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日-英コードスイッチング

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Attitudes Toward Japanese-English Code-Switching

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要 旨 バイリンガルあるいはマルチリンガルはコードスイッチングをする事が知られている。二言語間におけるコードスイッチングには規則性があるにもかかわらず、多くの人々は当現象に対し批判的である。当研究はモノリンガルの日本人が日-英コードスイッチングをどのように受け止めているかを *matched guise technique* を用い、調査したものである。210名の参加者の評価を統計的に分析したところ、日-英コードスイッチングは必ずしも否定的に評価されないという結果が得られた。

Introduction

Code-switching, the use of two or more languages in a single utterance, is a phenomenon that is practiced throughout the world by bilinguals and multilinguals. (e.g., Romaine, 1995; Appel & Muysken, 1987; Auer, 1984; Heller, 1988; Grosjean, 1982; Poplack, 1980) has classified code-switching into three types: tag switching, intersentential, and intrasentential. The first is the simplest, as a tag is easily inserted in any part of a monolingual utterance without affecting its grammaticality. This can be seen in:

English/Japanese

They're polite children ne. (They're polite children, you know.) (Nishimura, 1995, p. 171)

Intersentential code-switching takes place after a clause or a sentence, where the speaker starts the utterance in one language and ends in the other. It is thought to require a higher degree of fluency in the two languages than tag-switching as grammaticality is required for relatively long sections of an utterance. Examples of this kind of code switching are:

English/Spanish

Sometimes I'll start a sentence in English y termino en Espanol. (Poplack, 1980, p. 594)

English/Japanese

He's a good teacher but tokidoki wakarini kui. (He's a good teacher but sometimes hard to understand.)

Intrasentential code-switching, where the switch takes place within a clause or sentence boundary, has been seen to be the most complex of the three types. This type of code-switching is exemplified in the following:

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Japanese/English

Dakara, me wa I'm thinking of quitting this shitogoto at the end of this keiyakukikan. (That's why I'm thinking of quitting this job, at the end of this contract.)

Spanish/English

El cuarto de master bedroom tiene un closet grande. (The master bedroom has a large closet.)

(Goldman, 1986, p. 25)

Code-switching, although a widespread phenomenon, has been on the whole viewed negatively, not only by monolinguals but even by those that code-switch themselves. (Chana & Romaine, 1984; Gibbons, 1983; Schmied, 1991; Milroy & Milroy, 1985; Haugen, 1977) It has been referred to in terms primarily stigmatizing it as just a grammarless haphazard mishmash of the two languages—Tex-Mex (the mixing of English and Spanish in the southwest in the U.S., Franglais (the mixing of French and English in Canada), Hinglish (the mixing of Hindi and English in India) and Taglish (the mixing of Tagalog and English in the Philippines). (Grosjean, 1982; Kamwangamalu, 1986; Goldman, 1986) In Japan, code-switching is most commonly referred to as “chanpon” or “mix up,” a term while being descriptive, conveys a derogatory nuance when used to describe language. Contrary to such views however, code-switching of any two languages is a rule-governed system (e.g., Pfaff, 1979; Poplack, 1980; Di Sciullo, Muysken, & Singh, 1986; Nishimura, 1986; Myers-Scotton, 1993) Furthermore, in order to be a “fluent switcher” (Appel & Muysken, 1980, p. 120), one must have a high degree of proficiency in both languages. A study investigating the relationship between proficiency levels and types of code-switching demonstrated that only those with high degrees of proficiency in both Spanish and English could partake in intrasentential code-switching, where adherence to the grammaticality of both languages is necessary (Poplack, 1980).

Since the 1960's studies have been done to evaluate attitudes toward language varieties, and the speakers of those languages. Bilingual speakers were often evaluated differently on certain traits such as intelligence and attractiveness when they were speaking language A, or language B. (e.g., Lambert, 1967; Lambert, Anisfield & Yeni-Komshian, 1965; Vorster & Proctor, 1976; Bentahila, 1983) Some studies have focused on attitudes towards code-switchers (Chana & Romaine, 1984; Gibbons, 1983) with researchers finding that depending on whether the speakers used code-switched language involving language X and Y, and when using only X or Y, they were evaluated differently. When the two languages represent two contrasting cultures, often the speakers will assume very different characteristics depending on the language. Lyczak, Fu, and Ho (1976) found that when studying bilingual English/Cantonese, English speakers were seen as more competent, good-looking and intelligent, while Chinese speakers were seen as more considerate, humble, and honest.

Although Japan on the whole, is primarily a monolingual society, there is a community of English/Japanese bilingual speakers, who, because of the very nature of bilingualism, partake in code-switching as one of their language choices. Many of these individuals are found in the various international schools in Japan where English is the primary medium of instruction. They usually fall into one of the following categories. First, there are the children of international families, where typical-

ly one of the parents is from an English-speaking country, and the other, from Japan. (Fotos, 1990). Next, there are the non-Japanese children of various nationalities, who due to various reasons, such as early exposure to Japanese or length of time in Japan, have become bilingual in Japanese and English. Children of missionaries, often having spent most of their formative years in Japan, or even having been born in Japan, are typical of this second type. The third are so called “returnees,” children of Japanese parents whose jobs led them to overseas transfers and who returned to Japan at the termination of the job assignment. Finally, in any international school there will be a number of non-returnee Japanese students who never resided outside of Japan, but were enrolled in these schools so that they would have access to a bilingual background.

When these Japanese/English bilinguals code-switch extensively, how are they evaluated by monolingual Japanese? Given that language and identity are inextricably bound (e.g., Appel & Muysken, 1987; Giles & Powesland, 1975; Fasold, 1984; Wardhaugh, 1986) it is hypothesized that:

1. Japanese-English code-switchers will be given more Western characteristics when using code-switched speech as opposed to when they are speaking only Japanese.
2. A corollary to 1. is that they will be attributed more Japanese characteristics when using only Japanese.
3. Code-switchers will be viewed more negatively owing to the prevalent conception that they are using an “impure” form of language.

Method

Materials

The matched guise technique, one of the most popular ways to elicit people’s reactions regarding language attitudes, (Lambert, 1967) was used for this study. The procedure involves the reactions of listeners to a taped recording of bilinguals using the two languages concerned. Upon listening to the taped voices, participants are asked to evaluate the speakers on personal qualities such as competence and intelligence based on a seven-point rating scale called semantic differential scales. (Osgood, Suci & Tannenbaum, 1957)

The speakers whose voices were used for the matched guises are two Japanese women bilingual in English and Japanese. Both are representative of those commonly referred to as the type of bilingual or “equilingual,” whose proficiency in the two languages is equivalent to monolingual speakers of those languages. (Baetens-Beardmore, 1986) as a result of having been in a non-Japanese environment throughout their schooling years. They will be referred to as Naoko and Keiko (not their real names).

Two versions of recordings were prepared so that in one version Naoko used Japanese/English code-switched speech, and Keiko used only Japanese, and in the other, Keiko used code-switched speech, and Naoko used only Japanese. They were asked to tell the directions to their home from Shinjuku station, a topic which was considered to be neutral enough so that the topic itself would not have any effect on the listeners’ evaluations, (Fasold, 1984) in code-switched speech and in in-

formal Japanese. Informal Japanese was considered to be the equivalent of code-switched speech in terms of register, as code-switched speech is typically used in relaxed conversation among acquaintances (Gibbons, 1983).

A rating sheet based on the semantic differential format (Osgood, Suci, & Tannenbaum, 1957) involving 29 personality traits was devised, where participants were asked to rate the speakers on a scale of 1 (lowest) to 7 (highest) with 4 being neutral. The personality traits were based on those used by Lambert in his language study done on French and English Canadians in 1967. (See Appendix A.)

In addition to the semantic differential ratings participants were asked to answer open-ended questions regarding the speakers' linguistic ability as it could be judged from the taped samples.

Participants and Procedures

210 Japanese monolinguals (75 male and 135 female) in English classes in three private colleges in Tokyo served as participants. Table 1 shows the breakdown of participants. The teachers of these classes gave permission for time to be used in the first or last 20 minutes of their classes. The students' ages ranged from 18 to 21. 110 students (34 male and 76 female) heard Version 1 where Keiko used code-switched language and Naoko used Japanese, and 100 students (41 male and 59 female) heard Version 2, where Naoko used code-switched language and Keiko used Japanese. At the beginning of the session, the students were told that they would be asked to evaluate two speakers, "A san" and "B san", based on what they heard on the taped samples. No indication was given as to the nationality or ethnicity of the speakers. All instructions were given in Japanese to avoid any misunderstanding. The researcher herself conducted the experiment in Institutions T and B, and in Institution A, the class teacher, a Japanese female instructor, was requested to do so on her

Table 1 Breakdown of the participants

| Institution | | n | | Version |
|-------------|---------|-----------|-------|---------|
| T | Class 1 | | M=9 | 2 |
| | Class 2 | F=2 | M=7 | 2 |
| | Class 3 | F=9 | M=11 | 2 |
| | Class 4 | F=7 | M=9 | 1 |
| B | Class 1 | F=14 | | 1 |
| | Class 2 | F=13 | | 1 |
| | Class 3 | F=33 | | 1 |
| | Class 4 | F=13 | | 2 |
| | Class 5 | F=14 | | 2 |
| | Class 6 | F=13 | | 2 |
| A | Class 1 | F=9 | M=25 | 1 |
| | | F=8 | M=14 | 2 |
| TOTAL | | Version 1 | n=110 | |
| | | Version 2 | n=100 | |

behalf. Because the experiment was conducted 12 times in total, every effort was made to maintain the same conditions for all administrations.

Results

The participants who heard Version 1 were labeled Group 1, and those who heard Version 2 were labeled Group 2. For purposes of analysis, 24 of the 29 traits were grouped into four categories as follows:

Competence including questions on Ambition, Leadership, Self-confidence, Competence at work, Taking initiative, Future success

Social attractiveness including questions on Good personality, Kindness, Friendship potential, Entertaining-ness, Sociability, Being well-mannered

International-orientation including questions on Flexibility, Creativity, Having international perspective, Being cosmopolitan, Standing out, Being fashionable

Japanese-ness including questions on Being harmonious, Humility, Taking care of elders, Being reserved, Being a good wife and mother, Conservatism

The above items were checked for reliability, and the Cronbach alpha reliability estimates are shown in Table 2. Overall, the questionnaire seems to have reasonably high reliability for the items investigated.

Table 2 Cronbach Alpha Reliability Estimates

| | |
|---------------------------|-------|
| Competence | 0.844 |
| Social attractiveness | 0.841 |
| International orientation | 0.899 |
| Japanese-ness | 0.908 |
| Total | 0.951 |

Table 3 Descriptive Statistics

| "Language" Variable | GRP 1 | | | GRP 2 | | |
|--------------------------|-------|-----------|-----|-------|-----------|-----|
| | MEAN | Std. Dev. | n | MEAN | Std. Dev. | n |
| CS Competence | 28.99 | 5.09 | 110 | 26.24 | 6.45 | 100 |
| CS Social Attractiveness | 25.26 | 6.28 | 110 | 21.02 | 5.65 | 100 |
| CS International | 27.19 | 5.06 | 110 | 24.8 | 5.46 | 100 |
| CS Japanese-ness | 19.92 | 4.93 | 110 | 20.45 | 5.14 | 100 |
| J. Competence | 25.52 | 7.29 | 110 | 22.9 | 5.68 | 100 |
| J. Social Attractiveness | 21.08 | 6.19 | 110 | 23.82 | 6.74 | 100 |
| J. International | 22.27 | 6.81 | 110 | 24.93 | 5.03 | 100 |
| J. Japanese-ness | 22.85 | 5.35 | 110 | 20.47 | 5.34 | 100 |

The descriptive statistics in Table 3 show normal distributions. Some interesting tendencies can be seen. Both groups evaluated the speakers using code-switching (hereafter to be referred to as CS) to be considerably higher in terms of the variable Competence with means of 28.99 and 26.24 as compared to the means for Japanese only speech which had means of 25.52 and 22.9, a difference of 3.47 and 3.34 points, respectively.

For the two variables International-orientation and Japanese-ness, there was a considerable difference in the way Group 1 evaluated the CS speakers and the Japanese speakers. For the former variable, CS had a mean of 27.19 whereas the mean for Japanese was 22.27, while the latter variable had a mean of 19.92 for CS as compared to 22.85 for Japanese-only speech. Group 2, however, did not show much difference with regard to these two variables.

Correlational analyses of the variables against each other were carried out and again there seem to be certain tendencies, which could point to some implications about values in Japanese society today. As can be seen in Table 4, the CS Competence variable has a reasonably high correlation with the CS International variable (.6402), as does the J Competence variable does with the J International variable (.6258). This could mean that the factors for International orientation may be related to those for Competence regardless of which language is used. The implication here may be that being an “international” person in Japan today is regarded positively and may be a prerequisite for being considered a competitive individual. This makes sense in light of the fact that a keyword in Japan today is internationalism and that in all areas of society, this concept is being incorporated. This is highly apparent in colleges and universities where the ubiquitous “International Department” or “Department of International Studies” will be found even in the smallest institutions. On the other hand, the relatively low correlation for CS Competence and CS Japanese-ness (.2212), and similarly for J Competence and J Japanese-ness (.2149), may indicate the flip-side of the above. Perhaps this indicates that the factors related to Japanese-ness (Being harmonious, Humility, Taking care of elders, Being reserved, Being a good wife and mother, Conservatism) are not considered to be compatible with the factors underlying Competence. Japan, an economically developed nation but painfully backward when it comes to opportunities for women, has seen a certain degree of improvement for job opportunities for Japanese women with the passing of the Equal Opportunity Law in 1986, and most likely the virtues of the legendary traditional Japanese woman are out of

Table 4 Correlations

| | CS COMP | CS SOCL | CS INTL | CS JPN | J. COMP | J. SOCL | J. INTL |
|---------|---------|---------|---------|---------|---------|---------|---------|
| CS SOCL | .5196** | | | | | | |
| CS INTL | .6402** | .4947** | | | | | |
| CS JPN | .2212** | .5434** | 0.1058 | | | | |
| J. COMP | 0.0727 | 0.0481 | 0.1264 | -0.0787 | | | |
| J. SOCL | -0.06 | -0.0626 | -0.0576 | 0.0262 | .4056** | | |
| J. INTL | -0.0624 | -0.0987 | 0.0078 | -0.0117 | .6258** | .5343** | |
| J. JPN | .1654* | 0.0615 | 0.1217 | -0.0333 | .2149** | .4911** | 0.1378 |

Table 5 Univariate tests

| COMPETENCE | | | | | | |
|-----------------------|---------|-----|---------|----------|----------|--|
| Source | SS | DF | MS | <i>F</i> | <i>p</i> | |
| GRP | 755 | 1 | 755 | 19.18 | 0.000* | |
| WITHIN CELLS | 7736.93 | 208 | 37.2 | | | |
| LANG | 1215.59 | 1 | 1215.59 | 32.68 | 0.000* | |
| GRP BY LANG | 0.46 | 1 | 0.46 | 0.01 | 0.911 | |
| SOCIAL ATTRACTIVENESS | | | | | | |
| Source | SS | DF | MS | <i>F</i> | <i>p</i> | |
| GRP | 59.36 | 1 | 59.36 | 1.52 | 0.219 | |
| WITHIN CELLS | 8002.18 | 208 | 38.47 | | | |
| LANG | 50.01 | 1 | 50.01 | 1.3 | 0.256 | |
| GRP BY LANG | 1276.68 | 1 | 1276.68 | 33.18 | 0.000* | |
| INTERNATIONAL | | | | | | |
| Source | SS | DF | MS | <i>F</i> | <i>p</i> | |
| GRP | 1.86 | 1 | 1.86 | 0.05 | 0.815 | |
| WITHIN CELLS | 6262.79 | 208 | 30.11 | | | |
| LANG | 600.46 | 1 | 600.46 | 19.94 | 0.000* | |
| GRP BY LANG | 667.44 | 1 | 667.44 | 22.17 | 0.000* | |
| JAPANESENESS | | | | | | |
| Source | SS | DF | MS | <i>F</i> | <i>p</i> | |
| GRP | 89.9 | 1 | 89.9 | 3.42 | 0.066 | |
| WITHIN CELLS | 5723.26 | 208 | 27.52 | | | |
| LANG | 228.91 | 1 | 228.91 | 8.32 | 0.004* | |
| GRP BY LANG | 222.75 | 1 | 222.75 | 8.1 | 0.005* | |

place when it comes to developing a career, especially in the traditionally male dominant workplaces.

Multivariate tests (Pillais, Hotellings and Wilks) all indicated that there were significant ($p < .01$) effects for group differences, languages and the groups by languages interaction. Therefore univariate tests were also conducted. (See Table 5.)

For the Competence variable, there were significant main effects for group differences and languages. (Figure 1a) Both groups evaluated the CS users higher for this variable than the Japanese speakers.

Japanese-ness and International-orientation both showed significant main effects (Figure 1b and 1c) for languages and group by language interaction but not for groups. This was because most of the differences were attributed to Group 1 in both cases.

No significant main effects were seen for Social Attractiveness for group differences or lan-

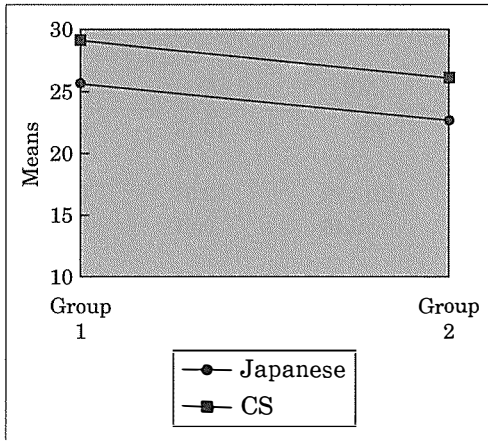


Figure 1a Competence

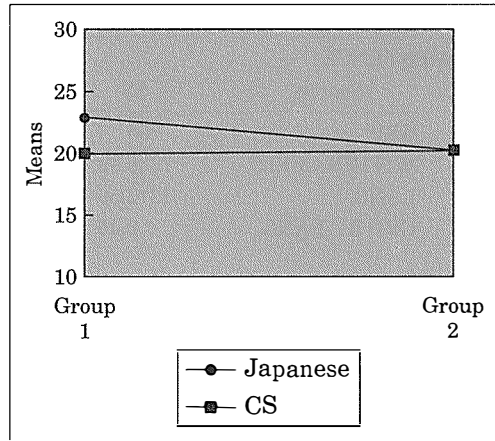


Figure 1b Japanese-ness

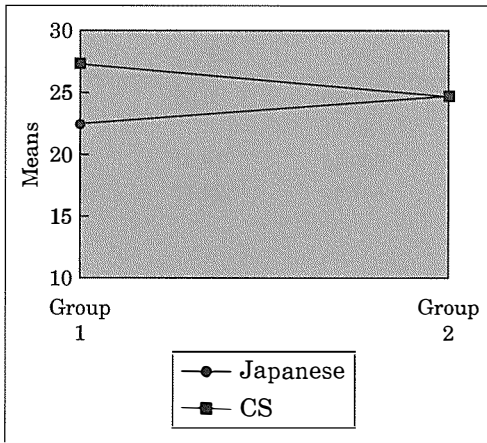


Figure 1c International-orientation

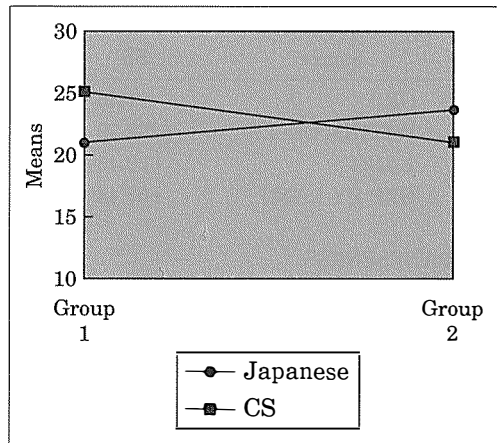


Figure 1d Social attractiveness

guages, so the significant group by language interaction effect was not interpreted. (Figure 1d) This was the only variable that showed a contrast in evaluations, that is, where Group 1 evaluated CS higher than for Japanese, Group 2 evaluated the Japanese speaker higher than the CS speaker.

Discussion

The results do seem to indicate that the first hypothesis, that is, that the speakers would be judged to be more Western when using CS, and more Japanese when using only Japanese, can be said to be reasonably valid. However, although it was also hypothesized that the “impure” nature of CS speech would result in negative evaluations of the code-switchers, this did not necessarily seem to have been the case. As mentioned above, both groups evaluated the speakers to be considerably higher in Competence when using CS, compared to when using Japanese. Group 1 evaluated the speakers to be higher for International-orientation when using CS than when using Japanese. This

group also evaluated the speakers to be lower in Japanese-ness when using CS than when using only Japanese.

It could be said that the last point indicates that the CS speakers were being evaluated negatively, if having a high degree of Japanese-ness is considered to be a positive value in modern Japan. At least it can be said that Competence and International orientation do not seem to be compatible with Japanese-ness.

One factor that might be worth mentioning at this point is the language by group interaction as indicated by the univariate tests. Why did the two groups react differently when evaluating three of the four variables? Their evaluations of the speakers seem to indicate that these two groups were not necessarily homogenous groupings, although they were intended to be that way. Because Japan is undergoing so much sociological and economic change at present, could this somehow have had an effect on group evaluations such as those undertaken by this study? It was twenty years ago that Reischauer claimed that the Japanese are “the most thoroughly unified and culturally homogenous large bloc of people in the whole world . . .” (Reischauer, 1977, p. 34.) but perhaps this generalization needs to be questioned. Future studies involving groups of Japanese may need to take this factor into account.

In order to explain the evaluations of CS versus Japanese, the following issues may be considered. First, there is the status of English in Japan today. Although diglossia does not exist in Japan, (Ferguson, 1972; Fishman, 1980; Fasold, 1984) where High and Low language varieties co-exist, English is a kind of prestige language, being equated with internationalism, as mentioned earlier. Almost all Japanese students study English for six years as it is a compulsory subject from the 1st year of junior high school. Despite efforts by the Ministry of Education to improve the quality of English education in junior and high schools, the primary emphasis of the schools still lies on treating it as one of the core subjects for university entrance examinations rather than as a means for communication. Those advocating a better system say, “To take young, impressionable 12-year-olds and subject them to the current English-language teaching provided in most Japanese schools is to create people who for the rest of their lives will never be able to speak English properly.” (Gregory Clark, Japan Times 100th Issue) Owing to this current state of affairs regarding English education in Japan, there are still relatively few Japanese people who possess a high degree of English proficiency, especially when it comes to the standards required in the international workplace, and thus English speakers are usually regarded with respect. It has been pointed out that one of the main reasons why there are few Japanese nationals in global organizations such as the UN is the overall low level of English skills.

Another factor explaining the not so unfavorable attitudes toward CS could be the recent popularization of a variation of it. In Tokyo alone, there are two FM radio stations that extensively use English in their broadcasts. In fact one of them, J-Wave features bilingual DJs who manipulate a carefully contrived type of CS, and whether or not usage of this type of language was an intentional strategy initiated by the station, it has become characteristic of it.

The following are some excerpts from a recent broadcast (Sunday, September 6th, 1998):
Utterances said in Japanese are in italics.

Example 1

Number 25, *The Influence . . . Rock With You . . .*

Number 24, *Dakota Moon . . . Another Day Goes By. . . .*

Example 2

Stay tuned we'll be right back, following a message from Sapporo Beer. . . .

Example 3

Jikoku wa gojidesu. Kuuru nichiyoubi, korekarawa As Wave Sunday—Minami Mibu no nabigeeto de ookurishimasu. Mazuwa J-Wave Traffic Information. Shoujisan ni tsutaete moraimasu. This Sunday Traffic Information is brought to you by Taito.

(The time is now 5 o'clock. Next we'll be bringing you As Wave Sunday on this funky Sunday. . . . Your DJ is Minami Mibu. But first we have J-Wave Traffic Information. Over to you, Shoujisan. This Sunday Traffic Information is brought to you by Taito.)

Example 4

Entoree san shuume tonaru kono kyoku senshuu no jyukyuu kara jyuugopointo uppu. Hayakumo yon i ni tsuketeimasu.

(It's in its third week, last week it was number 19, this week it's jumped 15 points, and it's this week's number 4.)

That's this week's number 4, Sheryl Crow, My Favorite Mistake.

This type of code-switching may be regarded as “commercial CS” or “artificial CS” as it is highly unlikely that this type of language would be used in a regular contact situation, that is, if the bilingual DJ were actually speaking to one of the listeners in person. The interlocutor in this case would be most likely a monolingual Japanese, making this choice of code totally inappropriate. (Fasold, 1984) However, through the medium of radio, it is justified since its main function is simply to give the station an international flair. The switching behavior exploited by the DJs utilizes just enough English to do this, avoiding extensive streams of English-only utterances which would most certainly exasperate the average listener with their unintelligibility. As the examples above show, English is used primarily for station and sponsor identification, typical DJ-ese, (a.k.a. stay tuned, don't touch that dial), announcing the ratings of songs on the hit charts, and greetings, all within the boundaries of comprehensible English. In the case that a rather long passage is said entirely in English, a Japanese translation is provided directly afterwards. These examples could be interpreted as cases of accommodation (Giles, Taylor & Bouris; 1973) where the DJ exhibits convergence by making the English which is used comprehensible, one strategy being translating what has just been said.

Conclusion

This study was an exploratory attempt at studying attitudes held by monolingual Japanese

toward Japanese/English code-switching behavior. Although the findings are not conclusive, they seem to indicate that speakers are seen to be more competent, international-oriented, and have a lower degree of Japanese-ness when they use Japanese-English code-switched speech than when they use Japanese. The findings also show that contrary to what has been said about generally negative attitudes toward code-switching, that is not always the case. Correlational analyses seem to indicate that certain changes have been taking place in Japan regarding traditional values, especially for women, positioning internationalism as a positive value which is related to competence. This could also mean that Japanese-ness may not be such a positive or at least a necessary trait related to competence factors. It was speculated that possible reasons for the evaluations of CS were the status of the English language in Japan, and also perhaps the recent exposure of a “commercial” type of CS, a carefully controlled use of English and Japanese. Perhaps the popularity of these celebrities on radio has given CS a positive image, in a similar way that *pocho* and *calo*, the code-switching representative of the Chicanos in California and the southwestern part of the U.S., has become accepted, and has become increasingly used in Chicano literary works. (Gumperz, 1982)

It remains to be seen what the attitudes of other groups of Japanese are toward this phenomenon, as it is thought that various factors such as age, exposure to CS, and whether or not they are English learners will invariably affect their evaluations. The most important implication of this study seems to be that despite what is typically said about code-switching, perhaps there is hope that communities around the world will eventually accept this natural and inevitable aspect of bilingualism.

APPENDIX A

年齢 _____ (age) 男 (M) 女 (F)

これからテープを聞いていただきます。Please listen to the tape and evaluate Speaker A.

A さんの言っている事を聞いて A さんを評価して下さい：

各項目で1—7で評価して下さい。(Rate the speaker using the following rating scale from 1-7. 7 is highest and 1 is lowest on the scale.)

(7は最もその性質が高い, 4は中間, そして1は最もその性質が低い)

例えば1番の知的の場合, とても知的だと思ったら7, とても低いと思ったら1ということです。ではお願いいたします。

1. 知的度 (Intelligence)

7 6 5 4 3 2 1

2. 意欲的である (Ambition)

7 6 5 4 3 2 1

3. 政治, 経済等の話ができる (Has knowledge about economics and politics)

7 6 5 4 3 2 1

4. リーダーシップをとる素質がある (Leadership)

7 6 5 4 3 2 1

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5. 信用できる (Trustworthiness) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6. 誠実である (Sincerity) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. 性格が良い (Good personality) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 8. 思いやりがある (Kindness) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 9. この人と友達になりたい (Friendship potential) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 10. おもしろい人である (Entertainingness) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 11. 社会問題に関心を持っている (Caring about social issues) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 12. 考え方に柔軟性がある (Flexibility) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 13. 社交的である (Sociability) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 14. 礼儀正しい (Being well-mannered) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 15. 協調性がある (Being harmonious) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 16. 創造力がある (Creativity) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 17. 謙虚である (Humility) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 18. 親を大事にする (Taking care of elders) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 19. 控え目 (Being reserved) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 20. 良妻賢母タイプ (Being a good wife and mother) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 21. 自分に自信を持っている (Self-confident) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 22. 仕事ができる (Competence at work) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 23. 国際的な視野を持っている (Having international perspective) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

日-英コードスイッチング

24. 都会的 (Cosmopolitan)
7 6 5 4 3 2 1
25. 外見は派手 (Standing out)
7 6 5 4 3 2 1
26. 積極的 (Taking initiative)
7 6 5 4 3 2 1
27. ファッションナブル (Being fashionable)
7 6 5 4 3 2 1
28. 考え方が保守的 (Conservatism)
7 6 5 4 3 2 1
29. 社会的に成功する (Future success)
7 6 5 4 3 2 1
30. Aさんの語学力を評価して下さい (Please evaluate A's language ability.)
a) 日本語の能力 (Japanese)

b) 英語能力 (English)

31. Aさんはよくこの様に (日本語と英語を混ぜる) 話します。
(A often speaks like this, mixing Japanese and English.)
あなたがこの話し方を聞いて感じたことを書いて下さい。
(How do you feel about the way she speaks?)
32. あなたはこの様な話し方を聞いた事がありますか? (テレビ, ラジオも含む)
(Have you ever heard anyone speaking like this, or hear it used on TV or radio?)

記入もれはありませんか? もう一度確認して下さい。

ありがとうございました。

(Please check to make sure you have completed all of the items. Thank you for your cooperation.)

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