Japanese University Students' Views on Japanese and Code-Switching Use in the Native English Language Classroom

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Abstract

Teaching English in Japan can at times prove to be challenging for native English speaking teachers (NESTs), especially those unfamiliar with the English education system of Japanese schools or the average English ability level of Japanese students. The transition from high school English classes to a university English as a Second Language (ESL) classroom setting may result in shock and confusion for students who have become accustomed to the majority of their English classes being conducted in Japanese by a Japanese teacher. Given such challenges, it would seem logical for both students and teachers both to utilize the L1 as a scaffolding tool to help facilitate learning, but use of the L1 in the L2 classroom continues to been frowned upon by many in favor of the 'English Only' dogma. The decision to use students' L1 when teaching and in what capacity is a critical decision that greatly impacts the classroom dynamic.

This study sought to learn the opinions and expectations of both Japanese university English language majors and non-English language majors in compulsory ESL classes regarding NEST use of Japanese and code-switching as a tool to assist English learning in the classroom. Two native English-speaking teachers administered a questionnaire to 189 students at a private university, as well as to two classes of first-year high school students at an affiliated private high school. The data was tallied and compiled into several main categories: data from all university student respondents; data from Teacher A's students compared to Teacher B's students; data from English majors compared to Non-English majors; and data from the two high school student classes.

Results of the student questionnaires distributed in this study show that using Japanese or code-switching as a scaffolding tool is perceived to a certain extent to have positive effects and was desired by the students themselves in certain situations to help facilitate their learning. Although limiting the teacher's use of Japanese is beneficial in most contexts, using the L1 prudently does not detract from L2 acquisition if used appropriately, can help speed up comprehension, and may ensure that all students understand the content being learned.

Teaching English in Japan can at times prove to be challenging for native English speaking teachers (NESTs), especially those unfamiliar with the English education system of Japanese schools or the average English ability level of Japanese students. Although Japanese students must study English as a requirement generally starting in Junior High School onward, in my teaching experience even after six + years of instruction a significant percentage of students often tend to be at a lower than average level of ability due to various systematic factors—the low frequency and/or quality of English instruction received, the lack of learning from a native teacher, and focus on receptive skills such as rote memorization and not on production skills such as critical thinking, analysis and oral discourse.

As a result, the transition from high school English classes to a university English as a Second Language (ESL) classroom setting may result in shock and confusion for students who have become accustomed to the majority of their English classes being conducted in Japanese by a Japanese teacher. Students now find themselves in an English-only environment with little to no support in their L1, or native language (Japanese). For some this may be their first experience not only in a conversation-focused classroom, but learning from a native English teacher as well.

Due to the mandatory nature of first year university ESL classes for most students, classes often consist of a student population with a large disparity of linguistic and English language ability. Students who perceive little to no practical need for English for their major or in their future have low motivation, are inattentive, unresponsive, or unwilling to participate or speak out in class. For these students, as well as those who have chosen to study English but are unused to a native teacher or a conversation-focused classroom, using the L2, or target language (in this case, English) exclusively in the classroom may "not only lower motivation and morale, but also invite feelings of rejection, alienation and denigration of their own language and culture" (Auerbach, 1993; Carson & Kashihara, 2012).

Given these factors it would seem logical for teachers to allow students occasional use of L1 in the classroom. Accordingly, those who can utilize the L1 themselves as a tool should do so to help facilitate this difficult transition and gradually ease students into being able to more freely express themselves in the L2. Yet for the most part, historically the use of the L1 in the L2 classroom has been frowned upon by institutions and academics, and discouraged in favor of the 'English Only' dogma (Phillipson, 1992; Auerbach, 1993).

However, there has been an ongoing debate regarding the possible positive aspects of using students' L1 to facilitate learning in the ESL classroom. The next section will briefly highlight some of the key research and studies that have emerged in the past two decades in response to the 'English Only' dogma.

Literature Review

The English Only movement began in the early 1960's and promoted the belief that English is best taught monolingually, and that if other languages are used to teach standards of English will drop (Phillipson, 1992, p. 185). For decades this belief was adhered to and utilization of students' L1 in the ESL or English as a Foreign Language (EFL) classroom has generally been viewed as detrimental to learning. In the past two decades, however, the body of literature supporting use of L1 and its positive aspects in the L2 classroom has been growing.

One of the first key advocates in this new body of work supporting use of L1 against the English Only philosophy was Auerbach (1993). She presented evidence from research and practice which suggests that "the rationale used to justify English only in the classroom is neither conclusive nor pedagogically sound" (p. 15), and that there is evidence that "L1 and/or bilingual options are not only effective but necessary for adult ESL students with limited L1 literacy or schooling and that use of students' linguistic resources can be beneficial at all levels of ESL" (p. 9). This relates to Krashen's (1982) *affective filter hypothesis,* which states that a learners' ability to acquire language can be impeded if they are experiencing negative emotions such as fear or embarrassment. If students are nervous or uncomfortable, their affective filter is high, and the amount of input they can absorb and retain is greatly reduced since they are focused on factors other than learning. These students will also often have low self-confidence, and choose not to participate or speak out in class due to fear of embarrassment. In order to reduce this anxiety teachers can utilize students' native language, which can lower their affective filters and assist in creating a classroom environment with more productive learning.

Auerbach (1993) also argued that acquisition of an L2 is different from an L1—learners cannot begin

thinking in the target language right away, so initially allowing for the exploration of difficult concepts and ideas or unknown vocabulary in their L1 is helpful for their development. It gives them more resources at their disposal to express themselves and ask questions at the beginning stage of the L2 acquisition. Yamamoto-Wilson (1997) adds to this point by observing "the contrast between the virtually universal success of children in acquiring their mother tongue (MT) and the high failure rate of L2 learners remains as stark as ever. There may be many reasons for this — social, cultural and psychological—but one possible contributory cause may lie in the failure of teachers to make meaningful connections between the target language and the mother tongue." Others explain that judicious use of the L1 is not an interference to the learning process as English Only purports, but can be a great facilitating factor to help assist students to make higher cognitive adjustments while learning the new language, and students should not be punished for trying their best to develop and express themselves and their ideas in the target language with the help of their L1 (Carson, E., & Kashihara, H., 2012). Storch and Wigglesworth (2003) explain that use of the L1 provides students with "additional cognitive support that allows them to analyze language and work at a higher level than would be possible were they restricted to sole use of their L2" (760). The L1 acts as a scaffolding tool, providing strong initial support to the low-level language learner while allowing for the incremental tapering off of use as their L2 abilities improve.

Burden (2001) explains: "Teacher beliefs that contrast sharply with those of students can drive oral language learning and teaching into dysfunctional exercises or unhappy experiences for both parties" (p. 5). This is an important issue, and it behooves educators to survey the student body to learn whether or not L1 use is desired and acceptable in the ESL classroom. The decision whether or not to use students' native language when teaching, and if so in what capacity is a critical decision an educator must make because it so greatly impacts the pedagogy and classroom dynamic. Not using the L1 at all in the classroom may result in students being unresponsive, inattentive and unwilling to participate or speak out, especially in compulsory classes, due to confusion or lack of support. However, too much use of the L1 can have the same effect, and be detrimental on the L2 acquisition process.

Prior Research (Japan)

There have been several key studies undertaken regarding Japanese university student and teacher attitudes and beliefs of the L1 in the L2 English classroom. In his survey of 290 Japanese students at five universities, Burden (2001) found that "across all ability levels, it was felt that the teacher should know the learners' mother tongue." He concluded "students want the teacher to use the target language exclusively when it is being used in communication, but expect the teacher to have knowledge of, and an ability to use MT when it is appropriate to explain the use of English" (p. 10). The majority of students in all the different levels of English classes believed that the teacher should use the L1 to relax the students. "Both teachers and learners recognized the value of occasional Japanese use to relax the students, to serve their basic psychological need of not having their language rejected" (p. 8).

Benthuysen (2007) conducted a survey of 319 students consisting of English Communication majors and International studies majors that were taking a core ESL curriculum to determine students' attitudes towards use of L1 by English native speaker ESL teachers in their classes, and if student attitudes towards use of L1 in ESL classes differ depending on the purpose for which it is used. The results of his study indicated that student attitudes toward use of Japanese in the ESL classroom differed somewhat depending on the purpose for which the L1 was used, but there were a number of instances where Japanese was desired or expected.

Lastly, Norman's 2008 study examined the results of a survey conducted on 191 Japanese university students regarding their views on three main topics: how much Japanese should be used by the NEST,

whether it is more desirable to have a NEST who can speak Japanese or not, and the benefits and draw-backs of Japanese used by NESTs in the EFL classroom. Results showed that a large majority of the students had a desire for the NEST to speak Japanese in the ESL classroom, and believed the main function of its use should be for back-up comprehension support. Norman concluded "from the perspective of the students, it is obvious that teachers need to look more carefully at the level of students in their classes when contemplating what amount of Japanese (if any) to use" (p. 697).

While a shift does gradually seem to be occurring in the viewpoint that there are clear positive advantages of using the L1 as a learning tool in the classroom, many schools, instructors and educators still continue to persist with an "English only" dogma. This study seeks to further explore and add to the above research on this important issue.

Questionnaire Rationale

This study was motivated by a strong desire to learn the opinions and expectations of both Japanese university English language majors, as well as non-English language majors in compulsory ESL classes regarding native English speaking teachers' use of Japanese as a tool to assist English learning in the classroom. The aim of the questionnaire was to determine whether or not students felt the use of their L1 by NESTs was acceptable in class, and if so to what degree.

The current study differs from the majority of the current research in this area in that in addition to inquiring about L1 acceptability, this study also wishes to discover student opinion regarding NEST *code-switching* as a pedagogical tool.

What is Code-Switching?

An area of much interest, debate and controversy in the realm of language is that of code-switching (CS) among bilingual speakers—the mixing or integrating of elements from two languages into one conversation or discourse. "All speakers selectively draw on the language varieties in their linguistic repertoire, as dictated by their intentions and by the needs of the speech participants and the conversational setting" (Bullock & Toribio, 2). A common occurrence among bilinguals is the use of elements from *both* their languages. This language switching can take place with the insertion of single words, or larger segments of discourse, and serves a wide variety of purposes in conversation.

Code-switching provides numerous useful tools and application for the bilingual speaker, which allow for richer discourse and various means to express one's feelings, emotions or identity in a way that doesn't always exist in monolingual speech. However, "While CS is viewed as an index of bilingual proficiency among linguists, it is more commonly perceived by the general public as indicative of language degeneration" (Bullock & Toribio, 1). The most common argument critics against bilingualism often claim is that hearing two or more languages will confuse a learner, as well as that hearing a second language takes away from proficiently mastering their first language.

The fact of the matter is, however, "there is no scientific evidence to date that hearing two or more languages lead to delays or disorders in language acquisition. Most of the evidence indicates, if anything, early bilingualism has advantages, such as metalinguistic knowledge (evidence of abstract thinking transcending ability in any specific language), detecting ambiguity, making grammatical judgments and of course proficiency in the given languages" (Myers-Scotten, 2006). Code-switching goes far beyond simply filling lexical gaps, and can be an invaluable communicative tool for not only bilinguals, but for teachers and educators in a classroom trying to provide the most effective instruction to English Language Learners as well. Code-switching use in the ESL classroom in this study was concerned predominantly with words or phrases that most learners did not yet know or were familiar with, or to clarify or provide scaffolding for

a difficult concept after having explained it once in English. Some examples of code-switching include:

*"Write your answer in*大文字 *(capital letters)."*

*"*できるだけ *(as much as possible) ask questions."*

*"I care most about the*内容 *(contents) of your writing."*

"What time or event would you most like to experience again and why? 今まで*what is the*一番面白
いか楽しい経験*you've had in your life?"*

Therefore, in addition to L1 use, this study seeks to gauge Japanese university students' views on NEST code-switching use in the classroom.

Methodology

Two native English-speaking teachers administered a questionnaire (Appendix) to 189 students at a private university outside Nagoya city, as well as to two classes of first-year high school students at an affiliated private high school. The questionnaire sought answers to the following questions:

1.) What are Japanese university students' viewpoints on NESTs understanding and use of Japanese in the classroom?

2.) What are Japanese university students' viewpoints of code-switching in the classroom?

3.) Is there a (large) difference in opinion between English majors, and non-English majors in compulsory ESL classes regarding Questions #1 and #2?

4.) Given the choice, do students prefer to have a NEST who is capable in their L1, or one who is not?

The questionnaire was handed out at the beginning of class more than halfway through the fall semester, after the students had already had a chance to get accustomed to their NEST's teaching style.

According to Macaro (2001), there are three stances that teachers in monolingual classrooms can take for providing English instruction:

1.) The Virtual Position, in which the classroom is viewed as existing in the foreign country being studied, and the aim of the classroom is complete immersion in the target language and the exclusion of the L1 as much as possible.

2.) The Maximal Position, which states that teachers should use the target language predominantly as the language of instruction and there is no pedagogical value in the L1, but due to environmental conditions teachers at times have to resort to L1 use at times.

3.) The Optimal Position, in which pedagogically the L1 is not seen as detrimental to learning, and the careful use of which can actually enhance learning of the target language at times.

In this study Teacher A adhered to the Virtual Position, while Teacher B the Optimal Position. Nearly half of the classes taught by both Teacher A and Teacher B consisted of Japanese university English language majors, and nearly half consisted of non-English language majors (faculties of Business or Communication) taking first year compulsory ESL classes. Two high school English classes from the university's affiliated high school taught by Teacher B were also included as a contrast to the university student responses. There were 21 questions total, 17 of which were closed, using the below five-point Likert scale, and four of which were open-ended to allow students to think and provide a genuinely personal response.

1 (−)	2	3	4	5 (+)
Strongly Disagree	Disagree	No Opinion	Agree	Strongly

The questions were in Japanese and students were instructed to respond to the open-ended questions in Japanese.

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Survey results and discussion

The data from the questionnaires was tallied and compiled into several main categories:
1.)   Data from all university student respondents
2.)   Data from all of Teacher A's students compared to Teacher B's students
3.)   Data from all English majors compared to Non-English majors
4.)   Data from English majors and Non-English majors for only Teacher A and for only Teacher B
5.)   Data from the two high school student classes

 The high school data was compared separately, and never combined with the university student data.
The survey data for all questions have been combined below into three main categories—Disagree (Strongly Disagree + Disagree), Don't Know, and Agree (Strongly Agree + Agree) for ease of viewing and under-standing. (For the complete 5-point Likert scale data charts please contact the author).

Table 1: Student preference for NESTs speaking Japanese in the ESL classroom

 The first six questions of the questionnaire related to the students' preference for native English speak-ing teachers understanding and use of Japanese in the ESL classroom.

Table 1.1: Preference of Japanese Use: All Students

All Students (n = 189)			
	Disagree	Don't Know	Agree
Q1: Relaxed when Teacher knows Japanese	10%	30%	60%
Q2: Relaxed when Teacher uses Japanese	21%	30%	49%
Q3: Respect Teacher who studied/can speak Japanese	9%	26%	65%
Q4: Learn better when Teacher uses Japanese in class	18%	43%	39%
Q5: Feel more motivated when Teacher has studied/uses Japanese	12%	26%	62%
Q6: Feel less motivated when Teacher uses Japanese	46%	34%	20%

 The total results of all university students included in this study (n = 189) showed that for Questions 1 and 2, a high of 60% feel more relaxed in class when their teacher understands Japanese and 49% when s/he uses Japanese, with 10% and 21% of students disagreeing. 62% of students stated they feel more motivated to learn English if their teacher has studied and can Japanese and more than a third claimed they learn better when their teacher uses Japanese in class. About 20% feel less motivated to learn or stated they do not learn better in such instances.
 Comparing data from Teacher A of the Virtual classroom position, with Teacher B of the Optimal class-room position yielded slightly different results:

Table 1.2: Preference of Japanese Use: Virtual vs. Optimal

	Teacher A (Virtual Position)			Teacher B (Optimal Position)		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q1: Relaxed when Teacher knows Japanese	12%	30%	58%	9%	29%	62%
Q2: Relaxed when Teacher uses Japanese	30%	29%	41%	14%	28%	58%
Q3: Respect Teacher who studied/can speak Japanese	15%	25%	60%	4%	24%	72%
Q4: Learn better when Teacher uses Japanese in class	26%	47%	27%	11%	39%	50%
Q5: Feel more motivated when Teacher has studied/uses Japanese	15%	28%	57%	11%	20%	69%
Q6: Feel less motivated when Teacher uses Japanese	30%	43%	27%	59%	26%	15%

Similar to Table 1.1 the majority of students seem to positively view teacher knowledge or use of Japanese in the class, but the Optimal Position teacher's students were more receptive than the Virtual Position teacher. 58% of Teacher B's students compared to 41% of Teacher A's students feel more relaxed when Japanese is used and 69% compared to 57% feel more motivated. However, the most notable difference was regarding Question 4—27% of Teacher A's students claimed to learn better, while nearly half of Teacher B's students responded similarly.

Overall it appears students currently in a class with a teacher who understands or uses Japanese feel more favorably towards it than students in an English-Only classroom. However, the Virtual teacher's students, while respecting Japanese ability knowledge, were on the fence about the actual use of Japanese in the classroom with 26% of them against it.

The largest disparity in results for the first six questionnaire questions came from the data comparing all English majors with the non-English majors:

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Table 1.3: Preference by Major

	English Majors			Non-English Majors		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q1: Relaxed when Teacher knows Japanese	16%	36%	48%	4%	22%	74%
Q2: Relaxed when Teacher uses Japanese	32%	29%	39%	9%	27%	64%
Q3: Respect Teacher who studied/can speak Japanese	13%	32%	55%	5%	16%	79%
Q4: Learn better when Teacher uses Japanese in class	26%	49%	25%	8%	35%	57%
Q5: Feel more motivated when Teacher has studied/uses Japanese	18%	31%	51%	7%	15%	78%
Q6: Feel less motivated when Teacher uses Japanese	30%	39%	31%	64%	27%	9%

Broken down by choice of major, an overwhelming 64% of non-English major students feel more relaxed in a classroom with an Optimal Position teacher, 78% are more motivated to learn in this kind of environment, and more than half stated they learn better. Comparatively, a much lower 39% of the English major students feel relaxed, 51% are more motivated to learn, and only 25% say they learn better. In fact, 31% of English major students agreed they actually feel less motivated to learn in an Optimal Position classroom, compared with only 9% of non-English majors.

These results were expected, and to a large extent match those of previous studies discussed earlier in the literature review. Clearly choice of major and whether studying English is a voluntary choice or compulsory requirement greatly influences students' preference for Japanese use by their NEST in the classroom. English majors wish to be challenged in the L2 and prefer less of their L1, while Non-English majors, who don't have a strong personal motivation to study English greatly desire support in their L1.

The data results for English and Non-English majors were also separated out to distinguish between Virtual and Optimal Positions:

Table 1.4A: Preference by Major: Teacher A (Virtual Position)

	English Majors			Non-English Majors		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q1: Relaxed when Teacher knows Japanese	13%	35%	52%	7%	21%	72%
Q2: Relaxed when Teacher uses Japanese	38%	27%	35%	14%	32%	54%
Q3: Respect Teacher who studied/can speak Japanese	15%	28%	57%	15%	21%	64%
Q4: Learn better when Teacher uses Japanese in class	29%	48%	23%	22%	42%	36%
Q5: Feel more motivated when Teacher has studied/uses Japanese	17%	36%	47%	11%	10%	79%
Q6: Feel less motivated when Teacher uses Japanese	24%	40%	36%	47%	45%	8%

Table 1.4B: Preference by Major: Teacher B (Optimal Position)

	English Majors			Non-English Majors		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q1: Relaxed when Teacher knows Japanese	18%	39%	43%	2%	23%	75%
Q2: Relaxed when Teacher uses Japanese	23%	33%	44%	7%	24%	69%
Q3: Respect Teacher who studied/can speak Japanese	10%	38%	52%	0%	14%	86%
Q4: Learn better when Teacher uses Japanese in class	23%	50%	27%	2%	32%	66%
Q5: Feel more motivated when Teacher has studied/uses Japanese	19%	25%	56%	5%	18%	77%
Q6: Feel less motivated when Teacher uses Japanese	38%	39%	23%	73%	18%	9%

Results broken down by teacher don't show a large disparity between results from Table 1.3. However, there are two noteworthy differences— 23% of English Majors for the Optimal Position agreed to Question 6, compared to 36% of English Majors for the Virtual Position; and 66% of Non-English Majors for the Optimal Position agreed with Question 4 compared to 36% of Non-English Majors for the Virtual Position. These results seem to indicate that answers may somewhat reflect their teacher's pedagogical style. This could be the result of bias resulting from students trying to answer the questionnaire as they think their teacher would like, or this could be the result of actual teaching pedagogy—that students of a Virtual Position teacher tend to adapt and prefer that style after exposure, while students of an Optimal Position teacher do likewise. This issue will be reflected upon and addressed further in the Questionnaire Shortcomings

section of this paper.

Data from the high school students' surveys (two classes, n = 29) shows a high desirability of Japanese use in the classroom:

Table 1.5: Preference of Japanese Use: High School Students

High School (n = 29)			
	Disagree	Don't Know	Agree
Q1: Relaxed when Teacher knows Japanese	3%	14%	83%
Q2: Relaxed when Teacher uses Japanese	0%	18%	82%
Q3: Respect Teacher who studied/can speak Japanese	3%	21%	76%
Q4: Learn better when Teacher uses Japanese in class	7%	34%	59%
Q5: Feel more motivated when Teacher has studied/uses Japanese	10%	11%	79%
Q6: Feel less motivated when Teacher uses Japanese	45%	52%	3%

An overwhelming 83% of the high school students feel more relaxed in a classroom with an Optimal Position teacher, 79% are more motivated in such a classroom, 59% expressed they learn better and only 3% stated it lowers their desire to learn English.

Lastly, the results of Question 4 show that students of all category groups seem to have a higher respect for a teacher who has studied their L1 (Japanese) and can speak it to some extent. This may have to do with feeling that someone teaching a foreign language should themselves have studied a foreign language at some point, if not their own, to understand what it is like and the difficulties and challenges students face. Barker (2003) similarly states "regardless of who the teacher is, if we see our job as teaching students how to learn a foreign language, then common sense dictates that we should at least have had the experience of doing it ourselves" (9). Knowing the students' L1 better prepares the teacher to anticipate potential language learning problems and help students to overcome them.

Table 2: Student preference for NESTs using code-switching in the ESL classroom

The next five questions of the questionnaire were concerned with student preference regarding NEST's code-switching use in the ESL classroom:

Table 2.1: Code-Switching Preference: All Students

All Students (n = 189)			
	Disagree	Don't Know	Agree
Q7: Interesting/enjoy when Teacher uses code-switching (CS)	18%	39%	43%
Q8: Easier to understand when Teacher uses CS	18%	30%	52%
Q9: The Teacher using CS is an effective way of learning for me	24%	41%	35%
Q10: It's confusing/not helpful when the Teacher uses CS	38%	39%	23%
Q11: Teacher should only use English or Japanese, not both together	35%	42%	23%

The results from all the university students surveyed for this study (n = 189) show 43% of participants like and feel it is interesting when their NEST uses code-switching in the class, 52% find it easier to understand and learn when the teacher code-switches, and 35% feel it is an effective way of learning for them. Conversely, nearly a quarter of students find it both confusing and feel that only one language (either only English or only Japanese) should be used in a single utterance.

Results differed more significantly from the data comparing Teacher A, who never uses code-switching and whose students perhaps never experienced it before, to Teacher B, who occasionally utilizes it as a scaffolding tool:

Table 2.2: Code-Switching Preferences: Teacher A & Teacher B

	Teacher A (Virtual, no CS)			Teacher B (Optimal, CS)		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q7: Interesting/enjoy when Teacher uses code-switching	23%	48%	31%	15%	32%	53%
Q8: Easier to understand when Teacher uses CS	24%	33%	43%	13%	26%	61%
Q9: The Teacher using CS is an effective way of leanring for me	32%	47%	21%	18%	35%	47%
Q10: It's confusing/not helpful when the Teacher uses CS	25%	44%	31%	50%	33%	17%
Q11: Teacher should only use English or Japanese, not both together	24%	46%	30%	45%	38%	17%

While 43% of the Virtual Teacher's students feel it is easier to understand when code-switching is used, only 21% answered code-switching is an effective way to learn, and nearly a third find CS confusing and feel only one language should be used. In contrast, a much higher 61% of the Optimal Teacher's students agree with Question 8, nearly half with Question 9, and only 17% with Questions 10 and 11.

Results are inconclusive, but this disparity can perhaps be explained by Teacher B's students having ex-

perienced code-switching firsthand in the classroom and finding it to have benefits for them as a teaching tool. However, results could also simply be reflecting student preference towards the teaching pedagogy that is used by their instructor, and perhaps bias to answer the questionnaire in favor of that instructor.

Once again the largest disparity in the data results came when comparing English majors with non-English majors:

Table 2.3: Code-Switching Preference by Major

	English Majors			**Non-English Majors**		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q7: Interesting/enjoy when Teacher uses code-switching	23%	43%	34%	13%	33%	54%
Q8: Easier to understand when Teacher uses CS	24%	31%	45%	10%	29%	61%
Q9: The Teacher using CS is an effective way of leanring for me	34%	44%	22%	12%	38%	50%
Q10: It's confusing/not helpful when the Teacher uses CS	35%	35%	30%	42%	43%	15%
Q11: Teacher should only use English or Japanese, not both together	25%	45%	30%	47%	37%	16%

45% of English majors believed CS is an effective way to learn and 22% find it effective for them while 30% find it confusing and 30% disagree with its use. In contrast, 61% of non-English majors stated CS makes learning and understanding easier and half find it effective for them, with about 16% finding it confusing and disagreeing with its use at all. These results for Non-English majors came from both Teacher A and Teacher B's classes, which seems to indicate that even students who hadn't been exposed to CS directly seemed to desire it's use to a certain extent as extra support in their L1 to ease them into the English Language classroom, while English majors had a stronger motivation to learn English and preferred it much less in favor of only English utterances.

Data results for English and Non-English majors were separated out again to distinguish between Virtual and Optimal Positions to discover if the teacher's pedagogy greatly influenced student code-switching beliefs:

Table 2.4A: Code-Switching Preference: Teacher A (Virtual Position)

	English Majors			Non-English Majors		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q7: Interesting/enjoy when Teacher uses code-switching	27%	44%	29%	14%	47%	39%
Q8: Easier to understand when Teacher uses CS	32%	30%	38%	8%	42%	50%
Q9: The Teacher using CS is an effective way of leanring for me	42%	43%	15%	11%	53%	36%
Q10: It's confusing/not helpful when the Teacher uses CS	25%	39%	36%	25%	57%	18%
Q11: Teacher should only use English or Japanese, not both together	25%	44%	31%	21%	50%	29%

Table 2.4B: Code-Switching Preference: Teacher B (Optimal Position)

	English Majors			Non-English Majors		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q7: Interesting/enjoy when Teacher uses code-switching	18%	41%	41%	13%	26%	61%
Q8: Easier to understand when Teacher uses CS	14%	34%	52%	13%	20%	67%
Q9: The Teacher using CS is an effective way of leanring for me	25%	43%	32%	13%	29%	58%
Q10: It's confusing/not helpful when the Teacher uses CS	47%	32%	21%	51%	34%	15%
Q11: Teacher should only use English or Japanese, not both together	25%	48%	27%	60%	31%	9%

Data from both positions show that Non-English Majors still preferred code-switching use more than English Majors, but there is clearly a higher desire for code-switching from students who experienced it in Teacher B's classes. 67% of Teacher B's students find it easier to understand and 58% find it an effective way of learning, compared with 50% and 36% of Teacher A's. This is easiest explained in the fact that students of the Virtual Position instructor may not have experienced code-switching before and do not understand its benefits, which could account for the lower 36%. However, 29% of Teacher A's students feel the teacher should use only one language in the classroom, which potentially reflects the positive influence of a Virtual Position classroom and teacher on their code-switching views.

Jason D. Gold

Lastly, the high school data most strongly supports code-switching use:

Table 2.5: Code-Switching Preference: High School

All Students (n = 29)			
	Disagree	Don't Know	Agree
Q7: Interesting/enjoy when Teacher uses code-switching	14%	28%	58%
Q8: Easier to understand when Teacher uses CS	13%	29%	58%
Q9: The Teacher using CS is an effective way of leanring for me	17%	34%	49%
Q10: It's confusing/not helpful when the Teacher uses CS	49%	38%	13%
Q11: Teacher should only use English or Japanese, not both together	45%	41%	14%

This is most likely due to the fact that many English classes high school students take have been taught by a Japanese teacher who instructs and explains English primarily through Japanese. While Japanese instructors may not use code-switching to instruct, having a NEST who can create a bridge between the two languages appears to be something high school students are wholly comfortable with.

Table 3: Student preference for when Japanese should be used in the classroom

The next several questions were focused on instances in the classroom when Japanese students felt NESTs should use Japanese:

Table 3.1: Preference for Instances of Use: All Students

All Students (n = 189)			
	Disagree	Don't Know	Agree
Q12: Teacher should use Japanese to explain new words	10%	20%	70%
Q13: Teacher should use Japanese to explain grammar	13%	27%	60%
Q14: Teacher should use Japanese to talk about tests	12%	25%	63%
Q15: Teacher should use Japanese to explain reason for doing an activity	20%	35%	45%

Results from all students surveyed showed 70% felt Japanese should be used to explain new words, 60% to explain grammar, 63% to talk about tests and 45% to explain the reason for doing an activity. These results were surprisingly much higher than originally anticipated, especially compared to the prior data results from Questions 1−11 on the questionnaire.

The data comparing Teacher A and Teacher B, as well as English and non-English majors showed more of a divide, especially among the English majors, but still resulted in high results overall in instances of learning new words, teaching grammar and explaining tests.

Table 3.2: Preference for Instances of English Use: Teacher A & Teacher B

All Students (n = 189)	Teacher A (Virtual)			Teacher B (Optimal)		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q12: Teacher should use Japanese to explain new words	12%	22%	66%	9%	16%	75%
Q13: Teacher should use Japanese to explain grammar	13%	32%	55%	13%	22%	65%
Q14: Teacher should use Japanese to talk about tests	13%	29%	58%	12%	19%	69%
Q15: Teacher should use Japanese to explain reason for an activity	25%	42%	33%	16%	27%	57%

Table 3.3: Preference by Major for Instances of English Use

All Students (n = 189)	English Majors			Non-English Majors		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q12: Teacher should use Japanese to explain new words	17%	24%	59%	2%	15%	83%
Q13: Teacher should use Japanese to explain grammar	19%	32%	49%	6%	21%	73%
Q14: Teacher should use Japanese to talk about tests	20%	30%	50%	3%	17%	80%
Q15: Teacher should use Japanese to explain reason for an activity	30%	44%	26%	8%	24%	68%

Jason D. Gold

Data results broken down by Virtual Position and Optimal Position regarding Major didn't result in much significant disparity:

Table 3.4A: Preference by Major for Instances of English Use − Teacher A (Virtual Position)

All Students (n = 189)	English Majors			Non-English Majors		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q12: Teacher should use Japanese to explain new words	19%	24%	57%	0%	15%	85%
Q13: Teacher should use Japanese to explain grammar	20%	37%	43%	0%	21%	79%
Q14: Teacher should use Japanese to talk about tests	20%	30%	50%	0%	25%	75%
Q15: Teacher should use Japanese to explain reason for an activity	31%	50%	19%	11%	28%	61%

Table 3.4B: Preference by Major for Instances of English Use − Teacher B (Optimal Position)

All Students (n = 189)	English Majors			Non-English Majors		
	Disagree	Don't Know	Agree	Disagree	Don't Know	Agree
Q12: Teacher should use Japanese to explain new words	16%	20%	64%	4%	14%	82%
Q13: Teacher should use Japanese to explain grammar	18%	25%	57%	9%	21%	70%
Q14: Teacher should use Japanese to talk about tests	21%	29%	50%	6%	11%	83%
Q15: Teacher should use Japanese to explain reason for an activity	27%	36%	37%	7%	21%	72%

As expected, Non-English Majors responses were quite high, while English Majors were lower, but English Majors responses were still higher than expected—nearly half of them agreed with Questions 12−14. The reason for the divide in this data is puzzling, and seems to contradict students' prior responses regarding NEST use of Japanese in the classroom. While the reasoning is unclear, students perhaps were still thinking of their high school education, and which areas they were most used to being taught by their Japanese instructor in their L1. Judging from the high results of the high school data, Japanese students are used to learning English grammar and new vocabulary from a Japanese teacher primarily in their L1, and they appear to still hold onto vestiges of this learning practice even during their tertiary education.

Table 3.5: High School − Preference for Instances of Use

All Students (n = 29)			
	Disagree	Don't Know	Agree
Q12: Teacher should use Japanese to explain new words	0%	10%	90%
Q13: Teacher should use Japanese to explain grammar	3%	14%	83%
Q14: Teacher should use Japanese to talk about tests	14%	17%	69%
Q15: Teacher should use Japanese to explain reason for doing an activity	17%	24%	59%

The first of the final two closed questions of the survey asked about overall preference regarding Japanese use in the classroom:

Table 4.1: Overall, do you prefer your teacher to use Japanese in class?

Table 4.1: Preference of NESTs' Japanese Use by Teacher: University Students
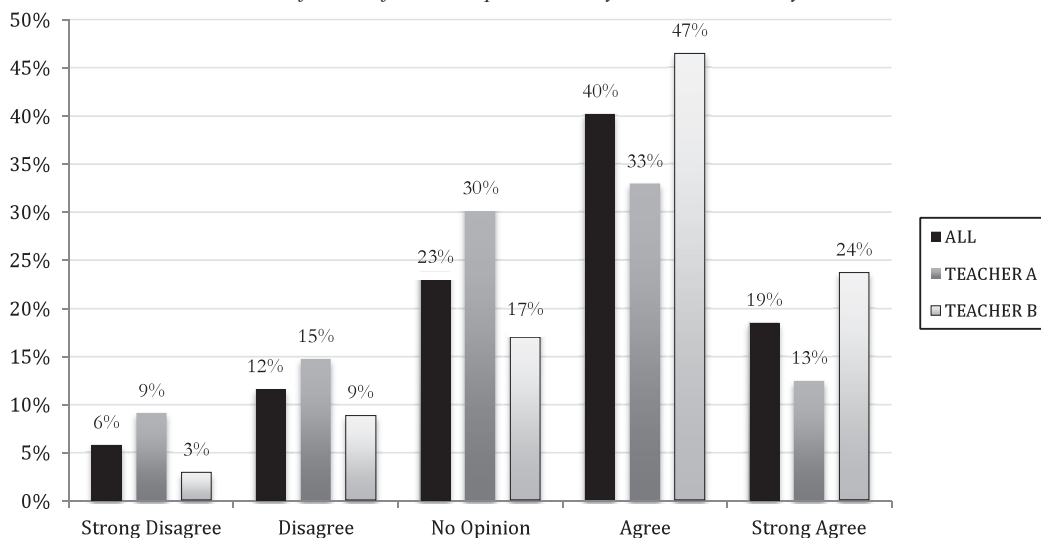
Table 4.2: Preference of NESTs' Japanese Use: High School Students
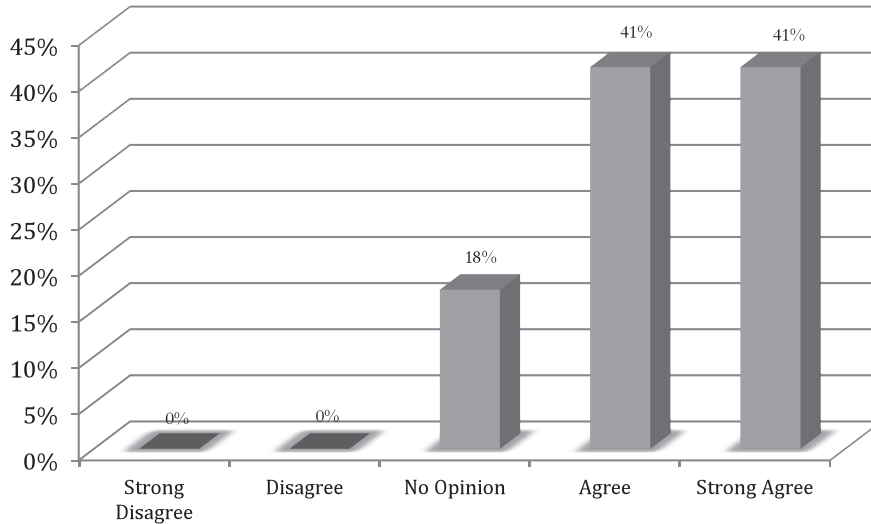
Overall, the majority of students, both university and high school, answered strongly to this, including students not only from Teacher B of the Optimal Position, but from Teacher A of the Virtual Position as well. When asked what the advantages of a NEST using Japanese in the classroom are (the first open-ended question of the questionnaire) students most commonly answered:

・少しでも日本語を使ってくれると、少し安心して授業を受けることができる。
(If even just a little Japanese is used for us, I can relax somewhat and participate in class.)
・難しい単語やみんなが困っている時など日本語を使うのは良いと思う。
(It's useful to explain difficult vocabulary or times when everyone is confused.)
・英語が理解できない生徒にもしっかりと伝わる。
(Communication can still occur even with students who don't know much English.)
・授業がスムーズに進む。
(Class can progress smoothly.)
・新しい単語の説明などに使ってくれれば早くおぼえて使うことができると思う。
(If Japanese is used to explain new words I feel I can learn and use them quicker.)
・英語だけでは分からないので、日本語を理解して質問に答えてくれるので、大変助かる。
(When I don't know how to answer only in English, the teacher understanding Japanese and answering my question is incredibly helpful.)
・ネイティブの先生が日本語を勉強していると知ると自分も頑張れる。
(If I know my native teacher has studied Japanese I know I can also work hard and succeed.)

Judicious Japanese use by the NEST can be used to help clear student confusion, help students relax and increase motivation to learn. Furthermore, it can allow students not proficient enough to speak entirely in English to still participate and feel included in class, and to provide for an overall "smoother" classroom with less uncomfortable or awkward silences when students do not understand or do not know how to respond, or when a NEST cannot efficiently communicate a certain learning goal or activity due to the language or culture barrier.

Table 4.3: Preference of NESTs' Japanese Use by Major
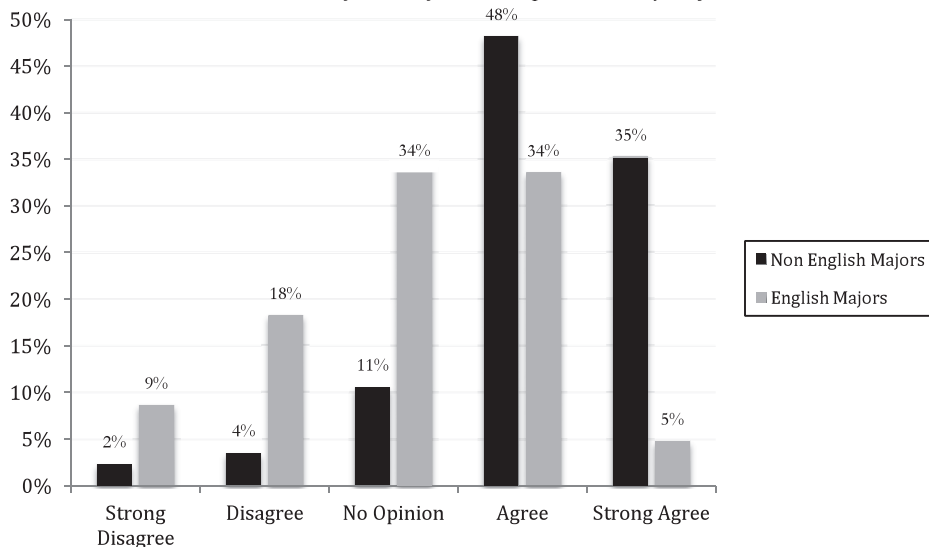
While the majority of Non-English majors answered strongly positive to this question, far fewer English major students agreed:

When asked what the disadvantages of a NEST using Japanese in the classroom (the second open-ended question) the top answers students provided were:

・*あまり使いすぎると英語の勉強にならない。もったいない。*
 (If it's used too much it's no longer an English class. It's a waste.)
・*英語の先生のいみがなくなるかもしれない。*
 (It maybe defeats the purpose of having a native English teacher.)
・*授業中に英語を使う生徒が減る。*
 (Students will use English less in class.)
・*日本語にたよってしまう。*
 (I end up getting used to relying on Japanese.)
・*日本語を使用することにより、意味は理解できるけど、新しい単語が覚えられないと思う。*
 (If Japanese is used I can understand the meaning, but I think I can't remember new vocabulary then.)
・*英語の伸びが遅くなる。*
 (It slows down my English growth and learning.)
・*日本語に逃げるくせができてしまい。海外で通用する英語を話せない。*
 (I'll get into the pattern of always using Japanese to escape when I don't understand, and if I go abroad I won't be able to communicate or speak well.)

Students commented that overuse of Japanese by the NEST in their English class defeats the purpose of having a NEST in the first place, and shifts the focus and spoken language of the class away from English and more to Japanese. Students get used to "taking the easy way out" and responding in Japanese whenever they are confused instead of attempting to answer in English. This reliance on Japanese some claimed

slows down their English growth and learning, hinders new vocabulary retention, and is possibly detrimental to those who wish to travel or study abroad in the future and wish to have a pure Virtual classroom.

The last of the final two closed questions of the survey asked about overall preference regarding code-switching use in the classroom:

Table 5: Overall, do you prefer your teacher to code-switch in class?
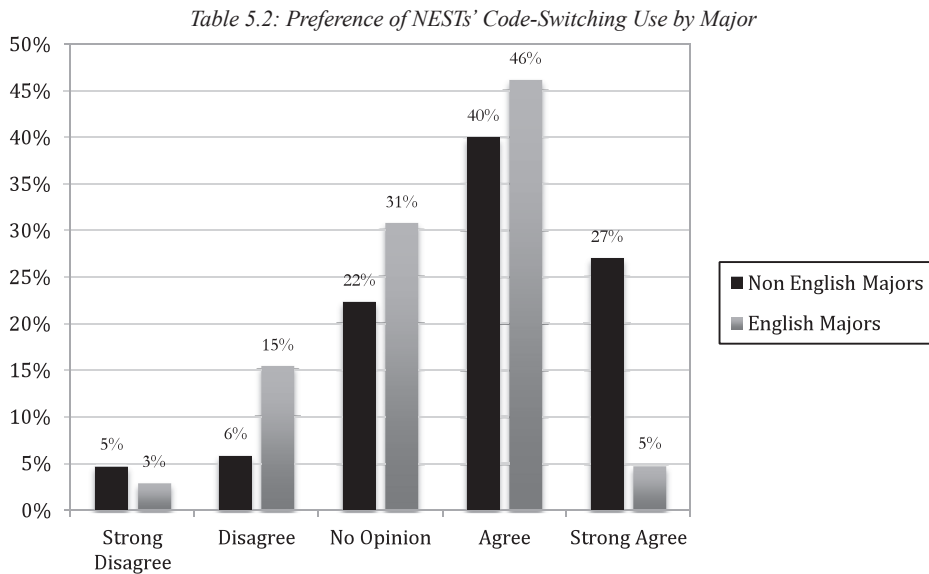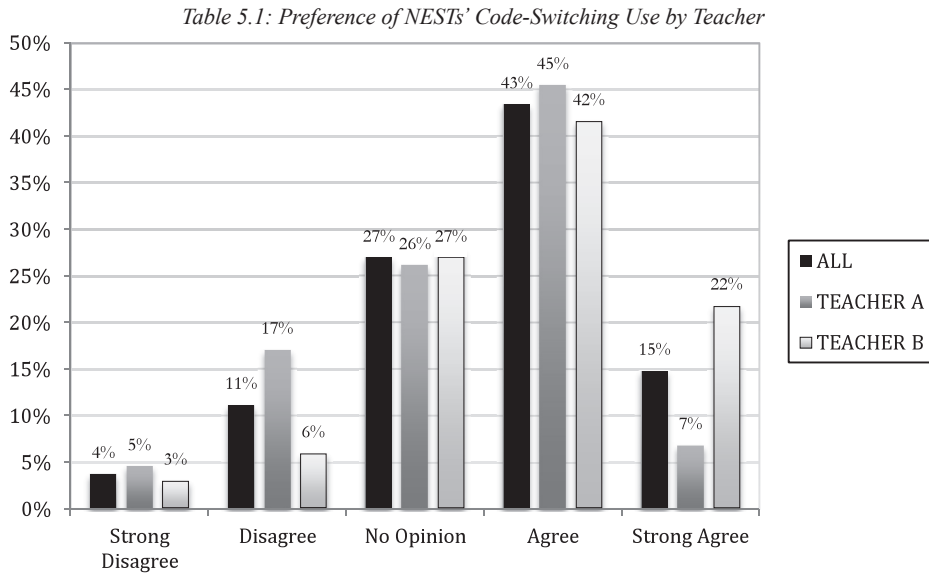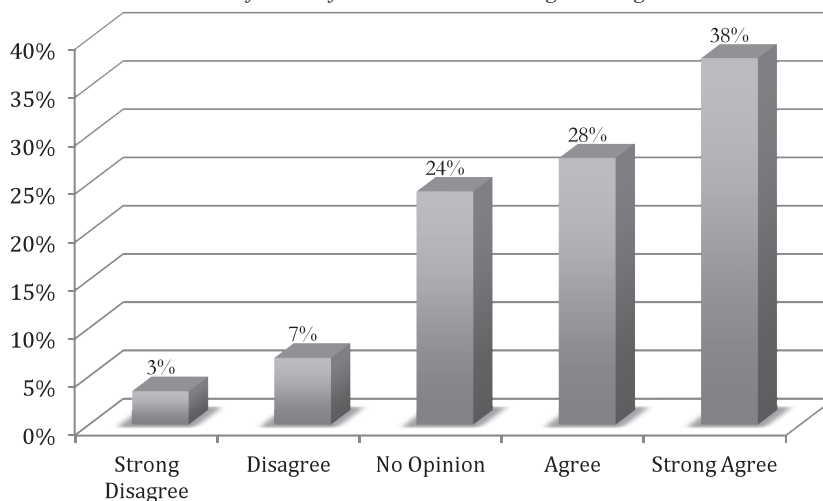
Table 5.1: Preference of NESTs' Code-Switching Use by Teacher

Table 5.2: Preference of NESTs' Code-Switching Use by Major

Table 5.3: Preference of NESTs' Code-Switching Use: High School

Surprisingly, the majority of all students answered positively to this question, much more so than anticipated, with nearly half of students of the Virtual Position Teacher and English majors agreeing or strong agreeing, and only 22% of Teacher A's students and 18% of English majors disagreeing. When asked what they thought of code-switching (the third open-ended question of the questionnaire) the most common positive results were:

・生徒がどうしても内容を理解できない時に使えば良いと思う。
(I think it's good to use when students really don't understand content.)
・日本語でも英語でも説明をすれば、理解することがはやくなると思う。
(I think using both Japanese and English helps understanding to occur quicker.)
・Code-switchingを先生が使ってくれると、よりわかりやすく勉強できると、質問に返答しやすいので勉強になる。
(If the teacher uses code-switching for us, it's easier to study and answer questions, and helpful for learning.)
・つながりがわかり、理解しやすくなるので使用するのは良いと思う。
(I think it's good because I can understand (word) relations, and it makes it easier to understand.)

However, negative comments to code-switching use consisted of:

・面白いと思いますが、日常会話で使うべきであって、授業中に本当に困った時以外使わない方がよい。
(It's interesting and can be used in everyday communication, but in the classroom except for cases where I really don't understand it shouldn't be used.)
・やりすぎると分かりづらい。
(If used too much it's difficult to understand.)
・あまり良くないと思う。英語で全部言ってから、同じ意味で日本語で言った方が良い。勉強になる。
(I don't think it's very good. Everything should be said in English first, and then afterwards the

same meaning in Japanese is best. I can learn this way.)
"I disagree to speak code-switching because I want to speaking skills in English and It's English class."

Table 6: Student preference for NESTs being able to speak Japanese

The final open-ended question on the questionnaire asked students if they had the choice, would they prefer to be taught by a teacher who understood and could speak their L1, or one who could not:

Preference	All	Teacher A (Virtual)	Teacher B (Optimal)	English Majors	Non-English Majors	High School
Can	68%	55%	78%	56%	82%	92%
Cannot	17%	23%	12%	25%	8%	0%
Either	15%	22%	10%	19%	10%	8%

Results were rather high in all categories—55% of Teacher A's students, 78% of Teacher B's students, 56% of English Majors, 82% of Non-English Majors and 92% of High School students specifically prefer a Japanese-competent NEST teacher. These numbers can be explained by reasons already given above; the desire for L1 support while they are at the beginning levels of English learning or making the transition from high school to a university ESL classroom setting.

In contrast, 25% of English majors specifically stated they prefer not to have a Japanese competent teacher, in order to take full advantage of having a native English-speaking teacher and to receive as much English input and output opportunities as possible.

Interestingly, 23% of Teacher A's students (Virtual Position) compared with only 12% of Teacher B's students (Optimal Position) prefer not having a NEST who can speak Japanese. This contrast is either a result of sampling bias, or it shows that an instructor's teaching approach and pedagogy has an influence on Japanese students' opinion of L1 use in the classroom. If a teacher is proficient one is able to utilize alternative methods to using a students' L1 to make oneself understood and teach the lesson effectively.

Questionnaire Shortcomings

Due to environmental constraints, one shortcoming of this questionnaire was sampling bias— the surveys used for this research study were administered to students in their own classes by their own teachers, which increased the likelihood that students' responses were judgments on the characteristics of the teacher, not only on the statements in the questionnaire. This may always be an issue when conducting a questionnaire, but may have been less so if the students had been able to respond in a neutral environment ― away from the classes in question, and by a different instructor ― and if more emphasis was spent on the fact that they are considering the total of their English-language-learning experience when responding.

The other difficulty with the student responses to the questionnaire is that it is impossible to truly know what the students were rating: use of L1/codeswitching in general, their particular teachers' use of L1/codeswitching, or even their particular teacher. While the beginning of the survey explained students were supposed to answer not for a particular teacher but in general, and despite the fact it was an anonymous questionnaire it is still possible some students responded in accordance with what they guessed their teacher wanted to hear, based on his/her adoption of a certain position in the class.

In this respect having two teachers of different stances conducting the surveys may have been somewhat

counterproductive⎯since students have a wide variety of classroom experiences, it did not control what they were exposed to, and may have prejudiced the students with regards to which responses they will think are welcome/unwelcome. On the other hand, this author felt it would be valuable to create a clear distinction between Virtual and Optimal Position Teachers, and include this variable in order to see how much the immediate environment (and perhaps students assumptions regarding the preferences of the teacher) might influence responses.

This possible bias is most relevant with regards to the responses of the Virtual class of students in this research study. The data seems to reveal that when they were asked direct questions about methodology, they were somewhat biased in favor of the given teacher's method (given their lower results than the Optimal class of students). When the same students were simply asked about their preference for Japanese or no Japanese, they seemed to increase in their favor of the use of Japanese.

Two possible conclusions can be drawn from these results: 1.) That Virtual classroom students also prefer their NEST to use (a judicious amount of) their L1 while teaching English, as was shown in Table 4.1, and if a different instructor had administered the survey their responses to the Questions 1−11 would have been higher not accounting for teacher bias and considerations in their responses; or 2.) A teacher's pedagogy has a tangible influence on student's perception and opinion of L1 use in the classroom—a certain percentage of students in a Virtual classroom tend to prefer that style of classroom after being accustomed to it, and likewise for students in an Optimal classroom. Future studies on this topic should take into account these considerations. Further research in this area would also benefit from a larger representation of university students from a variety of universities (public and private) as well as wider range of majors, and should be tested in many different settings.

Conclusion

As Weschler (1997) succinctly stated:

> The use of Japanese in and of itself in text and in the classroom is not the problem. For the student, it can act as an obstacle or a tool in the struggle to master English. And like any tool, it can be used skillfully or misused. It can have good or bad effects. Whether it is useful or detrimental depends entirely on the goal to which it is applied, the type of language being translated, the materials used to apply the method, and the procedures used in the classroom (p. 38).

In a communication context, limiting the teacher's use of spoken Japanese is still in the students' best interests. Japanese university students enrolled in English classes, especially those taking it compulsorily, have only a few chances a week to practice English, and most likely even fewer opportunities to use English communicatively outside the classroom in everyday life. Teachers must resist the temptation to "take the easy way out" during a lesson by providing a quick Japanese translation when the concept could have been explained in English using an alternative method or approach. Using Japanese too often will cause it to become a crutch for students, and they will continue to rely on translations more and more instead of challenging themselves to discover the meaning for themselves.

Additionally, using a students' L1 in the classroom to assist with language learning only works in a monolingual classroom. Teachers need to be adaptable and have the necessary skills and ability to successfully teach in any environment. However in a country like Japan with predominantly monolingual classrooms and primary and secondary English education the way it is, adhering strictly to the 'English Only' dogma is illogical. There are undoubtedly teaching moments where both teachers and students feel a lesson may cry out for Japanese input. Furthermore, if instructors know both the L1 and L2 they can

recognize, anticipate and correct common mistakes and false assumptions by comparing the two languages, and help students overcome making such mistakes again in the future.

Changes and improvements to one's teaching pedagogy and class content should not rely only on self and teacher monitoring and evaluation, but also on feedback and information gathered directly from learners. The results of the student questionnaires distributed in this study have shown that there are definitely areas of learning where using Japanese or code-switching as a scaffolding tool has positive effects, and is desired by the students themselves to help facilitate their learning. Using the L1 prudently does not detract from L2 acquisition but ensures all students understand the content being learned, and can help speed up comprehension which might otherwise require a prolonged diversion from the lesson. "The occasional, prudent use of Japanese by NESTs can both lighten up the atmosphere and aid in student learning" (Norman, 2008, p. 38).

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Appendix

Teacher use of Japanese in your English Classes

授業の曜日／授業の時限: _____／_____   先生の名前_____

_____

このアンケートは「英語の先生の日本語への理解、英語の先生が授業中に日本語を使用すること、英語の先生が授業中に code-switching を使用すること」について NUCB 生徒の意見や考えを調査するのが目的です。できるだけ正直に全ての質問に答えてください。あなたの名前は未記入でお願いします。
調査結果は調査の目的以外には利用しません。

次の質問に、１から５までの答えを選んで、質問の隣の<u>下線</u>に書いてください。

1	2	3	4	5
Strongly Disagree (全くそうではない)	Disagree (そうではない)	No Opinion (特に思わない)	Agree (そう思う)	Strongly Agree (とてもそう思う)

<u>英語の先生が授業で日本語を使うことについて：</u>

1. _____ 先生が日本語が分かると、授業中もっと安心して参加できる。

2. _____ 先生が日本語で説明すると、授業中もっと安心して参加できる。

3. _____ 先生が日本語を勉強したり話せる事を知っていると、先生のこともっと尊敬できる。

4. _____ 先生が日本語を勉強したり話せると知ったら、もっと英語の授業で頑張れる。

5. _____ 先生が授業中に日本語を使うと、もっと内容が理解できる。

6. _____ 先生が授業中に日本語を使うと、英語を勉強する気がなくなる。

<u>"Code-switching"について：</u>

Code-switching の意味：同じ文の中に英語と日本語を使うこと。

例えば: "Write your answer in *大文字*." "できるだけ ask questions." "I care most about the *内容* of your writing."

1. _____ 英語の先生が授業中に code-switching を使うのは 興味深い。

2. _____ 英語の先生が code-switching を使う方が、もっと分かりやすいし習いやすい。

3. _____ 英語の先生が code-switching を使うのが、自分にとっては効果的な学習方法だと思う。

4. _____ 英語の先生が code-switching を使うと、紛らわしく役に立たないと思う。

5. _____ 英語の先生は英語だけで教えたほうがいい。両方の言語では教えるべきではない。

次の質問に、１から５までの答えを選んで、質問の隣の<u>下線</u>に書いてください。

1	2	3	4	5
Strongly Disagree (全くそうではない)	Disagree (そうではない)	No Opinion （特に思わない）	Agree (そう思う)	Strongly Agree (とてもそう思う)

Code-switching の意味：同じ文の中に英語と日本語を使うこと。

<u>次の場合、英語の先生が日本語 か code-switching で説明してもよい：</u>

　　1. ＿＿＿＿ 新しい単語の説明

　　2. ＿＿＿＿ 文法の説明

　　3. ＿＿＿＿ 試験についての説明

　　4. ＿＿＿＿ レッスンの目的の説明

<u>結論</u>

　　1.) ＿＿＿＿ 英語の先生が授業中に日本語を使うのをよいと思いますか？

　　2.) ＿＿＿＿ 英語の先生が授業中に code-switching を使うのをよいと思いますか？

<u>自分の意見を述べて下さい。（日本語での記入 OK）</u>

クラスで英語の先生が日本語を理解し、使用するとどのような利点があると思いますか？

クラスで英語の先生が日本語を理解し、使用するとどのような欠点があると思いますか？

Code-switching についてどう思いますか？

選択肢があれば、英語の授業では、日本語ができる先生と日本語ができない先生とどちらがいいですか？