

**Olha Luchenko**

Comenius University in Bratislava, Slovakia

**Olha Doronina**

V.N. Karazin Kharkiv National University, Ukraine

**Yevhen Chervinko**

Ukrainian National Tchaikovsky Academy of Music,  
Ukraine

## **POSSIBLE FACTORS INFLUENCING THE WILLINGNESS TO USE ENGLISH IN TEACHING JAPANESE AS A FOREIGN LANGUAGE BY NON- NATIVE SPEAKERS**

---

**Annotation.** In recent years, teachers have had students from diverse language and cultural backgrounds in their classrooms due to increasing human migration in many countries. Therefore, multilingual learning and teaching have become a widespread phenomenon. Research on English language teaching and learning in multilingual contexts has gained great importance. However, teaching languages other than English and foreign language teachers' practices in this specific context have received little attention so far. Teaching the highly contextualised Japanese language poses challenges in multilingual classrooms, and teachers more frequently resort to using English as the medium of instruction. To shed light on Japanese non-native teachers' practices, the study explored and analysed two hundred and seventy-four teachers' responses to the questionnaire "Teaching the Japanese language in multilingual classrooms – English medium instruction approach (EMI)". The research attempts a worldwide study on using EMI in teaching Japanese as a foreign language (JFL). It examines a broad geographic scope of JFL teachers' practices from fifty-seven predominantly non-Anglophone countries. The present article focuses on investigating various factors affecting JFL teachers' willingness to use EMI that can be classified into *demographic*, *linguistic*, and *contextual*. The results revealed several factors of significant influence, such as JFL teachers' work experience, the highest education level attained, educational stage, geographic region, native language group, Japanese language proficiency, and knowledge of other languages (multilingualism). The factors that appeared to be of insufficient influence were age, study of teaching methods/linguodidactics and level of Japanese taught. The factor of JFL teachers' language proficiency (both English and Japanese) falls into a separate category of influence, where a significant difference was noted for proficient and near-native levels.

**Keywords:** English medium instruction (EMI); Japanese as a foreign language (JFL); multilingualism; non-native Japanese teachers; willingness.

### **Introduction**

In today's globalised world, the importance of learning a foreign language cannot be overstated. The ability to communicate with people from

different cultures and backgrounds is becoming increasingly essential not only for personal growth but also for professional success. The rising trend of people migrating to other countries for work and better opportunities has led to an increase in the number of language teachers who are bilingual or multilingual. These teachers may not share the same first language (L1) with their students from different cultures. It can be difficult for teachers of foreign languages other than English to effectively navigate in such multilingual environments (Tang & Calafato, 2021).

With the rise of English as a global language, there has been a growing trend towards the use of EMI in various educational institutions worldwide. In our study, EMI refers to "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where L1 of the majority of the population is not English" (Dearden, 2015, p. 4; Macaro et al., 2018, p. 19).

Kojima emphasises the importance of studies on the topic: "It is essential to grasp the reality of EMI classrooms to determine its costs and benefits and to find a way to maximise its benefits from students' perspective" (Kojima, 2021, p. 7). Moreover, Tang and Calafato (2021) suggest that "it will be informative if a comparative approach is employed to analyse teachers' beliefs and practices among larger populations based on their level of multilingualism" (p. 237). This would help to investigate whether multilingual teachers are more likely to use crosslinguistic practices in their classrooms and how their command of other languages impacts their teaching (Tang & Calafato, 2021).

EMI has been extensively practised and researched worldwide, with numerous studies available on the topic. The researchers investigate the influence of EMI on content learning (Aizawa et al., 2023; Lin & Lei, 2021; Peng & Xie, 2021), teachers' experience in online English-medium courses (Sato et al., 2023), English proficiency (Fortanet-Gómez, 2012; Macaro et al., 2018,). However, the studies on the use of English in JFL classroom settings are very limited (Luchenko et al., 2024; Turnbull, 2018).

Various factors can influence JFL teachers' willingness to use English in the classroom. Some of these factors may include teachers' level of English proficiency, their confidence in teaching through English, their beliefs about the

effectiveness of using English in the classroom, their teaching goals and objectives, the availability of resources and support, as well as the expectations and preferences of their students. Other factors may also include teachers' experience and training, their cultural and linguistic background, and the institutional context in which they work. JFL teachers must reflect on these factors and make informed decisions about when and to what extent to use English in their teaching practices. We covered some of these factors of influence, such as the multilingual status of the classroom, teachers' beliefs about EMI and the availability of resources in the previous study on the topic. It also shed light on potential advantages and drawbacks of EMI (Luchenko et al., 2024).

The factors that the present study aims to investigate can be broadly categorised into *demographic*, such as age, work experience, the highest level of education attained, geographic region and L1 language group, and *linguistic*, such as JFL teachers' English and Japanese language proficiency and knowledge of other languages. We also looked into the influence of *contextual* factors of the educational stage and the level of Japanese taught in the classroom on JFL teachers' willingness to use EMI in their teaching practice.

Our study focused on teacher-based linguistic practice as it depended entirely on the teacher's profile rather than on official English-taught programmes provided in different institutions.

## **Literature Review**

Japanese is recognised as a difficult language for native speakers of English because the significant typological distance between these languages makes them incompatible grammatically. Vocabulary and *kanji* learning are substantial concerns among JFL researchers and educators (Mori, 2011). Communication in Japanese is highly contextualised, which is different from English.

In second language (L2) learning settings, the positive role of L1 is empirically supported by the effectiveness of maintaining bilingual education compared to the monolingual teaching of the second language. Scholars

generally support replacing monolingual instruction with approaches that promote multilingual practices, including code-switching. This is evident in translanguaging and translingual approaches (Cvilikaite-Maciuskiene et al., 2023; Kubota, 2019, p. 20). However, in multilingual classrooms, teaching in L1 becomes problematic. According to Macaro et al. (2018),

EMI in tertiary education is sometimes not an alternative to first language medium of instruction but is imposed by the very fact that student mobility necessitates the use of English as the only international language available to all the students in the class. (p. 39)

Mitarai and Kelava (2021) emphasise that there has been a rise in the number of individuals who are native speakers and teach Japanese in Japanese. However, there is a scarcity of teachers who are capable of teaching Japanese to non-Japanese learners via English while utilising Intercultural Communication as a framework (p. 239).

The studies on the topic include the relationship between EMI implementation and students' motivation or willingness (Chen & Kraklow, 2015; Huang, 2015; Radu, 2015; Vonkova & Moore, 2021; Zheng, 2021). For instance, Kojima conducted a large-scale quantitative analysis to understand what EMI motivation was and to identify factors which influenced EMI motivation (Kojima, 2021). There are several studies regarding students' willingness to communicate through English in Japanese educational settings (Osterman, 2014; Simic, 2020). One of the studies on international students' willingness to speak in English (L2) and Japanese (L3) was a doctoral thesis from Japan. Simic (2010) emphasises the importance of geographic and linguistic factors on students: "Those students who come from cultures distant from Japan, and whose native languages are typologically distant from Japanese, reported lower ability and willingness in Japanese and higher in English, and accordingly, higher usage of English than of Japanese" (p. 167).

It is highly important for EMI lecturers to gain global recognition in the field of education, as they possess the potential to make valuable contributions towards the progress of knowledge on a worldwide scale (Al Hakim, 2021). EMI experience interacts with both students' and teachers' L2 motivation, and there are several research studies considering teachers'

motivation to implement EMI (Doiz & Lasagabaster, 2018; Yan et al., 2019).

Regarding the difference between the terms “motivation” and “willingness”, the Cambridge Dictionary describes the former as “willingness to do something or something that causes such willingness” (Cambridge University Press & Assessment, n.d.). Nevertheless, we see a particular difference between willingness and motivation in the context of our study. When asked about the topic, generative AI described it as

Willingness refers to a person's readiness or eagerness to do something, while motivation refers to the driving force or reason behind a person's actions or behaviour. Willingness can be seen as a prerequisite for motivation, as a person needs to be willing to engage in behaviour before they can be motivated to do so. However, motivation can also come from external factors such as rewards or consequences, whereas willingness is more internal and based on personal choice. (Grammarly Inc., 2024)

In the educational context, willingness is mentioned as directly related to teachers' commitment to the task of teaching (Adnan, 2015; Kao, 2018). It was emphasised that teachers' willingness had significant implications concerning students' interest in acquiring new knowledge (Arumugham, 2019). Researchers discuss teachers' willingness to use technology (Luik & Taimalu, 2021) or ICT tools (Ayot et al., 2015) in the classroom as well as mobile technology-enhanced teaching platforms (K.-Y. Tang et al., 2021). Some studies contributed to the problem of teachers' willingness to adopt new teaching methods and incorporate new media technologies to enhance the teaching and learning experience (Smith et al., 2016). It was found that some demographic factors (i.e., age, gender, teaching experience) could influence teachers' willingness to integrate computer technology in the classrooms. For instance, Lau and Sim (2008) found that older teachers were more willing to use ICT tools in the classroom than younger teachers.

In our study, we regard factors influencing the willingness for EMI use as prerequisites for teachers to become motivated to use English in JFL classrooms. Numerous studies explore EMI from students' perspectives. However, very few studies investigated the teachers' willingness or motivation to use EMI, not to mention the setting of the JFL classroom.

No research in higher education matched some English language proficiency tests with actual practice to establish a minimum level required to teach (Macaro et al., 2018, p. 54). Discussing the topic of increasing and keeping EMI teachers' motivation level, Yan et al. (2019) emphasize: "To become a qualified EMI instructor is a daunting job. A teacher needs not only to possess enough professional expertise but also, very importantly, to have a good command of English, oral English in particular, plus cross-cultural communication skills" (p. 51). In our study, we tried to answer whether a reasonable level of English proficiency was required to employ EMI in JFL classrooms. We attempted to find a relationship between teachers' self-assessed English language competence and implementing EMI in teaching practice. Thus, the paper aims to contribute towards identifying the level of English proficiency required from a JFL teacher in this setting.

In this article, multilingualism is defined as "the ability to use more than one language, including the cognitive, psychological, and affective experiences that follow this knowledge" (Calafato & Simmonds, 2023, p. 76). Multilingualism may affect various teaching patterns. Some studies were devoted to the relationships between teachers' multilingualism and teaching methods or strategies applied in the classroom. Tang and Calafato (2021) found that language teachers who spoke multiple languages were less likely to encourage self-regulation in their students. Studies indicate that individuals who have learned more than one language possess various skills and abilities at their disposal owing to their learning experiences. Qualitative differences exist between learning L2 and L3, which can be linked to an increased awareness of language structure (Jessner, 2008).

Moreover, this multicompetence can improve the effectiveness of foreign language teaching. However, Tang and Calafato (2021) also suggest that "teachers may not always be aware of or able to use their multicompetence" (p. 236). Several studies have investigated the language teachers' beliefs regarding multilingualism and multilingual pedagogy (De Angelis, 2011; Haukås, 2016). In De Angelis' study (2011), most of the teachers hesitated to introduce foreign languages to the classroom unless they had prior familiarity with them. The same study examines "the need to introduce modules on multilingualism and language learning as a regular feature of teacher training

programs because many teachers expressed beliefs suggesting little awareness of the cognitive benefits of multilingualism" (p. 216). The results of Otwinowska's study (2014) point to greater multilingual awareness of multilingual teachers than that of teachers who had less experience in learning additional languages. Additionally, a correlation between teachers' proficiency in several foreign languages and this level of awareness was observed.

## **Methods**

The data were gathered using an online questionnaire, "Teaching the Japanese language in multilingual classrooms – English medium instruction approach (EMI)", available in Japanese and English via Google Forms and Jotform. The pilot survey was conducted in August 2023 at the Japan Foundation Japanese Language Institute in Urawa (Japan), where 33 representatives from 20 countries tested the questionnaire.

For the central part of the survey process, we identified countries whose population's native language is not English for our study and excluded countries with English as the first language. The questionnaire form was distributed and collected from September 2023 until January 2024. The participants were informed about the research aims and that their participation was voluntary and anonymous. The fifty-seven countries and jurisdictions which participated in the study are as follows: Argentina, Armenia, Azerbaijan, Bangladesh, Belgium, Brazil, Bulgaria, Chile, China, Côte d'Ivoire, Croatia, Czech Republic, Denmark, Egypt, El Salvador, Estonia, Finland, France, Georgia, Germany, Honduras, Hong Kong, India, Indonesia, Italy, Japan, Jordan, Kazakhstan, Kenya, Kyrgyz Republic, Lithuania, Madagascar, Malaysia, Mexico, Mongolia, Morocco, Myanmar, Nepal, Norway, Philippines, Poland, Portugal, Romania, Slovakia, South Korea, Spain, Sri Lanka, Switzerland, Taiwan, Thailand, Turkey, Turkmenistan, Ukraine, Uruguay, Uzbekistan, Venezuela, and Vietnam.

As a result, the present paper has a sample size of 274 teachers from across the globe. The questionnaire was divided into three focus sections, asking about the teacher's profile, teaching environment, and usage of English as a language of instruction. There were 27 closed and open-ended questions,

eight of which were exclusively used for the analysis in the present study. The questions for the analysis included the teachers' age, native language, Japanese and English language proficiency, command of other languages, levels of Japanese taught, the status of Japanese in the institution, and levels of Japanese that the respondents considered appropriate for EMI use. Other questions from the survey were used to find connections, such as the geographic region of the teachers' origin, the highest level of formal education attained, the study of foreign language teaching methods, work experience, and the frequency of EMI employment.

The quantitative method was primarily used to analyse the gathered data. The following research questions were addressed in the article:

1. What are the possible factors that influence teachers' willingness to use EMI in JFL classrooms?
2. Which factors can be of sufficient/insufficient influence?
3. How does JFL teachers' knowledge of multiple foreign languages (multilingualism) influence their willingness to employ English in their teaching practice?

## **Results and Discussion**

### **Age and Work Experience**

We have considered a few potential factors that might affect the willingness to use the English language in JFL classrooms. Age and work experience are two factors that could play a role in determining the level of familiarity and comfort individuals have with technology and the use of EMI. When considering the use of EMI in JFL classrooms, the employment of English from 30% to 100% of instructional time will be deemed significant and taken into account.

The survey sample comprised 44 respondents (16.06%) aged 20–30, 91 (33.21%) aged 31–40, 91 (33.21%) aged 41–50, and 48 (17.52%) aged over 51. We could claim that the relationship between the use of EMI and the age of the respondents was not substantial. Most of the participants



(58.33%, n=28) in the age category of 51 and older used English between 30%–100% of instructional time, which accounted for a positive deviation of almost 7% from the participants who were 31–40 and 41–50 years old – 51.65% (n=47 and n=47 respectively). A somewhat less significant difference was noticed with the category of 20–30-year-old participants, 52.27% (n=23) of whom implemented EMI to the same extent. Having divided the respondents into larger groups, we observed that the deviation between the participants aged 41 and older (53.96%, n=75) and the group of 20-40-year-old participants (51.85%, n=70) was only 2.11%, which was not considered notable.

**Table 1**

*The Degree to Which Teachers with Different Work Experience Use English in JFL Classrooms (N=274)*

Frequency of use	Work experience							
	Less than 5 years		6-10 years		11-15 years		More than 16 years	
	n=68	%	n=72	%	n=50	%	n=84	%
Almost never or seldom (0%–10%)	30	44.12	29	40.28	24	48.00	46	54.76
Occasionally or sometimes (30%–50%)	34	50.00	40	55.56	22	44.00	31	36.90
Frequently or always (80%–100%)	4	5.88	3	4.17	4	8.00	7	8.33

Nonetheless, a significant correlation was found between the respondents' work experience and EMI usage variables (Table 1). Most of the participants (56.32%, n=107) with less than 15 years of work experience employed English between 30%-100% of instructional time. However, less than half (45.24%, n=38) of the "veteran" participants with working experience over 16 years used English to the same extent.

### **The Highest Level of Education Attained**

We have also considered the highest level of education attained and the educational stage of teaching as possible factors that could influence teachers' willingness to employ EMI.

We can state that a connection was found between the use of EMI and the highest education degree attained by JFL teachers (Bachelor's, Master's, or PhD). The highest positive deviation of 11.64% was noticed for those with a bachelor's degree – 60.00% (n=63) compared to the teachers with master's degrees (48.36%, n=59), while 48.94% (n=23) of the JFL teachers with a doctorate employed EMI from 30% to 100% of the instructional time of the lesson. However, no connection was noted between studying “foreign teaching methods” or “linguodidactics” and the employment of EMI by the teachers. Those who had studied “linguodidactics” or “foreign teaching methods” in tertiary education used EMI on average 0.15% more than those who had not learned it, which is insufficient.

### **Educational Stage**

The use of EMI can vary depending on the educational stage. For example, universities may be more international and require English as the only international language available to all students. At the same time, primary and secondary schools may not have the same level of emphasis on EMI. Therefore, understanding the relationship between the educational stage and the use of EMI can provide insights into the factors influencing the use of EMI in different contexts.

In order to understand this relationship, we surveyed the participants (n=274) about the status of Japanese language education in different institutions where they taught (multiple answers were possible). The results were analysed by educational stage and suggested that 43.43% (n=119) of the respondents taught Japanese in non-school education, 27.01% (n=74) taught it as a major at the tertiary educational stage, 26.28% (n=72) – as an elective subject at the initial stage of formal education, 21.90% (n=60) – as an elective subject at tertiary education stage and 18.61% (n=51) – as a compulsory subject at the initial stage of formal education.

In an attempt to find proof of the statement that EMI is more spread at the tertiary level than at the secondary level due to universities becoming more international (Macaro, 2018, p. 47), we tried to find the correlation between the educational stage and the use of EMI. The respondents who gave

multiple answers were excluded from the sample. As a result, 229 unique answers from those who taught at one educational stage (different institutions were possible) were considered appropriate for the analysis. Consequently, we could state that a difference of 7.04% was observed for EMI use in JFL classrooms: the percentage varied from 55.93% (n=33) at the initial stage of formal education (primary/secondary schools) to 48.89% (n=44) in tertiary education (college, vocational school, and university). Institutions of non-school education (private language schools, lifelong educational institutions, cultural clubs, etc.) accounted for 53.75% (n=43) of EMI use between 30% and 100% of instructional time.

### **English Language Proficiency**

By identifying the connection between teachers' English proficiency and their willingness to use EMI, the study can contribute to determining the minimum level of English proficiency required from JFL teachers to employ EMI in their teaching practice. This can help institutions and policymakers in designing language education programmes that meet the needs of both teachers and students. The importance of considering JFL teachers' English level of proficiency in determining the factors that influence their willingness to use EMI lies in the fact that it requires a certain level of English competence from teachers. Teachers whose English language proficiency is insufficient may not feel comfortable using it as a medium of instruction, which can negatively impact their teaching practice. Thus, we analysed the level of language proficiency first.

Considering JFL teachers' English language ability by geographic region, we could draw the following conclusion based on the self-assessed level the teachers provided in the questionnaire (Table 2). Out of 266 respondents who stated English among other foreign languages, 33 could not assess their English proficiency level. The highest level of English language command was observed from the teachers in non-Anglophone countries of Western Europe, where 88.89% (n=32) of the respondents' English language proficiency varies from C1-C2 to native or near-native level.

**Table 2**

*The JFL Teachers' English Language Proficiency by Region (N=233)*

Region	Total n	A1-A2		B1-B2		C1-C2		Native or near native	
		n	%	n	%	n	%	n	%
East Asia	30	9	30.00	16	53.33	4	13.33	1	3.33
Southeast Asia	50	17	34.00	21	42.00	7	14.00	5	10.00
South Asia	42	6	14.29	17	40.48	8	19.05	11	26.19
Central and South America	28	3	10.71	7	25.00	18	64.29	-	-
Western Europe	36	1	2.78	3	8.33	24	66.67	8	22.22
Eastern Europe	41	1	2.44	18	43.90	17	41.46	5	12.20
Africa and Middle East	6	2	33.33	2	33.33	1	16.67	1	16.67

Subsequent to establishing the level of English language proficiency, we determined whether Japanese language teachers who fully or partially implemented EMI did that based on the necessary linguistic competence in English. Table 3 shows the degree to which JFL teachers used EMI in relation to their English proficiency level.

**Table 3**

*The Degree to Which EMI is Used by Each JFL Teacher at Their English Proficiency Level (N=233)*

Frequency of use	English proficiency level							
	A1-A2		B1-B2		C1-C2		Native or near native	
	n=39	%	n=84	%	n=79	%	n=31	%
Almost never or seldom (0%-10%)	22	56.41	45	53.57	38	48.10	8	25.81
Occasionally or sometimes (30%-50%)	15	38.46	36	42.86	38	48.10	18	58.06
Frequently or always (80%-100%)	2	5.13	3	3.57	3	3.80	5	16.13

The results showed that the teachers with A1-B2 English proficiency levels adopted EMI to a larger or smaller extent regardless of their self-

assessed language competence. Out of 233 participants who declared their self-assessed level of English proficiency, 43.59% (n=17) of the beginner and elementary level (A1–A2) respondents claimed that English was used between 30% and 100% of instructional time in their classroom. In the intermediate and upper-intermediate levels category (B1–B2), 46.43% (n=39) of the participants claimed that English was employed between 30% and 100% of class time. This showed a low positive deviation of 2.84%, implying that the benchmark for EMI use did not go between A1–A2 and B1–B2 levels. However, most advanced level (C1–C2) respondents (51.90%, n=41) stated they used English to the same extent. Moreover, the most significant difference could be seen for the participants with native or near-native levels – 74.19% (n=23) of the respondents employed English between 30% and 100% of instructional time.

Our findings showed that there was no definitive standard for the level the teachers needed to be able to teach through the medium of English in a JFL classroom. As Sugimoto explains from the student’s perspective: “The experience of studying abroad in an English-speaking country is different from that attending EMI classes in one’s home country”, and therefore, “the required English proficiency may differ” (Sugimoto, 2022, p. 36). The same can be implied for teachers’ level of proficiency. Teaching in one’s home country to students who, in the majority, share the native language does not impose the exact strict requirements for the English level as it is used occasionally as an additional instrument.

## **Japanese Language Proficiency**

The results of the Japanese language proficiency level estimation for the teachers are provided by region in Table 4. The teachers were asked to state their level in the Japanese Language Proficiency Test (JLPT) format. The best results were observed from JFL teachers in the East Asia region, where 96.77% (n=30) of respondents had advanced or upper-intermediate levels (N1–N2).

**Table 4**

*The JFL Teachers' Japanese Language Proficiency by Region (N=266)*

Region	Total n	Japanese language proficiency level							
		JLPT N1		JLPT N2		JLPT N3		JLPT N4-N5	
		n	%	n	%	n	%	n	%
East Asia	31	24	77.42	6	19.35	1	3.23	-	-
Southeast Asia	58	10	17.24	28	48.28	16	27.59	4	6.90
South Asia	57	8	14.04	25	43.86	17	29.82	7	12.28
Central and South America	27	8	29.63	9	33.33	5	18.52	5	18.52
Western Europe	39	16	41.03	15	38.46	8	20.51	-	-
Eastern Europe	43	20	46.51	16	37.21	7	16.28	-	-
Africa and Middle East	11	2	18.18	6	54.55	1	9.09	2	18.18

The results of the relationship between the JFL teachers' level of JLPT and the degree to which they employed EMI are provided in Table 5.

**Table 5**

*The Degree to Which EMI is Used by Each JFL Teacher at Their Japanese Proficiency Level (N=266)*

Frequency of use	Japanese language proficiency level							
	JLPT N1		JLPT N2		JLPT N3		JLPT N4-N5	
	n=88	%	n=105	%	n=55	%	n=18	%
Almost never or seldom (0%-10%)	52	59.09	46	43.81	22	40.00	5	40.00
Occasionally or sometimes (30%-50%)	32	36.36	53	50.48	28	50.91	11	50.91
Frequently or always (80%-100%)	4	4.55	6	5.71	5	9.09	2	9.09

Our findings showed a connection between the teachers' level of Japanese proficiency and the degree to which they used EMI in their teaching practice. The majority of the participants (63.01%, n=46) with elementary- and pre-intermediate-level proficiency (JLPT N5, N4, N3) used English between 30% and 100% of instructional time. In comparison, 56.19% (n=59) of the intermediate-level respondents (JLPT N2) used English to the same extent. The most significant difference was noted for the participants with advanced-

level proficiency (JLPT N1), only 40.91% (n=36) of whom used EMI in the same amount of instructional time in JFL classrooms.

### Knowledge of Other Languages

It is important to understand whether teachers' knowledge of other foreign languages influences their willingness to employ EMI in their classrooms. This knowledge can help us develop effective language teaching strategies, promote EMI, and prepare students for the globalised world more effectively. In order to gain a deeper insight into the relationships between JFL teachers' linguistic competencies and the use of EMI, we asked the respondents about the command of other languages. For those respondents who indicated the knowledge of two native languages in the respective question, the second one mentioned was counted as L2 and included in the category of "command of other languages". The results are shown in order of frequency in Table 6.

**Table 6**

*JFL Teachers' Command of Other Languages*

Language	n	%	Language	n	%	Language	n	%
English	266	97.08	Taiwanese	3	1.09	Czech	1	0.36
French	33	12.04	Urdu	3	1.09	Dutch	1	0.36
Russian	25	9.12	Uzbek	3	1.09	Estonian	1	0.36
Italian	18	6.57	Arabic	2	0.73	Filipino	1	0.36
Hindi	17	6.20	Bengali	2	0.73	Gujarati	1	0.36
Spanish	17	6.20	Greek	2	0.73	Hungarian	1	0.36
Turkish	15	5.47	Javanese	2	0.73	Kikuyu	1	0.36
Chinese	12	4.38	Marathi	2	0.73	Latin	1	0.36
German	9	3.28	Norwegian	2	0.73	Persian	1	0.36
Korean	5	1.82	Sudanese	2	0.73	Polish	1	0.36
Galician	4	1.46	Swedish	2	0.73	Sanskrit	1	0.36
Punjabi	4	1.46	Tadjik	2	0.73	Swahili	1	0.36
Indonesian	3	1.09	Bikol	1	0.36	Tamil	1	0.36
Portuguese	3	1.09	Catalan	1	0.36	Telugu	1	0.36

Next, we tried to determine if knowledge of multiple foreign languages (multilingualism) influenced teachers' willingness to employ EMI in JFL classrooms (Table 7). It was found that the respondents who spoke three or more foreign languages (including Japanese and English) tended to employ EMI

more frequently. Interestingly, the highest positive deviation from those who stated knowledge of English as an additional language was about 7% for the respondents who indicated knowledge of four or more foreign languages.

**Table 7**

*The Degree to Which JFL Teachers With Command of Other Foreign Languages (FL) Use EMI*

Frequency of use	Number of FL (including English and Japanese)					
	Two FL		Three FL		Four or more FL	
	n=143	%	n=72	%	n=51	%
Almost never or seldom (0%–10%)	69	48.25	31	43.06	21	41.18
Occasionally or sometimes (30%–50%)	65	45.45	34	47.22	28	54.90
Frequently or always (80%–100%)	9	6.29	7	9.72	2	3.92

### Level of Japanese Taught

In his previous study on the topic from students' perspective, Turnbull's (2018) findings coincide with a commonly observed practice whereby the use of English is "more prevalent at the beginner level and becomes less frequent as the learners become more proficient in Japanese" (p. 143). One of the aims of our research was to verify this from teachers' perspective by asking about general preferences and trying to find a relationship between the levels the participants teach at and the degree of employing EMI in their practice.

When asked about the levels of Japanese they taught, the respondents could give multiple answers. Out of 274 respondents, 78.83% (n=216) taught at the elementary (*shokyū*) level, 63.50% (n=174) taught at the pre-intermediate (*shochūkyū*) level, 48.54% (n=133) taught at the intermediate (*chūkyū*) level, and 19.34% (n=53) taught at the advanced (*jōkyū*) level. Thus, we received insight into the breakdown of Japanese language teachers based on their level of instruction.

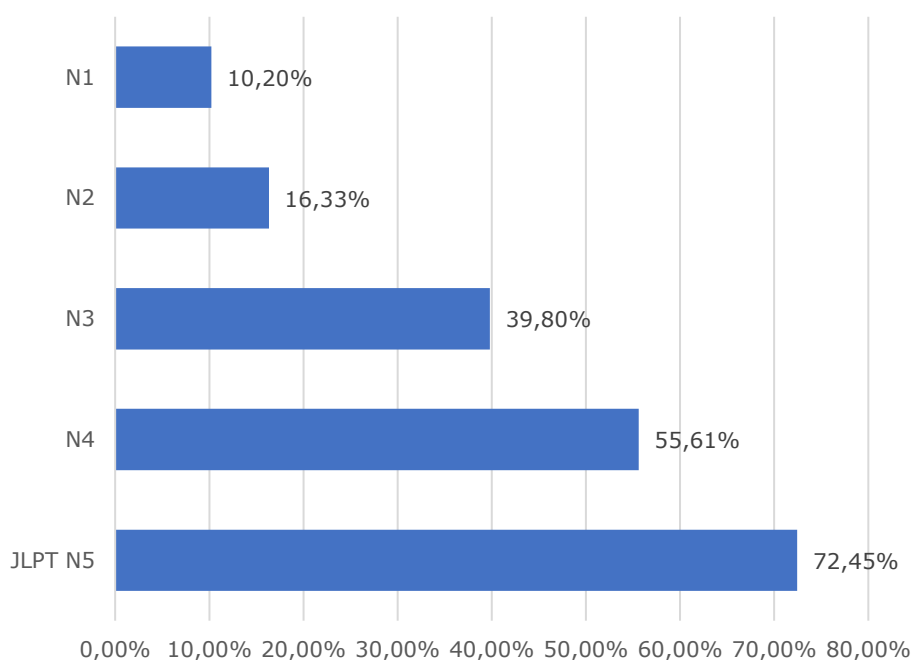
The respondents were asked to express their opinion on which level they would prefer to use EMI for Japanese instruction (multiple answers were



possible). The vast majority (72.45%, n=142) desired JLPT N5, and 55.61% of the respondents (n=109) opted for N4 (beginner and elementary levels) to be taught with some use of English (Figure 1). One participant commented in favour of EMI use for beginners: "Students feel comfortable if initially English is used in the classroom at the beginner level."

### Figure 1

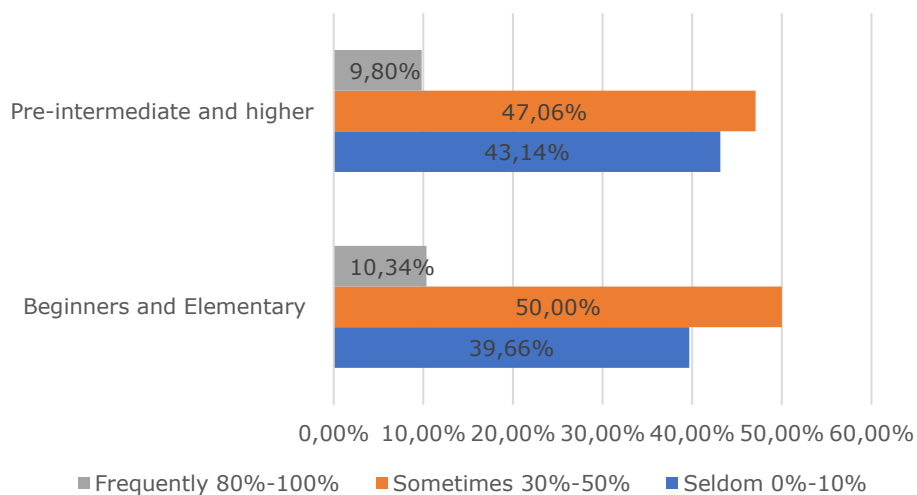
*Levels That Non-Native Japanese Teachers Consider Appropriate for EMI Usage (N=196)*



However, this benchmark did not reflect the actual state. As it is often the case for one teacher to teach multiple levels, we analysed only two groups: those who taught at the beginner and elementary levels (*shokyū*) and those who taught the pre-intermediate or higher levels (*shochūkyū*, *chūkyū* and *jōkyū*). The responses from the participants who taught at multiple levels (e.g., beginners and intermediate) were not considered, and the sample had to be reduced to 109 responses (Figure 2).

**Figure 2**

*The Degree to Which English is Used at Different Students' Japanese Proficiency Level (N=109)*



The results showed that EMI was used almost equally by 60.34% of the participants at the beginner-elementary level (n=35) and by 56.86% of the participants at the pre-intermediate and higher levels (n=29) between 30% and 100% of instructional time. Our findings contrasted with Turnbull's (2018), who studied students' perspectives on the use of English and found that it was employed in JFL classrooms to varying degrees depending on the proficiency level in the target language. A possible interpretation of our findings could be that the participants saw English as a tool in their teaching practice and used it accordingly depending on the situation, not the level.

### **Geographic Region**

A study on international students' willingness to communicate in English and Japanese indicates that students from East Asian countries geographically and culturally closer to Japan use Japanese more frequently than students from other regions. At the same time, they perceive their English ability, willingness to communicate, and practicality of English as the lowest

among all the groups (Simic, 2010). The broad geography of our study allowed us to investigate this situation from teachers' perspectives and establish the extent to which they are willing to include EMI in Japanese language classrooms.

Based on the data presented in Table 8, we can conclude that the use of EMI varies significantly across different geographic regions. The highest rate of EMI use was found in South Asia, where 89.83% (n=53) of the participants indicated using EMI in their teaching practice for 30% to 100% of instructional time. The usage of EMI in non-Anglophone countries in Western and Eastern Europe was 46.15% (n=18) and 44.19% (n=19) respectively. Southeast Asia accounted for 51.61% (n=32), whereas Central and South America constituted 35.71% (n=10) of EMI usage. The lowest rate was found in East Asia – one-fifth of the participants (18.75%, n=6) said they used EMI in class. The response rates from the Middle East (n=3) and Africa (n=8) were insufficient to draw any conclusions based on the region of their use, and for this reason, they were presented in the table together.

**Table 8**

*The Degree to Which English is Used in Different Geographic Areas (N=274)*

Region	Total n	Frequency of use					
		Never or seldom (0%-10%)		Occasionally or sometimes (30%-50%)		Frequently or always (80%-100%)	
		n=124	%	n=125	%	n=18	%
East Asia	32	26	81.25	6	18.75	-	-
Southeast Asia	62	30	48.39	26	41.94	6	9.68
South Asia	59	6	10.17	44	74.58	9	15.25
Central and South America	28	18	64.29	10	35.71	-	-
Western Europe	39	21	53.85	18	46.15	-	-
Eastern Europe	43	24	55.81	18	41.86	1	2.33
Middle East and Africa	11	4	36.36	5	45.45	2	18.18

## L1 Language Category

Considering language groups, the vast number of the JFL teachers' native tongues were divided into categories according to convenience for further analysis. The five largest groups constituted 69.71% (n=191) of all

native languages. They were as follows: the Sino-Tibetan family, the Balto-Slavic group, the Romance group, the Indo-Aryan subgroup, and the Malayo-Polynesian subgroup (Table 9). We also included five not-so-numerous categories for the analysis due to possible informativeness. Three respondents (n=3) who stated English as their native language were not considered for the following analysis.

**Table 9**

*The Distribution of JFL Teachers' First Languages Into Language Families, Groups, or Subgroups (N=256)*

<b>Language family (f) or group (g)/ subgroup (sg)</b>	<b>n</b>	<b>Languages (n)</b>		
Romance (g)	56	Spanish (27) Catalan (4) Galician (1)	Portuguese (9) Italian (3)	French (9) Romanian (3)
Indo-Aryan (sg)	55	Hindi (23) Nepali (7)	Bengali (11) Sinhala (6)	Marathi (7) Gujarati (1)
Malayo-Polynesian (sg)	37	Indonesian (22) Malagasy (2) Cebuano (1)	Malay (6) Balinese (1)	Filipino (4) Javanese (1)
Sino-Tibetan (f)	22	Chinese (14) Taiwanese (1)	Myanmar (5)	Cantonese (2)
Balto-Slavic (g)	21	Ukrainian (7) Lithuanian (2) Croatian (1)	Polish (4) Slovak (2) Russian (1)	Czech (3) Bulgarian (1)
Turkic (f)	17	Azerbaijani (6) Kyrgyz (2)	Turkmen (3) Turkish (2)	Kazakh (2) Uzbek (2)
Germanic branch	13	German (8) Dutch (1)	Norwegian (3)	Danish (1)
Mongolic (f)	13	Mongolian (13)		
Austroasiatic (f)	11	Vietnamese (11)		
Tai branch	11	Thai (11)		

The native languages that were not included in the analysis due to the insufficient number of respondents are as follows: Arabic (3), Armenian (2), Finnish (1), Georgian (1), Hungarian (1), Korean (2), Swahili (1), Tamil (2), Telugu (2).

The survey received responses from individuals who identified Mandarin (n=1) and Beijing dialect (n=1) as their first language. These responses were included in the Chinese language category. The Indonesian language category included responses from individuals in Indonesia who spoke Bahasa Indonesia. Similarly, the Malay language category included responses

from individuals in Malaysia who spoke Malay, or Bahasa Melayu. For the purposes of our research, some responses were combined as they represented the same language by origin, such as Bengali/Bangla, Swahili/Kiswahili, Portuguese/Brazilian Portuguese, and German/Swiss German.

This division showed the preference even more explicitly than the geographic distribution (Table 10).

**Table 10**

*The Degree to Which JFL Teachers Use English According to the Native Language Category (N=256)*

Language family (f) or group (g) / subgroup (sg)	Frequency of use					
	Never or seldom (0%-10%)		Occasionally or sometimes (30%-50%)		Frequently or always (80%- 100%)	
	n	%	n	%	n	%
Romance (g)	36	64.29	20	35.71	-	-
Indo-Aryan (sg)	6	10.91	41	74.55	8	14.55
Malayo-Polynesian (sg)	17	45.95	15	40.54	5	13.51
Sino-Tibetan (f)	14	63.64	8	36.36	-	-
Balto-Slavic (g)	10	47.62	10	47.62	1	4.76
Turkic (f)	9	52.94	7	47.06	-	-
Germanic branch	5	38.46	8	61.54	-	-
Mongolic (f)	12	92.31	1	7.69	-	-
Austroasiatic (f)	8	72.73	3	27.27	-	-
Tai branch	6	54.55	4	36.36	1	9.09

Considering the most numerous five categories, the greatest extent of EMI use was noted by the teachers whose L1 belonged to the Indo-Aryan group (89.09%, n=49), followed by the Malayo-Polynesian (54.05%, n=20) and the Balto-Slavic 52.38% (n=11). The most minor usage of EMI was noticed for the teachers whose L1 belonged to the Romance (35.71%, n=20) and the Sino-Tibetan groups (36.36%, n=8).

It was possible to analyse three of the most numerous representatives (n=72) of the teachers' L1 separately. Out of the total 274 JFL teachers, 91.30% (n=21) of the Hindi-speaking respondents used EMI between 30% and 100% of instructional time, 40.91% (n=9) of the Indonesian-speaking respondents, and 40.74% (n=11) of the Spanish-speaking respondents used EMI to the same extent.

### **Limitations**

We acknowledge some limitations of this study. First, this research survey was conducted worldwide among predominantly non-Anglophone countries to collect data for the analysis. Considering this, it cannot be a total representation of the JFL teachers' population. Therefore, future researchers should avoid generalising the findings of this study to all JFL teachers.

Second, the factors considered in the study are limited to three perspectives: *demographic*, *linguistic*, and *contextual* factors. Further research is needed to explore other factors that may influence teachers' attitudes towards EMI (e.g., students' preferences, teaching goals and objectives depending on the subject).

Third, the conclusions about the influence of the teachers' English proficiency levels have some limitations because of their self-assessment. Besides, some stated that they had a command of the English language but refrained from assessing their level of proficiency, thus somewhat reducing the sample size to 233 responses.

Fourth, the teachers' evaluation of the extent to which they used EMI was self-assessed and reported approximately. The teachers' beliefs were described in the numerical value but could not accurately reflect what occurred in the classroom.

Fifth, the sample size had to be reduced when investigating the use of EMI in teaching different Japanese proficiency levels, and only 109 unique answers from the participants were further divided into two subgroups: 'elementary', 'pre-intermediate and higher'. Other questions with a more complex structure involving all respondents are suggested to test the findings' generalizability.

Sixth, the challenge of such a global survey conducted remotely online was that the participation was voluntary, and, as a result, the response rate was low. Future surveys, if supported by international organisations, can get a much bigger response rate.

Summing up, our findings offer opportunities for further research despite their limitations. Future research on using English as an instructional language in a multilingual context can shed more light on why some factors appeared to be influential and others did not.

## **Conclusions**

Our study provided insight into the influences of *demographic*, *linguistic*, and *contextual* factors on teachers' willingness to use EMI in JFL classrooms worldwide. The findings suggest that the factors that had *sufficient influence* were JFL teachers' work experience, the highest education level attained, geographic region, native language group, and knowledge of other languages (multilingualism). The factors identified as *insufficient influence* were age, study of teaching methods/linguodidactics, level of Japanese taught and educational stage. The factor of JFL teachers' language proficiency (both English and Japanese) falls into a separate category of influence, where a significant difference was noted for proficient and near-native levels.

It was hypothesized that the use of EMI in JFL classrooms could be influenced by several demographic factors such as age and work experience. According to the survey results, age had no significant impact on EMI usage, with the minor exception of the group of participants aged 51 and older, where a positive deviation of 7% was noted. The factor of work experience had a more significant positive correlation with English usage in class. Most of the participants with less than 15 years of work experience used EMI to a sufficient extent (30%–100% of instructional time). However, the usage of EMI among the "veteran" participants with over 16 years of work experience was found to be less frequent than that of their younger colleagues.

The study found a connection between the highest education degree attained by the JFL teachers and their use of EMI. For instance, those with a bachelor's degree used EMI more frequently (a positive deviation of 12%)

than those with a PhD degree. Other factors, such as studying foreign language teaching methods or linguodidactics, were not statistically significant.

Regarding the importance of geographic and linguistic factors on JFL teachers' willingness to employ EMI, we found that the highest rate of EMI use was noticed in South Asia, with more than 89% of the participants indicating that they used EMI in their teaching practice to a sufficient extent. In contrast, East Asia had the lowest rate of EMI use, with only one-fifth of the participants indicating that they used EMI in their lessons. The usage of EMI in non-Anglophone countries in Western and Eastern Europe, Southeast Asia, and Central and South America also varied, ranging from 35% to 51%. However, given the insufficient response rates from the Middle East and Africa, it was difficult to draw any conclusions about the use of EMI in these regions. Overall, the findings suggest that the use of EMI is not uniform across different regions and may depend on various other factors, such as proficiency in English, local language policies, and educational context.

The analysis of the native languages of the JFL teachers revealed that the five largest language groups constituted a significant portion of all the respondents. The Indo-Aryan subgroup showed the highest usage of EMI among the most numerous five categories, followed by the Malayo-Polynesian subgroup and the Balto-Slavic group. On the other hand, the Romance group and the Sino-Tibetan family showed the most insignificant usage of EMI. Furthermore, the separate analysis of the three most numerous representatives of the teachers' native languages showed that the Hindi-speaking respondents had the highest usage of EMI, followed by the Indonesian-speaking and Spanish-speaking respondents. Overall, the received data provided valuable insights into the relationship between teachers' native languages and their usage of EMI in the JFL classroom.

Our previous study (Luchenko et al., 2024) showed that most of the teachers were convinced that the central negative aspect of implementing EMI was that students or teachers' English language proficiency could be insufficient. The present study attempted to identify the level of English proficiency required of a teacher to use EMI in teaching practice. Although the teachers' English language proficiency was claimed to be one of the main concerns among the Japanese language teachers, our findings showed no



correlation between the level of English proficiency (from A1 to B2) and the actual use of EMI in practice. However, the findings suggested that the teachers who reported higher levels of English proficiency (C1-C2, native or near-native) were more likely to use EMI in their teaching practice.

As we discussed earlier, teaching a foreign language in English (L2) is not a common practice at an institutional level. It appears to be a bottom-up practice applied by enthusiastic individual teachers rather than a top-down policy, as it can be for other academic subjects. Thus, we suggest that the decisive factor for employing EMI is the teachers' willingness to adopt English to some extent, and the methodologies applied lead to their feeling that their English is sufficient for a certain task.

It can be concluded that a relationship was observed between the teachers' level of Japanese proficiency and the degree to which they employed EMI in their teaching practice. The findings indicate that JFL teachers with lower proficiency levels (JLPT N5-N3) tend to use English more frequently in their instruction, while those with higher proficiency levels (JLPT N2-N1) tend to rely less on EMI. Overall, the East Asia region stands out for having the highest proportion of JFL teachers with advanced or upper-intermediate proficiency levels and, as a result, the lowest rate of EMI usage.

The study also aimed to explore Japanese language teachers' perspectives on the use of EMI in relation to a teaching context, namely the level of Japanese taught in the classroom. The findings revealed that most of the respondents preferred using EMI to teach beginners and elementary-level students. However, the actual use of EMI was found to be equal across all the levels of instruction, indicating that the teachers saw English as a tool to be used depending on the situation rather than on their students' language proficiency.

The influence of an educational stage was identified as another possible contextual factor because EMI is believed to be more widespread at the tertiary than the secondary level due to universities becoming more international. Investigating this factor of influence, we established a relationship between the use of English at the initial stage of formal education and the tertiary level, and a positive deviation was noted for the former stage. The questionnaire results also suggested that EMI was widely used in non-school educational

institutions, which may imply a greater demand for English language skills outside formal educational settings.

We aimed to gain insights into how teachers' linguistic competencies affects the use of EMI and whether multilingualism influences their willingness to employ English. The results of our study indicated a positive relationship between the teachers' knowledge of multiple foreign languages and their willingness to employ EMI in JFL classrooms. The study found that the respondents who spoke three or more foreign languages tended to employ EMI to a greater extent. The highest positive deviation was found among those who stated knowledge of four or more foreign languages (including English and Japanese).

Throughout our research, we have observed a positive shift towards the use of multilingual practices in JFL classrooms. Our study underscores the practical benefits of implementing multilingual practices, including the tangible improvement of instruction quality and the smooth integration of multilingual education into Japanese language teaching. Multilingual practices such as translanguaging and code-switching are not just theoretical concepts but proven tools for clarification in multilingual classrooms; such practices can enhance proficiency in all languages being taught, including the target Japanese language and English as the medium of instruction. Moreover, using different languages to teach new concepts is not just a novel approach but a reliable method to reinforce understanding of those concepts while promoting intercultural understanding and improving communication skills across different cultures and backgrounds. Ultimately, the use of multilingual practices in education is not just a theoretical necessity but a practical solution to creating a more inclusive, tolerant, and interconnected world.

In conclusion, the results of the study can be helpful for educational institutions and policymakers who want to promote the use of EMI as a teaching tool. By understanding the factors that influence the use of EMI, they can design more effective training programmes and support systems for teachers. Further research is needed to explore the impact of EMI on language learning outcomes and the implications of EMI for language policy and planning. The results may prove helpful in developing effective language teaching strategies that promote EMI and prepare students for the globalised world.

## Acknowledgements

The first author acknowledges the funding from the EU NextGenerationEU through the Recovery and Resilience Plan for Slovakia under project No. 09I03-03-V01-00071. We also acknowledge the support of the Japan Foundation's Japanese Language Institutes in Urawa and Kansai. We want to express our gratitude to all the respondents across the globe who willingly participated in our research and shared their beliefs based on their invaluable experiences.

## References

- Adnan, H. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) on the Performance of Learning. *The International Journal of Engineering and Science*, 4(2), 1–12. <https://www.theijes.com/papers/v4-i2/Version-3/A42301012.pdf>
- Aizawa, I., Rose, H., McKinley, J., & Thompson, G. (2023). A comparison of content learning outcomes between Japanese and English medium instruction. *Language and Education*, 1–20. <https://doi.org/10.1080/09500782.2023.2238688>
- Al Hakim, M. A. (2021). Revealing the potential impacts of English-medium instruction (EMI) in the Indonesian higher education context. *IDEAS: Journal on English Language Teaching & Learning, Linguistics & Literature*, 9(2), 461–472. <https://doi.org/10.24256/ideas.v9i2.2343>
- Arumugham, K. S. (2019). Teachers' effective role in developing the student's interest with fun learning in Malaysian elementary schools. *International Journal of Advanced Education and Research*, 4(3), 5–11. <https://www.multidisciplinaryjournals.net/assets/archives/2019/vol4issue3/4-1-33-596.pdf>
- Ayot, H.O., Ogembo, J.O., & Ondigi, S.R. (2015). Teachers' willingness to integrate ICT tools in classroom teaching among primary school teachers in Msambweni Subcounty Kwale County, Kenya. *Proceedings of the 4<sup>th</sup> International Conference on Education*. Nairobi, Kenya:

- Kenyatta University, 13–20. <https://cuseinkenya.syr.edu/wp-content/uploads/2015/10/ICE-2015.pdf>
- Calafato, R., & Simmonds, K. (2023). The impact of multilingualism and learning patterns on student achievement in English and other subjects in higher education. *Cambridge Journal of Education*, 53(5), 705–724. <https://doi.org/10.1080/0305764X.2023.2206805>
- Cambridge University Press & Assessment (n.d.). Motivation. In *Cambridge Dictionary*. Retrieved January 12, 2024, from <https://dictionary.cambridge.org/dictionary/english/motivation>
- Chen, Y.-L. E., & Kraklow, D. (2015). Taiwanese College Students' Motivation and Engagement for English Learning in the Context of Internationalization at Home: A Comparison of Students in EMI and Non-EMI Programs. *Journal of Studies in International Education*, 19(1), 46–64. <https://doi.org/10.1177/1028315314533607>
- Cvilikaitė-Mačiulskienė, J., Daukšaitė-Kolpakovienė, A., Gvazdikaitė, G., & Linkevičiūtė, E. (2023). Translanguaging in teaching and learning of English at university level: The perspectives of Ukrainian students and their teachers. *Sustainable Multilingualism*, 23, 25–61. <https://doi.org/10.2478/sm-2023-0012>
- De Angelis, G. (2011). Teachers' beliefs about the role of prior language knowledge in learning and how these influence teaching practices. *International Journal of Multilingualism*, 8(3), 216–234. <https://doi.org/10.1080/14790718.2011.560669>
- Dearden, J. (2014). *English as a Medium of Instruction: A Growing Global Phenomenon*. London, England: The British Council. <http://dx.doi.org/10.13140/RG.2.2.12079.94888>
- Doiz, A., & Lasagabaster, D. (2018). Teachers' and students' second language motivational self-system in English-medium instruction: A qualitative approach. *TESOL Quarterly*, 52(3), 657–679. <https://doi.org/10.1002/tesq.452>
- Fortanet-Gómez, I. (2012). Academics' beliefs about language use and proficiency in Spanish multilingual higher education. *AILA Review*, 25(1), 48–63. <http://dx.doi.org/10.1075/aila.25.04for>
- Grammarly Inc. (2024, February 1). *Difference between willingness and*
-

- motivation*. <https://www.grammarly.com/ai>
- Haukås, Å. (2016). Teachers' beliefs about multilingualism and a multilingual pedagogical approach. *International Journal of Multilingualism*, 13(1), 1–18. <https://doi.org/10.1080/14790718.2015.1041960>
- Huang, D.-F. (2015). Exploring and assessing effectiveness of English medium instruction courses: The students' perspectives. *Procedia – Social and Behavioral Sciences*, 173, 71–78. <https://doi.org/10.1016/j.sbspro.2015.02.033>
- Jessner, U. (2008). A DST model of multilingualism and the role of metalinguistic awareness. *The Modern Language Journal*, 92(2), 270–283. <https://doi.org/10.1111/j.1540-4781.2008.00718.x>
- Kao, S. (2018). *Self-directed learning approach to developing teaching professionalism* [Doctoral Dissertation, Paññāsāstra University of Cambodia]. Phnom Penh, Cambodia. <http://res.puc.edu.kh/2019/files/faculty-assets/edu/Self-Directed-Learning-Approach-to-Developing-Teaching-Professionalism.pdf>
- Kojima, N. (2021). *Student motivation in English-medium instruction: Empirical studies in a Japanese university*. Routledge Focus. <https://doi.org/10.4324/9780429286988>
- Kubota, R. (2019). A critical examination of common beliefs about language teaching: From research insights to professional engagement. In F. Fang, & H. P. Widodo (Eds.), *Critical perspectives on global Englishes in Asia: Language policy, curriculum, pedagogy and assessment* (pp. 10–26). Bristol, UK: Multilingual Matters. <https://doi.org/10.21832/9781788924108-004>
- Lau, B. T., & Sim, C. H. (2008). Exploring the extent of ICT adoption among secondary school teachers in Malaysia. *International Journal of Computing and ICT Research*, 2(2), 19–36. [https://woulibrary.wou.edu.my/weko/eed502/Exploring\\_the\\_extent\\_of\\_ICT\\_among\\_secondary\\_teachers.pdf](https://woulibrary.wou.edu.my/weko/eed502/Exploring_the_extent_of_ICT_among_secondary_teachers.pdf)
- Lin, T., & Lei, J. (2021). English-medium instruction and content learning in higher education: effects of medium of instruction, English proficiency, and academic ability. *SAGE Open*, 11(4). <https://doi.org/10.1177/21582440211061533>
-

- Luchenko, O., Doronina, O., & Chervinko, Ye. (2024). The use of English medium instruction in multilingual classrooms in Japanese language teaching by non-native speakers. *Preprints, 2024012004*. <https://doi.org/10.20944/preprints202401.2004.v1>
- Luik, P., & Taimalu, M. (2021). Predicting the Intention to Use Technology in education among student teachers: A path analysis. *Education Sciences, 11*, 1–14. <https://doi.org/10.3390/educsci11090564>
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching, 51*(1), 36–76. <https://doi.org/10.1017/S0261444817000350>
- Mitarai, S., & Kelava, H. (2021). How to teach Japanese as a foreign language in English. *Journal of Sapporo University, 1*, 239–254.
- Mori, Y., & Mori, J. (2011). Review of recent research (2000–2010) on learning and instruction with specific reference to L2 Japanese. *Language Teaching, 44*(4), 447–484. <https://doi.org/10.1017/S0261444811000292>
- Osterman, G. L. (2014). Experiences of Japanese university students' willingness to speak English in class: A multiple case study. *SAGE Open, 4*(3). <https://doi.org/10.1177/2158244014543779>
- Otwinowska, A. (2014). Does multilingualism influence plurilingual awareness of Polish teachers of English? *International Journal of Multilingualism, 11*(1), 97–119. <https://doi.org/10.1080/14790718.2013.820730>
- Peng, J. E., & Xie, X. (2021). English-medium instruction as a pedagogical strategy for the sustainable development of EFL learners in the Chinese context: A meta-analysis of its effectiveness. *Sustainability, 13*(10), 1–20. <https://doi.org/10.3390/su13105637>
- Radu, C., (2015). Motivation in the educational process and English as a medium of instruction. *Proceedings of the 9<sup>th</sup> International Management Conference*, Faculty of Management, Academy of Economic Studies, Bucharest, Romania, 9(1), 191–197. <https://conference.management.ase.ro/archives/2015/pdf/21.pdf>
- Sato, T., Miller, R. T., Nagata, S., Fuchikami, M., Yamada, R., Kitamura, T., & Shimizu, S. (2023). Japanese professors' experiences in teaching sport for development in online English-medium courses. *SAGE Open, 13*(2).

- <https://doi.org/10.1177/21582440231176465>
- Simic, M. (2010). *Willingness to communicate in English L2 and Japanese L3 and its effect on sociocultural adaptation of international students in Japan* [Doctoral dissertation, Okayama University].  
[https://ousar.lib.okayama-u.ac.jp/en/list/nii\\_types/Thesis%20or%20Dissertation/p/395/item/21490](https://ousar.lib.okayama-u.ac.jp/en/list/nii_types/Thesis%20or%20Dissertation/p/395/item/21490)
- Smith, P. K., Grant, L., Conway, C., & Narayan, V. (2016). Mobile devices and mobile learning: Shifting the mindset of teachers and learners. *International Journal of Mobile and Blended Learning, 8*(4), 1–16.  
<https://doi.org/10.4018/IJMBL.2016100101>
- Sugimoto, S. (2022). Exploring linguistic challenges and required English proficiency in university-level EMI classes. *Waseda Journal of Human Sciences, 35*(1), 35–51.  
[https://waseda.repo.nii.ac.jp/record/68589/files/NingenKagakuKenkyu\\_35\\_1\\_9.pdf](https://waseda.repo.nii.ac.jp/record/68589/files/NingenKagakuKenkyu_35_1_9.pdf)
- Tang, F., & Calafato, R. (2021). Multilingual, bilingual, and monolingual Arabic teachers' development of learner self-regulation and language awareness in the Emirates. *Foreign Language Annals, 54*(1), 233–254.  
<https://doi.org/10.1111/flan.12515>
- Tang, K.-Y., Hsia, C., Tu, Y., Hwang, G., & Wang, Y. (2021). Factors influencing university teachers' use of a mobile technology-enhanced teaching (MTT) platform. *Educational Technology Research and Development, 69*, 2705–2728. <https://doi.org/10.1007/s11423-021-10032-5>
- Turnbull, B. (2018). The use of English as a lingua franca in the Japanese second language classroom. *Journal of English as a Lingua Franca, 7*(1), 131–151. <https://doi.org/10.1515/jelf-2018-0006>
- Vonkova, H., & Moore, A. (2021). Motivation of students for English as a medium of instruction (EMI) and Content and Language Integrated Learning (CLIL): Current research foci in different countries. In N. Popov et al. (Eds.), *New Challenges to Education: Lessons from Around the World, BCES Conference Books, 19*, 91–97.  
<https://files.eric.ed.gov/fulltext/ED614057.pdf>
- Yan, Z. J., Wen, J., & Zong, Y. J. (2019). English-Medium Instruction for
-

the B&R students: A blessing for the internationalization of China's higher education? *Advances in Social Science, Education and Humanities Research*, 340, 49–52. <https://doi.org/10.2991/iceiem-19.2019.37>

Zheng, J. (2021). The role of Chinese EMI teachers' clarity and credibility in fostering students' academic engagement and willingness to attend classes. *Frontiers in Psychology*, 12, 1–10. <https://doi.org/10.3389/fpsyg.2021.756165>



**Ольга Лученко**

Університет Коменського в Братиславі, Словаччина  
olha.luchenko@uniba.sk

**Ольга Дороніна**

Харківський національний університет імені В. Н. Каразіна, Україна  
o.v.doronina@karazin.ua

**Євген Червінко**

Національна музична академія України імені П. І. Чайковського,  
Україна  
yevhen.chervinko.knmau@gmail.com

**МОЖЛИВІ ЧИННИКИ ВПЛИВУ НА БАЖАННЯ ТА ГОТОВНІСТЬ  
ІНОЗЕМНИХ ВЧИТЕЛІВ ЯПОНСЬКОЇ МОВИ  
ВИКОРИСТОВУВАТИ АНГЛІЙСЬКУ МОВУ У ВИКЛАДАННІ  
ЯПОНСЬКОЇ ЯК ІНОЗЕМНОЇ**

**Анотація.** В останні роки вчителі навчають студентів різного мовного та культурного походження через зростання міграції людей у багатьох країнах. Завдяки цьому багатомовне навчання та викладання стало поширеним явищем. Дедалі важливішого значення набули дослідження викладання та навчання англійської мови в багатомовному середовищі. Проте досі мало уваги приділено викладанню інших мов, відмінних від англійської, та практиці вчителів іноземних мов у цьому конкретному контексті. Викладання японської мови, якій притаманний високий ступінь контекстуальності, викликає певні складнощі в багатомовних класах, і вчителі дедалі частіше вдаються до використання англійської мови як засобу навчання. Щоб з'ясувати практику вчителів не носіїв японської мови, у цій науковій розвідці було досліджено та проаналізовано відповіді двохсот сімдесяти чотирьох вчителів на опитування «Викладання японської мови в багатомовних класах – англійська як засіб навчання (EMI)». Наше дослідження являє собою спробу провести міжнародну розвідку використання EMI у викладанні японської мови як іноземної (JFL) і розглядає практику вчителів японської мови як іноземної у широкому географічному масштабі з п'ятдесяти семи переважно неангломовних країн. Ця стаття покликана дослідити різні чинники, що впливають на бажання та готовність вчителів японської мови як іноземної використовувати EMI, які можна класифікувати на демографічні, лінгвістичні та контекстуальні. Згідно з результатами виявлено декілька факторів значного впливу, таких як досвід роботи вчителів JFL, найвищий освітній рівень, рівень навчального закладу освіти, географічний регіон, рідна мовна група, рівень володіння японською мовою та знання інших мов (багатомовність). Факторами незначного впливу виявилися вік, вивчення методики викладання/лінгводидактики та рівень викладання японської мови. Чинник володіння вчителями англійською та японською мовами віднесено в окрему категорію впливу, де було виявлено значну різницю у категоріях досконалого володіння мовою та її володіння майже на рівні носіїв.

**Ключові слова:** англійська як засіб навчання (EMI); багатомовність; бажання та готовність; вчителі не носії японської мови; японська мова як іноземна (JFL).

**Olha Luchenko**

Komenskio universitetas Bratislavoje, Slovakija

olha.luchenko@uniba.sk

**Olha Doronina**

Charkovo nacionalinis V. N. Karazino universitetas, Ukraina

o.v.doronina@karazin.ua

**Jevhenas Červinko**

Ukrainos nacionalinė P. Čaikovskio muzikos akademija, Ukraina

jevhen.chervinko.knmau@gmail.com

**GALIMI VEIKSNIAI, DARANTYS ĮTAKĄ KITAKALBIŲ NORUI  
VARTOTI ANGLŲ KALBĄ MOKANT JAPONŲ KAIP UŽSIENIO  
KALBOS**

**Anotacija.** Pastaraisiais metais dėl didėjančios žmonių migracijos daugelio šalių mokyklų klasėse mokosi įvairių kalbų ir kultūrų mokiniai, todėl daugiakalbis mokymasis ir mokymas tapo plačiai paplitusiu reiškiniu. Anglų kalbos mokymo ir mokymosi daugiakalbiame kontekste tyrimai tapo itin reikšmingi. Tačiau kitų kalbų (ne anglų) mokymui ir užsienio kalbų mokytojų praktikai šiame specifiniame kontekste iki šiol skirta nedaug dėmesio. Mokant labai kontekstualizuotos japonų kalbos daugiakalbėse klasėse kyla sunkumų, todėl mokytojai dažniau renkasi anglų kalbą kaip mokymo priemonę. Siekiant apžvelgti japonų kalbos mokytojų, kuriems japonų kalba nėra gimtoji, praktiką, buvo apklausti 274 mokytojai ir išanalizuoti jų atsakymai į klausimyną „Japonų kalbos mokymas daugiakalbėse klasėse per anglų kalbą (EMI)“. Šis klausimynas – dalis pasaulinio tyrimo apie EMI taikymą mokant japonų kaip užsienio kalbos. Jame nagrinėjama plati geografinė japonų kaip užsienio kalbos mokytojų praktika penkiasdešimt septyniose – daugiausia ne anglakalbėse – šalyse. Šiame straipsnyje daugiausia dėmesio skiriama įvairiems veiksniams, darantiems įtaką japonų kaip užsienio kalbos mokytojų norui naudoti EMI; juos galima suskirstyti į demografinius, kalbinius ir kontekstinius. Rezultatai atskleidė kelis reikšmingą įtaką turinčius veiksnius, pavyzdžiui, japonų kaip užsienio kalbos mokytojų darbo patirtis, aukščiausias įgytas išsilavinimas, švietimo pakopa, geografinis regionas, gimtosios kalbos grupė, japonų kalbos mokėjimas ir kitų kalbų mokėjimas (daugiakalbystė). Paaiškėjo, kad nedidelę įtaką darantys veiksniai yra amžius, mokymo metodikos / lingvodidaktikos studijos ir dėstomos japonų kalbos lygis. Japonų kaip užsienio kalbos mokytojų kalbinė kompetencija (ir anglų, ir japonų) patenka į atskirą įtakos kategoriją, kurioje pastebėtas reikšmingas skirtumas tarp kalbos mokėjimo lygio ir EMI vartojimo, itin išsiskiriantis aukščiausią anglų kalbos kompetenciją turinčioje grupėje.

**Pagrindinės sąvokos:** dėstymas per anglų kalbą (angl. EMI); japonų kaip užsienio kalba; daugiakalbystė; negimtakalbiai japonų kalbos dėstytojai; noras.