

JTE and NEST MOI Beliefs in Support of Learner Emotions

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EFL research has produced evidence supporting Japanese as an adjunct medium of instruction (MOI) in Japan (Carson, 2014). One important feature is the role the MOI plays in supporting students emotionally. If students become frustrated due to unfavorable learning conditions, their ability to learn English could be jeopardized, leading to a demotivated class. A longitudinal study comparing Japanese Teachers of English (JTEs) and native English-speaking teachers (NESTs) has found evidence that these teachers differ in their MOI beliefs over time (Carson, 2018). However, quantitative methods are limited in their ability to explain a phenomenon. In this mixed methods study, research questions focus on (a) Do JTE and NEST MOI beliefs about emotional support for students' learning change over time? (b) Do they differ over time? and (c) Why do teachers believe as they do? Theoretical and pedagogical implications are discussed.

これまでのEFL研究で、日本においては教授言語 (Medium of Instruction: MOI) として日本語を補助的に使用することを支持してきたことが明らかになっている (Carson, 2014)。主要な特徴として学習者を心理的に支える役割が挙げられる。好ましくない授業環境のため学生の学習意欲が低下することがあれば、英語を学ぶ能力が削がれ、やる気をなくさせる可能性がある。一定期間にわたり日本人英語教師 (JTEs)、ネイティブの英語教師 (NESTs) を比較研究し、MOIへの信念がこれまで一貫して異なっていることが立証されている (Carson, 2018)。しかし、計量的手法でこの事象を説明するには限界がある。本研究では、研究手法を組み合わせ、(a) 学習者の学びを心理的に支えるJTEとNESTのMOIへの信念は時と共に変化するか、(b) MOIへの信念は徐々に相違を示すのか、(c) なぜ教師はMOIに対し意識を持つに至ったか、理論的・教育的に明らかにしていく。

Teacher beliefs guide their classroom behavior (Phipps & Borg, 2009). Beliefs are consciously or unconsciously held propositions holders accept as true that emotionally shape their thoughts and behaviors (Borg, 2001). Teachers' education and teaching contexts influence their beliefs and interact with their professional training and

classroom practice (Borg, 2003). Teachers believe the L1, through the use of jokes and by providing a comfortable environment tailored to student interests, can support students' positive emotions and can reduce affective impediments like anxiety and feeling lost (Carson, 2014).

This paper compares Japanese teachers of English (JTEs) and native-English speaking teachers (NESTs) and their use of their students' L1 (Japanese) to support students' emotional needs. When teachers follow English-only classroom practices in the EFL context in Japan, their behavior might reflect more theory than beliefs backed by language learning and teaching experiences (Phipps & Borg, 2009). Problems arise if teachers are unreceptive to student needs. Confused and frustrated students can make classroom management difficult and demotivating for both students and teachers.

Furthermore, negative emotions such as language learning anxiety and positive emotions such as enjoyment can influence students' willingness to communicate (WTC) in their L2 differently. Negative emotions can undermine learning; positive emotions can support learning (Dewaele, 2017). Teachers' pedagogy stemming from their MOI beliefs can affect both kinds of emotions (Dewaele, Witney, Saito, & Dewaele, 2018). Yet, EFL teachers must balance L1 support of students' emotions with requirements of their courses, curriculum, and teaching English by inducing their students to use English.

The purpose of the current study was to ascertain if *what* teachers believe about the L1 support of their students' emotions changes and differs between JTEs and NESTs over time and to understand *why* teachers believe what they do. Exploration employed three research questions:

- RQ1. Do JTE and NEST MOI beliefs about L1 use for emotional support change over time?
- RQ2. Do these beliefs differ between JTEs and NESTs over time?
- RQ3. Why do teachers respond as they do?

Method

The study took place in two phases.

Research Design

As depicted in Figure 1, the design was a sequential mixed methods study with a longitudinal component (Creswell & Plano Clark, 2018). The quantitative phase (boxes) came first and was primary. The purpose was to learn *what* teachers' MOI beliefs were about using students' L1 to support their students' emotions as they learn their L2 (grey box).

In the qualitative study (ovals), a subset of teacher participants from the quantitative study were asked to take part in interviews. The purpose was to clarify *why* teachers believe as they do (grey oval). I describe the quantitative phase of the study before explaining the qualitative phase.

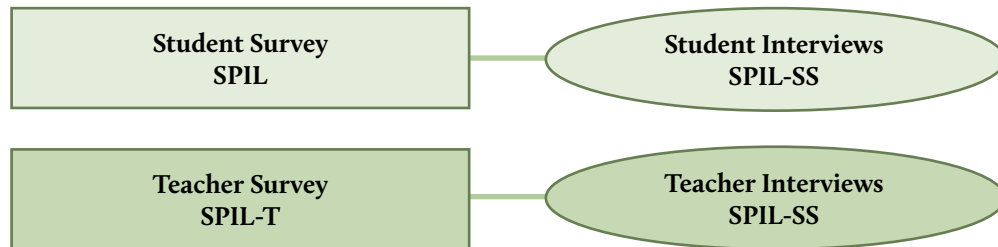


Figure 1. Research design. The quantitative phase is represented with rectangles and the qualitative phase is represented with ovals. The current study involved the shaded parts of the figure.

Quantitative Phase

The quantitative phase provided the data forming the subject matter for the following qualitative phase. I focused on teachers' use of Japanese (shaded box and oval in Figure 1) to support students emotionally.

Participants

I asked JTE and NEST colleagues who were teaching two-semester EFL courses in Japanese universities to participate. A convenience sample of 30 teachers (13 JTEs and 17 NESTs) volunteered. There were more males (63%) than females (37%). The largest groups were teachers aged 30-39 years old (33%) and those who had taught 10-20 years (47%). Participants' demographic details are in Table 1.

Table 1. Demographic Information of Participating Teachers ($N = 30$)

Independent variable	Variable group	NESTs		JTEs		All	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender	male	14	46.7	5	16.7	19	63.3
	female	3	10.0	8	26.7	11	36.7
Age	30-39	4	13.3	6	20.0	10	33.3
	49-49	5	16.7	1	3.3	6	20.0
	50-59	4	13.3	4	13.3	8	26.7
	≥ 60	4	13.3	2	6.7	6	20.0
Years teaching	0-9	1	3.3	5	16.6	6	20.0
	10-20	8	26.7	6	20.0	14	46.7
	21 +	8	26.7	2	6.7	10	33.3

Teachers might prefer using their own L1 as an MOI because they are comfortable with it. To assess the possibility, I asked teachers to report their own L2 abilities within beginner, intermediate, or advanced levels by consulting descriptions of familiar proficiency tests. JTEs indicated their English ability using TOEIC levels (Beginner = TOEIC 200, Intermediate = TOEIC 500, Advanced = TOEIC 800), and NESTs used JLPT levels (Beginner = JLPT N5, Intermediate = JLPT N3, Advanced = JLPT N1), for five proficiency measures (see Table 2).

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Table 2. Self-Assessed L2 Levels of JTEs and NESTs in Percents

Group	Level	Reading	Writing	Listening	Speaking	Grammar
JTE	Beginner	0.0	0.0	0.0	0.0	0.0
	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
	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 ($n = 13$); NEST = Native English-speaking teacher ($n = 17$).

Teachers reported different L2 capabilities. At most, 30% of JTEs reported an intermediate level and at least 70% reported an advanced level for all five measures of proficiency; none reported a beginner level in English. Their highest self-ratings were for literacy skills: 92% for reading and 85% for grammar. Conversely, NESTs were not required by their English-teaching duties to have Japanese ability, and although 24% to 47% indicated their Japanese levels were advanced for the five Japanese proficiency measures, most fell into the beginner or intermediate levels. Their highest self-ratings were for listening (47%). Therefore, the JTEs might be more capable of teaching in both languages than the NESTs.

Next, teachers' MOI beliefs differed. Teachers were asked if they believe classes should be conducted in English only, if they were reluctant to switch between languages (reluctant), if purposeful L1-L2 switching when necessary was acceptable (strategic), if classes could be taught bilingually, or if classes should be conducted mostly in Japanese with English examples (Mostly J). Results are in Table 3.

Table 3. Teacher MOI Beliefs

Teacher	EO n (%)	Reluctant n (%)	Strategic n (%)	Bilingual n (%)	Mostly J n (%)
NEST	3 (17.6)	6 (35.3)	8 (47.1)	0 (0.0)	0 (0.0)
JTE	0 (0.0)	2 (15.4)	9 (69.2)	1 (7.7)	1 (7.7)

Note. EO = English only; Reluctant = reluctant to switch between languages; Strategic = purposeful L1-L2 switching when necessary; Mostly J = mostly in Japanese.

Results support the proposal that teachers' beliefs tend to favor their own L1. Some NESTs agreed with an English-only policy (18%), unlike JTEs (0%). Alternatively, no NESTs believed teaching bilingual or mostly Japanese classes was helpful (0%), but some JTEs did (8%). Most remaining NESTs (47%) and JTEs (69%) agreed with strategic L1-L2 switching, although some NESTs were reluctant to switch (35%).

Instrument

In previous research, students were assessed with a survey that included a statistically constructed 7-factor scale: Student Preferences for Instructional Language (SPIL; Carson, 2015). A questionnaire was adapted from SPIL to ask teachers the same questions (SPIL-T) for statistical comparison.

The survey was comprised of three parts. Part 1 consisted of 17 background questions. Part 2 included questions about teachers' estimated L1 (Japanese) use in class and their beliefs about their students' L1 preferences. Part 3 contained SPIL-T, the 40-item 5-point Likert-response scale adapted from SPIL surveying teacher MOI beliefs. All teacher items began with the statement, "In English class in general, I believe it's better for my EFL students if:" (for six general-purpose questions) or "In English class, it's better for my students if I use Japanese to:" (for items relating to seven factors of L1 use).

An example showing an item from SPIL adapted for SPIL-T follows:

- 33. Help me to feel more confident. (Students)
- 33. Help them to feel more confident. (Teachers)

As researcher (Carson, 2015), I previously employed exploratory factor analysis to elicit seven factors of student L1 preferences, of which one is the focus of the current discussion: Factor 1 Emotions (henceforth, *Emotions*). The items subsumed under the same underlying emotional construct appear below. Positive emotions are indicated with a (+) and negative emotions with a (-).

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 (+)

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34 Help me to feel less tense (-)

35 Help me to feel less lost (-)

Procedure

Colleagues were approached by email and asked if they would be willing to participate in surveys (SPIL-T) along with their students (SPIL). All teachers received copies of both SPIL and SPIL-T so they could understand the purpose and details of the research. Teachers who agreed signed informed consent forms. Afterwards, they received both their students' SPIL and their own SPIL-T in envelopes and returned all responses together in the same envelopes. Teachers completed SPIL-T in April, July, and January at the same time as their students completed SPIL so conditions could be kept similar. Teachers took at least 15 minutes to respond.

Qualitative Phase

Here I describe teacher interviews used to obtain the qualitative data. The quantitative study informed the selection of participants and construction of interview items for the qualitative phase of the research to explain responses to *Emotions* in SPIL-T.

Participants

Thirteen teachers were asked to respond in semistructured interviews (see demographic details in Table 4). Teachers are identified by pseudonyms. They were purposefully drawn from the larger sample ($N = 30$) participating in SPIL-T to form the smaller interview sample ($n = 13$). Data analysis from SPIL and SPIL-T had indicated influential variables were teachers' native language (JTE or NEST) and gender for both students and teachers, so three teachers were chosen for each group employing these variables. One extra male JTE consented to be interviewed.

Table 4. Teacher Demographic Information for Interviews

Interview	Nickname	Type	Gender	Age	School	Position	Time
1	Steve	NEST	Male	50-59	Private	Professor	15:42
2	Jay	NEST	Male	50-59	Private	Professor	17:40
3	Tammy	JTE	Female	50-59	Private	Adjunct	30:13
4	Michelle	JTE	Female	30-39	Private	Assistant	20:39
5	Jo	JTE	Female	30-39	Private	Assistant	38:46
6	Tina	NEST	Female	60+	Public	Professor	26:16
7	Naomi	NEST	Female	50-59	National	Professor	17:04
8	Julia	NEST	Female	40-49	Private	Lecturer	30:51
9	FB	NEST	Male	40-49	Private	Adjunct	37:58
10	Kaz	JTE	Male	50-59	Public	Professor	27:46
11	Tak	JTE	Male	30-39	Private	Associate	30:00
12	Taka	JTE	Male	30-39	Public	Associate	34:28
13	Taro	JTE	Male	30-39	Private	Lecturer	22:57

Note. Time = length of interview.

Interview Instrument: SPIL-SS

The English-language teacher interview questionnaire was adapted from a bilingual student interview questionnaire designed to ask respondents about their responses to items in the seven factors from SPIL (students) or SPIL-T (teachers). Question 4 (Q4), relating to *Emotions*, is as follows:

Q4. If you prefer the use of Japanese in your class, why? (Students)

Q4. If you use Japanese in your class, why? (Teachers)

The current study provides a detailed analysis of teachers' responses to Q4.

Procedure

Teachers were interviewed following completion of the final SPIL-T data collection after the end of their classes. All teachers granted permission to audio record the interviews.

Interviews started by showing teachers the English-language interview questions, with a copy of the bilingual student interview available for JTEs if they preferred to confirm their understanding. Teachers responded to open-ended questions along with follow-up questions when their responses seemed useful or informative. Interviews averaged 25 to 30 minutes. Teachers were later contacted to verify their words had been correctly transcribed from the recordings.

Results and Discussion

Results are described to answer each research question.

Quantitative Results

First, descriptive data are presented showing responses at factor and item level about JTE and NEST MOI beliefs about F1 Emotional support for learners. Responses to statements that Japanese is useful in EFL classes ranged from 1 (strongly disagree) to 5 (strongly agree). The higher the means, the more beneficial the use of Japanese was believed to be.

Table 5. Teachers' Descriptive Data for MOI Beliefs for Emotional Support over Time

Time	Teacher	N	M	SD
Emotions (April)	NEST	17	2.54	1.00
	JTE	13	3.31	0.83
	Total	30	2.87	0.99
Emotions (July)	NEST	17	2.58	1.22
	JTE	13	3.03	0.71
	Total	30	2.77	1.04
Emotions (January)	NEST	17	2.58	1.14
	JTE	13	2.76	0.70
	Total	30	2.66	0.96

Note. Responses to statements that Japanese is useful in EFL classes; 1 = strongly disagree, 5 = strongly agree.

To aid interpretation, *Emotion* means are plotted together showing differences and change over time for both NESTs and JTEs in Figure 2. Although JTE means were higher than those of NEST at all three times, the means for all teachers fell below the midpoint of 3 by the end of the academic year.

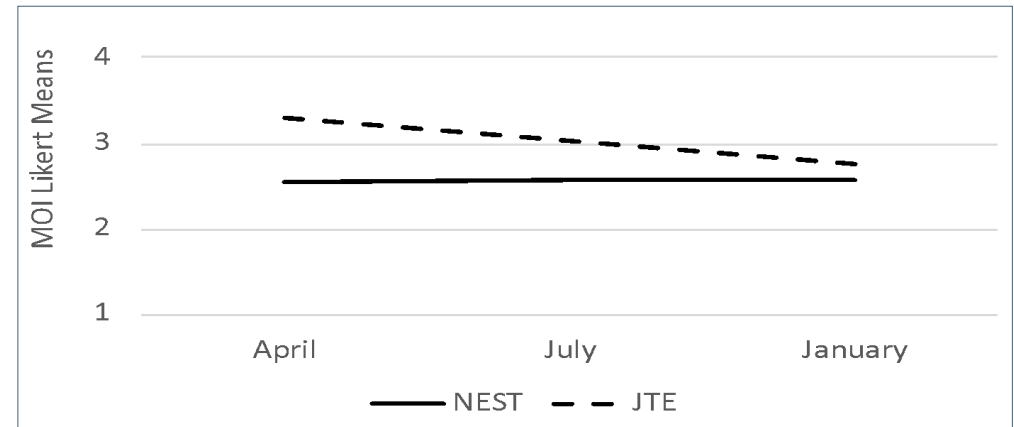


Figure 2. Means of NESTs' and JTEs' MOI beliefs about supporting students emotionally with L1 over time.

Next, means for the five items comprising *Emotions* are plotted to show specific JTE and NEST MOI beliefs in Figure 3. JTE means were higher than NEST means for all items and times except Q32 *to help students feel comfortable* at Time 3 (January). NEST means did not change much but JTE means decreased for each item, tending to converge with NEST means over time. Whether differences between teachers or changes over time were statistically different is assessed for each RQ at the factor level to maximize statistical power.

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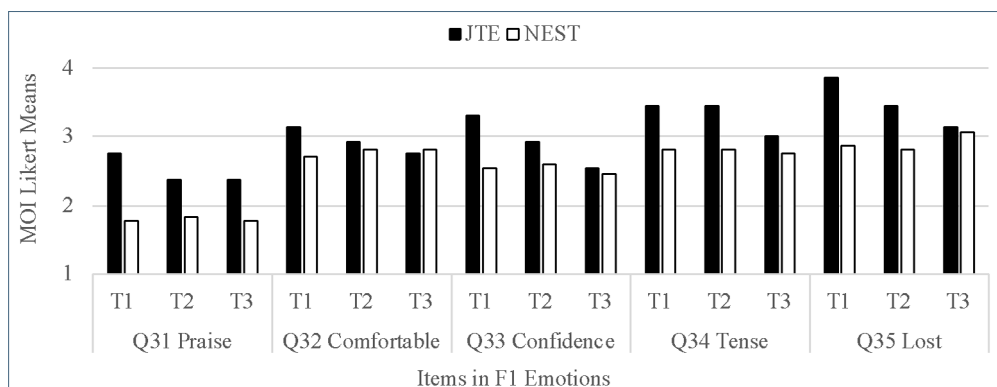


Figure 3. JTE and NEST means for each of the five items comprising *Emotions*.

RQ1: Do JTE and NEST Beliefs About L1 Use for Emotional Support Change Over Time?

Responses for both groups of teachers were assessed with one-way repeated measures ANOVAs to determine whether there were statistically significant differences in teachers' MOI beliefs over the three data points of one academic year.

The JTE responses about *Emotions* yielded statistically significant changes in MOI beliefs over time, $F(2, 12) = 3.428, p = .049$, partial $\eta^2 = .222$. The effect size was large, suggesting changes over time could be observable in EFL classes (Cohen, 1992). MOI belief means decreased from April ($M = 3.31, SD = 0.83$) to July ($M = 3.03, SD = .71$) to January ($M = 2.76, SD = 0.70$). Means of JTE beliefs regarding the use of Japanese to support students emotionally decreased over the academic year.

The NEST responses about *Emotions* yielded statistically nonsignificant changes in MOI beliefs over time, $F(2, 32) = .052, p = .950$, partial $\eta^2 = .003$. The effect size was tiny, suggesting changes over time were unlikely to be observable in EFL classes (Cohen, 1992). MOI belief means varied slightly from April ($M = 2.54, SD = 1.00$) to July ($M = 2.58, SD = 1.22$) and January ($M = 2.56, SD = 1.14$). NESTs' beliefs about using the L1 to support students emotionally did not change much over time.

RQ2: Do JTEs and NESTs Differ From Each Other Over Time?

A repeated-measures factorial ANOVA was conducted to compare JTE and NEST responses over time. Teachers did not differ significantly over time in their responses

about the use of L1 to support students emotionally: $F(2, 56) = 3.13, p = .052$, partial $\eta^2 = .10$. (medium large effect size). Although not statistically significant over time, the difference between JTEs and NESTs in their beliefs about the use of Japanese for students' emotional support of might have been observable in class, with JTEs favoring it more than NESTs.

Qualitative Results

RQ3: Reasons for Teachers' MOI Response Regarding Emotions

In the series of interviews conducted with JTEs and NESTs, I focused on teachers' reasons for their responses. Teachers reported L1 support of students' *Emotions* while learning English differently. JTEs believed Japanese was useful to make learning comfortable; NESTs believed Japanese was useful when students were lost. I will compare four reasons given during the JTE interviews and three from the NEST interviews.

JTEs

First, JTEs encouraged students to feel confident and enjoy class. One teacher indicated if students were confused and their needs were overlooked, students might become unhappy:

Yes, I use Japanese because I don't want my students to get confused, especially for low level students. And if the students cannot understand my English, students don't feel happy or confident or class itself is not fun for them. So my job as an English teacher is to create a comfortable atmosphere for lower level students to study. (Tammy, female JTE)

Second, one teacher noted his students who had studied abroad or were intending to complete an overseas internship were motivated to hear and use English even when their proficiency was low:

Even students with low proficiency, sometime has high motivation because especially my campus, I belong to *Kokusai-bunka gakka* [International Studies], and the student's English proficiency is really. . . High proficiency student has TOEIC score is likely more than 700, but low proficiency students have 300 something, so quite a wide range. Even the students with low proficiency have often motivation, too. They feel. . . I want to improve English. (Tak, male JTE)

Third, one potential problem with using Japanese in class is it might make students lazy. However, making students comfortable in class is important because if students feel

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overwhelmed, they become demotivated. I asked one teacher what the difference was between having a comfortable or a lazy class:

. . . to be comfortable is. . . for students to get optimistic about the classes or to express themselves. To be lazy. . . their motivation is very low. (Jo, female JTE)

Finally, JTEs reported using Japanese because it made classes comfortable for the students - and probably for themselves. In fact, some JTEs said they lacked confidence in their own English, although their English proficiency seemed high during their interviews:

E: To boost confidence?

M: Confidence means the students' side, right?

E: Ok, I know your English is pretty good. So, you don't have a problem.

M: That is kind of my problem as well. (Michelle: female JTE; E: researcher)

NESTs

The primary reason NESTs might use Japanese was to support students who were lost:

If they are lost, they can't learn. They can't show what they know, they can't participate. . . they can't be active; they can't do anything, if they're confused, and they don't understand the directions. Yeah, I think it's sort of a prerequisite for learning or teaching or participating to understand. (Tina, female NEST)

Second, a NEST who strongly supported the English-only principle was considerate of high-stress situations where students were lost and when the stakes were high:

The most important thing is that the students know what they're supposed to be doing. And so, to make them feel less lost. I'm considering using Japanese to explain what they have to do for homework, instructions for a test. (Steve, male NEST)

Third, another teacher reported if students lose confidence because they do not understand the teacher, they doubt the teacher's ability to teach them. The result can be reduced respect for the teacher and classroom management problems:

In order for the student to do the task, if they don't understand it, then they can't do it. And. . . when it comes to class management, it's really, really difficult to manage the class if they're too confused, and then, they get really frustrated. And, also, I think that they kind of lose respect. . . "ah, she can't speak Japanese. She doesn't know how we're feeling. We're really confused or really frustrated." (Julia, female NEST)

As with JTEs, some NESTs lacked confidence in their own L2 (Japanese). They were comfortable in English rather than Japanese (unlike JTEs and students), possibly contributing to their insistence on using English only:

I don't really use Japanese to explain grammar because I don't really know the terms myself. So, the only time I would use Japanese in class will be to the whole class. . . to teach new vocabulary or phrases. And then, with individual students if they are not getting it, I would just explain in more detail in Japanese. (Naomi, female NEST)

Evidence suggests greater adaptability of JTEs' MOI beliefs in L1 to support their students emotionally than NESTs' beliefs. This finding supports previous findings of differences between JTEs and NESTs (Carson, 2014). JTEs' classroom practices appear more aligned with their language learning experiences than to pedagogical theory; NESTs showed evidence of both (Phipps & Borg, 2009).

JTEs might evidence more L1 adaptability than NESTs because JTEs have experienced the same EFL learning conditions as their students. Additionally, JTEs must produce English to teach just as their students must produce English to learn. In comparison, although NESTs many have their own L2-learning experiences, they are not required to produce in their L2 to teach English, so they do not experience the same level of foreign language anxiety. They have a choice.

Teachers tend to L1-L2 switch to consciously support different emotional situations. Although quantitative findings suggest JTE means tend to converge with those of NESTs for the same items over time, qualitative findings suggest JTEs consciously encourage positive emotions and NESTs focus on reducing negative emotions. During interviews, JTEs reported using the L1 to make learning comfortable and enjoyable; NESTs described using the L1 to help students who felt lost, but JTE means decreased for all five items in *Emotions*. These findings support Borg's (2001) contention beliefs are sometimes unconscious.

Teachers should not feel guilty about strategically using the L1 to support students' emotions while learning English. Pedagogical suggestions include using receptive aids such as bilingual material, allowing students to help each other in their L1, and using bilingual dictionaries. Students could refer to these aids as needed, enabling teachers to increase instruction in English. Receptive support could reduce the negative impact of students' foreign language learning anxiety, enabling students to enjoy producing their L2, enhancing language acquisition (Dewaele et al., 2018). Finally, teachers could encourage students to think of themselves as successful L2 users rather than failed L2 learners to relieve students of the burden of perfectionism, supporting a happier experience and increasing their WTC in English (Dewaele, 2017).

Conclusions

The current study was limited to small teacher groups and self-report surveys and interviews. Future research could employ larger and balanced JTE and NEST groups. Survey instruments like those used in this study could be combined with other instruments such as BALLI, FLCAS, or WTC. Finally, videotaping classes could provide data on what actually happens in the classroom to enrich understanding of emotional phenomena.

I have compared JTE and NEST MOI beliefs about supplementary L1 support of learners' emotions during EFL classes. JTEs MOI beliefs varied more than NESTs over one academic year. JTEs reported adapting to their students' positive emotional needs; NESTs focused on relieving their students' negative emotions. Pedagogical suggestions include teacher use of L1 scaffolding to which students could refer as needed and strategic L1 use to help learners feel comfortable and confident so they can focus on enjoyable and cognitively appropriate English production.

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Bio Data

Eleanor Carson has been teaching English in Japan for over 10 years. She recently obtained a PhD in applied linguistics at Hiroshima City University and currently teaches EFL classes at Matsuyama University. Her research interests include medium of instruction, WTC, student autonomy, and motivation in EFL contexts. <eleanor_carson@hotmail.com>

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