachers and students. On the other hand, Schweers's (1999) students might have preferred L1 grammar support due to sociopolitical factors related to the Puerto Rican Spanish context but unrelated to the Japanese context. Tang's students were English majors and likely preferred more English exposure than the largely non-English major students in this study.

Second, students and teachers mismatched regarding review (F5; see Figure 5). Students preferred L1 support for review, but teachers believed L1 support was not helpful. Means differed moderately in April and actually increased slightly in July, before decreasing to a small effect size by January. Students and teachers differed significantly all year. On the other hand, Schweers (1999) and Carson and Kashihara (2012) reported that the students and teachers matched in disagreeing that the L1 was needed to support review. The reasons for the disparity of results between previous and current research are unclear.

Conclusions

Longitudinal measures of student preferences for teacher MOI provided empirical support indicating that L1 preferences changed over time. Students generally preferred more L1 support at the beginning

than at the end of the year, but teacher responses indicated little change over the same time period.

Pedagogical Suggestions

Students preferred a significantly higher level of L1 support for grammar (F2), explaining requirements for tests (F4), and review (F5) all year than teachers believed was helpful. Although student preferences for instructor's L1 choice as the MOI tended to decline over the year, as was supported by mean differences effect size analyses, preferences were still higher at the end of the year for students than were teacher beliefs, suggesting that these are the situations students prefer the most L1 support from teachers. Teachers could focus their L1 support on grammar instruction, preparation for tests and assignments, and review, and decrease their use of L1 over the course of the year.

Limitations and Suggestions for Future Research

This study has one major limitation. The student and teacher groups varied greatly in size. Comparison results need to be confirmed by further study, particularly by comparing groups of students and teachers of about the same size.

Future research could include long-range longitudinal studies. For example, a cohort of EFL students could be followed from junior high school throughout their educational careers. This kind of study would require large student samples, because many participants would drop out of the study over time. Next, researchers could explore long-term preference trends and language gains in English-only versus L1–L2 switching conditions. Also, experimental manipulation of English-only compared to L1–L2 switching conditions over time could clarify details that remain hidden in the current study. Context and background variables could be studied across a variety of different EFL and ESL conditions. Finally, future research could employ a combination of the SPIL with institutionally administered proficiency tests, motivation tests, and learning strategy tests, to explore correlations between changes in preferences, motivation, learning gains, and language strategy development.

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Bio Data

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Appendix A

SPIL: Student Preferences for Instructional Language (Sections 2 & 3)

2. Your Preference of Teacher's Use of Japanese or English in Class

I am conducting this questionnaire for the purpose of improving the quality of English classes. I would like to know how much Japanese or English students expect that their teacher should use in English class. Your participation is anonymous and voluntary. You do not need to write your name. I hope that you will answer honestly to the best of your knowledge, so that the data will show your true expectations. Your responses will not affect your course grade. Thank you for your help!

Please Write Your student number: _____

(This information will be kept strictly confidential. The researcher will not know your name.)

Please choose the option that is true for you:		
1	I prefer that my teacher uses this much of Japanese in class: (circle choices here à)	1 2 3 4 5
	1. 0-20% 2. 20-40% 3. 40-60% 4. 60-80% 5. 80-100%	
2	Choose (a) or (b) about your university English classes:	
	(a) I am being taught English mainly by Japanese teachers.	a b
	(b) I am being taught English mainly by native English-speaking teachers.	

	1	2	3	4	5
	Strongly disagree	Disagree	Neither	Agree	Strongly agree

3	I have a Japanese teacher of English, and I am satisfied with the amount of English he or she uses in class.	1 2 3 4 5
	I do not have Japanese teacher of English. (Skip this question).	
4	I have a native English-speaking teacher, and I am satisfied with the amount of Japanese he or she uses in class.	1 2 3 4 5
	I do not have a native English-speaking teacher. (Please answer 3).	

3. Your Preference of Teachers' Use of Japanese or English in Class

	1	2	3	4	5
	Strongly disagree	Disagree	Neither	Agree	Strongly agree

In English class *in general*, I prefer:		
1	That my teacher knows and understands Japanese.	1 2 3 4 5
2	That my teacher can answer my questions in Japanese if I don't know how to ask or understand the answer in English.	1 2 3 4 5
3	That my native English-speaking teacher has been successful at learning Japanese because he or she can be a good model for me. (If you have a Japanese teacher, go to 5).	1 2 3 4 5
4	That my native English-speaking teacher has been successful at learning Japanese because he or she can know where my problems will be.	1 2 3 4 5
5	That my teacher uses Japanese in class because it helps me to learn English.	1 2 3 4 5
6	That I can use Japanese in English class to help me learn English.	1 2 3 4 5

In English class, I prefer my teacher to use Japanese to:	
7	Define new vocabulary.	1 2 3 4 5
8	Compare different words that seem similar (for example, "accident" and "incident").	1 2 3 4 5
9	Show when a word has more than one meaning.	1 2 3 4 5
10	Introduce new phrases.	1 2 3 4 5
11	Introduce new slang and casual expressions.	1 2 3 4 5
12	Introduce new grammar.	1 2 3 4 5
13	Translate examples of grammar from English to Japanese.	1 2 3 4 5
14	Translate examples of grammar from Japanese to English.	1 2 3 4 5
15	Show when English words or phrases match Japanese words or phrases.	1 2 3 4 5
16	Explain when English words or phrases are different from Japanese words or phrases that seem similar (for example, "have a cold" is different from "風邪を持って;" but it should be "風邪をひいている").	1 2 3 4 5
17	Show how "borrowed words" have a different meaning in English. (For example, "スマート" in Japanese does not mean "thin" in English.)	1 2 3 4 5
18	Review the major points of the previous lesson.	1 2 3 4 5
19	Review vocabulary or expressions already learned.	1 2 3 4 5
20	Review words with more than one meaning.	1 2 3 4 5
21	Review "borrowed words".	1 2 3 4 5
22	Review slang and casual expressions.	1 2 3 4 5
23	Give instructions about reports or exams.	1 2 3 4 5
24	Help me when I do not understand the English words.	1 2 3 4 5
25	Help me when I do not understand the teacher's explanation.	1 2 3 4 5
26	Help me when I want to ask questions but do not know the English words.	1 2 3 4 5
27	Help me when I want to answer questions but don't know the English words.	1 2 3 4 5
28	Check my understanding of important assignments.	1 2 3 4 5

29	Check my understanding about test-taking procedures (for example, if I can use notes).	1 2 3 4 5
30	Check my understanding about test instructions and format (for example, "multiple choice or open-ended format").	1 2 3 4 5
31	Tell me when I have done something well.	1 2 3 4 5
32	Help me to feel more comfortable.	1 2 3 4 5
33	Help me to feel more confident.	1 2 3 4 5
34	Help me to feel less tense.	1 2 3 4 5
35	Help me to feel less lost.	1 2 3 4 5
36	Joke in class.	1 2 3 4 5
37	Talk about English-language culture.	1 2 3 4 5
38	Talk about famous English-speaking celebrities.	1 2 3 4 5
39	Talk about social issues in English-language societies.	1 2 3 4 5
40	Compare cultural differences between Japanese- and English-language societies.	1 2 3 4 5

Thank you very much!

This Appendix previously appeared in Carson (2015). A slightly different English version of Sections 2 and 3 of SPIL first appeared in the *JALT2013 Conference Proceedings* as the Appendix of Carson (2014).

Appendix B
The Seven Factors and Their Questions

Note: The L1 preference items below are identified with the item number from SPIL.

Factor 1: Emotions

31   Tell me when I have done something well.

32   Help me to feel more comfortable.

33   Help me to feel more confident.

34   Help me to feel less tense.

35   Help me to feel less lost.

Factor 2: Grammar

7   Define new vocabulary.

8   Compare different words that seem similar (for example, "accident" and "incident").

9   Show when a word has more than one meaning.

10   Introduce new phrases.

11   Introduce new slang and casual expressions.

12   Introduce new grammar.

13   Translate examples of grammar from English to Japanese.

14   Translate examples of grammar from Japanese to English.

15   Show when English words or phrases match Japanese words or phrases.

16   Explain when English words or phrases are different from Japanese words or phrases which seem similar (for example, "have a cold" is different from "風邪を持って;" but it should be 風邪をひいている).

Factor 3: Teachers' L1 Ability

1   That my teacher knows and understands Japanese.

2   That my teacher can answer my questions in Japanese if I don`t know how to ask or understand the answer in English.

3   That my native English-speaking teacher has been successful at learning Japanese because he or she can be a good model for me. (If you have a Japanese teacher, go to 5).

4   That my native English-speaking teacher has been successful at learning Japanese because he or she can know where my problems will be.

5   That my teacher uses Japanese in class because it helps me to learn English.

6   That I can use Japanese in English class to help me learn English.

Factor 4: Tests

23   Give instructions about reports or exams.

28   Check my understanding of important assignments.

29   Check my understanding about test-taking procedures (for example, if I can use notes).

30   Check my understanding about test instructions and format (for example, "multiple choice or open-ended format").

Factor 5: Review

17   Show how "borrowed words" have a different meaning in English. (For example, スマート in Japanese does not mean "thin" in English.)

18   Review the major points of the previous lesson.

19   Review vocabulary or expressions already learned.

20   Review words with more than one meaning.

21   Review "borrowed words."

22   Review slang and casual expressions.

Factor 6: Comprehension

24   Help me when I do not understand the English words.

25   Help me when I do not understand the teacher`s explanation.

26   Help me when I want to ask questions but do not know the English words.

27   Help me when I want to answer questions but don`t know the English words.

Factor 7: Culture and Society

36 Joke in class.

37 Talk about English-language cultures.

38 Talk about famous English-speaking celebrities.

39 Talk about social issues in English-language societies.

40 Compare cultural differences between Japanese- and English-language societies.