Final Action Research Report 2020-2021

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Exploring the Application and Efficacy of Pedagogical Translanguaging as a Second Language Learning Tool for University Level English Conversation Students in Japan

Annual Action Research Report 2020-2021
Subject: English Communication
Level: 1st-year Japanese University students, low-level beginners
Time: 60–90 minutes, once per week
Class size: 32 students (focus class) and 109 additional students from 3 secondary classes, all of the same curriculum and demographic.
Textbook: Handouts based on *Nice Talking with You 1*—Cambridge University Press 2011
Problems:

In terms of teaching issues, low motivation and significantly limited English listening and reading comprehension were obstacles to getting students to engage and benefit from lessons and assignments.

Additionally, due to the COVID-19 pandemic, classes were conducted entirely online. In the first semester, classes were conducted in real time via Google Meet at first, and then by Zoom later in the first semester. Aside from some time for adjustment required in the first two weeks, the spring semester went smoothly. In the second semester, the university expressed a preference for on-demand curriculums, a change which introduced some additional challenges such as getting students to converse with each other on their own time, as well as finding time and way to offer meaningful feedback to individuals on weekly assignments.

In terms of AR, the greatest challenge was managing and analyzing the wealth of data, particularly data from recorded conversations, but also from all of the questionnaires, interviews, and student performance in online assignments. Throughout the entire AR process, it has been a challenge for me to step far enough back to form and maintain my research and experience as a clear narrative.

Course Goals:

(1) For students to learn and use a variety of conversation strategies in order to have more natural conversations.
(2) For students to understand and follow instructions given only in English by the end of the semester.
(3) For students to be able to conduct and be active participants in 3–5 minute conversations with their peers.

What I did:

My approaches to both AR and teaching differed each semester in 2020 due to changes

brought on by the COVID-19 pandemic, so first, I will describe how classes and research were conducted in the real-time lessons of the spring 2020 semester, and then I will do the same for the fall 2020 semester, which was conducted in an on-demand format.

Spring semester, 2020

Upon learning that at least the first two weeks and possibly the whole first semester would be online for two of the three universities at which I was teaching, I looked at a variety of platforms in hopes of finding the perfect place and method for facilitating online conversations between my students. Although online learning is not a brand new phenomenon, and massive open online courses (MOOCs) have proved to be a major development in distance education (Masson, 2014) around the world, I was concerned that being unable to meet and speak face to face would add a layer of difficulty to building rapport between students and facilitating productive conversation practice. After some trial and error with one platform called Flipgrid, I settled on using a combination of other platforms in order to conduct the class and assignments online. For distributing materials and assignments, I used Google Classroom. For creating online assignments, I used a combination of scanned textbook pages and Google Forms. Finally, for conversation practice, I began by using a complicated system of makeshift breakout rooms on Google Meet, but ultimately found that Zoom's native support of breakout rooms was a significantly smoother experience that enabled me to float from room to room in order to check on pairs as they spoke and then easily reconvene with everyone easily in the main room.

To the extent that it was possible, I tried to follow the original curriculum that I had used during AR1. Due to a delayed start in the semester and also the time required for both myself and students to adjust to an online learning environment, we were unable to cover as many units as I would aim for under normal circumstances, but other than that, I was able to conduct these online classes similarly to in-person classes. This was at least partially The ability to communicate with students in their native language played a crucial role in managing what was a new and potentially difficult situation for all of us.

While some students thrived in the online learning environment, others appeared to struggle with distractions and waning motivation more than was typical of the usual face-to-face classrooms. In response to these recurring issues, I made adjustments each week to instruction, learning tools, and assignments I presented to students. What remained consistent each week was (1) my use of some degree of translanguaging in my instruction; (2) my encouragement to students to supplement their conversations with Japanese when they hit a wall in their conversations; (3) that students were required to take notes as they listened to their group members during conversation activities and then share those notes as part of their homework; and (4) a linear progression through textbook units, covering each unit over two weeks.

I used Japanese often in written explanations of assignments, as well as spoken Japanese when preparing students for a communicative activity. The purpose of this was to ensure that students would correctly understand how to participate in activities and complete assignments, but I also decided to use Japanese for the purpose of exploring my research question about how translanguaging in the classroom affects students' engagement in class and their development of

communicative English ability.

Spring Semester Questionnaire Data

In August of 2020 I conducted a questionnaire with a combined 63 participants from my focus class and from secondary classes of the same curriculum and demographic. As the curriculum was entirely online, it was relatively simple to ensure that students across all classes were having a closely comparable learning experience.

Table 1
Summary of questionnaire data, August 2020

Question/Prompt	Student Responses (summarized)
(Q1) If English were not a required subject, would you still want to study it?	Yes – 36 No – 27
(Q2) When the teacher explains something in Japanese… *Multiple selections were allowed.	I feel relieved – 37 I'm able to participate more in class – 34 I feel thankful – 47 I think it's a waste – 3
(Q3) It's a waste when the teacher speaks Japanese in an English class.	Agree – 5 Disagree – 48 Neither agree nor disagree – 10
(Q4) It's a waste when a student speaks Japanese in an English class.	Agree – 5 Disagree – 46 Neither agree nor disagree – 12
(Q5) How long can you continue a conversation in English with a peer you have rapport with?	< 1 minute – 5 1~2 minutes – 36 2~5 minutes – 20 10 minutes or more – 2
(Q6) How long can you continue a conversation in English with a peer you do not have rapport with?	< 1 minute – 14 1~2 minutes – 44 2~5 minutes – 3 10 minutes or more – 2
(Q7) How long can you continue a conversation in Japanese with a peer you have rapport with?	< 1 minute – 0 1~2 minutes – 9 2~5 minutes – 15 10 minutes or more – 39
(Q8) How long can you continue a conversation in Japanese with a peer you do not have rapport with?	< 1 minute – 5 1~2 minutes – 30 2~5 minutes – 20 10 minutes or more – 8

(Q9) When I want to ask a question in English class...	It's no problem for me to ask in English – 5 I try to ask in English, but I'm not confident that my English will be understood – 27 I feel embarrassed, so I ask in Japanese – 8 I ask a classmate in Japanese – 11 I feel embarrassed, so I don't ask – 7 Other – 5

From the data in Table 2, the following observations can be made:

(1) Even in a non-elective English class, the majority of Japanese university students are interested in learning English (see Q1 results).

(2) By a large margin, students are receptive to and thankful for Japanese explanations provided by their teacher (Q2, Q3).

(3) Most students do not think that it is a waste of time for teachers or students to speak Japanese during class (Q3, Q4)

(4) According to student self-assessments, speaking to a partner in L1 but without rapport is only marginally easier than speaking to a partner in L2 with rapport (Q5–Q8).

(5) Unless speaking with a partner in L1 and with rapport, most students struggle to maintain a conversation of 2 minutes or more in duration (Q5–Q8).

(6) Even when speaking with a partner in L1 and with rapport, approximately 14 percent of students reported difficulty in maintaining a conversation for even one minute (Q5–Q8). Although the cause of these students' difficulties is uncertain, we can see that it is not an issue of language ability or rapport. It is worth noting that a condition known as "anthrophobia" or *taijin kyofusho* (Tanaka, 1979) occurs in 3% to 13% of people in Japan (Feusner et al., 2010). Those who suffer from this condition experience a range of fear-based reactions in social situations (Tanaka, 1979). In response to students who appear to struggle with communication in both L1 and L2, teachers should consider the possibility that direct interaction or forced interaction with peers is not likely to solve the issue.

(7) Approximately half of students are willing to try asking in English when they have a question. Without any teacher or student use of Japanese, nearly half of the students would not try to ask any questions (Q9).

Spring Semester Interview Data

In August of 2020 I conducted interviews with three students of interest from my focus class (see Appendix A for a summary of responses). The names recorded in this report are pseudonyms, and the students were chosen based on communicative English ability ranging from low (Arisa), intermediate (Daichi), and high (Sachi) in order to potentially observe a fuller spectrum of responses. The interview questions were written with a reiterative, overlapping nature in order to elicit thorough answers to my AR2 research questions (see pp. 18–19).

When asked about how and if Japanese should be used in English classes by both

students and teachers, all three students gave similar answers that can be summed up as follows: Although some students with higher English communicative competency would be able to participate in and grow more from an English-only classroom, in a non-elective English class there are too many students who would not be able to comprehend or participate meaningfully without some use of Japanese. Daichi and Sachi identified themselves as students who would be able to participate and benefit more from an English-only class, but as Daichi put it, such a class should be an elective one, not a general education requirement. Arisa identified herself as one of the students who would not be able to participate in class without frequent Japanese instruction.

When asked explicitly if English teachers should use some Japanese in class, Arisa and Daichi had varying opinions on just how much Japanese should be used, but they agreed that the teacher should use it. For Arisa, the ideal scenario would be for all English instruction to be followed by some Japanese explanation. Daichi was of the opinion that the teacher should use as little as possible, leveraging his or her judgment to limit use of Japanese to instances when students seem to need clarification in their native tongue. Sachi, who expressed a preference for a stricter teaching approach, explained that in a mixed-level English class, she thinks any communication that affects the progress of class should be provided in both English and Japanese, specifying things like homework assignments and deadlines. Although Sachi's concept of "strict" teaching excludes the use of L1, which she views as the teacher going easy on students, in a later anecdote she shared about a native English teacher in her high school, she clarified that she does prefer the teacher to understand and respond to Japanese, but to avoid speaking in Japanese. The solution to Sachi's somewhat contradictory stances on teachers' use of Japanese might be for instructions for homework, deadlines, etc. to be provided in written Japanese, and for students to be able to ask questions in Japanese at times, but for the teacher to respond in English.

All three students stated unequivocally that the use of Japanese is both essential and useful in learning English. After explaining that she definitely needs some Japanese to be used in class, Arisa went on to say that if her English ability was good enough, an English-only class would be better. Daichi, who said he would be able to participate in an English-only class, pointed out that it's beneficial for students to be able to communicate with each other in Japanese for building rapport and collaborative interaction, and that a teacher's comprehension of Japanese might be helpful in negotiating cultural differences. Sachi added that if students are not confident in their understanding, it is difficult to use or act on a teacher's instruction.

Additionally, Sachi mentioned how helpful it was to have higher level English speakers in the class, explaining that those students often helped the rest of the class to make sure they correctly understood what they were supposed to do. One of the students she named is a student I often asked to interpret for me when I was not sure how to explain something difficult in Japanese. In a mixed-level class, I believe it is important to provide some challenges for the students of higher proficiency. One method I have employed for that purpose is to use students who are able and willing as unofficial teacher's assistants (TA), often asking them to translate my English instructions or explanations into Japanese for their classmates. It is interesting that Sachi,

a proficient English speaker herself, was the one to mention how useful it was to have the unofficial TA's help in class. Even a higher level student like Sachi still felt more confident when someone was able to confirm or correct her understanding in Japanese.

If guidelines for teacher and student use of students' L1 in an L2 class were to be formed from these student interview responses, they might be as follows:

(1) Both teachers and students should prioritize use of L2 and limit use of L1.
(2) Teachers should provide written directions for homework, assignments, and activities in both L2 and L1 when they believe students might not understand L2-only directions.
(3) Teachers should use level-appropriate L2, visual aides, or demonstrations before resorting to L1 use.
(4) When L1 clarification is determined necessary or beneficial, teachers might be able to ask one of the students to provide the L1 explanation. This presents higher level students with the opportunity to challenge themselves while helping their peers.

Spring Semester Performance Data

In order to determine the influence of L1 use on L2 production during L2 communicative activities, I decided to record (with students' permission), transcribe, and analyze pair conversations from my focus class. Students were instructed to prioritize English, but to use Japanese to fill in gaps and continue the conversation where it might otherwise end prematurely. Some of the recordings are from weekly conversation practice, however, and others were recorded during a speaking test. As a result, conversations recorded during the speaking test were generally between 90 to 120 seconds, whereas conversations recorded during weekly conversation practice ranged anywhere from 1 to 7 minutes. Also, during the speaking test, students generally made more effort to avoid speaking Japanese, and in some cases they were clearly reading from a script they had prepared for the conversation. Despite these and other issues regarding the controlled circumstances of recorded conversations, the process of transcribing and analyzing 29 student conversations proved useful to me, personally by (1) forcing me to consider clearer methods for evaluating the quality of L2 production by students when speaking in pairs; (2) emphasizing the importance of clearly communicating the rules of L1 use to students in class in general and in specific activities; (3) offering clear examples of both productive and obstructive uses of L1 during L2 communicative activities; and (4) providing clear data on the effects of L1 use on L2 production during L2 conversation practice, thus informing my process of deciding on rules for L1 use in such activities in the future.

With some additional research, I might well have found an existing instrument and protocol for collecting and analyzing data from English-Japanese bilingual conversations, but with limited time for or certainty of finding and adapting such methods, my research assistant and I opted to develop an instrument specifically for quantizing the quality of recorded English conversations between Japanese university students. This was not an intentional or ambitious development, but rather the natural outcome of an amateur researcher attempting to analyze a

challenging set of data. The Quantized Conversation Quality (QCQ) rating system is not intended for graded evaluations of student performance. My research assistant and I designed it purely for research with the purpose of better understanding the influence of L1 use during L2 conversation activities. We wanted to develop a method for giving relatively objective numeric values to student L2 production in order to more accurately measure how each student and pair's L2 production was affected by their use of L1. In the end, analysis performed with the help of the QCQ instrument provided valuable insights on the relationship between L1 use and L2 production by Japanese university students during English conversation activities. More details on the QCQ instrument can be found in Figure 1 and the paragraphs that follow immediately after.

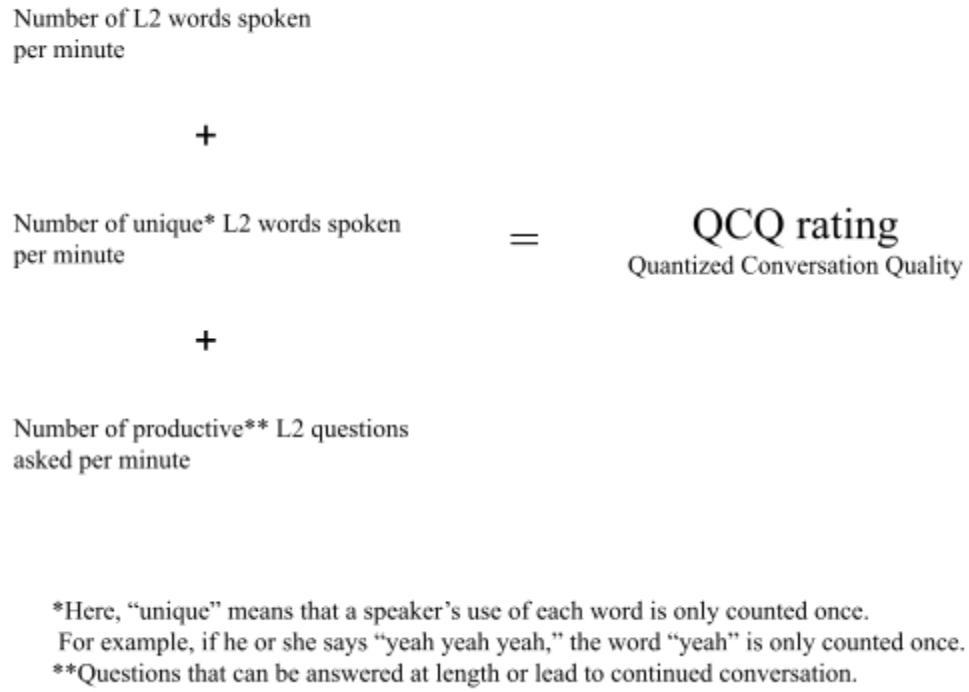

Figure 1
The simple formula of the QCQ rating instrument

The QCQ is a tool for measuring the quality of English conversations held by non-native speakers of beginner to intermediate proficiency, but it does not measure the accuracy of the language produced. The aim of the QCQ rating instrument is to quantize some of the most basic elements of conversation between non-native English speakers of beginner to intermediate proficiency by means of following "formalized analytical procedures...to uncover the hidden meaning in a systematic, step-by-step process" (Dörnyei, 2007). The basic elements of conversation we chose to focus on are as follows: (1) Volume of L2 vocabulary production, (2) volume of unique instances of L2 vocabulary use, and (3) productive questions asked in L2. Measurements of L2 production give a general idea of how actively the speaker participated in

the conversation. Measurements of unique L2 vocabulary use provide additional insight on the speaker's participation by indicating the diversity of the speaker's vocabulary and his or her contributions to the development of the conversation. Did the speaker simply repeat a few of the same phrases over and over again, or did they display a more diverse communicative repertoire or introduce new ideas and topics? For low to intermediate level non-native speakers, questions play a key role in conversation. By tracking the number of productive questions asked by each participant in a conversation, their level of active participation and engagement in the conversation becomes increasingly clear. We can see how much each student contributed to continuing the conversation.

These three measurements basically tell us how much the participant spoke, the general quality of the speakers' participation, and how much each speaker contributed to the continuation of the conversation. To reiterate, the QCQ is not designed to measure accuracy of language produced, nor is it indicative of a speaker's L2 comprehension or proficiency. Essentially, it is an indicator of engagement and L2 production, and it has been designed with the specific intent of exploring the effects of L1 use on L2 production in a quantifiable way. This will be compared and contrasted with qualitative analysis of a selection of conversations that are representative of a few themes that appeared throughout the total collection of 29 conversations recorded and transcribed for this study. Conversation duration and L1 use have also been recorded in order to analyze the relationships each has with quantized conversation quality, so these two measurements remain independent of the QCQ rating itself. All 29 conversation transcripts complete with QCQ-based analysis are available for reference in Appendix F on pages 96–221 of my final AR project (available upon request: miwa.ramona@gmail.com).

It should be noted that most of the conversations comprising this set of data were part of a speaking test at the end of the first semester, and students were given one week to prepare and practice prior to the test. Students were instructed to choose one or more conversation topics that had been covered earlier in the semester and to employ some conversation strategies that had been covered in class, as well. Naturally, some pairs prepared more than others, so the wide range of QCQ ratings for individuals and pairs is more indicative of the students' preparation for the test than it is of their actual L2 fluency.

Additionally, higher QCQ ratings did not consistently correlate with subjective assessments of these conversations. Pairs considered to be more fluent in English typically received a QCQ rating of 60–97 while pairs whose conversations more resembled interviews received ratings of 80–147. This gap between quantitative and qualitative assessment is one of the unexpected themes that emerged from the data, and it revealed a key flaw in the QCQ instrument: students who spoke a high volume of words without conversing communicatively were able to achieve higher QCQ ratings than those who conversed more naturally and communicatively. Nevertheless, I will share some notable analysis as processed through the QCQ ratings, after which I will give a qualitative summary of some ratings and conversations of interest. Additionally, a complete set of QCQ data is available in Appendix D.

One of the biggest questions I sought to answer through this study was if and how L1 use

affects L2 production during L2 conversation activities. As interpreted through the filter of the QCQ instrument, it would appear that the answer is "yes" and that the effect is a negative one, as seen in the downward sloping logarithmic trendlines in Figure 2 and Figure 3. In these visualizations of the data, we can see that as L1 use increased, both individuals' and pairs' QCQ rating decreased.

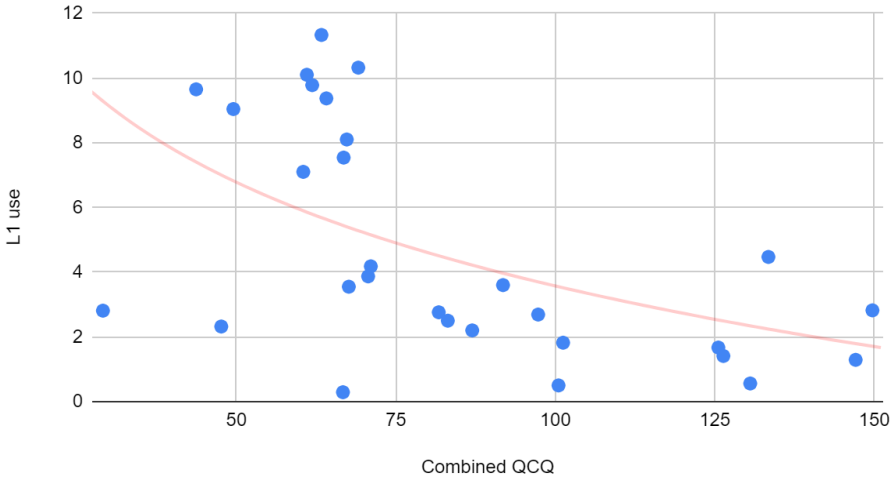

Figure 2
The relationship between L1 use (seconds per minute) and total QCQ for conversation pairs

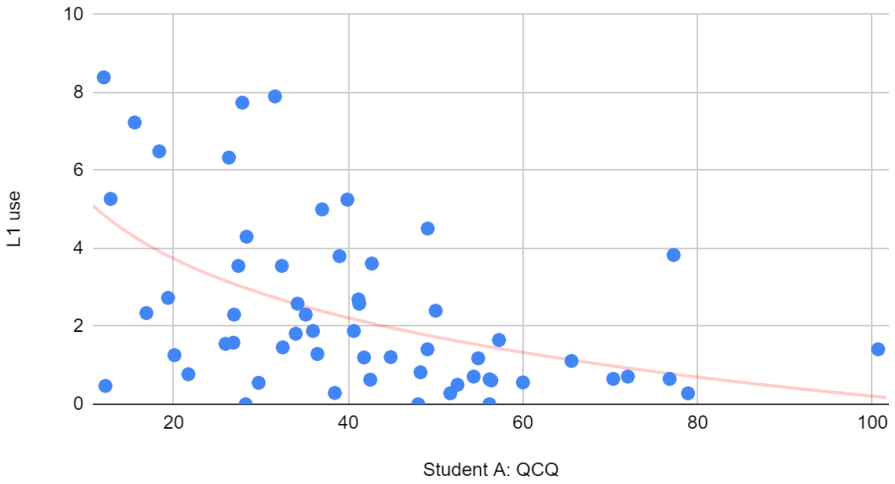

Figure 3
The relationship between L1 use (seconds per minute) and total QCQ for individuals

However, there are two points worth strongly considering in the interpretation of figures 2 and 3: (1) As I described earlier as a flaw of the QCQ instrument, there were several pairs who achieved deceptively high QCQ ratings by way of scripting and reading non-communicative, interview-like dialogs which, of course, included little or no L1, thus skewing the data to some degree. Conversations like these made up the majority of QCQ ratings of 80 or higher. (2) There

is a group of seven pair QCQ ratings ranging from approximately 60–70 which was recorded as having used their L1 for approximately 7–12 seconds per minute. For individuals, we see a similar trend with students speaking L1 for 4–8 seconds per minute and earning individual QCQ ratings of 30–50. These groups are generally made up of students who, upon qualitative observation, achieved more spontaneous communicative L2 production. Of course, simply using a limited duration of L1 does not guarantee communicative L2 production. In order to understand what kind of L1 use showed positive effects on L2 production, I reviewed notes I had taken on the L1 use from each recorded conversation (see Table 2) and classified what I perceived to be the different categories of L1 use (see Table 3).

Table 2
Seven pairs who exhibited productive L1 use during recorded conversations.

Pairs	QCQ	Duration	Notes on L1 use
1	60.48	186s	Both students primarily used Japanese for negotiating the beginning of the conversation, hesitating, and reacting. Near the end of the conversation, when they got into a topic of mutual interest, more Japanese was included in order to provide detail and maintain the conversation's momentum, but the students still made efforts to include and switch back to English when possible. Although the students should have been able to use hesitation and reaction words/phrases in English more often than they did, overall, their use of Japanese was relatively minimal and effective for improving the duration and quality of their English conversation. Of the total 20 instances of L1 use, only 5 involved more than a word or two.
3	61.04	416s	Student-A and Student-B conversed about Japanese comics and games. There were five instances in which they had to resort to using the Japanese title, and one instance in which Student-B corrected himself by following the Japanese title with the English title, which he happened to know. The students used several Japanese words and phrases that they would not have learned in English class, but they also defaulted to Japanese when expressing some simpler ideas and when buying time even though they should have been able to produce the same ideas/effects in English. In the final two minutes of the conversation, both students began increasing the use of Japanese. Student-B reached a clear tipping point in the final 60 seconds of the conversation, responding in Japanese even when Student-A made efforts to use English.
5	67.3	237s	Both students used Japanese in order to continue the conversation and speak about things that mattered to them (musicians, songs, anime, plaster statue sketching) and to fill silence in moments of thought. Student-A used Japanese sometimes for self speech, and Student-B often used Japanese utterances in moments of hesitation.

7	69.11	349s	Approximately 60 out of the 349 seconds of this conversation were spent speaking Japanese. Student-B spent three times more time speaking Japanese than Student-A, which is interesting because Student-B is actually a Chinese exchange student. When English communication seemed to him to break down, he resorted to using Japanese. For Student-B, the use of his own L1 (Chinese) was not an option, so he was less hesitant to make use of whatever language features he could in order to communicate, and he made less effort to prioritize speaking English.
26	64.1	205s	Student-A used a significant amount of Japanese, most often for private speech, and a few brief instances for communication with his partner, as well. Despite Student-A's frequent Japanese use, he achieved almost the same individual QCQ rating as his partner who spoke significantly less Japanese. Student-B limited Japanese use almost exclusively to brief utterances of private speech, but also used it at least once for direct communication with her partner.
28	61.88	319s	Student-A used Japanese from the start to explain that he expected to struggle with speaking English. He did make some effort to use English, but Japanese did account for more than half of his communication. Student-B is a proficient English speaker, but she used much more Japanese than she did in other conversations. Much of what she spoke in Japanese came directly after she had communicated the same idea in English, so it would appear that she was often translating her own utterances for the benefit of her partner. Student-B did, however, also occasionally use Japanese in some more typical ways, such as brief reactions, private speech, and for vocabulary she did not know in English.
29	63.33	180s	This pair relied heavily on Japanese in their conversation, often using it to question, confirm, and communicate. Student-A mostly appeared to use Japanese in order to help student-B.

Table 3

Functions of students' L1 use in L2 conversation activities (loosely adapted from Ellis and Shintani, 2014 which was in turn based on Polio and Duff, 1994)

Categories of L1 use	Description	Findings
Conveying or confirming L2 meaning	Student uses L1 to quickly convey or confirm the meaning of L2 words and sentences.	This type of L1 use appeared to have mostly positive effects on rapport between students and the flow of their conversation.
Collaborative interaction	Students use L1 to get a task underway and ensure that they both understand and agree on how to proceed.	When used at the beginning of conversations, this type of L1 use was productive, but when employed at later stages of conversation, it correlated with poor performance by a student or pair.
Private speech	Student directs speech at his or her self in order to understand and/or resolve some kind of problem (Ellis, 2014, p. 343).	This was, perhaps, the most common use. Students engaged in private speech in order to buy time to think or to elicit some form of help from a partner.
Lack of comprehension	The use of L1 to resolve partner's comprehension problems.	Students whose primary use of L1 was to help a partner typically received lower QCQ ratings than they could have achieved otherwise, but their efforts often enabled a partner to stay engaged in the conversation.
Interactive effect	The student responded to a partner using the L1 by using the L1 him/herself.	Although this appeared to have positive effects on rapport between students, it had the clearest detrimental effects of any category of L1 use. Therefore, it might be beneficial to give students separate time to build rapport in L1 prior to communicative L2 activities, especially if they do not know each other well yet.
Failure to produce L2	The student fails or does not attempt to produce a word or idea in L2.	This was the use that had been explicitly encouraged by the teacher. This use was

underutilized by most students, but when applied, it enabled students to engage more meaningfully in their conversations.

Fall semester, 2020

In terms of instruction, pacing, and content, the curriculum was largely the same as before, but perhaps my biggest challenge as the teacher was that of providing meaningful feedback to students on their weekly assignments. Without a doubt, being unable to observe and give feedback in real-time as students practiced their conversations was the primary pitfall of teaching a communicative English class in an on-demand format. On the other hand, the consistency of the format and platforms used for the fall semester was well-suited for both gathering AR data and providing motivated students with tools and encouragement to continue studying English on their own in the future.

I provided two types of lessons for each unit that we covered from the textbook, alternating weekly. For the first week of each new unit, I provided students with materials and simple English instructions. Materials included scanned textbook pages, an audio recording for pronunciation practice, and a link to a Google Form. The Google Form for the first week of each lesson introduced bilingual video content, after which students were required to give feedback and answer questions about the video. By introducing students to new sources of bilingual online content, I hoped to encourage motivated learners to explore new routes for studying English. The second week of each unit was focused on conversation practice. The mechanics of facilitating conversation groups in which students take turns pairing up for conversations while others take notes on the conversation are complex and easily misunderstood, so I provided instructions for this type of lesson in Japanese. Materials for week 2 of each unit included scanned textbook pages introducing conversation strategies, an audio recording of an example conversation, and a link to a Google Form through which students were required to share notes they took on their group mates' conversations. It was these notes that acted as the student performance data for semester 2. In addition to the bi-weekly notes, a questionnaire and interviews were conducted in December. These were second iterations of questionnaires and interviews from the previous semester and year, adapted to fill in some of the remaining gaps in my findings and understanding.

AR2 Interview & Questionnaire Results

Near the end of the fall semester in December 2020, I interviewed three students of interest from my focus class (see Appendix C for a summary of responses). The names recorded in this report are pseudonyms, and the students were chosen because they had always participated actively in class and were relatively outspoken, generally willing to share their opinions. The questions chosen for this interview exhibited the "'zigzag' pattern" that Dornyei (2007) so aptly described when writing about the process of qualitative research. After revisiting both data and analysis from previous interviews, questionnaires, and student performance during

recorded conversations, I designed the interview questions with a focus on factors of student motivation and language learning beliefs. After conducting the interviews, I made alterations to the final end of year questionnaire (Appendix B) in order to gain another perspective and wider-reaching quantitative data from the combined focus class and secondary classes. I will present the interview and questionnaire results in tandem in order to show how the qualitative and quantitative data support and/or conflict with one another. I will start by focusing on the interview responses and how the questionnaire responses relate to it. Then I will present the remaining questionnaire data and make final observations.

The first question I asked each interviewee was if they experience difficulty in switching back to English after instances of Japanese use during English conversations. Of the three students interviewed, it was the two who had expressed interest in English that expressed experiencing little or no difficulty in switching back to English after instances of Japanese use by themselves or a partner. Norihiro, who has clarified that he does not have an interest in English, expressed that he does find it difficult to switch back to English after instances of Japanese use. Of the 55 students who responded to the anonymous December 2020 questionnaire, there was a nearly even split between students who did and students who did not experience difficulty in switching back to English after instances of Japanese use during English conversation (see Table 4). Responses indicate that more students struggled with switching when they themselves are the ones who used Japanese.

Table 4

Students report difficulty experienced in switching back to English after instances of Japanese use by self vs Japanese use by a partner.

Question	**Student Responses**
Is it difficult for you to switch back to English after you use Japanese during an English conversation?	Yes – 56.4% (31) No – 43.6% (24)
Is it difficult for you to switch back to English after your partner uses Japanese during an English conversation?	Yes – 41.8% (23) No – 56.4% (31) Uncertain – 1.8% (1)

The same questionnaire responses also indicated a similar split of students who have or do not have an interest in continuing to learn English. Again, this is only a loose correlation, but it would not be counterintuitive to suggest that students who dislike using English are more likely to respond to the momentary relief of speaking or hearing their native tongue during an L2 communicative activity by leaning toward speaking less English and more L1. With this potential risk in mind, it is important for teachers who do embrace pedagogical translanguaging to communicate clearly with students about what constitutes appropriate, productive L1 use.

The next question I posed to the three students was about what motivates or demotivates them both in English class and in life beyond school. Both Kosuke and Norihiro spoke of being motivated by instances of some form of reaffirmation, and Marika spoke about her motivation being rooted in her goals for the future. Based on students' responses, there are some pedagogical practices which have the potential to increase motivation in students. For example, from Kosuke and Norihiro's responses it is clear that when introducing new knowledge or skills, mixing in things that students are likely to have previously studied can serve to give them a small boost in confidence and motivation.

Whether students have a natural source of motivation to learn English is difficult to influence, but providing opportunities for learners to feel confident about areas where they normally lack confidence could be a powerful teaching strategy. This relates to pedagogical translanguaging insofar as a learner's L1 may be useful in offering confirmation or reaffirmation in some situations.

Regarding natural interest in English, of the 48 respondents, 2 out of 3 students expressed interest in continuing their English education beyond what is required for graduation (see Table 5). Coincidentally, this ratio can be observed in the three students interviewed. Both Kosuke and Marika expressed interest in studying English, while Norihiro expressed clear disinterest.

Table 5

Students report interest in continuing English education after this semester.

Question	**Student Responses**
After completing this semester, do you want to continue studying English?	Yes – 69.1% (38) No – 29.1% (16) Unsure – 1.8% (1)

After seeing how frequently the word *nigate* (苦手) appeared in responses to the August 2020 questionnaire, I wondered if the ambiguity built into this commonly used word may provide some sociocultural insight into the strong aversion to failure that is so prominent among Japanese students. The Linguee deep learning online dictionary (Linguee 2017) offers the following options for translating *nigate*: weak (in), not very good (at), poor (at), dislike (of). In English, there is a notable distinction between disliking something and being poor at it. Responses from the interviews conducted in December 2020 suggest that students who use the word *nigate* to express that they are not good at English might believe that they simply *cannot* be good at English, even if they want to (see Appendix C, Q3. Whether this is simple modesty on respondents' parts, or if they genuinely believe it is undeterminable from the scope of this study, but it would be valuable to learn more about students' beliefs concerning their capacity to achieve fluency in English. Issues like the word—and possibly mindset—of *nigate* are examples of situations in which a teacher's understanding of students' culture and language can be conducive to understanding and meeting their needs. The interviewees' answers regarding their use of *nigate* was followed up in the December 2020 questionnaire, in which I asked students to specify with which of three meanings they use this word (see Table 6). Responses confirmed that

the majority of students typically use the word to express that they are not good at something.

Table 6
Students clarify the meaning behind their use of the word "nigate".

Question	Student Responses
With what meaning do you typically use the word "*nigate*"?	I dislike something (*suki janai*) – 9.1% I hate something (*kirai*) – 14.5% I'm not good at something (*futokui*) – 76.4%

Knowing that many students feel some sense of failure regarding their English ability, I wanted to know how most students typically respond to failure. In the interviews, I asked students whether failure demotivates them or if it pushes them to try harder. Kosuke guessed that like himself, most Japanese people would respond to instances of failure by wanting to give up. He might have been correct according to student responses to the December 2020 questionnaire, in which more than half of students expressed that when they feel *nigate* about something, it makes them want to give up.

Table 7
Students clarify the meaning behind their use of the word "nigate".

Question	Student Responses
How do you usually react when you feel like you are not good at something (*nigate*)?	I want to give up – 56.4% I want to try harder – 12.7% I do not really mind – 29.1% Other – 1.8%

However, the determining factor in how students react to failure might be their level of interest. In Marika's case, a deep interest in learning English led her to respond to failures with a stronger determination to continue trying, and in Norihiro's case, particularly high stakes or a strong interest might push him to respond to failure with stronger motivation. So, what are the different motivators for Japanese university students learning English, and might some sources of motivation predict more positive responses to a challenge?

Table 8
Students share their primary motivation for studying English.

Question	Motivation for studying English
What is your primary motivation for studying	It's required for graduation – 29% In order to enjoy movies, TV, SNS, etc. more – 25.5%

English?	I think it will be useful in traveling abroad – 21.8% To chat and make friends with foreigners – 10.9% To get good grades – 5.5% It's required or useful for the career I want – 5.5% To conquer something I'm not good at – 1.8%

Upon investigating the data more closely, I was unable to identify any correlation between motivation for studying English and how students react in the face of challenges. Looking at five students who said they respond to challenges by trying harder, the only other responses they had in common with each other from the December 2020 questionnaire were (1) that they all expressed interest in continuing to study English beyond their required English classes; (2) they were all receptive to and thankful for Japanese instruction provided by their teacher; and (3) four of the five felt that their English ability improved this semester through conversation activities with their classmates. Although no meaningful correlations could be found between motivations and response to challenges, it was still helpful to gain a clearer understanding of what motivates and interests my students, and this will inform some choices I make in my curriculum next academic year, such as including more media-based activities.

In addition to seeking a deeper understanding of what motivates or demotivates students, I also hoped to gain insight on their LLHs. Even ten years after MEXT's first efforts to revise English teaching curriculums in Japanese education, the overwhelming majority of participants in both the end of semester questionnaire (Appendix B) and the interviews (see Appendix C, Q5–Q6) reported that the English classes provided and required in their secondary education were largely or completely non-communicative, with a heavy emphasis on grammar and preparation for entrance exams. Even in Norihiro's classes titled "English Communication" and "English Expression" there was no communicative element in the curriculum.

Table 9
Students share their experiences from high school English classes

Question	**Motivation for studying English**
How was English taught in your high school?	There was a communicative element – 12.7% There was no communicative element – 63.6% Response was unclear – 23.6%

Beyond practicing pronunciation by repeating new words after the teacher, the three students interviewed were given no opportunities to practice spoken English communication during their secondary education. Based on the interviews, even for students like Norihiro who are not interested in English, a more communicative language teaching approach appears to be favored over the traditional Yakudoku method. However, of the 63.6% of students whose high school English classes included no communicative element, 12.7% still felt that the class had

been effective. This data serves as a reminder that not all students benefit from or enjoy the same learning style.

AR2 Peer-assessment Results

Every second week of a unit, students were instructed to arrange times to meet online with a conversation group of 3–4 peers and take turns both pairing up to converse and taking notes while peers paired up and conversed. They were instructed to take note of (1) any Japanese used in the conversation, (2) any interesting or new vocabulary or phrases used in the conversation, and (3) the overall performance. They were also asked to write feedback or advice on how they think their classmates might be able to improve their next conversation. All of these notes were submitted to me via Google Forms, which are linked to a Google Sheet. By the end of the semester, a large database of student feedback, Japanese use, and interesting or new English vocabulary had formed. There is far more data than I can process and analyze at this time, but I hope to continue developing all of this information into useful handouts or simplified databases that can be shared with students and other teachers in the future. For now, I have grouped together and categorized a large sample of students' feedback on their peers' English conversations in order to understand what students believe to be the primary hindrances to their peers' performance in English conversations. Students were not given a multiple choice of answers for this feedback. Instead, they wrote open-ended responses, which I later read and categorized into the 7 categories seen in Table 10.

Table 10
Students give feedback on peers' English conversations.

Type of feedback	**Frequency of feedback (out of 197 responses)**
Good job	34 (17%)
Work on pronunciation, enunciation, or volume	26 (13%)
Just speak more	13 (7%)
Use more vocabulary	18 (9%)
Work on your reactions or conversation strategies	50 (25%)
Prepare more for the topic	29 (15%)
Use more English/less Japanese	27 (14%)

Students' feedback regarding the overuse of Japanese was of particular interest to me for this study, but they're overall feedback was also illuminating to me as a teacher. It is particularly

notable that of the 618 responses collected throughout the semester, grammar was only mentioned seven times. This is not because students used perfect grammar. Students either could not recognize each other's grammatical mistakes, or they did not care enough to mention it. This information could be liberating to many students who hesitate greatly to speak English for fear of making mistakes. Rather, what students should focus most on is how they react to each other, as explained in various conversation strategies such as reactions, shadowing, agreeing/disagreeing, and follow-up questions. As for the overuse of Japanese, while it does appear to be an issue for many students, the issue might be mitigatable by having students prepare more for each topic by making conversation cards, for example.

Conclusion

The primary goal of the past two years of AR has been to determine the role and optimal application of pedagogical translanguaging practices among both teachers and students in communicative language learning environments. Based on responses to questionnaires and interviews, as well as analysis of student performance throughout this AR project, I can confidently say that there are multiple potential roles and applications for pedagogical translanguaging within CLT L2 classrooms, depending on the context, which includes many factors such as the teacher's proficiency in the students' L1, students' proficiency in the L2, and students' attitudes and beliefs about the use of their L1 during L2 classes. In my own focus and secondary classes, I was able to observe that the majority of students are receptive to the use of Japanese in English classes by both the teacher and their peers, and that most students respond positively when a teacher provides explanations in Japanese. By analysing QCQ ratings of recorded conversations between 29 pairs, I was able to identify some productive student translanguaging practices, as well as some counterproductive ones. Those observations will go a long way in helping me to guide future classes toward optimal L1 use in L2 communicative activities, leading to improved rapport, deeper engagement, and increased L2 production. Guidelines based on my findings on what can be considered optimal translanguaging practices are laid out on page 42 and essentially point to clearly communicated rules and purposeful use as the keys to productive use of translanguaging within a communicative L2 classroom. Although I cannot provide one definitive answer that supersedes the context (Chen, 2015; Bax, 2003) of other teachers' classrooms, the progress I made in attempting to do so has been a pleasant surprise, and I do hope that others will be able to draw something useful from the guidelines and findings provided in the pages of this report.

Having long been surrounded by colleagues who seemed to abide by the traditional "Separate Underlying Proficiency" model, which criticizes use of learners' L1 during L2 classes (Cummins, 1980), I wrongly assumed that my long-held intuition that L1 use was beneficial to my students' communicative L2 development would not find much support in the academic community. The truth, as it turned out, is that there is a sizable community of linguists and educators who support the careful, intentional use of translanguaging in second language learning. When I first began this research, I was not familiar with academic words or concepts

such as translanguaging, CLT, SCT, etc., nor did I know the first thing about quantitative or qualitative research and analysis. On top of that, although I feel passionate about teaching, academia has never come naturally or easily to me, whether in English or in my native tongue. It was difficult in the beginning to put my research goals or questions into words or visualize any of it clearly, but with time and further education, everything became clearer. I consider myself fortunate to have received the opportunity to learn from professors who had both the knowledge and the patience to guide me on an equally challenging and rewarding journey. As my understanding and clarity of purpose grew, so did the capacity of my efforts to collect and analyze relevant data.

However, there were many opportunities that I failed to make the most of due to either mistakes I made or a simple lack of foresight. For example, during AR1 I only had two sources of data: questionnaires and interviews. Without data on student performance, there was nothing to connect the data I had gathered to anything indicative of productive or unproductive student L1 use. Also, aside from student feedback, I had no other method of evaluating my own spoken use of L1 as a teacher. If I were to do it all again, I would have planned a clearer path for gradually decreased use of L1 as the teacher, and I would have recorded audio from classes more often, perhaps even every week throughout the semester in order to identify clear samples of different types of L1 use that could then be evaluated by both myself and by students or other educators. Having data from questionnaires and interviews with students about teacher use of L1 did prove insightful, but the data would have been even more reliable and would have had further granularity if this additional source of data had been available.

Another major point I would approach differently is the storage and organization of data. That is to say, I waited far too long to develop some kind of system for keeping track of recordings, questionnaires, data, and so on. Without straightforward access or the ability to review what I had already done and collected at a glance, I often found myself stuck, searching my computer and my memory for what I already had and what I still needed.

The QCQ instrument I developed for the analysis of recorded conversations from AR1 worked well in many ways, but the data could have provided even further insight and more reliable if (1) I had developed a way to account for natural pauses and unnatural pauses in the QCQ rating, and (2) if I had been more careful about maintaining a controlled context for the recorded conversations, particularly in regard to duration and the amount of preparation students had time for prior to the conversation. While not completely necessary, it also would have been valuable to have asked a small group of third party native English speakers to listen to and give feedback on the recorded conversations, which could then be compared and contrasted with the QCQ ratings and my own notes.

Perhaps most important of all, I wish I had begun reading relevant literature and taking detailed notes earlier on in the whole process. It was not until my second year that I began keeping a spreadsheet to organize and synthesize sources for literature review. In the end, this database proved tremendously useful, but with so much to learn and so little experience in the beginning, I could have learned a great deal more had I begun reading and organizing notes more

seriously right from the start.

Although my research project ends here, there is still much I would like to learn and explore in regard to pedagogical translanguaging. In my role as a teacher, I know that there is important work to do in updating my teaching approach to reflect what I have learned through this project over the past two and a half years. The following are some of the changes and ideas I have for improving future classes based on the findings and experience of my AR project:

(1) Decide on and write a clear set of classroom rules for L1 use to be distributed and reviewed along with the syllabus each year.

(2) Distribute and review a handout of useful phrases for classroom English such as "how do you day____ in English" and "what does ____ mean in Japanese" in order to reduce easily avoidable instances of student L1 use.

(3) Facilitate icebreaker activities in which students are free to use L1 and build rapport.

(4) Require students to make conversation cards for each new unit in the textbook using phrases and vocabulary that they brainstorm together in L1 during class with their partners.

(5) Provide alternative approaches to participation for students who suffer from severe social anxiety. For example, ask them to take notes and give feedback on other students' conversations instead of participating directly in the conversation.

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Appendix A
Summary of student interviews, August 2020

Question/Prompt	Student Responses (summarized)
(Q1) Do you think you should be able to use Japanese during English class?	Arisa: She thinks it should be allowed, because if the entire class were conducted only in English, it would be too difficult. Daichi: He thinks he would not be able to participate as well without using some Japanese. Sachi: She thinks there are times when it's needed, so yes, she says. For example, when it comes to things that students must do like homework, deadlines, etc. She thinks class cannot really progress smoothly without some Japanese use. If class were in English only, she thinks there are some people who would be able to understand and follow, but there would also be people who cannot. Her stance is that anything related to the progression of class should be explained in Japanese in order for all students to be able to keep up.
(Q2) Do you want your teacher to sometimes speak Japanese during class?	Arisa: Personally, yes, she says. There are some things she can understand in English, but there are gaps, as well, so if the teacher does not use any Japanese, she won't be able to keep up. In particular, she thinks it's helpful when the teacher gives a Japanese explanation following an English explanation. Daichi: He says that he can understand English a little, so as long as the teacher speaks slowly, English-only instruction would be okay. He adds, however, that a class taught only in English should only be an elective one rather than a general education requirement, so for a class like this one, which is required, he thinks the teacher should use some Japanese. Sachi: When she was in high school she had two English teachers, one who was Japanese and another who was a native English speaker. The native English speaker could also speak Japanese but had a rule of never speaking Japanese at school, so students felt more like they had to speak English with him or her. So she thinks that an English teacher who speaks Japanese with students might risk spoiling them a little. Personally, she prefers the more strict approach of the teacher not using Japanese, but being able to understand and respond to students when they ask questions in Japanese or ask what a specific word or phrase means in Japanese.
(Q3) Do you think that the use of Japanese in English class is useful in learning English?	Arisa: She says that because her English ability is so low, it really helps her when some Japanese is used in class. However, she adds, a class taught completely in English would be better for her if she could understand it. Daichi: Yes, he thinks it is useful, because there are some students who would not be able to understand if everything were in English. He also points out that Japanese is useful in communication between students and teachers in situations related to cultural differences.

	Sachi: Yes, she says. If things are left with students not fully understanding the meaning of something that was taught or instructed, it's hard for students to use what they have learned or act on instructions confidently, so there are times when she thinks Japanese is useful in learning English.
(Q4) Do you have any other opinions about the use of Japanese in English class?	Arisa: She did not have anything to add. Daichi: He says that there was an assignment in which I instructed students to use Japanese whenever they could not figure out how to say something in English, and that it was really helpful and put his mind at ease, enabling him to participate more. Sachi: In her class, there was a student who was really good at English, and she thinks that was really helpful to everyone, because that student was able to interpret between the teacher and other students, often confirming to everyone what they were supposed to do in assignments and activities. Having students of a higher level mixed into the class was helpful in many ways to the lower level students, she believes. When put into a pair or group with such a student, it can be intimidating for some lower level students, but overall, she thinks it was helpful. She thinks the homework assignments that only had written explanations in English were difficult for many people to understand. She would have liked those to have been explained in Japanese as well as English. She has the impression that a lot of students did not understand what they were supposed to do. She also would have liked to have had a hardcopy of the textbook rather than only scanned pages.
(Q5) Do you feel uncomfortable when your English teacher uses Japanese in class?	Arisa: No, she says, because she's used to it from her high school English classes, which were taught mostly in Japanese. Daichi: To the contrary, he says, he feels grateful when the teacher uses Japanese. Sachi: n/a
(Q6) In what kind of situations do you feel it is most appropriate for an English teacher to use Japanese?	Arisa: She thinks it's helpful if English explanations are followed by a quick Japanese explanation. Daichi: He thinks it is particularly important for the teacher to use Japanese when giving assignments or explaining activities that the students must do, especially in an online learning environment where it is easy for students to feel confused or misunderstand directions. He thinks students would feel ill at ease if the teacher did not use any Japanese in those kinds of situations. Sachi: n/a
(Q7) Do you think it's necessary to use Japanese during English class?	Arisa: She says that because her English ability is so low, she does need the teacher to use some Japanese. Daichi: He thinks that without any use of Japanese in English class, there would be times when students just would not know what to do or say, so he believes some

	Japanese is necessary. Sachi: n/a
(Q8) How much Japanese do you think should be used in class?	Arisa: For her, ideally, all English explanations would be followed by Japanese, she says. Daichi: He thnks the teacher should only use Japanese when they sense that students might not understand it in English, but that the teacher should try to use English as much as possible. Sachi: n/a

Appendix B
Summary of questionnaire data, December 2020

Question/Prompt	Student Responses (summarized)
(Q1) Do you wish to continue studying English after this semester?	Yes – 38 No – 16 Undecided – 1
(Q2) When the teacher explains something in Japanese… *Multiple selections were allowed.	I feel relieved – 27 I'm able to participate more in class – 9 I feel thankful – 32 I think it's a waste – 2
(Q3) When a classmate uses Japanese in class...	I feel relieved – 24 I'm able to participate more in class – 15 I feel thankful – 31 I think it's a waste – 5 I feel bored or annoyed – 2 The conversation goes more smoothly – 1
(Q4) Is it difficult for you to switch back to English after you use Japanese during an English conversation?	Yes – 31 No – 24
(Q5) Is it difficult for you to switch back to English after your partner uses Japanese during an English conversation?	Yes – 23 No – 31
(Q6) What is your primary source of motivation for studying English?	Graduating – 16 Movies, TV, SNS, etc. – 14 Traveling abroad – 12 Making foreign friends – 6 Good grades – 3 For a career – 3 Overcoming a weakness – 1
(Q7) What do you usually mean when you use the word *nigate*?	I do not like it – 5 I hate it – 8 I'm not good at it – 42
(Q8) How do you typically respond to something you feel *nigate* about?	I feel like giving up – 31 It does not bother me so much – 16 I want to try even harder – 7 Uncertain – 1
(Q6) Conversing with a classmate in English...?	1 – 10

(1–5 Likert scale with 1 being extremely difficult and 5 being extremely easy)	2 – 14 3 – 22 4 – 4 5 – 5
(Q7) Conversing with a classmate in Japanese...? (1–5 Likert scale with 1 being extremely difficult and 5 being extremely easy)	1 – 2 2 – 4 3 – 8 4 – 9 5 – 32
(Q8) How much do you feel your English ability improved through practicing conversation with your partners?	A lot – 1 A little – 33 Not much – 20 Not at all – 1
(Q9) How much effort did you put into the conversation activities? (1–5 Likert scale; 1 lowest, 5 highest)	1 – 0 2 – 2 3 – 13 4 – 18 5 – 22
(Q10) How much effort did you put into the bilingual video activities? (1–5 Likert scale; 1 lowest, 5 highest)	1 – 0 2 – 0 3 – 16 4 – 18 5 – 21

Appendix C
Summary of student interviews, December 2020

Question/Prompt	Student Responses (summarized)
(Q1) Do you find it difficult to switch back to English during a conversation after you or your partner use Japanese?	Kosuke: No, not that hard. When he speaks to a classmate and does not know a word in English, he uses the Japanese equivalent for just that word. After that, he switches right back to English. He knows that during English class, speaking English is the priority, so it's easy to remember to switch back after using Japanese. Marika: She does not feel like it's difficult. It's easier for her to understand and communicate when Japanese can be used to fill in gaps in her or her partner's English vocabulary. She's able to switch back to English after such uses without trouble. Norihiro: It is difficult for him, yes. When speaking with another student in English and someone suddenly uses Japanese, it's difficult for him to go back to using English. Once Japanese gets mixed in, he feels that Japanese will likely begin to take over more and more of the conversation.
(Q2) What do you find the most motivating or demotivating in class? How about outside of English and school?	Kosuke: It depends on the kind of class. In this year's English class, the biggest source of motivation for him was when he experienced moments of reaffirmation, such as when he was able to correctly understand or communicate something in English. Those kinds of moments made him feel happy and served as motivation, he feels. Marika: She's currently studying to become a Japanese teacher for foreign learners of Japanese, so being able to communicate with her students in the future is her motivation to learn English now. Norihiro: He does not like studying in general, but when he sees something come up that he has learned about before, it gives him a little motivation, but more essential to his motivation is interest. If he is not interested in something, it's difficult for him to feel motivated.
(Q3) When you say *nigate*, what exactly do you mean?	Kosuke: He thinks that when Japanese people say that English is their *nigate*, what they mean is that they aren't good at it, so they don't want to have to use it. Marika: There are two types of situations in which she has used the word *nigate* about English in the past. First, when she lacked the vocabulary needed in order to understand something. Second, when others were speaking English too fast for her to understand. Not being able to keep up made her wonder if she was not cut out for learning English.

	Norihiro: He gets very discouraged when there is a lot of vocabulary or grammar he does not understand, and having experiences like that has left him feeling that English is not for him. Trying to look up and remember too many new words or grammar points at once is overwhelming, he says.
(Q4) Does failure demotivate you, or does it make you want to try harder?	Kosuke: It demotivates him, and he thinks most Japanese probably react the same way. Marika: It makes her want to try again. When she was younger, she attended an English conversation school where she had a European English teacher. She really enjoyed speaking with that teacher, and since then, her motivation for learning English has been to have more opportunities to communicate with people from other countries. Thanks to that motivation, even though she still feels some sense of *nigate* about English, still wants to work hard enough to be able to speak English well. Norihiro: When it comes to tests in subjects like English that he takes only because they are compulsory, failure normally makes him lose motivation. One exception to this is during entrance exams, during which making mistakes or failing on one part might motivate him to try harder on the rest. In subjects he chose himself or is interested in, however, failure might motivate him to try harder, he says.
(Q5) How was English taught in your high school?	Kosuke: It was mostly geared to preparing students for university entrance exams and was not very interesting or enjoyable, but since primary school, he had also attended English conversation schools, and the focus there was on successful communication. Marika: It was taught based on a textbook, and rather than conversation, time was mostly spent on reading and answering grammar-related questions about essays and long passages in English. She was taught as though if she could not understand that kind of grammar, it meant she could not understand English. Norihiro: He had two types of English classes in high school: “English Communication” and “English Expression”. In the communication class, they would practice English pronunciation by reading and repeating long passages in English. In the English Expression class, they focused on grammar and idioms. His class with me has been different in that the teacher is a native speaker, and the curriculum is focused on speaking and listening. He says that although he does not have an interest in English, he did not experience any negative feelings toward English during his current class with me.
(Q6) How much time did you	Kosuke: It depends on the year. From the second year of high school,

spend actually speaking English during your high school English classes?	the focus was on preparing for entrance exams, but in his first year, he had one hour per week of English conversation classes at his school. Entrance exams don't include a speaking portion, so speaking was not prioritized in his second and third year high school English classes. He basically spent zero time actually speaking English during those two years. In contrast to that, he guesses that he spent about 30% of class time this year (in my class) speaking English. He says during breakout rooms, he and his partners would typically use Japanese at first for deciding or confirming how to proceed. Marika: Almost zero. Beyond repeating some words or phrases in English, there were no opportunities to actually speak English. She liked that we did not focus so much on grammar in my class and that we spent more time on conversation practice. Norihiro: If simply repeating after the teacher counts, he says, maybe 10-20% of class time was spent speaking or listening to English. He compared this with my class, saying that three times as much English was used during my lessons. He liked that the English he learned in my class often seemed like something he could actually use.

Appendix D

29 recorded conversations as processed by the QCQ rating instrument in Fall 2020

Pair No.	Date & Type	Total QCQ	Student-A QCQ	Student-B QCQ	Conversation duration	L1 use (sec/min)
Pair 1	8/7/2020 Speaking test	60.48	32.39	27.41	186	7.1
Pair 2	8/7/2020 Speaking test	47.62	25.94	21.68	155	2.32
Pair 3	7/31/2020 Conversation practice	61.04	42.69	18.35	416	10.1
Pair 4	7/29/2020 Conversation practice	67.62	48.26	19.36	220	3.55
Pair 5	8/7/2020 Speaking test	67.3	38.99	28.35	237	8.1
Pair 6	8/7/2020 Speaking test	29.07	16.88	12.19	128	2.81
Pair 7	8/7/2020 Speaking test	69.11	41.25	27.86	349	10.32
Pair 8	8/7/2020 Speaking test	70.65	34.19	36.46	186	3.87
Pair 9	8/7/2020 Speaking test	49.52	33.98	15.54	166	9.04
Pair 10	8/7/2020 Speaking test	91.8	50	41.8	300	3.6
Pair 11	8/7/2020 Speaking test	83.14	40.63	42.51	96	2.5
Pair 12	8/7/2020 Speaking test	66.7	28.25	38.45	206	0.29
Pair 13	8/7/2020 Speaking test	43.68	20.09	12	143	9.65
Pair 14	8/7/2020 Speaking test	66.81	26.92	39.89	185	7.54
Pair 15	8/7/2020 Speaking test	71.07	35.12	35.95	287	4.18
Pair 16	8/7/2020 Speaking test	100.5	48	52.5	120	0.5
Pair 17	8/7/2020 Speaking test	125.56	65.55	59.99	108	1.67
Pair 18	8/7/2020 Speaking test	101.22	56.37	44.85	99	1.82
Pair 19	8/7/2020 Speaking test	147.09	70.33	76.78	93	1.29

Pair 20	8/7/2020 Speaking test	149.72	100.66	49.06	170	2.82
Pair 21	8/7/2020 Speaking test	130.56	78.89	51.67	108	0.56
Pair 22	8/7/2020 Speaking test	126.35	72	54.35	85	1.41
Pair 23	8/7/2020 Speaking test	86.97	57.25	29.73	109	2.2
Pair 24	8/7/2020 Speaking test	133.41	77.24	56.17	94	4.47
Pair 25	7/10/2020 Conversation practice	97.31	56.15	41.16	156	2.69
Pair 26	7/10/2020 Conversation practice	64.1	31.6	32.49	205	9.37
Pair 27	7/10/2020 Conversation practice	81.72	54.87	26.84	152	2.76
Pair 28	7/10/2020 Conversation practice	61.88	12.79	49.09	319	9.78
Pair 29	7/10/2020 Conversation practice	63.33	37	26.33	180	11.33

Appendix E

Sample lesson plan and handouts

Lesson Plan - Personal Tech

Time	Interaction T-Ss, S-S	Activity & Procedure
5	T-Ss	Ss read T's explanation of this week's assignment
5	Ss	Ss read page 99 of the textbook
5	T-Ss	Ss listen to T's voice recording for pronunciation practice of new vocabulary
10	Ss	Ss complete activities on page 100 of the textbook
10	Ss	Ss watch a 6-minute video in which the speaker uses both English and Japanese equally.
15	Ss	Ss take notes of interesting or useful vocabulary they encountered in the video.
15	Ss	Ss submit completed homework by email and submit notes from bilingual video activity via a Google Form.

Total Time 65 minutes

S-S: 55

T-Ss: 10

Unit 12

Personal Tech

Likes and dislikes

What do you use technology for? How much do you use it? Write 1–5 below. (1 means you never use technology for this; 5 means you use technology for this all the time.)

I use technology for . . .

business communication.	_____	personal calls.	_____
getting news.	_____	reading.	_____
keeping a schedule.	_____	studying.	_____
listening to music.	_____	watching movies.	_____
looking at photos.	_____	writing.	_____

99

www.nicetalkingwithyou.com
Share your likes and dislikes with other people like you.

Words and phrases

Check the meaning of these words and phrases. Then use them to do the activities on the next page.

account	desktop	log in	read e-mail	storage
app	display	making videos	shopping online	tablets
back up	gadget	memory	smartphone	texting
blog	headset	monitor	social network site	upload
chat	laptop	netbook	spam	user name
computer games	light and compact	notebook		video chat
		password		wireless

Match it

Match the word on the left with the meaning on the right. Write the letter on the line. Check your answers with a partner.

1. _____ smartphone
2. _____ gadget
3. _____ headset
4. _____ memory
5. _____ video chatting
6. _____ spam

a) seeing and talking to someone at the same time through the Internet
b) e-mail you don't want; junk e-mail
c) storage space on a gadget or computer
d) something you can use for e-mail, texting, watching videos, and calling people
e) something you wear and use to talk on the phone, listen to music, etc.
f) any personal electronic device; for example, an iPod

100

Fill it in

Use the words and phrases on page 99 to complete the sentences. Then check your answers with a partner.

1. I get ideas for cooking by reading different cooking _____.
2. I like _____ _____ for music and games. It's really convenient.
3. I need to get a new _____. I want to play games on a really big screen.
4. I _____ _____ at least a few times a day. I get sad when I don't get anything but _____.
5. I like to _____ photos from my digital camera to my home page.
6. The computer has changed my grandmother's life. She can _____ _____ with her grandchildren all over the world.
7. I forgot my _____! I need a better way to remember it.
8. I can't _____ _____ until I remember it!

Put it together

Draw a line to put the sentences together.

1. I have a computer — but I'd like to have one.
2. I've never used a tablet, — read books and news online.
3. I use my MP3 player — at home – it's a desktop.
4. I use my gadget to — every day, everywhere I go.

Listen to check your answers.

Google Form activity

メモ取りながら最後まで観てください

今回は字幕ではなくて、日本語で言ったことを直後に英語で言ってくれるから、よく聞きましょう。字幕出たりするところもあります。

動画で覚えた使えそうな英語をいくつかを以下に書いてください。 *

複数の場合「,」で分けましょう

Your answer

What's your favorite type of technology? *

Your answer

When does technology make you unhappy or frustrated? *

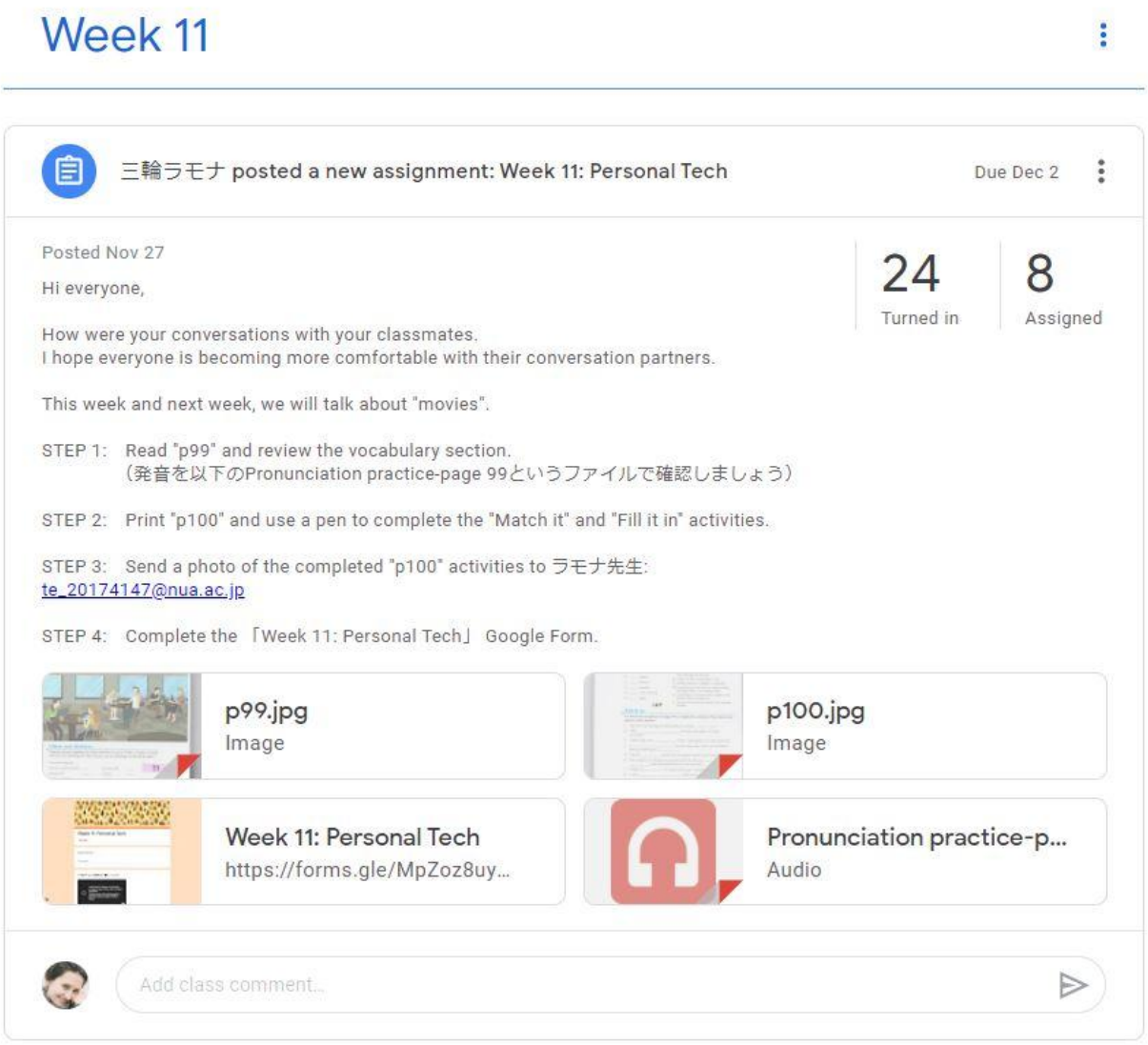
Your answer

What's your favorite app or website these days? Why? *

Your answer

Note: Students watched a video in which a famous bilingual Japanese Youtuber talks about technology. Students were asked to take note of any interesting or useful new words or phrases they heard, after which they answered questions in English about the topic.

Online assignment explanation



Google Form Response Samples

動画で覚えた使えそうな英語をいくつかを以下に書いてください。	What's your favorite type of technology?	When does technology make you unhappy or frustrated?	What's your favorite app or website these days? Why?
I don't have enough time , That looks good	It's a virtual reality.	Tired my eyes.	I favorite shop Disney app because pooh is very cute.
holic,crap,moving,over over again	スマートフォン	無駄な時間を費やしすぎた時	Twitter、ニコニコ動画、YouTube
you need、time	I like vaiotechnology.	It's so five-year ago.	Because I like brain.
I do have a lot of do	Pc	When it's broken	I because it makes me happy
i'm a Facebookholic	My favorite technology is smartphone.	I'm unhappy when I realize that technology is taking my time.	My favorite app is Twitter.I don't know why.
What is it I have to do? This is my problem right here.	I like netbook.	Saving image is slow.	My favorite app is instagram. Because I can see my friend's hobby and ordinry.
I don't have enough time!, I wish I had more time!, housework, when you have a lot of to do,	My favorite is smartphones. It's very convenient because I can getting in touch, listening to music, and pay for it	It's frustrating if it don"t start when you're trying to use it.	My favorite is Twitter because it's fun to interact with strangers.
lucky, over and over, in front of my pc	It's notebook.	When It takes time to upload something.	It's pinterest.Because,I can watch a lot of beautiful pictures.
・crap! ・wow, really? ・oh ・go to bed ・wait a minute ・what have I doing	Sorry, I'm not sure I understand the question.	Taking jobs away from people.	My favorite app is nyanko-daisensou. Because It is very crazy and funny.
I don't have enough time. I wish I had more time. There is not enough time in this world. all the time definitely wrong Crap! hottie Need your help. Have a great day	I like online games. Some these games have chat with translation function（翻訳機能がついたチャット機能）so I can make friends with people from different countries through these games.	I am unhappy when I see a person say or write abuses.	My favorite one is a game app "Identity 5". This is online game and I really enjoy it with my friends who are in the NUA.
I'm saying , So what's the problem , I have to do something , over and over again , This is right problem right here.	for listening music.	when loading is slow and not connected to the internet.	My favorite app is YouTube. Because there are many music and videos from all over the world.
I don't have enough time.（時間がない） I wish I had more time.（もっと時間が欲しい） There's not enough time in this world.（いくら時間があっても足りない） So, what's the problem?（問題は何ですか？） This is my problem right here.（これが問題なんです）	YouTube,電子書籍, etc.	回線が悪い時や、センシティブな内容が表示された時です。	It's YouTube. Because, it is used as background music for school homeworks.
Checkdawn,Facebook stop	YouTube	時間が早くすぎてしまうところ。	見ていておもしろからです。
There's not enough time in this world.,			My favorite app is Spotify. Because I like music.It can listen to many