How Much the First Language is There in Teachers' Talk in EFL Classroom?

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Abstract: Over the past decades, increasing interest in code-switching has triggered numerous empirical studies in the foreign language classroom, which show that the switching to L1 has become an important strategy in foreign language teaching and its implication in bilingual classroom is of great importance. This paper is a preliminary endeavor to probe into the situation of the switching to the L1 in Chinese university classes, with a focus on revealing how much the L1 is used in different lesson contents.

Benefiting from the previous studies and practice, this study integrates the qualitative and quantitative research methods to analyze the amount of the L1 use in the three typical lesson contents: theme-based activities, text analysis and discussion of tests and other assignments. The data are collected through the teachers' and students' questionnaires, classroom recordings and teachers' interviews. It has been found that the amount of the L1 varies in different lesson contents, that is, least in theme-based activities, then in text analysis and most in discussion of tests and other assignments and this situation is caused by different features of the three lesson contents.

By discussing the practical implication of the research in English teaching, it suggests that teachers should consider lesson contents to decide how much the L1 is used in different context and this will consequently lead to better instruction in EFL classroom with an appropriate use of the L1.

Keywords: The switching to the L1, the amount of the L1 use, lesson contents, theme-based activities, text analysis, discussion of tests and other assignments.

INTRODUCTION

Code-switching refers to the alternating use of two or more languages by bilingual or multilingual speakers within one conversational episode, either in the same conversational turn or in consecutive turns [1]. The research on code-switching is an important aspect in pedagogical area. A great deal of attention has been drawn on the study of teachers' alternation between target language (TL) and the first language (L1) in the classrooms. As a common phenomenon in foreign language classrooms, code-switching between target language and the first language is widely adopted by teachers in the process of teaching to build a bridge from known (the first language) to unknown (target language). The appropriate use of L1 does promote EFL teaching and learning [2]. Many linguists and educators have made great attempt to conduct empirical studies on code-switching to L1 in EFL classrooms, e.g. Duff and Polio (1990), Macaro (1997, 2001), Levine (2003). Based on the previous studies, the present paper gives a survey on code-switching to L1 in the context of Chinese universities with the focus on the amount of teachers' switching to L1 in different lesson types. The research is a case study conducted in three Chinese universities. The author hopes to find out the true situation of the amount of the use of L1 in different teaching environments.

THE RELATED STUDIES ON CODE-SWITCHING TO L1 IN EFL CLASSROOMS

Ever since the promulgation of the Bilingual Education Act in America in 1968, various bilingual teaching methods have come into existence and consequently, studies on code-switching have set foot in language classrooms, either calculating the amount of the native language spoken by teachers or classifying the various functional uses of the native language in teacher talk [3].

Guthries [4], to explore the optimal classroom conditions for L2 acquisition, investigated the L1 and the TL use of 6 university French instructors. After careful analysis of the recordings, Guthries found that there was a great degree of variability in the amounts of the L1 and the TL use by teachers. On the whole, most of them used the L1 in a relatively low percentage of the total time. Of the six teachers, five apparently used the L1 2% to 17% of the time (with one exception above 40%).

Duff and Polio [5] also quantified the use of the L1 in a large sample of second quarter foreign language classes at the University of California. The results showed a wide range of percentages across languages: from 0% to 90% the first language with a 32.1% "cross-class average" (p.156). They conducted interviews with teachers in an attempt to explain the variability in L1/TL ratio, and found that the variables that might have played a role included language type, departmental policy and guidelines, lesson content, materials and formal teacher training.

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Macaro [6,7], interested in how much L1 instructors used, why they claimed to use it, and what factors appeared to influence their decision to use it, investigated how the decision to the use of L1 was influenced by beliefs of TL and L1 use, pedagogical training, or governmental or institutional policy. He also found that very little L1 was used in the classes recorded by the instructors. When instructors initiated a switch to L1, it appeared that they did so for the sake of efficiency and convenience, or to impose discipline or keep control of the class. As to the situations in which code-switching occurs, Macaro [6] stated that teachers switched from TL to L1 mainly to give and clarify instructions for classroom activities, to give feedback to students, to translate, and to check comprehension.

Giving an anonymous, internet-based questionnaire study on TL and L1 use in university-level foreign language classes, Levine [8] focused more on how much the TL teachers used with different "constellation of interlocutors" and in different "communicative contexts" (p. 349). The greatest use of the TL was by instructors talking to their students, less by students talking to their instructors, and least by students talking with their peers in FL classes. Besides, it was also revealed that the amount of TL use overall correlated negatively with student anxiety about it.

Based on the classroom observation, Turnbull [9] alerted teachers to the side effect the overuse of L1 might bring to students when the learning time was limited. As regards what could be considered as the "overuse", he set the criterion that if a FL teacher used the target language for less than 25 percent of the whole quantity of his speaking in classroom, he was overusing the mother tongue and thus deprived the students of the precious target language input.

Chen Liping [10] found that code-switching was extensively employed by teachers in Chinese universities, that both students and teachers held a positive attitude towards teachers' code-switching to L1, and that the teachers' use of the first language was due to a number of pedagogical considerations and sociolinguistic factors. He indicated that the teachers overestimated the pedagogical functions of L1 and tended to overuse it. He advocated teachers' using target language as much as possible, and meanwhile, he emphasized the positive role the first language played if used properly.

To sum up, various sources call for either a maximal amount of TL input in FL classes, claiming that it provides necessary exposure for foreign language acquisition, or the proper use of L1, thinking that it benefits learners in FL classes. However, as Macaro [7] and Turnbull and Arnett [11] pointed out, the fact of the matter is that, to date, we have relatively little empirical evidence as to the amount or nature of target language versus L1 use upon which to make sound pedagogical and policy decision.

METHODOLOGY

Objective

The study aims to investigate the situation of the amount of teachers' use of Chinese (the L1) in different lesson contents of Chinese universities and attempts to provide empirical evidence on how much Chinese there is in EFL classroom of Chinese universities.

Lesson Types

Different people have different classifications of lesson types. In his experiment, Levine [8] pointed out that there are three typical lesson contents ---- theme-based activities, instruction of vocabulary and grammar as well as discussion of tests and other assignments. To Bo Jianlan [12], lesson contents differ according to the type of activities involved: teaching a text, word study, functional practice (listening and speaking), doing exercises, group work, etc.. Based on their studies and the author's own teaching experience, the present paper adopts the three lesson types in the study. They are theme-based activities, text analysis and discussion of tests and other assignments, among which text analysis may involve instruction of vocabulary and grammar, introduction of cultural traits, explanation of sentences of the text, etc.. The classification of these three characterizes the teaching activities in EFL classroom of Chinese universities. Therefore, it is able to be applied to the context in which the current investigation is conducted.

Subjects

The subjects, both the teachers and students, were chosen from the three Chinese universities: Three Gorges University, Hubei University and Zhenjiang Normal University. The subjects are native speakers of Chinese.

Altogether 159 undergraduates of non-English majors from the three universities were chosen amongst two grades (Grade 1 and Grade 2), as English is offered as the compulsory course only for the undergraduates of Grade 1 and Grade 2 in Chinese universities. The rationale to choose non-English majors as the subjects is that non-English majors take up a large portion of English learners and represent the general features of English learning situations of Chinese

Table 1.   The Composition of the Student Subjects

	Number	**Percentage**
Distribution of the subjects by schools		
Three Gorges University	74	46.5%
Hubei University	41	25.8%
Zhenjiang Normal University	44	27.7%
Total	159	100%
Distribution of the subjects by majors		
Mathematics	41	25.8%
Chemical Engineering	35	22%
Business	39	24.5%
History	44	27.7%
Total	159	100%
Distribution of the subjects by grades		
First-year students	85	53.5%
Second-year students	74	46.5%
Total	159	100%

undergraduates. The students in the present study come from different districts of China and characterize different families, study backgrounds, cognitive styles and experiences. So they ensure a wide range of variation with respect to the comprehensive investigation of code-switching in Chinese universities. Table **1** shows the detailed information of the student subjects.

50 teachers were involved in the study. All of them graduated from universities with a master's degree in English Education, English Literature or English Linguistics and all received training in English pedagogy. Their teaching experience ranged from 5 to 20 years. They taught students of different education levels and different majors. Their academic ranks varied from professor to assistant. Hence to great extent, they are representatives of the majority of foreign language teachers in higher education of China. Table **2** is the description of the teacher subjects.

Table 2.   The Description of the Teacher Subjects

	Number	Percentage
Education Background		
M.A.	50	100%
Total	50	100%
Gender		
Male	16	32%
Female	34	68 %
Total	50	100%
Years of Teaching		
15-20	10	20%
10-15	26	52%
5-10	14	28%
Total	50	100%
Academic Rank		
Professor	2	4%
Associate Professor	16	32%
Lecturer	27	54%
Assistant	5	10%
Total	50	100%

Methods and Instruments

The investigation consists of two questionnaires, classroom recordings and teachers' interviews. Both quantitative analysis and qualitative analysis are used for the data from the three sources.

Questionnaires

Two questionnaires are for the students and teachers respectively, and they are used for collecting the basic information of the teachers' code-switching to the L1 in EFL classroom of Chinese universities.

Based on the studies of Guthrie [4], Duff and Polio [5] and Levine [8], the questionnaires (See Appendixes I and II) were designed with the focus on checking how much Chinese (the L1) is used in different lesson contents of English class.

Both the questionnaires have four sections. In the first section, the subjects were asked to give their personal information.

The second section is the guidance. In order to eliminate the subjects possible misunderstanding of the term "code-switching", and to further ensure the right feedback, the definition was given.

The third section is an investigation of the general situation of the L1 use in EFL classroom. The subjects were required to estimate how much Chinese is used in their English class and specifically in the three typical lesson contents----theme-based activities, text analysis and discussion of tests and other assignments.

The fourth section is concerned about the subjects' expectations for or views on Chinese use in English classroom. The subjects had to specify how much Chinese used in classroom will best facilitate English learning in the three different types of lessons.

Before the survey actually commenced, both the questionnaires were piloted on a sample group of 6 teachers and 15 students respectively. According to the feedback, the questionnaires were revised in some aspects, including the addition or deletion of some items and the way to express a certain idea, to ensure the reliability and validity of the survey.

Classroom Recordings

All the class records were collected in Three Gorges University where the author is teaching. 4 teachers were randomly chosen for the recordings, 2 from each grade. Each teacher was recorded in the three lesson contents. So the records of twelve sessions (50 minutes each session) of English classes were collected.

In order not to give pressure to the teachers and students, and to gain as real materials as possible, the MP3 player was simply placed before the teacher without the author's personal participation and observation in the spot, as it is said that direct observation is not always the most appropriate way to gather classroom data and sometimes it seems too risky because of the likelihood that being observed will change people's behavior [14]. Besides, the purpose of the recording had not been told beforehand.

Classroom recordings are mainly used to enrich the data from the questionnaires. All of the materials recorded have been transcribed into written forms for the calculation and analysis of the data.

Teachers' Interviews

In order to make the research more objective and scientific, the author used interviews as another data source. After the calculation and analysis of the data from the classroom recordings, the same teachers used for the recordings were interviewed with the purpose to elicit information about why they used Chinese in the way as is shown in the result of the

recordings. Teachers' interviews help make clear about underlying reasons for Chinese use in English class.

Data Collection

With the assistance of the author's colleagues and friends, the questionnaires were administrated and collected at the regular English classes in October, 2007. Prior to completing the survey, they were told that (a) the study was not a test; (b) there were no right or wrong answers. All the copies were returned. 50 copies of teachers' questionnaire and 157 copies of students' questionnaire were found valid.

4 teachers' classes were audio-recorded over a session of 4 weeks in November, 2007. The teachers were informed that their lessons would be recorded for a study of classroom discourse, and that the study was interested in examining teacher talk in the normal content-based classes, and hence no change should be made in their lessons. Of course, the teachers were not informed about the specific aim of the study; thus, their teaching activities were, possibly, the same as in normal classroom discourse when no visitor was present.

When the calculation and analysis of the data from the recordings were finished, the interviews were given to the same four teachers. Each interview lasted 10 to 15 minutes. The interviews focused on the reasons for Chinese use in their English class. Teachers' interviews happened at the end of December, 2007.

Procedures of Data Analysis

This research primarily uses qualitative and quantitative analysis. The answers from the questionnaires were counted by hand and the percentage of each choice was calculated by using Microsoft Excel to summarize the amounts of the Chinese language that the subjects estimated and expected to use in the three different lesson contents.

For the analysis of the data from the classroom recordings, it was first transcribed and the calculation of the re-

spective amount of Chinese and English was undertaken in order to give the distribution of the two languages. Various procedures for calculating the amount of the native language have been discussed in previous studies [13, 3, 14, 15, 16]. Here the author chose the method of counting words. The 12 transcripts were used as a basis for the word count. A starting point, where the instructor seemed to address the entire class, was chosen and counted as 0:00. From then on, every switching from English to Chinese was noted. An utterance was determined by intonation contours. The measurement of code-switching was undertaken only for the teachers' discourse (excluding students' questions and answers).

With regards to the data from the teachers' interviews, the author gave a qualitative analysis to present and discuss the interviewed teachers' views on the reasons of Chinese use.

Results and Analysis

This section displays results and analysis of the data from the three sources. The responses to the questionnaires indicate the basic information on the use of Chinese in English classes. The analysis of classroom recordings enriches the data from the questionnaires. The teachers' interviews present the underlying reasons for the use of Chinese.

1. Results and Analysis of the Questionnaires

1) Existence of Code-Switching to Chinese

Table **3** shows that all the teachers and a majority of the students agree that code-switching to Chinese does exist in English classes in the universities where this study was conducted.

2) Whether the Same Amount of Chinese is Used in Different Lesson Contents

It is shown in Table **4** that most of the teachers (94%) and students (80.3%) believe that the amount of Chinese use is different in different lesson contents.

Table 3.   Feedback on the Existence of Code-Switching to Chinese

Existence of Code-Switching to Chinese	Teachers' Response		Students Response	
	Number	Percentage	Number	Percentage
Yes	50	100%	148	94.3%
No	0	0%	9	5.7%
Total	50	100%	157	100%

Table 4.   Feedback on Whether the Same Amount of Chinese is Used in Different Lesson Contents

Whether the Same Amount of Chinese is Used in Different Lesson Contents	Teachers' Response		Students' Response	
	Number	Percentage	Number	Percentage
Yes	3	6%	31	19.7%
No	47	94%	126	80.3%
Total	50	100%	157	100%

Table 5. **Teachers' Estimates of Chinese Use in the Three Lesson Contents**

Lesson Contents Number & Percentage of the Subjects Percentage of Chinese Use	Theme-based Activities	Text Analysis	Discussion of Tests and Other Assignments
less than 20%	24, 48%	20, 40%	15, 30%
20%--40%	19, 38%	18, 36%	16, 32%
40%--60%	5, 10%	11, 22%	12, 24%
60%--80%	2, 4%	1, 2%	7, 14%
more than 80%	0, 0%	0, 0%	0, 0%

Table 6. **Students' Estimates of Chinese Use in the Three Lesson Contents**

Lesson Contents Number & Percentage of the Subjects Percentage of Chinese Use	Theme-based Activities	Text Analysis	Discussion of Tests and Other Assignments
less than 20%	72, 45.9%	61, 38.9%	52, 33.1%
20%--40%	57, 36.3%	56, 35.7%	54, 34.4%
40%--60%	20, 12.7%	28, 17.8%	33, 21%
60%--80%	8, 5.1%	12, 7.6%	16, 10.2%
more than 80%	0, 0%	0, 0%	2, 1.3%

3) Estimates of Chinese Use in the Three Lesson Contents

Both the teachers and students respond that Chinese is used in English classes to varying degrees. Table **5** shows that in theme-based activities, 48% of the teachers estimate less than 20% Chinese; that in text analysis, 40% of the teachers estimate less than 20% Chinese; that in discussion of tests and other assignments, 30% of the teachers estimate less than 20% Chinese. It seems that discussion of tests and other assignments needs more use of Chinese than the other two lesson contents. This result is strengthened by the responses from the students (see Table **6**). 45.9% of the students estimate that their teacher uses less than 20% Chinese in theme-based activities; 38.9% of them estimate less than 20% in text analysis; 33.1% of them estimate less than 20% in discussion of tests and other assignments. The responses from the teachers and students to the other percentages of

Chinese use prove the same thing. Thus, the use of Chinese tends to increase along the continuum from theme-based activities, to text analysis, and to discussion of tests and other assignments.

4) Views and Expectations of Chinese Use in the Three Lesson Contents

The Tables **7**, **8** present that both the teachers and students hope to use the different amount of Chinese in different lesson contents. Their expectations for Chinese use are lowest in theme-based activities, then in text analysis, and highest in discussion of tests and other assignments, which is accord with the actual use of Chinese in practice shown in the Tables **5**, **6**. However, the subjects' estimate is higher than their expectations. This finding provides support to the study of Chen Liping [10] which found that the teachers in Chinese universities tend to overuse Chinese.

Table 7. **Teachers' Views on Chinese Use in the Three Lesson Contents**

Lesson Contents Number & Percentage of the Subjects Percentage of Chinese Use	Theme-based Activities	Text Analysis	Discussion of Tests and Other Assignments
less than 20%	28, 56%	23, 46%	18, 36%
20%--40%	21, 42%	25, 50%	21, 42%
40%--60%	1, 2%	2, 4%	6, 12%
60%--80%	0 0%	0, 0%	5, 10%
more than 80%	0, 0%	0, 0%	0, 0%

Table 8. **Students' Expectations on Chinese Use in the Three Lesson Contents**

Lesson Contents Number & Percentage of the Subjects Percentage of Chinese Use	Theme-based Activities	Text Analysis	Discussion of Tests and Other Assignments
less than 20%	85, 54.2%	72, 45.9%	58, 36.9%
20%--40%	60, 38.2%	65, 41.4%	64, 40.8%
40%--60%	9, 5.7%	15, 9.6%	26, 16.6%
60%--80%	3, 1.9%	5, 3.1%	9, 5.7%
more than 80%	0, 0%	0, 0%	0, 0%

Table 9. **Amount of English/Chinese Use in Teacher A's Classes**

Lesson Contents	Total Teacher Talk	Chinese Code		English Code	
		Character	Percentage	Words	Percentage
Theme-based activities	3052	597	19.6%	2455	80.4%
Text analysis	4768	981	20.6%	3787	79.4%
Discussion of tests and other assignments	4332	1473	34%	2859	66%

Table 10. **Amount of English/Chinese Use in Teacher B's Classes**

Lesson Contents	Total Teacher Talk	Chinese Code		English Code	
		Char-acter	Percent-age	Words	Percent-age
Theme-based Activities	2862	635	22.2%	2227	77.8%
Text Analy-	4296	1316	30.6%	2980	69.4%

2. Results and Analysis of the Classroom Recordings

The four Tables from **9** to **12** indicate the situation of the four teachers' use of Chinese in the three lesson contents.

The word count method yields the results shown in the Tables **9-12**. The distribution of English/Chinese is given both in words and in percentages for each teacher in the three lesson contents. The four teachers have different percentages of Chinese use in different lesson contents. It seems that Teacher A uses least Chinese. This may be caused by many factors, such as the teachers' attitudes towards Chinese use, the students' language proficiency or the teachers' own lan-guage proficiency. However, it is obvious that in their classes, all these teachers tend to use least Chinese in theme-based activities, less in text analysis, and most in discussion of tests and other assignments. This finding is consistent with the result from the questionnaires.

3. Results and Analysis of Teachers' Interviews

The results of the questionnaires and classroom record-ings show that Chinese use increases from theme-based ac-tivities, to text analysis and to discussion of tests and other assignments. The interviews focus on the reasons why this happens.

Table 11. **Amount of English/Chinese Use in Teacher C's Classes**

Lesson Contents	Total Teacher Talk	Chinese Code		English Code	
		Character	Percentage	Words	Percentage
Theme-based activities	3735	824	22.1%	2911	77.9%
Text analysis	7119	1935	27.2%	5184	72.8%
Discussion of tests and other assignments	4251	1701	40%	2558	60%

Table 12.   Amount of English/Chinese Use in Teacher D's Classes

Lesson Contents	Total Teacher Talk	Chinese Code		English Code	
		Character	Percentage	Words	Percentage
Theme-based activities	3302	456	13.8%	2846	86.2%
Text analysis	5463	1243	22.8%	4220	77.2%
Discussion of tests and other assignments	4833	1970	40.8%	2863	59.2%

Teacher A explains that a student may be able to guess or figure out roughly what the teacher means in theme-based activities by observing his classmates' responses and feedback to the teacher when he can participate in the classroom activities, for instance game or role plays, he sees no need to understand every word uttered by the teacher. However, in the other two lesson contents, a student frequently meets with new vocabulary items, difficult grammatical points, unfamiliar cultural background, etc. and he is usually required to make clear about them. However, they are rather difficult to understand even if explanations are given in the TL. So the use of Chinese rises greatly.

Teacher B thinks that difficulty of input can be seen as a predictor of the L1 use in text analysis and discussion of tests and other assignments. When the learning materials get more difficult and complex, students will usually need more use of Chinese. In these two lesson contents, the switching to Chinese is considered as an important strategy which is helpful to students' comprehension. However, in theme-based activities, the use of Chinese doesn't vary too much with the difficulty of input, as teachers usually use more strategies in English and non-linguistic techniques to help students to understand, e.g. using simple words, definition, pictures and actions, etc.

Teacher C specially emphasizes the motivations of the students in theme-based activities. Usually the students regard theme-based activities as opportunities for them to be exposed to and practice English and they have strong motivation to practice their English speaking. The stronger motivation, the less Chinese the students expect the teacher to use in such activities. The least use of Chinese provides more opportunities for the students to get access to and practice English.

Teacher D believes that the education system in China now is still exam-oriented and that most of students take examinations seriously. So there is no doubt that they hope to make clear about every item in tests or assignments in order to achieve high scores in the examinations, esp. CET 4 and CET 6, which are given by the state annually to evaluate Chinese students' English proficiency. It seems that frequent use of Chinese in explaining test papers is a good strategy of efficiency, as it aids students' understanding and saves class time for more exercises to be discussed as well.

FINDING AND DISCUSSION

Based on the data from the questionnaires, classroom recordings and interviews, the author finds that the use of Chinese increases from theme-based activities, to text analysis and to discussion of tests and other assignments. The possible reasons are as follows:

In theme-based activities, teachers can use more TL strategies and non-linguistic techniques to help students understand them. Besides, generally the lesson of theme-based activities focuses on practicing students' speaking, and it is to create a language environment in which students can be exposed to the TL as much as possible. Thus it is hoped that the least amount of the L1 is used. However, in the other two lesson contents, the accurate comprehension of vocabulary items, grammatical points, sentence structures and cultural information, etc. is required, so teachers depend more on the L1 in fear that TL strategies and non-linguistic techniques should lead to misinterpretation. For example, in the lesson of text analysis, students are usually required to take notes and understand the text as detailed as possible, and also frequently meets abstract words and grammatical terms, for which students need Chinese explanations. Therefore, the frequency of the L1 use increases greatly. In the discussion of tests and other assignments, students need most Chinese, as they are oriented by the importance of examinations and hope to master all vocabulary, grammatical points, etc. in test papers and assignments. So they require their teachers to frequently use the L1 when explaining test papers and assignments.

CONCLUSION AND IMPLICATION

The present study intends to explore the actual use of the L1 in EFL classroom in Chinese pedagogical setting. The three typical lesson contents-- theme-based activities, text analysis and discussion of tests and other assignments, are chosen as the research context. It has been found that the tendency of increased use of Chinese is from theme-based activities, through text analysis and to discussion of tests and other assignments and that this situation is mainly caused by the different features of the three lesson contents. So how much L1 should be used depends on lesson contents, as the amount of L1 use varies in different lesson contents.

Actually, owing to the dynamics of classroom teaching, it is hard to set a fixed criterion on the amount of L1 use, but teachers need to consider lesson contents to make a judicious and principled decision on how much L1 to be used will best suit students' need in different context and avoid the overuse or underuse of L1. This is the major implication offered by this study.

APPENDIX I

Students' Questionnaire

I. Personal Background

Major:

  Education Level: ( ) First-year student ( ) Second-year student

II. Guidance

  In foreign language classes, sometimes teachers may shift from one language to another (e.g. from English to Chinese) in their teaching. This phenomenon is called code-switching which refers to the alternate use of the first language and the target language.

III. An Investigation on the Situation of Chinese Use in English Class

1. Does the switching from English to Chinese occur in your class?

A. Yes. B. No.

2. If there exists the switching from English to Chinese, does your teacher use the same amount of Chinese in different lesson contents, e.g. theme-based activities, text analysis and discussion of tests and other assignments?

A. Yes. B. No.

  If the use of Chinese is different in the three lesson contents, then,

3. How much Chinese is there in the lesson of theme-based activities?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

4. How much Chinese is there in the lesson of text analysis?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

5. How much Chinese is there in the lesson of discussion of tests and other assignments?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

IV. Your Expectations for Chinese Use in English Class

1. How much Chinese do you expect for the lesson of theme-based activities?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

2. How much Chinese do you expect for the lesson of text analysis?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

3. How much Chinese do you expect for the lesson of discussion of tests and other assignments?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

APPENDIX II

Teachers' Questionnaire

I. Personal Background

Education Level:

Academic Level:

Years of Teaching:

II. Guidance

  In foreign language classes, sometimes teachers may shift from one language to another (e.g. from English to Chinese) in their teaching. This phenomenon is called code-switching which refers to the alternate use of the first language and the target language.

III. An Investigation on the Situation of Chinese Use in English Class

1. Does the switching from English to Chinese occur in your class?

A. Yes. B. No.

2. If there exists the switching from English to Chinese, do you use the same amount of Chinese in different lesson contents, e.g. theme-based activities, text analysis and discussion of tests and other assignments?

A. Yes. B. No.

If you use Chinese differently in the three lesson contents, then,

3. How much Chinese do you use in the lesson of theme-based activities?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

4. How much Chinese do you use in the lesson of text analysis?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

5. How much Chinese do you use in the lesson of discussion of tests and other assignments?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

IV. Your Views on Chinese Use in English Class

1. How much Chinese is appropriate for the lesson of theme-based activities?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

2. How much Chinese is appropriate for the lesson of text analysis?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

3. How much Chinese is appropriate for the lesson of discussion of tests and other assignments?

A. less than 20% B. 20%--40% C. 40%--60% D. 60%--80% E. more than 80%

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