

CODESWITCHING IN BEGINNING CHINESE CLASS: AN EXPLORATORY
INVESTIGATION OF TEACHERS' BILINGUAL PRACTICES IN AN AMERICAN
UNIVERSITY SETTING

By

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TABLE OF CONTENTS

	<u>page</u>
ACKNOWLEDGMENTS.....	3
LIST OF TABLES	7
LIST OF FIGURES.....	8
ABSTRACT	9
CHAPTER	
1 INTRODUCTION	11
2 LITERATURE REVIEW	14
A Controversial Issue in the Teaching Field.....	14
Literature Supporting the Monolingual Principle	16
The Inevitability of Codeswitching in Language Classrooms	18
Classroom Negotiation.....	22
Functions of Teachers' Codeswitching Served in Classroom Interaction	25
Constructing and Transmitting Knowledge	26
Managing the Classroom.....	27
Establishing or Maintaining Solidarity between Teachers and Students	28
Types of Codeswitching.....	30
Conclusion.....	32
3 METHODOLOGY	34
Participants	34
Students.....	36
Data Collection	37
Data Transcription	38
Identifying the Codeswitching Contexts	40
4 QUANTITATIVE ANALYSIS	45
Data Analysis	45
Results.....	50
5 QUALITATIVE ANALYSIS	58
Analysis of the Functions of Codeswitching.....	58
Constructing and Transmitting Knowledge	59
Translation	59
Highlighting	61
Explanation	67

Managing the Classroom.....	70
Clarification	70
Efficiency.....	74
Establishing or Maintain Solidarity between Teachers and Students	77
Praise.....	78
Commenting and assessing performance.....	80
General Conclusion on Functions	84
Differences among Individual Distributions of Codeswitching.....	85
General Conclusion	96
6 CONCLUSION.....	99
APPENDIX	
A UFIRB #2010-U-1087-INFORMED CONSENT	104
B DATA TABLES	106
C CHI-SQUARE RESULTS.....	112
LIST OF REFERENCES	114
BIOGRAPHICAL SKETCH.....	117

LIST OF TABLES

<u>Table</u>		<u>page</u>
3-1	General demographic information and background of participants.....	44
4-1	Comparison of the frequency distribution of code-switching strategies	55
B-1	Sun's 1 st class	107
B-2	Sun's 2 nd class.....	108
B-3	Sun's 3 rd class	108
B-4	Zhao's 1 st class.....	109
B-5	Zhao's 2 nd class.....	109
B-6	Zhao's 3 rd class	110
B-7	Emma's 1 st class.....	110
B-8	Emma's 2 nd class.....	111
B-9	Emma's 3 rd class	111
C-1	Difference of codeswitching usage	112
C-2	Difference of three codeswitching types usage	112
C-3	Difference of four levels codeswitching usage.....	112
C-4	Difference between Sun and Emma.....	112
C-5	Difference between Sun and Zhao	113
C-6	Difference between Zhao and Emma	113

LIST OF FIGURES

<u>Figure</u>		<u>page</u>
4-1	The average percentage of switching to English of each instructor in their classroom teaching.....	56
4-2	The average frequency percentage of three types of codeswitching of each instructor in their classroom teaching	56
4-3	The average frequency percentage of switching to English occurs at different levels: word, phrase, clause and sentence.....	57

Abstract of Thesis Presented to the Graduate School
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This paper presents results of a case study of teachers' bilingual practices in an American university setting; it describes and compares the codeswitching practice occurring in three bilingual instructors' speech, and also analyzes and interprets the functions of their codeswitching served in language classroom as well as the potential reasons that caused their distinctive codeswitching behaviors. Though classroom codeswitching is already not a new topic, there are few studies describing the codeswitching behaviors of Chinese language teachers in English-speaking environments, and even fewer have investigated to what extent the codeswitching strategies employed by different bilingual teachers are similar and different. Therefore, this study tries to shed light on the linguistic and pedagogic practice of bilingual teachers of Chinese through both quantitative and qualitative analysis. The data consist of nine audio-recorded beginning Chinese lessons, three class periods of each instructor, and each lasting for fifty minutes. Through audio-recordings, class-observations and field notes, even though there is a Mandarin-only requirement on the syllabus, codeswitching is still inevitable and necessary in language teaching. The three

bilingual teachers all participate in the similar codeswitching functions: to accommodate students' learning needs, manage the classroom effectively and also to strengthen teacher-student relationship. In addition, by comparing the occurrence percentage of codeswitching usage as well as different codeswitching types among these teachers, it is noteworthy to find that, though they differ from each other in the percentage of classroom language, the non-native speaker teacher use more Mandarin than the two native Chinese, they all resemble each other in the codeswitching patterns and strategies. Reasons to account for their distinctive codeswitching behaviors seem to have resulted from the influence of their past language learning experiences and also their own language attitudes toward teaching.

CHAPTER 1 INTRODUCTION

This research is a case study of three bilingual teachers' (two native Chinese speakers and one American) codeswitching practice in beginning Chinese class at the University of Florida (UF). The term of codeswitching is defined as a switching between two or more languages in a conversation or an utterance. In a natural setting, codeswitching behaviors among social-group members can also imply their social identity and relationship as well as some social effects (Rampton, 1995; Myers-Scotton, 1997; Pujolar, 2000; etc). For studies of language acquisition and learning, codeswitching is used to describe either bilingual speakers' or learners' language behaviors, or to describe classroom practices that involve more than one language usage (Romaine, 1989; Cenoz & Genesee, 2001; etc). According to Gumperz's (1982) framework of "interactional sociolinguistic" studies, the classroom is a pedagogical environment where teachers and students can also be conceived as participants in some kind of social interaction. Therefore, classroom codeswitching is sensitive to both pedagogical and sociolinguistic interaction norms, it can be used for classroom negotiation, and also it has some social effects.

On the syllabus of beginning Chinese at UF, there is a Chinese Speaking Only Policy in Class as one of the main course requirements: "You are required to speak only Chinese in class". Strictly speaking, Mandarin refers to standard Chinese while Chinese can involve different dialects. However, for Chinese classes in an English-speaking setting, Mandarin is called simply "Chinese". Thus, no strict difference is made between the two terms in this current study.

From the course syllabus, it is clear that a monolingual principle is required. However, what actually goes on in the beginning Chinese classes? Do instructors completely apply this monolingual principle?

In fact, through the observation of three class periods of each instructor, codeswitching to English is a common phenomenon during their real teaching practice, and the percentage of codeswitching practice used by these three instructors varies from one to another. Since there are few studies that describe the codeswitching behavior of Chinese language teachers in English-speaking environments and even fewer studies that compare the difference in codeswitching behaviors among bilingual teachers, there is a need for documenting language practices in the classroom. As a result, this study sets out to document codeswitching practices of bilingual teachers who taught beginning Chinese in an American university setting.

As outlined in the title, this study is, in essence, exploratory. It will try to fill in some of those gaps by examining and comparing classroom codeswitching behaviors among Chinese teachers at UF. Through audio-recording, class observation and field notes, the teaching practices of Chinese language teachers are captured and investigated further. Some additional information about teachers' volition on codeswitching usage is collected through debriefing. The potential interpretations accounting for their distinctive codeswitching strategies will be collected through debriefing discussed in detail through both the quantitative and qualitative analysis. It is hoped that this study will shed light on the linguistic and pedagogic practice of bilingual teachers of Chinese through the analysis of collected data.

As mentioned above, in this study, I intend to describe and compare the codeswitching practice occurring in these three bilingual instructors' speech, and then to further analyze and interpret the functions of their codeswitching served in language teaching. I will then discuss the potential reasons that caused the difference in the use of classroom language. Specifically, this study addresses the following research questions:

1. In what situations and for which functions do these three bilingual instructors employ codeswitching in beginning Chinese classes?
2. How do individual language teachers differ in their use of codeswitching?
3. Are there any similarities or differences in their codeswitching strategies?
4. To what extent do these teachers use codeswitching to facilitate their Chinese teaching?
5. What are the potential interpretations related to the instructors' different codeswitching practices?

This study is organized as follows: in Chapter 2, the relevant research on codeswitching is presented. Chapter 3 details the research participants and methodology. In Chapters 4 and 5, collected data are presented, analyzed and interpreted according to quantitative and qualitative methodologies respectively. Finally, conclusions are drawn in Chapter 6.

CHAPTER 2 LITERATURE REVIEW

The literature concerning codeswitching in classroom teaching is reviewed in this chapter. Different from codeswitching in a natural setting, classroom codeswitching aims to ensure the maximum effect of teaching. However, since teachers and students in a language classroom can also be conceived as forming a small social community, it is reasonable to infer that classroom codeswitching can have social effects as well.

Codeswitching and the monolingual principle are two opposite teaching methods in language classrooms, and the question of which one should be applied has been a controversial issue for a long time. I will present studies that support the monolingual principle, and then through reviewing studies that advocate appropriate L1 usage, I will demonstrate the inevitability of codeswitching. In language classroom, teachers and students negotiate with each other through codeswitching to result in more language learning, and based on related studies, I will identify and present functions and types of teachers' codeswitching as observed during their real teaching practice. Finally, I will develop my own research concerns from a different perspective based on these previous studies. Since there are few studies focusing on Chinese language teachers' codeswitching practice in an English-speaking environment, I mainly choose studies which focus on the reverse: the codeswitching behaviors of bilingual teachers who teach English in Chinese-speaking environment.

A Controversial Issue in the Teaching Field

Whether teachers should use students' native language (L1) while teaching the target language (TL) has been a controversial issue in the teaching field for many years. Some researchers oppose L1 use in a TL classroom, which means they support

exclusive use of the target language in a monolingual foreign language classroom (Willis, 1981; Chaudron, 1988; Dulay, Burt, & Krashen, 1982; etc.). This monolingual principle has also won approval by many schools, as illustrated the section about Student Responsibilities in the UF beginning Chinese syllabus: “By enrolling in the class you agree to speak Mandarin Chinese in class and not English”. These beginning Chinese classes are designed for students studying Mandarin as a second or “acquired” language and help them attain approximately the Novice-High level on the ACTFL/ETS proficiency scale: students will build up their vocabulary and be able to read, speak, understand and even write basic sentence structures. That is, students are expected to carry out Mandarin communication at an elementary level through the maximum exposure to the target language in classrooms.

On the other hand, some advocate careful and limited use of L1 through code-switching (Lin, 1990; Macaro, 1997; Carless, 2008; etc.). As Grosjean (1982, 146) defines, codeswitching is “the alternate use of two or more language in the same utterance or conversation”. The switched elements of languages are not “integrated”. Actually, there’s a “total shift to the other language”. That is, codeswitching may occur in the form of a word, a phrase, a sentence or several sentences. A number of studies of codeswitching in TL classrooms have been undertaken (Raschka, Sercombe, & Huang, 2009; Ching-yi, 2009; etc.); researchers have argued that teachers should switch between students’ mother tongue and target language to facilitate their teaching practice as well as students’ language learning process. That is, codeswitching is a quite common phenomenon of language contact in language classrooms, and

especially for those beginners and slow language learners, codeswitching is necessary and inevitable.

Literature Supporting the Monolingual Principle

Many researchers have promoted the monolingual principle of teaching the target language through the target language such as Willis (1981); Dulay, Burt & Krashen (1982); Howatt (1984), etc. In Willis's practical teacher-training course book *Teaching English Through English* (1981), she advocates using English as much as possible to maximize English exposure so that learners can experience and develop their own L2 system, which is also the core idea of her book. She emphasizes that teachers should teach and learners need to learn English through the medium of English itself. Just like Chaudron (1988) mentions, the most efficient way to acquire L2 is through the natural development and exposure to it in meaningful, social interaction, however, L2 learners seldom have such chances to engage in a natural and authentic L2 environment. Then, it turns to be their teachers' responsibility to create the target language environment for students to practice as much as possible, so as to enhance students' learning process. Moreover, Kharma and Hajjaj (1989) also strongly support this idea of using L2 exclusively. In their investigation of teacher, student and supervisor's attitudes toward the specific use of their native language Arabic in an English class, they conclude that L1 should not be used, because the goal of second language teaching is to develop learners' near-native competence. Therefore teachers need to build up an authentic foreign language atmosphere by teaching English only through English for students to learn and practice, and finally improve their English ability in such kind of L2 immersion program. Macdonald (1993) also argues that it is unnecessary for teachers to switch to students' mother tongue to explain what was just said, because learners can develop

their own L2 system if taught entirely through the target language. If teachers keep switching between L1 and L2, it would be in fact very difficult for students to become confident in using the target language, because they would think the reason why their teachers continually use codeswitching is due to their low L2 proficiency, which may impede their language learning initiative. Actually, learners can develop a L2 learning system if they receive the maximum exposure to the target language: they can gradually grab the meaning through teachers' regular repetition of new lexical items and structures, or figure out the meaning by making connection with the related contexts, or through teachers' facial expression, tone of voice, gesture and so on. Above all, it seems the best way to teach the target language is to establish an authentic and natural target language atmosphere for learners, that is, to make students engage in an immersion ('TL-only' principle) program in language classrooms.

These studies mainly focus on how language teachers can do better to help learners develop their L2 system. According to these researchers, teachers need to teach the target language only through this target language so as to create an authentic atmosphere for learners to practice as much as they can since they lack such opportunities out of class. And finally, learners can acquire TL through this maximum exposure; they can develop their own TL system by experiencing it in a meaningful interaction in language classrooms.

However, these studies just prescribe or advise which methods language bilingual teachers should employ in classroom, but seldom describe what teachers actually do in their teaching practice. There is no doubt that the monolingual principle does help and motivate learners' TL acquisition, but just as we know, there's always some gap

between the theory and the reality, in real teaching practice. In this research, I want to document how bilingual teachers respond to the monolingual principle.

The Inevitability of Codeswitching in Language Classrooms

As mentioned above, in many EFL (English as a Foreign Language) countries or regions, especially in an Asian EFL context, like in Korea, Hong Kong and Taiwan, schools or even Ministries of Education advocate “teaching English through English (TETE)” policy. But does this mean that all teachers would strictly stick to this monolingual principle in their practice? In fact, the reality is quite different.

In a survey among Form 1 remedial English teachers in 28 secondary schools in Hong Kong, when asked about their total amount of English and Chinese using in EFL class, it was reported that only 4.5% of the teachers use English as the only medium in practice. 47.8% teachers use more English than Chinese while the rest, 47.7%, preferred to use half English and half Chinese or mainly Chinese (Ho & Van Naerssen, 1986). From the data, we can see that only a few teachers carried out the TETE policy while most teachers still found it is impossible to avoid using L1 in language classroom.

In addition, from an audio-recording of an English language lesson of a teacher in a Hong Kong secondary school, Lin (1988) also presents a detailed picture of what actually happened in the language classroom: English-Cantonese (a Chinese dialect which is widely spoken in Hong Kong and Guangdong Province in China) codeswitching was employed by the teacher as a communicative resource in English language class. Though the teacher successfully started her lesson in English such as reducing students' noisy behavior and giving instructions to which page, she suddenly switched to Cantonese when a student gave her a wrong answer for her question. With her increased anxiety over students' wrong answers or silence, she switched to L1 often to

fix students' incomprehension; even if she also realized that her behavior was an obvious violation of TETE which the teacher herself also agreed with in a private conversation after the researcher's class audio-recording. For, in the beginning of this class, either greeting or giving instruction, the teacher only employed English and she also wanted to use TETE to organize the whole class. However, when she noticed the English-only principle had caused some misunderstanding or confusion for students, she began to be anxious and suddenly switched to Cantonese to make sure every point was clear to everyone. Such switching is her immediate reaction to students' response but not her original purpose. In fact, this study doesn't make any statement about the question whether Cantonese should be used in an EFL class or not, but instead, it describes what the language teachers actually do in real teaching practice: even if the teachers also agree on the monolingual principle, they still cannot avoid codeswitching for a number of reasons because the real classroom teaching is more complicated.

One straightforward answer to the question why the L1 is used in L2 classroom, as Lin (1988) proposes, is the target language competence of the teacher or the students, and also the students' L2 competence as perceived by the teacher. For example, if learners' L2 proficiency level is not so high, then in order to aid their language understanding and learning, teachers would use codeswitching strategies instead of strictly conform to the monolingual principle.

Ching-yi (2009) also illustrates this similar phenomenon in his study. In Taiwan, there is a clear conflict between "English-only" policy advocated by schools and the language teachers' actually use in the classroom. For instance, in the study of codeswitching usage in two freshman English classrooms in a university in southern

Taiwan, based on in-class observations together with field notes and audio recordings, Ching-yi noticed that teachers always switched to Mandarin to bridge some cultural gap when encountering cultural issues. The textbooks used by these freshmen were all monolingual English because the school insisted the best way to learn English was through English, but this seemed to be a little difficult for these beginner level students especially when some cultural events were introduced. When the teacher repeated the word “Halloween” four times to ask its meaning, she got no response from students. Then if she still insisted on an “English-only” policy, this class would probably be in a cycle of wondering the meaning of “Halloween” but receiving no response. Since there was no such cultural event in their L1 culture, students could not build their own concrete connection for this abstract noun in their L1 culture. So the teacher switched to Mandarin to translate it first and then asked some related questions to help students gradually understand what people do in that day. In this way, the teacher accommodates learners’ linguistic need and also fosters their English learning.

From above, the interaction between teachers and students language classes is of a highly complex nature. In spite of the fact that the monolingual principle has been advocated by most educators and educational policy makers, teachers still cannot totally follow this principle in their real teaching practice. Because being a teacher is quite different from being a teaching-machine, one cannot give the teacher an order like using English exclusively and expect them to operate it as a robot. Though there are many researchers who support the monolingual principle, teachers would still need to adjust their language strategies in their real practice. For example, when teachers intend to promote learners’ interest as well as their attention in language learning,

maintain classroom discipline or shift to a more favorable relationship with students, they would shift between the target language and students' mother tongue. In a real language teaching, when teachers notice the monolingual principle may result in students' confusion or incomprehension, they would switch to L1 to explain and check learners' understanding. Just as Harbord (1992, 350) points out, "many [ELT] teachers have tried to create an EO [English-only] classroom but have found they have failed to get the meaning across, leading to student incomprehension and resentment". Therefore, he concluded that "translation/transfer is a natural phenomenon and an inevitable part of second language acquisition..., regardless of whether or not the teacher offers or 'permits' translation" (1992, 351). The translation/transfer part he suggests, in fact, can only be accomplished by the usage of codeswitching strategies in L2 classrooms.

As a result, codeswitching is inevitable and necessary in language classes since immersion is virtually impossible and unrealistic.

Swain and Lapkin (2000) also suggest that L1 use can enable students perform a specific task much better. But this doesn't mean L1 should be overused in L2 classrooms, as Carless (2008) suggests the use of mother tongue has both positive and negative consequences. The positive influence is that learners can use L1 as a starting point when learning a new language as well as a common communicative tool. Macaro (1997) also supports this point in two pedagogical issues—peer collaboration and learner autonomy—teaching exclusively through the target language is not only impractical but also deprive learners of an important tool for TL language learning. "The mother tongue may usefully serve social and cognitive functions, including the

construction of scaffolded assistance and create through collaborative dialogue the opportunity for language acquisition to take place.” However, for the negative impacts of L1 use, through interviews with ten teachers in a Hong Kong secondary school, Carless (2008) finds that teachers often feel uncomfortable or guilty if students overuse their mother tongue in class, because they think they do not fulfill their responsibilities to improve students’ English language ability, and such overuse of L1 cannot aid learners’ new language learning process since they only practice the language they already master. So what these researchers actually support is the careful and limited use of L1 in the form of codeswitching in L2 classrooms.

In fact, this is a big challenge for teachers –they need to know when and where would be appropriate for codeswitching to apply, and where and when it may be pedagogically invalid. Just like Raschka, Sercombe and Huang (2009) conclude in their study: “English-only” is a lazy rule since teachers do not need to think about the appropriate time and way to switch codes to facilitate their teaching as well as students’ language learning process.

Classroom Negotiation

Form the above studies that describe what actually happened in language classrooms, teachers adjust their output through codeswitching to make it comprehensible to the TL language learners, and only when teachers’ input is clearly received by learners, the language teaching can process as planned. That is, between students and teachers, mutual understanding should be achieved to ensure more language learning. In SLA research, such process whereby speakers try to achieve mutual understanding, or to produce correct TL language forms, or to generate additional topic-related information to keep a conversation forward is interpreted as

negotiation (Long, 1985, 1996; Lyster & Ranta, 1997; Van den Branden, 1997). The negotiation interaction between students and teachers can help learners receive comprehensible input and produce meaningful output as well; it is thus widely believed that negotiation facilitates TL language learning (Long, 1983, 1985, 1996; Pilar, Mayo, & Pica, 2000). During language practice in classrooms, teachers and students can negotiate with each other through codeswitching, and, as observed in these previous studies (Lin, 1988; Ching-yi, 2009, etc), codeswitching is inevitable and necessary.

Based on previous studies (Lyster & Ranta, 1997; Van den Branden, 1997), there are three types of negotiations: negotiation of meaning, negotiation of form, and negotiation of content. According to Lyster and Ranta (1997), a conversational negotiation function refers to the meaning negotiation, interlocutors attempt to achieve mutual understanding by resolving communication problems, which is also mentioned by Gass (1997); whereas a didactic function involves negotiation of form, so as to make learners produce accurate TL forms, which in fact, is more like a corrective feedback. On the other hand, different from the two types of negotiations that aim to resolve communication or language problems, Van den Branden (1997) mentions a third type of negotiation, in which, interlocutors generate some new topic-related information through elicitation to keep a conversation going.

According to Long's Interaction hypothesis (1983), language learner can develop their foreign language proficiency through interaction. When learners cannot understand their interlocutors, they may negotiate the meaning to achieve comprehension. During the second language acquisition, comprehensible linguistic input can be gained through the speech modification and restructuration (Long, 1985). More specifically,

interlocutors use strategies, which serve to avoid conversational trouble, or tactics, which repair troubles in the discourse, or a combine of the two devices to achieve mutual understanding. For example, when addressing non-native speakers (NNS), native speakers (NS) would check their comprehension, or stress key words, or make new topics salient by using frames such as *OK*, *So*, *Well*, and *Now*. Such kind of negotiation between NNS and NS is just like that between teachers and students in a language classroom. Though the social interaction between students and teachers in language classrooms is a little different from interlocutors outside the classroom context, as pointed by Pica (1987), teachers would answer students' questions, but they cannot provide a one-to-one respond for all the students' utterance in a limited time. Meanwhile, teacher need to hear from as many students as possible to ensure instruction to proceed as planned. As a result, the classroom discourse is designed more like a one-way flow from student to teacher. Despite the unequal distribution of participation rights between teacher and students, mutual understanding can still be achieved, because both teachers and students request for clarification or confirmation of each other's input and also check comprehension of output. For example, when teachers gave classroom instructions or introduce some new linguistic forms, they would modify their utterance to make it comprehensible by taking students' current TL language understanding into account, and students wouldn't interrupt to question until they perceive their teachers' output as incomprehensible. And a way to ensure the comprehensibility of utterance is through codeswitching.

For the teachers, as being language experts as well as evaluators, they need to make their output comprehensible to the students when negotiating the meaning, and

also need to provide corrective feedback to help learners to produce appropriate TL language forms when negotiating the form, and sometimes to provide topic-related information to push students to practice TL language more during the negotiation of context as well. For example, when teaching new grammar concepts, teachers can simply switch to students' L1 to explain the key points to achieve mutual understanding. For the students, they can switch to their mother tongue to seek feedback from their teachers to see whether their TL output is meaningful.

Therefore, the language classroom can be regarded as a community of practice, where teachers and students negotiate with each other through codeswitching. And classroom codeswitching that are employed during the negotiation process should fulfill different functions.

Functions of Teachers' Codeswitching Served in Classroom Interaction

Since the main focus of this current study is on teachers' bilingual practice, codeswitching used by teachers would be analyzed, to investigate what functions they serve in classroom interaction so as to facilitate both language teaching and students' learning.

This study aims to describe classroom language practices, the functions of teachers' codeswitching should be categorized based on the specific situation where switching occurs, rather than directly follow different types of negotiations. In addition, it seems that codeswitching used under different negotiation types may overlap, because either for negotiation of form or content, the mutual understanding should be first sustained, or learners cannot produce accurate TL form or carry the conversation forward. For example, when using TL to elicit additional topic-related information, teachers need to ensure that learners receive comprehensible input to carry on the

conversation, so they may highlight some key points in students' L1. In such case, codeswitching that functions as highlighting also serves to negotiate the meaning and the content. Therefore, functions of teachers' codeswitching would be categorized according to the situations where codeswitching occurs. From some related articles that describe classroom language practices, I have identified three main functions of teachers' codeswitching served in L2 classrooms:

Constructing and Transmitting Knowledge

Constructing and transmitting knowledge is the most frequent function of teachers' codeswitching served in EFL classes. Teachers tend to switch to L1 to explain and emphasize the linguistic forms such as translation (use L1 to explain L2 to ensure learner' understanding), highlighting (use L1 to emphasize a key learning point or use L1/L2 to shift topic to get students' attention) and so on.

According to Ching-yi's study (2009) of codeswitching in two freshman English classrooms in a university in southern Taiwan, codeswitching is used when teachers and students talk about monolingual textbooks and to complete lessons. In class, teachers switch from English to Mandarin to explain the linguistic forms such as English lexical items, phrases, sentences and grammatical rules in order to increase the comprehensibility of the English monolingual text. In particular, teachers use much more Chinese than English when explaining grammar rules. Based on their previous teaching experience, teachers find that students understand grammar better when teaching in their mother tongue. This translation function just reaffirms Harbord's conclusion (1992) that using L1 for translation is an inevitable part of second language acquisition.

In addition, through classroom observations with recording of classroom interactions, and also detailed interviews with teachers and students in two classes in

Taiwan commercial cram schools, Raschka, Sercombe and Huang (2009) noticed that in one class, when a teacher first talked about her experience during the winter vacation like the inability to lose weight in Mandarin, she switched to English to highlight a topic shift in form of a discourse marker “So” and then continued in L1 by asking students what they had learned in previous classes. The teacher uses the codeswitching to mark a “frame shift” from her socializing sequence to the lesson itself. She starts the class by sharing her experiences during the winter vacation in Mandarin to create a non-threatening environment. Since it’s the first day of class, the teacher tries to lead students to gradually feel more comfortable to use English in class but not push them to use English at the beginning. Then she maintains this non-threatening environment and skillfully moves the classroom discourse on to the next step to continue where they stop last time. In this way, students would not feel too much pressure and could feel more comfortable in class.

Managing the Classroom

Teachers often switch to L1 when giving students explicit classroom instructions to make things clear to understand especially for some important task requirements. In addition, in pressing situations, where there is a need to save time and also to make sure the optimal effect of communication is attained, teachers also employ L1 to convey their points clearly in order to avoid confusion or incomprehension among students.

In Lin’s study (1988), when the teacher asked students to practice oral drills in pairs, she switched her comprehension checks such as “Understand?”, “Alright”, or “OK?” to Cantonese. But since she uses the English comprehension checks all through in class, it is not plausible to say the reason that she encodes these checks in Cantonese is because she thinks her students could not grasp their meaning. The only

reason to account for this switching is that the teacher wants to make sure her instruction is totally understood by every student, so that the followed pair-work can be smoothly practiced.

In addition, allowing L1 use in L2 classrooms can be very time-efficient in certain situations (Chambers, 1992; Atkinson 1993). As Qian, Tian and Wang (2009) observe and record the occurrence of codeswitching in primary English classrooms in China, they find when speakers are in pressing situations, they may switch to L1 to express their idea for efficiency and so do teachers. A 40-min lesson can be a short amount of time for teachers to complete a variety of tasks. This is particularly true when the bell rings but the task still remains half completed or uncompleted. If teachers still use English to negotiate the progression of classroom activities, it would be difficult to regain their impatient students' attention since they all realize class should be over. As a result, the teacher in their observation finished the task by switching to L1 and she also spoke much faster than usual. Through this codeswitching, the teacher can regain impatient students' attention and also complete classroom activities as expected.

Establishing or Maintaining Solidarity between Teachers and Students

The above two functions both serve to ensure the maximum effectiveness of teaching, while this function is intended to strengthen the relationship between teachers and students, which resembles negotiation of relationship in society. Teachers and students in a language classroom can also been conceived as participants in some form of socially organized interaction, in other words, classroom is a community of practice. Specifically, teachers and learners negotiate relationships and identities in the social and affective classroom environment (Adendorff, 1993; Merritt, Cleghorn, Abagi, & Bunyi, 1992). According to Myers-Scotton (1997), codeswitching can also have social

effects in terms of increasing or decreasing social distance. In addition, she also proposes that the motivation of codeswitching is to be more favorable to the listeners (2006).

In language classrooms, teachers turn to students' L1 to signal friendship and solidarity such as for praise (teachers use L1 to make sure students would not miss any part of the praise which could be beneficial to student-teacher relationship), for encouragement (teachers would apply codeswitching to encourage students especially when faced with difficult tasks and also for weak students), or for comment (since English sounds more distanced, teachers tactfully use L1 to express their evaluation with students' behavior or performance).

According to Ching-yi (2009), when there is a need to regulate students' behavior, teachers often adopt Chinese to demonstrate their authority in the classroom since Mandarin has been recognized as an official language in Taiwan for more than a half century. But when engaged in informal conversation, teachers also switch to Mandarin for solidarity. More interestingly, one teacher in this study even sometimes used Taiwanese (a language that is viewed with lower status than Mandarin in Taiwan and rarely used in academic situations) to interact with students when walking around the classroom and checking students' pair or group conversational performance. As this teacher said in the later interview, he thought such kind of switching to Taiwanese could show his sense of humor when interacting with students, which was a quite important way to maintain students' attention and interest in the teacher-guided classroom. Similar as Lin (1988) mentions in her study, when code-switching from English to Cantonese, the teacher seems to send a message to her students that "I am now speaking to you

not so much as your English language teacher but as your friend." By doing this, teachers can shift their role-relationship from English-speaking teacher to bilingual helper or friend, which is quite beneficial to classroom rapport and teacher-student relationship.

From above, teachers often use codeswitching strategies to facilitate their teaching to avoid some potential misunderstanding or incomprehension among students. Meanwhile, they also employ codeswitching to establish or maintain solidarity which is quite important to classroom rapport. As a result, codeswitching in language classes, as Raschka, Sercombe and Huang (2009) conclude is not a consequence of teachers' insufficient English language competence. In fact, their use of codeswitching is quite strategic, which also implies their high level of teaching and communicative skills. Teachers need to know where and when a codeswitching should be needed in order to achieve the effects they expect for classroom efficient management, solidarity maintaining, clear instruction and key learning points etc. That is, codeswitching is necessary and inevitable, teachers can use codeswitching to promote classroom interaction and also ensure efficient classroom management. In addition, a suitable quantity of codeswitching such as to praise or encouragement can also cultivate learners' good habits of learning and also strengthen the student-teacher relationship.

Types of Codeswitching

Based on observation of many cases of English-Spanish codeswitching in natural setting, Sankoff and Poplack (1981) identify three types of CS in relation to syntax, namely, tag-switching, intra-switching and inter-sentential switching. Though classroom codeswitching is different from that in a natural setting, codeswitching used in either of the two settings can be regarded as part of bilingual language practices. And classroom

can also be conceived as a small social community. Therefore, types of codeswitching observed in the natural setting can be applied for the classroom codeswitching as well. As in Qian, Tian and Wang's study (2009), Sankoff and Poplack's three types of codeswitching are used when analyzing classroom codeswitching.

Tag-switching, emblematic switching or extra-sentential switching (Muysken, 1995), involves the insertion of a tag or a short fixed phrase in one language into an utterance which is totally in another language. It involves discourse markers or sentence fillers; just like the following example (2-A). Examples from (2-A) to (2-C) that are used here are all extracted with slight modification from Qian, Tian and Wang's study (2009).

(2-A)

Teacher: OK, at last, woman bees, ha, ha, they didn't get, go out to work, but *zen me yang?*

[...but then what?]

Student 5: But they eat.

Teacher: But they eat the worker bees' honey, so the worker bees ge, were getting mad, angry. OK, very good story. How about others?

In this example, the teacher used a tag “*zen me yang* [then what]” to carry on questioning. According to Qian, Tian and Wang (2009), tag-switching tends to be discursive, “their occurrences are more of an impulsive nature and exist when teachers are not guarding their choice of language for the sake of linguistic input”.

The second type of codeswitching is inter-sentential switching, which means a switch at a clause or sentence boundary, or among sentences, where each clause or

sentence is either in one language or the other. As shown in the following example (2-B):

Teacher: OK, very good, very nice, *feichang bang. xiake yihou ba ta tiezai heiban sangmian, qita tongxue keyi kan.*

[...you work well. Stick them (flash cards) on the blackboard after class and other students can have a look.]

In this example, the teacher shifted her praise from English to Chinese as a single independent clause due to the reason that she perceived the praise may be a little difficult for students to understand in English. By switching to students' L1, even at the short clause level, the teacher passed on her praise efficiently, and as seen from the video-recording, the students were also very happy to hear this. Meanwhile, the teacher also switched the instruction to Chinese entirely so that no confusion would arise.

On the contrary, the third type intra-sentential switching refers to the switching within the clause or sentence boundary as shown in the following (2-C):

Teacher: *nimne huide dongzuo you shenme a, you march, clap, jump*
[What action can you do, like march, clap, jump]

In this example, switching to Chinese occurred within the sentence boundary where the teacher inserted Chinese clause in her demonstration, English words in the sentence are the target words to be learned. The teacher switched to Mandarin to ensure her utterance clearly understood. This type of codeswitching involves the greatest syntactic risk since it requires that speaker be quite fluent in both languages.

Conclusion

Above all, most research on language codeswitching has ranged from describing both teachers' and students' first language and target language use to make

connections between codeswitching and students' learning, like the functions of teachers' codeswitching served in language classes or different types of codeswitching being observed. However, few studies (except like Macaro, 2001; Sato & Kleinsasser, 1999) compare the difference in teaching practice between bilingual language teachers in the use of codeswitching and also the followed pedagogical influence in language classrooms and even fewer consider Mandarin-English switching in Chinese-learning classes since most research have focused on ESL/EFL classrooms.

As a result, this present study serves to fill in some of these gaps, first to describe what actually goes on in the Chinese class in an English-speaking environment, then to investigate whether there are any similarities or differences in the use of codeswitching among language teachers. The present study also describes and analyzes what situations motivate bilingual teachers to accept codeswitching in their practice as well as the functions of their codeswitching in classroom interaction. Finally, this study aims at providing an interpretation of the underlying reasons behind different codeswitching practices of these bilingual teachers in Chinese classes.

CHAPTER 3 METHODOLOGY

In this chapter, I will first discuss the demographic information and general linguistic background of my participants, and then describe the data collection procedures, data encoding principles and methods used for data analysis.

Participants

Three instructors of beginning Chinese class at the University of Florida participated in this study. Table 3-1 shows some of their social characteristics (at the end of this chapter).

In addition, for the general linguistic background of these three instructors, they can all speak both Mandarin and English quite fluently, not only because their rich teaching experience or high educational background, but also their great exposure to both languages: Sun and Zhao have been in US for almost 30 years, and Emma also lived in China for about 11 years. She lived in Taiwan from the age of 6 weeks to 7 years, and then again she studied Mandarin there for like around two-and-a-half year. Later, she also lived in Northeast China for about one year

From the above, we can have a general idea about the demographic information as well as the linguistic background of these three instructors. In order to keep the participants' identities confidential as the Institutional Review Board (IRB) of UF required, all the names of these instructors occurred in this study are pseudonyms. In addition, in the Age column, I also only list their general age range instead of explicit age, because both in Asian or Western culture, to ask a woman for her explicit age is often regarded as being rude and impolite. I will also explain later that the age factor here is not that important based on the general background of these three instructors.

From Table 3-1, it seems that the most noticeable different characteristic among these three instructors is their nationality, two native Chinese speaking teachers and one non-native speaker. Teachers have different cultural backgrounds also means they may have different educational backgrounds and experiences when being a foreign language learner. As a result, some distinctive beliefs formed during their language learning process would have gradually developed as their own teaching philosophy, which may later influence their real teaching practice. However, in this current study, since the sample is not large enough, only two native Chinese speakers vs. one non-native, it is not that plausible to make a generalization based on this nationality factor. But it would be still interesting to take it into account when analyzing the three teachers' classroom codeswitching behaviors, since their past language learning experience may more or less influence their current teaching practice. To account for this point of view, I will explain in further detail in Chapter 5.

Other factors listed in the table may not require further analysis since there are no great differences. Since the participants are all females, the gender factor will be excluded when doing data analysis. Then for the factor of age, though generally they are all 50+, specifically they are not completely in the same age range, with the maximum age difference being about 10 years. However, since these three instructors all have rich experience teaching Chinese for about 10 years each, they all received higher education degrees of either a Master's or a PhD, and their social network are also quite similar because they share the same working environment in UF and live in the same city, the factor age seems does not result in any great difference in their scope of knowledge, teaching or even social experience. This is unlike people at 20 and

50 years old who could differ in many ways like in different social experience or networks, which would greatly influence their thinking and behaviors. For example, people at 20 years old are generally college students, even if they have been working, their social experience and networks could not be the same as people of 50 years old. Just like a college student and his/her parent, they cannot behave the same when dealing with everything; they may have different opinions even toward the same thing.

Students

Though the main focus of this study is on teachers' codeswitching behaviors, their students' utterances are still necessary as an important input when analyzing teachers' codeswitching, to see what language strategies teachers will employ in response. In fact, it is also impossible to record only teachers' utterance during the data collection, because language interaction between teachers and students is inevitable and necessary in language classes. As a result, even though the utterances of these fifty-six students was also audio-recorded just like these three instructors in beginning Chinese classes, ultimately only the teachers' Mandarin-English switching will be further analyzed since the primary focus of this present study is the codeswitching behaviors of bilingual teachers. I will use different numbers like Student 1and Student 2 to indicate different students once their utterances are adopted in the context where their teachers' codeswitching occurs during the following data analysis.

In addition, these students are from different sections of beginning Chinese classes, that is, they all demonstrate their language proficiency at the beginning level. As a result, different codeswitching behaviors among these three instructors cannot be considered as different responses to different language proficiency level students. Therefore, for this comparative study, factors like gender, age, educational background

and teaching experience as well as the language proficiency level of their students are controlled. The main difference in this study focuses on so far is native vs. non-native speaker teachers, but the sample is not large enough to make generalizations based on this factor.

Data Collection

All participants and students in this present study were first asked to sign a copy of informed consent form approved by the UF IRB (Appendix A). After getting all approval of these three participants and fifty-six students for this study, audio-recordings, class-observations and field notes were carried out to collect data. Three Chinese class periods of each instructor, each lasting for 50 minutes, were selected for audio-recording. I sat at the back of the classroom and also made some comprehensive field notes like the language used by teachers and students, activities description, verbal and non-verbal interaction and so on. Meanwhile, a small digital voice recorder was placed on the platform to make sure the recorded teachers' utterances were clear for later transcription.

In sociolinguistics, the “observer’s paradox” is always a concern. On one hand, sociolinguists hope to collect natural and spontaneous speech data just like people talk when they are not being observed. On the other hand, the use of voice recorder would inevitably cause participants to monitor their speech. In this study, I used a small recorder to make the overall situation as natural as possible. Teachers often ignored it gradually and conducted classes as usual since the recorder was so small and was placed at the corner of the platform.

Furthermore, in order to make sure I can collect participants’ spontaneous and authentic language data in classrooms as usual; neither the teachers nor the students

were informed on the real purpose of this study. The title they saw in the copies of consent is “An exploratory investigation of language practices in beginning Chinese class in UF” as well as the content, was quite general so that the participants could not know which specific point my study really focuses on. Teachers were requested to conduct the lesson as usual but they were told the original aim afterwards since this study mainly focuses on their behavior of Mandarin-English switching.

After data collection, I also had some casual conversations with all three instructors to delve more deeply into their opinions about their codeswitching strategies in teaching practice and some other related issues, such as their past language learning experiences. However, from the data collected in language classrooms, I can only describe what actually happened in a classroom setting like teachers’ codeswitching behaviors, but not the teacher’s thinking process when switching codes. There may be some other subjective factors affecting teachers’ codeswitching such as their own language attitudes. However, since the subjective factors cannot be collected through either classroom observation or audio-recording, debriefing is thus used as an additional data collection to gather some potential interpretations related to teachers’ codeswitching practices

Data Transcription

This present study mainly compares the codeswitching behaviors among different bilingual teachers, so I only pay great attention to the point within the interaction episode where Mandarin-English switching is taking place and transcribe them to get an estimate of the distribution of the two languages. That is, the sentences where the Mandarin-English switching occur are extracted, and the preceding and following sentences are also extracted, when necessary, to provide a context to further analyze

the codeswitching. These extracted recordings are transcribed precisely in Word documents and according to Standard English and Chinese spelling (pinyin). Since the speech samples aim to help beginning level students to learn Chinese, they are structurally less complex and they are all transcribed and double-checked by myself.

I follow the transcription convention as Thibault and Vincent (1990) suggest, in that transcription should reflex exactly what the participants actually said. “Errors” (if compared with prescriptive grammar) are also transcribed, and nothing is modified as written language. For instance, I use an ellipsis (three spaced dots) to indicate a short pause occurred during the utterance, since the disfluency is the most remarkable feature of spoken language. I also put interlocutors’ facial expressions like laughter or some gestures they use in brackets, because these body language phenomena also play a big role in language learning and teaching. An excerpt of a transcription is provided below (3-A) from one of these three teachers, Sun, and the translation part is in square brackets:

(3-A)

Sun: *Dazhe, jiushi* discount, *dazhe. ni hui kandao dajuzhe, dajuzhe...* how much discount? Ten percent off, ten percent off! *danshine, shi* ninety percent of the original price. *Zaizhongguo, kandao dajuzhe, yiweishi* ninety percent off, *ni haogaoxing, maile haoduohaoduo dongxi. Fuqian de shihou, “a, zenme zheme gui”*. (made a surprise facial expression)

[Discount, which means discount, discount. You may see ten percent off, ten percent off... how much discount? Ten percent off, ten percent off! However, it means ninety percent of the original price. In China, when you see ten percent off, you think it

means ninety percent off, you are so happy, and buy a lot of things. When it comes to pay, “what, why it is so expensive”.]

Students: (laugh)

Sun: *Shi* ninety percent of the original price, *bushi* ninety percent off.

[It's ninety percent of the original price, not ninety percent off.]

Student 1: Why do they use *jiu* instead of *jiushi*?

[Why do they use nine instead of ninety?]

Sun: *Wo xiang zhongguoren shiyong jiu.*

[I think that Chinese prefer to use nine.]

Identifying the Codeswitching Contexts

Because the purpose of this study is to analyze the codeswitching behaviors of these three bilingual Chinese instructors, I needed to circumscribe the context where Chinese-English switching occurs. I excluded the contexts that did not contain the codeswitching. When these instructors produced clause or sentence totally in English during their Chinese teaching practice, it's clear that a codeswitching occurred because the bilingual teachers selected the language English embedded in the TL language Chinese during the same speech in their teaching practice. The alternation between the two languages is unambiguous. For example:

(3-B)

Sun: *Zuotian*, I don't have time to go over the homework with you. *Na, jintian hekuайде шуояжия, zhuyao shi fanyi.* Did you bring your homework? *Nimen you ma?*

[Yesterday, I don't have time to go over the homework with you. So, today we will quickly review it, mainly the translation part. Did you bring your homework? Did you bring?]

However, at the word or phrase level, the status is ambiguous since it could be either codeswitching or borrowing. In Chinese, borrowing at the phrase level is rare, and in this study, these three bilingual teachers just switched from Chinese to English at the phrase level to highlight or translate some Chinese phrases to English to arouse students' attention as shown below:

(3-C)

Sun: *Zhege women gangcai kanguo le, shi kafeise. Jia yige se*, make it clear.
Suoyi ni byhui get confused with *kafei*, *ni hede*.

[This is what we just saw, it's brown. By adding the character color, make it clear. So you won't get confused with the word coffee, you drink.]

The instructor Sun switches from Chinese to English at the phrase level "get confused with" to highlight the importance of the addition of the Chinese character "se". Because in Chinese, the meaning of the word "kaifei" is ambiguous since it can refer to either the word "coffee" people drink or the color word "brown". But by adding the character "se" which means "color", it only refers to "brown".

Therefore, in the present study, I only distinguish codeswitching at word-level from borrowing words. Lexical borrowing refers to the use and adaption of an individual lexical item that originates from a donor, or lexifier, language to a recipient language. While the codeswitching "occurs when a bilingual introduces a completely unassimilated word from another language into his speech" (Haugen, 1956:40). According to Poplack and Meechan (1998), borrowing words are adapted to the recipient language and thus it can be only applied to the grammar of recipient language, while codeswitching involves the grammars of both languages, the donor and the recipient language.

The following example (3-D) demonstrates the codeswitching occurred at the word level, and the example (3-E) is a borrowing word:

(3-D)

Zhao: *Hao, women kan nizenme* apologize.

[OK, let's see how you make an apology.]

Student2: *Duibuqi.*

[I'm sorry.]

In this example, instructor Zhao switches to English at a single word level “apologize” to convey her purpose of this sentence clearly, to check students’ understanding whether they knew how to make an apology in Chinese or not. In fact, she can also ask this question completely in Chinese like “Hao, women kan nizenme daoqian [OK, let's see how you make an apology.]”, but the Chinese verb “daoqian” is far beyond her students’ current vocabulary, so she switches to the English word “apologize” which shares the same meaning and word category just like the Chinese verb “daoqian”.

(3-E)

Zhao: *Wo xianzuo feiji, zai dache. Other than zai dache, hai you meiyou biede? Zai zuo...*

[I first took an airplane, and then called a taxi. Other than call a taxi, are there any other ways to express this action? Like...]

Student 3: *Zuo chuzuqiche.*

[Take a taxi.]

Zhao: *Dui, zai zuo chuzuqiche, dishi, zai dache, doukeyi.*

[Right, take a taxi, a taxi, call a taxi, both OK.]

In this example, Zhao uses a noun “dishi” which in fact is a borrowing word from English “taxi”. This borrowing word has been adapted to the phonological system of the recipient language, Chinese. However, because Chinese characters are not designed to represent sound, “dishi” is only a rough approximation of the original English sound “taxi”. Moreover, “dishi” is nonsensical if compared with other Chinese words. In a Chinese word, every Chinese character is a single morpheme with a distinctive meaning, and the meaning of the whole word is derived from the meaning combination of each single morpheme.

Like the verb “daoqian [apologize]” in (3-D), which contains two single characters “dao” and “qian”. Generally, “dao” means “speak” while “qian” refers to “apology”. Therefore, the meaning of the word “daoqian” is “apologize”. Though “dishi” is also consist of two independent morphemes “di” and “shi”, which satisfies the Chinese morphology, neither of the two morphemes carries the meaning “taxi”. Anyhow this lexical item “dishi” has already been adapted to Chinese phonological and morphological system, which also has the same word category and usage of the Chinese word “chuzuqiche [taxi]”. That is, it is a borrowing word from English “taxi” with approximate pronunciation which is now applied to Chinese grammar only. In addition, the easiest way to pinpoint whether a word is a borrowing in a given language is to see whether the word is used by a monolingual of that language or not, because codeswitching is only used by bilingual or multilingual speakers. In China, if one says “dishi”, both monolingual and bilingual speakers would naturally relate it to the Chinese word “chuzuqiche [taxi]”.

Therefore, in this study, I only further analyze the contexts where codeswitching occurred and exclude the borrowing condition. Total sentences used in class and different types of codeswitching are kept for further quantitative analysis as developed in Chapter 4. Based on the transcripts of lessons, conversation analysis will be applied to identify the function of the switching in the language teaching process and also for deeper analysis as developed in Chapter 5. That is, both quantitative and qualitative analysis will be done in this present study.

In this chapter, I have discussed my participants, the inevitability of using students' utterances as input, my data collection procedures, the transcription process and the codeswitching context's definition. Results and findings will be discussed in the following chapters.

Table 3-1. General demographic information and background of participants

Pseudonyms	Nationality	Gender	Age	Degree	Years of teaching Chinese experience
Sun	Chinese	Female	50+	PhD	10 years
Zhao	Chinese	Female	50+	Master	8 years
Emma	American	Female	50+	Master	15 years

CHAPTER 4

QUANTITATIVE ANALYSIS

In this section, I intend to use quantitative analysis to address my second and third research questions to test if there are similarities or differences among the three bilingual teachers' codeswitching behaviors.

Two research questions will be answered here:

How do individual language teachers differ in their use of codeswitching?

Are there any similarities or differences in their codeswitching strategies?

Data Analysis

First, some tables are made based on the lesson plan of each single class period; sentences uttered by instructors are then counted in each step as well as the number of codeswitching occurrences (Appendix B). In order to compare different codeswitching behaviors among these three instructors, two different ways of counting codeswitching strategies are adopted here:

As mentioned in chapter 2, Sankoff and Poplack (1981) identify three types of CS syntactically, that is, tag-switching, intra-switching and inter-sentential switching. Here I use some detailed examples extracted from the data I collected for this present study to illustrate each codeswitching type.

Tag-switching (4-A):

Sun: *Zheshi yitiao long pants. Ni keyi shuo changku, right?*

[This is a long pair of pants. You can say it long pants, right?]

In this example, the teacher inserted an English tag mark “right” at the end of the Chinese sentence to check students’ comprehension. In fact, these three bilingual teachers used Chinese tag marks like “duima (is this right)” most of the time. I argue

that such kind of tag-switching is not some unconscious behaviors, which is different from the tag-switching observed in Qian, Tian and Wang's study (2009). According to their classroom observation, tag-switching tends to be discursive, which is caused by teachers' carelessness on their language choice. In this study, if tag-switching also results from teachers' unconsciousness, then it seems that the occurrence of tag-switching and the use of Chinese tag marks might be fifty-fifty. However, tag-switching is much less frequent in this study, the situations when teachers use tag-switching are often noticed when introducing some new or emphasizing important linguistic forms or conducting the whole class through language practice (Appendix B). In order to get students' attention to these important points, and also to check whether their output is comprehensible to students, teachers would switch tag marks in students' L1. If teachers use Chinese tag marks, though the purpose of checking comprehension can be achieved, student's attention may not be that easily aroused since Mandarin is not students' mother tongue.

Inter-sentential switching (4-B):

Zhao: *Hao, qing ba zuoye jiaoshanglai.* So, everyone already turned in your homework, homework?

[Ok, please turn in your homework]

In this example, the instructor Zhao switched to English at a sentence boundary. The first sentence is entirely in Chinese while the next following is totally English.

Intra-sentential switching (4-C):

Zhao: *Hao, nimen liangge take turn, shouhuoyuan he... customer zenmeshuo?*
[OK, you two take turn, acting as a salesman and ... how to say customer?]

Students: *Guke*.

[Customer.]

In this extraction, Zhao embedded the English phrase “take turn” and word “customer” within the clause boundary. Therefore, Zhao makes her instruction “take turn” clear and also highlights the anticipated output form “guke [customer]” from students by switching to the English word “customer” in her question. This kind of switching requires that speakers should be quite fluent in both languages.

More specifically, I also categorize codeswitching to English at word, phrase, clause and sentence levels. That is, codeswitching to English occurs as a single word, a phrase, a clause or a sentence.

At word level (4-D):

Emma: *Haoba, woxiang jieshi yixia, zhege “haishi...ba”, yufa si, laikan grammar disi.*

[OK, I want to explain this point “had better....”, grammar number four, let’s see grammar number four.]

In this example, Emma first asked students to look at grammar number four entirely in Mandarin, then she repeated this instruction but switched the key word “yufa [grammar]” to English in order to make sure what she said was clearly understood. In example (4-A), the switching to English “right” as a tag mark is also a codeswitching occurred at word level.

At phrase level (4-E):

Sun: *Hao, women mingtian zuo situational responses.*

[Ok, we will do situational responses.]

Here the codeswitching occurs within sentence boundary; instructor Sun directly switched the phrase “situational responses” in English instead of its Chinese counterpart “qingjingduihua”, which was beyond her students’ current vocabulary. By doing this, she successfully makes her utterance comprehensible to learners.

At clause level (4-F) and (4-G):

(4-F)

Sun: *Gangcai women xuele yige changduan, chang gen duan*, put them together, means...

[Just now, we learned length, long and short, put them together, means...]

Students: Length.

Switching to English in this example occurs as an entire clause “put them together”, while in the following example, the clause is not totally in English but with a Chinese character inserted.

(4-G)

Student4: *Ni..xindiannao. Oh, nide xindiannao.*

[you...new computer. Oh, your new computer.]

Emma: *Ni xindiannao. Nide xindiannao, dou keyi.* “De” is not necessary, *bushi hen xuyao*.

[You new computer. Your new computer, both OK. “Of” is not necessary, not that necessary.]

In (4-G), the most part of the clause “De is not necessary” is in English with the occurrence of only one Chinese character “de”. This is an intra-sentential switching and I categorize it as the switching occurred at clause level, because the English part is

neither a single word nor a phrase, and this switching also occurs only within the clause boundary. Similar to the switching occurring at sentence level, as shown in (4-B), the teacher produces the second sentence entirely in English, which is also inter-sentential switching. The following example (4-H) demonstrates the similar condition as (4-G) with only one difference, the switching occurred within sentence boundary:

(4-H)

Zhao: *Hao, women kaishi shangke*. So, everyone already turned in *nide* homework, homework?

[Ok, let's begin our class. So, everyone already turned in your homework, homework?]

In this example, after signaling the start of the class, the instructor switched her following sentence almost in English. But the whole sentence is interrupted by a Chinese word “nide [your]”, which means the English parts are also neither independent words nor phrases. Therefore, it is inappropriate to categorize this switching at word, phrase or even clause level.

As a result, the situation of codeswitching at clause or sentence level is a little complicated because it could be either inter-sentential switching (the clause or sentence is entirely in English) or intra-sentential switching (most part of the clause or sentence is in English and the English part is neither a single word nor a phrase). This is similar to the switching at word or phrase level, because it also might be tag-switching or intra-switching. Based on the collected data, tag-switching in this present study only occurs as a single word frequently in the form of “OK” or “right” as shown in example (4-A). The

detailed procedures about how to count the occurrences of switching to English are in Appendix B.

Results

Since the main purpose of this chapter is to test the different codeswitching patterns of these three instructors, I list the occurrence number and frequency percentage of different codeswitching types as well as codeswitching at different levels, so as to calculate the average frequency percentage, and then I make a comparison as showed in Table 4-1(at the end of this chapter).

Table 4-1 points to a clear difference in the Chinese use in classroom teaching among the three instructors. The percentage of codeswitching use of Emma is less than either Sun or Zhao: her average percentage of switching to English is 22.8% while Sun is 34.9% and Zhao is 53.5%. That is, Emma used TL for classroom language the majority of the time while Zhao used the least. As illustrated in Figure 4-1(at the end of this chapter).

Since these three instructors are all female, at similar age, and also have many years of teaching experience (Table 3-1), then gender, age and teaching experience would not be considered as the potential factors that influence their difference in the use of TL classroom language. From Table 3-1, the most noticeable difference among these three instructors is their nationalities: Sun and Zhao are Chinese native speakers and they are both from Taiwan, Emma is an American who had furthered her Chinese learning in Taiwan. Because they are from different cultural backgrounds, they may have different past language learning experience, which could greatly influence their current teaching strategies and beliefs. However, to explain their different codeswitching behaviors only from this factor seems not enough. Other subjective factors such as

teachers' language attitudes toward codeswitching are worth investigating, which can be collected through debriefing and conversation with instructors. I will discuss the potential reasons caused the different codeswitching behaviors in detail in the following chapter.

More interestingly, despite the great difference in the percentage of TL classroom language usage between these native and non-native Chinese language teachers, they all share a similar codeswitching strategy. That is, they all prefer intra-sentential switching over the other two types of codeswitching while the tag switching is the least used. In addition, their codeswitching to English is much more easily noticed occurring at sentence level, and then at the word level. As showed in Figure 4-2 and 4-3 (at the end of this chapter).

Figure 4-2 reveals that all these three instructors use intra-sentential switching much more than the other two types of codeswitching, inter-sentential and tag switching. As Sankoff and Poplack (1981) define, intra-sentential switching is switching within the clause or sentence boundary, which requires that the speaker be fluent in both languages. As mentioned in the general demographic information and background of these three instructors in Chapter 3, they are all able to use both Mandarin and English quite fluently: Emma lived in China for about 11 years while Sun and Zhao have both lived in the US for almost 30 years. There is no doubt that both their Mandarin and English are fairly fluent because of their long exposure to both languages. In addition, they all have rich teaching experience, each teaching individually for about 10 years or more, which means they have a strong teaching intuition and judgment to organize their codeswitching patterns to maximally facilitate their teaching process. For example, their

tag-switching is not unconscious behaviors, because it is often used when teachers introduce some new or emphasize important linguistic forms or when conducting language practices, so as to arouse students' attention and check their comprehension. Teachers know where and when a switch to English is necessary and appropriate to enhance and help students' understanding in Chinese classes. In most cases, they don't switch the whole clause or sentence to English; instead, they only choose the necessary part which is the key point or something that may cause confusion as the subject of switching. As a result, they can construct a strong atmosphere for learning Mandarin by using Mandarin as much as possible. Therefore, their similar frequent intra-switching strategy is reasonable as the representation of their fluency in both languages as well as their rich teaching experience.

Figure 4-3, again, illustrates the similar codeswitching strategy employed by these three instructors. The tendency of switching to English at word, phrase, clause and sentence levels shows great similarity among these three instructors: sentence level and then word level codeswitching far exceed the rest two levels. Based on classroom observation, I noticed that switching to English which occurs at sentence and word level often served as the explanation function. For example, when teachers introduced new words, reviewed homework or conducted the whole class do some language practice, they would switch to English to explain the new lexical items or content on worksheet/handout or explain some grammar points in order to avoid ambiguity and confusion. They switched to English to find a counterpart at the word level for the new Chinese word to deepen students' understanding, and also switch to English at sentence level to explain the grammar points or content that may be unclear for

students. I will analyze these functions in detail in the next chapter by using the qualitative analysis.

In addition, in order to test whether or not the difference of the three teachers' codeswitching behaviors is significant, the Chi-square is used to calculate the statistical significance of their codeswitching differences (Appendix C). I first perform a simple contrast comparing the difference of classroom language usage among the three instructors (Table C-1), the total Chi square value is 116.7, with 2 degrees of freedom, and the P value is 4.6E-26 ($\chi^2=(df\ 2,\ N=1679)=116.7,\ P<.000001$) which affirms the claim that the three instructors do differ in the classroom language usage, in fact, their difference is great, as already shown in Figure 4-1, Emma used TL for classroom language the majority of the time while Zhao used the least. Then according to Figure 4-2, it is anticipated that the P value for teachers using the three codeswitching types should be $P>.05$, that is, there is no significant relation between the three types of codeswitching usage among the three teachers since they all share a similar codeswitching strategy. And again, the result also confirms this anticipation, $\chi^2=(df\ 4,\ N=646)=3.9,\ P=0.4$ (Table C-2), teachers do not differ in the three codeswitching types.

However, when comparing the difference of teachers' switching to English occurring at different levels, the results reveals more complexity. I anticipated that the P value for the three teachers using codeswitching at different levels should be $P>.05$, because from Figure 4-3, their codeswitching usage tendency seems similar, but the result is $P<.05$, $\chi^2=(df\ 6,\ N=646)=14.2,\ P=.03$ (Table C-3), which indicates that the three teachers differ in the codeswitching usage at different levels. In fact, from Figure 4-3, we can see that although the general tendency is similar, there are some clear

gaps at phrase and clause levels among the three teachers, especially the noticeable gap between Zhao and the other two instructors. This is different from Figure 4-2, where their tendencies are almost overlapping.

As a result, it would be interesting to make further comparisons between every two teachers, to test whether they differ or resemble in the codeswitching usage at different levels. The results of Chi-square reveal that only Sun and Emma do not differ in the codeswitching usage at the four levels, [$\chi^2=(df\ 3,\ N=299)=1.5,\ P=.7$] (Table C-4). Whereas the difference of switching to English at the four levels between Sun and Zhao, or Zhao and Emma is significant, the P value is 0.02 and 0.045 respectively (Table C-5 and Table C-6). From these results, we can infer that the difference of codeswitching behaviors among the three teachers cannot be simply attributed to the factor nationality, because Sun and Emma resemble each other while Sun and Zhao differ in the four levels' codeswitching usage. However, this doesn't mean we need to exclude this factor, because the difference of classroom language usage among these three instructors is quite significant, and Zhao and Emma also differ in the codeswitching usage at the four levels. That is, as mentioned earlier in this section, other subjective factors should also be taken into account such as teachers' own language attitudes toward teaching; past language learning experience may have influence on instructors' current teaching practice, but it is not the only factor.

In this chapter, by comparing the occurrence percentage of codeswitching usage as well as different codeswitching patterns among these three instructors, I have explored some potential interpretations why the non-native speaker teacher uses more TL classroom language than the two native Chinese; this may be caused by their

different past language learning experience. However, the results of Chi-square test also lend support that other factors should also be taken into account to explain the three teachers' different codeswitching behaviors. I will further analyze such potential factors in Chapter 5. In spite of the obvious differences in the percentage of codeswitching use, which has also been demonstrated by the result of Chi-square, these three instructors all employ similar codeswitching strategies, that is, more intra-sentential switching than inter-sentential and tag switching; more frequent sentence level switching and word level than phrase and clause level switching. In the following chapter, I will use qualitative analysis to address the final three research questions, that is, to figure out the causes of the different codeswitching usage in classroom teaching among these three instructors.

Table 4-1. Comparison of the frequency distribution of code-switching strategies

Instructor	Type of CS				CS to English occurs at				Total		
	tag	inter	intra	word	phrase	clause	sentence	CS	Sen.	CS%	
Sun	15	66	104	52	28	34	71	185	529	34.9	
	8.1%	35.7%	56.2%	28.1%	15.1%	18.4%	38.4%				
Zhao	35	115	197	118	35	38	156	347	649	53.5	
	10.1%	33.1%	56.8%	34%	10.1%	11%	44.9%				
Emma	5	42	67	31	12	24	47	114	501	22.8	
	4.4%	36.8%	58.8%	27.2%	10.5%	21.1%	41.2%				

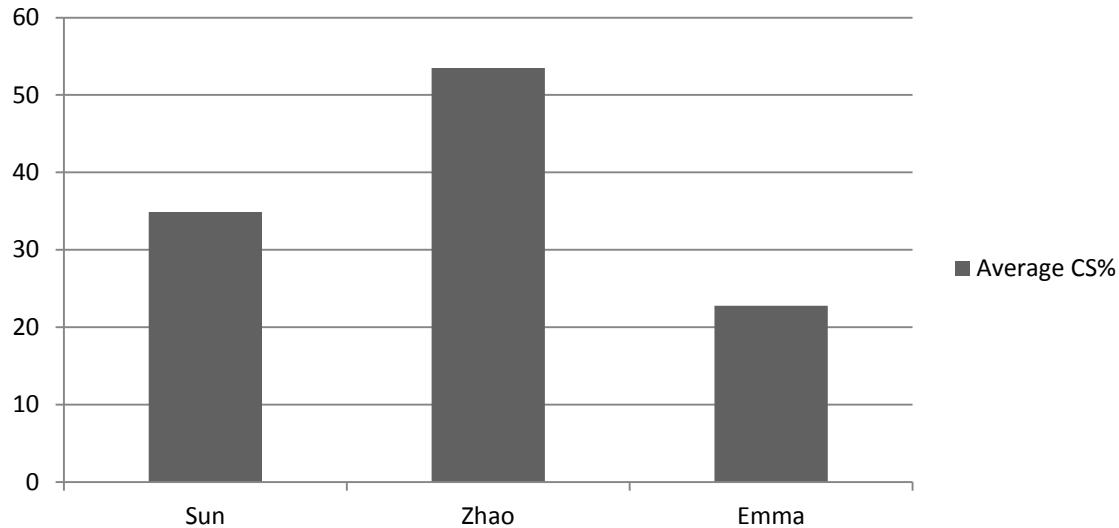


Figure 4-1. The average percentage of switching to English of each instructor in their classroom teaching

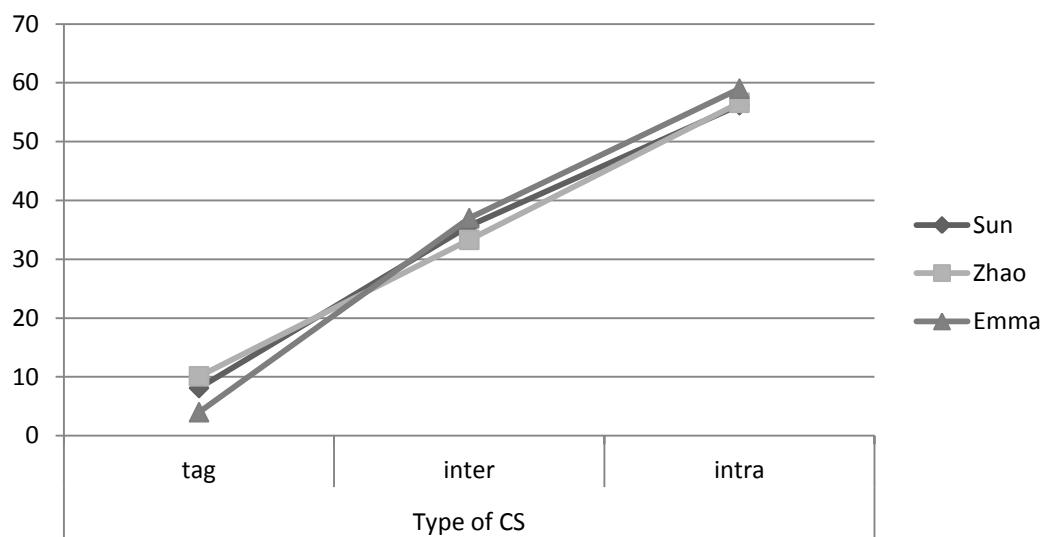


Figure 4-2. The average frequency percentage of three types of codeswitching of each instructor in their classroom teaching

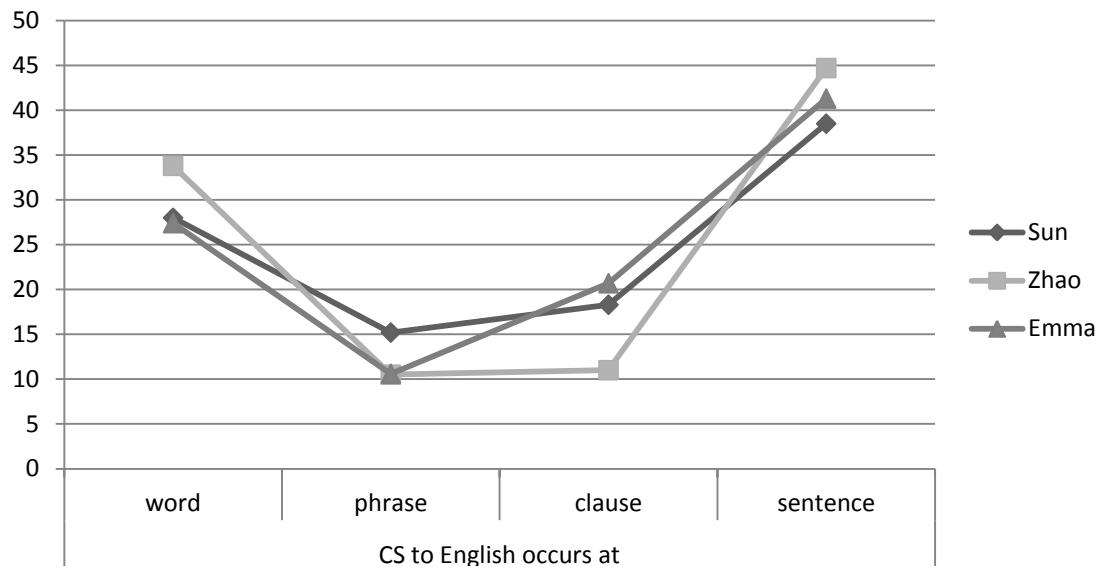


Figure 4-3. The average frequency percentage of switching to English occurs at different levels: word, phrase, clause and sentence

CHAPTER 5 QUALITATIVE ANALYSIS

In this chapter, qualitative analysis is employed to try to figure out answers to the final three research questions:

In what situations and for which functions do these three bilingual instructors employ codeswitching in beginning Chinese classes?

To what extent do these teachers use codeswitching to facilitate their Chinese teaching?

What are the potential interpretations related to the instructors' different codeswitching practices?

Analysis of the Functions of Codeswitching

Through the quantitative analysis in Chapter 4, we saw that although these three bilingual teachers differ in the percentage of TL classroom language use during their Chinese teaching practices, they all resemble each other in their codeswitching strategy: the use of intra-sentential switching far exceeds the inter-sentential and tag switching, and more frequent switching to English occurs at sentence and word level. During class-observations, it is nevertheless clear that these three teachers codeswitched to ensure the maximum effect of their teaching in order to avoid potential misunderstanding or incomprehension among students, and also to strengthen the relationship with their students. That is, codeswitching is used by teachers to ensure their output comprehensible to students; teachers and students negotiate with each other to resolve communication and language problems. Meanwhile, codeswitching is also applied to negotiate their relationship in classroom, to establish or maintain solidarity between teachers and students.

I will use the three main function categories of codeswitching that I identified in Chapter 2 as a starting point, and then define each specific function and situation where teachers employ codeswitching. This provides me an interpretative tool to situate how teachers use codeswitching to facilitate their language teaching.

Constructing and Transmitting Knowledge

As mentioned in Chapter 2, this function is viewed as the most frequent in EFL classes. Teachers often switch to L1 to explain and emphasize linguistic forms or to shift topic to draw students' attention and so on. Like in Ching-yi's study (2009), the most frequent function of teachers' codeswitching is to explain linguistic forms so as to increase the comprehensibility of students' English monolingual texts. Based on my observation, this also applies in the beginning Chinese classes in UF. All three bilingual teachers mainly use codeswitching for translation, highlighting and explanation, which generally involves intra-sentential switching. They translate or highlight some certain key words or learning points to draw students' attention, especially when introducing new lexical items and reviewing homework. When teaching new grammatical concepts, they would sometimes switch to English to make things clearer to understand if they noticed the explanation in Chinese may be beyond students' current understanding.

Translation

In language classes, teachers may translate parts or the entire sentence into students' mother tongue to explain the target language in order to ensure students' understanding. In the data under analysis, this is the most frequent specific function used by all teachers, as shown in the following examples.

(5-A)

Sun: *Shuaka*, slide the card. *Shua*, by itself, can mean 'brush'.

[Slide the card, slide the card. Slide, by itself, can mean ‘brush’.]

Example (5-A) occurred when Sun introduced a new Chinese word “shuaka [slide the card]” to students, after pronouncing the new word in Chinese, she then quickly translated it into English to ensure students’ understanding. And she even provided some additional information about the meaning of the first character “shua”, because in Chinese, it is common to find one character has more than one meaning when standing alone and combining with other characters. In fact, in this situation, translation is inevitable because these students are all at Chinese beginning level, and thus they don’t learn too many Chinese words. Due to learners’ limited vocabulary, it is not that easy for teachers to find a synonym for the new word or even explain it in Chinese. Though teachers can also use body language to convey the meaning, like doing a “slide the card” action, it may also cause students’ confusion because they need to guess what this action refers to. Using body language thus can be viewed as an auxiliary method when explaining some new words or learning points to deepen students’ understanding; however, the other way to introduce new words in such a situation is definitely to switch it to the students’ L1 to find a counterpart. Similar examples are also found in Zhao’s and Emma’s classroom teaching. When they noticed that certain lexical items or language points were far beyond students’ current vocabulary, a switch to English subsequently happened to translate the part they thought might be unclear, and usually translation occurred within the clause or sentence boundary. Like in example (5-B), when Emma tried to explain the importance of using Chinese character “qing [please]”, she first used two Chinese synonyms “limao [polite]” and “keqi [courteous]” to tell students it would be more polite if one adds a “qing” in his/her utterance. Then she

realized the two synonyms were a little beyond students current understanding, so she quickly translated the main points into English to ensure all the students understood what she was talking about. And the student's response also confirmed the efficiency of this translation because he quickly added the character "qing" in his sentence. Therefore, mutual understanding is successfully achieved through codeswitching.

(5-B)

Emma: *Yongle 'qing', bijiao limao, bijiao keqi*, more polite.

[Use 'please', relatively more polite, more polite, more polite.]

Student 5: Li xiaojie, qingwen, nin...

[Excuse me, Miss Li, you...]

The situation where codeswitching functioned as translation in my observation reaffirms what mentioned in previous studies (Harbord, 1992; Ching-yi, 2009; etc.).

When explaining linguistic forms, like new words or phrases, teachers may use L1 for translation to increase the comprehensibility of these new language items. Though teachers do have other ways of explaining such as using body language or paraphrasing, translation is definitely easier than these methods when considering learners' current vocabulary and understanding.

Highlighting

Codeswitching is also a means applied by all teachers to emphasize key learning points or sometimes to shift topics which teachers consider significant. Unlike the above sub-function of translation, codeswitching here is not served to provide L1 counterparts for new L2 linguistic forms so as to ensure students' understanding, but functions to highlight important points and get learners' attention. For example, instructor Zhao

wanted to make sure her students had learned how to use Chinese to exchange items in stores; she checked the key points and highlighted them in English as shown below.

(5-C)

Zhao: *Hao, women kan ni zenme apologize?*

[OK, let's see how you make an apology.]

Student 6: *Duibuqi.*

[I'm sorry.]

Zhao: *Hao, duibuqi. You want to change for another pair of shoes, another zenmeshuo? Other, other, ni xue le.*

[Ok, I'm sorry. You want to change for another pair of shoes, how to say another? Other, other, you've learned.]

Student 6: *Biede...*

[Another/Other...]

Zhao: *Biede xiezi, biede, xiezi, right? Don't say biede shuang, OK? Because measure word, before measure word would only has the number and zhe, na, OK? Hao, or ni keyi shuo bieshuang xiezi, biede xiezi, right? Wo keyi huan biede xiezi ma? Hao, zailai, no problem zenme shuo ne?*

[Other shoes, other, shoes, right? Don't say other pairs, OK? Because measure word, before measure word would only has the number and this, that, OK? OK, or you can say another pair of shoes, other shoes, right? May I change other shoes? OK, next, how to say no problem?]

Student 6: *Meiwenti.*

[No problem.]

Zhao: *En, hen hao.*

[Um, very good.]

In this example, Zhao first asked her student how to make an apology in Chinese, and she only switched the main word “apologize” to English to highlight this is the main point in the question. So this student quickly responded with “duibuqi [I’m sorry]” which was the right answer to the question. If Zhao asked the question totally in Chinese, though all the students had learned how to apologize in Chinese, but they were not familiar with the Chinese verb “apologize” itself; or, for these beginning level students, if questions were composed of entire Chinese especially within words they were not that familiar with, students would feel difficulty either in listening to or answering the question. After this student answered this question, Zhao then affirmed his answer by repeating it in Mandarin, and then she provided him the situation in English that he needed to change for another pair of shoes. Again, she picked the key word “another” in her utterance and highlighted it in English in the following question “how to say another?”, step by step, she also gave this student a hint to remind him another similar word “other” they had learned. In this way, Zhao successfully achieved her purpose of this elicitation: to check student’s comprehension of the Chinese word “another” and its synonym “other”.

Afterwards, she still kept switching to English to highlight points that she considered significant, like when she told students “other pairs” was ungrammatical. She emphasized this point in English with “Don’t say” and also checked students’ understanding by saying “OK?” to make sure they remember this grammatical point. As mentioned in Chapter 4, such kind of tag-switching is teachers’ conscious behavior. The

three teachers do not randomly use tag-switching, because they use the Chinese tag marks the majority time, but in certain situations, like when introducing some new or emphasizing important linguistic forms or conducting language practice, teachers may highlight the tag mark in students' L1 to arouse their attention to these important learning points, and also to check whether they receive the comprehensible input or not. Moreover, to deepen their understanding, she then provided an explanation why it was ungrammatical to say "other pairs" by highlighting the reason in English.

Therefore, from this example, we can see that the codeswitching behavior is not random: the teacher only picks the points that she thinks important to highlight in the code English. Through highlighting, she also successfully gains students' attention to these key points to deepen their impression and understanding. Based on class observations, all three bilingual teachers preferred to codeswitching to highlight the key points when they were checking students' comprehension, or doing elicitation or correction.

Sometimes, teachers also used codeswitching to signal or highlight a topic shift to draw students' attention, as in Example (5-D).

(5-D)

Sun: *Women natian zuo* "the price is right", *haimeiyou zuowan, duima? Haiyou xie tongxue meiyou zuowan, suoyi woxiang jintian ba ta zuowan.* OK, *wo shangge xingqiliu ne, gen wo de pengyou qu aolanduo. Aolanduo shina, zhidaoma, aolanduo?*

[We did "the price is right" that day, but we didn't finish, right? There're some students they didn't do, so I want to finish it today. OK, last Saturday, I went to Orlando with my friend. Orlando, do you know, Orlando?]

Students: Orlando?

Sun: *Dui. Wode pengyou ta xiang mai yige zhaoxiangji. Zhaoxingji, zhidaoma?*

[Right. My friend wanted to buy a camera. Camera, do you know?]

Students: Camera?

Sun: *Dui. Tadao yige shangdian qu, nage dianli de re, ta kandao yige Sony model, ta hen xihuan. Shangdianli de ren gen tashuo, yao liangbai kuai. Danshine, woshuo, as I remembered, exactly the same model, if the price is right, buyaomai, taiguile, yinwei wo zhaodao de zhiyao yibaiershixu kuai.* (She then looked around and pointed at something to let students guess the price.)

[Right. He went to a store, the shop assistant, he saw a Sony model, he liked it very much. The shop assistant told him, it was two hundred dollars. However, I said, as I remembered, exactly the same model, if the price is right, don't buy it, too expensive, because the price I found is only one hundred and twenty dollars.]

In this example, Sun first reminded her students that they need to continue the activity “guess the price” that they didn’t finish in the last class, but she didn’t directly continue this activity, instead, she switched her code to English to highlight a topic shift in form of an interjection “OK”, and then continued in Mandarin to tell her students something that happened last Saturday when she and her friend went to Orlando. In fact, during this short storytelling, Sun first checked students’ comprehension to the words “aolanduo [Orlando]” and “zhaoxiangji [camera]” which they learned before, meanwhile, she helped students refresh their memories like how to say price in Chinese by giving examples “liangbai kuai [two hundred dollars]” and “yibaiershixu kuai [one hundred and twenty dollars]” when talking about the price of the Sony camera. After

that, she shifted the topic back to the “guess the price” activity, and asked students to guess the price of different items she randomly picked in the classroom, like a recorder, an umbrella and so on, in order to let students be more familiar with the price expression in Chinese.

The teacher uses the codeswitching to mark a “frame shift” from the lesson to something that occurred in her daily life and later back to lesson itself. The purpose of sharing her friend’s shopping experience is to create a non-threatening environment because she wants to make students gradually feel more comfortable instead of pushing them to practice their oral Chinese to guess prices directly. She skillfully moves the classroom discourse on to her friend’s shopping experience by highlighting “OK” to signal a topic shift, and then after providing some price expression examples she moves back to the activity itself.

Generally, the situations where this highlighting sub-function served in my class observation are similar in most previous studies (Lin, 1988; Raschka, Sercombe, & Huang, 2009; etc.). Teacher use codeswitching to highlight key learning points or to signal a topic shift to draw students’ attention and deepen their understanding. However, the definition and classification of codeswitching functions vary among different studies. Like in Qian, Tian and Wang’s study (2009), they classify the situation where teachers switch codes to emphasize important task requirements also as the highlighting sub-function. From my class observation, though codeswitching was also applied by these three bilingual teachers when giving some important task requirements, the main function is not to construct or transmit knowledge but is to manage the classroom. In this way, teachers make their instructions clear to understand

which guarantees the optimal effect of communication and the following activities being smoothly carried out, and I will talk about this clarification sub-function in detail in the section of Managing the Classroom. In fact, there is no single definition of codeswitching sub-functions; and what I identified here follows what I observed in classrooms.

Explanation

When codeswitching is adopted to construct and transmit knowledge, it also serves to provide intelligible explanations for some language learning points, because explaining in L1 is much easier for students to understand especially for beginning level learners.

In my class observation, all three bilingual teachers use codeswitching to make things clear to understand, because English is the code shared by everyone and much easier for students to understand especially when explaining some grammatical rules.

In example (5-E), when a student used a Chinese word “nin [you]” in the oral practice, Emma first praised him because using the word “nin” is a very good way to show one’s respect to the hearer.

(5-E)

Student 7: *Li xiaojie, qingwen, nin...*

[Excuse me, Miss Li, do you...]

Emma: *Yongle ‘nin’, henhao, buyong ye keyi. It also depends on the context, kan Li xiaojie shi shui. Na wo, wo shuo de hua, Li xiaojie shuohua de shihou, wo ye yao kan Li xiaojie shi shui. Does this make sense? Mingbai le ma?*

[Use ‘you’, very good, it’s either ok if you do not use it. It also depends on the context, depends on who is Miss Li. Like me, when I talk to Miss Li, I also need to think who is Miss Li. Does this make sense? Do you understand?]

Students: *Bumingbai*.

(No, not quite get it.)

Emma: *Wo gen Li xiaojie shuohua de shihou*, when I use “nin”, it depends, it depends *yaokan Li xiaojie shi shui*, who is *Li xiaojie*. It is how I referred to her, determined by her status. *Wo de xuesheng, na wo jiu shuo “ni”, yinwei wo shi laoshi. Dan ruguo Li xiaojie shi wo de laoshi, na jiushi “nin”.* *Na wo ye buhui shuo Li xiaojie, wo hui shuo Li laoshi. Hao, mingbai le?*

[When I talk to Miss Li, when I use ‘you’, it depends, it depends on who is Miss Li, who is Miss Li. It is how I referred to her, determined by her status. If she’s my student, I use “you”, because I am the teacher. But if Miss Li is my teacher, I use “you”, in fact I won’t call her Miss Li, I say instructor Li. Ok, do you understand?]

Students: *En* (nodded their heads).

After praising this student, the teacher naturally introduced the grammatical concept of “nin [you]”. In Chinese, there are two characters “nin” and “ni”, both refer to “you” in English. However, the use of the two characters is a little different: “nin” is used to show respect when the hearer has higher social status than the speaker, while “ni” is simply refers to “you”. At first, Emma mainly used some simple Chinese sentences to explain this grammar point but found her students still looked confused, as they responded “bumingbai [No, not quite get it]”. Therefore, she then elaborated the grammatical rule and picked the most important point that the use of “nin” is determined

by the hearer's status, and further explained in English "It is how I referred to her, determined by her status". By doing this, the comprehensibility of her explanation has been greatly increased since students corresponded by nodding heads in unison to show their understanding.

Though this explanation sub-function seems similar with translation sub-function, both further interpret language learning points in L1 to help learners' understanding. The explanation function does not offer an L1 equivalent, in fact, codeswitching here is employed to offer an intelligible L1 interpretation when teachers notice the L2 explanation may be above students' current comprehension as illustrated in example (5-E). Exactly as Ching-yi (2009) mentions in the study, particularly, when explaining grammar rules, elaboration in L1 is inevitable, because based on teachers' teaching experience, students would understand grammar rules better when they are taught in L1. As a result, based on my observation and from previous studies, codeswitching functioning as explanation is necessary and does aid students' language learning.

With regard to the main function of constructing and transmitting knowledge, codeswitching does assist target language teaching and learning. By switching codes to achieve sub-functions like translation, highlighting and explanation, teachers are able to explain, emphasize linguistic forms and key learning points to help and deepen students' understanding when the L2 language items or grammatical concepts are beyond their current comprehension. Teachers can also draw learners' attention as well which is also quite important, because learners' concentrated attention does play a significant role in their language learning process.

Managing the Classroom

Teachers also use codeswitching for clarification and efficiency, to manage the classroom to optimize communication. For class management, teachers may switch codes to make their instructions clear to understand which is especially noticeable when assigning some important task requirements. In this way, codeswitching fulfills the sub-function clarification. Meanwhile, codeswitching also serves to save time to express teachers' idea when in some pressing situations for efficiency.

Clarification

When organizing classroom activities, codeswitching is applied by teachers to make sure their utterances like instructions have been thoroughly and clearly received by learners. From my observation, these three bilingual teachers all employ codeswitching to make their opening (signal the start of a lesson), instructions (i.e. provide students directions to complete an activity), giving class objectives, and closing (signal the close of the lesson) clearly especially for some important task requirements, as illustrated in example (5-F).

(5-F)

Sun: *Nimenhao.* (Several students stepped up the platform to ask a question in their homework.) [Hello everyone.] Ok, if you don't know how to do the last one for reading, hold on to your homework, (some students raised their homework and pointed at the question) yes, this one. If you don't know how to do this one, hold on your homework. I were going to say it yesterday, but we ran out the time. *Hao, dajiahao, women shangke le.*

[OK, hello everyone, time to start our lesson.]

This situation happened right a little before the beginning of the class. When the teacher entered the classroom, greeted her students and tried to start the class as usual, several students walked to her with their homework to ask a question in reading section because they didn't know how to do it, and they couldn't hand in the homework before this class as required. After looking through quickly, Sun noticed that this question was related to a grammar point which she didn't mention yesterday. Meanwhile, at that time, the class was a little bit noisy since most students were still discussing how to resolve this question in small groups. Therefore, Sun didn't start the class in Mandarin as usual; she swiftly switched to English to draw students' attention, and reduced their anxiety about this homework because she said she would help them later. In this way, students received the teacher's message clearly and all became quiet, waiting for the teacher to start the class as usual. If Sun conveyed the same message in Chinese, even with simple sentences, first it's not that easy to get students' attention because they were a little anxious and the classroom was also a bit noisy. Chinese is not their mother tongue; it would be hard for students to focus on Chinese instruction when they were in an anxious mood. In addition, it may take much more time to make this tentative announcement clearly for each student if in Mandarin. Thus, the easiest way to convey this message clearly is to announce it in English.

As mentioned above, codeswitching that serves to guarantee that messages are clearly conveyed frequently occurs for important task requirements. Because teachers want to make sure their instructions are entirely understood by each student, in order to ensure the following activities process smoothly, they often highlight the key points or check students' understanding in English as shown in (5-G).

Again, before moving to the following concrete example, it may be mentioned in passing that this clarification sub-function may have some similarities with the sub-function of highlighting as I discussed in previous section. In this study, I first classified codeswitching functions into three main categories: constructing and transmitting knowledge, managing the classroom, and establishing or maintaining solidarity between teachers and students. Afterwards, situations where codeswitching occurred different from my observation were sub-classified and each should satisfy its main function. Though codeswitching is employed to highlight key task requirements, the main role it plays is not to construct and transmit knowledge but to manage the classroom. Codeswitching here does serve to highlight points that teachers consider significant, but not to draw students' attention on linguistic forms like some grammatical concepts. In fact, it serves to make every student understand instructions clearly to guarantee teaching activities go on smoothly. For this reason, in this study, highlighting important task requirements cannot be identified with highlighting key learning points as the same sub-function: the former just fulfills the sub-function of clarification which belongs to managing the classroom.

(5-G)

Zhao: *Hao, women kan dierge page, conversation maidongxi. Ni qu yige zhongguo de shangdian maidongxi, duibudui? Ni yao wen duoshao qian, shouhuoyuan hui wen ni, ni yao mai shenme, ni xiang mai shenme, mai shenme yanse de, ni xiangmai kuzi, OK?* If you want to buy *kuzi*. (called one student's name) *Ni keyi nian ma?* The instruction part.

[OK, let's see the second page, conversation go shopping. You go to a Chinese store to buy things, right? You need to ask the price, the shop assistant would ask you, what do you want to buy, what color do you want to buy, you want to buy a pair of pants, OK? If you want to buy pants (called one student's name). Could you read for us?]

In this example, Zhao wanted students to practice how to do shopping in Chinese and she first gave students some instructions for this activity. She told students to turn to page two to follow the model in the conversation part, and she emphasized “page” and “conversation” in English to draw students’ attention. Then she created the context of shopping in a Chinese store, and detailed the shopping procedures, so as to give students hints about what one needs to ask, like the price, the color. She switched her comprehension checks “duibudui [right]?” to English “OK?”. It doesn’t seem reasonable that she encoded the check in English because she thought her students could not understand its meaning since she had used “duibudui [right?]” first, and in fact she also used other Chinese comprehension checks like “duima [right]?", “dongle ma [do you understand]?” all through the lesson. The only plausible explanation to this code change is that the teacher wanted to guarantee her instructions were completely understood by each student, thus the following oral drill could proceed smoothly. Moreover, when she gave students the explicit instruction to limit the shopping item which was a pair of pants, she also repeated it again in English “If you want to buy pants” to guarantee every student grasp the meaning. Finally, she called one student’s name and asked her to read the instruction part on page two, Zhao directly encoded and highlighted her direction “The instruction part.” in English to tell the student what she expected her to do

clearly. Therefore, in these situations, teachers often encode, highlight, or repeat their instructions in English when they consider it important to do so, in order to make sure followed classroom activities could be practiced smoothly.

In this study, situations where codeswitching functioned to ensure teaching activities go on smoothly are sub-classified as clarification. Like in Lin's study (1988), the teacher switched her comprehension checks to students' mother tongue during oral drill practice to make sure no one missed her instruction. Such similar situation also occurred in my classroom observation as illustrated in example (5-G). Through switching codes, messages like task requirements were thoroughly and clearly received by each student. As mentioned in previous section, there is no one exclusive standard to classify codeswitching sub-functions. In this study, all sub-functions I identified should first satisfy its main function. Since teachers employ a combination of encoding, highlighting or repeating their instructions in L1 code to make things clear when managing classroom, rather than to adopt a single method like translation or highlighting in L1, clarification is appropriate to label this sub-function here.

Efficiency

Codeswitching can also play a specific function for timekeeping, with teachers switching to L1 to manage time to express their ideas clearly for some uncompleted task requirements.

This sub-function of efficiency usually occurs at the near end of the lesson when teachers notice that it may be hard to complete all the planned class tasks, then in order to ensure the optimal effect of communication and save time to clear some potential confusion or misunderstanding that may arise among students, teachers frequently switch to L1 to regain impatient students' attention. In example (5-H), Emma planned to

let her students do situational responses first, and then she wanted to move to new words learning and also to make an announcement of the coming Chinese talent show. However, she didn't have sufficient time to finish all these planned things because at the end of that lesson, she still hadn't lead students through the new words. As a result, for the closing of that class, she first asked if anyone still had questions about the situational responses. Subsequently, she quickly told students that they needed to leave learning the new words to the next class. But at that time, students already became impatient since it was the time to let them go, thus the class was a little noisy. In order to regain her student's attention, Emma switched to their native language to express the announcement of the Chinese talent show.

(5-H)

Emma: *Hai youmeiyou wenti? Wo benlai xiang jintain kaishi shang zhege shengci, dishike de shengci. Danshi, haoxiang, shijian daole.* (the class became noisy) Do you all, um got the email about the um...

[Any questions? I planned to introduce the new words, in Lesson Ten. But, it seems, we run out of the time.]

Student 8: Talent show?

Emma: Talent show, right!

Student 8: I opened it.

Emma: *Hao, OK. Have you decided if um, we are going to do um, the song?*
[Good, OK.]

Students: I like it.

Emma: You like it? How about you? Do you think it's fine?

Students: Yeah.

In fact, a fifty-minute lesson can be an especially pressing situation because teachers may be hard pressed to finish their planned tasks, especially when at the end of the class when the tasks remained half completed. In such cases, the only practical way to regain the impatient student's attention and finish the assignment is switching to English. For teachers, it is important to finish their planned teaching activities in one class period so as not to delay the next class plan. Teachers need to make sure that their students would not fall behind the overall learning process, that is, they attempt to finish all their planned classroom tasks in a limited time.

From this example, we can see that when Emma initiated in Mandarin, few students paid attention to her utterance since the class had become noisy. Subsequently, she quickly talked about the coming Chinese talent show as scheduled but in English; and one student quickly responded. As she continued the topic in English, more and more students corresponded in unison to show their interests and concern. Similar examples are common in previous studies, for example, as Ching-yi (2009), Qian, Tian and Wang (2009) observe from language classroom teaching, when in pressing situations, teachers often use codeswitching to express their ideas about some unfinished activities, and usually, they also spoke faster which is the same for these three bilingual teachers in my observation.

For this section, I presented the second main function that codeswitching serves in language classroom teaching, and it can be divided into two sub-functions, clarification and efficiency. From my class observation, through encoding, highlighting and repeating in English, teachers send their message like task requirements to students explicitly. By

doing this, the following teaching activities could be practiced smoothly since every learner totally understands what their teachers really ask for. On the other hand, when in pressing occasions, especially at the near end of the class while the task remains half completed, teachers usually switch to English to regain their impatient students' attention so as to save time and make sure the optimal effect of communication. Thus it can be seen that codeswitching does play an important role in classroom management.

Establishing or Maintain Solidarity between Teachers and Students

Codeswitching that occurs in language classroom teaching is served to ensure the maximum effect of teaching; this is where classroom codeswitching differs from social codeswitching. However, since teachers and students in language classrooms can be seen as a small social community as well, it is reasonable to infer that classroom codeswitching can also imply social effects. As mentioned in some previous studies (Adendorff, 1993; Merritt, Cleghorn, Abagi, & Bunyi, 1992), teachers and students negotiate their relationship and identities in the social as well as classroom environment. Specifically, as Myers-Scotton (2006) points out, codeswitching is applied to decrease social distance to be more favorable to the listeners. In my classroom observation, codeswitching is also sometimes employed to strengthen the relationship between teachers and students. Situations where classroom codeswitching functioned to establish or maintain solidarity between teachers and students are noticeable when teachers use codeswitching as a strategy to praise or comment and assess their students' performance.

Praise

In language classrooms, teachers may turn to students' L1 for praise to signal friendship and solidarity since students can receive the praise clearly without missing any words, which would be beneficial for the teacher-student relationship.

For example, as Qian, Tian and Wang (2009) observed in EFL classrooms, teachers sometimes used L1, namely Chinese, to praise students since English sounds more distanced. From their class video recording, it showed the student who heard this L1 praise was quite pleased. By switching to Chinese the maximal effect of teachers' praise is achieved. This sub-function of praise is also confirmed in this study; it is not frequent, but it does exist. Based on class observations, generally, all three of these bilingual teachers praised students for their good performance in class with simple Chinese words like 'hao [Good]' or 'henhao [very good]', rarely switched them to English, and students also seemed quite happy when hearing this kind of praise. The reason to account for this situation is that students are all quite familiar with these words, so there is no need to encode this kind of praise in English. However, when the praise contains some words that beyond students' current vocabulary, teachers would definitely switch this part to English to guarantee the maximal effect of the praise is achieved.

For instance, as in example (5-I), instructor Sun praised her student for his accurate calculation and correct expression of price in Chinese. Subsequently, she further praised other students' performance in this activity by saying 'nimne de math henhao [your math is very good]'. Because students hadn't learned how to say 'math' in Chinese, Sun only encoded this word in her praise to ensure all the students received this message clearly. Obviously, students were quite pleased by hearing her praise

because they all laughed. This praise thus is beneficial to classroom rapport as well as to the teacher-student relationship.

(5-I)

Sun: *Qingwen ta yigong yao fu duoshao qian?*

[So how much does she need to pay in total?]

Student 9: *Yiban ling qikuai bamao jiufen.*

[One hundred and seven dollars and eighty-nine cents.]

Sun: *Dui, ni daiduile, hen hao.* Did you all get the same price?

[Right, you're right, very good.]

(Other students all nodded their heads.) OK, *hao, nimen de math henhao.*

[OK, good, your math is very good.]

Students: (laugh).

Either from previous studies (Adendorff, 1993; Merritt, Cleghorn, Abagi, & Bunyi, 1992; Myers-Scotton, 2006; Qian, Tian, & Wang, 2009) or in this present study, besides teaching effects like constructing and transmitting knowledge or managing classroom, we see that codeswitching may also help to strengthen the teacher-student relationship. Though teachers use codeswitching as a strategy for praise, this doesn't mean they always and only praise their students in L1. The fact is that teachers just "sometimes" switch codes for praise. From my observation, the situation where codeswitching served for praise occurs when teachers consider that their praise might above students' current understanding, like for some certain unfamiliar words. But for those simple Chinese praise words that learners already quite familiar with, codeswitching would not be employed by these three bilingual teachers.

Commenting and assessing performance

During teaching practice, teachers also use codeswitching to express their evaluation with learners' behavior or performance to demonstrate their authority in language classrooms, which is the sub-function of commenting and assessing performance.

In my class observation, compared with students' L1, Mandarin is a total foreign language for students to learn. English is a West Germanic language whereas Chinese belongs to Sino-Tibetan language family, even languages that close to each other like French and Spanish, native speakers of either the two languages still cannot perceive them as the same Romance Language, or codeswitching would not occur between the two language speakers. Then, it is no doubt that language as English and Chinese that belong to different language families would definitely cause a sense of distance between their native language speakers. Because Mandarin sounds distanced for these beginning level learners, teachers then switch to English to express their comment and assess students' performance, to show their disapproval or agreement on students' response, as illustrated in example (5-J). In fact, this specific sub-function also has some overlaps with the function of constructing and transmitting knowledge, because the purpose for teachers to provide comments or evaluation on students' performance, besides to signal teachers' authority in class, is also to help students learn how to self-repair their mistakes based on teachers' step-by-step comments. But compared with constructing and transmitting knowledge, commenting and assessing performance is more evident and straightforward to be noticed. Therefore, I simply define the sub-function of this codeswitching as commenting and assessing performance since it first

satisfies the main function of establishing or maintaining solidarity between teachers and students. Example (5-J) illustrates this sub-function.

(5-J)

Zhao: *Youwenti ma? Youma?*

[Any question? Any?]

Student 10: *En, you. Wo keyi shuo...zhegeshuang xie shi heshi, duima?*

[Um, yeah. May I say...this one pair of shoes be suitable, right?]

Zhao: Ok, *ta shuo 'zhegeshuang xie shi heshi'*. Is this right or, mistakes?

[Ok, he said 'this one pair of shoes be suitable'.]

Students: Some mistakes.

Zhao: Ok, so what's wrong?

Student 10: *Zhegeshuang.*

[This one pair.]

Zhao: First, two measure words, Ok? So, correct it.

Student 10: *Zheshuang xie shi...*

[This pair of shoes...]

Zhao: *Zheshuang xie shi heshi*, anything wrong?

[This pair of shoes be suitable, anything wrong?]

Student 10: *Shi heshi, budui?*

[Be suitable, not right?]

Zhao: *En, henhao, henhao*. So how can you change, correct it? *Zheshuangxie...*

[Um, very good, very good. So how can you change, correct it? This pair of

shoes...]

Student 10: *Zhengshuang xie hen heshi.*

[This pair of shoes is very suitable.]

Zhao: *Hao, henhao, donglema?* Adjectives, before the adjective, you can not use '*shi*'. '*Shi*' is only for 'I'm a teacher', *wo shi laoshi*, *wo shi xuesheng*, right? *Suoyi*, '*heshi*', adjective, '*henheshi*'. *Hao, yiqi shuo, dajie yiqi shuo* '*zheshuang xie hen heshi*'.

[Good, very good, do you understand? Adjective, before the adjective, you can not use 'be'. 'Be' is only for 'I'm a teacher', I am a teacher, I am a student, right? So, 'suitable', adjective, '(is) very suitable'. Good, say together, let's say together 'This pair of shoes is suitable'.]

In the previous example, this student was not sure whether it was appropriate to put two measure words before a noun or not, so he asked the teacher for help.

Subsequently, Zhao commented on his sentence, and showed her disapproval by asking the whole class "Is this right or, mistakes?", this utterance signals teacher's authority in class by judging the grammaticality of students' sentences. When this student realized his mistakes in the sentence, step by step, Zhao commented on each of his self-corrections by saying "First, two measure words, OK? So, correct it", "*Zheshuang xie shi heshi, anything wrong?* [This pair of shoes be suitable, anything wrong?]", and finally "*En, henhao, henhao.* [Um, very good, very good.] So how can you change, correct it?"; she affirmed this student's new revised sentences by showing her approval in this student's progress first. Afterwards, she provided further advice in English to help this student to repair his other mistakes in his original sentence.

Therefore, this sub-function is related to teachers and students negotiation of power in the classroom environment. As language experts and evaluators, teachers can

demonstrate their authority by commenting and assessing students' performance. However, when the teacher encoded comments in English, it seems that they also sent a message to her student that "Now, I'm speaking to you not so much in the role of your Chinese teacher but just as a language helper, you see, I'm using the code that is your mother tongue rather than the required classroom language." In this way, teachers can shift their role-relationship from Chinese-speaking teachers to bilingual helpers, which again, is very beneficial to strengthen the relationship between teachers and students.

As a result, for the sub-function of commenting and assessing performances, it first demonstrates teachers' authority in language classes. By switching codes, teachers express their evaluation explicitly on students' performances or behaviors to show either their approval or disapproval. In return, students give responses based on teachers' comments and assessments. Furthermore, since the classroom setting can also be conceived as a small social community, a community of practice, classroom codeswitching may also have some social effects. As mentioned in Myers-Scotton's study (2006), the motivation of codeswitching is to be more favorable to the listeners, which is also proven to be true for this specific sub-function, similar to the sub-function of praise. When teachers adopt the L1 code, they just shorten the social distance with their students because they place themselves at the position of language helpers, which would make learners feel more comfortable. That is, teachers tactfully use L1 to comment and assess performances to show their authority. Meanwhile, they successfully decrease their social distance with learners through shifting roles to language helpers.

In addition to maximizing teaching effects in language classrooms, codeswitching is served to strengthen the relationship between teachers and students as well. Through switching codes, the maximal effect of praise can be achieved because every word is explicitly received by learners. In this way, students would feel pleased and satisfied with their current performances and also be confident in the following language learning. Additionally, teachers also need to express their evaluation on students' behaviors and performances to help their further language learning, so it is recommendable to employ codeswitching. Since the TL language sounds more distanced, by turning to L1, students would feel more comfortable. By doing this, teachers first demonstrate their authority and also tactfully make their comments and assessments more favorable to learners, which is beneficial to classroom rapport and the teacher-student relationship. In a word, classroom codeswitching does play an important role in establishing or maintaining solidarity between teachers and students.

General Conclusion on Functions

I have described in the previous sections the three main functions of codeswitching observed in my data. The three bilingual teachers all participate in the three following functions: to accommodate students' learning needs, manage the classroom, and also to strengthen teacher-student relationships.

That is, when teachers notice that some lexical items or grammatical concepts are far beyond students' current understanding, they would pick the main key points to translate, highlight, or explain explicitly to make their utterance comprehensible to students. This is often found in situations of introducing new words and grammatical rules, or when checking comprehension, elicitation and correction. This function of constructing and transmitting knowledge is the most frequent and noticeable in

language classes. Through switching codes, teachers can maximize their language teaching efforts and draw learners' attention to deepen their understanding as well. Meanwhile, all three bilingual teachers also use codeswitching to manage classrooms to facilitate their teaching. When assigning class tasks or giving instructions, they may turn to L1 often because they need to make sure every student grasps their meaning clearly, so that the following activities can go on smoothly. In addition, in some pressing situations especially when at the near end of the class, in order to save time and ensure the optimal effect of communication, teachers prefer to switch to English to express their ideas thoroughly for some half completed tasks to regain their impatient students' attention. On the other hand, classroom codeswitching can also have a social effect since it helps to establish or maintain solidarity between teachers and students. Codeswitching is applied by teachers for praise or commenting and assessing their students' performance to signal friendship and solidarity. Teachers don't want learners to miss any part of their praise since it is beneficial to strengthen teacher-student relationship. Moreover, when they express evaluation on students' performance, codeswitching is efficient for creating a non-threatening environment because L1 is more favorable to these beginning-level learners, which would definitely make them feel more comfortable. As a result, codeswitching does play a significant role in language classrooms to maximize teaching effect and also to strengthen teacher-student relationship.

Differences among Individual Distributions of Codeswitching

In the above sections, I have defined different sub-functions under the three main functions that I identified in Chapter 2. From my classroom observations, I classified situations where codeswitching is applied into specific sub-functions, and also analyzed

how the three bilingual teachers use codeswitching to facilitate their Chinese teaching in these situations. In this section, I will try to figure out the answer to the last research question: What are the potential interpretations related to the instructors' different codeswitching practices?

Though these three bilingual teachers resemble each other in situations of codeswitching use and also in functions that their codeswitching served during their teaching practice, it is noticeable that, as mentioned in Chapter 4, they differ in the percentage of TL classroom language use.

The non-native speaker of the TL Emma uses the least codeswitching in her teaching practice. Through class observations, Emma used much more body language than the other two native teachers. If time permitted and she thought the points were important, Emma would try to use TL as much as possible, and she would sometimes use body language to let her students think on their own, like to infer what a certain lexical item refers to. The following example (5-K) demonstrates her teaching method. In fact, she could simply provide her students the translation of “zuo [sit]” in the phrase “zuo gonggongqiche [take bus]” instead of spending such a long time, to let the student himself grasp the meaning of this verb under her action cue: sitting on a table again and again.

(5-K)

Emma: *LiYou youmeiyou zuo gonggongqiche?*

[Did LiYou take bus or not?]

Student 11: *LiYou meiyou qiche.*

[LiYou doesn't have a car.]

Emma: *En, meiyou qiche? Wo meiyou wen ta youmeiyou qiche, wo shuo ta youmeiyou zuo gonggongqiche, ta youmeiyou “zuo” gonggongqiche?* (She made a posture of sitting.)

[Um, has no car? I didn't ask if she has a car or not, what I asked is did she take bus or not, did she “take” bus or not?]

Student 11: (He seemed quite confused and didn't answer.)

Emma: *LiYou, LiYou youmeiyou “zuo” gonggongqiche?* (She sat on a table.)

[LiYou, did Liyou “take” bus or not?]

Student 11: *Meiyou zuo.*

[Didn't take (bus).]

Emma: *Duile, meiyou “zuo” gonggongqiche. Ni shuo ta meiyou qiche, she has no car, she has no vehicle, danshi wo meiyou wen ni ta youmeiyou qiche. You see the difference? Ni shuo ta meiyou qiche. You didn't answer the question, ni kandao le ma? You just said she has no car, ta youmeiyou “zuo” gonggong qiche? “Zuo”, ta youmeiyou zuo gonggongqiche? Ta meiyou zuo, ta zuole shenme, zuihou ta zuole shenme?*

[Right, didn't take bus. You said she has no car, she has no car, she has no vehicle, but I didn't ask you if she has car or not. You see the difference? You said she has no car. You didn't answer the question, do you see this? You just said she has no car, did she “take” bus? “Take”, did she take bus? She didn't take, what did she take, what did she finally take?]

Student 11: *WangPeng de che.*

[WangPeng's car.]

Emma: *Ta zuole WangPeng de che, meiyou zuo gonggongqiche. Zuihou, LiYou zuo WangPeng de che. WangPeng kaiche, duibudui?*

[She took WangPeng's car, didn't take bus. Finally, LiYou sat in WangPeng's car. WangPeng drive the car, right?]

Student11: *Dui.*

[Right.]

Emma: *LiYou “zuo” ta de che, duibudui?*

[LiYou "sat in" his car, right?]

Student11: *Dui. WangPeng called the taxi and carried LiYou?*

[Right. WangPeng called the taxi and carried LiYou?]

Emma: *Wo meiyou shuo dache.*

[I didn't say call a taxi.]

Student11: You did say.

Emma: *Ta zuo, zuo (She sat on the table again.), zuo le che.*

[She sat, sat, sat in the car.]

Student11: Sit?

Emma: *Dui, ta meiyou zoulu, zuo, bushi zou. WangPeng de che. Haoba, wo leisile, rang nimen zuo, rang nimen yundong.*

[Right, she didn't walk, sit, not walk. WangPeng's car. Ok, I'm so tired, let you do the work, let you do exercise.]

Students: (laugh)

In this example, when this student responded to Emma's question "LiYou youmeiyou zuo gonggongqiche? [Did LiYou take bus or not?]", he missed a key

Chinese verb “zuo [sit]” which totally changed the meaning of his answer. He intended to answer that “LiYou didn’t take bus”, however, without “zuo[sit]”, his answer could only be understood as ‘LiYou has no car’. Subsequently, Emma immediately tried to lead this student to correct his mistake by providing him explanations entirely composed of simple Chinese sentences; she also accentuated “zuo” to emphasize this verb. But with so much input, this student looked confused and did not really realize what his error was. Then, Emma changed her method a little; she only repeated her question and accentuated “zuo” again, at the same time, she also sat on a table. By doing this, this student noticed his mistake and revised his answer as “meiyou zuo [Didn’t take (bus).]”, however from the later utterance, we can see that this student didn’t get the meaning of “zuo[sit]” thoroughly, because when the object of “zuo” changed from “gonggongqiche [bus]” to “WangPeng de che [WangPeng’s car]”, he misunderstood the new combination “zuo WangPeng de che [(LiYou) sit in WangPeng’s car]” as “WangPeng called the taxi and carried LiYou”. Once again, Emma repeated “zuo” in Mandarin, and sat on the table again. This time, the student grasped the meaning of “zuo” on his own, so he said “Sit?”.

From this example, we can see that Emma lead the student to understand the meaning of “zuo” on his own step by step. During their negotiation on the meaning of “zuo”, Emma used varies methods to help students achieve comprehension. According to Long’s interaction hypothesis (1983), Emma modified her speech based on the student’s each response, so as to achieve mutual understanding. She simplified and repeated her question, accentuated “zuo”, and also repeated the action of “zuo” throughout the whole negotiation process. Although this kind of negotiation can help

students deepen their understanding to certain lexical items, it is quite time consuming. I also asked Emma why she seldom used codeswitching in her class teaching practice since it is an easy way for negotiation, as in this example, if she translated “zuo” into “sit” at the very beginning, she could definitely saved a lot of time since a fifty-minute class could be very pressing. The explanation she gave me is that this is her habit which she developed when learning Chinese in Taiwan. When she was young, she went to Taiwan for further Chinese learning, however, all her Chinese friends around her there knew little English and their language communication tool was only Mandarin. As a result, when some communication barriers occurred, the only way for her and her Chinese friends to communicate was through body language, like different facial expressions and gestures, and later she would double-check the meaning of these new Chinese words in the dictionary. She said she also liked watching Chinese movies at that time, and once she heard some unknown or unfamiliar lexical items, she would write down the pinyin (a system for transliterating Chinese ideograms into the Roman alphabet) and later looked up in a dictionary. Therefore, she had further learned Chinese almost on her own because there was no one could help her through codeswitching in Taiwan at that time.

According to Emma, she thought her past Chinese learning experience exerted a profound influence on her current teaching practice, so she tried to use as much Chinese as she could.

However, on the other hand, from her teaching experience, for these beginning-level students, it is impossible to insist on a Mandarin-only teaching policy. Even teachers can use body language, paraphrasing or some other methods to aid their

teaching practice. Considering the time-limited classes and students' current vocabulary, codeswitching is still inevitable, which is also the point that Emma affirmed in the conversation. But if time permitted as shown in (5-K) , she said she would prefer to use much more TL and also body language to explain certain learning points to deepen her students' comprehension, even if codeswitching is much easier to negotiate the meaning. And she also expected her students could derive great pleasure from learning language on their own just as she did. Therefore, we can see that Emma's current language teaching attitudes have been greatly influenced by her past language learning experience, rather than the monolingual requirement on the beginning Chinese syllabus. She expects students to learn and grasp new linguistic forms from teachers' maximal use of the TL language; and sometimes she would tactfully use L1 to facilitate her teaching when taking learners' current vocabulary or time efficiency into account.

On the other hand, the percentages of codeswitching usage by the two native Chinese teachers are relatively higher, especially instructor Zhao. The two instructors are both from Taiwan, where switching to Chinese frequently occurs in EFL classrooms as described in those related articles of codeswitching in Chapter 2 (Ching-yi, 2009; Raschka, Sercombe, & Huang, 2009; etc.). That is, they might be quite accustomed to codeswitching when they were English learners; and this past language experiences, to a certain degree, would also influence their current teaching methods.

As Zhao said in the later casual conversation after the data collection, she thought the most important teaching goal was to clear all the potential confusion among students, especially when explaining grammatical rules, which is the key point she realized when she was a language learner, and the easiest way to achieve this goal is

switching to students' mother tongue. In addition, based on her teaching experience, a fifty-minute class is really a pressing situation since there are so many new linguistic forms that need to be taught, and more importantly, teachers also need to guarantee their utterances are clearly understood by every student. Such situations would become even harder when learners are at beginning levels due to their limited comprehension to the TL language, which would definitely build communication barriers either in language teaching or classroom rapport if teaching a target language only through itself.

Therefore, Zhao employed codeswitching often to maximize her teaching effect to make sure she could finish all the planned teaching activities without leaving any student behind the language learning progress. Based on her past language learning experience as well as so many years of language teaching experience, she regards codeswitching as an important part in language teaching, and the percentage of TL use should depend on students' current target language proficiency level. For these beginning-level students, it would be efficient if teachers turn to L1 more. In example (5-L), the percentage of her English use has greatly exceeded the use of Mandarin when explaining the grammatical rule of "xian...zai [first...then]" as well as the placement of the subject, but apparently, through codeswitching, the mutual understanding is achieved.

(5-L)

Zhao: *Hao, women kan yufa xian. Di liangbaiwushiba ye, or erbaiwushibaye*, "xian" first, "zai" then, *xian...zai, xian...zai. Hao*, (called one student's name) *ni keyi nian ma?*

[Ok, let's first see the grammar. On page two hundred and fifty-eight, or page two hundred and fifty-eight, "first" first, "then" then, first...then, first...then. Ok, (called one student's name) could you read for us?]

Student12: *Xian kan dianying zai chifan*, first go to the movie then eat means *kandingying* before *chifan*.

[First go to the movie then eat, first go to the movie then eat means seeing a movie before eating.]

Zhao: Ok, first go to the movie. How about the subject? First I go to the movie, then I eat? Where do you put the subject in this sentence? In English is that I first go to the movie then I eat, right? Ok, what's the sentence, Chinese sentence? How do you say the Chinese sentence, first I go to the movie, then, the subject, with the subject?

Students: *Wo xian...*

[I first...]

Zhao: *Wo xian kan dianying, zai chifan*. You can drop the second *wo*, right? Can you say *xian wo kan dianying, zai chifan*?

[I first go to the movie, then eat. You can drop the second I, right? Can you say first I go to the movie, then eat?]

In English, it's "first" in the first most time, you would say first I go to the movie, then do something, right? Why do you say, can you say *xian wo kandianying, zai wo chifan*?

[Why do you say, can you say first I go to the movie, then I eat (in Chinese)?]

Students: No.

Zhao: Yeah, no, never, never. Write it down, OK? Subject plus “*xian*”, OK? I don’t want to see anyone write “*xian wo*” in the homework, OK? So must be “*wo xian*”.

[Subject plus “first”, OK? I don’t want to see anyone write “first I” in the homework, OK? So must be “I first” (in Chinese).]

From the above example, we can see that Zhao used codeswitching to achieve mutual understanding successfully, which saved her much time and effort to guarantee her teaching go on smoothly as planned. In fact, from my class observations, she would turn to students’ L1 quickly once she noticed what she said might be above their comprehension. Unlike Emma, if time allowed, she would use as much Mandarin as possible with the help of body language to aid her students’ learning. Though sometimes it means it’s time consuming as shown in (5-K), it definitely deepens learners’ understanding and may stimulate their zest for language learning as well. Thus it seems the two different percentages of TL language use have different teaching effects, either to deepen learners’ understanding better or to save time and effort to ensure there’s more time left for students to practice in the classroom.

More interestingly, since Zhao and Sun have similar language learning backgrounds in Taiwan, then their percentage of TL language use might be close if past language learning experience does play a significant role in their current teaching methods. However, Sun used more TL language than Zhao, but less than Emma, that is, her percentage of Mandarin use is right between Zhao and Emma. So I also asked Sun the same question about her motivation of codeswitching usage. As far as she was concerned, based on her past language learning experience as well as these years’ teaching experience, codeswitching is necessary and inevitable, and this response is

similar to Zhao's explanation. But she also added that during her teaching practice, she always kept the requirement of Mandarin-only on the syllabus in mind. Therefore, she always felt a strong conflict between the monolingual policy and what she actually did in her teaching practice, and this point is not mentioned in the conversation with the other two teachers. Sun wanted to increase the comprehensibility by codeswitching; on the other hand, she also tried to control the percentage of English usage. Because of this distinctive language attitude toward teaching, she used more Mandarin than Zhao through consciously restricting the use of codeswitching, but still less Mandarin than Emma.

As a result, from these three bilingual teachers, it seems that different past language learning experience and language attitudes toward teaching would form distinctive teaching beliefs, which would later influence their real teaching practice. Based on their teaching experience, the three bilingual teachers all admit the inevitability of codeswitching in language classrooms especially for beginning-level students. Therefore, codeswitching is applied in classrooms to maximize their teaching effects and to strengthen teacher-student relationship as well, which may account for the phenomenon why they use code-switching strategies to fulfill similar functions. However, the percentage of codeswitching usage varies from person to person. Emma furthered her Mandarin learning in Taiwan through the TL language only with the help of body language, from which she derived great pleasure and also deepened her comprehension in Mandarin. As a result, she wanted her students to also develop the similar language learning habits as she did. Her attitude toward codeswitching is a little above neutral since it is a quite easy way to achieve successful classroom negotiation,

but if time permitted, she still preferred to use as much Mandarin as possible. If body language or paraphrasing can resolve students' confusion or misunderstanding, codeswitching would be the last option she would choose, which is quite different from instructor Zhao. In her opinion, codeswitching is the top option to save time and effort to resolve communication or language problems based on her past language learning experience, which has also proved true from her own teaching experience since students could receive her message explicitly by switching codes. That is, her attitude toward codeswitching is quite positive and she preferred using codeswitching to facilitate her teaching. Finally for instructor Sun, her attitude toward codeswitching is just positive, not that strongly support as Zhao. She had committed the Mandarin-only requirement to memory, which caused a strong conflict with what she had learned from her past language learning and her later teaching experience. So she would consciously control the L1 output in her teaching practice. Therefore, even though the three bilingual teachers employ codeswitching strategies to fulfill similar functions; the percentage distribution of TL classroom language use still varies with each individual due to the influence of their different past language learning experience and language attitude toward teaching. Therefore it seems that the teaching philosophy of these three instructors plays a bigger role as their nationality (mainly their past language learning experience) in their current teaching practices.

General Conclusion

In this chapter, I have used qualitative analysis to address my final three research questions. Step by step, from class observation, I first defined several sub-functions of codeswitching under the three main functions. Then I classified situations where codeswitching occurred into each specific sub-function and every time, chose one

representative situation to analyze in detail, to explore to what extent teachers use codeswitching to facilitate their Chinese teaching. Since there is no single standard to classify specific functions of codeswitching, and sometimes one codeswitching strategy may have some overlaps with other different functions when analyzing deeper, then in this study, each sub-function I defined is based on what I observed in these language classes, and is classified to the main function it first belongs to, that is, the most noticeable function it fulfills in the situation. Generally, functions of codeswitching that I defined are similar to what mentioned in previous studies in Chapter 2. The three teachers all participate in the three main functions: they switch codes for translation, highlighting and explanation to accommodate students' learning need; meanwhile, they use codeswitching for clarification and efficiency to ensure the optimal effect of communication so as to manage classroom effectively; in addition, classroom codeswitching is also applied for praise and commenting and assessing performances to strengthen teacher-student relationship.

Finally, through debriefing and conversation with the three teachers, I identified two potential interpretations related to the instructors' different codeswitching practices, which confirmed the anticipation as mentioned in Chapter 4, that there must be some factors other than teachers' nationality (mainly the past language learning experience) that exert big influence on their current teaching practices. Though these teachers use codeswitching strategies to fulfill similar functions, they differ in the percentage of TL classroom language use. Based on the information the three teachers offered, their different percentage distributions of Mandarin usage are influenced by their different past language learning experience and language attitude toward teaching. Because

different past language learning experience would form distinctive beliefs, and their own language attitudes toward teaching would also developed with the accumulation of their teaching experience, subsequently, the two factors would influence teachers' real teaching practice greatly, which just result in the great difference in the percentage distributions of their codeswitching use.

CHAPTER 6 CONCLUSION

Though codeswitching in language classroom teaching is not a new topic, there are few studies describing the codeswitching behaviors of Chinese language teachers in English-speaking environments, and even fewer studies have investigated to what extent the codeswitching strategies employed by different bilingual teachers are similar and different. In this thesis I have contributed to shedding light on such language practices in the classroom in an American university setting.

According to Sankoff and Poplack (1981), there are three types of codeswitching syntactically, namely, tag-switching, intra-switching and inter-switching. To further analyze different types of codeswitching from another aspect, I also categorized switching to English codes at the word, phrase, clause and sentence level as illustrated in Chapter 4. That is, in this study, the two different classifications of codeswitching types are both used. Through the quantitative analysis on the codeswitching behaviors of three bilingual teachers who teach beginning Chinese at UF, it is noteworthy to find that, though the percentage of TL classroom language varies from one instructor to another, the non-native speaker teacher use more Mandarin than the two native Chinese. However it has been demonstrated that the codeswitching patterns used by these three teachers are similar. That is, more intra-sentential switching than inter-sentential and tag-switching; more frequent sentence level switching and then word level than phrase and clause level switching as shown in Chapter 4. The similarities in their codeswitching strategies indicate that as being experienced bilingual teachers, they all have a strong teaching intuition and judgment to organize their code-switching patterns to maximally facilitate their teaching process, namely, they know where and

when a switching to English is necessary and efficient to enhance and help students' understanding in Chinese classes.

Moreover, as mentioned in Chapter 2 and also from my class observation, classroom codeswitching is necessary and inevitable. The language classroom is a community of practice, where teachers and students negotiate with each other to resolve communication and language problems. Since the use of codeswitching can easily and successfully achieve mutual understanding, it is often employed by teachers to facilitate their language teaching. So there is no doubt that functions of codeswitching have been discussed so many times in some related previous studies (Lin, 1988; Raschka, Sercombe, & Huang, 2009; Ching-yi, 2009; etc.). In this study, even there is a Mandarin-only requirement on the syllabus in beginning Chinese classes; codeswitching is still applied by the three bilingual teachers. Since their codeswitching patterns are similar as illustrated in Chapter 4, it would be necessary to describe and further analyze the specific functions of their codeswitching, to investigate whether teachers use similar codeswitching patterns to fulfill similar functions or not.

Meanwhile, from the quantitative analysis, the percentage of codeswitching usage also varies from one bilingual teacher to another. The results of Chi-square test also lend strong support to a significant difference of codeswitching usage among these three instructors. However, more interesting, the statistical results of difference on teachers' switching to English at four levels imply that teachers' past language learning experience cannot be regarded as the only factor that influences their current teaching practices, because teachers of different nationalities, which means they may have different experience as foreign language learners, resemble each other at the four

levels of codeswitching usage. On the other hand, teachers of the same nationality exhibit difference of codeswitching at the four levels. Therefore, potential interpretations related to the differences are noteworthy to figure out, and a detailed qualitative analysis is the next logical step to resolve these research questions.

As demonstrated in Chapter 5, situations that motivate these three bilingual teachers to accept codeswitching in their teaching practice are also similar. Classroom codeswitching is used to maximize their teaching effects as well as to strengthen teacher-student relationship, which has affirmed findings of codeswitching functions in previous studies (Qian, Tian, & Wang, 2009; Ching-yi, 2009; etc.). That is, besides constructing and transmitting knowledge as well as managing classrooms, codeswitching in language classroom can also have social effects, to establish or maintain solidarity between teachers and students. I classified situations where codeswitching occurred into the three main functions as a starting point, and then sub-classified them into specific sub-functions based on my own classroom observations. Generally, when teachers realize the lexical items or grammatical concepts are beyond their students' current knowledge, or when they consider some learning points are quite important or want to signal a topic shift, codeswitching would naturally occur to fulfill these specific functions like translation, highlighting or explanation to accommodate students' learning needs. At the same time, in order to save time and effort to ensure that students receive comprehensible input, teachers would encode, highlight or repeat some important task requirements or instructions for clarification, or switch codes for the unfinished tasks when in some pressing situations for efficiency. Based on students' responses, switching to English does increase the comprehensibility of teachers'

utterance, meanwhile, it serves to gain learners' attention to make sure they grasp their teachers' message explicitly. In addition, students are also pleased to hear teachers' praise or advice when the meaning is thoroughly accepted by switching codes, which is quite beneficial to classroom rapport and teacher-student relationship.

Finally, from some casual conversations and debriefing with each instructor, it seems their past language learning experiences and their own language attitudes toward teaching have greatly influenced their current teaching practice, which result in their clear difference in the percentage distributions of TL classroom language use. For, before they became language teachers, they all went through the language learning stage, and the learning habits they established then would gradually form their distinctive beliefs either in learning or teaching. Meanwhile, with the accumulation of teaching experience, their own language attitudes toward teaching would also developed, and the two factors could influence their current teaching practice greatly. According to their teaching experience, they all confirmed the inevitability of classroom codeswitching, that is, they all felt necessary to switching codes to facilitate their teaching work for these beginning-level learners in time-limited classes. But among the three bilingual teachers, only the non-native speaker teacher Emma furthered her TL language learning through the TL, which deepened her understanding as well as stimulated her zest for language leaning, thus she preferred to use Mandarin as much as possible to try to help her students establish the similar learning habits, which just resulted her highest percentage of TL classroom language. On the other hand, because of Sun's insistence to "Chinese-only" monolingual requirement, her teaching attitude toward codeswitching is not that strong positive like Zhao, thus she often limited her

output in English consciously, which resulted her percentage of TL classroom language is lower than Zhao but relatively higher than Emma. However, as we have seen above, they use similar codeswitching patterns and fulfill similar functions as well.

For further study, it would be interesting to test whether such differences and similarities do exist or not in the codeswitching behaviors between native and non-native speaker teachers. Unfortunately, my sample was not large enough in this present study; therefore, it would be not that plausible to make a generalization based on this factor. Moreover, this study just compared the percentage of TL classroom language and the frequency percentage of different types of codeswitching; it might also be interesting to compare discourse on codeswitching strategies. In addition, for the potential reasons that relate with bilingual teachers' different codeswitching practice, the information I gathered was only from some casual conversations with these teachers; to some degree, it was not that sufficient. Other factors such as different language teaching training were not taken into account, which could also be investigated for further study. Finally, since classroom codeswitching is used for language teaching and learning, it is reasonable to take the "teaching" and "learning" as two research aspects. This current study focused on teachers' codeswitching behaviors and also from teachers' perspective, so taking the students' perspective into account may also be an interesting route to take.

APPENDIX A
UFIRB #2010-U-1087-INFORMED CONSENT

Protocol Title: An exploratory investigation of language practice in beginning Chinese class in UF

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study:

The general purpose of this study is to investigate the conflict and accommodation in the use of languages between teachers and learners in beginning Chinese class in UF. The primary focus is on the different behaviors of language practice in classroom. Explore and analyze the motivations, the pedagogical value for the foreign language acquisition.

What you will be asked to do in the study:

Your Chinese lesson will be audio-recorded.

Time required:

50 minutes

Risks and Benefits:

There are no anticipated risks, compensation or other direct benefits to you as a participant in this interview. But participation will yield results that will help bilingual teachers in their teaching of Chinese.

Compensation:

There is no compensation. Your participation will be highly appreciated.

Confidentiality:

Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number. The list connecting your name to this number will be kept in a locked file in my faculty supervisor's office. When the study is completed and the data have been analyzed, the list will be destroyed. Your name will not be used in any report.

Voluntary participation:

Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study:

You have the right to withdraw from the study at anytime without consequence.

Whom to contact if you have questions about the study:

Yanmin Bao, MA Student, Department of Linguistics.

Whom to contact about your rights as a research participant in the study:

IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; phone 392-0433.

Agreement:

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

Participant: _____ Date: _____

Principal Investigator: _____ Date: _____

APPENDIX B DATA TABLES

In the following tables, TL is the short form of target language, refers to Chinese.

Number in that column refers to the occurrence number of sentence totally or mostly in Chinese in each step. CS refers to codeswitching.

Since codeswitching occurred at clause or sentence level can be either viewed as inter-sentential switching or intra-sentential switching. In order to avoid such ambiguity, numbers without brackets in the cell below “clause” or “sentence” refer to clauses or sentences entirely in English (occurred as the inter-sentential switching). On the other hand, numbers in the brackets indicate the occurrence of clause or sentences mostly in English (occurred as the intra-sentential switching). Similar to the switching at word or phrase level, the occurrence number of tag-switching in the “word” level column is also in brackets.

I will use the Table B-1 to make a detailed explanation about how to count the occurrence number of codeswitching to English in this lesson. From this table, I take the step “Introduce new words” as a concrete example. In that line, the number “81” indicates that there are 81 Chinese sentences, including sentences entirely in Chinese and mostly in Chinese which have overlaps of switching to English occurring at word, phrase and clause level. “7 (4)” in the “word” column means that among the 81 sentences, in total, 11 sentences ($7 + 4$) uttered by the teacher have the switching to English at the word level. Among which, 4 are tag-switching while the rest 7 are intra-sentential switching. Similar to “3 (5)”, in which, “3” refers to the number of sentences with independent entire English clause as inter-sentential switching, while “5” means the number of switching to English taking place within the clause boundary but not at word

or phrase level. That is, these 81 sentences also involve 8 sentences (3 + 5) which have a switching either at or within the clause boundary. Finally, for “8(7)”, which means except these 81 sentences, there are other 15 sentences (8 + 7), 8 are entirely in English while the rest 7 are mostly in English, were uttered in this step. As a result, the total number of sentences in this class activity is 96 (81+15).

As a whole, in this class, the total number of sentence the teachers produced is 164 (144 sentences entirely or mostly in Chinese plus 20 sentences totally or almost in English). The total number of sentences with codeswitching is 52 (5 tag-switching plus 17 inter-sentential plus 30 intra-sentential switching or 13 word level plus 9 phrase level plus 10 clause level plus 20 sentence level switching). The occurrence percentage of codeswitching to English in this lesson is $52*100/164=31.7\%$.

Table B-1. Sun's 1st class

Lesson Plan	TL	Type of CS					CS to English occurs at			Totals
		tag	inter	intra	word	phrase	clause	sentence		
Greeting	2									2
Introduce color words	33	1	2	1	1 (1)				2	35
Checking comprehension	5		2	1					2 (1)	8
Change to “The price is right” activity	6		2	2		2	2			6
Elicitation	10									10
Correction	4									4
Introduce new words	81	4	11	25	7 (4)	6	3 (5)	8 (7)		96
Closing	3			1		1				3
Totals	144	5	17	30	13	9	10	20		164
Frequency %		9.6	32.7	57.7	25	17.3	19.2	38.5		
CS% (the occurrence of CS to English in this lesson):		31.7%								

Table B-2. Sun's 2nd class

Lesson Plan	TL	Type of CS			CS to English occurs at				Totals
		tag	inter	intra	word	phrase	clause	sentence	
Greeting	3	1		1	(1)	1			3
Vocabulary quiz	8			1				(1)	9
Changing topic to clothing items	6			2		1		(1)	7
Introduce clothing words	27	2	2	10	5 (2)	3	1(1)	1 (1)	29
Change to text-reading	15								15
Checking students' reading	40		7	4	2			7(2)	49
Grammar points	57	4	10	15	5(4)	4	3(4)	7(2)	66
Closing	5			2	1	1			5
Totals	161	7	19	35	20	10	9	22	183
Frequency%		11.5	31.1	57.4	32.8	16.4	14.8	36	
CS%: 33.3									

Table B-3. Sun's 3rd class

Lesson Plan	TL	Type of CS			CS to English occurs at				Totals
		tag	inter	intra	word	phrase	clause	sentence	
Greeting	5		3					3	8
Explain "zhe"	21	1	2	8	2(1)	2	1(2)	1(2)	24
Listening practice	22		1	1	1			1	23
Evaluating mini oral	13		5	1	1		2	3	16
Review HW	33	2	11	14	4(2)	4	2(3)	9 (3)	45
Review measure word	13		3	3	2	1 (1)		2	15
Activity instruction	7		3	6	3	2	1 (1)	2	9
Checking students' performance	36		2	6	3	1	1	1(2)	39
Closing	3								3
Totals	153	3	30	39	19	9	15	29	182
Frequency%		4.2	41.7	54.1	26.4	12.5	20.8	40.3	
CS%: 39.6									

Table B-4. Zhao's 1st class

Lesson Plan	TL	Type of CS			CS to English occurs at				Totals
		tag	inter	intra	word	phrase	clause	sentence	
Greeting	1		1	1				1(1)	3
Language practice	127	13	34	43	11(13)	11	4(3)	30(18)	175
Checking group performance	9		1	3	3			1	10
Closing	4			3	2	1			4
Totals	141	13	36	50	29	12	7	51	192
Frequency %		13.1	36.4	50.5	29.3	12.1	7.1	51.5	
CS%: 51.6									

Table B-5. Zhao's 2nd class

Lesson Plan	TL	Type of CS			CS to English occurs at				Totals
		tag	inter	intra	word	phrase	clause	sentence	
Greeting	2								2
Warming up	19	1	3	11	6(1)	1	2	1(4)	24
Introduce new words	122	11	32	61	24(11)	8	7(3)	25(26)	173
Classroom activity	39	3	11	8	4(3)	1	2	9 (3)	51
Closing	2								2
Totals	184	15	46	80	49	10	14	68	252
Frequency%		10.6	32.7	56.7	34.8	7.1	9.9	48.2	
CS%: 56									

Table B-6. Zhao's 3rd class

Lesson Plan	TL	Type of CS			CS to English occurs at				Totals
		tag	inter	intra	word	phrase	clause	sentence	
Greeting	3			1		1			3
Language practice 1	27	1	2	12	5(1)		(3)	2(4)	33
Checking performance	15		2	3	2		2	(1)	16
Instruction	3			4	2			(2)	5
Checking performance	20		2	8	5	2	2(1)		20
Instruction	6		1	1			1 (1)		6
Language practice 2	28	2	5	10	5(2)	3	3	2(2)	32
Checking performance	36	2	7	11	4(2)	3	1(1)	6(3)	45
Speaking practice in textbook	28	2	14	17	10(2)	4	2	12(3)	43
Closing	2								2
Totals	168	7	33	67	40	13	17	37	205
Frequency%		6.6	30.8	62.6	37.4	12.1	15.9	34.6	
CS%:	52.2								

Table B-7. Emma's 1st class

Lesson Plan	TL	Type of CS			CS to English occurs at				Totals
		tag	inter	intra	word	phrase	clause	sentence	
Greeting	2			1		1			2
Situational responses	152	1	18	24	9(1)		2(6)	16(9)	177
Closing	3								3
Totals	157	1	18	25	10	1	8	25	182
Frequency%		2.3	40.9	56.8	22.7	2.3	18.2	56.8	
CS%:	24.2								

Table B-8. Emma's 2nd class

Lesson Plan	TL	Type of CS			CS to English occurs at			Totals
		tag	inter	intra	word	phrase	clause	
Greeting	1							1
Vocabulary quiz	15							15
Tips for memorizing characters	7		1	3	2	1		8
Review text content	58		2	4	2	(2)	2	60
Instruction of language practice	5							5
Grammar points	19	2	3	4	2(2)	1	3(1)	23
Check students' performance	13		1	1		1(1)		13
Closing	5		3	2	1	1		8
Totals	123	2	10	14	9	3	10	133
Frequency%		7.7	38.5	53.8	34.6	11.5	15.4	38.5
CS%:	19.5							

Table B-9. Emma's 3rd class

Lesson Plan	TL	Type of CS			CS to English occurs at			Totals	
		tag	inter	intra	word	phrase	clause		
Greeting	3							3	
Introduce new words	44		8	14	3	4	4(4)	51	
Review text content	38		4	6	3	2	2(1)	2	40
Change to "ask for direction" activity	5			1	1			5	
Introduce new words	32	2	1	4	2(2)	1	1(1)	34	
Activity practice	35		1	3	1	1	(1)	1	36
Instruction of group work	12							12	
Closing	5							5	
Totals	174	2	14	28	12	8	12	12	186
Frequency%		4.5	31.8	63.7	27.3	18.1	27.3	27.3	
CS% :	23.7								

APPENDIX C CHI-SQUARE RESULTS

Table C-1 Difference of codeswitching usage

	codeswitching	Mandarin	Total
Sun observed	185	344	529
Sun expected	203.5	325.5	
Zhao observed	347	302	649
Zhao expected	249.7	399.3	
Emma observed	114	387	501
Emma expected	192.8	308.2	
Total	646	1033	1679

[$\chi^2=(df\ 2,\ N=1679)=116.7,\ P=4.6E-26$]

Table C-2 Difference of three codeswitching types usage

	tag-switching	inter-switching	intra-switching	Total
Sun observed	15	66	104	185
Sun expected	15.8	63.9	105.4	
Zhao observed	35	115	197	347
Zhao expected	29.5	119.8	197.7	
Emma observed	5	42	67	114
Emma expected	9.7	39.8	64.9	
Total	55	223	368	646

[$\chi^2=(df\ 4,\ N=646)=3.9,\ P=0.4$]

Table C-3 Difference of four levels codeswitching usage

	word-level	phrase-level	clause-level	sentence-level	Total
Sun observed	52	28	34	71	185
Sun expected	57.6	21.5	27.5	78.5	
Zhao observed	118	35	38	156	347
Zhao expected	108	40.3	51.6	147.2	
Emma observed	31	12	24	47	114
Emma expected	35.5	13.2	16.9	48.4	
Total	201	75	96	274	646

[$\chi^2=(df\ 6,\ N=646)=14.2,\ P=.03$]

Table C-4 Difference between Sun and Emma

	word-level	phrase-level	clause-level	sentence-level	Total
Sun observed	52	28	34	71	185
Sun expected	51.4	24.7	35.9	73	
Emma observed	31	12	24	47	114
Emma expected	31.6	15.3	22.1	45	
Total	83	40	58	118	299

[$\chi^2=(df\ 3,\ N=299)=1.5,\ P=0.7$]

Table C-5 Difference between Sun and Zhao

	word-level	phrase-level	clause-level	sentence-level	Total
Sun observed	52	28	34	71	185
Sun expected	59.1	21.9	25	78.9	
Zhao observed	118	35	38	156	347
Zhao expected	110.9	41.1	47	148.1	
Total	170	63	72	227	532

[$\chi^2=(df\ 3,\ N=532)=10.1,\ P=.02$]

TableC-6 Difference between Zhao and Emma

	word-level	phrase-level	clause-level	sentence-level	Total
Zhao observed	118	35	38	156	347
Zhao expected	112.2	35.4	46.7	152.8	
Emma observed	31	12	24	47	114
Emma expected	36.8	11.6	15.3	50.2	
Total	149	47	62	203	461

[$\chi^2=(df\ 3,\ N=461)=8,\ P=.045$]

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BIOGRAPHICAL SKETCH

Yanmin Bao was born in Zhoushan, Zhejiang Province, China. She grew up mostly in Zhoushan, graduating from Zhoushan Senior High School in 2005. In 2009, she earned her B.A. in English from Harbin Normal University. Her undergraduate thesis was awarded Excellent Graduation Thesis in 2009. During her four years in college, she won Outstanding Student Scholarship for every year. In addition, in 2006, she was awarded Triple-A student and was named the Best Athlete in annual college sports as well; at the same year, she was elected chairman of the students association. Then in 2007, she was awarded Excellent Student Cadre.

Yanmin entered the graduate program in the Linguistic Department at the University of Florida (UF) in 2009. She was interested in sociolinguistics, especially in codeswitching, and gender and language. From her TA work, as teaching Chinese at UF, she found it would be interesting to analyze teachers' Mandarin-English codeswitching behaviors in Chinese classes in an American university setting, since few studies have focused on this aspect, and fewer have investigated to what extent teachers differ and resemble in the classroom codeswitching usage. She chose this as her M.A. thesis research topic and collected data from Beginning Chinese classes at UF, after one year's work, she finished her thesis and successfully defended it in October 2011.

Upon completion of her M.A. program, Yanmin will continue her linguistic study at UF, and she also received the admission to the Ph.D. program in 2011.