English-Only Policy for All? Case of a University English Class in Japan

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Abstract

This study investigated the socio-political issues related to language education, with regards to the language of instruction and the role of the non-native English speaker teacher (NNEST) in an English as a Foreign Language (EFL) context. This is a preliminary investigation into the legitimacy of an English only policy in the dual-lingual educational system in a Japanese university. The university's English program has a policy both for instructors and students to use "English at all times." Having taught very low to intermediate level students over several years, the researcher doubted the efficacy and affective implications of using only English to communicate with students.

To find out learners' beliefs, course evaluation data from the past three years were first analyzed to explore the students' opinions with regard to the instructor's language use. Second, the researcher conducted pre-semester, mid-semester and end-of-semester questionnaires regarding the learners' perceptions toward the instructor's language use and whether the learners preferred the use of English only or the occasional use of the mother tongue, and on which occasions it was deemed appropriate. The results showed students' preferences toward an English-only policy. Implications for the future of university English education lie in the way institutions utilize the multiple languages available.

Key terms: language policy; language of instruction; non-native English speaker teacher; learner beliefs

1. Introduction

The researcher analyzed and problematized the assumptions about the use of English and Japanese in a university English class. It is not, however, her intention to change the practice for all involved but to share her insights on the topic, following the caution cast by Richards (2003) not to claim too much from the results of a single piece of research. An English only policy, as well as students' beliefs on the language of instruction, is an important issue that can be researched under the framework of critical action research (Troudi, 2006). Davis (2008) tells us that in critical action research, researchers try to "change existing power structures and inequality within the community under study" (Davis, 2008: 141). Although I wish to be a critical action researcher who can challenge the existing practice, there is a limit to the knowledge and experience I can offer. Therefore I want to use this small study as a starting point in order to understand the issue of language policy.

2. Background of the Study

The environment that surrounds the English learners in Japan has been changing dramatically over the last few decades. On one hand, there is a plethora of private institutions that offer extra-curricular instruction such as in daily conversation, business communication and university entrance exam preparation, while on the other hand there are students who enter tertiary institutions without having first mastered elementary English skills, an experience Ford (2009) also shares. The latter trend is exacerbated by the diversified methods of university entrance exams, which admit students' entry without requiring language competencies. As a result, according to the Central Council for Education (2008), in Japan, more than 60% of the university teachers are concerned about the decline of the students' academic abilities. I have also witnessed students who may, for example, appear to hold conversation fluently, but lack elementary skills in writing or speaking accurately.

This study is based at an international, private university in Japan where domestic students comprise approximately half of the student body, and foreign students from around one hundred countries and regions live and study together. English courses are

offered mainly to students whose stronger language is Japanese. These 'Japanese-base students' are streamed according to the placement test result using the Test Of English as a Foreign Language Paper Based Test (TOEFL PBT). On top of completing a certain number of English language credits, students must complete 20 credits of content lecture subjects offered in English, in order to graduate. Therefore, English language courses are designed to prepare students for English lectures, using a four-skills integrated approach, and with an English only policy in the classrooms. Most of the students take two four-credit courses each semester, each of which meets four days a week for a period of 15 weeks, which is divided into two quarters. In total, students receive 120 hours' worth of instruction over four months.

The participants in the questionnaire survey were registered for the course titled Fundamental English II, in which classes of 95 minutes long are conducted four times a week. They are predominantly Japanese, with a few Chinese and Korean learners of English. Their TOEFL PBT scores ranged between 400 and 450. The main objectives of this course are to gain listening and reading skills, vocabulary knowledge, and oral fluency through class discussions. A variety of materials are used such as video-based lecture materials, computer-assisted language learning resources, and supplementary materials such as vocabulary lists and video transcripts. Students also take a course called Fundamental English I, which meets at a different period of the day. This other course focuses on learning about culture and communication, and on productive skills such as talking on a topic, giving presentations and writing short essays.

3. Literature Review

3. 1 Critical Framework

The present study critically questions the assumptions about an aspect of TESOL practice from the perspective of critical theory (Pennycook, 1999, 2000), which, according to Pennycook (2001), is traditionally linked to the Frankfurt School and Marxist theory. Davis (2008, p.140) defines it as follows: "critical theory looks at, exposes, and questions hegemony—traditional power assumptions held about relationships, groups, communities, societies, and organization—to promote social change." Critical theory "questions the assumed power that researchers typically hold over the people they typically research (Davis, 2008, p.140)." In action research, researchers are concerned with improving education and hold the view that action is "socially-constructed" (Carr and Kemmis, 1986, p.182). Therefore, as Burns (1999) notes, the social structures that shape the classroom practices need to be reflected on. According to Pennycook (2000, p.98), the classroom can be a place of conflict on "preferred modes of learning and teaching" and it is the struggle over the language of instruction that I wish to investigate. This researcher's role is to examine how an English only policy is shaped through critical perspectives.

3. 2 Critical Applied Linguistics

According to Pennycook (1999, p.343), critical theory is "a problematizing practice that questions the role of language discourse in social life, that asks hard questions about social and cultural categories (e.g., race, gender, ethnicity) and the way they may relate to language learning, and that constantly problematizes the givens of TESOL." Pennycook (2001) proposes that critical applied linguistics assumes that we live in a painful world, and that applied linguistics can not only alleviate such pains but also make changes to the current practice. In the current context, the 'givens' are that English is to be the only or the best language of instruction, and my pain is the awkwardness I occasionally feel in insisting on using English to instruct my Japanese-base students. Additionally, Pennycook (2001, p.23) suggests that critical applied linguistics is a means to provide us with the "ways of dealing with some of the most crucial educational, cultural, and political issues of our time." It is because Pennycook believes that the classroom is the place where learners' identities are formed and modified.

Thus Pennycook (2001, p.129) writes: "The language we teach, the materials we use, the way we run our classrooms, the things students do and say, all these can be seen in social and cultural terms, and thus, from a critical perspective as social political and cultural political questions." When Pennycook (2001) discusses English language teaching practice in Sri Lanka, he hints that the idea that English should be taught best in English is also a "cultural preference" (Pennycook, 2001, p.129) rather than an

empirically supported truth.

Kumaravadivelu (2006b, p.70), in his reflective summary of the past 15 years of the TESOL field, explains that the 1990s saw a critical turn in the TESOL field, "connecting the word with the world." Language was recognized as ideology, and education was extended to involve "the social, cultural, and political dynamics of language use" (p.70). However, it is not enough to just connect TESOL to the world and we must also focus on "questions of power, inequality, discrimination, resistance, and struggle" (Pennycook, 1999, p.332). I examine below the power relationships though they are subtle in the TESOL field.

3. 3 English and Power

Kumaravadivelu (2006a) insists that English teachers are promoting English imperialism. His claim may sound very strong, because there is hardly any discussion of Postcolonialism or English imperialism in Japan (Hashimoto, 2007). However, Japanese do value English education and English teachers, as if "to imitate the norms of the colonizer" (Kumaravadivelu, 1999, p.464). Kumaravadivelu (2006a) is right in proclaiming that native English speaker teachers (NEST) enjoy the power and privilege in many English teaching sectors, a point also discussed by Forhan and Scheraga (2000) on hiring practice in US and by Akiyoshi (2010) in Japan. There are numerous cases where native English speakers are offered teaching positions even if the applicant lacks a high standard of educational background, professional qualifications or experience. As a non-native English speaker teacher (NNEST), I do not wish to uncritically accept the native speaker dominance. As Kumaravadivelu (2006a) points out, such acceptance would mean I legitimize my own marginalization. In reality, as Troudi (2005, p.8) asserts, "English is now a gatekeeper to better jobs and professional opportunities in places where it was just a foreign language fewer than two decades ago." It is not surprising to see job openings for university instructors where being a native speaker of English, which is a trait one cannot gain through efforts, is regarded as a qualification. For instance, it is not uncommon to see such an advertisement published on the widely read website for Japan Association of College English Teachers (JACET):

> *XXXX University's Faculty of Humanities is currently accepting*
> *applications for a full-time English Language Instructor (non-tenured).*
> *Qualifications: Native-speaker of English with an MA (or above);*
> *English-related field; experience in teaching English as a second/foreign language.*

Another example is shown by a study by Shibata (2010) in which she found that senior high school teachers in Japan are reluctant to accept non-native speakers as their assistant English teachers.

Critical analyses indicate that English "threatens other languages" (Pennycook, 1995, p.54). In this case, non-native speakers of English are marginalized. At the faculty level, in the English section of the language centre where the study took place, English is de facto the sole language of communication even though one third of the instructors are either Japanese or can communicate in Japanese. This practice exemplifies the fact that an English speaker has power even at a place where English is a foreign language.

3. 4 Language Policy in English Classrooms

I now consider the issues within my professional life, which are the status of English in the classroom and the language policy for the English courses. Regarding the cultural politics of the classroom, I feel many of my colleagues accept and practice the 'English only' model blindly, which affects our curriculum, syllabus, and approaches to teaching and particularly the way of interacting with students. Considering the students' previous experiences of learning English in which their first language (L1) was mainly used for instruction, what they experience in the university is quite different. Having observed new enrollees with limited exposure to English in the past years, I have witnessed students being perplexed or confused because I would only talk to them in English. They normally have to accept the new approach and get accustomed to the habit of 'learning English in English' as they work through the system. I have heard students complain, "Why is the class conducted only in English?" I have not really had a chance to discuss this

with my colleagues, and it is my hope that this paper will promote such a discussion.

In Japan, the language of instruction for English classes is mostly Japanese, from elementary through to undergraduate levels (Hino, 2009). However, it is generally agreed in my own teaching context that English should be the sole medium of instruction except in the lowest level classes, in order to maximize the intake of students' English learning. Often the Direct Method is employed as an effective teaching method, so that students learn to 'think' in English (Skela, 1998). Students learn English communicatively with a focus on integrated skills, and with the aim of preparing them for content subjects. These Japanese-base students at the university are required to take content subjects in English even when they do not possess the linguistic ability to successfully pass the courses, a point criticized by Tollefson (2000). In support of these needs and the reality, the policy to use "English at all times" in the classroom, both for instructors and students, is also prescribed in the syllabi.

The idea that English should be taught in English seems to be a national trend, which is pushing the high school teachers to conduct classes in English, even though the Grammar and Translation Method is still the mainstream in Japanese high schools. An English only policy is a "pervasive belief" in ESL instruction (Auerbach, 2001, p.293), and according to Cutri (2000), teachers' decisions on classroom language policy are made by their own unexamined beliefs and assumptions, rather than as formal policy. Cutri (2000, p.174) asserts, "Teachers' classroom language policies and practices usually remain unarticulated, uninformed by current knowledge bases, and devoid of moral deliberations." Cases in other Asian nations such as South Korea, Indonesia and Vietnam are reported widely in recent years (Johnstone, 2010, Kim and Petraki, 2009, Lin and Morrison, 2010, Ling and Braine, 2007). For instance in South Korea, teaching English in English (TEE) is thought to be effective and necessary, therefore the government is promoting TEE and is training teachers (Lee, 2010). However, there are not many studies conducted on TEE in Japan. A few cases reported recently include Takagaki and Tanabe (2007) in which researchers conducted questionnaires over three years at a high school home economic class taught in a non-native variety of English. An exploratory study by Taguchi and Naganuma (2006) discusses adjustment difficulty for students to learn in English, but this institution is an English-medium university, and the findings focus on the participants' perceived difficulties in language skill areas.

Having taught English to very low to intermediate level undergraduate students over several years, I doubted the efficacy, legitimacy and affective implications of using only English to communicate with students. It seemed to be almost a waste of talent for some instructors because they are bilingual or multilingual, and they share the same mother tongue, or L1, as many of the students. Skela (1998, p.93) supports my belief by concluding that when a native language is used sensibly, it "is a valid resource for both learners and teachers and should not be excluded by insisting on monolingual approaches." Dicker (2000, p.62) also contends that little or no use of the L1 to prepare students for English medium classes in a few years is "unrealistic." The words of Skutnabb-Kangas (2000, p.25) especially reinforced my belief in L1 use: "If you are an ESL teacher/or if you teach minority children through the medium of a dominant language, at the cost of their mother tongue, you are participating in linguistic genocide." Of course, the situation is quite different in the current context since English is a foreign language, and the students use their L1 as a means of communication outside the classroom.

Nevertheless, it does not feel 'right' for me not to allow any use of the students' L1. Seidlhofer and Widdowson (1998, p.9) point out that in monolingual classes, NNESTs have "the ability to use language effectively in the classroom." Auerbach (1995) also suggests that use of one's L1 can be a teaching resource for the second language (L2), citing Collingham's (1988, p.26) list: "to negotiate the syllabus, to develop ideas as a precursor to expressing them in the L2, to reduce inhibitions or affective blocks to L2 production, to elicit language and discourse strategies for particular situations, to teach vocabulary, and to keep records." It seems, in recent years, in some countries both teachers and students use local languages together with English partially "to negotiate their desired values, identities, and interests" (Canagarajah, 2006, p.22). I think there is a place for L1 use between the instructor and the students in my context.

In summary, I have had the following critical agenda that led me to this study. I have concerns on a) the English only policy

at the institution; b) learners' perceptions toward my English use in the classroom; and c) learners' preferences on the teacher talk in L1.

4. Methodology

The study is not experimental in nature, but exploratory. I am interested in finding out what the students' perceptions are regarding my English use in class. In similar studies on language policy (Johnstone, 2010), researchers interviewed both policy makers and teachers, but not students. Since my research subjects are university students who can state their preferences clearly, I think it is useful to ask their opinions. In this particular paper, I focused on the following research questions.

(1) Why do students choose my class, and not one taught by a native-speaker of English?
(2) What do students think about my use of English and Japanese in class?

Regarding my first research question, if the answer is because I am Japanese, do they want to hear me speak Japanese? Attitudes and behaviours are difficult to quantify, thus the study needs to be qualitative. First, anonymous course evaluation data from the past three years, namely, between Spring Semester 2007 and Spring Semester 2010 from the total of 303 students were analyzed to investigate the students' preferences and opinions of my language use.

Second, I conducted pre-semester, mid-semester and post-semester questionnaires with both closed and open questions regarding the learners' perceptions toward my language choice in class and whether fundamental level English learners prefer the use of English only or the occasional use of Japanese where appropriate, and on which occasions it is deemed appropriate. Wellington (2000) states that questionnaires can be a valuable data collecting method especially when open-ended questions are used, in order to gain participants' views and opinions. It may be argued that the questionnaire data are not enough to generalize the participants' beliefs. As gaining pre-semester data was important and there was a time constraint on gaining the students' consent, especially because the procedure had to be explained even before the teacher had formed a rapport with the class, I could not plan interviews with the participants.

A total of 19 students participated in the questionnaire. Before starting the data collection, anonymity and the handling of the data were explained orally and in writing to the participants to gain informed consent, making it clear that their privacy was secured and the responses would not affect the evaluation on the students. The questionnaires were distributed in both English and Japanese, and participants could choose the language in which to answer. All three questionnaires are interconnected; same or similar wording was used multiple times to elicit the participants' ideas on the same issue over four months. The pre-semester data was collected on paper (Appendix A) and securely kept in a locked desk. Mid-semester and post-semester data were collected using an online survey with a password-protected account (Appendix B and C). Participants were given enough time to answer the questions, either by completing them at home or using the online tool. The pre-semester questionnaire asked eight items with three open and five closed questions. The mid-semester questionnaire consisted of eight items with three follow-up questions, with a mix of closed questions, multiple choice, and descriptive questions. The post-semester questionnaire asked five items with four multiple-choice questions and one open-ended descriptive question. The quality of the data collected, unfortunately, is limited, because as exploratory research, the data collection method should have been broader to "maximize discoveries of generalization" (Stebbins, 2008: 328). Although not generalizable or transferable to other classes, the evidence collected supports the case in my own teaching context.

5. Findings and Analysis

5.1 Results from Class Evaluations

At the end of every semester, the university conducts a class evaluation questionnaire in all subjects. Question items and numbers change slightly every time. There are around twenty questions to which students answer on a 7-point Likert scale, with choices labelled *strongly agree*, *neutral*, and *strongly disagree*. Questions include items such as these: Q3. "The instructor responded to each

student's questions, including my own." Q4. "The course involved sufficient interaction between instructor and students." Q12. "I was enthusiastic about the class." Q18. "I am satisfied with the course content of this class and its instructor's teaching." Q19. "I would recommend this course to a friend or colleague." There are only two questions related to language use. One is Q7. "The instructor spoke in a clear and easy to understand manner." The other is Q8. "The instructor carried out classes in the proper language of instruction," but students are not required to answer this question for language courses. This is probably because it is assumed that the target language is to be used for language instruction. Therefore, I examined only one question related to the teacher's language use.
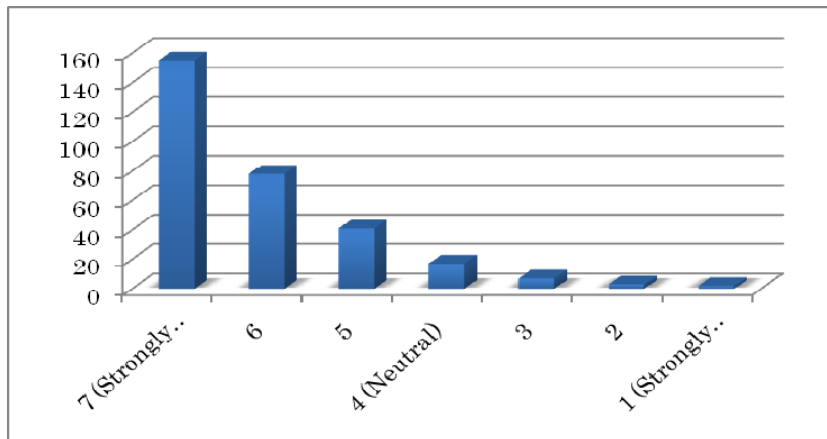

Figure 1. Questionnaire results between Academic Year 2007-2009. To what extent do you agree with the statement? "The instructor spoke in a clear and easy to understand manner." (N=303)

As Figure 1 shows, it is clear that the majority of students found the instructor's speech clear and accepted her English language use as natural. Here are some excerpts from the students' comments that were added at the end of the survey.

•*Her English was easy to understand.* (Anonymous, Spring 2007)

•*As she talked to me a lot outside the class, it was beneficial and I could practise conversation. She explained a lot in class, so it was easy to understand.* (Anonymous, Spring 2008)

•*Teacher's delivery was easy to understand, and the class atmosphere was cheerful so I had fun.* (Anonymous, Spring 2008)

•*It was a good class, which made me realize that the time I am immersed in English surely will improve my English ability.* (Anonymous, Spring 2009)

These student voices come voluntarily, since the comments are unconstrained. Therefore it is assumed these excerpts express their candid opinions. However, this item on the delivery of speech does not really reveal what learners think of the instructor's English. For that reason, the same item with an additional inquiry was run in the current study. The result is shown in 5.2.2.

5. 2 Results from Spring 2010 Surveys

The participants' opinions were collected throughout the semester between April and July 2010. At the beginning of the semester, eight items were asked based around three themes. First was the reason for choosing the particular instructor's class. Second was their attitude toward the language of instruction, and the third was their attitude toward their own language use.

5.2.1 Students' Choice

Regarding the students' class choice, they could choose from two different schedules and six instructors who taught the same course with the same materials and methodologies in this semester. Of the six instructors, I was the only non-native speaker of English,

however, because of my family name there is a possibility that students assumed the instructor to be a foreign national or a NEST. Therefore, it was unexpectedly found that more than half of the students had known the instructor was Japanese. Asked why they chose this class, a few pointed out external factors such as the availability and convenience, because the classes were conducted in the afternoons. However, the most recurring factors were personality and the fact that I am a Japanese speaker. About half of the class said that their friends or senior students recommended he or she take my class. As for the instructor being Japanese, one student in particular expressed his clear intention:

> *"I took the same class with a foreign teacher before, but I couldn't communicate well. With a Japanese teacher, I thought I can consult her on my progress better"* (Anonymous, Spring 2010, my translation).

From these findings, I can surmise that whether the English instructor is a native speaker or not did not influence the students' decision to register for a particular class in this case. Additionally, as I discussed in 3.3, it is true that native English speakers have power in English teaching contexts, but it does not mean NNEST are always disadvantaged. This result shows that some students prefer to learn from NNEST in some cases. This is an encouraging point for NNESTs.

5.2.2 Teacher's Language Use

The second theme, students' attitude toward the language of instruction, centred on this question: Do you like it if the instructor uses only English at all times?
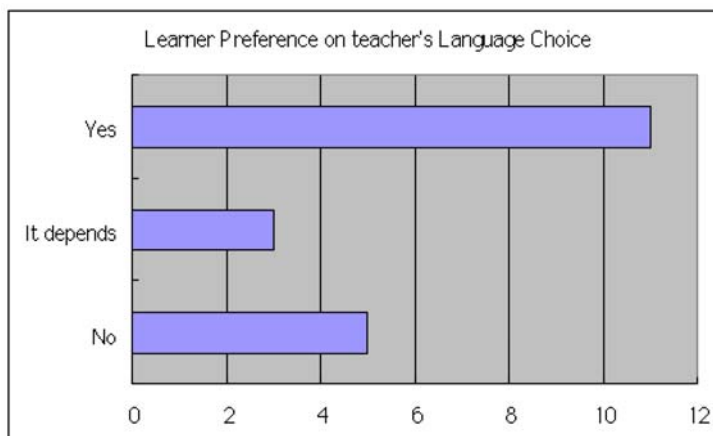

Figure 2. Learner Preference on Teacher's Language Choice: pre-semester. "Do you like it if the instructor uses only English at all times?" (N=19)

From this question, shown in Figure 2, it was found that the majority of the students want the instructor to use only English. Even those who answered "No" want Japanese use only if it is necessary. Asked about the occasions students would like the instructor to use Japanese, they answered similarly as the following shows:

- *I want to listen to important points in Japanese.*
- *When I really don't understand.*
- *After class.*

Following the initial questionnaire, I conducted classes in English, with occasional insertion of Japanese phrases to help comprehension, to gain attention, or to create a humorous atmosphere. In the middle of the semester, I asked the same question and the result was similar. Some of the reasons for preferring English only in class were as follows:

- *I can feel English on a daily basis.*

- *I can get used to English.*

- *I think it will improve my listening skill.*

- *Because we are studying English.*

There were also students who answered, "It depends." Their reasons were:

- *By using Japanese, my understanding will be enhanced.*

- *There are times when I don't understand in English.*

- *When teaching important things I want her to use Japanese.*

These responses reveal that the students believe they need English input, which matches exactly with the intention of the English program policy. From this finding, it seems as though my argument for L1 use is unfounded because students prefer English to Japanese in class.

At the mid-semester questionnaire, after students had experienced two months' interaction with the instructor and also had chances to talk to her in Japanese outside class, their opinions about the use of Japanese in class were collected. Auerbach (2001) contends that students often react negatively to the L1 use, even considering it as an obstacle to learning. Contrary to their expectations about listening to English all the time, the result showed their positive attitudes toward the instructor's use of L1.

- *It is perfectly fine to use Japanese for things that are difficult to communicate in English.*

- *The teacher is trying to enhance students' understanding.*

- *There are times I really can't understand. I am happy if the teacher speaks in Japanese, and can understand so I will not repeat the error.*

- *When it is difficult for us to understand, I would like her to use Japanese, but I want her to speak English as much as possible.*

- *I cannot understand everything the teacher says, so using Japanese for important matters and for supplementary purposes will deepen our understanding.*

The commonalities that can be found from these comments are: students acknowledge their limitation in comprehensions, and that they value 'understanding' the message. Therefore, they do not mind the instructor using L1 if necessary.

Since the survey asked about the use of languages by one instructor, one might suspect that students could not have judged her use objectively. However, the students took a course taught by a NEST as well. Therefore they could compare and point out the problems. In addition, the positive attitude toward the use of L1 does not derive from the instructor's incompetency in English. Positive comments on the instructor's English outnumbered negative points:

- *It is clear and I think the pronunciation is good too.*

- *It is very easy to catch what she is saying.*

- *It is easy to understand.*

- *She speaks very slowly, so I think it is easy to understand.*

- *Personally, when I go abroad I notice that I am used to hearing Japanese speakers' English, which is different from native English, so I find it difficult to listen to native speakers' English.*

As a university lecturer who is expected to perform at a high standard of English, I have often felt uncertainty over whether students favourably accept my non-native English variety. Seen from this finding, students find the pronunciation and speed of my speech easy to understand and follow. However, from the last comment, I felt that I might be hindering the students' listening ability at more advanced levels, since they get used to the non-native model.

5.2.3 Students' Language Use

The third theme that emerged from the survey was about the students' attitude about their own language use, which is not part of my research questions, yet sheds light on understanding their beliefs about language learning. Regarding the question, "Do you (the

student) want to use English only in class?" the great majority of them answered "Yes." Of those who answered, "Yes," the great majority said they want to improve their spoken English and that they want to use the class as a practice venue. Only a few stated that they would like to use Japanese among classmates. At the end of the semester, two thirds of the class reported they used English 80-99% of the class time.

At mid-semester and the end of the semester, I asked the students how much effort they made in speaking English. Of sixteen students who answered the question, "During the First Quarter, did you always try to use English with your instructor?" most (81.3%) students either answered "Yes, always," or "Most of the time." The reasons why some used Japanese were either when they could not express well in English, for confirmation or in an emergency. Of the twelve students who answered the same question at the end of the semester, 75% of them answered "Yes, always" or "Most of the time." Although the total number of the participants is small, it was evident that more students tried to use English in interacting with the instructor later in the semester.

I also asked about the interaction with the instructor outside the class time. Most students reported using only English in most interactions with the instructor. However, more students reported using Japanese when they talked to the instructor in her office. Some stated they prefer the use of Japanese when they want to discuss complicated matters, especially topics that are more delicate or when discussing grades. From this it seems students approach the instructor differently depending on their needs and the situation. What is clear from this is that in principle, students want to use English all the time, whenever possible. This leads one to question whether the L1 use by the instructor is of value when learners are so keen to hear and use the target language. Participants, although sometimes unable, tried to always use English, and only resorted to L1 when it was necessary. Thus, consideration needs to be given to language choices between students and instructor in-class and outside class.

5. 3 Discussion and Limitations

I would like to discuss the implications of the findings. Let me first address the first research question, "Why do students choose my class, and not one taught by a native-speaker of English?" In summary, I discovered that students want to listen to the teacher speak English, regardless of the nationality or the mother tongue of the teacher. They choose a class for a variety of reasons, but the most important factor seems to be a recommendation from their friends or senior students. Here are the main points evident both from other studies and from students' voices:

> • Students do not mind if the teacher uses Japanese occasionally
>
> • Students like the teacher to use English
>
> • Understanding the message is important for students
>
> • When and how to switch languages needs to be considered

Regarding the students' preference on the instructor's language uses, let me address the second question, "What do students think about my use of English and Japanese in class?" First, it was confirmed both from the analysis of past class evaluations and recent surveys that students have no problem with the instructor's spoken English. Second, it was clear from the surveys that students want to hear English as much as possible. Third, it also became evident that students accept the teacher's use of L1 in class and outside class, especially when the message is important or complicated. The same student from 5.2.1 said, "The teachers I had before were nice, but I felt it was difficult to consult them on various matters, because of the language barrier." The idea that students and the instructor can choose the language as a tool of communication seems to lower their anxiety, thus creating a supportive and friendly atmosphere.

Thirdly, it was my aim to question the English only policy at the institution. Before conducting this study, I was hoping to find a case for an increased use of L1 and to free myself from the English-only ideology. Considering the preferences indicated by the students, an English-only policy in the intensive English education system seems to be a good strategy. In other words, learning English in English is perceived to be a preferred way of instruction for students. Then, how about teachers' ideas? I wish to examine how an English only policy is shaped, but it is not known from this study and I will need to interview policymakers and colleagues

in my context. Following this study, I may not immediately change the already practised way of Teaching English in English (TEE) in my class, nor will I advocate the increased use of Japanese or the mixture of two languages. Even though the use of L1 may not harm the learning environment, this preliminary investigation does not indicate whether it is more 'effective,' compared with an English only policy.

Meanwhile, a case of switching languages in Japanese language classrooms is reported (Hobbs, Matsuo and Payne, 2010) but the finding is limited to suggesting teachers' use of classroom language depends on their culture of learning. Other studies that report teachers' code switching practices in English classes include cases in South Korea (Liu et al., 2004) and China (Qian et al., 2009). The findings from high schools in South Korea indicate that students are likely to respond to their teacher with the language used. This implies that teachers should use English more if they want students to use the language. I believe there is a need for more research into the applicability of these findings with respect to teaching in the local context focused on here. In order to find out the effectiveness of code switching, it may be necessary to conduct an experimental study with a control group and an experimental group, an idea also suggested by Troudi (2006). However, there are some hurdles to this. For one, it is not practically possible to conduct a true experiment by randomly assigning groups of students with similar competencies. Second, such a study may not be ethical if either of the student groups feels disadvantaged because of the treatment. Third, one group's success may not be applicable to all the other learners, since every learner is different and there are many factors that contribute to one's success. Furthermore, the collected data explain in relative detail the beliefs of the students I have encountered, but the amount and the depth of the findings are limited. There is a strong need for triangulation of the data, for instance from other colleagues both Japanese and non-Japanese. I agree with Hayes (2009) that bringing experiences of NNEST is necessary.

6. Conclusion

In this final section I will discuss the future development and the changes that can evolve from this study. These are the necessary actions in order to continue this study in more depth. First, investigating the students' voice with interviews is indispensable, and having a control group may be helpful. To begin with, I can interview a different group of students whom I have been teaching English to using mainly Japanese. Second, it is necessary to compare the data with other instructors', including between NESTs and other NNESTs. Third, as I discussed above, I should seek other stakeholders' voices in a coordinated way. It will be of great value to investigate teachers' beliefs. Fourth, I would like to observe classes in which two languages are used interchangeably, in order to investigate the feasibility and the effectiveness of code switching in EFL teaching.

Although this small study is far from initiating a change, it has empowered myself in realizing the positive affective elements in my practice. I still do not see a strong case for not allowing the first language for teachers. Kumaravadivelu (1999) argues that critical approaches to TESOL are always changing, and I agree that we should not stop questioning things that are accepted by many, but at the same time acknowledge the limits of our knowledge and try to learn from new developments in the field. Therefore, in the near future, I hope to organize a collaborative research project on the language policy. Building on collective evidence, it may be possible to suggest a hybrid language policy for English classes, where the knowledge of the students' first language as well as teachers' language capabilities are utilized effectively in learning English as a foreign language.

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Appendix A

Pre-Semester Survey

Questions: please answer these questions either in English or Japanese in order to help me understand your expectations about this class (Fundamental English II AA/AX). The answers will not affect your grades.

皆さんの、このクラスに対する考えを知りたいので、以下の質問に英語か日本語で答えてください。成績評価には一切関係ありません。

1. Why did you choose this class?

　　なぜこのクラス・教員を選びましたか。

2. Did you know your instructor's nationality?

　　教員の国籍を知っていましたか。

3. If you answered "No", what was your guess?

　　「いいえ」と答えた人は、教員がどこの国出身だと予想していましたか。

4. Do you like it if the instructor uses only English at all times?

　　教員が常に英語を使用することを希望しますか。

5. If you answered "No", on which occasions do you want me to use Japanese?

　　もし「いいえ」と答えた場合、どのような際に日本語を使用して欲しいですか。

6. Do you (the student) want to use English only in class?

　　あなた自身は授業中常に英語を使用したいですか。

7. Why?

　　６番のように答えた理由は何ですか。

8. If you answered "No" in Q6, in which occasions do you want to use Japanese?

　　６番で「いいえ」と答えた人は、どのような状況で日本語を使いたいですか。

Thank you very much!

Appendix B

Mid-semester Survey

Thank you very much for taking part in this survey. Your feedback will help improve my practice for the future. You do not need to give any personal information, and the result will be used for 1) my personal development as a teacher and 2) future presentations and publications as part of my educational research. I would greatly appreciate your help in advance.

アンケートへのご協力、ありがとうございます。このアンケートでは個人情報は一切取り扱いません。成績にも全く関係ありません。皆さんにお答えいただく内容は、今後の私自身の教員としての力量を向上させるため、また、教育研究活動の一環として、研究学会で概要を報告させていただくこと等に使わせていただきたいと思っています。

1. Do you like it when the instructor uses only English in class?
担当教員が講義中常に英語を使用することを好ましく思いますか。

  Yes.　はい

  No.　いいえ

  It depends.　場合による

Why do you think so?　その理由は何ですか。

2. How do you feel when the instructor uses Japanese in class?
担当教員が授業中に日本語を使用したらどのように感じますか。

3. During the First Quarter, did you always try to use English with your instructor?
第１クオーター中、あなたは教員と常に英語で話す努力をしましたか。

  Yes, always　はい、常に

  Most of the time　ほとんどいつも

  Sometimes　ときどき

  No　いいえ

When did you use Japanese with your instructor?　どのようなときに教員に日本語で話しかけましたか。

4. During the First Quarter, how many times did you interact with your instructor outside class time? (Before or after class, during Office Hour, e-mail, or on campus)
第１クオーター中、授業外で何回担当教員と接しましたか。（授業の前後、オフィスアワー、メール、キャンパス内で）

Never　全く接していない

 Once　一度

2 - 3 times　２〜３回

4 - 5 times　４〜５回

6 - 7 times　６〜７回

8 or more times　８回以上

5. When you interacted with your instructor outside class time, how much Japanese did you use?
授業時間外に担当教員と接した際、どの程度日本語を使用しましたか。

	Never 日本語は全く使わなかった	A little bit 少しだけ使った	Sometimes ときどき使った	A lot of the time かなり使った	Most of the time ほとんど日本語だった
Talking before or after class 授業前後の会話で					
Talking in the instructor's office 教員の研究室で					
E-mail メールの際					
Talking on campus キャンパスで会った際					

In what situations did you use Japanese? どんな状況で日本語を使いましたか。

6. To what extent do you agree with the statement?

以下の記述にどの程度同意しますか。

The instructor speaks in a clear and easy to understand manner.

担当教員の話し方は分かりやすく明瞭である。

　Strongly agree　強くそう思う

　Agree　そう思う

　Neutral　どちらともいえない

　Disagree　そうは思わない

　Strongly disagree　全くそうは思わない

7. What do you think of your instructor's English?

担当教員の話す英語についてどう思いますか。自由に記述してください。

8. What can the instructor do to improve herself?

担当教員に対して要望があれば自由に記入してください。

Thank you very much for taking the survey.

Appendix C

End-of-semester Survey

Thank you very much for taking part in this final survey. Your feedback will help improve my practice for the future. You do not need to give any personal information, and the result will be used for 1) my personal development as a teacher and 2) future presentations and publications as part of my educational research. I would greatly appreciate your help in advance.

アンケートへのご協力、ありがとうございます。このアンケートでは個人情報は一切取り扱いません。成績にも全く関係ありません。皆さんにお答えいただく内容は、今後の私自身の教員としての力量を向上させるため、また、教育研究活動の一環として、研究学会で概要を報告させていただくこと等に使わせていただきたいと思っています。

1. Throughout the semester, how much English did you use in this class?

あなたは春セメスターを通して、どのくらい授業中に英語を使用しましたか。

 100%

 80-99%

 60-79%

 40-59%

 20-39%

 0-19%

Why do you think so? その理由は何ですか。

2. During the Second Quarter, did you always try to use English with your instructor?

第2クオーター中、あなたは教員と常に英語で話す努力をしましたか。

 Yes, always　はい、常に

 Most of the time　ほとんどいつも

 Sometimes　ときどき

 No　いいえ

When did you use Japanese with your instructor? どのようなときに教員に日本語で話しかけましたか。

3. During the Second Quarter, how many times did you interact with your instructor outside class time? (Before or after class, during Office Hour, e-mail, or on campus)

第2クオーター中、授業外で何回担当教員と接しましたか。（授業の前後、オフィスアワー、メール、キャンパス内で）

 Never 全く接していない

 Once　一度

 2 - 3 times　2〜3回

 4 - 5 times　4〜5回

 6 - 7 times　6〜7回

 8 or more times　8回以上

4. When you interacted with your instructor outside class time, how much Japanese did you use?

授業時間外に担当教員と接した際、どの程度日本語を使用しましたか。

	Never 日本語は全く使わなかった	A little bit 少しだけ使った	Sometimes ときどき使った	A lot of the time かなり使った	Most of the time ほとんど日本語だった
Talking before or after class 授業前後の会話で					
Talking in the instructor's office 教員の研究室で					
E-mail メールの際					
Talking on campus キャンパスで会った際					

In what situations did you use Japanese? どんな状況で日本語を使いましたか。

5. Please write freely what the instructor can/should do in order to improve her practice.
担当教員に対して要望、特に、改善すべき点があれば自由に記入してください。

Thank you very much for taking the survey.