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**A CASE STUDY OF PARENTS' ATTITUDES TOWARDS HERITAGE  
LANGUAGE MAINTENANCE OF ENGLISH IN THE KANTO AREA OF  
JAPAN.**

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## **ABSTRACT**

Previous studies on the attitudes towards heritage language maintenance reveal about the importance that families give to heritage language in order to retain their home language legacy (Oriyama, 2010). All of this while they also supporting their children to integrate into the local society. Nonetheless, most of the research regarding heritage language maintenance has been focused on ethnic minorities and aboriginal languages (Brinton, Kagan, & Bauckus, 2008), thus leaving an important research gap regarding immigrant parents whose native language is broadly used, but live in a country where their home language is not spoken. That is the case of English speaking parents who are raising their children in a country where their heritage language is not commonly spoken.

This thesis aims at characterizing the attitudes towards heritage language maintenance of English of a group of four native English speaker fathers, each of them is married to a Japanese native speaker and they all live in the Kanto region of Japan. To achieve this objective, a case study was conducted in the form of a face-to-face interview with these parents. The study sought to describe the extent to which the parents' attitudes might affect the value and encouragement towards the maintenance of English as a heritage language in Japan.

The results of the study indicate that most participants showed favorable attitudes towards the language maintenance of English as a heritage language in Japan, revealing that parents considered that the maintenance of English was essential to preserve the cultural and family bond between the English speaker fathers and their children.

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## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the study**

To better understand the influence of parental attitudes towards heritage language maintenance, it is necessary to provide some definitions of the term itself. On this matter, Lee and Shin (2008) argue that the concept of heritage language can be used indistinguishable as "native language", "community language" or "mother tongue". Fishman (1999) also provides a synthesized definition, by calling it "a language of personal relevance other than English" (Fishman, 1999). Van Deusen-Scholl (2003), contributes to the characterization of heritage languages by noting the relation between immigrants and those who seek cultural connections through language with their ethnic minority communities. Finally, Lee and Shin (2008) describe heritage language as a language that is different from the official spoken language. In this sense, the authors establish that heritage language is a language spoken among family members that is different than the language spoken by the majority of the population of a certain area.

Previous research about heritage language has been done considering this phenomenon mostly as a social issue (Dömyei, 2003). Early studies on the topic of attitudes towards heritage language maintenance of English have involved a great deal of educational and sociological research on the topic (Valdes, 2005). Nevertheless, much of it has been conducted predominantly on families who speak minority languages (Brinton, Kagan, & Bauckus, 2008). As indicated by Okano (2012) and Tse (2001), few studies



have focused on widely spoken languages being spoken as a heritage language in other countries. Much less has been explored about the attitudes that English speaking immigrant parents have towards heritage language maintenance of English.

According to the Statistics Bureau of Japan (2015), the total population of Japan was estimated at around 127.110.000, from which 98.5% of its inhabitants correspond to the Japanese ethnic group. Japan has a remarkable homogeneous culture and society; and this homogeneity is also present in its language as well. According to the 2015 Population Census of Japan (2015), the Japanese language is spoken as a first language in Japan by more than 99% of the population, other languages which include Chinese, Korean or Tagalog, which are spoken mostly by immigrant speakers. On the other hand, long-term immigration in Japan has steadily increased, reaching 2.3 million people (2015 Population Census of Japan, 2015). According to the statistics from the Ministry of Health, Labor, and Welfare, 21,488 out of the 660,613 marriages registered in Japan during 2013 were between Japanese citizens and foreigners. Considering the number of marriages between national Japanese citizens and foreigners, the concern has been raised among scholars about the linguistic phenomena of language heritage maintenance in Japan (Brinton, Kagan & Bauckus, 2008). This has been a matter of general concern among immigrant families as well (Guardado, 2002), as heritage language maintenance might also affect the ability to communicate among family members or participate in cultural activities (Cho, 2000).

Multilingual families face a variety of situations that might endanger their use of heritage language, especially when their children begin their schooling years (Shin, 2005). When these families do not maintain their heritage language, they do not only face the loss of their home language, but they are also confronted with cultural identity conflicts (Guardado, 2002; Jeon, 2008). Heritage language loss can also affect their communication and family ties, as well as degrading communication among family members (Ro & Cheatham, 2007). On this matter, Fillmore (1991) explains that the loss of a heritage language might drastically affect family ties when language difference becomes a communicational barrier. Oriyama (2010) also explores the relation between home language and meaningful relationships; and describes how Japanese parents feel the need to communicate in their home language to fully convey their feelings and cultural traditions with their children. Fishman (1978) proposes that the importance of language prestige is linked with the attitudes that parents have towards heritage language, which might be positive or negative depending on how prestigious their heritage language is. Mills (2005) conducted another study that highlights the importance of heritage language maintenance on Pakistani families. According to Mills, Pakistani mothers regarded heritage language as the only way to connect with their traditions and cultural roots, enabling their people to preserve their community identity and traditional home language use.

Along the same line, Guardado (2010) and Hashimoto & Lee (2011) point at the benefits of parents having positive attitudes towards heritage language maintenance. These studies reveal that positive parental attitudes towards heritage language might

contribute to the development of cultural identity and literacy in heritage language performance by children of immigrant parents. Park & Sarkar's (2007) study also explores the attitudes towards home language maintenance, associating positive attitudes towards heritage language with advantages in bi-literacy, bilingualism, intercultural communication, family relationships, academic performance and professional opportunities.

## **1.2 Purpose of the study**

In order to gain insight regarding the importance of parental attitudes towards heritage language maintenance, a study was conducted with the aim of describing the attitudes towards heritage language maintenance of English of a group of four L1 English speakers married to four L1 Japanese speakers, who are parents and live in the Kanto area of Japan. The data for the study was obtained from a single face-to-face interview applied to the parents, who answered a set of semi-open questions regarding their attitudes towards heritage language maintenance of English. The aim of the study was to explore and characterize the participants' attitudes towards English as a heritage language.

## **1.3 Research objectives and questions**

The following research objective and questions oriented the study:

### **1.3.1 General objective:**

To describe the attitudes towards heritage language maintenance of English of a group of four L1 English speakers married to five L1 Japanese speakers, who are parents and live in the Kanto area of Japan.

### **1.3.2 Specific objectives:**

-To obtain self-reported descriptions from the participants in relation to their experiences and views towards heritage language maintenance of English in the Kanto area of Japan.

-To describe the attitudes towards heritage language maintenance of English in a group of four fathers living in the Kanto area, whose L1 is English and are married to a Japanese L1 speaker.

-To describe the attitudes towards heritage language maintenance of English four mothers living in Japan, whose L1 is Japanese and are married to an English L1 speaker.

### **1.3.3 Research question:**

What are the attitudes towards heritage language maintenance of English in a group of parents made of four L1 English speakers married to four L1 Japanese speakers who live in the Kanto area of Japan?

#### **1.4 Delimitation of the study**

As the study dealt with attitudes towards heritage language maintenance, it did not study heritage language loss. In relation to the participants of the study, the study only explored the parents' attitudes and not their children's.

#### **1.5 Organization of the study**

This thesis is organized into 5 chapters: Chapter 1 deals with the formulation of the research questions and the general and specific objectives of the study. Chapter 2 presents the review of literature to contribute with the understanding of heritage language, heritage language learning, bilingualism and parental attitudes towards heritage language maintenance and attainment. Chapter 3 describes the methodological design used to collect and analyze the interview data for this study. Chapter 4 reports the results of the study including a discussion of them. Finally, in Chapter 5, conclusions are presented summarizing the main findings of the study and also including some suggestions for further research on heritage language maintenance.

## **CHAPTER TWO: REVIEW OF LITERATURE**

### **2.1 Introduction**

Immigration involves a variety of social and cultural changes. While this is perceived to happen at a macro scale, it is important to recognize that most decisions towards heritage language maintenance are made by the families that are part of the immigration group. Among those changes related with immigration, Fishman (1978) recognizes the relevance of the different elements that immigration involves, such as cultural identity construction and heritage language maintenance, the author also states that these elements are all part of the migration process that affects immigrant families. The idea that heritage language might be influenced by these elements is also supported by Oriyama (2010), who indicates that these changes might also affect the communication among members of immigrant families, as well as their contact with their own cultural background. Furthermore, Shin (1991) proposes that that these changes can become more intricate when it comes to marriages between immigrants and local nationals who then later start a family with multiethnic children. As their children grow up in a multilingual environment, there are a series of decisions regarding which language to use, its context of use, and a series of language procedures that might be influenced by the attitudes that family members might have towards the local and heritage languages.

Due to the magnitude of the demographic, social and cultural changes associated with immigration, Montrul (2010) recognizes the relevance of heritage language phenomena as an emerging area of study within the field of applied linguistics. Fishman

(1978) also refers to the importance of conducting studies about immigration, noting that heritage language maintenance has gained an important role among immigrant families due to the benefits associated with the preservation of their cultural language. Baker (2011) also adds to the discussion by stating that families who migrate have an important position regarding the use of their native tongue and the target language of the host country.

Among other authors supporting the importance of maintaining heritage language, Krashen (1999) supports the idea that in English speaking contexts, heritage language should be maintained to help heritage learners perform better at school. Among other benefits associated with the maintenance of heritage language, the author adds that heritage language can help learners with second language acquisition and their integration into the target society. From a different perspective, Fillmore (1991) warns about problems associated with cultural and educational development as the consequences of losing heritage language. Such problems may affect the social and emotional development in multi ethnic children. Furthermore, Guardado (2010), indicates that parents' view about heritage language maintenance is not only a way to preserve a mythic past but it is also a way to help their children develop a multicultural identity, which he argues, fits better with the actual global ways of thinking.

Current evidence in the literature widely supports the benefits of minority language maintenance (Becker, 2014). However, the literature concerning English as a heritage language is still scarce.

In order to understand the relevance of parents' attitudes towards heritage language maintenance in Japan, this chapter presents an introduction to the initial studies on heritage language maintenance, followed by the definition of heritage language learners and bilingualism as well as the relevance of parental attitudes towards heritage language acquisition. The chapter follows the role of heritage language maintenance as a cultural and generational bridge. The chapter develops the contribution of heritage language maintenance to academic and professional achievements and covers the impact of negative attitude towards language acquisition. The last section of this chapter also explores the linguistic ideologies towards English in Japan.

## **2.2 Understanding heritage language**

Brinton et al (2008) state that studies about heritage language were initially conducted in the United States during the 1950s and 1960's. During that period of time in the US, there were a series of social movements originated from the civil rights movements which promoted the appreciation of ethnic and cultural identity. The same authors add that this novel, cultural and ethnic appreciation was also later influenced by the academic community, which then started to get involved in language heritage research as we know it today. Grosjean (1982) and Heller (2003) also recognize the increasing value that bilingualism has in the modern society and the impact that heritage language seems to have with social aspects like multiculturalism, bilingualism and international communication. According to the authors, these aspects might be highly valued by a tightly interconnected society.



Despite the extensive work on heritage language maintenance (Oriyama 2010), the current literature still offers a perspective on heritage language from the standpoint of a minority language, which according to Grin (1992), can be defined as a language that is spoken by less than the 50% of the population of a specific area. This perspective leaves a considerable gap in the literature regarding the maintenance of more broadly spoken languages, such as English. This is the case of English speaking immigrant families, who also face the problem of English as a heritage language to be maintained (Kubota, 2010; Crystal, 2003).

### **2.3 Heritage language learners and bilingualism**

Becker (2001) emphasizes the importance in recognizing that a heritage language learner is not alone, but inserted into a community; thus the importance of considering family and community context as part of these heritage learners' experiences. More specifically, Valdes (2000) remarks about the diversity of heritage language learner population. In consideration of this problem, the author indicates that: "Heritage language learners are born into households where a language other than English is spoken and they are bilingual, at least to some degree" (Valdes 2000:73).

Although it is difficult to find just one definition of heritage language, most authors have contributed to the discussion from a perspective where English is the official language, so then, any other language different from English is to be considered a heritage language (Crystal, 2003). Montrul (2010) refers to the use of the term "heritage speaker", which denotes those speakers who belong to a linguistic minority and are exposed to their

home language while growing up learning the local language. According to Montrul, for these speakers the goal is to become fluent in both, the local and their heritage language. This is the point where different authors come with different views of bilingualism (Baker, 2001). Bloomfield (1993), for example, states that to be a bilingual person, the ability in their second language must be of a similar level of proficiency as their first language.

In contrast, Baker (2001) proposed a description of bilingualism in which bilingualism does not involve the competition of mother and target language. This contrasts with the proposal made by Cummins (1977), which involves additive and subtractive bilingualism. While the first one happens when the first and second language are learned without major conflicts, subtractive bilingualism involves conflict, mixing and partial losing of one of the languages, which might affect first and second language acquisition. A model of additive and subtractive language acquisition has been proposed by Jang (2015), the author draws from the case of Spanish as a heritage language in the United States, where immigrants are likely to lose their heritage language due to the monolingual environment characteristics of the country. Considering this context, Jang (2015), presents the case of additive bilingualism present in the Canadian-French immersion programs, where learners develop fluency in French and English at the same time.

Montrul (2010) also confirms that heritage language speakers are a particular case of bilingualism. The author explains that these speakers usually have some command of their home language. Such command usually depends on the amount of home language

exposure, type of register and cultural or community contact with their heritage language. Consequently, as these learners are more exposed to the majority language, they exhibit a better command of it. Montrul (2006) also states that for most heritage speakers, their home language proficiency is weaker than the local spoken language. The same author also adds that this proficiency can range from only receptive skill (listening) to more advanced literacy abilities, depending on a variety of linguistic circumstances.

#### **2.4 Parents' attitudes and heritage language attainment**

As part of the context that affects the maintenance of heritage languages, Baker (1992) and Tse (1998), state that when it comes to children's language learning, the role of the parents' attitudes towards languages is crucial to achieve language attainment. Baker (1992) also states that parents' attitudes can have a considerable affect in their children's own attitudes towards the acquisition of heritage language. Bartram (2006) also points out that mothers have an essential role with regard of the children's heritage language learning. As mothers, in most cases, serve as a language model for their children, they have a significant impact on the attitudes towards language acquisition (Bertran, 2006). Cunningham (2001), also adds that parents' attitudes towards language learning can influence their children's attitudes towards the acquisition of a second language.

Baker (1992), suggests that in order to understand the importance of heritage language, a great deal of attention must be paid to the understanding of attitudes towards it. Baker also remarks how attitudes influence and affect the outcome of language learning in multilingual families. Bohner & Dickel (2011), refer to attitude as a sum of positive or

negative emotions. The same authors define attitudes as feelings and beliefs towards people, things and ideas.

Baker (1992), expands this idea by stating that attitudes are closely related with motivation towards objectives and goals, thus affecting the success of heritage language acquisition. Bohner & Dickel (2011) define a attitude as a mean of self-perception and as a result of observation of other persons' behaviors. This definition contributes to the understanding of how motivation influences the linguistic and attitudinal preferences towards language acquisition. Baker (1992) states that attitudes consist of three main components: *cognition*, that corresponds to thoughts and beliefs; *affect*, that relates to feelings and emotions towards and object, and *readiness for action*, which refers to the tendency towards language behavior.

It is important to note that in this definition Baker does not differentiate motivation from attitudes, considering that both can influence language behaviors (Baker 1992). From a sociological perspective, Silverstein (1985) also contributes to the understanding of attitudes in language, by referring to language as a form of social behavior. This behavior integrates the speakers' ideas about meaning, function and value with the different ways of speaking and how languages are used.

On this matter, Gardner & Lambert (1972) identify two kinds of attitudes towards languages: integrative language attitudes and instrumental language attitudes. The former refers to a type of attitudes in which the learner has the intrinsic intention to integrate himself within the language and culture being learned. Learners having this attitude

towards a specific language, not only learn with the only objective of proficiency, but also aim to integrate and expand their knowledge of the culture of the language being learned.

On the other hand, an instrumental language attitude, implies that the learner's main attitude towards the language is motivated by a more empirical intention that is closely connected to their own personal goals. In this case, learners acquire the language only to achieve very specific goals, without further incorporating any cultural aspects of the language learned. From these two kinds of attitudes towards language acquisition, an integrative perspective could better describe the attitudes present behind heritage language maintenance, as this seems to be socially interrelated with the family and community contexts.

Bartram (2006), states that attitudes towards language learning can affect considerably children's second language learning and motivation. Bertram studied a group of foreign language learners and their parents, finding that those parents who showed positive attitudes towards second language learning influenced their children language proficiency to perform better in language acquisition. However, those parents whose attitudes were negative towards foreign language learning, adversely affected their children's language learning and proficiency.

In addition, Baker (1992) and Chou (1999) also point out that, among parents, attitudes are considered important to improve their children proficiency when it comes to the acquisition and promotion of a particular language. Baker (1992) also adds that parents' attitudes are closely related to the success or failure of their children's learning of a target

language. O'Rourke (2005), in his study on attitudes towards Irish language, also refers to the importance of parental attitudes by saying that parental support for the language, while children are growing up, has a considerable effect on their attitudes towards the language and the success in their children's heritage language acquisition.

In relation with language maintenance, Baker (2001) adds that attitudes towards a particular minority language might affect language maintenance. The author not only refers to language maintenance, but also notes the effect that attitudes might have towards other socio-linguistic phenomena like language restoration, language shift and even language death. This aspect is crucial when it comes to the maintenance of the heritage language at home. Hancock (2002) remarks that home literacy experiences in heritage language positively influence the development of the target language, thus contributing to the acquisition and maintenance of second language and culture-related elements.

While the heritage language issue has been studied by different authors, they all have given a great deal of importance to how parents attitudes can shape the outcome of the maintenance of heritage language in their children. These studies have revealed the relevance of exploring how parents' attitudes can influence their children's' attitudes towards language acquisition and the importance of incorporating the family and community contexts in the study of those processes.

## **2.5 Heritage language maintenance as a bridge for filial and cultural connection**

The impact of positive parental attitudes towards heritage language and the link to children's success in heritage language acquisition has been discussed by different authors (Garcia, 2003; Shin 2005; Wong Fillmore, 2000). Among the reasons behind the interest towards heritage language studies, lies the important role that positive attitudes hold in the preservation of ethnic language, culture and identity (Guardado, 2002; Hashimoto & Lee, 2011; Oriyama, 2010). Yan (2003) and Fillmore (2000) also believe that parents who hold positive views towards heritage language, see its maintenance as a cultural bridge to connect their local born children with their home country families. In most studies, this communication is also seen as a deep and meaningful way to preserve their traditions, which is considered as something that cannot be attained by the means of any other tongue apart from their heritage language (Yan, 2003).

Authors like Krashen (2017), Shin (2004) and Park (2007) remark the importance of heritage language maintenance among immigrant families. These authors have also explored the relevance that heritage language maintenance has in accordance with the preservation of culture. Shin (2004) studied the importance that heritage language has for Korean parents to preserve their culture. In his study, he explored the case of 250 Korean families living in New York, and the reputation that these families gave to the maintenance of their heritage language. The study showed that Korean parents encouraged their children to maintain their mother tongue in order to preserve community connections and to facilitate access for better job opportunities and education.

Oriyama (2010) also agrees that the value that families give to heritage language maintenance is generally associated with positive views on cultural identity, family ties, educational opportunities and professional career. Oriyama (2010) also observed a group of Japanese parents living in Australia, who wanted their children to preserve their Japanese language as a sign of truly being Japanese. According to the participants in the study, speaking Japanese had a strong connection with their identities as Japanese people.

On this matter, Guardado (2002) associates parents' attitudes with the success of maintaining heritage language in their kids. The study made by Guardado (2002) explored the maintenance of Spanish in a Hispanic community in Canada. The study revealed that most of the responsibility of language maintenance is perceived to rely on parents. In fact, when the loss of their heritage language happens, this is perceived from the Spanish community members as parents' lack of responsibility towards language maintenance.

Fillmore (1991) also highlights the importance of attitudes and their connection with heritage language maintenance. On this regard, Fillmore states that these attitudes contribute to preserve cultural connections with family members. In his work, the author states that heritage language has a relevant role to maintain communication among family members and with the heritage language community. Mills (2005), in a study regarding Palestinian refugees, notes the importance of immigrant's motivations towards language maintenance and highlights the issue of transferring tradition through language. The author also recognizes the crucial role of language in the preservation of culture and tradition in immigrant communities.



Mills (2005) covers the importance that heritage language has on refugees to encourage the following generations to maintain their cultural identity and language. The two most important motives for that were religion and family, for which the participants expressed great concern as part of their attempts to preserve their culture. A similar study made by Martin (2009), offers similar results on the Arab-American parents' attitudes towards their children's heritage language maintenance. Some of the reasons expressed about the importance of maintaining their heritage language were the preservation of Arabic as the only way to preserve culture. In his study, the participants stated that learning Arabic promotes a sense of identity and pride among those who were not born in their homeland. As previously supported by Mills (2005), one of the main reasons for conserving the heritage language is to preserve the home culture among immigrant families.

On this matter Anderson (1991) remarks the relation between language and identity, according to Anderson, language constitute an important symbol of identity and a boundary among its members. Concerning the importance placed on heritage language maintenance, Pujolar (2000) also remarks the importance of bilingualism as part of the means to maintain social identity. According to this view, bilingualism allows communities to be formed and paired according to their respective linguistic heritage.

Hashimoto & Lee (2011) and Oriyama (2010) also point out how parents view heritage language maintenance as a way to preserve social identity. Oriyama (2010) also adds that parents might perceive language as part of their children's distinctiveness, thus

highlighting the importance of heritage language preservation. In addition to ethnic identity and heritage language, other studies describe how parents consider that heritage language might have a crucial role in family relationships among its members (Kubota 2010; Oriyama 2010). In the same way, Fillmore (1991, 2002) also remarks the connection between lost heritage language and the unsuccessful relation between generation members.

It can be concluded that heritage language seems to be very important when it comes the connection of generational gaps between immigrant children and their heritage family members. While the loss of heritage language may have a critical impact on immigrant families, current research shows that successful heritage language maintenance results in positive outcomes, contributing to develop a cultural and linguistic heritage, as well as strong ethnic identities and healthy family relationships (Guardado, 2002; Farruggio, 2010; Kim, 2011).

## **2.6 Professional and academic benefits of heritage language maintenance**

It has been discussed that heritage language maintenance not only contributes to cultural identity and family relationships, but it might also benefit speakers in literacy and professional development. Lao (2004) asserts that heritage language maintenance might contribute to achieve better academic levels regarding children who belong to multicultural families. In addition, Krashen (1999), also mentions the benefits that might be related with academic achievement and literacy in multilingual contexts. Likewise, Reyes & Moll (2005) also studied the benefits of English speakers who maintained Spanish in the United States. In their study, the authors noted an improvement in

metalinguistic awareness associated with the transfer made from their local to their heritage language, which contributed to a better literacy development in both languages.

More recent evidence on heritage language have suggested that positive parents' attitudes towards heritage language maintenance might contribute to their children's academic, professional and social life in the future (Kubota, 2010 and Hashimoto & Lee, 2011). In addition, Oriyama (2010) also examines the parental perception of heritage language maintenance as a way of learning other languages too, thus contributing to their child's education towards becoming part of a more global community. Cho (2000) also identified the benefits associated with heritage language maintenance, such as sociocultural value and a better understanding of multi-cultural values. Likewise, Kim (2011), claims that heritage language maintenance might help to obtain career benefits in Korean families, as it helps them to better assimilate the culture of business associated with the Korean society. Lao (2004) in his study, established a strong relation between parents' attitudes and language maintenance associated with cultural and professional development. In his study, 86 parents in the United States, supported the maintenance of their children's heritage language. Among the main reasons supporting language preservation, these parents believed that maintaining their heritage language had a close relationship with better employment opportunities, positive impact in cultural identity and better ethnic community opportunities for their children.

Likewise, Giacchino-Baker and Piller (2006), explored parents' attitudes towards heritage language programs for English-Spanish first and second generation of immigrant

families from United States. The study found that parents supported their children in developing proficiency in foreign languages, as it was seen by them as an instrument to achieve literacy abilities and instrumental advantages derived from bilingualism that might contribute to the achievement of professional development.

## **2.7 Negative views towards heritage language maintenance**

Although most studies on heritage language maintenance have concluded that most parents' attitudes seem to favor heritage language maintenance, there are also cases where negative perceptions can be held towards heritage language (Baker, 2014). Jean (2008) and Jang (2015) have reported cases where Korean immigrant parents, living in United States, have pushed their children to quickly assimilate English, while opposing their children's opportunity of maintaining their heritage language. Jean (2008) explains that this as a result of the social pressure to quickly become part of an English-speaking society.

Baker & Piller (2006) believe that when parental priorities differ in language acquisition, their attitudes might affect negatively the maintenance of heritage language. The authors further exemplify this through the cases where parents give more importance to academic subjects at formal education, as opposed to that of the maintenance of the heritage language in their children. Bartram (2006) in a study of foreign language learning in the United Kingdom, also reported that parents might be against the acquisition of a language other than English. Among their motives, parents reported that academic

subjects were more important than foreign language learning. In cases like these, parents' attitudes can induce children to gradually lose their interest in learning other languages.

Other studies have explored the reasons behind negative attitudes towards the maintenance of heritage language. Jeon (2008), associates most of these negative views as part of an attitudinal shift from an older to newer generation of immigrants. The author explores the attitudes of a group of first generation Korean parents who migrated to the United States. Among their concerns regarding the process of immigration, the quick assimilation of the local language was among their priorities. This contributed in some cases to avoid the use of Korean at home, in order to help the acquisition of English by their children. This eventually undermined the relationship between a younger and culturally immersed generation of Korean immigrants and their older counterparts who stayed in their home countries. Jeon's study also reveals an attitudinal switch towards the preservation of Korean language in the United States. This new revival of heritage language preservation comes from young parents who want their children to build a Korean-American identity without abandoning their cultural roots present in their language.

## **2.8 Linguistic ideologies and the perception towards English in Japan**

The study of linguistic ideologies towards English in Japan is essential to understand how linguistic attitudes are influenced by social values and the belief systems that affect languages. These ideologies towards English language in Japan are described by Seargent (2008), who studied how English is perceived in Japan. According to Seargent,

these ideologies not only influence the mainstream educational policy towards the teaching and learning of English, but also the general social perception towards the English language. In his study, Seargent states that ideologies towards English are never fixed, but always in a process of fluctuation depending on the social and political perspectives on a theme.

Oriyama (2010) also indicates that ideologies are commonly accepted notions, which are unconsciously rooted in society. According to Oriyama (2010) and Gee (1988), these notions manifest in the way people structure their language to express themes, values, and their particular view of the world. Wollard & Schieffelin (1994), also states that language ideologies might be defined as self-evident ideas concerning the role of language in the social experiences of members and their cultural system.

In regard to language ideologies towards English in Japan, Holliday (2005) also notes that native English speakers are usually perceived in Japan as a representation of Western culture. The author discusses the positive views towards English speaking cultures, which are usually over-emphasized and exaggerated. On this matter, and regarding the ideologies behind linguistic decisions, Spitulnik (1998) argues that language ideologies represent the construction and legitimation of power. The author also defines language ideologies as the reproduction of social relations and cultural stereotypes about types of speakers and social groups.

Ideologies can also be present at a more political level. Tollefson (1991), warns how ideologies can be rooted in the institutional agenda, thus influencing what is taught

at schools as a reproduction of society's ideologies. Although Japan does not have a policy aimed at the preservation of English as heritage language for immigrants living in Japan, English as a foreign language is widely studied from junior high school to university level (Maher, 1997). In recent years English has gained a particularly important place in the Japanese curricula and has also gained an increased number of users who perceive English as an international language for education, business and leisure (Kubota, 2016).

Initial descriptions of the instruction of English as a second language in Japan are reported by Koike (1978:4-5), who provides an early portrayal of teaching English in Japan: "In general, reading comprehension skills are fostered, while hearing and speaking skills are less stressed. This can be partially explained by the history of Japan's relative isolation from English-speaking culture. English usage within Japan was largely limited to the translation and critical study of foreign works. Even today, because university entrance examinations require English reading comprehension, high schools often neglect the development of hearing and speaking skills". This implies that Japan, has put a lot of emphasis on English language as a mean of evaluation system, rather than an instrument of social communication.

Regarding limitations on the instruction of English as a foreign language, Seargent (1998) contends that English language teaching in Japan appears not to have significant progress since then. Honna (1995: 126) describes the situation in the following terms: "Articles on the subject still comment on the priority given in the education system to reading comprehension and the grammar-translation method, and on the neglect of

listening and speaking skills, while the need for a more communicative-based approach has been a constant refrain over the last three decades”. This indicates how Japan throughout the last years has been stuck in a deep study of the English language, disregarding a more communicational approach of the language.

According to Beau (1987), the initial negative gap in positive ideologies towards English in Japan might be explained by previous conflicts between Japan and United States during the second world-war and the following occupation after the conflict. The same author also describes other forms of Japanese traditional movements to alienate social elements that might affect their identity as Japanese people. Beau also describes the issues regarding the 日本人論, “*nihonjinron*”, or so-called uniqueness and uniformity of Japanese society. While Shirley (2009) describes this as a compendium of thoughts describing the cultural identity of Japan, Kubota (1998) reports negative linguistic ideologies towards the use of foreign and minority languages outside of Japanese. These negative attitudes, present in the form of resistance towards the westernization of Japan, were associated, according to Kubota, as a way to protect Japanese cultural identity from cultural transformations that might endanger the identity of Japanese people.

Befu (1987) also states that origins of the “*nihonjinron*” ideology are associated with an effort to preserve the Japanese cultural identity, after the Second World War, this identity suffered a dramatic post-war westernization that was perceived as a threat against the uniqueness of Japan (Befu, 1987). In agreement with Befu, Tsuda (1990) also explains the relationship between the “*nihonjinron*” and the aversion towards English can be seen



as a defense mechanism that reflects the attitudes against failed attempts to incorporate English as an official language in Japan. Kubota (2016) proposes instead that the development of communication skills of English without the rejection of one's linguistic and cultural identity.

Present studies about positive perceptions of English in Japan are related with the general acceptance of English as a global language (Seargeant, 2009). Kubota (1998) argues that positive attitudes towards English are based on the perception of English and their speakers as civilized people from developed countries. The author also describes the ideological appreciation of English present in loan words, commercial products and even governmental institutions.

Although there is some controversy, like the one associated with the *nihonjinron*, there is a consensus in the available literature that ideologies towards English in Japan are moving towards an understanding of globalization as a cultural and economic opportunity to better develop international communication (Seargeant, 2008). The current discussion on the topic observes a general movement towards equality in communication among people with different cultural and linguistic heritage.

## **2.9 Self-reported descriptions**

One of the aims of this study was to obtain self-reported descriptions from the participants in relation to their experiences and views towards heritage language maintenance of English in the Kanto area of Japan. This not only included their

descriptions towards their attitudes, but also towards their own language proficiency and their family members.

Regarding these self-reported descriptions, Marian et al (2006) points out the lack of continuity and formality regarding the assessment instruments in bilingual research. The author also establishes that valuable research data comes from the participants' own self-assessed information. On this matter, Shameem (1998) supports the validity of self-report scales as a measure for proficiency of language performance in linguistic research. The author also conducted a study on self-reported language proficiency in the Indo-Fijian immigrant community, addressing self-reported ability of the respondents and comparing the self-reported ability with more formal assessment tools. The results of the study suggested that, although a certain degree of discrepancy was expected, the self-report evaluation tool confirmed the reliability of the self-assessment language scale of performance.

A similar case, with some variations, can be seen in Hakuta and D'Andrea (1992), who utilized self-assessment reports with Mexican descendant high school students from United States to evaluate their own communicative performance in English as second language, although the study showed that the respondents slightly under evaluate their own performance as a sign of humbleness.

Other authors also suggest that bilinguals can be assessed by language experience and proficiency across different linguistic domains (Fledge et al., 1999;). Chincotta & Underwood (1998) notes that bilinguals are able to assess their own language proficiency,

when comparing this self-evaluation with more formal assessment tools, the results do not seem to be dramatically different (Shameem, 1998).

It can be concluded from the literature review that, in contexts when a heritage language has to be maintained in an immigrant community, the self-evaluation performance can play a relevant role in actively evaluating the communicative performance in the heritage language contexts.

## **2.10 Conclusion**

English heritage language speakers in Japan have been constantly increasing in number and immigrant mixed families with children are confronted with heritage language loss. Most immigrant parents wish for their children to maintain their heritage language, so their children can preserve their cultural identity and family ties. These parents also perceive that succeeding in maintaining English as heritage language might contribute to obtain better educational and career opportunities for their children.

As the responsibility for heritage language maintenance relies mostly on immigrant families, the role of parents and their attitudes towards language maintenance seems to result in successful heritage language speakers. For these families to succeed, the current literature indicates that parental attitudes towards language maintenance play an important role.

Although the literature about heritage language maintenance is not scarce, there is a critical gap regarding the maintenance of English as heritage language in Japan. The

study reported in this thesis intended to bring an insight from the families who need to maintain English as heritage language in Japan.

## CHAPTER THREE: METHODOLOGY

### 3.1 Introduction

The study reported in this thesis sought to explore the social phenomenon of attitudes towards heritage language. This study took a qualitative case study approach to explore the attitudes of parents towards heritage language maintenance of English in Japan.

To better contribute with the characterization of the participants' attitudes, the interview was followed up by observations and notes derived from the interview. The interview data was transcribed and thoroughly examined through thematic analysis to identify and reports patterns within the interview data. This process led to the initial codes present in the that, which later formed the initial themes that helped to describe the attitudes towards heritage language maintenance.

### 3.2 Research question

The study was guided by the following research question: *What are the attitudes towards heritage language maintenance of English in a group of parents made of four L1 English speakers and married to five L1 Japanese speakers who live in the Kanto area of Japan?* To answer this question, the study examined the attitudes towards heritage language maintenance of English of four L1 English speakers married to four L1 Japanese speakers. All of the participants for this study were parents who live in the Kanto area of Japan. The study took a case study approach, using a qualitative research method to describe parents' attitudes towards heritage language in Japan. The data from the

interview was transcribed and the data analysis was supported by observations and notes taken by the researcher, following the techniques by Stake (1995) and Yin (2003).

### **3.2 Participants and context**

All participant fathers were L1 English speakers whose ages ranged from 35 to 47 years old. With an average of 14 years living in Japan, they were all married to Japanese L1 speakers, whose ages are ranged from 35 to 43.

To select the married couples, a reputational sampling was used to identify and select the participants. The reputational sampling involves the selection of participants based on the opinion and experience of professional experts in the field. These experts contributed by helping with gathering representative cases for the study (McMillan & Schumacher, 2001). For the reputational sampling, two community experts from Kanda Institute of Foreign Languages were consulted to guide the identification and selection of participants for the interview. The consulted experts were active English teachers and researchers with more than 20 years of experience in the field, they also had several academic publications regarding applied linguistics and language learning in Japan.

For the study, the respondents' identity and personal information were not disclosed. Kaiser (2009) advises to maintain the participants' confidentiality, as it might be a reason of concern for the respondents. Guillemin and Guillam (2004) also refer to the process of obtaining approval to conduct research as an integral element for procedural ethics that should be present in any qualitative research. For the reason aforementioned,

before the interview, the participants were provided detailed explanation about how the information given was going to be used, the purpose of the research, and the university the researcher belonged to. A consent document (see Appendix 6) was also given to the participants prior to the interview; the written consent included relevant information about the proper use of their data and the protection of their confidentiality. As the identity of the participant families and its members was not disclosed, an identification label, or pseudonym was assigned to each participant of the families and their members.

As the study explores only the parents' attitudes towards heritage language maintenance, their children were not interviewed. Nonetheless, the researcher asked the participants to have their children present during the interview process. This allowed the researcher to make observations and take notes regarding the language interactions that might provide insight into their attitudes towards heritage language among family members during the interview. Additional demographic and social information were also provided by the participants for the purpose of this study.

A brief description of the families and their use of language is provided here to a better understand their social and linguistic context:

**3.3.1 The Clifford family:** Mr. Clifford and Mrs. Clifford are in their late 30's. They have been living in Chiba prefecture for almost 14 years and have two children aged 4 and 3 years old. Mr. Clifford is a college teacher who works as a supervisor for the English program of two-year college in Tokyo. Mrs. Clifford is the owner of a small English academy, mostly focused on English programs for children and conversational

English for adults. The academy also offers other recreational activities in English like painting workshops and yoga lessons. Their children also participate in some of the English workshops and actively talk, in English, to the other teachers and English speakers who work at the academy. Their children attend a public school located close to their home and they also complement their English education with their participation at the academy with other Japanese children who study English. They all live in an apartment in the same building where the family run the English academy. Their location is close to Chiba station, which directly connects to Tokyo main area within approximately an hour and is surrounded by a variety of shopping areas and restaurants.

**3.3.2 The Brandley family:** Mr. Brandley came to Japan eleven years ago. From the very beginning of his stay in Japan, he started working as an English teacher in Tokyo and then married his wife around seven years ago. Mrs. Brandley is also an English teacher who teaches English at a public junior high school in Tokyo. Her husband works as a teacher for different Universities that are close to his home in central Tokyo. Their daughter, aged 3, attends a public kindergarten from morning to evening. They all live in an apartment close to Ueno station, which connects to most central places around Tokyo. Their central location allows them to commute by bicycle or take the train to reach their work.

**3.3.3 The Ken family:** Mr. Ken and his wife live with their two children outside the central area of Tokyo. Although they live in the Saitama prefecture, commuting by train to central Tokyo takes about an hour. The surroundings of their house are mostly



considered a suburban area and means of travel to the supermarket or to the closest stations require a ten-minute drive by car. Mr. Ken teaches English at one college in Tokyo and one university close to his house. Mrs. Ken is studying an undergraduate program in psychology, and at the same time she also takes care of the children after school. They have two children aged 2 and 4 years old, her oldest daughter is already attending a public kindergarten close to their house, while their younger son started going to the nursery school close to their house.

**3.3.4 The Mayer family:** Mr. Mayer has been living in Japan for about 20 years and works as an English teacher at a local university and also at a college in central Tokyo. Mrs. Mayer is a housewife who takes care of their 3 children. Their children were aged 2, 4 and 5 years old at the time of the interview, all of them attend a public school at their corresponding level. The two oldest attend the same public education near their home, while the youngest stays at home.

The Mayer's family were the only family to be interviewed at a local café located close to their home in the Saitama prefecture. According to Mr. Mayer their house is close to the station and commuting to Tokyo takes them around an hour to reach their destination.

### **3.4 Distribution of home language use**

The main socio-demographic information of participant families participating in the study is described in Table 1. From this chart it can also be observed that the

research groups belong to a similar age group (35 to 47). For each family, children are aged between 1 to 6 years old, all of them attending Japanese public education. While all mothers in the study were born in Japan, native English speakers parents came from England and United States.

*Table 1. Socio-demographic Information*

<b>Family Pseudonym</b>	<b>Participant's Pseudonym</b>	<b>Mother Tongue</b>	<b>Number of Kids</b>	<b>Ages</b>	<b>Place of Birth</b>	<b>Age</b>	<b>Marital Status</b>	<b>Years in Japan</b>	<b>Location</b>
Clifford's	Mr. Clifford	English	2	4, 3	England	39	Married	14	Chiba
	Mrs. Clifford	Japanese	2		Japan	38	Married		Chiba
Brad's	Mr. Bradney	English	1	1	England	41	Married	11	Tokyo
	Mrs. Bradney	Japanese	1		Japan	43	Married		Tokyo
Ken's	Mr. Ken	English	2	3,1	Pittsburgh, USA.	38	Married	11	Saitama
	Mrs. Ken	Japanese	2		Hakodate	35	Married		Saitama
Mayer's	Mr. Mayer	English	3	6, 3, 2	Delaware, USA	47	Married	20	Saitama

The following Table 2 summarizes how language use is distributed among the members of the participant families, their respective mother tongues, other languages spoken, as well as the languages they use to communicate among family members at home and with other members of their families. The table also includes their self-reported levels of proficiency in their corresponding foreign language, the number of children for each family is also included.

The level of language proficiency for each participant was self-reported by the interviewees themselves in a scale ranging from Poor to Native.

*Table 2. Distribution of Home Language Use*

Family	Pseudonym	Mother tongue	Other languages	Number of kids	Foreign language proficiency	Language Towards children	Language towards other family	Language used at home	Language towards couple
Clifford	Mr. Clifford	English	Japanese, French, Spanish,	2	Fair	English	Both	English	English
	Mrs. Clifford	Japanese	English	2	Well	Both	Both	English	English
Bradney	Mr. Bradney	English	Italian, Japanese	1	Poor	English	Both	English	English
	Mrs. Bradney	Japanese	English	1	Very well	Both	Both	Both	English
Ken	Mr. Ken	English	Japanese	2	Fair	Both	Both	Both	English
	Mrs. Ken	Japanese	English	2	Fair	Both	Both	Both	English
Mayer	Mr. Mayer	English	Japanese	3	Fair	English	Both	English	English
	Mrs. Mayer	Japanese	English	3	Fair	Japanese	Both	Both	English

All fathers interviewed identified themselves as English native speakers, with native command of their own mother tongue. Mothers also reported their proficiency in Japanese as natives, as well as some proficiency in English. While the participants' mother tongues did not present any complications concerning fluency and proficiency. They did show differences regarding their proficiency in second languages and how home language was used among different members of each family. The main language of communication among family members was English.

All participants in the study shared similar qualities regarding their socio-demographic and linguistic context, this provided a homogeneous sampling that suited the study to explore their attitudes towards heritage language. As Calder, Phillips, and Tybout (198) suggest, a homogenous research group permit more exact theoretical predictions.

### **3.5 Data collection**

The study explores the attitudes of the parents towards heritage language maintenance of English for their children. For an in-depth description of these attitudes, a face-to-face interview in English was conducted, followed up by observations and notes derived from the recorded interview. The data from the video transcript helped to characterize their attitudes towards heritage language maintenance of English. Patton (1990) supports the use of electronic recording devices to retain a complete record of the interview for further analysis, as it allows the interviewer to pay more attention to the interview process.

To avoid distractions that might have affected the interview, the camera was fixed on a tripod and placed in a location where the participants did not have to look into the camera and the camera was pointed at the interviewer instead (Duffon, 2002). During data collection, with some of the Japanese mothers, the researcher used Japanese language to convey the meaning of the questions, and in some cases, to interact with their children. All the responses obtained from the video recorded interviews were transcribed (See appendixes 2 to 5) The Japanese data, when present, was also transcribed and translated into English to contribute with the data corpus.

Each interview took place in the Kanto area of Japan. The prefectures covered in the study were Tokyo, Chiba and Saitama. Three of the interviews took place at the participants' home, while the interview with the Mayer family was made at a local coffee shop close to the participants' home. Concerning the importance of choosing the location for the interview, Gillham (2000) and Paton (1987) support the idea that making the interview in a comfortable and known place contributes to ease the interviewee's uneasiness during the interview. Paton (1987) also states that providing the participants with a comfortable environment might help the interviewees to answer the questions more naturally.

The interviewer for this study was the researcher himself. According to Grey (2004), this might affect the interview by producing what he calls "the interviewer effect", in which the researcher might influence the course of the interview to achieve a desired result or obtain certain answers from the participants. To avoid this, the researcher followed Gilliam (2000) who suggests that the interview should follow the same protocol for all participants. Warden (2002) also recommends the use of a similar location for all interviews, thus setting the same observational context for the study. Wilkinson (2000) further adds that scheduling the same amount of time for each interview is important to prevent affecting negatively the interview and the quality of the collected data.

Following the previous authors, the researcher set a similar locational context for all interviews, which was the interviewee's house and in the case of the Mayer family, a local coffee shop close to their house. All interviews were assigned similar amounts of

time, which ranged from 20 to 25 mins. The same explanatory procedures were given to all the interviewees (Wilkinson, 2000).

### **3.6 Data collection tool: The interview**

The questionnaire for the semi-structured interview was adapted from Becker (2013) which focuses on Korean language minorities. The instrument asks about details of the parents' attitudes toward their children heritage language maintenance of Korean as part of a case study of Korean immigrant parents in West Michigan, United States.

The instrument for this study consists of a questionnaire of 27 direct and semi-opened questions (See appendix A for the complete version of the interview). The questions were specifically chosen to gather information about the families geographical and educational context, use and distribution of languages at home, self-reported proficiency in foreign languages and the attitudes that parents perceived towards English as a heritage language. The instrument was given to the parents only and was divided in 3 sections: demographic information, language information and parental attitudes.

The Demographic information section gathered information about age, marital status, place of living and education, this section also collects information about the place of living and long-term planning of the participants. This section was followed by the language information section, that helped to gather information about home language use, self-reported levels of language proficiency and distribution of languages at home. Finally, the Parental attitudes section gathered the data about language maintenance,

encouragement of use of English at home and benefits perceived from the maintenance of English as a heritage language.

Concerning the benefits of a case study approach, Stake (1995) and Yin (2003), state that it provides the researcher with the necessary methods to explore the personal views of the participants and their linguistic attitudes. Crabtree & Miller (1999) also recognize the advantages of this approach, arguing that a case study approach establishes a close collaboration between the researcher and the participants. Regarding the connection between the researcher and their subjects, Lather (1992) also adds that a case study research allows the participants to contribute with in-depth description of their personal views, thus enabling the researcher to better explore their attitudes towards language.

Talmy (2010) also acknowledges the relevance of the interview as a broadly used tool for qualitative research in the field of applied linguistics, although for the analysis of data, researchers might have different approaches. Talmy (2010) also argues that the interview, as a research tool, allows the researcher to better understand the participants' views about the research content. Yin (1999) adds that a case study method allows the researcher to explore and obtain remarkable characteristics of real life events, thus gathering detailed information from the participants and their attitudes towards heritage language maintenance.

### **3.7 Data collection procedure**

For this study, questions were addressed to the parents only, and the instrument focused only on the parents' attitudes towards their children's heritage language maintenance. To facilitate in-depth knowledge from the participants and to provide flexibility when new questions arise, the semi-structured interview was complemented with field notes, and observations from the video recordings, (Cohen & Crabtree, 2006). Frankel et al (2011) also remarks that voice intonation and body language recorded on video might supplement the verbal answers of the participants.

To corroborate the quality of the instrument, a pilot interview was applied to a married couple that shared similar characteristics with the interviewees chosen for the study. The two candidates for the pilot interview were interviewed at their home, in the city of Shiki, Saitama prefecture. During the interview, their daughter of 2 years old was also present. After the interview, the researcher asked the participants to give feedback regarding the following elements of the interview: content of the questions, pace of the interview, relevance of the questions and any other feedback that they might like to provide after the interview.

Questions were asked orally, the participants for the pilot interview expressed their satisfaction with the content of the questions, explaining that they did not offer any complications when being answered. Still, the participants suggested that in some cases a Japanese translation of the interview questions might be useful if one of the native Japanese participants could not fully understand the questions in English.



Regarding the extension of the interview, the pilot interviewees also expressed that the interview took less than they would have expected at the beginning, as the pilot interview took around 10 minutes. The pilot interviewees explained that the questions asked in the interview allowed them to reflect on the topic of heritage language. They also expressed their concern about their children running near or about the camera equipment, as it might misdirect focus during the interview.

With the feedback obtained, no further changes were made to the instrument. However, for the following interviews, the camera was placed further from the interviewees to avoid accidents or distractions related with the camera equipment. A Japanese translation of the interview questions was also used in some cases when some of the participant mothers had trouble understanding the questions in English. In those cases, using the Japanese questionnaire, the interviewer conveyed the meaning in Japanese.

### **3.8 Data analysis procedure**

All interviews were transcribed following following Gill et al (2008) and Duffon (2002), who used and support the use of video recordings to capture non-verbal expressions, gestures and voice tone. The observational data was then used to complement the descriptive information obtained during the interview process (Perry, 2005).

The method to describe parents' attitudes towards heritage language was a qualitative approach of thematic analysis. Braun and Clarke (2006) say that the thematic analysis helps to better identify, analyze and report patterns within the data. Greg (2012)

also states that thematic analysis is one the most used forms of data analysis in qualitative research, which involves data coming from semi-opened interviews. This approach allows the extraction of meaning and concepts from the interview data, identifying, analyzing and reporting themes and patterns that extend across the interview data (Mills et al, 2010). Braun and Clarke (2006) also remark the importance of themes as patterns to capture the key ideas about the data in relation to the research questions. These themes emerge from frequent, dominant or significant content patterns within the data.

### **3.8.1 Coding procedure**

In order to characterize the attitudes towards heritage language maintenance, the first stage in the thematic analysis was to become familiar with the data. The transcribed data was read and then re-read several times to recognize and register codes that portrayed attitudes expressed in the data. By closely examining the data, initial patterns emerged (See Table 3). This process led to the generation of the initial codes. The data was then organized into codes that were related to attitudes towards heritage language present in the data. Following Thomas (2003), the data was condensed into a brief, or summarized format which was then represented into themes.

To create the initial codes, the transcript data was organized into significance groups and initial codes were given based on frequency and potential themes and patterns that characterized attitudes. To optimize the process of coding, the transcript data was transferred to Dedoose software <sup>TM</sup>, which was then used for tagging initial codes that emerged from the interview. Each code had a description and research notes that helped

to later organize similar codes that emerged were brought under similar sets. These sets later formed the initial themes that helped to describe attitudes towards heritage language maintenance of English (Becker, 2011; Oriyama 2010; Berg, 2004).

*Table 3. Code Creation: Pre-set codes*

<b>Pre-set codes</b>		
Age group	Job and status	Public or Private education
Difficulties with HLM	Learning stage	Relevance of Marriage
Education level	Long term planning	Time in Japan
Feelings towards HLM	Mother tongue	HLM Encouragement
First language	Multilingualism	Home language use
Foreign language skills	Number of Kids	Identity
Geo social information	Place of origin	Importance of Languages
HLM Benefits	Projections towards HLM	

As seen in Table 3, after the initial pre-coding, further sets of codes appeared after reading and re-reading the interview data. The emerging codes came from concepts, actions and relationships that emerged from the initial coding. This is how the emerging code “parental bond” emerged from the relationship between previous initial codes like “long-term planning”, “projections towards heritage language maintenance”, “identity” and “time in Japan”.

As seen in Table 4, After reading and analyzing the relationship between emerging codes in the data, the main themes found in the interview data were the following: a) Attitudes towards heritage language maintenance, b) Encouragement towards heritage

language maintenance, c) Heritage language maintenance impact on family relationships, d) Views on academic and social achievement through heritage language maintenance and f) Identity towards English culture.

*Table 4. Emerging codes*

<b>Emerging codes</b>		
Difficulties with heritage language maintenance	Parental bond	Academic and social benefits
Attitudes towards heritage language maintenance	Heritage language maintenance strategies	Expectations towards heritage language maintenance

To contribute with the description of the parents' attitudes towards heritage language maintenance, the transcript data from the interviews was complemented with field and observational notes. These notes were taken during the interview, and later from the video recording (Perry, 2005). The data from the video recording and field notes were used to describe non-verbal elements and verbal interactions that were used as a complementary source of data used during data analysis (Mason, 2002; Thomas 2003). This allowed the researcher to establish the link between the research objectives and the summary findings from the data transcript, the observational data taken from video recording and the research notes taken throughout the data analysis. Following Braun & Clarke (2006), after defining and naming the themes, the interview data was analyzed to determine what aspects of the data was contained on each theme. The purpose was to

avoid just rephrasing the content from the data, but to rather identify the unique characteristics of each theme. The interpreted themes and relevant extracts from the data were used to convey the relation between the patterns observed within the themes in order to answer the research question of this study.

The following chapter contains the findings and the discussion drawn from the interview data, the chapter also includes relevant quotes from each family that support the findings.

## **CHAPTER 4: RESULTS AND DISCUSSIONS**

This chapter presents the data analysis results and the discussions drawn from the semi-structured interview. The chapter offers a summary of the interview data, including quotes from the interview followed by the discussion of results in regard to the main findings. This chapter also presents the major themes that emerged from the interview data, the factors influencing attitudes towards heritage language maintenance of English as well as the main language strategies used by the families to preserve English as a heritage language.

### **4.1 Summary of the interview data**

The following sections summarize the information obtained from the four semi-opened interviews applied to the families participating in the study. The data was collected from a single interview conducted with the families. For each interview, the data comes from the following sources: interview transcripts, recorded video of the interview, researcher notes and memos taken during and after the interview.

The data collected was analyzed, focusing on two major themes: attitudes towards the maintenance of English as a heritage language and the preservation of filial bonds. Other emerging themes are also described in the discussion sections. To support the findings, direct quotes from the transcripts are also reported. This section is followed by the findings drawn from the interview data.

#### **4.1.1 The Clifford family**

Concerning proficiency in their corresponding foreign languages, Mr. Clifford stated that he had, to some extent, a low proficiency in Spanish and French, but he self-rated his Japanese proficiency as poor. Mrs. Clifford displayed a difference of opinion, stating that his husband might have a fair ability when it comes to Japanese language. The same happened when Mrs. Clifford rated her level of English to just fair: Mr. Clifford corrected the information, stating that her level might be higher than intermediate. Mrs. Clifford followed the whole interview in English with no apparent difficulty, although, some terminology regarding their kids' education in Japan was expressed in Japanese. Both of them talked comfortably to each other during the interview, they also interacted in English with their kids before and after the interview. These results correlate with Shameem (1998) who confirms the validity of self-report scales as a measure for proficiency of language performance. As stated by Chincotta & Underwood (1999), bilinguals can self-evaluate their language proficiency and communicative performance. This aspect is essential when families need to make linguistic decisions towards the maintenance of heritage language with connection to their level of proficiency in the target language. This can be seen in the case of the Clifford family, as they evaluated that their children might need as much exposure as they could to the English language in order to compensate for living in a mostly Japanese-only society:

*“Mr. Clifford: But they got the advantage, that they come here from ...Lou, in particularly has a lot of English lessons here, that he has after school program is three hours in the morning here, and Saturdays, so he, he has a lot of exposure.*

*Interviewer: They do speak to other people in English*

*Mr. Clifford: Oh, the teacher, they are teaching here in English...*

Right before the interview, both of the children were speaking to each other in Japanese. They gradually switched to English while interacting and playing games on an iPad. Their parents explained to the interviewer that their children were used to interacting with English speakers, who were in most cases English teachers who worked at the academy or family and friends that came to visit their home.

When asked about how they use languages at home, both of them agreed about the importance of using English in the house. However, their approach with the children was sometimes mixed; Mr. Clifford even stated that occasionally he speaks in Japanese to their kids. Mrs. Clifford explained that in general their children spoke more Japanese with her, especially occurring outside of their house. Both parents agreed that their children received a lot of exposure to the English language, and not only from them, but also from the teachers working at the English academy. Mrs. Clifford explained that she usually spoke to them in Japanese when going outside, or while not being in an English-speaking environment:



*“Mrs. Clifford: They speak to me almost Japanese, but I tried with English to them... now... maybe... ah... Japanese sixty... English forty.*

*Interviewer: Umm... that's a good idea... and when they speak to you Mr. Clifford...*

*Mr. Clifford: Umm... always English, very occasionally in Japanese.*

*Interviewer: Umm... I see, so, hmm...so that's the language they use when they speak...*

*Mr. Clifford: (interrupts) One sec... a situation where we have English just in the house, and then Japanese outside...”*

At the time of the interview, their two children were attending pre-kinder and the second year of primary school, respectively. Regarding their kids' performance at school, only the older presented some difficulties regarding school. Mrs. Clifford explained that his teachers stated that during kindergarten, their son was unusually quiet after having confused English and Japanese a couple of times during the class. According to Mrs. Clifford, his teacher was concerned about his initial confusion about which language to use at school. Mrs. Clifford later clarified that it happened only at the beginning of his school life, although she expressed the following statement concerning this situation:

*“Mrs. Clifford: ...First...yeah.... he...kinder garden...was confused... (children playing) be quiet in the class, after one year he starts speaking Japanese to friends and teachers, so in his mind... umm... he discovered Japanese...in kinder garden, English in the house...then starts change speaking...*

*Interviewer: I see, very interesting...did ...the teachers said something?*

*Mrs. Clifford: Teachers... yeah... first... the first year, teacher said...he was very quiet, he didn't understand which language is correct...then quiet”*

She added that after that situation, no further problems were perceived in regard of their children’s education and the use of the English language. None of the parents expressed any anxieties regarding their children in having language related problems which could affect their children’s education. On the contrary, they both expressed high motivations to encourage their children to speak English at home.

Mr. Clifford also described that their efforts were directed towards a total use of English at home, although the task seemed difficult at that moment. They both stated a clear intention of gradually moving to a full English approach, especially in English speaking contexts where, they think, speaking only English might be necessary.

Both parents expressed their deep intentions to maintain English at home as their heritage language. Mr. Clifford also expressed his desire for both of their children to have a native level of English, but also explained that the actual goal might be considered as out of reach. However, as long as they could have a native-like level of proficiency he would be pleased. Mr. Clifford also explained the main reasons for his children to maintain English. Among those, Mr. Clifford detailed that communication with his family in England, leisure activities as well as professional opportunities, were among the main reasons he deemed that English would be a favorable option for their children in their future. Although Mrs. Clifford did not make any comments on the topic, she assented to what her husband said, supporting his statements.

Throughout the whole interview, both parents expressed their positive views on their children maintaining English as a heritage language. Although they expressed having some difficulties, they equally agreed on the importance of being fluent with both Japanese and English, to wholly grasp the social, educational and professional opportunities for their children's future.

After the interview had finished, Mrs. Clifford also explained that speaking only in English to their kids was hard for her, as she is Japanese, and they would sometimes reply to her in Japanese when speaking in English. She did not feel worried about the identity of their children. She explained that she understood that they were born in Japan and that their mother tongue is Japanese as well. Nevertheless, she also wanted their children to be able to change or rather adapt depending on the language environment involving both Japanese and English languages.

#### **4.1.2 The Brandley Family**

Mr. Brandley stated that during the interview that his command of Japanese is close to null. On the other hand, Mrs. Brandley declared that her English level was not so good, but that she felt she could still use it for most social activities, traveling and talking to her husband and his family members. Mr. Bradley explained that her level of English is higher than she described, only being not enough for very specific situations, regarding writing and reading the production of formal documents:

*“Mrs. Brandley: Maybe like some really difficult, like paperwork for immigration or banking, maybe not. But everything else, I think she could...*

*Mr. Brandley: Hmm, yeah, but I don't know right now.*

*Interviewer: But social activities...totally fine!*

*Mr. Brandley: Yeah, no problem!*

*Mrs. Brandley: Hmm... yeah... hmm... Most of the time I'm okay... sometimes I have problem.”*

Mrs. Bradley also mentioned that whenever she feels exhausted from work, it was very hard for her to speak in English, thus Japanese would come to her mind first.

Concerning the main language used at home, both of the parents agreed that English was the lingua franca at home. Mr. Brandley explained that, as a home rule, the use of English language at home was as much as possible their priority, even when he was not present. Nevertheless, during the interview Mrs. Brandley admitted that when her husband is not around, she would speak in Japanese to her daughter. Mr. Brandley expressed his surprise about the situation, but later agreed that sometimes Japanese comes more convenient than that of English. He explained that when talking to their daughter, the use of onomatopoeias to convey particular meaning might be very useful for baby words, instructions and for naming objects:

*“Mr. Brandley: Yeah, you know... Japanese is much easier, because we've got that... onomatopoeia, with words that English doesn't have... (mumbles words) sometimes Japanese is shorter than the phrase in Japanese, so is much easier for*

*me to use it, and so you can understand it easily, so sometimes I use it. I know is not so useful or hard, 'cause she know she can easily use it, so...*

*Mrs. Brandley: I actually use those baby words as well, because...Basically... we don't have the equivalent in English...*

*Interviewer: And they are so useful...*

Mr. Brandley: (continued) ...and with those baby words, and onomatopoeias that we don't have. So, I think... well in that... in that situation is maybe easier for me to say that in Japanese, but that's the only time I use it..."

When being asked about their daughter's use of Japanese at home, they both agreed that she used Japanese as her mother Tongue. Mr. Brandley explained additionally that his daughter usually tried to repeat words in English, as well as utterances or muttering phrases too. As she was two years old at the time of the interview, both parents agreed that her language is still in a learning stage, due to her young age. Although they stated that she clearly received more language exposure to Japanese than English. Mrs. Brandley also explained that at school, her daughter's teachers reported that, taking her age into account, she was slightly advanced regarding language and communicational skills.

When being asked about the importance of English being maintained for their daughter, they both agreed with the preservation of English for their daughter. They also explained that they were more concerned about conveying the importance of exposure to the English language by reading their daughter books and watching children TV shows in English, which they reported, had recently stopped doing due to lack of incentive.

Mr. Brandley stated that, for him, the maintenance of English is of utmost importance. He also explained that, as he evaluates his level of Japanese of being very poor, English is the only way to communicate with his daughter. He stated that he was particularly worried about his relationship with her in the future, and also explained how he has seen other parents losing complete communication with their children once they grow up and decide to mostly communicate using Japanese as their mother tongue. Although his intention was to maintain English for his daughter, he also perceived that it could be better for him to improve his Japanese language skill in order to keep the parental bond with his daughter. At the same time, he also stated his intentions of having his daughter join an international school or an English club to complement her exposure to the English language:

*“Mr. Brandley: ... 'Cause I have, quite a lot of friends and colleagues, even your colleagues (refers to Wife), I don't know if you, you know them, but ah... they've said openly to me that they can't communicate with their children at all, at any level, because they don't speak Japanese and child doesn't speak English, and I don't really want that to happen, so yeah, I'll have to make an effort and then, well we're going to put her into at least into a Saturday international school program...”*

In regard to the level of English desired for their daughter, both parents expressed that, as long as she could fluently communicate with her father and his family in England, that would significantly favor their family relationship. They also expressed that, given the case their daughter wanted to pursue an academic or professional path, the English language would present important benefits for their daughter. They also associated these

advantages with social and family benefits coming from having a good command of the English language.

Mrs. Brandley also expressed that she wanted her daughter to first have a good command of the Japanese language before having her fully immersed with English education. She also explained that she believed a fluent level of English can be achieved even after graduating from University. Mrs. Brandley also highlighted the relationship of language as an important sign of identity and the importance of having a good level of Japanese to perform well at the different aspects of the Japanese society:

*“Mrs. Brandley: hmm...I think like the mother tongue is important, for us to pass language and if she gets an established mother tongue... well... maybe she can speak English in the future, but if you know it... might have a lot of semi lingual, like half Japanese, half English... like... a... she will be wondering like, what I am? So, it's not good for the stability ...for her nationality as well...so I want her to have her mother language as Japanese first, and then teach her English as well, because I have met a lot of people that who can speak English well in the future, after they graduate from school, so it's possible, the mother tongue is important too...”*

Both parents agreed on the importance of maintaining English for their daughter. For Mr. Brandley, his main concern was about the parental bond between him and his daughter. At the same time, with the communication with his family back in the UK, Mrs. Brandley perceived that the maintenance of English was very important for her daughter

as well. But the benefits for her daughter could be not only at the family level but also to expand her view of the world, having more options when choosing a vocation and deciding on her educational and academic options in the future. After the interview, she also expressed her concern about her husband not being able to communicate in Japanese, towards the end of the meeting. Mr. Brandley agreed to his wife to start studying Japanese and to put her daughter on a Saturday English school.

#### **4.1.3 The Ken family**

Mr. Ken identified himself as a native English speaker and self-evaluated his Japanese proficiency as fair, allowing him to communicate in most social situations, being able to watch Japanese television and do errands by himself. Mrs. Ken described her level of English as very poor, not having enough language to communicate her ideas. Mr. Kent rectified what his wife said, by explaining that they married before he was able to speak or communicate in Japanese. He also described her proficiency as sufficient to communicate among members of his family and to use English with their children.

In regard to how languages were used at home, Mr. Ken initially explained that they spoke only in English at home, with no exceptions. When Mrs. Ken was asked about the use of languages at home, she also explained that at home, they mostly communicated in English. The exception to this rule was when going outside the house or when interacting with other Japanese people, they would then switch to communicating in Japanese.



Mr. Ken stated that the first language of their children was English, especially for their older daughter. He also expressed that she knows the difference between both languages, and that they did not received any comments from teachers, or the school community, regarding her daughter having problems or complications with both languages.

*“Mr. Ken: Yes, she knows the difference...she couldn't speak Japanese... well, first at school, but she's doing well now.*

*Interviewer: I see, did they... the teachers say something at the beginning, like she's having trouble, like with Japanese?*

*Mrs. Ken: Sensei says she's ok*

*(Daughter plays and talks to herself in English nearby)*

*Interviewer: So, when she goes to school, she speaks Japanese, then when she comes home, she speaks English.*

*(Both Interviewees) Yeah...”*

Mrs. Ken also detailed that when her daughter played alone at home, she spoke in Japanese to herself. She associated this behavior with the idea that when her daughter plays, she thinks she is playing with her Japanese classmates, thus the use of Japanese for active ideas and social communication.

During the interview with the Ken family, both children were present. Their older daughter shared objects and small talk with the interviewer during the time of the recording, although this caused some concern regarding Mr. and Mrs. Ken, as they felt

that their daughter could be interrupting the interview; but their daughter herself seemed very familiar and comfortable expressing ideas and communicating in English. As seen in the video from the interview, she is seen to display a good proficiency in English. It was also observed that she quickly switched to English when talking to her father or the interviewer.

When asked about the importance of their children maintaining English, they both expressed their intentions of keeping the usage of English at home, so their children could have a native level of English. Mr. Ken explained that it is very important for him that their children could communicate fluently in English with members of his family, who are native English speakers. He also described the idea as “sad” regarding cases where children cannot fully communicate with their parents and family because of the language barriers. He did not inform of any worries regarding their Japanese language education, and he also explained that, according to her teachers, his daughter was doing fine at school. He also stated that he thinks English would help her in the future if she wants to learn other languages like Spanish or French. Mr. Kent also explained that different similarities among these languages would help her in the future to understand the concept of a third language. Regarding Japanese, he was not certain about Japanese helping her learning other languages.

Additionally, Mrs. Ken also expressed that it was very important for her that their children could achieve a good level of English. Although she agreed that, as long as they could fluently communicate in English, their children could be fine in the future. Mr. Ken

added that as he himself as a native English speaker and also teacher of that language, it would be unusual that if their children could not speak the language:

*“Mr. Ken: Well it would be the biggest waste opportunity if they did not get as much as they could out of me, because...I don't know what they are going to think - growing up, but I'm sure that they are going to be met by people who will say "Oh, your dad is American and you must speak English. ", and if they grow up and they can't, they are gonna say - "Well, what happened?"...especially if your dad is an English teacher”*

In regard to the importance of being a native English teacher, Mr. Ken proposed the following analogy about how he perceived the *situation*:

*“Mr. Ken: It seems like it wouldn't make sense, but yeah ...it would be kind of like the same idea, if you had a piano in the house and the kids couldn't play piano. Like “Why do you have it? You never learned, you never tried?” You know?”*

He also explained that, if they had to move back to his home country, being able to fully communicate in English seemed essential for their children to perform well in educational and social activities. Mr. Ken and his wife explained that the maintenance of English as a heritage language was an essential part of their family priorities. This also included their family relationship, the educational and social future for their children, as well as the possibility of going back to live in the United States.

#### 4.1.4 The Mayer family

Mr. Mayer identified himself as a native English speaker with a fair grasp of Japanese language, his wife also assented that his level of Japanese was good enough to communicate. Mrs. Mayer, on the other hand, described herself as a native Japanese speaker with also a fair level of proficiency in English. Mrs. Mayer also added that she only understood her husband's English and that she usually encounters problems when trying to understand other people who are talking in English. Mr. Mayer added that her level of English was good enough to join most social activities and to communicate with his family and friends.

In regard to their use of English at home, Mr. Mayer explained that he tries to speak in English to their children as much as he can. Mrs. Mayer instead, expressed that, while at home, she prefers to speak in Japanese to them, leaving English to communicate mostly with her husband:

*“Interviewer: So, at home, when you're at home, what language do you usually use when you speak.*

*Mr. Mayer: I... I try to speak only English*

*Interviewer: Okay, so, you try to speak English...In English to your wife and kids.*

*Mr. Mayer: And kids, yeah, for my kids really, yeah.*

*Interviewer: Yeah, that's important. And in your case? (To Mrs. Mayer)*

*Mrs. Mayer: Japanese ... Japanese... (pointing to their children)*

*Interviewer: Japanese...*

*Mrs. Mayer: Japanese, when at home, yes.*

*Interviewer: Ah, so I see, so you have a bilingual approach...you use two languages, one parent-one language.*

*Mr. Mayer: Hmm...but you speak English to me (directed to Mrs. Mayer)*

*Mrs. Mayer: ...Sometimes”*

Both parents also identified their children as Japanese native speakers, Mr. Mayer also added that he considers English as the second language for their children. Although due to their young age, he was not sure about how well they were performing at the moment of the interview. Nevertheless, Mr. Mayer explained that sometimes he had trouble when communicating to their children, although he tried to give them as much exposure of the English language as he could:

*“Interviewer: For example, when they talk to your family?*

*Mr. Mayer: Yeah, I mean...*

*Interviewer: ...Their friends...*

*Mr. Mayer: (Continued.) ... they can, the can speak to my parents. I'd say ...hmmm...very well?*

*Mrs. Mayer: <un> very well!*

*ALL: (sound in agreement)*

*Mr. Mayer: Colt is...*

*Mrs. Mayer: ...Colt too!*

*Mr. Mayer: ...He's Okay.*

*Interviewer: I see...*

*Mr. Mayer: My youngest daughter is, well she's...*

*Interviewer: Well, she's still learning both languages so...*

*Mr. Mayer: Yeah, well I don't understand her Japanese, I don't understand any of her English so... (Laughs)''*

Both parents described their daily communications as being a mixture both languages. Mr. Mayer added that their children would usually opt for English first when talking to him and to use Japanese most of the cases when talking to their mother.

Although both parents agreed on the importance of maintaining English as heritage language for their children, Mrs. Mayer explained that she felt it was important to a certain degree only. She felt that as long as they could communicate with their English-speaking family, that would be enough for her. Mr. Mayer explained that the maintenance of English for him was very important, although he was not sure if their children could be able to achieve a native level. After the interview ended, Mr. Mayer expressed his concern about not being sure in relation to which strategies were the appropriate to maintain English with their children. He also added that, as their children are immersed in a Japanese-only society, the only exposure their children had to English at the current moment was the one they received from him.

## **4.2 Summary of results**

The analysis of the interviews (see Section 3.2) revealed that all parents participating in the study had positive attitudes towards the maintenance of English as a heritage language for their children in Japan. In the experiences and self-reported descriptions obtained from the parents, all of them reported having positive intentions to maintain English at home.

The parents' positive attitude towards language maintenance of English was related to the following main reasons that influenced their attitudes towards the maintenance of English as a heritage language: a) *Linguistic identity of heritage language children*, b) *Relation between long term planning and language maintenance of English*, c) *Parental bond between L1 English fathers and their children*, d) *Expectation of better academic and professional opportunities for heritage language children*, e) *Divergences among parents towards heritage language maintenance* and f) *Parents strategies for heritage language maintenance*.

These factors influencing attitudes towards heritage language maintenance are further discussed in the following section.

## **4.3 Factors influencing attitudes towards heritage language maintenance**

Among the aforementioned reasons that motivated positive attitudes towards heritage language maintenance, the study also describes aspects that influenced parental attitudes towards the maintenance of English as heritage language. The following section

explores these six factors influencing heritage language maintenance. Excerpts from the transcriptions are also present to better understand these aspects:

*a) Linguistic identity of heritage language children:*

In this study, all parents agreed that their children were of Japanese identity, although both parents in each family, recognized that their children have a language and culture heritage from their corresponding English-speaking culture. Similarities are seen regarding evidence from studies by Shin (1991) and Oriyama (2010). In these studies, language maintenance can be seen as an issue with multicultural families when parents have conflicts to decide which language and culture to preserve. However, for the Japanese mothers in the present study the maintenance of English was not perceived as a hindrance that may affect their Japanese cultural heritage, as long as the Japanese language received enough formal instruction. On this regard Mrs. Brandley stated:

*“Mrs. Brandley: hmm...I think like the mother tongue is important, for us to pass language and if she gets an established mother tongue... well... maybe she can speak English in the future, but if you know it... might have a lot of semi lingual, like half Japanese, half English... like... a... she will be wondering like, what I am? So, it's not good for the stability ...for her nationality as well...so I want her to have her mother language as Japanese first, and then teach her English as well, because I have met a lot of people that who can speak English well”*



Oriyama (2010) states that in immigrant families, the value placed in the maintenance of heritage can be linked with their motivations towards the preservations of their home-country's cultural background. This is confirmed in the study, as L1 English speaking fathers presented positive attitudes towards the maintenance of English, although these attitudes were mostly oriented towards the preservation of their family bonds, this is later discussed in this chapter, section c: *“Parental Bond between L1 English fathers and their children”*. During the interviews and the later data analysis, the participant fathers did not express further concern regarding cultural maintenance from their home countries and its relationship with English as a heritage language for cultural maintenance.

Thus, it can be seen in this study that parents were more concerned about the preservation of Japanese culture and their Japanese education. Guardado (2002) and Oriyama (2002) both agree that positive attitudes towards heritage language maintenance are associated with positive views on cultural identity. In the present study, the heritage language to be preserved was English though. Regarding the importance of the Japanese language and culture Mrs. Brandley was explicit in saying that:

*“... Japanese first, because Japanese is it has a lot of things, like a lot of Kanjis an like ...I work at a Junior High, and I saw a lot of kids, even Japanese...that who can understand Japanese well, for example, they can study ...and other subjects as well, math, and social studies and science, and we think is like a connection is Japanese, yeah, so...”*

The previous statement also supports the idea that some of the Japanese mothers describe Japanese cultural education as something unique and difficult to maintain. These finding contradicts Shin (1991), as it seems that English heritage culture is not perceived as a hindrance for Japanese cultural education. In this case parents do not necessarily need to decide which cultural education give to their children, but rather can be complemented towards the acquisition of both languages.

*b) Relation between long term planning and language maintenance of English:*

As seen in the interview data, most fathers had the intention to continue living with their children in Japan. Regarding this statement, Mr. Mayer, for example, expressed the following during the interview:

*“Interviewer: How long are you planning to live in Japan?”*

*Mr. Mayer: Oh, probably until my retirement.*

*Interviewer: Yeah...*

*Mr. Mayer: Yeah, until my kids are on their own way...probably//they don't really have friends, back in the states...so...”*

Even though some fathers stated their intentions of one day coming back to their home country, they also expressed that it seems to them as a difficult and daunting familiar event. In particular, Mr. Ken stated the following regarding the possibility of coming back to his home country:

*“Mr. Ken: Only if I could get a job that made more money, and have the same schedule, otherwise ...no.”*

For the aforementioned reason, these fathers opted to keep on the maintenance of English to preserve the family bonds between their children and their English-speaking family members. The fathers also expressed in the study that, in the case of coming back to their country, they would like their children to perform well in most social situations. These statements confirm what Bartram (2006) explains about how attitudes might influence the heritage language proficiency in their children. Concerning the desired level of English and the expectations for their children, Mr. Mayer expressed the following:

*Mr. Dan: yeah, I think so. They would be able to get jobs and they'll be able to... umm... y'know, venture out and meet different people... and they are gonna do well you know like for example... take the TOEIC and things like that...*

*Interviewer: Oh... yeah, yeah, yeah...*

*Mr. Mayer: They have a nice base; it won't be as difficult for them later...*

*Interviewer: They can integrate into any kind of society and... travel abroad...*

*Mr. Mayer: Hmm... that's right”*

This is in line with what Baker (1992) and Chou (1999) point about among parental attitudes and the relevance for the acquisition and promotion of heritage language. According to Baker (1992), these attitudes are closely related to the success or failure of their children's learning of a target language, as well as the development of further linguistic strategies to achieve their goals regarding language maintenance.

*c) Parental bond between L1 English fathers and their heritage children:*

From the interview data, all fathers viewed the success in the maintenance of English as heritage as a critical element to preserve their parental bond with their children.

Mr. Brandley on this matter said:

*“Mr. Brandley: And try to meet her halfway... I don't, I mean, even... even if being optimistic I don't know if she doesn't go to an international school, how's she really going to be able to meet me halfway, it's a bit unrealistic to expect that from her. Or I should actually not halfway for her to actually get certain level... umm..., in order to communicate, because my Japanese level is so low, she would have to, you know, be like, be eighty percent so... 'Cause I have, quite a lot of friends and colleagues, even your colleagues (refers to Wife), I don't know if you, you know them, but ah... they've said openly to me that they can't communicate with their children at all, at any level, because they don't speak Japanese and child doesn't speak English”.*

On the other hand, Mr. Kent referred to his own responsibility in maintenance of their filial bond through the English as a language:

*“Mr. Kent: If your dad is an English teacher and you can't really speak English...what happened?*

*Interviewer: Hmm, yeah. I see. Okay, very interesting.*

*Mr. Kent: There is the possibility...well, yeah, yes, it's possible to go back to America, but it's actually quite easy to do like, like an online school in English, at the same time. And so that might be something that we could do too, but basically the answer is that... what happens when they grow up, and they can't speak English and people say (stammers for correct question) "Your Dad was an English teacher... Why he didn't teach you English?"*

This motivated positive attitudes towards heritage language maintenance in the fathers. This is in line with Oriyama (2010) states about how immigrant parents favor the maintenance of their mother tongue to preserve the communication among members of their families and their children. For L1 English speaker parents, in the present study, the issue of losing the bond with their children seemed to be the main reason to develop positive attitudes towards the maintenance of English.

Another element involving language maintenance, was the fathers' proficiency in Japanese. Those who reported higher levels of Japanese proficiency, tended to value in equal manner their English heritage family bond and the Japanese heritage bond with their children. The same influence was seen with the professional and academic opportunities for their children inside and outside of Japan. On the other hand, for Mr. Brandley, who knew very little Japanese regarding proficiency, the maintenance of English was a critical element to preserve the relationship with their children. He also presented certain levels of pressure and anxiety towards the success of language maintenance on their children. This is in line with Fledge et al (1999) who discussed how learners self-evaluate their own

proficiency through language experience and how these experiences contribute to make linguistic decisions regarding communication among family members. On this matter, Mr. Brandley expressed the following statements regarding the maintenance of English and his own level of Japanese language:

*“Mr. Brandley: Yeah, very important, for ...well, for me, really. For her to be able to...because being able to communicate with each other, because unfortunately, my... my Japanese is quite poor so, if she doesn't speak English then we won't really have much communication. Unless, as recently, I realized maybe I'm gonna have to learn more Japanese...”*

*d) Expectation of better academic and professional opportunities for heritage language children:*

In the present study, parents recognized a variety of benefits associated with heritage language maintenance. As seen in the interview data, parents believed that maintaining English as a heritage language had a close relationship with the expectation of better employment opportunities and a positive impact regarding their academic life. Mrs. Brandley referred to these opportunities as it follows:

*“Mrs. Brandley: Yeah, for me if she speaks English, maybe...her world is bigger, so she can choose what she wants to do in the future, so is like just options...”*

Similar evidence can also be found in Lao (2004), who studied parental attitudes towards language maintenance and parental views on academic and professional

development for their children. In the present study, parents also believed in the benefits that English language could provide to their children at school.

Some parents expressed that, from their observations, their children performed well at school. Parents, like the Bradley family, described that their children excelled in language learning and social areas in most academic activities. This can be seen in the following extract from the Bradley family:

*“Mr. Bradley: .....hmm...but she certainly picked up a lot of phrases and vocabulary in the last six months at school...”*

*Mr. Bradley: Is it, that she's...speak...earlier than others... when she was 10 months she ...*

*Mrs. Bradley: Maybe slightly advanced...*

*Mr. Bradley: She already knew, like could say some small word and after one, or more and more...*

*Mrs. Bradley: The teacher said that she is one of the top three...indicators of her age at school...*

*Mr. Bradley: yeah...”*

These observations confirm what Krashen (1999) states about the benefits associated with bilingualism and language maintenance and how the maintenance of heritage language can help heritage learners have better performance in academic contexts.

In the data, the parents' views on language maintenance were also associated with the expectation of better professional opportunities for their children in the future. As explained in 2.2 above, Guardado (2010) states that heritage language maintenance is seen by parents as a way to help their children accommodate themselves better in a cosmopolitan and global community. On this regard Mr. Mayer made the following statement:

*“Mr. Mayer: yeah, I think so. They would be able to get jobs and they’ll be able to... umm... y’know, venture out and meet different people... and they are gonna do well you know like for example... take the TOEIC and things like that...They have a nice base; it won’t be as difficult for them later...”*



*e) Divergences among parents towards heritage language maintenance:*

Data collected from the interview showed that, for all interviewed families, both participating parents favor the maintenance of English as the heritage language for their children. Although Backer (2014) and Jean (2015) explained that, in some cases, parents may oppose the preservation of a specific language in order to promote the absorption of the dominant culture. The present study showed that all families had positive attitudes towards the maintenance of English.

Also, it was observed that the parents' attitudes towards maintenance of English varied depending on gender. While fathers showed higher levels of support towards their children achievement of a native, or native-like level of English, the mothers were more inclined towards the mere achievement of an acceptable level in English. Although mothers in the study clearly supported their husbands in the task of language maintenance, they were more focused on having the foundations of their mother tongue first and focusing on school subjects first, before fully focusing on English language learning.

It could not be concluded with the present findings if this phenomenon was influenced by the gender of the participants, their nationality, or another variable. Still, these findings can be linked to what Beau (1987) describes as *nihonjinron*, or the thoughts present in Japanese society that value the importance of a Japanese identity for their children. These kind of attitude towards heritage language maintenance of English is more connected to what Gardner & Lambert (1972) define as “instrumental language attitudes”. In this case, the Japanese mothers' attitudes towards the maintenance of English are more

motivated to achieve very specific goals, like achieving enough proficiency to communicate with their English speaker family members, traveling, or finding a job. It can be assumed then that Japanese nationality and language play an important role in focusing on mother tongue foundation for their children.

*f) Parent strategies for heritage language maintenance:*

The study revealed that most parents presenting positive attitudes towards language maintenance applied different strategies for heritage language teaching (Barron-Hauwaert, 2004), although most of them mainly relied on exposing their children as much as possible to English language, they also used a mixture of the following language strategies: OPOL, One Person One Language and MLAH Minority Language at Home (Baker 1992, 2001). The following excerpts detail how the families use these strategies:

The Clifford Family (OPOL):

*“Mrs. Clifford: They speak to me almost Japanese, but I tried with English to them... now... maybe... ah... Japanese sixty... English forty.*

*Interviewer: Umm... that's a good idea... and when they speak to you Mr. Clifford...*

*Mr. Clifford: Umm... always English, very occasionally in Japanese.*

*Interviewer: Umm... I see, so, hmm...so that's the language they use when they speak...*

*Mr. Clifford: (interrupts) One sec... a situation where we have English just in the house, and then Japanese outside...”*

The Brandley Family (OPOL):

*“Mr. Brandley: Like this language is with Daddy and whatever this language is with Mummy, because she speaks some English as well...”*

*Interviewer: You got something in the middle for the both of you...*

*Mr. Brandley: Yeah, I don't know, maybe, around about four or something she might start to realize that "oh, is actually two different languages"*

*Mrs. Brandley: Yeah... hmm...*

*Mr. Brandley: And know is just communication...”*

The Ken Family (Minority Language at Home):

*“Mr. Ken: So... we use English at home all the time.*

*Interviewer: All the time! No exceptions?*

*Mr. Ken: No.*

*Interviewer: So, what about, for example, when you...*

*Mrs. Ken: Outside the house*

*Interviewer: Yeah, obviously outside the house is a different story...yeah, but let's say when you are really angry, and you want to say something in Japanese, do you just say that in English or...?*

*Mrs. Ken: Yeah...mostly in English...we decided that*

*Interviewer: Wow! That's very... in must be...*

*Mrs. Ken: Hard!”*

The Mayer Family (Mixed and OPOL):

*“Mr. Mayer: Oh, they mix with me...*

*Interviewer: Oh, they mix with you...*

*Mr. Mayer: But they try to speak in English to me.*

*Interviewer: I see...*

*Mr. Mayer: But they definitely speak Japanese to her (To Wife)*

*Interviewer: Oh okay, so Japanese all the time (to her) and when they talk to your family... abroad?*

*Mr. Mayer: Oh! They use English, if they can, yeah.*

*Interviewer: Oh...I see... So, you usually use Skype or any other... online messaging...*

*Mr. Mayer: Yeah, Skype...”*

This corresponds to what Baker (1992) and Chou (1999) point out, in the sense that when parental attitudes are positive towards language maintenance, parents make considerable effort to improve their child’s proficiency level. In the study, all parents expressed indeed that the success or failure in language maintenance depended mostly on themselves. Acknowledging the parents’ efforts towards heritage language acquisition, Baker (1992) also states that parental attitudes are closely related to the achievement of their children’s language. O’Rourke (2005) also adds that parental support for language learning is considerably influenced by the parental attitude towards language maintenance.

#### **4.4 Summary**

Chapter 4 presented a summary of the interview data from the four families and discussed the results obtained from interview. The results revealed that parents had positive attitudes towards heritage language maintenance of English, as the main reasons, parents expressed that the maintenance of English was linked to the preservation of a filial bond between heritage language children and their English-speaker family members.

Parents also associated that successfully maintaining English in their children would give them better academic opportunities and more options for professional development.

## **CHAPTER FIVE: CONCLUSION**

### **5.1 Introduction**

This chapter presents the conclusions obtained from the study. The present study aimed to describe the attitudes towards heritage language maintenance of English of a group of four L1 English speakers married to five L1 Japanese speakers, who are parents and live in the Kanto area of Japan. The study explored these attitudes by examining the following research question:

What are the attitudes towards heritage language maintenance of English in a group of parents made of four L1 English speakers married to four L1 Japanese speakers who live in the Kanto area of Japan?

To explore the attitudes of parents towards heritage language maintenance of English in Japan, the study took a descriptive qualitative approach. For an in-depth description of these attitudes, the study applied a face-to-face semi-structured interview to the participants, this process was followed up by observations and notes derived from the recorded interview.

The participants for this study were four L1 English speakers, all married to Japanese L1 speaker. All of these marriages had one or more children. To select the participants, a reputational sampling was used to identify and select the participants. Reputational sampling involves the selection of participants based on the opinion of professional experience of experts in the field. These experts contribute by gathering

representative cases for the study (McMillan & Schumacher, 2001). For the reputational sampling, two community experts from Kanda Institute of Foreign Languages were consulted to guide the identification and selection of participants for the study.

For an in-depth description of these attitudes, a face to face interview in English was conducted, the instrument focused on language use and attitudes towards heritage language maintenance of English. Questions were addressed to the parents only, and the questions were focused on the parents' attitudes towards heritage language maintenance of their children. The interview was followed up by observations and notes derived from the interview to help characterize their attitudes towards heritage language maintenance of English. The transcripts were analyzed following Gill et al (2008) and Duffon (2002), The observational data was used to complement the descriptive information obtained during the interview process (Perry, 2005).

## **5.2 Summary of findings**

The results from this study indicate that, in general, all participant parents had highly favorable attitudes towards heritage language maintenance of English. Parents provided relevant information that supported their reasons to maintain the English language, although some of them presented different expectations towards their child's level of English. In the study, all parents believed that the maintenance of English in their children would give them plenty opportunities for professional development as well as educational opportunities, inside and outside of Japan. All L1 English speaker parents also perceived that English was the nexus between themselves and their children. This also

included the importance to maintain the English language for relationship values of their children with their family back in their home country.

There were no conflicts present between the maintenance of English and their children's actual learning of Japanese. All parents did not express major concerns about conflicts with identity for their children or major problems associated with the use of English at home. Furthermore, all parents identified their children to be native Japanese speakers.

Most parents felt confident about the success of maintaining, although L1 English speaker parents showed different levels of expectation. While Mr. Mayer and Mr. Ken, wanted for their children to achieve native proficiency level, others like Mr. and Mrs. Bradley were content whether their children could achieve a good level that would allow them to communicate with their family members and other English speakers.

L1 Japanese parents did not oppose the idea of English maintenance, although they established that, as they were living in Japan, they should maintain a good command of the Japanese language. This was perceived as essential due to the complexity of the schooling system and society in Japan.

### **5.3 Limitations of the study and suggestions for further research**

The data for the study was gathered from a single interview. A less limited number of observations would be beneficial to gather data about other behaviors and interactions that would greatly contribute in describing the attitudes explored in this study. Having a



longitudinal research design would contribute to observe and detect changes throughout time, which would help to detect if there are changes in attitudes towards heritage language maintenance that could switch from positive to negative, or negative to positive when being observed through extended periods of time.

The study described the attitudes towards language maintenance of first generation native English speaker parents only. In addition, to include second-generation heritage language speakers of English in Japan, would help to understand their attitudes towards heritage language and how it changes throughout time. This might contribute to the linguistic and sociological understanding of how heritage language can develop throughout time, facilitating the decision-making process to contribute with the maintenance of heritage language.

Further research on teachers' attitudes towards heritage maintenance might also contribute to the students' language learning success and integration between the family members and the school community to promote the maintenance of heritage languages. This might have a positive impact in the construction of cultural identity and heritage language development. As well as might raise the awareness for educators and educational curriculum designers who should consider the process of heritage language maintenance as a social process, more than an individual, or family issue.

Although the data for the study was collected from the Kanto area, only the prefectures of Saitama, Tokyo and Chiba were included. Covering other prefectures might help to generalize the finding of the study to a broader area, including rural of Japan. This

would also allow to explore differences, if present, between heritage language maintenance attitudes in big cities and in rural areas of Japan. All of this, with the aim to contribute to the study by evaluating if living in bigger cities is an external factor of influence on attitudes towards heritage language, thus differentiating attitudes from those that come from preserving the filial bond mainly.

The findings from this study can contribute to other researchers to explore how to implement better policies focusing on English as a heritage language. By establishing a clear correlation between parental attitudes and the success of heritage language maintenance, parents can have a better understanding of the importance and influence of their attitudes towards their children's language maintenance.

The study did not include the school and the local community. Nonetheless, the study rises the implications that heritage language maintenance should not be studied as a family issue only, but as a community matter. This involves parents, educators and community leaders in Japan that should work together towards the maintenance of English as a heritage language.

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## **Appendixes**

**Appendix 1:** Interview questions

**Appendix 2:** The Clifford's interview transcript

**Appendix 3:** The Brandley's interview transcript

**Appendix 4:** The Ken's interview transcript

**Appendix 5:** The Mayer's interview transcript

**Appendix 6:** Consent form

## **APPENDIXES**

### **Appendix 1: Interview questions**

#### **Demographic information**

1. What is your age?
2. What is your marital status?
3. What is the highest degree or level of school you have completed?
4. What do you do? (employment status)
5. Where were you born?
6. When did you come to Japan? (Only to the foreign partner)
8. How many children do you have?
9. Where was your child born? / Where were your children born?
10. What schools does your child attend? / What schools do your children attend
11. What grade is your child in? / What grade are your children in?
12. Tell me about your town in Japan.
13. How long are you planning to live in Japan? (Only to the foreign partner)

**Language information**

14. What is your first language?

15. What is your proficiency in your first language (in reading, writing, speaking, and listening)?

(Native like - Very well - Well - Fair - Poor)

16. Do you speak any other languages? If yes, please explain in detail including your proficiency with each language.

(Native like - Very well - Well - Fair - Poor)

17. What language(s) do you normally speak at home? (Ask for example)

- to your spouse: - to your child(ren): - to other family members:

18. What are your child(ren)'s first language?

19. Do they speak any other languages? If yes, please explain in detail including their proficiency with each language.

(Native like - Very well - Well - Fair - Poor)

20. What language(s) do your child(ren) normally speak at home?

- to you: - to your spouse: - to other family members:

21. Was there any change in their first language use after they started schooling?

**Parental attitudes**

22. Do you encourage your child(ren) to speak English at home? Please tell me why you think so.

23. How is your child(ren) maintaining home language important to you? Please rate in the following manner:

Extremely important - Important - Somewhat important - Not important at all. Please tell me why you think so.

24. What benefits do you see for your child in maintaining English?

25. What proficiency do you wish for your child(ren) to achieve in English?

(Native - Native like - Very well - Well - Fair - Poor).

26. Do you think that a first language can help a second language learning?

27. How do you think your child(ren) feel about maintaining English? 28. How do you feel about your children maintaining English?

## **Appendix 2:** The Clifford's interview transcript

Location: Chiba City, Japan.

Participants:

Husband: Mr. Clifford

Wife: Mrs. Clifford

- Start of Interview

INTERVIEWER: Ok, guys, thank you...umm... thank you for your time...umm... the first question is, what is your age?

MRS. CLIFFORD: My age?

INTERVIEWER: Yeah...

MRS. CLIFFORD: I'm thirty-nine

INTERVIEWER: Hmm... Thirty-nine and...

MR. CLIFFORD Thirty-eight...

INTERVIEWER: Thirty-eight...you're a bit younger, both of you.

(Couple laugh / Children play in background)

INTERVIEWER: ...and what is your marital status...are you married?

MR. CLIFFORD (inaudible)

INTERVIEWER: Are you married?

MR. CLIFFORD Yes! yes, yes, yes

INTERVIEWER: I see...and what is the highest degree, or, or level of school that you have... umm... completed?

MR. CLIFFORD University ...College (Children play in background)

INTERVIEWER: College...and for Kieran is a ...master? MA? MBA?

MR. CLIFFORD Hmm... Everything (laughs)



INTERVIEWER: Okay... umm... please tell me what do you do?

MRS. CLIFFORD: I am an owner of an English school

INTERVIEWER: Okay, I see... Thank you...

MR. CLIFFORD And I'm a teacher at... umm... college in Tokyo

INTERVIEWER: Okay, and umm... where were you born?

MRS. CLIFFORD: I was born in... Kashiwa.

(Mobile Phone sounds in background)

INTERVIEWER: Kashiwa (confirming answer)

MR. CLIFFORD Oh Really (startled reaction)

INTERVIEWER: ...you're not from here?

MRS. CLIFFORD: here...Kashiwa...Matsudo?

INTERVIEWER: Matsudo?... yeah around here

MRS. CLIFFORD: Yeah... Chiba... Chiba.

INTERVIEWER: And Kieran?

MR. CLIFFORD England

INTERVIEWER: Umm... when did you come to Japan?

MR. CLIFFORD Umm... (hesitates) nearly fourteen years ago.

INTERVIEWER: Fourteen...

MR. CLIFFORD Thirteen or fourteen years ago.

INTERVIEWER: Hmm... I see...and how many children do you have?

MR. CLIFFORD Two?

MRS. CLIFFORD: Two.

INTERVIEWER: (Laughs) umm... So, they were born here in Japan?

MR. CLIFFORD Yes.

INTERVIEWER: And... what school do they attend?

MRS. CLIFFORD: ...

INTERVIEWER: What school do they attend? (repeated clearly)

MRS. CLIFFORD: Umm...

INTERVIEWER: Public... Private... International...

MRS. CLIFFORD: Private...<kodomoen> You know <Kodomoen>?

INTERVIEWER: <Un! Kodomoen>

MR. CLIFFORD (inaudible) They go to a private kindergarten and...

MRS. CLIFFORD: And the <Kodomoen>, same building...

INTERVIEWER: Same building...but different level.

MR. CLIFFORD Yeah.

INTERVIEWER: What grade?

MRS. CLIFFORD: <nenshuu> Second year...

INTERVIEWER: Second year

MRS. CLIFFORD: And...

MR. CLIFFORD Second year...and Pre-kinder

INTERVIEWER: Pre-kinder...

MR. CLIFFORD yeah, Pre-kinder

INTERVIEWER: We have the same in Chile, Pre-kinder... then Kinder...and tell me about your town, in Japan...this is a question for the both of you...about Kashiwa...

MR. CLIFFORD Kashiwa? about Kashiwa?...

(amusement-based music plays in background)

MR. CLIFFORD Hmm, there is a lot of people here who work in Tokyo.

(Couple laugh)

INTERVIEWER: Yeah, many people live here, but they go to Tokyo to work... I see.

K: Yeah.

INTERVIEWER: And Mr. Clifford, how long are you planning to live in Japan?

Mr. Clifford: (laughs) For years ...future...

INTERVIEWER: until retirement?

MR. CLIFFORD: (laughs) possibly until retirement

INTERVIEWER: Ok, I'm going to ask you a few questions about language, ok? umm... so, what is your first language?

MR. CLIFFORD: English

INTERVIEWER: And for you?

MRS. CLIFFORD: Japanese...

INTERVIEWER: And what is your proficiency in your first language? ...Does it sound like a normal question... but it's part of the...

MR. CLIFFORD: Oh! I'm pretty good (laughs)

INTERVIEWER: Yeah, very fluent... like native level...

MR. CLIFFORD: Native... but not in Japanese.

INTERVIEWER: Not in Japanese... thank you, and do you speak any other languages?

MR. CLIFFORD: Umm, little bit... umm... Japanese, a little bit Spanish, and a little bit French.

INTERVIEWER: Umm... a little bit of Spanish, I didn't know that!

MR. CLIFFORD: Umm. <Buenas tardes>.

INTERVIEWER: <Buenas Tardes> (laughs) ...and what is your level in, umm... in Japanese?

MR. CLIFFORD: Umm... Basic to Intermediate

INTERVIEWER: Basic to Intermediate...and (to the wife) what is your level in ...English I guess?

(laughs)

MRS. CLIFFORD: Same, Basic to Inter...

INTERVIEWER: Basic to intermediate. That's got... This is what you feel about your...that's ok...pause...I would say a little bit higher but...

MRS. CLIFFORD: (Laughs) ...medium... (confirms with Husband) medium...

INTERVIEWER: Medium high... medium high...upper intermediate... yeah... and umm... ...so what languages do you normally speak at home?

MR. CLIFFORD: Umm... English. (12:32)

INTERVIEWER: And so, when you're talking to each other you always speak English?

MRS. CLIFFORD: He speaks English to me...

INTERVIEWER: And what about...

MR. CLIFFORD: (interrupts) If she's angry that'll be something in Japanese...

INTERVIEWER: Oh yeah! my wife, she does the same!

MRS. CLIFFORD: (inaudible)

MRS. CLIFFORD: (laughs)

INTERVIEWER: always...she does the same! Exactly the same, yeah!

(all laugh) - (inaudible)

INTERVIEWER: And your children...when they speak to you [reference to the moment prior the interview], the first ...when they speak to you [Interview adjustment]

MRS. CLIFFORD: They speak to me almost Japanese, but I tried with English to them... now... maybe... ah... Japanese sixty... English forty.

INTERVIEWER: Umm... that's a good idea... and when they speak to you Kieran...

MR. CLIFFORD: Umm... always English, very occasionally in Japanese.

INTERVIEWER: Umm... I see, so, hmm...so that's the language they use when they speak...

MR. CLIFFORD: (interrupts) One sec... a situation where we have English just in the house, and then Japanese outside...

INTERVIEWER: Outside...I see, yeah, that's a very common approach, and that seems very useful...

MR. CLIFFORD: But they got the advantage, that they come here from ...Lou, in particular has a lot of English lessons here, that he has after school program is three hours in the morning here, and Saturdays, so he, he has a lot of exposure.

INTERVIEWER: They do speak to other people in English

MR. CLIFFORD: Oh, the teacher, they teaching here in English...

INTERVIEWER: Oh, I see...Have you noticed any change...in the way they use language at school? Do they have any trouble...?

MRS. CLIFFORD: Switching... changing...

INTERVIEWER: Yeah, switching languages...have the teachers said something, mentioned something?  
like they get... I don't know...confused with words or something like that?

MRS. CLIFFORD: First...yeah... he...kinder garden...was confused... (children playing) be quiet in the class, after one year he starts speaking Japanese to friends and teachers, so in his mind... umm... he discovered Japanese...in kinder garden, English in the house...then starts change speaking...

INTERVIEWER: I see, very interesting...did ...the teachers said something?

MRS. CLIFFORD: Teachers... yeah... first... the first year, teacher said...he was very quiet, he didn't understand which language is correct...then quiet.

INTERVIEWER: Oh, I see... very interesting... so do you encourage your children to speak English at home?

MRS. CLIFFORD: Umm... what's...

INTERVIEWER: Encourage... encourage your kids to speak English at home...

MRS. CLIFFORD: Umm... umm...they start speak Japanese, English now...

MR. CLIFFORD: But you wouldn't try stop that, wouldn't you?

MRS. CLIFFORD: Yeah, yeah

INTERVIEWER: So you prefer for them to speak English...

MRS. CLIFFORD: Yeah, yeah...try

INTERVIEWER: That's your priority...and you do as well (To Husband) do you encourage them?

MR. CLIFFORD: Yeah, the children to speak English at home... I mean, we're trying to have ...English only... (not audible)

INTERVIEWER: I see, and how important is for you, for them to... maintain English...To keep English at home.

MR. CLIFFORD: Well, at first, our top priority is that these, they have that English ability and a Japanese ability...

INTERVIEWER: I see...do you want for them to have a native level of English, or native like, or just a good level of proficiency?

MR. CLIFFORD: (inaudible) Umm...To start, I mean, (inaudible) ...native level of English ... (inaudible) a good, to start with a good...level of ... (inaudible section) today too...if you want to have fun, you...

INTERVIEWER: Umm... so what benefits do you see if they maintain English in the future?

MR. CLIFFORD: Umm... for their communication with my family, and for their work and umm... career... umm...

INTERVIEWER: Do you think a second language might help learning more languages?

MR. CLIFFORD: Yeah, if they have, the kind of, they have the image like they expose themselves (to) English and so... (inaudible section)

INTERVIEWER: And do you think Japanese might help them to learn English, or do you think is a very different thing...very different languages...

MRS. CLIFFORD: Umm... Japanese grammar is very different...to English, so I don't think Japanese language help English... speaking... I think.

INTERVIEWER: Ok, so how do you feel umm... this is a question.... for the both of you, how do you feel about your children maintaining English, do you feel good...? Do you feel good about that? If they keep speaking English, if they keep using English in the future, do you feel good about that? or do you feel something negative?

MRS. CLIFFORD: Umm... so positive...

MR. CLIFFORD: I would be very happy...

MRS. CLIFFORD: If they could speak two languages...

INTERVIEWER: Umm... ok that's it, thank you so much for your time...

(All Laugh)

- End of the interview

### **Appendix 3: The Brandley's Interview**

Location: Tokyo City, Japan.

Participants:

Husband: Mr. Brandley

Wife: Mrs. Brandly

Children: Emily

- Start of Interview

INTERVIEWER: Very Good, so...hmm... Miki and... Mark, ah... please tell me what is your age?

MR. BRANDLEY Forty-one.

Mrs. Brandley Forty-three.

INTERVIEWER: I see. And what is your marital status? Are you married? Single?

MR. BRANDLEY Yeah, since 2011.

INTERVIEWER: If you remember?

Mrs. Brandley yeah!

INTERVIEWER: And what is highest level or level of school or level that you have completed?

MR. BRANDLEY Master's degree for me.

INTERVIEWER: Master's.

MRS. BRANDLEY: Undergraduate degree.

INTERVIEWER: I see, and what do you do guys?

Mrs. Brandley I'm a teacher in public Junior High.

MR. BRANDLEY I'm a teacher, too. Mostly colleges and universities.

INTERVIEWER: I see, and where were you born.



Mrs. Brandley I was born in Okayama, in Japan.

INTERVIEWER: I see

MR. BRANDLEY In England, in the Midlands.

INTERVIEWER: Which City?

MR. BRANDLEY Staffordshire, is the county. Staffordshire.

INTERVIEWER: And when did you come to Japan?

MR. BRANDLEY In 2001.

INTERVIEWER: 2001, I see. So, how many children do you have.

MR. BRANDLEY We have this baby girl, here.

Mrs. Brandley Only one.

INTERVIEWER: I see, and where was she born?

MR. BRANDLEY ahh... in... what was the hospital?

Mrs. Brandley ahh... <Esei Byoin...>

INTERVIEWER: Here in Tokyo?

Mrs. Brandley Yeah, here in Tokyo.

MR. BRANDLEY Here in Tokyo

INTERVIEWER: Is she attending school right now? Nursery?

Mrs. Brandley Nursery school.

INTERVIEWER: Ah... I see... (Changes the page) What grade? Level... Is there any level for that?

Mrs. Brandley She is level one.

MR. BRANDLEY There are three levels there

Mrs. Brandley Yeah. (inaudible)

INTERVIEWER: yeah, year one, I see, okay. So you are from, Miki you are from Wakayama, did you say?

Mrs. Brandley Wakayama.

INTERVIEWER: Ah... and how is your town, your hometown?

Mrs. Brandley I was just like, was born, but I grew up in Chiba. So shortly I went to Okayama two times a year to see my parents. So, I just know around my grandparents, where they live.

INTERVIEWER: And how do you feel about living in Tokyo? Here?

Mrs. Brandley I was grown up in Chiba, so do you mean, Tokyo or Chiba?

INTERVIEWER: Yeah, here in Tokyo.

Mrs. Brandley Here in Tokyo, is inconvenient, sometimes very tired, because of the people, lots of people. Like... a train is packed by people. But now I can commute by bicycle, so now is really convenient to live in this area.

(Cat "mews" close by)

INTERVIEWER: I see. That's okay. And Mark, how do you feel about living in Tokyo?

MR. BRANDLEY Well, I'm from a tiny village in England, so I'm a country boy, so it's a bit of an alien experience, for me. Really, I came here 16 years, but is still very odd... (refers to his Wife) I think you're more of a city person, are you?

Mrs. Brandley <Hn>!

MR. BRANDLEY She's been to my hometown in England, and I think you liked it as holiday destination.

Mrs. Brandley Hmm... yeah

INTERVIEWER: Very different! (all laugh)

MR. BRANDLEY She could never live there. I don't think so. As for me, I would go back in a heartbeat, if I had like a job and a financial situation. I would much rather live there, than here, like it seems a bit, I don't know. It's not realistic for me, unnatural...

INTERVIEWER: Unnatural...

MR. BRANDLEY With some many people living in such a small space...

INTERVIEWER: I see...

MR. BRANDLEY Twenty-six million people? living in the great Tokyo area, doesn't seem natural to me.

Same problems with daily commute, crammed trains and thinks like that.

Mrs. Brandley Yeah, I don't mind that...I can stand it.

MR. BRANDLEY You can stand it?

Mrs. Brandley Yeah, I can stand it.

INTERVIEWER: I see, thank you... ok guys, now I'm going to ask you a few questions regarding language... So Mark, what is your first language?

MR. BRANDLEY English

INTERVIEWER: And Miki what is your first language?

Mrs. Brandley Japanese

INTERVIEWER: Japanese...and what is your proficiency in your first language.

Mrs. Brandley So, native speaker, yeah.

MR. BRANDLEY Native speaker...

INTERVIEWER: ...and do you speak other languages? Miki you speak...?

MR. BRANDLEY You speak English?

Mrs. Brandley ...English...yeah... hmm...

INTERVIEWER: ...and Mark?

MR. BRANDLEY hmm, I'd say my Italian is broken, but better than my Japanese to be honest.

(all laugh)

INTERVIEWER: Ok, regarding your Japanese, how do you feel about it, is it native like? you speak very well? we, fair or maybe poor.

MR. BRANDLEY Poor.

INTERVIEWER: Yeah, ok.

MR. BRANDLEY Yeah, basic.

INTERVIEWER: And Miky, how do you feel about your English... err... Skills?

Mrs. Brandley Hmm... not so good, but I can do some, like...

INTERVIEWER: You can socialize?

Mrs. Brandley Yes... socialize.

MR. BRANDLEY But that's just little modesty, isn't it?

Mrs. Brandley Hmm... but...

MR. BRANDLEY She's better than she says, like most Japanese people are. As you can see, from just speaking now. You can communicate in most situations.

Mrs. Brandley Communicate... yeah.

INTERVIEWER: In most situations...you can travel abroad...

MR. BRANDLEY You can be on your own, really.

Mrs. Brandley Hmm... yeah.

INTERVIEWER: Hmm...talk to people.

Mrs. Brandley Hmm...yeah

MR. BRANDLEY Maybe like some really difficult, like paperwork for immigration or banking, maybe not. But everything else, I think she could...

Mrs. Brandley Hmm, yeah, but I don't know right now.

INTERVIEWER: But social activities...totally fine!

MR. BRANDLEY Yeah, no problem!

Mrs. Brandley Hmm... yeah... hmm... Most of the time I'm okay... sometimes I have problem.

MR. BRANDLEY Yeah, but we won't understand everything.

INTERVIEWER: Hmm...I see.

Mrs. Brandley ...When I'm tired, or sleepy, or that kind of situation...maybe English won't come to my mind.

INTERVIEWER: I see...that's very interesting....and so, at home what language do you usually speak?

MR. BRANDLEY We use English most of the time...both of us...

Mrs. Brandley English... I try... yeah.

INTERVIEWER: So, when you speak to each other, you always speak in English? Mostly...

MR. BRANDLEY Yes, yeah! And... we kind of... as most people do, to set up some kind of rule so, if you like for her. And I ask Miki if it'd be possible, like in the house and the home environment if she could try speak English, and you do, don't you?

Mrs. Brandley Yeah...sometimes like when Mark's not here I speak to... choose to use some Japanese...yeah

MR. BRANDLEY When I'm not around?

Mrs. Brandley Especially here or if we are in the bedroom or...

MR. BRANDLEY But most in English, even when I'm in the house, mostly...

Mrs. Brandley Yeah, you know... Japanese is much easier, because we've got that... onomatopoeia, with words that English doesn't have... (mumbles words) sometimes Japanese is shorter than the phrase in Japanese, so is much easier for me to use it, and so you can understand it easily, so sometimes I use it. I know is not so useful or hard, 'cause she know she can easily use it, so...

MR. BRANDLEY I actually use those baby words as well, because...

INTERVIEWER: Me...too...

MR. BRANDLEY Basically... we don't have the equivalent in English...

INTERVIEWER: And they are so useful...

MR. BRANDLEY (continued) ...and with those baby words, and onomatopoeias that we don't have. So, I think... well in that... in that situation is maybe easier for me to say that in Japanese, but that's the only time I use it...

MR. BRANDLEY Yeah. For example words like <dako>.

Mrs. Brandley <Dako> ...yeah!

INTERVIEWER: Hmm, <dako>

Mrs. Brandley And you have to repeat that so...yeah

INTERVIEWER: Yeah, yeah, yeah... Things that are longer in English

Mrs. Brandley Exactly! Exactly, longer so...

MR. BRANDLEY We use our own little words, don't we, as well? <Cha, Cha>, for "drinking tea"

Mrs. Brandley Yeah, sometimes we mixed it.

INTERVIEWER: So "cha-cha" come from <Ocha? Ocha, kocha?> – <Cha-Cha>

MR. BRANDLEY She makes her own baby versions of things.

Mrs. Brandley yeah, yeah, exactly like that.

MR. BRANDLEY <Tchuu, Tchu> is the drink, small sweet drink.

INTERVIEWER: That you are drinking... So, she gets that from the sound like... <Tchu...>

MR. BRANDLEY And the <tsuru-tsuru>.

Mrs. Brandley <Tsuru-tsuru>, yeah...

MR. BRANDLEY Which is the slurping sound from the noodles.

INTERVIEWER: Onomatopoeias, you got a lot... you got a lot of it in Japanese.

Mrs. Brandley But some people say that if you want to speak in English, you only have to use one in English, it not to be said, so lot of people say that, but sometimes I do... so...

INTERVIEWER: I see ok, so she speaks Japanese as well.

Mrs. Brandley Hmm...

INTERVIEWER: Yes.

INTERVIEWER: So she speaks Japanese, as well...

(Both agree)

INTERVIEWER: So, she speaks Japanese at school, and English here?

Mrs. Brandley But here is as you speak Japanese...

MR. BRANDLEY Hmm, that... she speaks Japanese... but...

Mrs. Brandley and copies...

INTERVIEWER: And English...

MR. BRANDLEY Hmm. not really, She... she copies if I say a phrase or word in English, she'll copy it... and... you know in order to get what she wants. Whatever she knows... with daddy, maybe she needs to say this phrase, with Mummy, the Japanese phrase, umm... well most of the time, when it's up to her to speak, she'll choose Japanese. But she understands both. So I speak to hear in English and as do you (refers to Wife), she'll reply back to me in Japanese. She understands the instructions or whatever in both languages, but she replies 90% in Japanese.

Mrs. Brandley But sometimes she uses "more" and "please".

MR. BRANDLEY Yeah, sometimes, like, yeah "more... more please". You know...

INTERVIEWER: You also need to consider her age, because she is two years...

MR. BRANDLEY Just two... two years, one month.

Mrs. Brandley Two years, yeah, for example, here last night she said "see you".

MR. BRANDLEY Yeah, she said "see you!"

Mrs. Brandley ... "Bye-bye", "See you" at the same time, so she might understand that.

INTERVIEWER: It would be interesting how she develops in the future, once she starts, because she is developing both languages and maybe we still have to wait until what

happens...next year, might be very interesting...And so, umm... so, Japanese was the... the language. Ah... it's been the language she using at school.

Mrs. Brandley Yeah...

MR. BRANDLEY Yeah. She's exposed to Japanese at school, so you don't...

INTERVIEWER: So, was there any change when she started at school, regarding language?

MR. BRANDLEY Hmm...

INTERVIEWER: Something that you might have observed...

MR. BRANDLEY Speaking more...maybe...I don't know if that's because school or because of the age that she got to, when you do start speaking. When she... when she first went to school she was just at the point of actually speaking, no matter what language it is, you know...hmm...but she certainly picked up a lot of phrases and vocabulary in the last six months at school...

Mrs. Brandley Is it, that she's...speak...earlier than others... when she was 10 months she ...

MR. BRANDLEY Maybe slightly advanced...

Mrs. Brandley She already knew, like could say some small word and after one, or more and more...

MR. BRANDLEY The teacher said that she is one of the top three...indicators of her age at school...

Mrs. Brandley yeah...

INTERVIEWER: I see. I see, so Mark, do you encourage your children to speak English at home?

MR. BRANDLEY Yeah. So we watch a lot of things like, nursery rhymes and things on YouTube, and we got some English programs that we watch regularly don't we? Like the same daily programs in Japanese, but with a couple of daily English programs from the NHK that we record and we watch every night together, and umm... we got books, I mean more... more Japanese than English, but we have a selection of English books we collected to sit down and read to her. That we should do more, shouldn't we?

Mrs. Brandley Yeah, we ...used to... Oh really?



MR. BRANDLEY We used to do two or three every day, ...but recently not much as we should do...but we've tried to read a story to her and I want to take her back on to the books because she's recently become addicted to iPads.

INTERVIEWER: Oh, I see...

Mrs. Brandley Yeah... an issue

MR. BRANDLEY Which is an issue, so we're actually kind of banning that at the moment, she can have an hour of television, and the try to get her back into books.

Mrs. Brandley yeah, yeah, we should.

INTERVIEWER: Ok, I see...and so Mark, how important is for you to maintain English, I mean for her...for her maintaining English as a language.

MR. BRANDLEY Well... Yeah, very important, for ...well, for me, really. For her to be able to...because being able to communicate with each other, because unfortunately, my... my Japanese is quite poor so, if she doesn't speak English then we won't really have much communication. Unless, as recently, I realized maybe I'm gonna have to learn more Japanese...

Mrs. Brandley Yeah...

MR. BRANDLEY And try to meet her halfway... I don't, I mean, even... even if being optimistic I don't know if she doesn't go to an international school, how's she really going to be able to meet me halfway, it's a bit unrealistic to expect that from her. Or I should actually not halfway for her to actually get certain level... umm..., in order to communicate, because my Japanese level is so low, she would have to, you know, be like, be eighty percent so...

INTERVIEWER: Yeah... (laughs)

MR. BRANDLEY Yeah, so... yeah... I think I'm going to have to learn a lot more so, she doesn't have to work so hard, and we can meet in the middle.

Mrs. Brandley Yeah, yeah, that's really good, I mean... we don't have to give a lot of pressure for that...

MR. BRANDLEY ...'Cause I have, quite a lot of friends and colleagues, even your colleagues (refers to Wife), I don't know if you, you know them, but ah... they've said openly to me that they can't communicate with their children at all, at any level, because they don't speak Japanese and child doesn't speak English, and I don't really want that to

happen, so yeah, I'll have to make an effort and then, well we're going to put her into at least into a Saturday international school program...

INTERVIEWER: Hmm... I see.

MR. BRANDLEY To help her once or twice a week...

INTERVIEWER: To complement her English...

Mrs. Brandley Yeah, so yeah...you know, but I'm not going to pressure her, just you know...

INTERVIEWER: Just to enjoy...Saturday...playing games, and things like that...

(Interviewer ruffles papers...)

MR. BRANDLEY Yeah... if she likes it, it will come naturally...

Mrs. Brandley Yeah...try to ...travel...if she has...

MR. BRANDLEY Yeah - travel, go to England, at least once a year for about...a month, I might be even able to take her back by myself during the break, for like four to six weeks every year...

INTERVIEWER: So you see any benefits...for learning English...for her?

MR. BRANDLEY Well, yes, yeah. Definitely, ah... but of course, not just because of international business and global situations, but we don't know of course what the future will be, so we may end up back in England, and therefore, if... if we go back when she's ten years old, if she doesn't speak any English and she has to be put into an English public school, it's... it's gonna be quite a (laughs) challenge for her, she needs to have at least the basics... at least... at least the basics, something to cling on...

INTERVIEWER: Is that, Mark, the proficiency for her to have...like a ...very well level of English, or you prefer something like native like or you're content with something fare or maybe poor?

MR. BRANDLEY I wanted... originally when she was born I wanted her to have a quite a high proficiency, because I saw a kind of a... acquaintances who were able to achieve that through international school... uh... but I realized if she doesn't go to an international school it's not realistic to expect that from her, because she only has the input from us...

INTERVIEWER: Mmm... I see...

MR. BRANDLEY So now I'm trying to get more realistic expectations and umm... just... just being able to communicate on some level, now, and like I said, give her the basics so if we do have to go back she got something to build on, she had if...As I said, if we got back at ten and you got no ability at all...yeah... what is she going to do?

INTERVIEWER: So, do you think...and this is a question for the both of you...ah...do you think that a first language can help second language learning, in the case, like her Japanese...do you think it might help learning English?

Mrs. Brandley hmm...I think like the mother tongue is important, for us to pass language and if she get a established mother tongue... well... maybe she can speak English in the future, but if you knows it... might have a lot of semi lingual, like half Japanese, half English... like... a... she will be wondering like, what I am? So, it's not good for the stability ...for her nationality as well...so I want her to have her mother language as Japanese first, and then teach her English as well, because I have met a lot of people that who can speak English well in the future, after they graduate from school, so it's possible, the mother tongue is important to...

MR. BRANDLEY yeah, try to establish one language...at least.

Mrs. Brandley Yeah... yeah... at least, otherwise she can't ...yeah...

INTERVIEWER: I see, so do you agree with that...

MR. BRANDLEY Yeah, at least if she can still kind of input... input some English at the same time...but...yeah... focus maybe more in one...

Mrs. Brandley Yeah... yeah... Japanese first, because Japanese is it has a lot of things, like a lot of Kanjis an like ...I work at a Junior High, and I saw a lot of kids, even Japanese...that who can understand Japanese well, for example, they can study ...and other subjects as well, math, and social studies and science, and we think is like a connect is Japanese, yeah, so...

INTERVIEWER: So, how does she feel about using English, speaking in English, have you observed ...well, she's only two years, but have you observed anything like that...

MR. BRANDLEY Well I don't think at that age they really know the difference, really, I think is just all communication. I don't... I don't think she realizes what she's actually speaking that...I don't know exactly when they do...maybe...

Mrs. Brandley After four... she realizes that... after four, five.

MR. BRANDLEY Yeah... at the moment is just communication...

Mrs. Brandley A little understanding too. That's why she needs a lot of language...just listening is important to even... you know...

MR. BRANDLEY At least main skills in both languages is very impressive really... but yeah, I don't think is any separation of the languages, really for her...and unfortunately because, Miki also speaks to her in English, it's not like... oh... you know, I speak...

INTERVIEWER: One parent, one language...

MR. BRANDLEY Like this language is with Daddy and whatever this language is with Mummy, because she speaks some English as well...

INTERVIEWER: You got something in the middle for the both of you...

MR. BRANDLEY Yeah, I don't know, maybe, around about four or something she might start to realize that "oh, is actually two different languages"

Mrs. Brandley Yeah... hmm...

MR. BRANDLEY And know is just communication...

INTERVIEWER: And in general how do you feel about maintaining English for her.

MR. BRANDLEY Well for me is very important, because it's ...our bond really, it's what makes us father and daughter really, without the language, we don't really have, we won't really have a relationship very much... would we, particularly...

Mrs. Brandley Yeah, for me if she speaks English, maybe...her world is bigger, so she can choose what she wants to do in the future, so is like just options...

MR. BRANDLEY It's like extra options for her...

Mrs. Brandley Yeah, extra options, of course I want her to fully communicate with you eventually, as you know, mother and daughter, father and daughter...I want to give... her... the pleasure, so if she...if she likes it...

MR. BRANDLEY We would like her to have the option, wouldn't we?

Mrs. Brandley ...we will try to continue (inaudible), but you know, just ignore...if she doesn't English...

INTERVIEWER: I see...

Mrs. Brandley Yeah, like she wants to do...

INTERVIEWER: Okay ...thank you guys for your time, and that's it.

MR. BRANDLEY Oh, that's it... Thank you.

- End of Interview

**Appendix 4:** The Ken's interview transcript

Location: Saitama City, Japan.

Participants:

Husband: Mr. Ken

Wife: Mrs. Ken

Children: Emi

Notes: Interviewer is playing with the oldest Child, so laughs very often and interacts with her during the interview.

- Beginning of Interview

INTERVIEWER: Umm... ok, let's do it.

MR. KENT: Okay!

(Child in background heard loudly)

INTERVIEWER: So the first question is very simple...what is your age?

MRS. KENT: Thirty-Eight

MR. KENT: Thirty-Five

COMMENT: (Inaudible spoken language in English by Child)

INTERVIEWER: I see, and what is your... marital status?

MRS. KENT: Married.

INTERVIEWER: Married. Okay.

MRS. KENT: Ah... we...

(UNAUDIBLE)

INTERVIEWER: Ah... I see. Congratulations, I've been married for five... six years... oh! I almost forgot

INTERVIEWER: Yeah.

MR. KENT: Oh, yeah! Well, we have two marriage anniversaries...

INTERVIEWER: Wha... How is that?

MR. KENT: From our... Japanese ceremony and an American Ceremony...

INTERVIEWER: Oh! You did both!... oh, see...

MR. KENT: 5 years...?

INTERVIEWER: Getting married in Japan usually you just need to do the paperwork at the beginning...

MR. KENT: Actually we did the paperback after the two ceremonies.

INTERVIEWER: Oh, I see.

MR. KENT: Anyway...

INTERVIEWER: Okay, and, er... what is the highest degree of... or level of school you have completed?

MR. KENT: I have Master's Degree in computer science.

INTERVIEWER: In computer science, I see. Very interesting.

MRS. KENT: I'm also a student...

INTERVIEWER: Are you studying right now, that's very good.

MRS. KENT: Education and Psychology...

INTERVIEWER: And Psychology. Is that at university, or is that part of a Master degree?

MRS. KENT: Er... not master...

INTERVIEWER: Ah, Undergraduate

MRS. KENT: Yes.

INTERVIEWER: I see, very nice.

(Loud Crash heard in background – Child playing)

INTERVIEWER: That's a very interesting field...it is...

MRS. KENT: Yes

INTERVIEWER: ...that is something I really wanted to study (Laughs) Education and psychology... sounds...

MR. KENT: Alright, we going to... soon...

(Children play close to the camera)

MR. KENT: Sorry!

INTERVIEWER: It's ok, you don't mind the kids...and umm... what you do for a living?

MR. KENT: I work as an English teacher and I teach at three different schools this year.

INTERVIEWER: Hmm...

Kanda Institute of Foreign Languages, Seigakuin University, Reitoubkai University.



INTERVIEWER: Hmm...

MR. KENT: But as for next year we don't know what's gonna happen. But it still be teaching English.

INTERVIEWER: I see.

MRS. KENT: And I am a busy mother (laughs)

INTERVIEWER: ...for the time being, and with children! And also Student. I see, thank you. And err...

(Children shares comb with interviewer)

MR. KENT: Very nice...

INTERVIEWER: Aww! so you can brush your hair! ...yeah...you can brush mama's hair...and where were you born?

MR. KENT: I was born in Pittsburgh, Pennsylvania in America.

INTERVIEWER: (To Wife) Where you born here in Saitama?

MRS. KENT: From Hokkaido.

INTERVIEWER: From Hokkaido. I see, err... which city?

MRS. KENT: from Hakkodate

INTERVIEWER: Hakkodate... I've been to Hokkaido only once, but it's beautiful, it is so beautiful when I went there, but only once. I see, and err...and K, when did you come to Japan?

MR. KENT: I came to Japan in August, 2006.

INTERVIEWER: 2006

MR. KENT: That was 12 years...no, 11 years ago.

INTERVIEWER: Eleven years ago, I see. And err... so you have 2 children, two children for now (all laugh)

MR. KENT: Yes, for now! (laughs)

INTERVIEWER: Any... any plans to have more, or is two enough for now?

MR. KENT: Ah...we would like to have as many as possible, but...I would, but I can't so that right now... (inaudible at sentence end)

INTERVIEWER: Just a little bit more time. Okay, and ...so they were born here in Japan right?

MR. KENT: Yeah.

INTERVIEWER: Okay. Have they been to... uh... to the United States? The States?

MR. KENT: She has gone two times...

INTERVIEWER: Two times already.

MR. KENT: And he has not yet. (referring to the Child)

INTERVIEWER: Okay. How old is he?

MR. KENT: He is one year and I guess two months, two or, two to three months, he was born in May, last year.

INTERVIEWER: I see, and she is three years...

MR. KENT: She's three and half...

INTERVIEWER: Three and a half – oh my goodness...

MR. KENT: When is your birthday? (To her daughter) (They laugh)

INTERVIEWER: So, is she attending kindergarten, nursery school?

MR. KENT: Yes, she's in... (inaudible – microphone distorted)

INTERVIEWER: I see... and for K...not yet (they laugh) ...too soon for that, so she's on her first year...And err... K, tell me about your town here in Japan, what is exactly the name of this area?

(children play in the background)

MR. KENT: Saitama City, Nishiku

(Child plays loudly in background)

INTERVIEWER: And what do you think about Nishiku?

MR. KENT: Ah... I think is good for raising a family...

INTERVIEWER: Oh, I see.

MR. KENT: It's not that... It's not very crowded and there's lot other families around, so ...it's you know...is not so bad.

INTERVIEWER: So you have everything you need here, like supermarkets...and...

MR. KENT: Ah... actually you got to drive to get to that, but yeah that's around. (they laugh)

INTERVIEWER: Oh! Okay, let's say "around", but, yeah...if you go by car... by (train)... and err... any other things, like, what do you like about your town?

(all laugh)

INTERVIEWER: Is there something you like about...

MR. KENT: I'd say is cheap!

INTERVIEWER: Okay! (They laugh)

MR. KENT: But actually the other job I work at is here down the street, and the goal is to work there around 4 times in the end, so I can just, kinda, you know, walk to school or not take the train or...

INTERVIEWER: Wow! ... and that's like a dream in Japan.

MR. KENT: Yeah!

INTERVIEWER: Not commuting...

MR. KENT: And have it close by. So, that's kind of why we chose it here...but...yeah

(Interviewer laughs)

INTERVIEWER: That's very good, and for how long are you planning to live in Japan?

MR. KENT: Oh, probably forever.

INTERVIEWER: Okay, I see... (To R) and you're probably expecting the same... (all laugh) have you ever... I don't know... ever thought of idea of leaving... back in the states.

MR. KENT: Only if I could get a job that made more money, and have the same schedule, otherwise...no.

INTERVIEWER: You feel you're spend here a lot of time with your family? Even though you enjoy your work as a teacher?

MR. KENT: Yeah!

(Parents stop to play with the older daughter)

INTERVIEWER: (Laughs) What a nice hat.

Girl: N... n... Nice hat!

INTERVIEWER: Yeah, a very... yeah. A very nice hat. Yeah, it is. Ah, it's not. Yeah, you're right – it's not a hat.

Girl: It's from Sa...

MR. KENT: It's from Santa...

INTERVIEWER: Yeah, I see... Yeah, you think. (Laughs) Okay, err... Kent what is your first language?

MR. KENT: English

INTERVIEWER: And what's your proficiency in English

MR. KENT: Native.

(Children play in background – English is spoken)

Girl: It's like a camera...

(Interviewer Laughs)

INTERVIEWER: (To R) And what is your first language?

MRS. KENT: Japanese

INTERVIEWER: And what is your proficiency level...you're supposed to be native in Japanese?

MRS. KENT: Yes!

INTERVIEWER: Yeah, I guess so. And do you speak any other languages? So can you speak...

MR. KENT: Yeah I speak Japanese.

INTERVIEWER: What proficiency?

MR. KENT: Probably N...3...

INTERVIEWER: Which is ...

MR. KENT: JPLT N3...

INTERVIEWER: Which is very well, but usually you know, you can't really measure your level, your skill level with a test, but you perform very well in social activities and...

(Children play in background - cause interruption)

MR. KENT: Well I somehow got (R) to marry me without me speaking Japanese, so that's pretty...

INTERVIEWER: Okay, that's enough... proficiency! (laugh) (to R) and you speak English as well...

Children: Enough! enough!

MRS. KENT: I try.

INTERVIEWER: You're trying to speak it...and how do you feel about your proficiency? You speak English...very well...just enough...native like?

MRS. KENT: Not... enough.

INTERVIEWER: Really? I don't so. What do you think about that? ...K?

MR. KENT: I think she speaks well.

INTERVIEWER: Yeah, I think the same...

MRS. KENT: Thank you...

INTERVIEWER: yeah, I really think the same.

MR. KENT: But I don't know the last time she took a TOEIC test.

MRS. KENT: I did it!

MR. KENT: Obviously... she tells my kids what to do in English.

INTERVIEWER: Umm... Yeah, that's really important, so. That's the main question for this interview...it's about what languages do you use at home and how do you use it, when do you use it.

MR. KENT: So... we use English at home all the time.

INTERVIEWER: All the time! No exceptions?

MR. KENT: No.

INTERVIEWER: So, what about, for example, when you...

MRS. KENT: Outside the house

INTERVIEWER: Yeah, obviously outside the house is a different story...yeah, but let's say when you are really angry and you want to say something in Japanese, do you just say that in English or...?

MRS. KENT: Yeah...mostly in English...we decided that

INTERVIEWER: Wow! That's very... in must be...

MRS. KENT: Hard!

INTERVIEWER: Yeah! yeah! It must be, might be really tough, because, usually when families, when they decide what language to speak at home, they make some exceptions because is really, really hard to speak one single language 100% all the time, that's really amazing, first time I see something like that.

MRS. KENT: I agree... (inaudible)... I can explain what I want... and.... I you can tell that...

MR. KENT: Yeah

INTERVIEWER: Yeah, because... err... yeah, it's the same... for example with my family my family we speak Spanish at home, my wife is Japanese, but we speak Spanish... she speaks English too and... but... yeah...is not all the time. Sometimes I find myself saying something, or speaking about something in Japanese, and my wife, she would reply to me in Spanish. So is kind of a mixture, very funny.

MR. KENT: Yeah

INTERVIEWER: And when we have friends, umm... yeah, we speak in English depending on where our, our friends are from, so ...but speaking in one language in this case, English 100 percent of the time - wow! It's amazing. Really, really amazing. So, umm...

(Interviewer examines questions...)

INTERVIEWER: We are ready... to answer, to answer... are ready to answer the next question because um... so the next question is – so, what do you think is their first language, for your kids?

MR. KENT: English

INTERVIEWER: So do you think...



MRS. KENT: (laughs) (inaudible)

INTERVIEWER: English. So, do you think is English, so they go school, I mean, on her case, she goes to school, she speaks Japanese?

MRS. KENT: Yeah. She, she is.

INTERVIEWER: She doesn't have any trouble? Like, um... mixing languages? at school like...

MRS. KENT: No, I don't think...

INTERVIEWER: She really know the difference?

MR. KENT: Yeah...

MRS. KENT: Yes, she knows the difference...she couldn't speak Japanese... well, first at school, but she's doing well now.

INTERVIEWER: I see, did they... the teachers say something at the beginning, like she's having trouble like with Japanese.

MRS. KENT: Sensei says she's ok

(Daughter plays nearby)

INTERVIEWER: So, when she goes to school, she speaks Japanese, then when she comes home, she speaks English.

(Both Interviewees) Yeah...

INTERVIEWER: As simple as... as that.

MRS. KENT: But sometimes she speaks Japanese, at home, sometimes she does. when she's playing by herself. She thinks she's playing with her friends... like...

INTERVIEWER: Yeah, yeah, yeah... Like a recreation of their... of their play time... and television, is something she does in English

(Children play - all laugh. Parents engage with children who make interruption)

INTERVIEWER: No, no. It's absolutely fine... Totally fine.

(Parent's talk with children... Interviewer mishears the child speaking)

INTERVIEWER: ...Can't?

MR. KENT: Can-Can...

INTERVIEWER: Can-Can. (Laughs) Ah so, that's a way you differentiate. Like "Can-Can"... and "Can".

MRS. KENT: (Laughs)

MR. KENT: No, I'm "Da-Da"

INTERVIEWER: Ah, Dada.

MR. KENT: We actually have an issue, because we usually have plane tickets to "\_\_\_\_\_"... I have to explain over the phone... (inaudible)... two-names...

INTERVIEWER: (Laughs) It, which is very common... So you really encourage your children to speak English at home... (youngest Child cries loudly) so that's your priority.

MR. KENT: Yes.

INTERVIEWER: And how important is for you ...for your children to speak English?

MR. KENT: Very important.

INTERVIEWER: Very important, what do you think about that? Let's think about the future. About Jobs, education, travelling.

MRS. KENT: To talk, his family, it's sad if they can't talk to their family...

INTERVIEWER: Yeah, that's very important. And what about Japanese, do you think Japanese is very important?

MR. KENT: Yes!

INTERVIEWER: Considering the fact that you're living in Japan.

MR. KENT: Yes, I do, but they will get it from someone else. They're gonna go to school, and all they... (interrupted by daughter) They gonna learn everything from school and is fine enough that they don't need to do it at home.

INTERVIEWER: Hmm, I see. Do you feel that you need to teach them Japanese? Something in Japanese sometimes?

(Child cries)

MR. KENT: Not, no... I don't know about the school, but she's fine.

INTERVIEWER: She's doing very well, right Kent? Kent...? Kent? Okay, so what level of proficiency do you wish your children to have?

MR. KENT: Native.

INTERVIEWER: Native like...I see

INTERVIEWER: Is for you the same? Do you want your children to be native, native like, regarding language?

(Children playing, inaudible)

INTERVIEWER: Yeah, you're kind of a like a little bit more flexible.

MRS. KENT: Yeah.

INTERVIEWER: As long as they communicate, and they can do well... I see, and umm... so, Kent, do you think like-umm... speaking two languages, can help to learn a third one?

MR. KENT: Ah... hmm...

INTERVIEWER: If by any chance in the future she wants to learn, or he wants to learn another language.

MR. KENT: I think it would be easier for them to understandable the concept of a... of a third language, yeah, and I don't know, let's say if she wants to learn Spanish, were there are lots of words that have similar meanings and spellings ...but if she wants to learn Korean or Chinese, were there are some...

INTERVIEWER: Yeah, grammar would be very... (inaudible)

MR. KENT: Besides, is not easy to do, I don't know if I should let her do that, but...

INTERVIEWER: Yeah, that would be her decision in the future.

MR. KENT: Hmm... I think it would be easy...

INTERVIEWER: I see, and the last question is for you only Kent, why is so important for you, for your children to maintain English? Because some people are more flexible, some people say... "she can communicate well with the family, that's enough...".

(Child heard falling down in background – Interviewer call attention and feels bad for Child)

INTERVIEWER: If you need to attend, then... it's okay.

MR. KENT: No... it's fine.

INTERVIEWER: It's fine...

MR. KENT: Well it would be the biggest waste opportunity if they did not get as much as they could out of me, because...I don't know what they are going to think - growing up, but I'm sure that they are going to be met by people who will say "Oh, your dad is American and you must speak English.", and if they grow up and they can't, they are gonna say - "Well, what happened?"...especially if your dad is an English teacher.

(all laugh in agreement about statement)

INTERVIEWER: They usually are...

MR. KENT: If your dad is an English teacher and you can't really speak English...what happened?

INTERVIEWER: Hmm, yeah. I see. Okay, very interesting.

MR. KENT: There is the possibility...well, yeah, yes it's possible to go back to America, but it's actually quite easy to do like, like an online school in English, at the same time. And so that might be something that we could do too, but basically the answer is that... what happens when they grow up, and they can't speak English and people say (stammers for correct question) "Your Dad was an English teacher... Why he didn't teach you English?".

INTERVIEWER: Yeah.

MR. KENT: It seems like it wouldn't make sense, but yeah ...it would be kind of like the same idea, if you had a piano in the house and the kids couldn't play piano. Like "Why do you have it? You never learned, you never tried?" You know?

INTERVIEWER: ...having all the opportunities... (kids crying, parents speak in English, inaudible)

MR. KENT: (Low speaking to Wife) Is there something wrong with him?  
(All interact with the Child with enthusiasm)

INTERVIEWER: Okay. Thank you so much guys. Thanks for all. Very interesting.

MR. KENT: Alright, thank you! Oh, yeah.

INTERVIEWER: And thank you so much for your time...

MR. KENT: You're welcome.

- End of Interview -

**Appendix 5:** The Mayer's interview transcript

Location: Saitama, Japan

Participants

Husband: Mr. Mayer

Wife: Mrs. Mayer.

First Child: Emily

Second Child: Colt

Third Child: Mary

- Start of Interview

INTERVIEWER: And that's it. Okay, umm... thanks Daniel and thank you to you as well (to wife). So tell me what is your age.

MR. MAYER: I'm Forty-seven

INTERVIEWER: Forty-seven.

MRS. MAYER: I'm Forty..., Forty-one. (Wife corrects her age)

INTERVIEWER: Okay, Thank you.

INTERVIEWER: And umm... what is your marital status?

MR. MAYER: Umm...we're married (short laugh)

INTERVIEWER: Okay, I see. And umm... another question is about umm... the other question is about your education...umm...what's the highest degree or level of the school you have completed?

MR. MAYER: High school?

INTERVIEWER: High school level?

(inaudible)

MR. MAYER: High school (points out to his wife)

MR. MAYER: College? (asking his wife)

MRS. MAYER: Two-year college...

INTERVIEWER: Two years' college (misheard)

INTERVIEWER: And Dan?

MR. MAYER: Umm... Bachelor's degree

INTERVIEWER: Okay, I see. And umm... what do you do... for a living?

MR. MAYER: Teach English

INTERVIEWER: Teach English... (Looks at Wife)

MR. MAYER: (intervenes) She's a house wife

MRS. MAYER: Hmmm, <ima> house wife

INTERVIEWER: Housewife, thank you ...And, so Dan, where were you b...  
(rephrased) Where were you born?

MR. MAYER: In America, eh, Delaware.

INTERVIEWER: Delaware? (Looks at the Wife)

MRS. MAYER: Tokyo.

MR. MAYER:(To Wife) You were born in Tokyo?

MRS. MAYER: Umm, born, yes - Tokyo.

INTERVIEWER: Umm, and then you moved to... Saitama.

MRS. MAYER: Yes.

INTERVIEWER: I See, and umm, Dan, when did you come to Japan?

MR. MAYER: I came to Japan, in umm...nineteen... ninety... eight.

INTERVIEWER: I see, so you have been here for some time.

MR. MAYER: Yes, yeah. I, I went over for around 6 months...



INTERVIEWER: Umm...

MR. MAYER: ...Pretty much to take care of...

INTERVIEWER: Yeah, I see. Sometimes you know, have to come back to your home country in the middle of...and return to your family... umm... well I can see you have three children.

MR. MAYER: That's right.

INTERVIEWER: (Laughs) That's right. That's a very (chortles) easy question.

INTERVIEWER: (Hesitates) They were born here in Japan, right?

MR. MAYER: Yes!

INTERVIEWER: Okay, so for their full time and for their whole education, they have, (repeated) been here in Japan?

MR. MAYER: Yes.

INTERVIEWER: I see... And, umm... so, they, do they attend to a local school...here in... Japan? Is it a public, private school?

MR. MAYER: Public.

INTERVIEWER: Public School... I see...

MR. MAYER: Near our house actually.

INTERVIEWER: Okay, that's very convenient. And umm... so, what grade are they now? Like umm... they go to primary school?

MR. MAYER: (Hesitates) Elementary school...

INTERVIEWER: Elementary School...

MR. MAYER: So, umm... Emily's (in) third (Wife intervenes), fourth, sorry (to Wife) grade.

INTERVIEWER: Fourth grade...

MR. MAYER: And Colt is in first grade and Mary's in Kindergarten.

INTERVIEWER: Oh, I see. And umm... (Looks at the Wife) please tell me, how is your hometown, here in Saitama.

MR. MAYER: (Rephrases the question in English to his wife) How's Sayama, what kind of place is Sayama

MRS. MAYER: What kind?

INTERVIEWER: <un!..sayama ha dou?>

MRS. MAYER: ahh..<nantoka..oh>

INTERVIEWER:<tatoeba, tanoshii, yasashii>

MRS. MAYER: Ah! Country.

INTERVIEWER: <so,so,so...chotto inaka mitai kedo...>

MRS. MAYER: <Demo, shiboi, hmm..nani..hodake> ...good price.

INTERVIEWER: <un> Good place

MR. MAYER: Good place

INTERVIEWER: So you feel safe here, that's very important

MRS. MAYER: <un! Atoo> Many parks

INTERVIEWER: Ah! That's also very, very good, yeah, especially if you have children...you want to go to the park very often...

MR. MAYER: Yeah, yeah, we go.

INTERVIEWER: hmm, close to schools and everything you need...

MR. MAYER: Yeah

MRS. MAYER: <un>

INTERVIEWER: And is that far to Shinjuku (Main Tokyo Area) right? Is like 25, 30 mins?

MRS. MAYER: Hmm, no...

INTERVIEWER: Ah! More! I see.

MR. MAYER: To Shinjuku is quite, is almost an hour.

INTERVIEWER: I see, is pretty much the same distance from my home station.

MR. MAYER: Around 50 minutes.

INTERVIEWER: But still is quite normal here in Japan, to commute for one hour or so.

MR. MAYER: Sure! For everything.

INTERVIEWER: And... so, this question is for you Daniel: How long are you planning to live in Japan?

MR. MAYER: Oh, probably until ...my...retirement.

INTERVIEWER: Yeah.

MR. MAYER: Yeah, until my kids are on their own way...probably...they don't really have friends, back in the states so...

INTERVIEWER: Yeah, once you settle down, you...have your family, house, everything here so...there's no big point of coming back, unless you are visiting your family and something like that.

MR. MAYER: Yeah.

INTERVIEWER: And for the next section, I'm going to ask you a few questions about language, the way you use language at home...and what is your first language?

MR. MAYER: Mine?

INTERVIEWER: Yeah...

MR. MAYER: English.

INTERVIEWER: English.

MRS. MAYER: Japanese.

INTERVIEWER: Japanese, yep. It kind... (stammers) It kind of sounds like an obvious question, but sometimes...it's not, so it's very important to ask it before. And what is

your proficiency in your first language...in reading, writing, speaking, and listening?  
You can say, native-like... you can say very well, well, fair, or poor...but in your native language.

MR. MAYER: In English?

INTERVIEWER: yeah in English, and how is your performance in Japanese

MR. MAYER: Native, native-like. And I think your Japanese is good, right? (Looking at Hachiko)

INTERVIEWER: She must have a very good Japanese I guess. (All laugh)

MR. MAYER: Yes!

INTERVIEWER: And the second question but...regarding second language. Dan, in your case you have some Japanese proficiency. So how do you feel about your Japanese proficiency.

MR. MAYER: Hmm...fair...

INTERVIEWER: Fair... So that would be like a ... Something very close to well, probably...

MR. MAYER: I don't know...

MRS. MAYER: His Japanese...

INTERVIEWER: <nihongo ha dou>

MRS. MAYER: <un> well, his Japanese is well

INTERVIEWER: <un sou desu ne, watashimo to omouimasu...sou eigo wa?> and... what about your English?

MRS. MAYER: noooo (laughs)

INTERVIEWER: I think it's kinda the same as...

MR. MAYER: Her English is better than my Japanese.

INTERVIEWER: Okay, that's an important description, yeah so she is close to... I really think it's very well to...

MR. MAYER: She's Okay.

INTERVIEWER: So you can communicate...for example, let's say, you can ask directions, you can ask for information, you can...

MRS. MAYER:<demo> I, I can understand only...his English.

INTERVIEWER: Ah yeah, that's a thing! Because you have been together for long time... and when you speak to someone with a different accent, or different variety of English, that might be a little bit difficult. It's a normal process.

MR. MAYER: Yeah, she's Okay. She can talk about family too, so...

INTERVIEWER: Hmm, I see. That's enough!

H :(Hesitates) A little!

(All laugh)

INTERVIEWER: A little bit (laughs) That's a Japanese style of saying I'm not that. (they laugh) So at home, when you're at home, what language do you usually use when you speak.

MR. MAYER: I... I try to speak only English

INTERVIEWER: Okay, so, you try to speak English...In English to your wife and kids.

MR. MAYER: And kids, yeah, for my kids really, yeah.

INTERVIEWER: Yeah, that's important. And in your case? (To Wife)

MRS. MAYER: Japanese – Japanese... (pointing to their Children)

INTERVIEWER: Japanese.

MRS. MAYER: Japanese, when at home, yes.

INTERVIEWER: Ah, so I see, so you have a bilingual approach...you use two languages, one parent-one language.

MR. MAYER: Hmm...but you speak English to me (directed to Wife)

MRS. MAYER: Sometimes <dan>

INTERVIEWER: Ah... I see. That's very interesting, and it's very good...nice strategy, but sometimes it can be a little bit...

MR. MAYER: It is!

INTERVIEWER: Is it? That will depend on the context... especially when you go out.

MR. MAYER: Yeah.

INTERVIEWER: Yeah, it might be a little bit...hmm...but is part of the... hmm...part of the process.

MR. MAYER: Hmm... (in agreement)

INTERVIEWER: So...what are your children first language?

MR. MAYER: (looking at Wife) ...Japanese

MRS. MAYER: (laughs)

INTERVIEWER: ...Japanese first language? Okay, at least that's an impression of that, not a definite answer.

MR. MAYER: Hmm...

INTERVIEWER: Do they speak any another language, apart from English and Japanese?

MR. MAYER: No.

MRS. MAYER: No.

INTERVIEWER: Okay, so just Japanese as a first language and English as a second language.

MR. MAYER: Yeah...

INTERVIEWER: That's very interesting.

MR. MAYER: All their English, they have it from me, so...

INTERVIEWER: And what do you think is their proficiency regarding English, considering their age.

MR. MAYER: Hmm, my oldest daughter is the best at, hmm that's a difficult question.

INTERVIEWER: It's just an impression of...

MR. MAYER: Hmm...

INTERVIEWER: For example, when they talk to your family?

MR. MAYER: Yeah, I mean...

INTERVIEWER: ...Their friends...

MR. MAYER: (Continued.) they can, they can speak to my parents. I'd say ...hmm...very well?

MRS. MAYER: <un> very well!

ALL: (sound in agreement)

MR. MAYER: Colt is...

MRS. MAYER: Colt too!

MR. MAYER: ...He's Okay.

INTERVIEWER: I see...

MR. MAYER: My youngest daughter is, well she's...

INTERVIEWER: Well, She's still learning both languages so...

MR. MAYER: Yeah, well I don't understand her Japanese, I don't understand any of her English so...

(Laughs)

INTERVIEWER: She's still very young so, it's part of... she still at the middle of her learning process so that's why...

MR. MAYER: ...Yeah...

INTERVIEWER: So, when they speak, when they talk to you... ah... do they usually do it first in Japanese, as the first language...

MR. MAYER: To me?

INTERVIEWER: Yeah!

MR. MAYER: Umm...

INTERVIEWER: Or are they very used to speak in English to you and Japanese to you (to Wife)

MR. MAYER: Oh, they mix with me...

INTERVIEWER: Oh, they mix with you...

MR. MAYER: But they try to speak in English to me.

INTERVIEWER: I see...

MR. MAYER: But they definitely speak Japanese to her (To Wife)

INTERVIEWER: Oh okay, so Japanese all the time (to her) and when they talk to your family... abroad?

MR. MAYER: Oh! They use English, if they can, yeah.

INTERVIEWER: Oh...I see... So, you usually use Skype or any other... online messaging...

MR. MAYER: Yeah, Skype...

INTERVIEWER: I see, okay...so...hmm...Have you seen any problem or difficulty when they attend the school, like at the beginning, like mixing languages, or not understanding some expressions in Japanese...

MR. MAYER: No, no, I mean, their Japanese fluent...

INTERVIEWER: It's fluent...

MR. MAYER: They don't have a problem...



INTERVIEWER: They never encounter any problem, like, let's say...at School one day...and they say, hey you know, your Children are having trouble understanding Japanese...nothing like that?

MR. MAYER: Ah, no.

INTERVIEWER: Very good. Very important. Okay, ah, for the final question... I'm going to ask you about your attitudes. How do you feel about English...How do you feel about Japanese? And those kinds... Is just about your feelings, your impressions. Do you encourage your children to speak English at home?

MR. MAYER: I do!

INTERVIEWER: You do...do you encourage your children (To Wife)

MRS. MAYER: <Nani>

MR. MAYER: (Rephrases the question to Wife) Do you try to get them speak English... at home?

MRS. MAYER: ...try? (Wife nods head in confirmation)

MR. MAYER: Yes... No...

INTERVIEWER: <Chotto dake>

MRS. MAYER:<unn...chotto dake>

INTERVIEWER: It must be you are the one trying to push the English into the family...

MR. MAYER: Yes...

INTERVIEWER: Okay, is it important to you, like err... for your children to maintain English?

MR. MAYER: Yes! Yeah, I taught, taught Emma how to read, and I'm teaching Colt now how to read, so I'm trying to push them a little bit.

INTERVIEWER: (To Wife) And is it important for you, for your children to maintain English? <Eigo mamoru? Sore ha taisetsu desuka?>

MRS. MAYER: <un! un!> I try!

INTERVIEWER: Hmm, very important.

MRS. MAYER: Very hard.

INTERVIEWER: Okay I see, and then so...it's very important for both of you... okay.

MRS. MAYER: Yes, yes.

INTERVIEWER: Do you see any benefits in the future, if you think if they can speak English very well, if they have a good proficiency, do you think they might have any benefits in the future.

MR. MAYER: yeah, I think so. They would be able to get jobs and they'll be able to... umm... y'know, venture out and meet different people... and they are gonna do well you know like for example... take the TOEIC and things like that...

INTERVIEWER: Oh... yeah, yeah, yeah...

MR. MAYER: They have a nice base; it won't be as difficult for them later...

INTERVIEWER: They can integrate into any kind of society and... travel abroad...

MR. MAYER: Hmm... that's right.

INTERVIEWER: (To Wife) And how do you feel about children maintaining English, are there any benefits in the future?

MR. MAYER: Good points about English in the future? (to Wife)

MRS. MAYER: <emmatachi?> hmmm ...aaah...hmmm... ahaah...communication

INTERVIEWER: Communication

MRS. MAYER: <ato...Shigoto, nante> Job...

INTERVIEWER: Yeah, a job as well! So <communication to shigoto to..ryooko, bemkyo so>

MR. MAYER: Extremely important!

INTERVIEWER: Yeah! Extremely important... (inaudible) ...with that expression... and what level of proficiency do you want your children to achieve...native like?

MR. MAYER: (remarks) I would like native like.

INTERVIEWER: Native like... (To Wife) what would like to, for your children... what kind of proficiency?

MR. MAYER: What level (To Wife)

INTERVIEWER: Level... <leberu, jousu, sugoijousu..> ...native?

MRS. MAYER: Native! <sugoi jousu>

INTERVIEWER: Native like?

MRS. MAYER: <Un!>

INTERVIEWER: Okay, I see...and ... two last questions...do you think that first language can help with second language learning?

MR. MAYER: Umm... in what way?

INTERVIEWER: For example, they speak Japanese, and do you think Japanese might help learning English, or you think is something absolutely different?

MR. MAYER: hmm... I don't know.

INTERVIEWER: Yeah, it's okay. If you don't know the answer.

MR. MAYER. I don't know...

INTERVIEWER: And what about English, do you think that if they know English, they can learn other languages?

MR. MAYER: Yes! For sure. (To Hinako) So do you think...that their Japanese can help them learn English? I don't think so.

MRS. MAYER: Hmm... (denies with head gesture)

INTERVIEWER: (To Wife) And what about English, if they speak English, can they learn other languages?

MR. MAYER: Like French, or Spanish...learn easier...

INTERVIEWER: Like French, yeah or Spanish...

MR. MAYER: Easier...

MRS. MAYER: Hmm...

INTERVIEWER: <Eigo kara, chigau gengo benkyou suru..sore ha dekru?)

MRS. MAYER: <Sore ha dekiru!...Demo nihongo kara...>

INTERVIEWER: <Demo nihongo kara, sore ha muzukashii>

MRS. MAYER: <un...muzukashi>

I

: <sou desune...jaa...okei desu> (Laughs) How do you think your children feel about maintaining English. How do they feel... about maintaining English?

MR. MAYER: hmm...I don't think they even think about it...right now,

INTERVIEWER: Okay...

MR. MAYER: I don't know. I don't think they understand how important it will be...

INTERVIEWER: So they used both languages naturally?

MR. MAYER: Yeah.

INTERVIEWER: And how do YOU feel about maintaining English?

MR. MAYER: Yeah! I want them to maintain English for sure

INTERVIEWER: <Eigo wo mamoru koto wa, sore wa, sono kanji wa dou?...ii kanji>

MRS. MAYER: <Eigo wo mamoru?>...Continue? <tsutsukeru?>

MR. MAYER: Continue...

MRS. MAYER: Continue?

INTERVIEWER: <un, tsutsukeru, tsutsukeru...mamoru janai>

MR. MAYER: How do they feel.

MRS. MAYER: Pauses...hmm...

INTERVIEWER: <...ammari kangaemasen>

MRS. MAYER <un! Demo...eigo toka> She wants to speak (to) family)

INTERVIEWER: ahh...so there is some motivation.

MRS. MAYER: She wants to try...she wants to keep English.

INTERVIEWER: Ah! That is very important...and how do You (to Hinako) feel about your children maintaining English? ...(rephrases) Keeping English.

MRS. MAYER: <So> good.

INTERVIEWER: Good. Very important.

MRS. MAYER: Very important, Emma, she is 4th grade, so she has many homework...that's good, so she  
<kanji wa iranai>

MR. MAYER: Well its... obviously they... (inaudible) ...homework takes so much time

INTERVIEWER: yeah so much time, a lot of time regarding the memorization of kanjis, so like tons of kanjis they have to learn.

MRS. MAYER: So I understand, I want to practice more English.

Interviewer: So is very important for you...wow! Very interesting! Thank you so much!

MR. MAYER: You're welcome...

INTERVIEWER: Thank you so much for your time.

MR. MAYER: Glad we could help you...

- End of Interview

## Appendix 6: Consent Form

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project, as provided by the researcher.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the project and my participation.	<input type="checkbox"/>
3.	I voluntarily agree to participate in the project.	<input type="checkbox"/>
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing nor will I be questioned on why I have withdrawn.	<input type="checkbox"/>
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me.	<input type="checkbox"/>
6.	If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me.	<input type="checkbox"/>

7.	The use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/>
8.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	<input type="checkbox"/>
9.	I, along with the Researcher, agree to sign and date this informed consent form.	<input type="checkbox"/>

**Participants:**

\_\_\_\_\_

Name of Participant Signature

\_\_\_\_\_

Name of Participant Signature

Date: