NESTs, JTEs, Students, and Time: Differences in MOI Attitudes

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Some recent EFL research supports L1 (Japanese) use to facilitate English learning. However, few longitudinal studies have compared the attitudes of Japanese English teachers (JTEs), native English-speaking teachers (NESTs), and students about medium of instruction (MOI). Yet, student L1 preferences differ for JTEs and NESTs about MOI, and if their preferences conflict with teacher MOI usage, classroom conditions can deteriorate. I compared differences in JTE and NEST MOI beliefs relative to changes in their students' L1 preferences. Students (N = 752) completed a Likert-scale questionnaire (Student Preferences for Instructional Language, or SPIL) 3 times in one year. Similarly, 13 JTEs and 17 NESTs completed SPIL for teachers. ANOVAs revealed significant group differences regarding grammar, review, and tests. JTE beliefs were more compatible with student preferences than were those of NESTs. JTEs and students tended to converge with NESTs over time. Implications and suggestions for teaching and future research are described.

近年のEFL研究の中にはL1（日本語）使用を支持することで英語学習を促進しようとするものがある。しかし，日本人英語教師（JTEs），ネイティブの英語教師（NESTs）そして学生の教授言語（MOI）への態度を，長期的に研究し比較したものはほとんど見受けられない。なお，JTEsとNESTsが学生のL1で教えることに対し，学生は異なった嗜好を示している。学生の好みが教師の信念と一致しないなら，授業の状況は悪化することもありうる。本研究の目的は，JTEsとNESTsのMOIに対する信念の変化と学生がL1使用をどの程度望んでいるかの変化を比較することにある。学生725名を対象にリッカート尺度の調査―「教授言語に関する学生の嗜好性尺度（Student Preferences for Instructional Language: SPIL）」―を年3回実施した。同様の調査をJTEs 13名及びNESTs　17名にも行った。収集データを分散分析により解明した結果，文法・復習・試験に関して対象グループ毎に大きな相違があることが明らかになった。JTEsの信念はNESTsより学生の好みに似かよっている。そして，JTEsと学生はNESTsの信念に時と共に収束する傾向にある。また，本論文には授業及び今後の研究への示唆と提言を記述している。

The purpose of this paper is to look at a description of the results of a quantitative longitudinal study using a questionnaire (Student Preferences for Instructional Language [SPIL]) to explore student medium of instruction (MOI) preferences and teacher MOI beliefs. The primary aim was to identify students' L1 (Japanese) preference differences over time; the secondary aim was to identify MOI beliefs of Japanese teachers of English (JTEs) and native English-speaking teachers of English (NESTs). Analyses of MOI attitude differences might indicate ways to optimize students' L2 (English) communication in class.

Background

SLA Theory

Most teachers in the EFL context believe language learning entails the optimal or maximal use of the L2 (in this case, English) as the primary but not necessarily exclusive MOI (Macaro, 2009). Additionally, researchers argue that student output is as important as comprehensible input to learn the L2 (Swain, 1985). L2 proficiency can be improved with adaptive iteration and transformation of L2 output (Larsen-Freeman, 2013), and that takes time. When students' L2 proficiency is low, they may lack the confidence to practice the L2. Consequently, their L1 preferences and L2 learning outcomes might not change over time. To clarify the role of student L1 preferences over time and whether teacher MOI beliefs differed from those of students, I investigated research on L1-L2 code-switching in EFL conditions.

Empirical Findings

To understand how teachers can promote using the L2, we should understand what students need. Previous empirical findings revealed that students preferred L1 support for learning grammar, difficult concepts, and instructions for assignments and for bolstering them emotionally when they feel lost (Carson, 2015). English only (EO) classes

reduced students' comprehension, contributing to students' foreign language anxiety and interfering with learning (Effiong, 2013). Students prefer some L1 support for L2 comprehension (Lo & Macaro, 2012).

Another complication is that student preferences could mismatch with the MOI used by JTEs and NESTs, with repercussions for classroom conditions (Carson, 2014b). The MOI employed by JTEs and NESTs often differs, with JTEs utilizing L1 for grammar and NESTs favoring EO during communication classes (Carson, 2014a).

Additionally, little is known about the dynamic nature of student L1 preferences, teacher MOI beliefs, or about how teachers could capitalize on changes. Longitudinal studies on L1-L2 code-switching are rare. In one study, changes in student attitudes were observed over time (Berwick & Ross, 1989), but this study was conducted long before the recent directives by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) to high schools that English should, in principle, be the MOI (Fredrick, 2011). Since I could not locate a suitably detailed questionnaire in the field, I created a questionnaire (2014b, 2015) to systematically elicit responses to clarify student L1 preferences and teacher MOI beliefs as they differ over time. The method is described next.

Aim and Research Design

The aim of this study was to clarify the influence of group membership (students, JTEs, NESTs) and time (one academic year) on MOI attitudes. The research employed a quantitative longitudinal design. Ignoring student needs could result in a negative educational experience for all. Alternatively, investigation can signpost potential curriculum and pedagogical changes enhancing students' L2 use. The considerations of MOI attitudes of students, JTEs, and NESTs lead to the following research questions:

RQ1: Do MOI attitudes of students, JTEs, and NESTs interact differently according to the time in the academic year? If so, how do they interact? If not, then:

RQ2: Do MOI attitudes differ between groups?

RQ3: Do MOI attitudes differ over time?

Method

The students are the primary group of interest, with teacher data being used to investigate learning conditions for students. The student portion is described prior to the teacher portion for clarity.

Student Participants

All student participants (N = 752) were enrolled in my classes or the classes of colleagues. The participants were Japanese students enrolled in 71 EFL classes in 13 universities in two-semester courses for the purposes of longitudinal follow-up. Gender was balanced (49.9% males, 50.1% females). Most (84.2%) were 1st-year students, were from communication classes (81.4%, as identified by their teachers), but were non-English majors (84.7%). Most students (88.1%) had experienced high school EFL lessons with a non-Japanese assistant language teacher (ALT), and about half had experienced classes with ALTs assisting JTEs at least once a week (49.7%). Thus, most students entering university were familiar with hearing a NEST speaking English supplemented by their JTE's Japanese interpretation.

Instrument: Student Preferences for Instructional Language (SPIL)

I created the SPIL questionnaire to systematically procure student L1 preferences (Carson, 2014b, 2015; see Appendix). The instrument had been developed before the current study using a different university student sample (N = 317). I adapted or created 66 new L1 preference statements from a literature review. Items were statements beginning with "I prefer my teacher to use Japanese to:" (followed by various language-learning support functions), to which participants responded by circling an option between 1 (*strongly disagree*) to 5 (*strongly agree*). A factor analysis was used to locate the underlying factors implied by correlated items that were found to be important for students and to eliminate items that were not important. The survey included Part 1 (background), Part 2 (grouping items), and Part 3 (scale, 40 items), translated to Japanese so that all participants could respond regardless of their L2 level.

The seven factors are outlined below and are organized within two categories. The instrument appears in the Appendix. All factors are about language learning functions for which students preferred L1 support.

Learning Target Factors included

- *Factor 2: Lexico-Grammar* (Short: Lexgram)—for defining new words and explaining new grammar;
- *Factor 4: Tests & Reports* (Short: Tests)—for checking that students understand the requirements for reports and tests;
- *Factor 5: Review*—for reviewing previously learned concepts, vocabulary, and grammar; and

- *Factor 6: Comprehension* (Short: Compr)—for help when the student doesn't understand the teachers' English explanations.

Para-Learning Factors included

- *Factor 1: Emotions*—for when students feel lost or lack confidence;
- *Factor 3: Teachers' ability and willingness to use Japanese* (short: TuJ)—for teachers knowing and being willing to use Japanese; and
- *Factor 7: Culture & Society* (Short: Culture)—for when discussing topics like social and cultural issues in countries in which the English language is dominant.

Procedure

My colleagues and I asked our Japanese university EFL students to participate. We gave students a verbal introduction about the purpose and the confidential and voluntary nature of the questionnaire, details which appear in a note at the beginning of the questionnaire. Completed questionnaires implied consent. The questionnaires were distributed and collected during classes and took about 15 minutes. Part 1 was distributed in April; Parts 2 and 3 were distributed in April, July, and January.

Teacher Participants

I asked colleagues to participate and to complete an informed consent form, thus the sample was a convenience sample. Teacher participants ($N = 30$) were grouped as either JTEs ($n = 13$) or NESTs ($n = 17$) for all analyses because students tend to view them differently (Kawamura, 2013). I included only teachers who were teaching the same EFL students from April 2013 to January 2014 so that changes in teacher beliefs could be identified over one academic year. There was a higher proportion of NESTs (56.7%) than JTEs (43.4%) and more male (63.3%) than female teachers (36.7%). More JTEs had a formal teaching certificate (36.7%) than NESTs (16.7%); more NESTs had a formal language-teaching certificate such as TESOL (36.7%) than JTEs (26.7%).

A review of self-rated teacher L2 proficiency suggests that JTEs might be more willing to switch MOIs from Japanese to English or vice versa than NESTs. All JTEs rated themselves at the intermediate or advanced levels for five measures of English (reading, writing, speaking, listening, and grammar). In contrast, some NESTs rated themselves at the beginner level for one or more of the same five measures of Japanese. The teachers' own L2 ability likely influences their MOI beliefs (McMillan & Rivers, 2011).

Instrument: SPIL-T (Adapted from SPIL)

The English-language teacher questionnaire (called SPIL-T for convenience) was adapted from SPIL. Items specific to the teachers were included in Part 1 Background and Part 2, but those in Part 3 (40 Likert-scale items) were matched as closely as possible to the original student version of SPIL. For example, in SPIL, Part 3: "In English class in general, I prefer that my teacher knows and understands Japanese" was adapted for teachers in SPIL-T, Part 3: "In English class in general, I believe it's better for my EFL students if I know and understand Japanese."

Procedure

All teachers received their teacher and student questionnaires in April. Questionnaires were distributed to teachers in envelopes, with a class data sheet affixed to the front, so that teachers could complete class-level items to help organize the data. Items on the data sheet were used to record the nature of the classes and included the teacher, the day and period of data collection, whether the class was for English majors, the name and purpose of the class, and the university in which the class took place.

Teachers completed SPIL-T at the same time as their students completed SPIL and returned all responses together. The background portion of SPIL-T was only completed at Time 1; Parts 2 and 3 were completed at all three times.

Analyses

I used ANOVAs to look for interactions, or differences in MOI attitudes, because of being a JTE, NEST, or student (group) and because of whether they were responding at the beginning, middle, or end of the year (time). If there was no interaction I used ANOVAs to look for differences in MOI attitudes because of being a JTE, NEST, or student. Then I used ANOVAs to look for different MOI attitudes at the beginning, middle, or end of the year.

Results

RQ1: Interaction of Groups and Time on MOI Attitudes

I plotted the factor (MOI responses) means for each time (lines) and each group to assist interpretation (see Figure 1). Several points become clear when reviewing the profile plots. Responses agreeing or disagreeing about the L1's usefulness are indicated in the figure, with low means (between 1 and 3) representing disagreement,

high means (between 3 and 5) representing agreement, and neither agreement nor disagreement when means are plotted at 3. First, JTEs responded with the highest means, NESTs responded with the lowest means, and student means appeared between those of JTEs and NESTs. JTEs and students were above or at 3 for all factors except F1 Emotions. JTEs appeared to value use of the L1 more than students. Second, student means were closest to JTEs for F2 Grammar, F4 Tests, F5 Review, and F6 Comprehension, suggesting more agreement for L1 use between students and JTEs than between students and NESTs for these factors. Third, student means were closest to NESTs for F3 Teacher use of Japanese, a surprising point because NESTs favored the use of Japanese the least of all three participant groups. Fourth, factor means were highest for F6 Comprehension, F4 Tests, and F2 Lexico-Grammar (Japanese groups), and F3 Teachers willingness to use the L1 when needed (JTEs only). Finally, JTE means

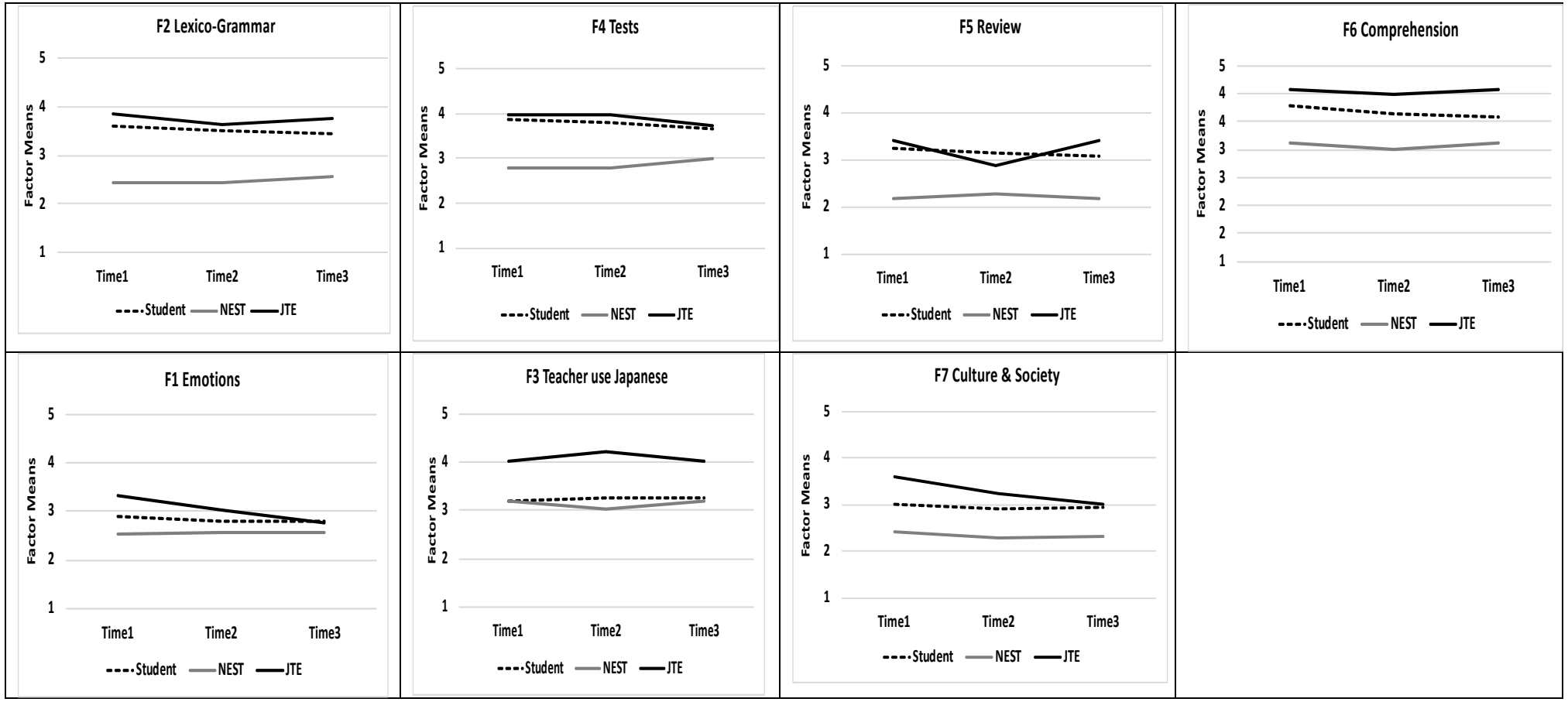

Figure 1. Interaction profile plots for groups and time on L1 factors.

decreased the most for F1 Emotions and F7 Culture, and all groups tended to converge below 3 for F1 Emotions by the end of the year.

The next question is whether these plots suggest interactions, that is, whether MOI attitude differences between groups are influenced by MOI attitude differences over time. Lines that are not parallel show interaction; parallel lines show no interactions. Some lines appear to show interactions, and ANOVAs reported below determine whether the interactions are significant for responses for F1 Emotions, F3 Teacher use of Japanese, and F5 Review.

The results for seven 2-way mixed ANOVAs are summarized in Table 1. There were no significant interactions of group and time on the seven factors, and all effect sizes were trivial. With no significant interactions, the next step was to assess the main effects of groups and of time on participant responses to the seven factors to see if they were related to differences.

Table 1. Results of ANOVAs for Interactions of Groups and Time on Factors

Factors	*df*1	*df*2	*F*	Sig.	partial η^2
F1 Emotions	3.97	1544.50	0.91	.460	.002
F2 LexGram	3.92	1525.37	0.74	.560	.002
F3 T use J	3.96	1541.34	0.75	.560	.002
F4 Tests	3.94	1534.16	1.05	.380	.003
F5 Review	3.95	1534.16	2.09	.080	.005
F6 Compr	4.00	1558.00	0.49	.750	.001
F7 Culture	3.95	1537.05	1.05	.380	.003

Note. Groups are students, NESTs, and JTEs; Time is Time 1 (April), Time 2 (July), and Time 3 (January); F# = Factor number; LexGram is Lexico-Grammar; T use J is Teacher use of Japanese; Compr is Comprehension; *df1* = degrees of freedom; *df2* = second degrees of freedom; partial η^2 = Partial eta squared, or effect size; small = .02; medium = 0.06; large = 0.138 (Cohen, 1988).

*Sig. at $p < .05$.

RQ2: Main Effect of Groups on Responses

I used 1-way ANOVAs to explore the influence of groups on MOI attitudes (factors) while ignoring time. Group factor means are plotted to assist interpretation (Figure 2). JTEs responded with the highest means (all above 3), NESTs responded with the lowest means (most below 3), and student means were between those of JTEs and NESTs (all means above 3 except F7 Culture and F1 Emotions). Students preferred the most L1 support for F4 Tests, F6 Comprehension (agreeing with teachers that L1 support for comprehension was the second most important use for L1 support), and F2 Lexico-Grammar. JTE and NEST means were highest for F3 Teacher use of Japanese, F6 Comprehension, and F4 Tests, although JTE means were higher than those of NESTs. To ascertain whether these differences between group MOI attitudes are significant, next I report the results of the ANOVAs.

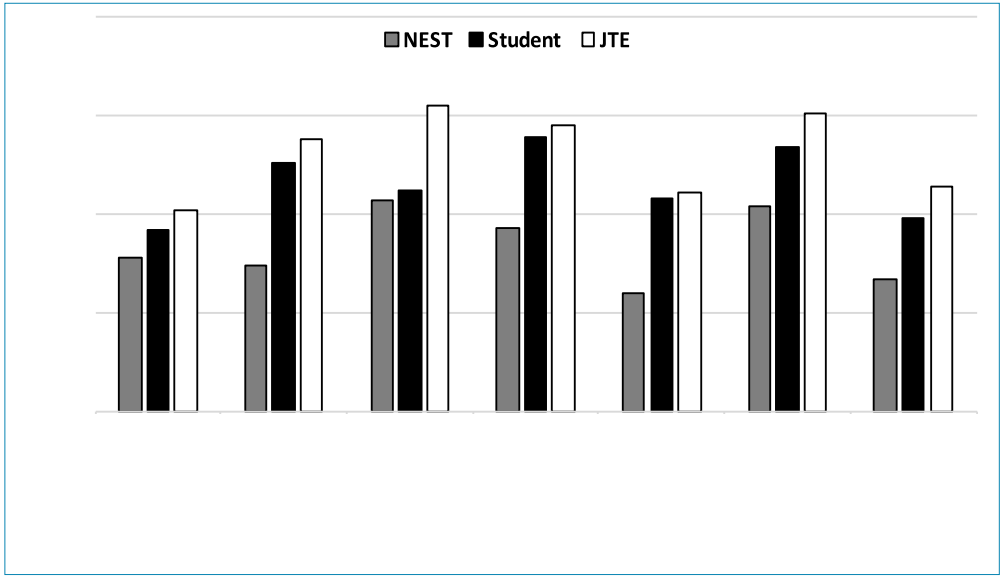

Figure 2. Main effects of groups (NESTs, Students, and JTEs) on factors.

ANOVA results are summarized in Table 2. Group responses differed significantly for F2-F7. Small effect sizes were indicated, from largest to smallest, for F2 Lexico-Grammar, F5 Review, F4 Tests, and F3 Teacher use of Japanese. The remaining differences were trivial.

Table 2. Results of ANOVAs for Main Effects of Groups on Factors

Factors	*df*1	*df*2	*F*	Sig.	partial η^2
F1 Emotions	2	779	1.40	.250	.004
F2 LexGram	2	779	23.21	.000*	.056
F3 T use J	2	778	10.76	.000*	.027
F4 Tests	2	779	13.94	.000*	.035
F5 Review	2	779	16.76	.000*	.041
F6 Compr	2	779	7.64	.000*	.019
F7 Culture	2	779	6.85	.000*	.017

Note. Groups are Students, JTEs, and NESTs; partial eta squared, or effect sizes: small = .02; medium = 0.06; large = 0.138 (Cohen, 1988).

*Sig. at $p < .05$

The groups that differ significantly are indicated by referring to Figure 2. The largest group differences were found for F2 Lexico-Grammar, F5 Review, and F4 Tests (NESTs lower than both Japanese groups) and for F3 Teacher use of Japanese (JTEs higher than both students and NESTs). Next, I consider the influence of time on responses to MOI factors.

RQ3: Main Effects of Time on Responses

I used seven repeated-measures ANOVAs to assess the influence of time on factors for all participants. To assist interpretation, factor means are plotted for all participants at each time in Figure 3. The means are highest for F6 Comprehension. The means for F4 Tests started higher than F3 Teacher use of Japanese but finished lower at Time 2. F2 Lexico-Grammar appears just above the midpoint of 3. The means for F1 Emotions, F5 Review, and F7 Culture appear at or below the midpoint of 3. Although most factors appear to decrease slightly over time, particularly in the first semester, the results of ANOVAs are necessary to determine whether the variations are significantly different.

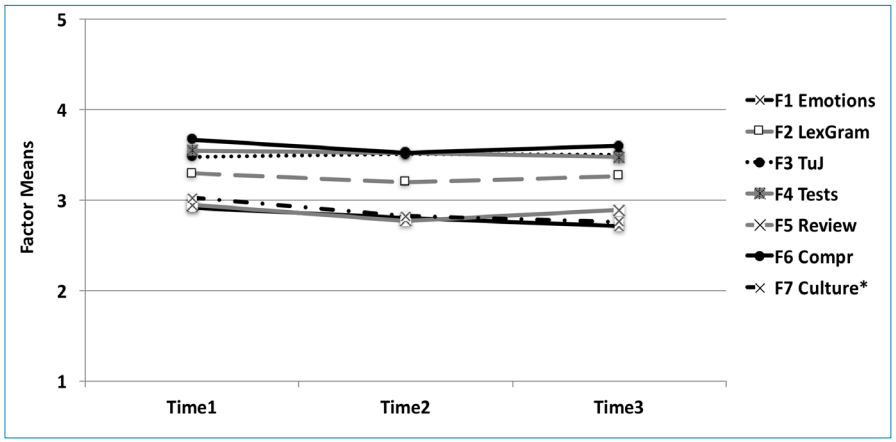

Figure 3. Main effects of time on factors.

The results of the seven repeated-measures ANOVAs are summarized in Table 3. Changes over time were not significantly different for six of the seven factors. The only factor that differed significantly due to time was F7 Culture and Society, but the effect size was trivial, suggesting that the result could be an artifact of a large sample size (Maxwell & Delaney, 2000). MOI attitudes appear to be relatively consistent over an academic year.

Table 3. Results ANOVAs for Main Effects of Time on Factors

Factors	*df*1	*df*2	*F*	Sig.	partial η2
F1 Emotions	2	1558	1.76	.172	.002
F2 LexGram	2	1558	0.56	.563	.001
F3 T use J	2	1556	0.07	.933	.000
F4 Tests	2	1558	0.28	.760	.000
F5 Review	2	1558	1.67	.188	.002
F6 Compr	2	1558	0.59	.556	.001
F7 Culture	2	1558	3.07	.047*	.004

Note. Time levels are Time 1, April; Time 2, July; Time 3, January.

*Sig. at $p < .05$

Discussion

Results support a negative answer to RQ1 and RQ3 but an affirmative answer to RQ2. Groups and time did not significantly interact, and time appeared to have little influence on MOI attitudes with all participants combined, but being a student, JTE, or NEST made a significant difference on MOI attitudes.

The highest mean MOI attitudes favored L1 use for demonstrating lesson comprehension: F6 Comprehension, F4 Tests, F3 Teachers use of L1, and F2 Lexico-Grammar. Although not significant, combined group responses tended to decrease over time for F4 Tests, F1 Emotions, and F7 Culture, suggesting that student anxiety abated somewhat with experience.

Group membership generated small but statistically significant variations in MOI attitudes, upholding student perceptions of teacher differences (Kawamura, 2013). JTEs responded with the highest belief means in L1 support, followed by those for students, and for NESTs. Students preferred the most L1 support for F4 Tests, more than F6 Comprehension and F2 Lexico-grammar, while both JTEs and NESTs ranked L1 support for F3 Teacher use of Japanese and F6 Comprehension ahead of F4 Tests, suggesting a mismatch between students and teachers about the most useful purpose of L1 support. The different patterns suggest that students can benefit from JTEs' L1 learning support, in agreement with Burden (2001) and Carson (2014b), while being challenged to meet NESTs' L2 goals.

Time did not appear related to significantly different MOI attitudes for all participants considered together, contrary to Burden and Stribling (2003)1993, p. 23 and Berwick and Ross (1989). Statistical differences between JTEs and NESTs could have disappeared if teacher groups are combined. With all three groups combined, L1 support was found to be the most important for F6 Comprehension, followed by F4 Tests and F3 Teacher use of Japanese, suggesting that students may be extrinsically motivated by the need to get a credit. Furthermore, most nonsignificant differences occurred in the first semester and were maintained in the second semester.

Theoretical Implications

When group responses were combined over time, the need to understand all unfamiliar aspects of lessons (e.g., unfamiliar words or concepts) prompted high L1 means for all participants. That is, students and teachers not only agreed on the importance of Japanese use to support F6 Comprehension at Time 1 (Figure 2), but they continued to agree over time—they did not differ over time (Figure 3). Furthermore, student MOI attitudes were intermediate between their teachers for all factors, suggesting that students hope for language support, but they are willing to study English with generally less language support than their JTEs believe is needed. By the time students attain university-level EFL classes, they might be able to build on JTEs' L1 support and try to meet NESTs' L2 challenge, suggesting that following JTE with NEST classes could capitalize on student L1 preferences. Finally, since all groups agreed that low levels of L1 could be sufficient to support students emotionally (F1 Emotions), L1 support for this factor may not contribute to L2 learning. Instead, F1 Emotions could represent foreign language-learning anxiety, with low means suggesting anxiety interferes with rather than contributes to learning (Effiong, 2013).

Pedagogical Suggestions

The current findings support five pedagogical suggestions. First, teachers should not feel guilty about using their students' L1 to support comprehension. When all students—and sometimes their teacher—share the same L1, it is sensible to build on what is already known to make the unknown easier to learn (Butzkamm, 2003). NESTs who may not be confident using their students' L1 could use glossed texts, encourage students to use bilingual dictionaries and smartphone apps and allow students to help each other in their L1. Second, teachers could use students' L1 to help make the lesson understandable. Students could benefit from L1 scaffolding to prepare for L2 activities. Third, students preferred L1 support for tests, contrary to teachers' beliefs. To counterbalance student concerns, teachers could give them a practice test in English and encourage students to discuss the results amongst themselves in Japanese before giving final tests. Fourth, humorous and interesting media support and class activities in English could be used to relieve students of foreign language-learning anxiety, with variety leading to improved learning (Larsen-Freeman, 2013) and promoting intrinsic motivation (Berwick & Ross, 1989). Finally, small L1 preference differences over time suggest that students are more malleable in the first semester than in the second semester. Therefore, teachers could focus on transitioning student attitudes from receptive to self-directed language learning habits during the first semester and consolidate changes in the second semester.

Limitations and Future Research

In this study, three limitations presented problems. First, student and teacher participants were convenience samples, limiting the generalizability of results. Second, group sizes were different, so statistical results need to be confirmed by follow-up studies. Finally, SPIL was created using an exploratory factor analysis, and further assessment is required.

Future research could compensate and extend findings in five areas. First, researchers could attempt to trace MOI changes related to student achievement, particularly by using experimental methods. Second, researchers could track changes over longer periods of time than one year. Third, a large-scale comparison of JTEs and NESTs is needed. Fourth, assessing each group separately over time could reveal changes over time. Finally, a confirmatory factor analysis using a new participant sample should be conducted on SPIL.

Conclusion

The use of students' L1 can benefit L2 learning. Students preferred L1 support more than NESTs but less than JTEs. All groups agreed that L1 is most useful for supporting comprehension. Furthermore, students might benefit from the use of L1 to reduce language-learning anxiety, particularly for tests. Several theoretical implications and pedagogical recommendations have been offered.

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Bio Data

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Appendix

SPIL

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

		1 Strongly disagree	2 Disagree	3 Neither	4 Agree	5 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 I have a Japanese teacher, go to 8)	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 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)	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 cultures	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

Note: SPIL appeared for the first time in Carson (2014b).