OJED
OPEN JOURNALS IN EDUCATION

Volume 8, Issue 1 (2023), pp. 54-86
International Journal of Multidisciplinary Perspectives in Higher Education
ISSN: 2474-2546 Print/ ISSN: 2474-2554 Online
https://ojed.org/jimphe

Decoding Japanese University Classroom Etiquette Through Purpose-Built Questionnaire as a Research Instrument

Gibran Alejandro Garcia Mendoza
Toyo University, Japan

Teo Hui Thian
Independent Researcher, Malaysia

ABSTRACT

Previous studies have provided insights into classroom etiquette through research focused on observing small student groups, with no significant exploration, through survey research, of classroom etiquette in a large sample. The present study addresses this gap through a questionnaire measuring students' self-perceptions of classroom etiquette. A review of empirical studies on classroom etiquette, misbehavior, and students' silent in-class behavior allowed the development of this classroom etiquette questionnaire. We then ran a series of factor analyses on 44 questionnaire items extracted from the literature in a sample of N=113 university students enrolled in the life science department of a private university in Gunma, Japan. The statistical results revealed only 22 items being relevant to the Japanese university classroom. These items fell into four underlying dimensions: Misbehaviors (rude or unwelcome behaviors), Disengagement (behaviors related to off-task activities), Apprehension (behaviors triggered by the anxiety of speaking up in class and worrying about other people's judgments), and Silent in-class behavior (the adoption of silent behavior to prevent class disruptions). Further analysis of the relationships between these four factors, using Spearman's rho correlations analysis, revealed a high degree of association between Apprehension and Silent in-class behavior and moderate, but significant, associations between Disengagement and Misbehavior, and between Disengagement and Apprehension. These relationships were further explored through in-depth interviews with ten university students of the same university. The significant findings showed that although the interviewees reported having a positive image of students who expressed

personal views during class, most of them preferred to remain silent. They felt afraid of making mistakes and appearing ignorant if they made inquiries or provided incorrect answers. Silent in-class behavior plays an essential role in classroom etiquette as it prevents disruptions or the exchange of conflicting opinions during class while preserving harmony in the classroom, and at the same time, is used as a face-saving action by students to prevent damage to their self-esteem. This study contributes to the body of research on classroom etiquette by supporting the findings of previous qualitative studies. It also contributes by furnishing an acceptably reliable instrument that provides an initial approximation of the spectrum of student behavior within Japanese university classroom parameters.

Keywords: Classroom etiquette, student classroom behaviors, Factor Analysis, correlation analysis

---

Every year, foreign language instructors move to Japan to teach. Many teachers struggle in their endeavors, despite their years of experience in their home countries as they realize that students' classroom behavior expected in their own culture is not met in Japan. A pertinent example is that of Japanese students' *silent in-class behavior* (Sasaki, & Ortlieb, 2017) which is often taken by foreign teachers as rudeness, lack of interest, or unwillingness to participate in classroom activities. This type of classroom behavior may leave teachers feeling either ignored or disrespected. However, behavior that is perceived as problematic, inappropriate, or unruly by foreign teachers may not necessarily be perceived in the same way by local students (Sun & Shek, 2012). Such misinterpretations may not only affect foreign teacher's attitudes towards a class, but it may also affect students' academic performance since many instructors, especially from western countries, consider expressing, questioning, and exchanging ideas in class a part of students' evaluations (Albertson, 2020; Ferris & Tagg, 1996). In such educational contexts, students who come from an educational environment that encourages passive participation; remaining quiet but attentive to class, may be at a disadvantage to those from an educational environment that encourages active class participation and discussion, whilst those same students may be perceived as rude and disruptive in an educational context where passive participation is encouraged. It is important to make any teacher in doubt aware that students hold different concepts of classroom formalities and follow different role models of *good students*. These role models are shaped by *classroom etiquette*; formalities that educational institutions and faculty establish for students that shape their behaviors to act maturely and

respectfully in social interactions. Unfortunately, classroom etiquette is usually unwritten and taken for granted, especially in adult higher education, making the proper code of behavior in the university classroom both unclear and difficult to define. We, therefore, have two reasons to focus on defining classroom etiquette in the setting of a Japanese university.

The first and most obvious reason is to prevent intercultural conflict by promoting *intercultural facework competence* of foreign teachers. According to the Conflict-negotiation theory (Ting-Toomey & Kurogi, 1998), individuals, especially those from eastern cultures such as Japan and China, are concerned with preserving face — "an individual's claimed sense of positive image in the context of social interaction" (Oetzel & Ting-Toome, 2003, p. 600). The result being, individuals engage in *facework* to keep both one's face and that of another by cooperatively attempting to promote both one's own sense of self-esteem while simultaneously promoting that of another and, at the same time as, maintaining, autonomy, and solidarity in conversation (Spiers,1998). However, *face* can assume different meanings in differing cultures, consequently individuals may lose face when treated in a way that, from their identity claims, they are being either directly or indirectly challenged or possibly ignored. If facework fails and face-loss repeatedly happens between two parties, "it might lead to an escalatory conflict spiral or an impasse in the conflict resolution process" (Ting-Toomey, 2007, p. 3). In view of this and to prevent intercultural conflict, one of the assumptions of the Conflict-negotiation theory is to develop intercultural facework competence that integrates culturally sensitive knowledge, mindfulness, and communication skills as a tool to appropriately and effectively manage identity-based interaction scenes. According to Ting-Toomey (2007), individuals who manage to achieve intercultural facework competence are then equipped to evaluate behaviors in an intercultural conflict situation and reframe their interpretation of the same conflict situation from another's cultural standpoint.

The second important reason is the influence of classroom etiquette on students' development of critical skills in group discussions. Based on constructivist principles and the social-cultural theory, human beings' development is embedded in a social environment: developing higher cognitive functions through social interactions (Cole, John-Steiner, Scribner, & Souberman, 1978; Piaget,1968). Looked at this way, the development of individuals cannot be understood by limiting a study to

individuals themselves but requires the examination of the external social world within which those same individuals developed (Scherba de Valenzuela, 2002). The social environment is evidently crucial in promoting higher order thinking.

Previous work on cognitive engagement claims that a safe and comfortable social environment is crucial for students to interact with each other and engage in a given activity (Casimiro, 2016; Gao, Dai, Fan, & Kang, 2010). However, to reach high levels of reasoning, students need to engage in group discussions that include argumentation: questioning, objecting, and elaborating on opposing ideas. According to Polonioli and Bortolotti (2021), in polite conversations, people adjust their vocabulary and speech while being politically correct to avoid social sanctions or criticism from others. However, in so doing they commit to something they do not take to be strictly speaking true or use terms that are less precise than those they would have used otherwise, for example employing euphemisms. Such actions may compromise effective communication, preventing the speakers from being transparent about their views and sharing their true beliefs in an effort to avoid making insensitive remarks or receiving negative feedback. Drawing on personal teaching experiences in Japan, we maintain that classroom etiquette, as we see it now, while establishing boundaries within which students behave with civility to preserve a comfortable social environment, is likely to influence the degree of argumentation in group discussions, preventing students from expressing what they genuinely believe.

Based on the reasons stated above, it is our belief that classroom etiquette, in a Japanese higher education setting, is a factor that deserves further attention and discussion as it plays a key role in building intercultural facework competence among foreign teachers through promoting communication and interaction with students, while at the same time nurturing the critical thinking skills which have a direct impact on students' academic performance.

Literature Review

Classroom etiquette refers to "accepted conventions for appropriate conduct within the classroom" (Gussman, Honaker, Kinsella, Rettberg, & Tompkins, 2004, p. 3) and "the way students behave inside the classroom" (Tamban & Lazaro, 2018, p. 1199). Similar to any social etiquette, or "the set of rules or customs that control accepted behavior in

particular social groups or social situations" (Cambridge Dictionary, 2021), Gail (1998) believes it is rooted in social class, ethnic, lifestyle, and age diversity, coupled with changing cultural norms. It is also subject to the methods employed at each educational institution to handle classroom incivilities. These factors make it challenging to develop a single definition of classroom etiquette applicable to every classroom. However, teachers expect some common behavior from students despite their social and cultural differences. We, therefore, reviewed studies that have explored classroom etiquette to come up with a list of acceptable and unacceptable behaviors in different educational contexts. We then further identified and explored those behaviors most relevant to the Japanese university context through the collection and analysis of quantitative and qualitative data.

In 2003, Beckman-Brito published the paper of a study on classroom etiquette in a multicultural classroom at a major university in the U.S. In the study, Beckman-Brito interviewed six international graduate students from Argentina, China, Japan, Korea, Ukraine, and Vietnam, who were enrolled in an English as a Second Language (ESL) course, about classroom etiquette in their home countries. The students evaluated ten particular behaviors based on how socially acceptable those actions were viewed in their home countries within the university context. Additionally, they answered open-ended questions and participated in one-to-one interviews in relation to the same topic. Beckman-Brito found that behaviors such as "consuming food or beverages in class" and "using the professor's first name" were considered inappropriate by all students. The Japanese, Chinese and Taiwanese participants rated "arriving seven minutes late to a class" as highly unacceptable. Most respondents considered asking questions during class as acceptable to moderately acceptable, with the exception of the Italian participant who had opposite opinions. Further, the Japanese, Taiwanese, and Vietnamese participants considered "offering comments" offensive, while the participants from Argentina, China, and Korea considered such action acceptable. According to Beckman-Brito (?), during the in-depth interviews, every participant recalled personal experiences and provided examples to back up their questionnaire answers. Beckman-Brito concluded that the participants' behaviors in the ESL classroom were, indeed, strongly influenced by their understandings, beliefs, and expectations of classroom etiquette acquired in their home country.

Years later, Sun and Shek (2012) investigated the perceptions of classroom misbehaviors among secondary school students in Hong Kong. They interviewed 18 students from three different schools who were enrolled in their junior year of study. Sun and Shek collected a total of 107 types of behaviors that were clustered into 19 major themes. Among the most frequently reported themes were "talking out of turn," "disrespecting teachers," "doing something in private," "verbal aggression," "sleeping," "playing," "clowning/making fun," "failure in submitting assignments," and "not paying attention." Among these themes, the most common were "talking out of turn" (i.e., asking nonsense questions, calling out, and having disruptive conversations) and "disrespecting teachers" (i.e., disobedience/ refusing to carry out instructions, rudeness/talking back, arguing with the teacher/ offending/ attacking teacher). Sun and Shek concluded that all these types of behaviors were considered unacceptable as they disturbed both teaching and learning and violated the values of respect, conformity, and obedience in the teacher-student relationship within the classroom.

Although studies by Beckman-Brito and Sun and Shek identified a number of disrupting class behaviors, they did not examine students' silent behavior in the classroom; an attitude that has been negatively associated with dependency, indifference, or reluctance in western societies. Sasaki and Ortlieb (2017) investigated Japanese students' silent in-class behavior in an Australian classroom. Sasaki and Ortlieb collected self-reported data garnered from semi-structured interviews with eight Japanese students, six female, and two male. Interestingly, the study showed that Japanese students used silence as a "tool" to preserve harmony in the classroom as they believed expressing opinions was offensive to both classmates and teachers. Students claimed, among other reasons, that they remained silent to "avoid receiving a negative evaluation from teachers and peers," "avoid showing off their abilities in front of other students," and "avoid interrupting the flow of the classroom dynamics". Sasaki and Ortlieb concluded that silence did not necessarily denote reluctance or incompetence but rather a way to keep good relationships with classmates and teachers. Moreover, Japanese students' inclination to remain silent was deeply rooted in their culture, background education, and identity.

While the studies above focused exclusively on exploring students' classroom misbehaviors, Tamba and Lazaro (2018) explored college students' classroom etiquette and the relationship between classroom etiquette, social behavior, and academic performance. In their study, 207

bachelor students in the Philippines rated the acceptability of 15 classroom behaviors. Among the acceptable behaviors were: “asking the professor questions during class,” “offering personal comments/views during class,” and “cleaning the rooms before and after the class session.” Among the only slightly acceptable behaviors were: “eating/drinking during class,” leaving class to use the restroom and arriving 15 minutes late. As for unacceptable behaviors, “cheating on the exam,” “Not responding to the professor’s/presenter’s questions” topped the list. Moreover, Tamba and Lazaro found significant relationships among the three variables; classroom etiquette, social behavior, and academic performance. Students displaying a higher level of acceptability of etiquette and social behavior performed better academically than those who did otherwise. Consequently, the authors concluded their study by encouraging the implementation of ‘proper’ etiquette in the classroom as it may positively impact students’ academic performance.

The studies outlined above provide the big picture of classroom etiquette by describing a number of both acceptable and unacceptable classroom behaviors. However, they have not operationalized classroom etiquette and defined the behaviors of what is meant by “a good student” within their cultural expectations. Although they have explored classroom etiquette qualitatively, via interviews with small groups of students, they have, as yet, not explored classroom etiquette with a larger sampling quantitatively via survey research. Therefore, it is still not known whether the list of behaviors provided in each previous study can be grouped into more specific dimensions or if indeed any relationships exist between them. Finally, previous studies have focused on ESL classrooms and multicultural classroom settings but not on the setting of the regular Japanese university classroom.

Methods

In an effort to fill gaps in the literature, we took a mixed-method approach in exploring classroom etiquette of the Japanese university classroom. Mixed methods research here refers to: an intellectual and practical synthesis based on qualitative and quantitative research; it is the third methodological or research paradigm (along with qualitative and quantitative research). While recognizing the importance of traditional quantitative and qualitative research, it also offers a powerful third paradigm choice that will often provide the most informative, complete, balanced, and useful research results (Johnson, Onwuegbuzie, & Turner,

2007). It is important to note that although the mixing of these methods may occur at different stages of the research process, in the current study, the mixing occurred in the data collection and analysis stages.

We first reviewed empirical studies on classroom etiquette, misbehavior, and students' silent in-class behavior to develop a questionnaire of classroom etiquette. We then used the questionnaire to explore university students' classroom behaviors before employing Exploratory Factor Analysis (EFA), along with reliability analysis, in an effort to identify and validate the dimensions contributing to classroom etiquette. Following on, we investigated any interrelationships between such dimensions to identify significant connections. We further explored the results of the survey data via in-depth interviews, with ten university students across all school years. Finally, we compared quantitative statistical results with qualitative findings and contrasted them with those reported by previous studies into the subject before drawing our own conclusions.

Instruments

Two instruments; here referred to as survey questionnaire and interview questionnaire, were developed to collect the data for the study.

Survey Questionnaire

A review of literature was conducted to collect all available items to develop the classroom etiquette questionnaire. The questionnaire construction was facilitated by the compilation of pre-tested items from a number of empirical studies in classroom etiquette, students' silent in-class behavior, and classroom misbehaviors (Beckham-Brito, 2003; Nakate, 2006; Sasaki and Ortlieb, 2017, Sun & Shek, 2012; Tamban & Lazaro, 2018). In total 51 items were adopted to create the initial version of the classroom etiquette questionnaire.

To ensure the construct validity of the questionnaire, the initial version was sent for revisions to a former associate professor in the faculty of Education and Languages of an open university in Malaysia and a doctoral student in the Education and Psychology department at an international university in Japan. This first round of revisions eliminated unnecessary and redundant items with the refined questionnaire containing 44 items.

The second version of the questionnaire was translated into Japanese to avoid misinterpretations or foreign language anxiety among

the target responders. The English and the Japanese versions of the questionnaire were reviewed separately by two associated Japanese professors: both experts in Language Education. The two reviewers ensured that both the translated and original versions of the questionnaire achieve semantic, idiomatic, and conceptual equivalence.

The 44 items comprising the final version of the questionnaire (APPENDIX 1) were included with the Japanese translation first, followed by its original English version. Items were phrased using a five-point Likert scale with one indicating "Never" and five indicating "Always." The questionnaire included a cover letter explaining the purpose of the study, specifying the inclusion age criterion (18 years or above). It also assured anonymity and confidentiality of the participants and asked survey respondents for consent to process their data.

Interview Questionnaire

A questionnaire for in-depth interviews was designed to further explore the results of the analysis of the survey. The questionnaire, initially written in English and then translated into Japanese, included a series of semi-structured questions regarding the participants' observations of students with good and bad attitudes in the classroom. It also inquired into the participants' views on classmates who asked questions or expressed their opinions and on those who remained silent during class. Moreover, it asked about the participants' experiences seeing students either sleeping, texting in class, or doing assignments for other classes and whether or not the respective professor reacted to such students' behaviors. Finally, it inquired into how they dealt with not understanding the class content and finally, their overall satisfaction with their lives as university students.

Data Collection

Survey

The final and approved version of the classroom etiquette questionnaire was turned into an online questionnaire using Google Forms. We distributed the link to the survey among students from a private university in Gunma, Japan, via the university's learning management system, "ACE." We further requested other faculty members of the same university to distribute the questionnaire link among students enrolled in their courses.

Participants

A total of 113 university students (59 female, 53Male, and 1 Prefer not to say) enrolled in the life sciences department of a private university in Gunma, Japan, completed the questionnaire. The participants range in age from 18 to 30 years old with a mean of 22 (S.D. = .59). It is important to highlight that all participants answered the questionnaire voluntarily.

Interviews

To further explore university students' perceptions of classroom etiquette, ten students, five female, and five male, from the university where the survey took place, were invited for in-depth interviews. The students were invited via a post on the university's learning management system, hereafter referred to as ACE, email, and in-person. The students who became participants were given a brief explanation of the study and explicitly reassured that joining or not joining the in-depth interviews would have no effect on grades nor in their relationships with any faculty members. Each was informed that they would be given a 500-yen gift card after completing the interview as compensation for their time.

Participants

Table 4.2 below shows a description of the ten participants. No real names were used for ethical and privacy reasons. Instead, pseudonyms were created using a single letter chosen from their real names preceded by the word "student" and a hyphen (-).

Table 4.2 *List of the Ten Participants of the In-depth Interviews*

Response ID		School year	Gender	Occupation
1	Student-F	First-year undergraduate	F	Full-time Local Student
2	Student-E	First-year undergraduate	M	Full-time Local Student
3	Student-N	Second-year undergraduate	F	Full-time Local Student
4	Student-M	Second-year undergraduate	F	Full-time Local Student
5	Student-Z	Second-year undergraduate	M	Full-time Local Student
6	Student-Y	Third-year	F	Full-time Local

		undergraduate		Student
7	Student-S	Third-year undergraduate	M	Full-time Local Student
8	Student-A	Fourth-year undergraduate	M	Full-time Local Student
9	Student- K	First-year graduate student	F	Full-time Local Student
10	Student- T	First-year graduate student	M	Full-time Local Student

The interviews were arranged individually with each participant via email. None of the participants' private email addresses were requested: instead, they were contacted initially through email addresses provided by their educational institution. Due to the Covid-19 pandemic that struck at the time of the study, nine out of the ten interviews were conducted virtually via a video-conferencing application.

All interviews were conducted in Japanese, the participants' mother tongue, to prevent foreign language anxiety and allow the interviewees to feel comfortable in expressing their opinions and emotions naturally. Prior to each interview, we requested all participants' permission to record the interview sessions for exclusive research purposes. Once gaining the approval the interviews started. The interviews were semi-structured and designed to prompt interviewees concerning issues on classroom etiquette, including misbehavior, disengagement, apprehension, silent class behavior, and their satisfaction with their student lives. Interviews lasted an average of 30 minutes and except for a few internet connection issues, experienced no major difficulties.

Data Analysis

Survey Data

Firstly, a series of exploratory factor analyses (EFA) was conducted to examine the associations between the questionnaire items and determine the underlying constructs. Secondly, Cronbach's Alpha was employed to ensure each construct consistently measured the themes under study. Finally, the correlations between factors, if any, were explored. All data analyses were performed using the Statistical Package for the Social Sciences, SPSS, version 26, 2019.

Interview Data

The data obtained from the in-depth interviews were analyzed using the Content Analysis method. The audio recordings of the interviews were sent to a transcription service provider to be first transcribed and then filed as Word documents. Subsequently, Qualitative analysis software (QDA Miner) was employed to code the transcriptions of each interview and cluster them into themes.

Results

Factor Analysis

Factor analysis (i). A factor analysis (F.A.), using principal component extraction and orthogonal factor rotation, was run on the questionnaire's 44 items. The KMO value (.74) and the Bartlett's test of sphericity with a p-value of <0.01 indicated that the F.A. could proceed. A principal components extraction with Varimax rotation produced 12 factors with eigenvalues greater than 1.0 but, only four factors were held after the examination of the scree plot. Items with no factor loadings or cross loadings were subsequently removed, and the content of the items reviewed, resulting in 22 items being retained.

Factor analysis (ii). Using principal components extraction on the 22 items, Varimax rotation forced the items into four factors. The most stable factor solution showed a KMO value of .78, and Bartlett's test was statistically significant ($p <0.01$). All communalities were higher than .47, and all factor loadings were above .56. The four-factor solution explained 61% of the total variance: the first factor explained 24% of the total variance, the second 13.4%, and the third and fourth factors explained an additional 11.9% and 11.6% respectively.

Dimensions

The names determined to represent the best type of concepts included in each of the four dimensions were: Misbehaviors, Disengagement, Apprehension, and Silent in-class behavior. Due to space constraints, the titles were shortened in Table 1 to F1MISB, F2DISE, F3APPH, and F4SCLAB.

Misbehaviors (F1MISB). The first dimension consisted of a total of eight items. Six positively loaded items related to undesirable classroom behaviors, namely; "I cheat on exams;" "I leave classes early without notifying the professors;" "I wear a hat during class;" "I talk over the telephone during class;" "I call the professor by his/her first name" and three negatively loaded items related to desirable behaviors*;* "I handle the

university's computers and other equipment carefully," "At university, I dispose of garbage in the correct containers (burnable and non-burnable)," "I keep the deadlines for my class reports".

Disengagement (F2DISE). The second dimension consisted of five positively loaded items related to behaviors that lead to loss of concentration or classwork detachment*;* "I use social media apps on my smartphone during class time for personal use not related to learning;" "I drink during class (e.g., water or tea);" "I do assignments for other classes during class;" "I fall asleep during class;" "I go to the restroom/toilet without notifying the professor".

Apprehension (F3APPH). The third factor consisted of four positively loaded items related to the anxiety of speaking up in class and worrying about other students' judgments*;* "I consult other students before speaking up during class;" "I feel nervous when a professor asks me a question during class;" "I hesitate to ask professors for clarification during class;" "I whisper to a classmate for clarification during class;" "I feel ashamed if I say something wrong in front of other students."

Silent in-class behavior (F4SCLAB). The fourth factor consisted of four positively loaded items related to students' adoption of silent behavior to prevent class disruptions and avoiding challenging professors and other students' opinions; "I remain silent during class so that I do not disturb the professor's lecture;" "I remain silent during class so that I can avoid losing the respect of others;" "I avoid challenging professors' opinions;" "I avoid challenging my classmates' opinions."

Reliability

Through deriving Cronbach's alpha-coefficients, based on the factor analysis results, the internal consistency of each factor of the classroom etiquette questionnaire was examined. An accepted rule of thumb is that the coefficient should read at least 0.70 for a scale to demonstrate internal consistency. The results we obtained showed each factor had an alpha of .70 or higher: F1MISB (Cronbach's alpha=.90), F2DISE (Cronbach's alpha=.85), F3APPH (Cronbach's alpha=.76) and F4SCLAB (Cronbach's alpha=.77) and that no deletion of any item would raise the Alpha of each scale. The high internal consistency of the four factors indicated that they were acceptably reliable.

Table 1. *Results of Factor Analysis (Principal Component Analysis Followed by Varimax with Kaiser Normalization)*

Items	Factor loadings			
	F1MISB	F2DISE	F3APPH	F4SCLAB
試験でカンニングをする I cheat on exams.	.903			
大学のパソコンや設備を丁寧に扱う I handle the university's computers and other equipment carefully.	-.793			
先生に断ることなく、授業を早く抜け出す I leave classes early without notifying the professors.	.786			
大学でゴミを正しく分別する（可燃ごみ・不燃ごみなど） At university, I dispose of garbage in the correct containers (burnable and non-burnable).	-.780			
授業中に帽子をかぶっている I wear a hat during class.	.755			
授業のレポートの締め切りを守る I keep the deadlines for my class reports.	-.730			
授業中に電話をする I talk over the telephone during class.	.688			
先生を下の名前で呼ぶ I call the professor by his/her first name.	.673			

授業中にスマートフォンのアプリを授業とは関係のない個人的な目的で使用する I use social media apps on my smartphone during class time for personal use not related to learning.	.810	
授業中にものを飲む（例：水やお茶など） I drink during class (e.g., water or tea).	.769	
授業中に他の授業の課題をする I do assignments for other classes during class.	.763	
授業中に居眠りをする I fall asleep during class.	.646	
先生に断ることなく、トイレに行く I go to the restroom/toilet without notifying the professor.	.619	
授業で発言する前に他の学生に相談する I consult other students before speaking up during class.		.677
授業中に先生に質問をされると緊張する I feel nervous when a professor asks me a question during class.		.675
授業中に先生に確認することをためらう I hesitate to ask professors for clarification during class.		.671
授業中にクラスメイトに小声で確認する I whisper to a classmate for clarification during class.		.655

他の学生の前で間違ったことを発言してしまったら、恥かしい気分になる I feel ashamed if I say something wrong in front of other students.	.643	
授業の流れを邪魔しないよう、授業中は発言しない I remain silent during class so that I do not disturb the professor's lecture.		.799
面目を失わないよう、授業中は発言しない I remain silent during class so that I can avoid losing the respect of others.		.728
先生の意見に反対することを避ける I avoid challenging professors' opinions.		.663
他のクラスメイトの意見に反対することを避ける I avoid challenging my classmates' opinions.		.568

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

Correlations at The Dimensional Level

A series of Spearman's rho correlations were conducted to determine the relationships, if any, between the four dimensions – Misbehaviors, Disengagement, Apprehension, and Silent in-class behavior – Table 3, below, shows the full range of the results.

Table 3. *Correlations Between Dimension Sub-scales.*

Correlations	F1MISB	F2DISE	F3APPH

Spearman's rho	F1MISB	Correlation Coefficient	1.000		
		Sig. (2-tailed)	.		
		N	113		
	F2DISE	Correlation Coefficient	**.383****	1.000	
		Sig. (2-tailed)	.000	.	
		N	113	113	
	F3APPH	Correlation Coefficient	-.088	**.277****	1.000
		Sig. (2-tailed)	.355	.003	.
		N	113	113	113
	F4SCLAB	Correlation Coefficient	**-.251****	.024	**.443****
		Sig. (2-tailed)	.007	.800	.000
		N	113	113	113

**. Correlation is significant at the 0.01 level (2-tailed).

The results revealed positive, moderate, and statistically significant correlations between Silent in-class behavior (F4SCLAB) and Apprehension (F3APPH) (*rs* = .443, p<.01). They also showed a negative, moderate, and statistically significant correlation between Silent in-class behavior (F4SCLAB) and Misbehaviors (F1MISB) (*rs* = -.251, p<.01).

There were also positive, moderate, correlations between Disengagement (F2DISE) and Misbehavior (F1MISB) (*rs* = .383, p<.01)

and between Disengagement (F2DISE) and Apprehension (F3APPH) (*rs* = .277, p<.01).

Interestingly, no significant relationships were found between Apprehension (F3APPH) and Misbehavior (MISB) (rs = -.088, n. s.), nor between Silent in-class behavior (F4SCLAB) and Disengagement (F2DISE) (rs = .024, n. s.). A visualization of the correlational results is shown in Figure 1.1 below.

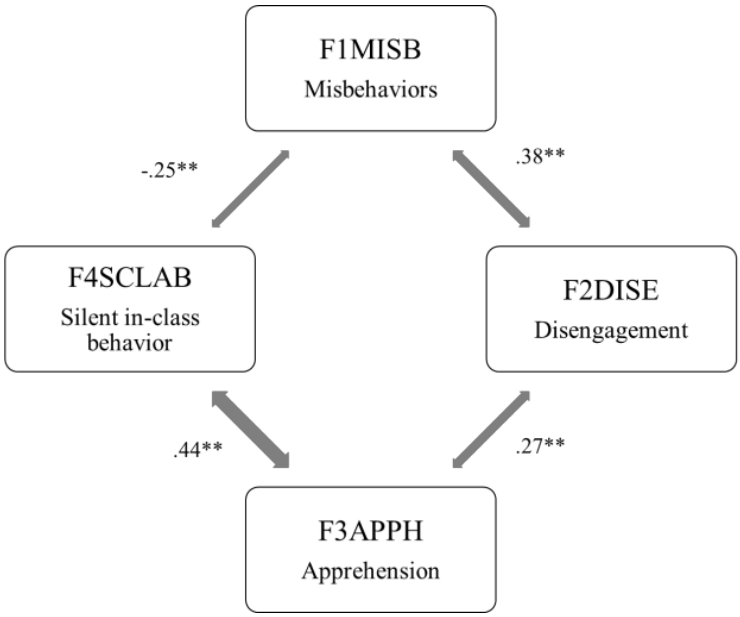

Figure 1.1. *Correlations Among the Four Dimensions*

Independent Sample t-test Results

An independent sample t-test was computed to determine whether a gender and age difference existed in the four behavioral markers —Misbehaviors, Disengagement, Apprehension, and Silent in-class behavior.

Differences in Gender

No statistically significant difference was found for Disengagement between male (M = 53, SD=9.3) and female students (M =59, SD=8.20); t (98.3) =1.87, p=0.64. Significant differences were found for Misbehavior, Apprehension, and Silent class behavior, however: Male students (M = 53 SD=10.8) attained higher scores than female students (M =59 SD=8.8) for Misbehavior, t (56.2) =2.5, p=0.01. In contrast, female students (M =59 SD=17.8) scored higher than male students (M = 53 SD=15.6) for Apprehension t (110) = -2.95, p = 0.004. In addition, female students (M =59 SD=14.0) attained higher scores than male students (M = 53

SD=12.0) for Silent class behavior, t (110) = -3.071, p = 0.003. These results are elaborated in the discussion section.

Differences in Age

No significant difference in age was found relative to Misbehavior, t (19.21) = -1.54, p = .139, nor Apprehension, t (107) = 1.43, p= 154. Nevertheless, a significant difference was found relative to Disengagement and Silent class behavior; 21 to 23-year-old students (M= 11.89, SD=3.46) scored higher in Disengagement than 18- to 20-year-old students (M=8.19, SD= 3.07), t (107) = -4.67, p = .000; while, 18 to 20-year-old students (M=13.39, SD = 3.33) scored higher in Silent class behavior than 21 to 23-year-old students (M=11.47, SD = 3.71), t (107) =2.23, p = 0.28. Simply put, younger students may stay more focused and quieter than older students during class. These results are further elaborated in the discussion section.

Participants' Perspectives of Good Students and Bad Students

As explained in the method section, we interviewed ten university students at a private university in Japan. To learn more about acceptable and unacceptable classroom behaviors, during the interviews, we first asked the participants to recall the most recent course they had taken before being interviewed. We then asked for descriptions of classmates displaying good and bad attitudes in class. After analyzing we created two personas based on all the participants' comments and descriptions. These personas, hereafter referred to as "good students" and "bad students", are described as follows:

Good Students

Good students greet the professor before class (Student-S). They sit in the front row in the classroom and listen attentively to the professor's lecture. Although they sit next to their friends, they do not chat (Student-A). They concentrate and nod their heads while listening to the lecture. They put only the necessary things on their desk for taking the class (Student-N). They do not use their smartphones (Student-N) nor place them on their desks; they keep them inside their bags (Student-E). They take notes properly and diligently while listening to the professor's talk (Student-F, student-T, & student-E). While doing so, they keep their backs straight (Student-M). If the professor asks a question, they answer it assertively (Student-Y) or have a dialogue with the professor by asking

questions (Student-K). Moreover, they make assumptions based on the professors' talk (Student-K), summarize the professor's main points written on the blackboard, and take note of their ideas or further information not written on the blackboard (Student-M). Finally, they share opinions with professors or ask any questions they might have at the end of the class (Student-S).

Bad Students

Bad students sit in the back of the classroom, hide behind other students' backs to sleep, or use their smartphones during class (Student-S, Student-M). They stare at their smartphones or laptop computers without paying attention throughout the lecture (Student-N). They do not use their smartphones or laptop computers for studying but for playing mobile games (Student-A, Student-S, Student-T, student M, Student- E). Moreover, they do not keep a good posture while sitting; they slouch (Student-M) or put their elbows on their desks (Student-N). They also whisper or chat during lectures or presentations (Student-F) and do tasks unrelated to the class (Student-E, Student N). On top of that, they make no effort to speak to the professor, react to the professors' inquiries, or discuss the class's issues with professors (Student-K).

The Relationship Between Silent Class-Behavior and Apprehension.

According to the statistical results, there is a positive and significant relationship between Silent in-class behavior and Apprehension. Therefore, we first asked all participants their opinions of classmates who remained silent most of the time during class. We then asked the participants whether they considered themselves the type of student who actively expresses their opinions in class or the type of student who remains silent. Below are the main findings.

Participants' Perspectives of Silent Students.

Every participant had differing points of view. According to Student-M, many students did not speak much when they were among many people; she thought they felt embarrassed. Student-N and Student-A thought that students who remained quiet did not properly understand the lecture's contents. However, Student-Y claimed that remaining silent was neither bad nor good: she thought that it was just "the way" some students "took the class". Likewise, Student-S thought that it was "okay" if students remained quiet as long as they understood the content of the class. Student-M stated that she wanted to make silent students speak up in

situations where they were expected to, such as in a discussion or a debate, but she did not feel that they have to do that during lectures that require no discussion. Similarly, Student-T said that she wanted silent students to speak up even if only to share a simple comment or answer. Finally, Student-E considered that students who remained silent without answering the professors' questions were not actively involved in the class.

Participants' Self-perspectives

Of the ten participants, six considered themselves the type of students who remains silent, the foremost reasons, based on content analysis, were feeling embarrassed to speak in front of a large group, being afraid of making mistakes, and considering it embarrassing to disclose a lack of understanding of class content.

According to Student-A, speaking up in front of many people was embarrassing. Moreover, he felt he did not have to be the one who spoke up, so he remained silent. Student-N commented that she was not the kind of person who expressed her opinions, and she did not like to stand out from the crowd. In addition, she thought it was embarrassing to reply "I don't understand" when she could not answer a question. Similarly, Student-F said she was "shy and not good at talking in public". She also mentioned that it was embarrassing to make mistakes in front of others. Likewise, Student-M claimed that although he was not embarrassed to speak up, he felt "afraid of making mistakes". Student-S said that he felt embarrassed to show that he did not understand the content of the class, so he often hesitated to ask questions of the professor. Similarly, Student-T commented that there were many things that she could not understand about the class, and, as a result, she had no intention of speaking up during class.

The comment below, made by a second-year female student, Student-Y, can be taken as indicative of most of the reasons stated above.

> *"Perhaps [students] do not answer, not because they are unmotivated but, because it is hard to speak up in front of others. They feel concerned about making mistakes when expressing their opinions in front of everyone. Even though there are people [in the group] who usually can't answer [the questions], they don't answer, not because of their lack of understanding but, because they are scared of speaking up and so, they don't answer."*

We further asked all participants what they did when they could not understand class content. Surprisingly, only two students, student-Y and

Student-E, reported asking the professor in person or via email after class. Conversely, eight interviewees stated that they first tried to clarify their queries by asking friends, classmates, or senior students. In addition to consulting fellow students, four participants said they searched for answers themselves using the internet and other secondary sources as it was a faster way to settle their doubts. However, if they still did not get a satisfactory answer, they consulted with their professors as a last resort. According to Students E, F, and K, the main reasons for not consulting professors in the first place were feeling embarrassed to ask the professor in person, feeling sorry for taking up the professor's time, and not finding a suitable time to speak to them as most professors were busy.

The Relation between Disengagement and Misbehavior

The statistical results also showed a positive and significant correlation between Disengagement and Misbehavior. We explored this relationship by asking all participants to share their thoughts on students who either sleep, text, or work on assignments for other classes during class. We then asked them to share any experiences they had, of seeing professors reacting to students exhibiting such behavior.

Regarding students who stare at their phones or play mobile games while taking a class, seven out of the ten interviewees found it disrespectful to professors. A first-year student, Student-E, commented, "It is terrible; after all, professors make an effort to come to school to teach us, and we should correspond to that feeling. It's not good if we do irrelevant things [in class]. We should be more grateful." As for doing assignments for other classes in class, Students N, M, and Y considered doing other things during class a waste of time and money. Moreover, they thought that the class must be unimportant for such students. They also considered the possibility that such students were not good at managing their time or schedule, and as a result, they worked on assignments of other classes during class.

In reference to seeing professors reacting to students sleeping in class, using their smartphones for private use, or doing assignments for other classes during class; Students T, Y, and E recalled experiencing occasions when their professors confiscated or asked students to refrain from using their smartphones in class. Similarly, Student-S and Student-F recalled instances when their professors got angry because some students were sleeping or chatting during class. Surprisingly, most interviewees considered it as something very unusual to see such reaction from

professors in the university. We, therefore, asked the participants why they thought very few professors reacted to such misbehaviors; Student-K thought that university classes are large and thus "there were just too many students for professors to care about". Student-A thought that "almost all professors were kind" to students. However, Student-M felt that university professors were "neither kind nor indifferent" but they expected students to be "self-responsible". Student-S considered professors "more liberal than kind" as they "just teach," and it is up to the student to take classes seriously or otherwise. Similarly, Student-N reported that "in university, [students] are free, free to do things or not". Student-T stated that, as a graduate student, it was natural for her to decide for herself and, in the same way, it was natural for professors not to speak out.

Discussion

This study aimed to develop and validate a classroom etiquette questionnaire. After reviewing the literature about classroom etiquette, classroom misbehaviors, and students' silent class behavior, a 44-item questionnaire was constructed and administered to students enrolled in a private university in Gunma, Japan. A total of 113 students responded to the questionnaire. Results from the principal components exploratory factor analysis, with Varimax rotation, suggested a four-factor solution consisting of 22 items. The reliability analyses showed that the Cronbach Alpha value of each factor was higher than 0.7, indicating their acceptable internal consistency. The four factors were then labeled: Misbehaviors (8 items), Disengagement (5 items), Apprehension (5 items), and Silent class-behavior (4 items). Spearman's rho correlations showed statistically significant correlations between Silent class behavior, Apprehension and Misbehavior, and Disengagement, Misbehavior, and Apprehension. The following is a discussion of the correlational results.

The Relationship Between Apprehension and Silent Class Behavior

The most remarkable finding was a high degree of association between Apprehension and Silent in-class behavior. The statistical results suggest that students' anxiety around speaking up in class and worrying about other students' judgments are closely associated with students' silent behavior adopted to prevent class disruptions or avoid challenging opinions of professors and other students. These results support evidence from previous observations of Sasaki and Ortlieb (2017) claiming Japanese students' use of silence is an instrument to preserve harmony and

respect for authorities in the classroom: as expressing their opinions could be offensive to classmates and teachers. This view is supported by Seiko (2001) who states that the use of silence in the classroom is rooted in a Japanese cultural norm called "Wa", meaning Harmony, and the importance of consensus decision-making" (p.32) in Japan's culture.

The analysis of the interview data revealed that Silent class behavior is expected in the university classroom. Students with good behavior towards the class listen to the professor's lecture, nod their heads while listening to the lecture, take notes diligently and share opinions or ask questions at the end of the class. Interestingly, with regard to asking questions at the end of the class, most of the interviewees did not prioritize asking professors: instead preferring to consult with friends, classmates, or fellow senior students or even research on the internet whenever they have questions. Some of the students gave as reasons for not speaking with professors in the first place: embarrassment to speak to the professor in person, feeling sorry for taking up the professor's time and having problems finding a suitable time to speak to professors. Our findings are consistent with those of Smith and Kato (2001) who reported, in a study on cultural differences between Australian and Japanese students, that Japanese students remain quiet and seldom ask questions during class, rather they consult with their peers after class. Although in this study we found three reasons why students hesitate to approach faculty to ask questions, further research on faculty approachability is needed to explore this issue as student-faculty interaction influences students' academic experience.

The interview data further revealed that the participants considered it acceptable to make comments during class. This outcome is contrary to that of Beckman-Brito (2003), who reported in a cross-cultural study of classroom etiquette with international university students, that the Japanese participants considered "offering personal/views during class" as unacceptable classroom behaviors along with other actions such as "cheating on an exam" and "eating and drinking during class". In the current study, the interviewees reported having a positive image of students who express personal views during class. Students who expressed their opinions in class were perceived as highly motivated and courageous people who clearly understood the class content and, therefore, felt confident in speaking up. These findings support previous observations of Seiko (2001) and Nakane (2006), claiming that silence, in the Japanese classroom context, is not regarded as negative behavior, such as is

rudeness or laziness, but as a strategy used by students to cope with difficult situations and avoid loss of face. According to Seiko (2001), Japanese students felt uneasy about stating their own opinions in class as they were unsure whether their answers were correct or if their ideas differed from those of others. Indeed, the current study found that students felt afraid of making mistakes and embarrassed at appearing ignorant if they made inquiries or provided incorrect answers. In all, silent class behavior should not be seen as an offensive action but more as a face-saving action employed by students to protect their self-image and reputation through avoiding the embarrassment of showing their ignorance in front of the class. These findings align with Edelmann's (1985) claims that embarrassment is innately tied to one's public image; therefore, individuals try to avoid it by following social expectations that define desirable behavior. In our study, this could be interpreted as follows: If a student answers the teacher's question correctly, he or she meets the social expectations through showing a clear understanding of the class content, which is a desired behavior. If on the other hand, the student answers incorrectly, he or she may feel that they are perceived as deficient by either the teacher or classmates or both, leaving the same student with a temporary loss of self-esteem. Consequently, the student may remain silent to save face if they are not highly motivated or courageous enough to attempt to answer the teacher's question.

Gender Differences

Interestingly, the independent sample t-test results showed that female students scored higher in Apprehension and Silent class behavior than males. Findings from the interview data back up these results. Six out of the ten participants claimed that they had often seen more men speaking up in class than women. These results reflect those of Bailey et al. (2020), who investigated the participation ratio between male and female students across 34 life science classes of a large private university in Utah, USA. According to Bailey, female students participated less than their male peers. In addition, male students were more likely to be classified as "talkers" as they participated verbally more than once during class. In the same vein, Ballen et al. (2017) found similar results in a study conducted in a global leader country in gender equality: Norway. Ballen et al. analyzed the participation rate in three introductory Biology classes, in a public university, and found that on average, female students in whole-class discussions participated less frequently than their male counterparts. If women still face academic challenges in relatively equal gendered

countries, such as the USA and Norway, what can we expect from Japan, where traditional gender roles and societal expectations of women to be modest and obedient still prevail? Yet, a further study focused on gender equality in the Japanese university classroom is therefore suggested. In the meantime, it is important to keep in mind that female students may be the ones who need extra encouragement to share their opinions and questions in or after the class.

Age Differences

The independent sample t-test results revealed a difference in age with younger students scoring higher in Silent class behavior than their older peers. A partial explanation may be that first-year students feel more anxious to speak up in class than students from subsequent school years, as they transfer certain classroom behaviors from a high school where the educational environment is usually stricter than that of the university. A common view among the interviewees is that professors at university are very different from high school teachers. While most university professors encourage students to take more responsibility for their learning, high school teachers, on the other hand, are stricter about their students' learning and grades. They, therefore, call on students who do not pay attention in class, tell off students who do off-task activities during class and forbid the use of smartphones in the classroom. Nevertheless, this assumption has to be taken with caution as our findings are limited to the experiences of a small number of interviewees.

The Relationship of Disengagement with Misbehavior and Apprehension

Two other interesting findings were the relationships that Disengagement has with two other factors, namely Misbehavior and Apprehension.

Regarding the Disengagement-Misbehavior relationship, behaviors that lead to loss of concentration or classwork detachment (e.g. using smartphones, falling asleep, and doing assignments for other classes) were considered to be disrespectful. However, most interviewees surprisingly reported that it was "very unusual" to witness professors reacting to such students' misbehaviors in class. Mihara (2018) explains that professors tolerate students who sleep during class as long as they do not disrupt the teaching and the learning of other students. Although we did not have the opportunity to interview professors to support Mihara's opinion, we found, through the interviews conducted, that most professors tend to

focus on delivering their classes and let students take responsibility for their own learning. In other words, students have the freedom of choice whether to take their learning seriously or otherwise.

The Disengagement-Apprehension association suggests that students getting distracted or engaging in activities unrelated to the class (e.g., using a smartphone for private use or doing assignments for other classes during class) are associated with feelings of anxiety. Consulting with other students before speaking up or feeling nervous if the professors ask a question are examples of this. According to May and Elder (2018), attempting to pay attention to lectures and engage in technologies simultaneously has a detrimental effect on learning due to inattention to the course learning. During the in-depth interviews, Student-M commented that she felt "left behind" and "anxious" when she drowsed in class. Therefore, anxiety likely comes from students' lack of comprehension or information recall due to their inattention to class content while engaging in off-task activities. Nevertheless, the relationships between these two variables need further investigation to back up these assumptions.

There are numerous intrinsic and extrinsic variables that drive students to disengage from classes. According to Chipchase et al. (2017), some intrinsic variables are psychological issues, low motivation, inadequate preparation, and unmet/unrealistic expectations. As for extrinsic factors, financial stress, institutional structures and processes, and factors related to academic staff and online teaching are among the most relevant. In the current study, the degree of difficulty of the lecture materials and the poor lecture organization were two factors that influenced disengagement. Five interviewees reported having difficulties understanding "the jargon" and "expert knowledge" taught in classes. Student-E, a first-year student, opines that professors teach specialized knowledge, assuming that students have already acquired the basic knowledge; however, many students take classes without understanding what the professor says because they lack such basic knowledge. Commenting on the organization of the class, three interviewees reported feeling bored when students only had to listen to the professors' talk and when professors only read from the textbooks, slides, or handouts throughout the class. Yet again, an additional study is needed to fully understand students' disengagement in the university classroom.

Conclusion

The present study reviewed empirical studies on classroom etiquette, misbehavior, and students' silent in-class behavior to develop a classroom etiquette questionnaire. Through a series of Factors analyses run on 44 questionnaire items extracted from the literature, we identified 22 items in a Japanese university classroom. These items fall into four underlying dimensions, namely Misbehaviors (referring to rude or unwelcome behaviors), Disengagement (referring to behaviors related to off-task activities), Apprehension (referring to behaviors triggered by the anxiety of speaking up in class and worrying about other people's judgments), and Silent in-class behavior (referring to the adoption of silent behavior to prevent class disruptions). Consequently, the classroom etiquette questionnaire is multi-dimensional with four related dimensions that indicate how well or badly students behave within Japan's accepted educational standards.

In all, silent in-class behavior, in the Japanese context, plays a crucial role in classroom etiquette as it prevents disruptions or the exchange of conflicting opinions during class while preserving harmony in the classroom. Through in-depth interviews, we found that "good students" remain quiet but attentive during class and leave their questions or comments for the end of the class. We also found that students remained silent as they felt afraid of making mistakes and considered it embarrassing to show ignorance in front of the class. Thus, silent in-class behavior should also be seen as a face-saving action employed by students to protect their self-image and reputation through avoiding the embarrassment of showing their ignorance in front of the class. We further found that young female students are the ones who remain silent and feel apprehensive the most; therefore, they may be the ones who need extra support and encouragement to speak up in, or after class.

Interestingly, interviewees claimed that most professors tolerate students' disengagement behavior in class, as most professors tend to focus on delivering their classes and let students take responsibility for their own learning and enjoy the freedom of choice whether to take their learning seriously or otherwise. Factors that contribute to students' disengagement include difficulty in understanding the jargon and expert knowledge presented and poor organization of the classes, especially in classes where students only listen to the professors' talk and where professors only read from the textbooks, slides, or handouts throughout the class.

Getting distracted and engaging in activities unrelated to the class is related to students' apprehension. With the limited data available we were forced to assume that these anxiety feelings likely come from students' lack of comprehension or information recalling, leading to feeling "left behind" due to their inattention to class content.

The results of this study contribute to the body of research on classroom etiquette by supporting the findings of previous qualitative studies. The study also contributes with an instrument that can be used to assess how frequently students engage in classroom etiquette-related behaviors. The classroom etiquette questionnaire has practical applications in that it provides an initial approximation of the spectrum of student behavior within Japanese university classroom parameters. Instructors could employ the questionnaire to explore their students' attitudes towards the class at the beginning of the term. It could also be used to understand the classroom dynamics and set up ground rules that encourage students to focus on accomplishing common goals while fostering a sense of a learning community. Other researchers could also use the questionnaire to explore whether or not there are any relationships with grade point average (GPA), grades, test scores, or any other method used to measure students' academic performance helping make suggestions on classroom etiquette implementation. Moreover, as we previously mentioned in the introduction section, the main findings of the study can be helpful for promoting intercultural facework competence of foreign teachers, especially among those who are new to teaching at universities in Japan, as it provides specific examples and explanations of students' classroom behaviors backed up with quantitative and qualitative data. By understanding what lies behind students' behaviors, for instance, silent in-class behavior, foreign teachers may empathize with Japanese students' feelings and use strategies to reduce students' anxieties while encouraging them to participate actively in group activities.

The generalizability of the results is subject to certain limitations, which calls for further research. The interview data was limited to ten students of Japanese nationality, who were brought up and educated in Japan, and enrolled in the life sciences department of a private university. The data did not include the opinions of students of foreign nationalities or of those who were previously educated in a different educational environment before joining a university in Japan. Future studies should consider such limitations as there may be differences in students' classroom behaviors depending on their previous educational experiences

and the environments of those experiences (e.g., private or public), department of study, and students' cultural and educational backgrounds. In addition, confirmatory factor analysis (CFA) is still needed to determine the degree to which the four dimensions will yield consistent results. With this in mind, a second study is in progress to collect data from a larger sample using the instrument developed in this study to back up the current statistical result.

References

Albertson, B. P. (2020). Promoting Japanese university students' participation in English classroom discussions: Towards a culturally-informed, bottom-up approach. *Journal of Pan-Pacific Association of Applied Linguistics, 24*(1), 45–66. https://doi.org/10.25256/paal.24.1.3

Bailey, E. G., Greenall, R. F., Baek, D. M., Morris, C., Nelson, N., Quirante, T. M., Rice, N. S., Rose, S., & Williams, K. R. (2020). Female in-class participation and performance increase with more female peers and/or a female instructor in life sciences courses. *CBE—Life Sciences Education*, *19*(3), 1–14. https://doi.org/10.1187/cbe.19-12-0266

Ballen, C. J., Danielsen, M., Jorgensen, C., Grytnes, J. A., & Cotner, S. (2017). Norway's gender gap: classroom participation in undergraduate introductory science. *Nordic Journal of STEM Education*, *1*(1), 262–270. https://doi.org/10.5324/njsteme.v1i1.2325

Beckman-Brito, K. (2003). Classroom etiquette: a cross-cultural study of classroom behaviors. *Journal of Second Language Acquisition and Teaching,10,* 17–33. https://tinyurl.com/3ttnhe33

Cambridge Dictionary (n.d.). Etiquette. In *Cambridge Dictionary*. Retrieved March 03, 2022, from https://dictionary.cambridge.org/dictionary/english/etiquette

Casimiro, L. T. (2016). Cognitive engagement in online intercultural interactions: Beyond analytics. *International Journal of Information and Education Technology*, *6*(6), 441–447. https://doi.org/10.7763/ijiet.2016.v6.729

Chipchase, L., Davidson, M., Blackstock, F., Bye, R., Colthier, P., Krupp, N., Dickson, W., Turner, D., & Williams, M. (2017). Conceptualising and measuring student disengagement in higher education: A Synthesis of the literature. *International Journal of*

Higher Education, *6*(2), 31. https://doi.org/10.5430/ijhe.v6n2p31
Cole, M., John-Steiner, V., Scribner, S. & Souberman, E. (Eds.) (1978). *Mind in society: The development of higher psychological processes*. Cambridge, Mass.: Harvard University Press. https://doi.org/10.2307/j.ctvjf9vz4.4
Edelmann, R. J. (1981). Embarrassment: The state of research. *Current Psychological Reviews, 1*(2), 125–137. https://doi.org/10.1007/bf02979260
Ferris, D., & Tagg, T. (1996). Academic oral communication needs of EAP learners: What subject-matter instructors actually require. *TESOL Quarterly, 30*(1), 31–58. https://doi.org/10.2307/3587606
Gail, T. (1998). Faculty and student perceptions of classroom etiquette. *Journal of College Student Development* 39(5), 15–17.
Gao, Q., Dai, Y., Fan, Z., & Kang, R. (2010). Understanding factors affecting perceived sociability of social software. *Computers in Human Behavior*, *26*(6), 1846–1861. https://doi.org/10.1016/j.chb.2010.07.022
Gussman, D., Honaker, L., Kinsella, T., Rettberg, S., & Tompkins, K., (2004). *Classroom etiquette: A handbook for literature majors or how not to please literature faculty or avoiding failure because you didn't know or whose cellphone is going off now?* https://tinyurl.com/2p9cv9zu
Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a Definition of mixed methods research. *Journal of Mixed Methods Research, 1*(2), 112–133. https://doi.org/10.1177/1558689806298224
May, K. E., & Elder, A. D. (2018). Efficient, helpful, or distracting? A literature review of media multitasking in relation to academic performance. *International Journal of Educational Technology in Higher Education*, *15*(1). https://doi.org/10.1186/s41239-018-0096-z
Mihara, K. (2018). A study on reducing the sleeping in class phenomenon in Japanese universities through student motivation. *International Journal of Higher Education*, *7*(3), 79–89. https://doi.org/10.5430/ijhe.v7n3p79
Nakane, I. (2006). Silence and politeness in intercultural communication in university seminars. *Journal of Pragmatics*, *38*(11), 1811–1835. https://doi.org/10.1016/j.pragma.2006.01.005
Oetzel, J. G., & Ting-Toomey, S. (2003). Face concerns in interpersonal

conflict. *Communication Research, 30*(6), 599–624. https://doi.org/10.1177/0093650203257841

Piaget, J. (1968). *Genetic epistemology*. New York, NY: Columbia University Press.

Polonioli, A., & Bortolotti, L. (2021). The social and epistemic benefits of polite conversations. In: Xie, C. (eds) *The philosophy of (im)politeness. Advances in (im)politeness studies* (pp. 55–75). Springer, Cham. https://doi.org/10.1007/978-3-030-81592-9_4

Sasaki, Y., & Ortlieb, E. (2017). Investigating why Japanese students remain silent in Australian university classrooms. *Journal of Asian Pacific Communication*, *27*(1), 85–98. https://doi.org/10.1075/japc.27.1.05sas

Scherba de Valenzuela, J. (2002). *Sociocultural theory*. Albuquerque, NM: University of New Mexico.

Seiko, H. (2001, November). *The use of silence by Japanese EFL learners.* PAC3 at JALT 2001, Kitakyushu, Japan. https://tinyurl.com/2vvxedmv

Spiers, J. A. (1998). The use of face work and politeness theory. *Qualitative Health Research, 8*(1), 25–47. https://doi.org/10.1177/104973239800800103

Sun, R. C. F., & Shek, D. T. L. (2012). Student classroom misbehavior: An Exploratory study based on teachers' perceptions. *The Scientific World Journal*, 1–8. https://doi.org/10.1100/2012/208907

Tamban, V. E., & Lazaro, M. P. (2018). Classroom etiquette, social behavior and the academic performance of college of teacher education students at the Laguna State Polytechnic University, Los Baños Campus, A.Y. 2015–2016. *KnE Social Sciences*, *3*(6), 1198–1204. https://doi.org/10.18502/kss.v3i6.2446

Ting-Toomey, S. (2007). Intercultural conflict training: Theory-practice approaches and research challenges. *Journal of Intercultural Communication Research, 36*(3), 255–271. https://doi.org/10.1080/17475750701737199

Ting-toomey, S., & Kurogi, A. (1998). Facework competence in intercultural conflict: an updated face-negotiation theory. *International Journal of Intercultural Relations, 22*(2), 187–225. https://doi.org/10.1016/s0147-1767(98)00004-2

Authors Bios

Gibran Alejandro Garcia Mendoza currently serves as a full-time lecturer at Toyo University, Japan. He holds a Ph.D. and a Master's degree in Education from the International Christian University, Japan, and a Bachelor's degree in EFL from the Benito Juárez Autonomous University of Oaxaca, Mexico. He has worked as a Spanish Teaching Assistant at Albion College, USA, through the Fulbright Foreign Language Teaching Assistant Program (FLTA) of the Institute of International Education (IIE). His areas of interest are foreign language education, intercultural communication, education technology, and positive psychology. In his free time, he likes listening to thought-provoking podcasts, exercising, and spending time with his family.
Email: garcia@toyo.jp

Teo Hui Thian is an award-winning educator and a Learning Specialist at PETRONAS Leadership Centre in Malaysia. He graduated from the University of Malaya with a bachelor's and a master's degree in education and has been a freelance action researcher for over ten years. He has been presenting at conferences and running workshops on learning and digital learning. His projects at work cover a wide range of areas such as content authoring and development, program design and curation, enterprise-level digital learning deployment, senior leaders learning solutions, and many more. He is also a certified facilitator and coach. His other areas of interest include creative methodology, virtual space, and technology. When not absorbed in all the heavy thinking stuff, he takes a break by hiking or camping and works on his coffee-making skills whenever he has the chance.
Email: teojimmy@gmail.com