

Media as Input: Exploring Student Use of English-Language Media Outside the Classroom

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This exploratory study investigated first- and second-year Japanese university students' volitional exposure to English-language media outside the classroom. Survey data were collected from 1,130 students at eight universities in the fall of 2018. The results showed that overall student exposure to English-language media outside the classroom was very limited and that many of the available media resources were used primarily in Japanese. These findings suggest that most Japanese university students are not making the most of the English-language resources available to them outside of class. In short, despite an abundance of media available in English, many Japanese university students do not actively engage with these media in their free time.

この探索的研究は、日本の大学1年生と2年生が教室以外でどれほどの頻度で自ら英語メディアへ触れているかについての研究である。調査は2018年秋に8つの大学の学生に対して行われ、1130人からデータが得られた。本調査の結果、学生の英語授業外での英語への関わりは概して非常に限られており、利用可能なメディアリソースの多くは日本語を優先して使用されていたことが明らかとなった。これらの調査結果は、ほとんどの日本の大学生が授業外で利用できる英語のリソースを最大限に活用していないことを示唆している。要するに、利用可能な英語メディアが豊富であるにもかかわらず、多くの学生は余暇に英語メディアと積極的に関わっていないことがわかった。

For at least the past decade, media technology has been an integral part of Japanese life. According to the Ministry of Internal Affairs

and Communication, by 2012, roughly 95% of the Japanese population reported owning some type of mobile phone. In that same year, Kondo et al. (2012) found a correlation between Japanese university students' mobile technology use and level of interest in their academic studies. Integration and use of technology have only increased since then. In 2018, roughly 80% of the total Japanese population over the age of six reported using the internet (Statistics Bureau, 2019). The proliferation of smartphones, internet access, and media platforms with multilingual content has made student exposure to English outside the classroom more accessible than ever before. This has led to a number of studies examining the use of technology for language acquisition both inside and outside English language classrooms in Japan (e.g., Gobel & Kano, 2014; Hulse, 2018; Obari et al., 2008; Stockwell & Liu, 2015; Thornton & Houser, 2005).

Among these studies of technology in language learning, some have focused specifically on the use of media. As one example, a study by Thornton and Houser (2005) utilized 3G technology to have Japanese university students learn English idioms from videos. These researchers found that university students evaluated the use of mobile technology in English class positively. Of course, this type of mobile-ssisted language learning (MALL), as it is called, is not without its drawbacks. For instance, Lu (2008) and Azabdaftari and Mozaheb (2012) have noted negative student comments concerning MALL, specifically with regard to screen size, device cost, and internet access speed in the absence of Wi-Fi. Nevertheless, the course evaluations of Kondo et al. (2012) showed students who used mobile technology to be more interested in their studies because of the mobility and accessibility their devices provided throughout their day-to-day activities.

Of course, most media resources are designed not for education but for entertainment, and the continual creation of new platforms and content for this latter purpose has reached the point where anyone connected to the internet now has access

to free media services such as YouTube, Twitter, and Instagram, as well as paid ones such as Netflix, Amazon Prime, and Hulu. With the increased quantity of English media from all over the world now easily available through mobile technology, one might imagine that many Japanese university students have greater exposure to English in their free time, but whether Japanese university students are really taking advantage of this new opportunity is anything but a foregone conclusion.

Engagement with a foreign language outside the language classroom is understood to be an important component of successful language acquisition. According to Sundqvist (2011), in Sweden, there is a popular assumption that the majority of English acquisition occurs outside, rather than inside, the classroom. Sundqvist noted that, by age nine, students “usually already know some English as many of them have encountered the language in their spare time, for example through music, television, the internet, or other forms of media” (p. 106).

However, to date, there seems to be no existing large-scale investigation into Japanese university students’ habits of English-language media use outside the classroom. Thus, the purpose of the present study was to explore this matter, specifically with regard to the media of television, movies, printed works, and music.

This study was guided by the following research questions:

1. How often do Japanese university students voluntarily engage in various types of activities involving Japanese- and English-language media use outside the classroom?
2. How often do Japanese university students voluntarily engage in out-of-class use of various Japanese- and English-language media resources?

Methodology

A total of 1,130 students from eight private and public universities throughout the Kansai area completed a 30-item survey. All respondents were first- or second-year non-English majors enrolled in compulsory general English classes representing a wide range of English proficiencies. The surveys were distributed and collected face-to-face during a single class meeting. In total, 53 classes were involved in the study.

Instrument

The survey (see Appendix) had two sections: media *activities* and media *resources*. The media *activities* section included 12 questions regarding

frequency of engagement in certain media activities, namely watching movies, watching TV, reading books, and listening to music. Each question began with the stem “How often do you” followed by a specific activity (e.g., watch movies in English, read books in English). Those concerning movies and television shows targeted four different types of language input: English audio only, English audio with Japanese subtitles, English audio with English subtitles, and Japanese audio only. The activity of reading was divided into reading books in Japanese or English. Similarly, the activity of listening to music was separated into listening to music with Japanese lyrics or English lyrics.

The 18-item media *resources* section also included questions of frequency but focused on use of specific technologies (e.g., Kindle, television) and applications or internet services (e.g., Amazon, Hulu, Netflix). Moreover, this section distinguished frequency of use by language, that is, Japanese vs. English. Frequency response options for both sections of the survey were given on a 6-point Likert scale: 1 (never), 2 (rarely), 3 (not much), 4 (sometimes), 5 (often), and 6 (always).

Procedure

The survey was administered during the first two weeks of the fall semester of 2018. The students were assured that their participation was completely voluntary and that it would have no effect on their grades. They were then told that the questions referred to activities unrelated to school assignments and involving personal use in private time. The survey instructions were written in Japanese to ensure participant understanding. The allotted time to complete the survey was 10 minutes. Upon completion, all papers were collected by the instructors. Participants were not allowed to modify their answers or compare them with those of their peers.

Analysis and Results

After data from incomplete surveys and those exhibiting obviously erroneous response patterns (e.g., scores of 1 for every item) were excluded, the remainder were entered into Microsoft Excel and then transferred into JASP version 0.10.3 for analysis. The media activities and resources were analyzed separately.

Media Activities

The mean frequency scores and percentages of responses in each frequency category for media activities are given in Table 1, where figures in bold

indicate the mode responses. In the category of movies, the most frequently watched were Japanese movies ($M = 3.7$) and English movies with Japanese subtitles ($M = 3.27$). By comparison, the frequencies of viewing English movies with English subtitles ($M = 1.66$) and English movies without subtitles ($M = 1.6$) were far lower. Television showed a similar pattern. The most frequently watched programs were Japanese TV shows ($M = 4.61$), followed by English TV shows with Japanese subtitles ($M = 2.17$). English TV shows with and without English subtitles came in far behind at nearly identical mean frequencies of 1.56 and 1.58, respectively.

Media Resources

The mean frequency scores and percentages of responses in each frequency category for media resources are given in Table 2, where figures in bold once again indicate the mode responses. In Japanese, the most frequently used resources were YouTube ($M = 5.25$), television ($M = 4.77$), Twitter ($M = 4.6$), and Instagram ($M = 4.2$). Most frequently used in English was YouTube ($M = 2.34$), the only resource with a mean frequency score above 2.

Discussion

With regard to the first research question, concerning the frequency of volitional exposure to Japanese- and English-language media outside the classroom, the inclusion of Japanese was necessary to establish the degree to which students engaged in any of the targeted media activities at all (i.e., apart from any language learning-related motives). As expected, in every category (i.e., movies, television, books, and music), media use was more frequent in Japanese than in English.

In the category of movies, over 52% of participants responded that they *sometimes* watch Japanese movies, with an additional 17% stating they *often* or *always* watch them. Only 13% reported *rarely* or *never* watching movies in Japanese. For English, however, the answers were starkly different. Although, as with Japanese movies, 17% of respondents indicated *often* or *always* watching English movies with subtitles in Japanese, when it came to English movies with subtitles in English or with no subtitles at all, roughly 60% of participants reported *never* watching either, and an additional 22% of participants indicated *rarely* watching them.

Table 1
Frequencies of Media Activities

	<i>M</i>	<i>SEM</i>	<i>SD</i>	Frequency (%)					
				Never	Rarely	Not Much	Sometimes	Often	Always
Japanese Movies	3.70	.03	.97	2.21	11.68	17.17	52.12	16.02	0.80
English Movies w/o subtitles	1.60	.03	.91	61.85	23.54	8.67	5.13	0.71	0.09
English Movies w/ Japanese subtitles	3.27	.04	1.32	10.62	22.21	17.17	32.56	14.87	2.57
English Movies w/ English subtitles	1.66	.03	1.00	60.79	22.39	8.94	6.02	1.68	0.18
Japanese TV Shows	4.61	.04	1.21	1.42	5.49	11.06	19.56	37.79	24.69
English TV Shows w/o subtitles	1.58	.03	.95	65.31	19.47	8.76	5.04	1.24	0.18
English TV Shows w/Japanese subtitles	2.17	.04	1.25	40.44	27.96	11.15	16.11	3.63	0.71
English TV Shows w/English subtitles	1.56	.03	.94	66.01	19.73	7.52	5.57	0.88	0.27
Japanese Books	3.37	.04	1.31	9.11	18.94	20.35	32.83	14.60	4.16
English Books	1.68	.03	1.02	60.08	22.39	9.29	6.28	1.77	0.18
Japanese Music	5.22	.03	1.07	0.80	3.36	3.54	10.44	29.47	52.39
English Music	4.20	.04	1.35	3.89	9.91	10.00	34.33	21.95	19.91

$N = 1130$

In other words, over 80% of participants *rarely* or *never* watch English movies unless they have Japanese subtitles. By contrast, a combined total of less than 3% of participants claimed *often* or *always* to watch English movies without Japanese subtitles, which equates to just nine students out of a total sample size of 1,130. These findings show that while Japanese university students may frequently watch movies, the vast majority of the foreign films they see are either dubbed into Japanese or include Japanese subtitles. (In the survey, the question about watching movies in Japanese is phrased to mean watching movies that are in the Japanese language,

which includes foreign-made films that are dubbed into Japanese.) The degree to which university students watching movies with English audio actually pay attention to it is a question for future study.

In the category of television, although almost all of the students reported a high frequency of Japanese TV viewership, the majority (85.74%) claimed to *rarely* or *never* watch English-language television programs with English subtitles, and 84.78% indicated *rarely* or *never* watching them without. This low reported frequency may stem from relatively limited availability, as English-language television programs with English subtitles are most often only

Table 2
Frequencies of Media Resource Uses

	<i>M</i>	<i>SEM</i>	<i>SD</i>	Frequency (%)					
				Never	Rarely	Not Much	Sometimes	Often	Always
<i>Paid services</i>									
PRIME (J)	2.79	0.06	1.84	44.51	7.08	6.11	18.49	14.78	9.03
PRIME (E)	1.4	0.03	1.08	85.48	3.63	2.12	4.42	3.01	1.33
HULU (J)	1.34	0.03	1	86.45	4.34	2.21	3.72	1.95	1.33
HULU (E)	1.12	0.02	0.6	95.39	1.42	0.97	1.15	0.62	0.44
NETFLIX (J)	1.57	0.04	1.33	81.32	3.81	2.65	4.96	3.45	3.81
NETFLIX (E)	1.27	0.03	0.94	90.7	2.04	1.33	2.83	1.59	1.5
APPLE TV (J)	2.73	0.03	1.95	47.25	9.38	6.73	11.68	9.82	15.13
APPLE TV (E)	1.61	0.05	1.32	78.4	4.78	3.98	6.46	3.1	3.27
<i>Free services</i>									
Twitter (J)	4.6	0.05	1.71	11.59	4.87	5.22	12.92	20.8	44.6
Twitter (E)	1.62	0.04	1.16	71.5	11.06	7.08	6.81	1.77	1.77
Instagram (J)	4.2	0.06	2.1	24.78	4.42	3.01	7.26	14.42	46.1
Instagram (E)	1.75	0.04	1.34	70.08	8.05	6.9	9.03	3.36	2.57
Facebook (J)	1.54	0.03	1.12	75.13	10.18	6.46	4.34	2.12	1.77
Facebook (E)	1.19	0.02	0.73	91.23	3.81	1.15	2.39	0.97	0.44
YouTube (J)	5.25	0.06	0.99	1.06	1.68	1.95	12.65	31.59	51.06
YouTube (E)	2.34	0.04	1.54	48.4	11.77	10.62	19.03	7.26	2.92
Home TV (J)	4.77	0.04	1.4	3.89	6.55	6.19	15.84	27.34	40.17
Home TV (E)	1.48	0.03	0.96	74.15	12.48	6.55	5.13	1.33	0.35
Radio (J)	1.89	0.04	1.39	63.54	11.86	6.46	10.8	5.04	2.3
Radio (E)	1.09	0.01	0.47	95.48	2.39	0.97	0.62	0.27	0.27
Kindle (J)	1.17	0.02	0.65	91.32	4.07	1.42	2.39	0.62	0.18
Kindle (E)	1.04	0.01	0.28	97.87	1.15	0.53	0.35	0.09	0

N = 1130, J = Japanese language, E = English language

found on subscription-based streaming services, such as Netflix and Amazon Prime. In any case, the university students in this study reported little free-time viewing of English-language television.

Qualified as being done as an extracurricular pleasure activity, engagement in reading was much less frequent than watching movies or television, even in Japanese, at least in terms of books. When extended to include digital media as well, however, as Table 2 shows, over 65% of participants reported *often* or *always* using Twitter in Japanese. In English, by contrast, 11% reported using it only *rarely*, with over 70% *never at all*. It may be the case that the participants in this study are following individuals or groups that are Japanese or based in Japan and perhaps lack interest in foreign media, celebrities, and events, but further investigation would be needed to confirm this speculation.

Of the four types of media activity examined in this study, listening to music had the highest mean frequencies, with listening to Japanese music the highest of all ($M = 5.22$) and the only activity in the entire survey for which the majority of participants (52.39%) chose the frequency option *always*. In fact, over 92% of the participants claimed to listen to Japanese music at least *sometimes*. The participants reported frequently listening to music regardless of language, with 34% of participants claiming to listen to music in English *sometimes*, almost 22% *often*, and nearly another 20% *always*. Summing these three response categories results in roughly 75%, a greater proportion than for any other English-related activity included in the study. However, whether or not students are paying close attention to the lyrics of the music is unclear. It is also unclear whether the music they are listening to is exclusively in English. As many Japanese artists mix English words and phrases into their songs, participants could have interpreted this type of music as being in English.

The second research question targeted the frequency of media resource use in Japanese and in English. As expected, no media resources were used more often in English than in Japanese. In fact, the mean frequency scores for English-language media resource use across the board were very low, ranging from 1.04 (Kindle) to 1.75 (Instagram). More than 70% of respondents reported *never* using any of the listed resources in English. Nearly 50% reported *never* accessing English-language content on YouTube.

In both Japanese and English, four resources were used by very few participants, namely Hulu, Netflix, Kindle, and radio. Although this study did not investigate the types of devices participants used (e.g., smartphones, tablets, desktop com-

puters), it included television and radio because many different English-language programs are available on both. Overall, the reported frequency of subscription-based streaming service use was almost negligible, with the noteworthy exceptions of Amazon Prime and Apple TV. More popular were the free-of-charge services, perhaps because of limited student budgets. One possible reason for the relative popularity of Amazon Prime and Apple TV as compared to the other paid services might be their availability. Amazon Prime offers a student discount, with the same benefits as regular membership for only a few hundred yen per month. Additionally, Apple TV has long run promotions offering a free year of service with the purchase of an iPhone. Although reported usage for many media resources was low, it should be remembered that the data presented here were collected in 2018. As such, actual patterns of media resource use could very well have changed since then.

Conclusion

The present study surveyed the habits of first- and second-year students with regard to English-language media use outside the classroom. The mode responses and mean frequency scores indicated that the majority of Japanese university students in this study spent very little out-of-class time engaging with media resources in English. This finding suggests that the increased availability of these resources afforded by the normalization of mobile technologies has not resulted in their regular utilization, even when they are free of charge.

Exactly why more students are not taking advantage of these resources more frequently is a question for future study. However, given the potential value of additional language exposure outside the classroom, English teachers may want to begin incorporating more multimedia activities into their lessons so as to normalize student use of English-language media and, thus, facilitate its adoption in students' daily lives.

Japan has recently seen a surge of interest in self-access centers, with many universities investing large sums into such facilities to maintain a competitive edge. However, as the results of the present study suggest, with student use of these self-access centers often being optional, only a minority of students might actually take advantage of them. As such, teachers and administrators might want to re-think their attitudes and policies regarding these facilities so as to increase their active utilization as well as promote the recreational use of English-language media more generally.

To conclude, a few limitations of the present study bear mentioning. First, although this study has provided a general overview of Japanese university student behaviors with regard to frequency of English-language media exposure, further investigation is needed to better understand the motivations, foci, and end results related to these behaviors. Another notable limitation is that the frequency response options included in the data collection instrument used here (e.g., *often*, *sometimes*) were broad and, thus, subject to interpretation. An improvement for future study would be to use more specific frequencies (e.g., *once a day*, *twice a week*). Finally, the data presented here were collected before the start of the coronavirus pandemic and its eventual effects on Japanese society. As many Japanese university classes are now conducted at least partly online, it is very possible that student usage of media and technology have changed. However, whether this has resulted in greater acceptance and integration of technology—or the opposite—is a question for future study.

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Appendix

The appendix, containing the survey questions referred to within the article, is available from the online version of this article at <https://jalt-publications.org/tlt/>

APPENDIX

Survey

Name _____ Class Day _____
 時限 _____

あなたの答えに○にして下さい。

How often do you watch movies in Japanese?

どのぐらいの頻度で日本語の映画を見ますか？

Never 全く見ない	Rarely ほとんど見ない	Not Much あまり見ない	Sometimes 時々見る	Often よく見る	Always いつも見る
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How often do you watch movies in English without subtitles?

どのぐらいの頻度で英語 (字幕なし) の映画を見ますか？

Never 全く見ない	Rarely ほとんど見ない	Not Much あまり見ない	Sometimes 時々見る	Often よく見る	Always いつも見る
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How often do you watch movies in English with Japanese subtitles?

どのぐらいの頻度で英語 (日本語字幕あり) の映画を見ますか？

Never 全く見ない	Rarely ほとんど見ない	Not Much あまり見ない	Sometimes 時々見る	Often よく見る	Always いつも見る
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How often do you watch movies in English with English subtitles?

どのぐらいの頻度で英語 (英語字幕あり) の映画を見ますか？

Never 全く見ない	Rarely ほとんど見ない	Not Much あまり見ない	Sometimes 時々見る	Often よく見る	Always いつも見る
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How often do you watch TV shows in Japanese?

どのぐらいの頻度で日本語のテレビ番組やネット番組を見ますか？

Never 全く見ない	Rarely ほとんど見ない	Not Much あまり見ない	Sometimes 時々見る	Often よく見る	Always いつも見る
----------------	-------------------	--------------------	-------------------	---------------	-----------------

How often do you watch TV shows in English without subtitles?

どのぐらいの頻度で英語 (字幕なし) のテレビ番組やネット番組を見ますか？

Never 全く見ない	Rarely ほとんど見ない	Not Much あまり見ない	Sometimes 時々見る	Often よく見る	Always いつも見る
----------------	-------------------	--------------------	-------------------	---------------	-----------------

How often do you watch TV shows in English with Japanese subtitles?

どのぐらいの頻度で英語 (日本語字幕あり) のテレビ番組やネット番組を見ますか？

Never 全く見ない	Rarely ほとんど見ない	Not Much あまり見ない	Sometimes 時々見る	Often よく見る	Always いつも見る
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How often do you watch TV shows in English with English subtitles?

どのくらいの頻度で英語 (英語字幕あり) のテレビ番組やネット番組を見ますか？

Never 全く見ない	Rarely ほとんど見ない	Not Much あまり見ない	Sometimes 時々見る	Often よく見る	Always いつも見る

Other than school, how often do you read Japanese books?

学校以外で、どのくらいの頻度で日本語の本を読みますか？

Never 全く読まない	Rarely ほとんど読まない	Not Much あまり読まない	Sometimes 時々読む	Often よく読む	Always いつも読む

Other than school, how often do you read English books?

学校以外で、どのくらいの頻度で英語の本を読みますか？

Never 全く読まない	Rarely ほとんど読まない	Not Much あまり読まない	Sometimes 時々読む	Often よく読む	Always いつも読む

How often do you listen to Japanese music?

どのくらいの頻度で日本語の音楽を聞きますか？

Never 全く聞かない	Rarely ほとんど聞かない	Not Much あまり聞かない	Sometimes 時々聞く	Often よく聞く	Always いつも聞く

How often do you listen to music with English lyrics?

どのくらいの頻度で英語の音楽を聞きますか？

Never 全く聞かない	Rarely ほとんど聞かない	Not Much あまり聞かない	Sometimes 時々聞く	Often よく聞く	Always いつも聞く

How often do you use the following resources in Japanese?

どのくらいの頻度で日本語で下記のものを使いますか？

Please put a circle ○ in the boxes

	Never 全く使わない	Rarely ほとんど使わない	Not Much あまり使わない	Sometimes 時々使う	Often よく使う	Always いつも使う
Amazon (Prime)						
HULU						
Netflix						
YouTube						
Apple Music/Video						
TV						
Twitter						
Instagram						
Facebook						
Kindle						
Radio						
Other ()						

How often do you use the following resources in English?

どのぐらいの頻度で英語で下記のものを使いますか？

Please put a circle ○ in the boxes

	Never 全く使わない	Rarely ほとんど使わない	Not Much あまり使わない	Sometimes 時々使う	Often よく使う	Always いつも使う
Amazon (Prime)						
HULU						
Netflix						
YouTube						
Apple Music/Video						
TV						
Twitter						
Instagram						
Facebook						
Kindle						
Radio						
Other ()						