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## THE DIRECT METHOD AND MULTILINGUAL TURN IN TEACHING JAPANESE AS A FOREIGN LANGUAGE

### ПРЯМИЙ МЕТОД І МУЛЬТИЛІНГВАЛЬНІ ЗМІНИ У ВИКЛАДАННІ ЯПОНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

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#### ABSTRACT

**Purpose.** *The purpose of the article is to investigate the beliefs of Japanese native-speaker teachers (NSTs) regarding the direct method of teaching in the context of Japanese as a foreign language (JFL). The study aims to explore both the positive and negative perceptions of NSTs concerning this teaching approach, particularly in light of*

**Метою** статті є дослідження переконань носіїв мови – викладачів японської мови щодо прямого методу навчання в контексті викладання японської мови як іноземної. Дослідження спрямоване на вивчення як позитивного, так і негативного сприйняття ними цього підходу до викладання,

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the shift towards more multilingual strategies in language education.

**Methodology.** A global survey was conducted among 256 NSTs from 39 countries through Japanese language institutions spanning all educational stages. Data were collected over six months via a Japanese-language questionnaire administered through Google Forms. The survey included both closed and open-ended questions to gather quantitative and qualitative insights on teachers' perceptions of the direct method. Statistical analysis involved descriptive statistics for closed question responses and qualitative content analysis for open-ended answers, identifying recurring themes.

**Results.** Teachers identified key advantages of the direct method, including increased exposure to Japanese, alignment of instructional and target language, and fostering an immersive learning environment. However, significant challenges were also reported, such as difficulties in verifying comprehension, teaching abstract concepts, and maintaining student motivation. Additional concerns included the method's time-intensive nature, the high cognitive burden for beginners, and its limited applicability in mixed-proficiency classrooms.

**Conclusions.** Differences in teaching contexts across countries influence NSTs' adoption of the direct method, leading to an emphasis on balancing it with more structured approaches to cater to diverse learner profiles. Given the increasing multilingual nature of classrooms, a balanced instructional strategy that integrates the direct method with selective use of students' native language or English may offer a more effective framework for JFL instruction, particularly in international settings.

**Keywords:** direct method of teaching, Japanese as a foreign language (JFL), multilingual practices, native-speaker teacher (NST), teachers' beliefs, advantages and disadvantages.

особливо з огляду на перехід до більш багатомовних стратегій у мовній освіті.

**Методологія.** Було проведено глобальне опитування серед 256 носіїв японської мови з 39 країн через мовні установи, що охоплюють усі рівні освіти. Дані збиралися протягом шести місяців за допомогою анкети японською мовою, розповсюджені через Google Forms. Опитування містило як закриті, так і відкриті питання, що дозволило отримати кількісні та якісні дані про сприйняття викладачами прямого методу навчання. Статистичний аналіз включав описову статистику для закритих відповідей і якісний контент-аналіз для відкритих відповідей, що дозволило виявити повторювані теми.

**Результати.** Аналіз відповідей викладачів визначив основні переваги прямого методу, зокрема підвищену мовну зануреність у японську мову, узгодженість навчальної та цільової мови та створення сприятливого мовного середовища. Однак також було зазначено значні труднощі, такі як складність перевірки розуміння аутентичного матеріалу, викладання абстрактних понять і підтримання мотивації студентів. Додаткові проблеми включали велику затрату часу, високі когнітивні навантаження для початківців у вивченні мови і обмежену ефективність у групах зі змішаним рівнем володіння мовою.

**Висновки.** Відмінності у навчальних контекстах різних країн впливають на застосування носіями мови прямого методу, що приводить до поєднання цього методу з більш структурованими підходами для врахування різноманітних потреб студентів. З огляду на зростаючу багатомовність у класах, збалансована навчальна стратегія, яка інтегрує прямий метод із вибіркоvim використанням рідної мови студентів або англійської мови, може стати більш ефективною моделлю викладання японської мови як іноземної, особливо в міжнародному середовищі.

**Ключові слова:** прямий метод викладання, японська мова як іноземна, багатомовні практики, викладач-носій мови, переконання викладачів, переваги та недоліки.

## INTRODUCTION

As multilingual classrooms become more common, educators are called upon to embrace culturally responsive teaching methods, use students' linguistic skills as

educational resources, and create an inclusive learning environment where all languages and cultures are valued. By doing so, they can help students develop a strong sense of identity, maintain and celebrate their heritage languages, and acquire proficiency in multiple languages, preparing them to thrive in a multilingual and multicultural world.

The direct method in teaching foreign languages is a teaching approach that emphasizes oral proficiency, focusing on listening and speaking without translating into the learner's native tongue. Emerging in the nineteenth century to address the need for spoken fluency in modern languages, it aligns with natural language-learning processes, similar to how young children acquire their first language.

This method promotes active participation in conversations, vocabulary expansion, and reading development through direct interaction with the target language. Instead of explaining grammar explicitly, instructors use demonstrations, actions, and visuals, creating an immersive and engaging learning experience (Vireak & Bunrosy, 2024).

Researchers also explore direct and indirect language-learning strategies from students' perspective. Direct strategies, such as memorization and cognitive methods, actively engage with the target language, while indirect strategies, such as metacognitive and social techniques, support learning without direct interaction.

Abas et al. (2024) found that JFL learners who increase one type of strategy also enhance the other, highlighting their interdependence in language acquisition. Zaharuddin's (2019) research on Malaysian students learning Japanese found that while their overall reaction to the direct method of teaching was favorable, qualitative findings indicated that they continued to struggle with comprehending the lesson content.

The direct method of teaching Japanese was studied by several researchers (Bian & Jiang, 2019; Yamamoto, 2013; Zaharuddin, 2019, 2020). It offers several benefits, including the use of gestures and expressions to aid understanding, fostering interest in the target language, encouraging active participation, and being adaptable to learners from various backgrounds. However, it also has drawbacks, such as neglecting structured written work, being costly due to the need for extensive teaching aids, and being more effective for beginners while proving less suitable for advanced learners (Batool et al., 2015).

Japan is often considered a monolingual society, with very few people identifying themselves as bilingual (Kato & Kumagai, 2020; Saito & Turner, 2024; Turnbull, 2020). Research on second language acquisition (SLA) and third language acquisition (TLA) emphasizes the advantages that multilingual learners possess.

The research highlights how bilingual individuals benefit over monolinguals due to enhanced metalinguistic awareness, improved learning strategies, and a broader linguistic repertoire available in TLA compared to SLA (Cenoz, 2013). The Japanese language is often studied as a third language when learners already have a command of English due to its benefits as an international language or lingua franca.

There is a controversy surrounding the practice of multilingualism in the Japanese context. Kato and Kumagai's (2020) research found that learners in Japan adhered to using only one language to present themselves favorably and showed little appreciation for linguistic diversity. Conversely, while Turnbull (2020) notes that translanguaging

practices are prevalent in Japanese society, Iigo (2022) explores ways to encourage Japanese people to recognize and embrace their overlooked translanguaging practices.

Furthermore, global teaching practices are increasingly embracing multilingual approaches, with researchers highlighting their advantages (Spechtenhauser & Jessner, 2024). In today's interconnected world, monolingualism is often regarded as the twenty-first century's equivalent of illiteracy (Roberts et al., 2018).

Many individuals in Japan experience anxiety regarding their English-language education. The typical individual faces the challenge of struggling to use English effectively, even after years of study (Hiramoto, 2022). However, as JFL classrooms grow more multilingual (Luchenko & Kovinko, 2024), English increasingly serves as an intermediary language or a medium of instruction, with both native and non-native teachers incorporating it into their teaching practices (Hobbs et al., 2010).

The use of English as an intermediary language in Japanese language teaching was studied by Arashi et al. (2019a, 2019b) and Luchenko et al. (2024). In the Japanese setting, instructional methods are reexamined through English as lingua franca (ELF) and multilingual lenses, moving away from adherence to native-speaker standards and instead emphasizing ELF users' innovative application of diverse linguistic resources (Konakahara & Tsuchiya, 2020). The findings of Arashi et al. (2019a) and Luchenko et al. (2024) suggest that teachers selectively use both Japanese and English in their JFL classrooms.

This study is part of a larger research initiative focused on the use of English as a medium of instruction (EMI) in multilingual JFL classrooms. The **aim** of the article is to explore Japanese native-speaker teachers' (NSTs) beliefs about the direct method of teaching and to identify its advantages and disadvantages. Understanding these factors will help us comprehend why teachers often resort to using students' first language (L1) and EMI, rather than exclusively using the target language for instruction.

## METHODOLOGY

**Participants.** This study focused on native-speaking Japanese language teachers (NSTs) from non-English-speaking countries to examine how their beliefs influence instructional methods in multilingual classrooms. The research recruited participants through a worldwide survey disseminated via Japanese-language institutions identified using The Japan Foundation's database (The Japan Foundation, 2021).

Additionally, professional networking groups on social media platforms, including Facebook, were used to invite teachers to participate, regardless of whether they incorporated English into their teaching. The participants included instructors teaching within Japan as well as those teaching abroad in various educational institutions.

A total of 256 NSTs from 39 different countries responded, covering diverse geographical areas such as Asia, Europe, Latin America, and Africa. Countries where English serves as the main language were deliberately excluded to ensure the study concentrated on multilingual environments where English does not predominate. Participation was voluntary, and all responses were anonymized to ensure confidentiality.

**Procedure.** Data collection spanned a six-month period, from September 2023 to March 2024. Participants were asked to complete a 35-item questionnaire administered through Google Forms (see Appendix for the questionnaire), presented entirely in Japanese. The questionnaire was developed after extensive consultations with specialists in the Japanese language at institutes in Urawa and Kansai (Japan) during

Olha Luchenko's training for Japanese language teachers conducted by the Japan Foundation.

The questionnaire was piloted at these institutes in late August and early September 2023 to ensure its validity, effectiveness, clarity, relevance, and comprehensiveness. Feedback from language experts and potential respondents led to necessary revisions, enhancing its reliability and ensuring it effectively gathered the intended data.

The questionnaire contained a combination of closed and open-ended inquiries to gather quantitative and qualitative data on teachers' perceptions of the teaching methods (direct and indirect, using English as an intermediary language) in JFL classrooms. A cover letter accompanied the survey, stating the study's objectives and guaranteeing anonymity for all respondents (see Appendix).

The present article focuses on the NSTs' beliefs on the direct method (see Appendix for the questions included in the analysis). Respondents were asked to select from predetermined options regarding the advantages and disadvantages of the method (adopted from The World Japanese Language Centre, n.d.), with the opportunity to provide additional insights in open-ended response sections.

**Statistical analysis.** The collected responses underwent both quantitative and qualitative analysis. Descriptive statistics were employed to evaluate frequency distributions and trends in responses to closed questions. Bar charts were created to visually represent the levels of agreement with each predetermined option.

Open-ended responses were analyzed using qualitative content analysis, identifying recurring patterns and variations in teacher perspectives. Responses were organized according to emerging patterns and presented in tables for clarity.

The mixed-method approach provided a comprehensive understanding of teachers' perspectives on the direct method, combining statistical trends with qualitative insights to capture nuanced viewpoints.

## RESULTS

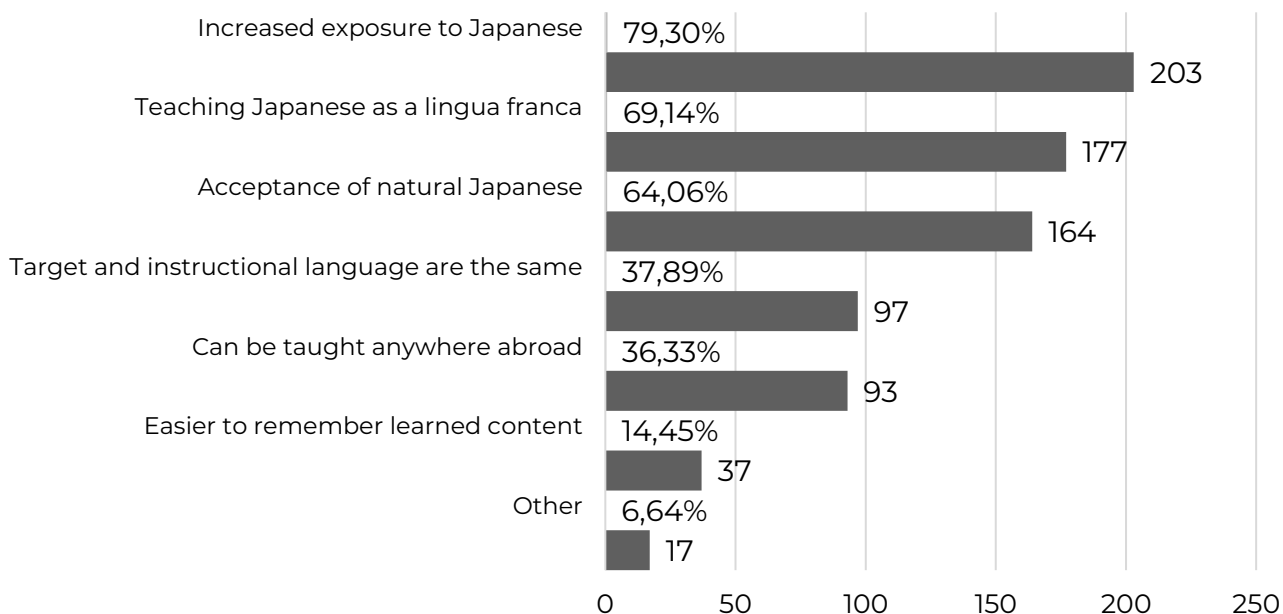
The results of our broader study confirmed that the direct method of teaching is still prevalent in JFL classrooms taught by NSTs in Japan. However, we also found that NSTs teaching abroad use a more diverse range of instructional languages, with almost half of all the teachers using students' native language (L1) as the primary language of instruction. We wanted to ask NSTs about the advantages and disadvantages of using the direct method. This could help us understand why and when they resort to using L1 and/or English for additional assistance.

Figure 1 presents the results of a question on Japanese NSTs' beliefs regarding the advantages of using the direct method in the JFL classroom. The question included six predetermined options with the possibility of selecting multiple answers, along with a free space for teachers to express their own beliefs on the matter.

According to the respondents, the main advantages of the direct method that received the highest levels of agreement include "increased exposure to Japanese", the ability to "teach Japanese as a common language", and the "acceptance of natural Japanese" as it is. Nearly one-third of respondents acknowledged additional benefits, including the alignment of target and instructional language and the opportunity to teach abroad. The least popular option was "easier to remember learned content".

**Figure 1**

*The advantages of using the direct method in the JFL classroom (N=256)*



Additionally, 17 of the respondents shared their views on the matter in the open-ended section (Table 1).

**Table 1**

*Other advantages of the direct method based on the content analysis of NSTs' responses*

Category	Examples of supporting statements	n
Supports long-term goals and retention	<i>"Although comprehension may take time, the direct method is more effective for language application."</i>	5
	<i>"Making trial-and-error mistakes in Japanese leads to deeper understanding."</i>	
	<i>"Learners tend to retain better what they discover on their own."</i>	
	<i>"The difficulty of speaking in Japanese decreases, reducing resistance and enabling learners to use the language more freely."</i>	
Encourages thinking in Japanese directly	<i>"It fosters greater intrinsic motivation to learn."</i>	4
	<i>"Learners develop the ability to think in Japanese."</i>	
	<i>"There are limitations to conveying Japanese meanings using English vocabulary, so direct thinking in Japanese is beneficial."</i>	
	<i>"Instead of using an intermediary language for translation, learners develop an intuitive ability to use Japanese directly."</i>	
	<i>"Rather than translating from their native language into Japanese, students develop the ability to express themselves directly in Japanese."</i>	

Promotes active use of target language	<p><i>“Students adopt a more active approach, being encouraged to ask questions or look up information when they do not understand.”</i></p> <p><i>“Opportunities for learners to speak Japanese increase, making it natural for them to use Japanese in necessary situations.”</i></p> <p><i>“Learners gain opportunities to study how to explain things in Japanese.”</i></p>	3
Facilitates smoother transition to higher level and real situation	<p><i>“The gap when transitioning from beginner to intermediate textbooks is minimized, making adaptation smoother.”</i></p> <p><i>“The hurdle of coming to Japan is reduced.”</i></p> <p><i>“The tendency to rely on other languages as a ‘crutch’ disappears, creating an environment where only Japanese is spoken.”</i></p>	3
Enables authentic interaction and social engagement	<p><i>“Learners acquire social representations (social norms and expressions) earlier.”</i></p> <p><i>“Authentic interaction becomes possible.”</i></p>	2

The responses from Japanese NSTs highlight several advantages of using the direct method for teaching Japanese. A major benefit is the increased exposure to the Japanese language, which “bridges the gap between beginner and intermediate levels” and leads to “lower hurdles when coming to Japan.” Additionally, this method fosters the ability to “think in Japanese”, moving beyond the limitations of relying on English vocabulary to convey Japanese meanings.

NSTs also emphasize the immersive environment the direct method creates. It increases “opportunities for learners to speak Japanese,” making it natural for learners to adapt to situations where Japanese is the primary language of communication.

As stated by one respondent “this method also eliminates the escape into multilingual environments, as it ensures that Japanese is the only language to be spoken.” Furthermore, the method encourages learners to take a proactive attitude, prompting them to “ask or look up the meaning” if they encounter unfamiliar words or concepts.

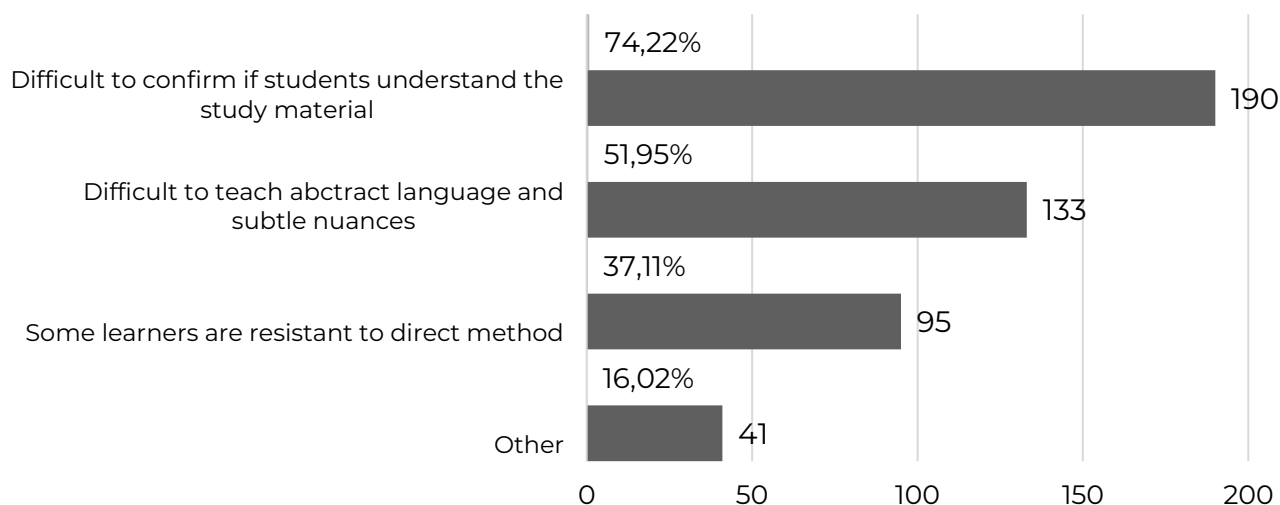
The direct method is also recognized for its capacity to accelerate the acquisition of social representations, motivating learners to “learn spontaneously.” Teachers noted that it enables “authentic interaction” and makes the language sensory, as learners process it directly rather than translating it in their heads.

Additionally, it offers an “opportunity to learn how to explain things in Japanese,” further reinforcing language proficiency. Overall, the direct method supports learners in engaging deeply with the language and culture, fostering both understanding and retention.

Further, we asked about the perceived disadvantages of using the direct method in the JFL classroom (Figure 2). The question presented three predetermined options, allowing multiple responses, along with a space for teachers to express their own beliefs on the matter.

**Figure 2**

*The disadvantages of using the direct method in the JFL classroom (N=256)*



The most commonly cited drawback, agreed upon by most respondents, is the difficulty of verifying whether students fully comprehend the study material. One respondent from Vietnam commented, “Lessons may progress without students fully understanding, especially if many students take a passive approach.” The second most acknowledged issue, agreed upon by nearly half of NSTs, is the challenge of teaching abstract language and subtle nuances with this method. A moderate level of agreement was identified regarding some learners’ resistance to the direct method, with one-third of respondents indicating this view.

Additionally, 41 respondents shared their opinions in the comment section. Comments mentioning basically the same as the given predetermined variants were added to the corresponding options. The rest indicated a range of other common issues that were not previously stated. Three NSTs mentioned not having difficulties with the direct method, and 38 NSTs expressed concerns about the disadvantages. We also included in the analysis the disadvantages mentioned by NSTs (n=3) while commenting on the previous question regarding advantages. Table 2 summarizes significant concerns teachers have with using the direct method exclusively.

**Table 2**

*Other disadvantages of the direct method based on the content analysis of NSTs’ responses*

Category	Examples of supporting statements	n
Time-consuming for learners and teachers	<p><i>“It takes time, reducing the time available for practice.”</i></p> <p><i>“Unlike Japanese language schools in Japan, securing enough instructional hours is unrealistic.”</i></p> <p><i>“Before learners become accustomed to the method, it takes time for instructions to be understood.”</i></p> <p><i>“A significant amount of time is required for lesson preparation and introduction.”</i></p> <p><i>“Teaching and memorizing a large number of vocabulary words takes time.”</i></p>	8

<p>High cognitive burden – especially for beginners</p>	<p><i>“If lessons proceed without prior preparation, it takes learners a very long time to understand... For those with poor self-study habits, even preparation is difficult, leading them to rely solely on classroom instruction, which further slows comprehension.”</i></p> <p><i>“Japanese itself may start to feel like a high hurdle for learners.”</i></p> <p><i>“Since both teachers and students can become frustrated, the direct method is better suited for intermediate levels and above.”</i></p> <p><i>“Some learners who start from zero may not understand or retain anything from the first few lessons.”</i></p> <p><i>“For beginner learners, it is easier to understand explanations given in their native language.”</i></p>	<p>6</p>
<p>Heavy preparation workload for teachers</p>	<p><i>“Preparing lessons, such as gathering examples and situational materials, is also challenging.”</i></p> <p><i>“A large number of illustrations and videos are required, significantly increasing preparation workload.”</i></p> <p><i>“Many teachers are unable to master it, even with training.”</i></p> <p><i>“If the teacher uses unnatural teacher talk, learners may not be exposed to natural Japanese.”</i></p>	<p>6</p>
<p>Mixed-level and mixed-age classrooms</p>	<p><i>“If there is a wide range of proficiency levels within a class, no matter how vocabulary is adjusted, some learners may feel dissatisfied.”</i></p> <p><i>“If learners in a class have different Japanese proficiency levels, significant differences in comprehension may arise.”</i></p> <p><i>“Learners may struggle to ask questions. Those who are slow to grasp concepts or inexperienced in language learning tend to be left behind.”</i></p> <p><i>“When teaching beginner adult learners, this method is not necessarily efficient.”</i></p>	<p>6</p>
<p>Students may become passive or lose motivation</p>	<p><i>“Since power dynamics become clear, learners tend to become passive.”</i></p> <p><i>“For beginners, the slow learning pace caused by the time-intensive method can affect motivation.”</i></p> <p><i>“Those with low awareness of Japanese may not persist in learning.”</i></p>	<p>5</p>
<p>Insufficient grammar explanations</p>	<p><i>“Grammar and vocabulary comprehension is often incomplete”</i></p> <p><i>“Older learners often want a solid understanding of grammar. If the teacher cannot explain grammar accurately in English or the learner’s native language, many students feel dissatisfied (as they believe this is the main reason for taking lessons with a teacher)”</i></p>	<p>3</p>

Linguistic and cultural distance	<p><i>“If the linguistic distance between languages is large, it is nearly impossible [to use this method]”</i></p> <p><i>“The greater the linguistic and structural differences between the target language and the learner’s native language, the more likely they are to abandon learning.”</i></p> <p><i>“Sufficient consideration must be given to the cultural meanings within the learner’s native language.”</i></p>	3
Learners rely on translation	<p><i>“Studying without native-language translations is burdensome for beginner learners.”</i></p> <p><i>“Teaching exclusively through the direct method is impossible outside of Japan. If it seems feasible, it is only because students are independently translating or using explanations for self-study and review.”</i></p> <p><i>“It is impossible to develop translation skills [in the classroom].”</i></p>	3
Misunderstanding	<p><i>“Learners may misunderstand certain concepts.”</i></p> <p><i>“When using pictures to teach, symbols in illustrations may be misunderstood or unrecognizable between Japanese speakers and speakers of other languages.”</i></p> <p><i>“There is no opportunity to accurately correct learners’ (perceived) misinterpretations.”</i></p>	3

Furthermore, an NST teaching in Finland pointed out that “[when] both local and international students are proficient in English, the use of the direct method presents unique challenges. Even at the beginner level, students often ask various questions, making it difficult to rely solely on visual aids such as pictures and gestures to explain concepts.”

Conversely, a participant from Japan argued that even though some learners find it difficult to express themselves in Japanese, using English does not always facilitate communication. For this reason, as emphasized by an NST from Thailand, it becomes “important to clearly convey the benefits of the direct method to the students” so they can understand its long-term advantages.

The importance of independent learning in the language acquisition process cannot be overstated. As highlighted by an NST teaching in Japan, “the notion that comprehension can be achieved solely through classroom instruction (or the teacher’s explanations alone) is hard to accept.”

This underscores the limitations that classroom teaching methods, particularly the direct method, can impose on learners. By fostering a culture of independent exploration and practice, students can deepen their understanding and enhance their language skills beyond what is taught in the classroom.

**DISCUSSION**

Our findings reinforce the widely recognized benefits of the direct method, particularly its emphasis on increased exposure to the target language, the creation of an immersive learning environment, and encouraging spontaneous communication. This aligns with

previous research highlighting its effectiveness in fostering communication skills, fluency, and engagement (Ali, 2020, Batool et al., 2015, Holubnycha et al., 2025).

However, despite the direct method's strengths, the study also reveals significant challenges. Japanese NSTs were eager to share their beliefs on the perceived disadvantages of the direct method. While they acknowledged the method's role in bridging the gap between beginner and intermediate levels and encouraging spontaneous learning, many also point out difficulties in verifying students' comprehension and teaching abstract concepts, and the high cognitive burden on beginners.

These concerns mirror the criticisms outlined by Richards and Rodgers (2014), who argue that the method's limited focus on reading, writing, and grammar explanations can hinder learners, especially beginners. Japanese NSTs also highlighted the method's time-intensive nature and its limitations in mixed-level classrooms or when the linguistic distance with students' L1 is vast.

While the direct method enhances language acquisition, many NSTs suggested that occasional use of students' L1 or additional instructional strategies may improve learning outcomes, making a more flexible approach preferable (Rudnyeva, 2024). Our research findings align with Zaharuddin's (2020) study, which found that the exclusion of L1 in the direct method should be reevaluated, as neither research nor literature strongly supports it. Its persistence in Japanese language teaching appears to stem more from long-standing tradition and early methodological influences rather than from proven effectiveness.

## CONCLUSIONS

The results suggest that the majority of respondents see the extensive exposure to the target language and the ability to use Japanese as a common instructional language as the primary advantages of the direct method. It compels learners to think and communicate directly in Japanese, fostering confidence and reducing reliance on English. Authentic interaction encourages active learning, helping students grasp the language intuitively through trial and error. While challenging for teachers, the method enhances retention and promotes a natural, spontaneous learning process, making it a highly effective approach for learners to progress from beginner to intermediate levels.

While the direct method promotes immersion, it also presents significant challenges when used exclusively in JFL classrooms. The major concerns pointed out by NSTs include the time and burden required for both teachers and students, difficulty in explaining abstract concepts, students' reliance on their own translations, limited student engagement, and the challenge of fostering direct thinking in Japanese.

The prevalence of multilingual classrooms signals a shift towards a more inclusive and culturally diverse educational landscape. By acknowledging and embracing the natural linguistic diversity present in educational settings, educators can significantly contribute to providing equitable access to quality education for all students. This approach not only nurtures multilingual competence but also fosters a deeper appreciation for the rich diversity of languages and cultures around the world.

In summary, a more balanced approach that combines elements of the direct method with occasional support in the learners' native language, as well as English as a medium of instruction (Luchenko, 2024), is likely to be more effective for JFL instruction, especially when teaching abroad.

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## CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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## APPENDIX

### **The English variant of a cover letter sent to official email addresses of Japanese-language institutions worldwide**

*To Japanese teachers.*

*Dear colleagues, we hope you are doing well.*

*We are an international research group from Slovakia and Ukraine studying the theme of “Japanese Language Education in a Multilingual Environment – English Medium Instruction Approach.” In a multilingual classroom, L1 (native language) can be changed to L2 (English) when targeting L3 (Japanese). Some issues arise in this regard: 1) the pros and cons of learning L3 (Japanese) through L2 (English); 2) the obstacles in the teaching process; 3) the sufficient proficiency level of L2 for transferring grammar structures; 4) how the transition develops to the learning of the target Japanese language using the direct method.*

*To solve these problems, we would like to conduct a questionnaire survey among Japanese teachers. The current preliminary study aims to investigate the state of EMI in multilingual classrooms in particular. That is why it would be beneficial if you answered the questionnaire even if you do not use English during your lessons.*

*The results of the study will be presented anonymously. The following questionnaire will require approximately 10 minutes to complete.*

*We would love to know about your experience and greatly appreciate your feedback.*

**Questions from the Questionnaire Used for the Analysis in the Article**

1. What do you think are the advantages of using the direct method? (multiple answers allowed)
  - Learners have more time to be exposed to Japanese.
  - Learners can accept natural Japanese as it is.
  - It is easier for learners to remember what they have learned.
  - The target language and the medium of instruction are the same.
  - Even learners with different native languages can be taught Japanese as a common language.
  - It can be taught anywhere abroad.
  - Other
2. What do you think are the disadvantages of using the direct method? (Multiple answers allowed)
  - It is difficult to confirm whether the learning items presented through pictures or actions have been understood as intended by the teacher.
  - It is difficult to teach abstract concepts or subtle nuances.
  - Depending on the learner, some may resist the instructional methods of the direct method and lose motivation to learn.
  - Other

The full Google Forms questionnaire is available online in Japanese at the following link: <https://doi.org/10.5281/zenodo.14677681>.