

國立交通大學
英語教學研究所碩士論文

A Master Thesis
Presented to
Institute of TESOL,
National Chiao Tung University
In Partial Fulfillment of the Requirements
for the Degree of
Master of Arts

英語課堂上中英文使用的情況和理念之探討：以台灣

兩位大學英語教師為例

**Teachers' Practice and Beliefs of L1 and TL Use
in the Foreign Language Classroom: A Case Study of
Two College Teachers in Taiwan**

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中華民國 九十九年八月

August 2010

論文名稱：英語課堂上中英文使用的情況和理念之探討：以台灣兩位大學英語教師為例

校所組別：國立交通大學英語教學研究所

畢業時間：九十九學年度第一學期

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中文摘要

母語(L1)在教室的使用長期以來一直是研究第二語言(L2)和外語(FL)學習的探討重點之一，而最近相關研究也提出教師理念對語言教學的重要性。然而仍少有實驗性的研究提出教師語言使用理念與實際語言教學之間的關聯。因此，本研究旨在探索教師在外語教室內母語與目標使用的情形，以及教師語言使用理念與實際語言教學的關聯。

本研究目的在探索兩位台灣的大學英語教師在課堂上使用母語(中文)和目標語(英文)的情形及兩位教師語言使用的理念。以下為四個研究問題：第一，教師在英語教室內使用多少的母語和目標語？第二，教師使用母語和目標語在功能上有甚麼不同？第三，教師的語言使用理念為何？第四，教師語言使用理念和實際教室內語言教學情形有何關聯？兩位台灣大學英語教師參與本研究。研究資料的蒐集是透過課堂觀察與訪問教師的語言使用理念。教室觀察以及教師訪問皆以錄音的方式作為日後分析的資料。本研究的資料分析方法參考及使用Kim and Elder (2005)的跨語言語碼分析系統‘FLAATT’(Functional Language Alternation Analysis of Teacher Talk)(教師語言轉換的功能分析)。

研究結果顯示兩位教師在母語和目標語使用的數量以及功能上皆有很大的不同。此外，兩位教師亦呈現分歧的語言使用信念，差異的理念解釋為何以及如何兩位教師在同一教學情境下有如此不同的母語及目標語的使用。整體而言，兩位教師的語言使用理念和實際的教室語言使用呈現一致的結果。本研究希望能解釋影響教師語言使用的選擇以及教師的理念如何對實際的語言教學產生深遠的影響，也希望能讓外語教師了解自身的語言使用理念和實際語言教學的關聯。

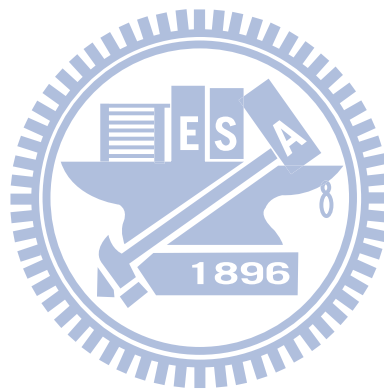
ABSTRACT

Research of second and foreign language (FL) learning have been interested in the issue of first language (L1) use in classrooms and recently have suggested a critical role of teacher belief in practice of teaching. However, research which has empirically documented the link between teachers' beliefs of language use in classrooms and their practice of teaching is still scant. Therefore, this study attempts to explore teachers' actual language use (the L1 and the TL) in the classrooms as well as the relationship between their beliefs of language use and their actual language teaching behaviors in classrooms.

The present study aims to explore two Taiwanese English teachers' L1 (Chinese) and TL (English) use in class and their beliefs of language use. Four research questions guide the investigation of the study: (1) What are the amounts of teachers' uses of the L1 and the TL in the FL classroom? (2) How do teachers differ in the functions of their code-switching between the L1 and the TL? (3) What are the teachers' beliefs of language use in FL classrooms? and (4) What is the relationship between teachers' beliefs of language use and their actual code-switching behavior in the classrooms? Two Taiwanese college English teachers participated in the study. Data was collected through classroom observation and teacher interview concerning teacher's beliefs of language use in the context of FL teaching. Both classroom observation and teacher interview were audio recorded for analyzing. The study adopted the cross-linguistic coding system 'FLAATT' (Functional Language Alternation Analysis of Teacher Talk) developed by Kim and Elder (2005) to analyze classroom data.

Results of the study showed a very different language use between the two teachers both in the amount of TL and L1 use and in the functions language

performed. Moreover, the two teachers' beliefs of language use in FL classrooms are divergent in some degree as well, which explains how and why teachers in the same EFL teaching context act distinct in terms of TL and L1 use. Overall, both teachers' language uses in the classrooms are in consistent with their self-reported beliefs. To conclude, the study may be of importance in explaining what may influence teachers' decision-making of language use and how teachers' beliefs have profound impact on their actual language teaching behaviors, as well as in providing FL teachers with a better understanding of how beliefs of language use are related to their language teaching behaviors.



ACKNOWLEDGEMENTS

To complete a thesis is by no means easy. For revising this thesis is coming to an end, I would like to express my gratefulness to those who have given me a helping hand on the road of getting MA degree.

First and foremost, I would like to thank my advisor, Professor Stephanie Cheng, for her support and guidance throughout this meal. Professor Cheng dwells at great length in revising my thesis draft and does not mind taking the trouble to repeatedly discuss all the details with me, which lead me to the right direction of the study. Without her complete devotion and encouragement, completing this thesis would be arduous and tortuous.

My heartfelt gratitude also goes to the committee members, Dr. Yu-Chih, Sun and Dr. Wen-Hsing, Luo, who offered insightful suggestions and comments that help improve my thesis. I would also like to express my deep thankfulness to those who are generous in helping me collect data. Their cordial attitudes toward participation in the study make the process to a success.

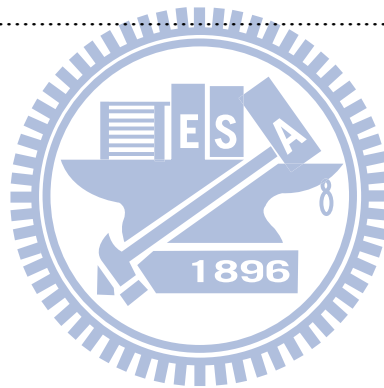
Last but not the least, I would like to dedicate this thesis to my dearest parents for they support me to the best of their ability and always stand by my side. Meanwhile, my dear friends in TESOL of NCTU who gave me numerous indescribable helping cannot be ignored. Because of their company and encouragement in all the three years, I was not knocked down by all the difficulties confronted in the process of writing the thesis.

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CHAPTER ONE

INTRODUCTION

Background and Rationale

The trend of globalization has made a huge impact on many aspects of societies at various levels, including language policies of many non-English-speaking countries (Kirkgöz, 2009), such as Taiwan, Korea, Japan and Turkey. Recently, many language policies on English education at various levels are recommended in order to enhance students' English proficiency and have them be internationally competitive (中央社, 2007). Some language educators suggest that we should provide enrich English environment at various education levels in Taiwan by encouraging courses taught entirely in English.

At the level of college education, it is suggested that content courses taught in English should be provided for international students so as to become internationalized university. Therefore, in recent years, more and more college courses are instructed entirely in English in order to confirm the needs. Under the claim of creating enrich English environment for students and under the trend that content courses are to be taught in English, without saying, English language courses are examined more strictly than ever. The concept that English should be the predominant language in language classrooms is gradually admitted of no doubt, which lead the practice of using L1 to teach English class to receive criticisms from societies. The issue of whether teachers should use students' mother tongue to teach English in classrooms thus has been examining and received more attention in recent years.

The issue of teachers' L1 use in language classrooms is always controversial and has been debated by many language teachers and researchers for last decades.

Research on teachers' L1 uses in the second language (SL) and foreign language (FL) classroom has been a fruitful endeavor in the last two decades. Whether teachers should use students' L1 in FL classrooms has been discussed from various language teaching and learning perspectives. Some researchers believe that using only target language (TL) in SL and FL classrooms makes the language real and that switching to the L1 undermines language learning process (Ellis, 1985). On the other hand, L1 was claimed for a role in learning and teaching another language in that L1 not only facilitates students' understanding of complicate grammar rules, but also reduces students' anxieties of learning a foreign language (Swain & Lapkin, 2000).

In earlier studies of teachers' language use in SL and FL classrooms (Duff & Polio, 1990; Gass & Madden, 1985; Guthrie, 1987; Polio & Duff, 1994; Stern, 1992), the quantity of teachers' L1 and target language (TL) use is the research focus; many educators and researchers aim to find out an optimal amount of L1 use in order to establish principles of teachers' language uses. Various studies indicate that the amount of teachers' L1 and TL use varies according to different course objectives and different teaching contexts (Duff & Polio, 1990; Macaro, 2001). Many factors that influence teachers' L1 and TL use have also been identified such as language policy, classroom activities and teachers' beliefs of language use (Liu, Ahn, Baek, & Han, 2004; Macoro, 2001; Rolin-Ianziti & Brownlie, 2002). Among these factors, teacher belief of language use is especially evidenced to be one of the significant factors that influence teachers' language choices between the L1 and the TL (Duff & Polio, 1990; 1994; Kim & Elder, 2005; 2008).

Recently, the research focus of teachers' language use in classrooms has been shifted from the debate on how much L1 should be used to the exploration on when teachers use students' L1 and for what purposes. Similar functions have been found on teachers' uses of L1, such as in situation when teachers explain complicated

content, manage students' behaviors and build relationship with students (Levine, 2003; Rolin-Ianziti & Brownlie, 2002). Rolin-Ianziti and Brownlie (2002) found that teachers increase their use of students' L1 to explain grammatical forms. Levine (2003) also found that teachers regarded L1 as a useful tool when communicating about grammar usage, tests or assignments. However, the coding schemes used in previous studies are not cross-linguistic consistent, and more contextual factors should be taken into consideration when analyzing the functions of teachers' L1 use (Kim & Elder, 2005; 2008).

In addition to the actual language use in the classrooms, teachers' perceptions and beliefs of L1 and TL use in the classrooms have been received a lot of attention. Many studies show that teacher belief of language use is a key factor influencing their language choices (Duff & Polio, 1990; Kim & Elder, 2005; Liu, Ahn, Baek, & Han, 2004; Macoro, 2001). Some researchers further examine teachers' beliefs of language use to explain why teachers use L1 in certain situations. It is generally agreed that English teachers have certain preconceived ideas and individualized approach about teaching English (Levine, 2003; Liao, 2007). Teachers' beliefs of language teaching might come from previous pedagogical training, knowledge of language learning theories, official policy, and classroom experience (Levine, 2003). Hence teachers' knowledge and beliefs play critical roles in their professional practice of teaching (Ellis, 2004); these beliefs about English teaching help understand how teachers implement their teaching and their instructional procedure (Liao, 2007). However, although teachers' beliefs of language use are critical for the practice and decision-making, some researchers pointed out that language teachers show different language teaching behaviors from their self-reported beliefs of language use in class. In other words, language teachers may be unaware of their use of L1 and TL during class, even though they each have unique sets of beliefs about how to best approach

English teaching (Liao, 2007).

Although there is a growing number of research conducted on teachers' L1 and TL use in FL classrooms, more specific principles about teachers' language use such as when and how to use the TL or the L1 and for what purposes still need to be established in Taiwan, especially at the university level. In addition, comparing to studies on the amount and the functions of teachers' uses of L1, research on the relationship between teachers' beliefs of language use and their practice of teaching deserves more attentions. Therefore, the present study takes a step further to examine the relationship between teachers' beliefs of language use and their practice of teaching.

Purpose of the Study

The purposes of the study are mainly to explore the relationship between FL teachers' beliefs of language use and their actual teaching behaviors in class. The specific purposes are:

1. To examine how much L1 and TL the teachers used in class,
2. To realize the functions of the teachers' code-switching between TL to L1,
3. To explore the teachers' beliefs of L1 and TL use in FL classroom,
4. To investigate the relationship between the teachers' beliefs and actual practice in teaching.

Research Questions

The following four research questions guided the investigation of the present study:

1. What are the amounts of two college English teachers' uses of the L1 and the TL in foreign language classroom?

2. How do teachers differ in the functions of their code-switching between the L1 and the TL?
3. What are the teachers' beliefs of language use in foreign language classrooms?
4. How teachers' beliefs of language use are related to their actual code-switching behavior in the classrooms?

Significance of the Study

It is hoped that by answering questions of the present study, it will contribute to our understanding of the relationship between FL teachers' beliefs of language use and their practice in language teaching. The values of the study are manifested from two perspectives. First, the examination of the amount and the functions of teachers' uses of L1 and TL provide teachers' actual teaching behaviors in class, which allows the comparison of teachers' beliefs of language use and their practice. Second, there is a further discussion on how teachers' beliefs of language use influence their actual teaching behaviors in class, which may provide insights of the relationship between teachers' beliefs and practices of language use. Finally, such an examination may lead to a better understanding of how FL teachers in university level reflect their beliefs of language use on their practice in teaching.

Definition of Terms

Code-switching: “Code-switching’ is generally used to cover the shift of one language (or code) to another at both inter-sentential and intra-sentential levels” (Ho, 2008, p. 18). Inter-sentential code-switching is the switch to another language at the sentence boundary, and intra-sentential code-switching refers to the switch to another language within a sentence (Myers-Scotton, 1993).

AS-Unit: “The unit termed AS-unit is a mainly syntactic unit. An AS-unit is a single

speaker's utterance consisting of *an independent clause, or sub-clausal unit*, together with any *subordinate clauses(s)* associated with either" (Foster *et al.*, 2000).

FLAATT: 'The Functional Language Alternation Analysis of Teacher Talk' (FLAATT) is a multiple-category coding system designed for the analysis of teacher talk in terms of a range of pedagogic functions (Kim & Elder, 2005).



CHAPTER TWO

LITERATURE REVIEW

Introduction

In second and foreign language (SL/FL) classrooms, teacher use of learners' first language is a controversial issue. Many researchers have debated on this issue for a long period of time and different viewpoints toward the use of learners' L1 in language classrooms are proposed. The present study first discusses theories and reasons for avoiding and supporting the use of students' L1 in classrooms. Secondly, previous studies that investigate teachers' code-switching between TL and L1 in the classroom are reviewed. Thirdly, the approaches of analyzing the amount and the functions of teachers' TL and L1 use are presented. Lastly, studies that describe teachers' beliefs of TL and L1 use in language classrooms are addressed.

Teachers' Uses of L1 and TL in the Classroom

When researchers address the issue of first language (L1) and target language (TL) use in SL and FL classrooms, especially the idea of exclusive TL use, there is always a debate for whether students' L1 should be used in language classrooms (Cook, 2001; Macaro, 2001; Storch & Wigglesworth, 2003; Turnbull, 2001). Two opposing positions claim their ideas toward this issue; on one side of the issue, it is believed that teachers' use of L1 undermines the language learning process (Macaro, 2001) and thus L1 should be avoided in the classroom; on the other side of the issue, students' L1 is claimed for a role since it serves numerous functions for learning a second and foreign language from several learning perspectives (Cook, 2001; Storch & Wigglesworth, 2003; Greggio & Fil, 2007). In the following section, I'll first review literature avoiding use of L1 in language classrooms, and then those support

the use of L1 in language classrooms.

Avoiding Use of L1 in Language Classrooms

For the opposition that discourages the use of students' L1 in language classrooms, Cook (2001) proposed three versions of teachers' use of L1. For the 'strongest' version, the L1 is totally banned in the class; for the 'weakest' version, the L1 is claimed to use as little as possible in the class. Another version, 'maximize the TL in the classroom,' is claimed by most researcher and educators nowadays which stresses the importance of the TL instead of emphasizing the detrimental effect of L1 on TL learning or acquisition.

The TL-only position can date back to the end of the 19th century, when the exclusive use of TL in language classrooms was advocated in many teaching methods (Cook, 2001; Liu, Ahn, Baek & Han, 2004; Storch & Wigglesworth, 2003). It was believed that teachers should perform every classroom task in the TL which allows learners to exposure to the TL maximally and to have enough opportunities to practice the language being learned (Çelik, 2008). The teaching methods such as the Direct Method, the Total Physical Response Method and the Natural Approach were influenced by Chomsky's theory of innate language acquisition, believing that comprehensible language input occupies an indispensable role in language acquisition (Liu, Ahn, Baek & Han, 2004). The role of L2 input was thus believed to be denied when teachers used the L1; therefore, using L1 was regarded as deterioration in language acquisition process (Liu, Ahn, Baek & Han, 2004). Among the teaching methods, the Communicative Approaches, designed for learners to maximize the use of the TL in the classroom, were widespread and adopted by many language teachers. Students' mother tongue is therefore suggested to use as little as possible (Storch & Wigglesworth, 2003). Therefore, the mainstream and the trend in twentieth-century

language teaching methodology is this anti-L1 attitude and the ideal language classroom is to minimize the use of L1 (Cook, 2001).

According to Cook (2001), there are some arguments for avoiding using L1 in language learning classrooms. The unwillingness of using L1 in language classrooms can be traced back to some language learning theories. One of the original reasons of using TL maximally in language classrooms is that second language learning is believed to be processed as monolingual children acquire their mother tongue; that is, L2 learners should not rely on their L1. However, Cook (2001) claims that this justification for maximizing the TL use and avoiding the L1 use based on L1 acquisition is not a convincing one. Moreover, it is claimed that the proper model for learning another language should be based on the natural acquisition of a second language rather than the L1 acquisition (Butzkamm, 2003). It is also claimed that children who grow up with two languages actually employed both languages to facilitate their acquisition or learning of the other language; bilingual children not only used two languages to help clarify meanings, but also practiced the two languages at the same time consciously (Butzkamm, 2003).

Another reason for avoiding L1 use in classrooms is that successful L2 acquisition is believed to be achieved only if the L2 is separated from the L1, that is, L2 should be learned for its only existence instead of connecting with the L1 (Cook, 2001). In this way, the two languages are regarded as two distinct systems in learners' mind and the L2 is built up as a separating system (Weinreich, 1953). However, several researchers claim that the two languages are actually interwoven in L2 learners' mind no matter in the aspect of vocabulary, syntax, phonology or pragmatics (Beauvillain & Grainger, 1987; Cook, 1994; 2001; Locastro, 1987; Opler, 1982). It is also argued that learners use one single conceptual system to store L1 and L2 vocabulary meanings; therefore, it is impossible that the L2 meanings exist separately

from the L1 meanings in learners' mind (Cook, 1997b).

The notion of avoiding the use of L1 in SL and FL classrooms apparently supports Krashen's (1981) hypothesis, the Acquisition-Learning Hypothesis and the Input Hypothesis, for instance. It was believed that language 'acquisition' is different from language 'learning' in that acquisition is a more integral process and it can only happen in a target language environment; in other words, the mother tongue is impossible to play any role in this acquisition process (Çelik, 2008). As Krashen and Terrell (1983) stated, "Adult also can acquire: they do not usually do it quite as well as children, but it appears that language acquisition is the central, most important means for gaining linguistic skills even for an adult" (p.18). It was also argued that input is the indispensable element in the L2 curriculum in that the classroom is a place for language students to obtain comprehensible inputs that are indispensable for language acquisition.

Moreover, the viewpoint of the maximal use of the TL is also evidenced in part of the second language acquisition (SLA) research that is related to classroom input and interaction, in which teachers' and students' uses of L1 are always not the issue under discussion (Levine, 2003). It is a well-known belief that SLA is strongly influenced by the students' L1 and that the role of L1 in SLA is negative (Ellis, 1985). Ellis (1985) argued that SL or FL teachers should not overuse students' mother tongue since it decreases students' opportunities to receive valuable TL input. The strongest theoretical rationale for teachers' maximized TL use seems to expose learners to TL input (Turnbull, 2001). Several studies have shown that input is crucial for SL learning (Seliger, 1977; Wong-Fillmore, 1985; Turnbull, 2001). It was widely assumed in the late twentieth-century of the SLA research field that the quantity of the TL is one of the important variables in the successful acquisition of the TL; in other words, students could acquire another language successfully if they receive more SL

or FL input (Day, 1984). Seliger (1977) claims that those ESL students who were more proficient in English obtain significantly more TL input either inside or outside classrooms than those who receive low level of TL input. Wong-Fillmore (1985) also suggests that teachers help students' comprehension by translating to students' L1 lead to students' ignorance of the TL since they find that it is not necessary to pay attention to the language being learned.

It is these justifications for using the TL maximally in language classrooms that lead students' L1 as a negative element in SL and FL learning process; the mother tongue is used as a helpful tool only in emergencies (Butzkamm, 2003, p. 29).

Support the Use of L1 in Language Classrooms

Although the role of L1 is perceived as an obstacle for learning another language in part of the early viewpoints of SLA, a conviction that the L1 has a necessary and facilitating role in SL and FL classrooms increasingly appears among a number of later research (Antón & DiCamilla, 1998; Butzkamm, 1998; Cook, 2001 & 2005; Cole, 1998; Çelik, 2008; Gass, 2005; Macaro, 2001; Schweers, 1999; Turnbull, 2001). Dulay (1982) claims that in recent years the L1 is no longer considered as a negative 'interference' in learners' acquisition of a second language; on the contrary, for bilinguals, both the first and second language are regarded as selections of their communicative repertoire.

Many of professionals in the field of SLA argue against the L2-only proponents from numerous language learning perspectives (Antón & DiCamilla, 1998; Brooks & Donato, 1994; Cole, 1998; Swain & Lapkin, 2000; Villamil & De Guerrero, 1996). From the sociocultural perspective, L1 apparently facilitates learners' SL and FL learning process. Antón & DiCamilla (1998) examined the social and cognitive functions of L1 use in the L2 learners' collaborative speech of in the classroom. They

claimed that within the theoretical framework of Vygotskian psycholinguistics, students' use of L1 was found to provide scaffolded help to peers and to construct a shared knowledge of the task which enabled the zone of proximal development (ZPD) worked effectively; in addition, L1 was used in the form of private speech to solve problems by learners in which L1 was supported as a cognitive tool (Antón & DiCamilla, 1998). Cole (1998) suggests that students' shared knowledge of the L1 benefit them in learning a new language; teachers can help students increase the understanding of L2 by uncovering their previous L1 learning experience. Brooks and Donato (1994) also found that students' L1 facilitates their negotiation of meaning and communication successfully in the TL; the use of L1 enables learners initiate and sustain verbal interaction with one another. Villamil & De Guerrero (1996) claimed that using the L1 was an important strategy to gain control of the task in that "the L1 was an essential tool for making meaning of text, retrieving language from memory, exploring and expanding content, guiding their action through the task, and maintaining dialogue" (pp. 60). It seems that the L1 is used naturally by L2 learners when they engage in the process of interactions and problem-solving tasks (Villamil & De Guerrero, 1996). Swain and Lapkin (2000) also contend that students are able to accomplish their tasks more effectively by accessing to the L1 input. Therefore, it was argued that "judicious use of the L1 can indeed support L2 learning and use. To insist that no use be made of the L1 in carrying out tasks that are both linguistically and cognitively complex is to deny the use of an important cognitive tool" (pp. 268-269).

Aside from the cognitive learning theories, still many others suggest from several different perspectives about the value of the L1, such as from linguistic, psychological and strategy using perspectives (Atkinson, 1987; Auerbach, 1993; Butzkamm, 2003; Cole, 1998; Çelik, 2008; Harbor, 1992; Storch & Wigglesworth, 2003). The L1 is claimed to be an indispensable tool for learners to compare the linguistic differences

between the two languages such as syntactic features (Cole, 1998; Çelik, 2008). It is also suggested that students are able to be aware of the language learning process and reduce potential L1 interference by comparing and contrasting the forms and meanings of the L1 and the TL (Butzkamm, 2003; Çelik, 2008). Storch & Wigglesworth (2003) also claimed that using the L1 is a normal psychological process for learners since they share understanding of the performed tasks and which allow them to initiate and sustain verbal interaction successfully; learners can provide each other the meaning of the unknown words more directly in their L1. Moreover, Atkinson (1987) proposes some advantages of mother tongue uses from three perspectives. One of the significant advantages of using the L1 is the translation technique which is regarded as a ‘learner-preferred strategy’; it is a natural process for learners to correlate the syntactic structure and vocabulary of TL to their familiar mother tongue (Harbor, 1992). Another advantage is described from a humanistic approach in that learners’ L1 helps establish their identities if their culture background is valued and respected by teachers (Çelik, 2008), as Atkinson (1987) stated, “Common sense suggests that a belief in the way one approaches a task is likely to affect one’s chances of success” (p. 242). Additionally, the L1 may provide learners a sense of security and past living experiences which lead them to express ideas freely and thus are willing to take a chance to perform tasks in the TL (Auerbach, 1993; Çelik, 2008). The last advantage is from the time-saving perspective; the use of the L1 is sometimes efficient in terms of saving time which is needed to achieve a specific purpose (Atkinson, 1987; Harbor, 1992).

The L1 seems to provide a familiar and effective way either in enhancing learners’ comprehension of the TL by connecting to their previous L1 learning knowledge or in establishing their confidence of learning a new language. Cook (2001) suggests that teachers should maximize the use of TL without avoiding the L1 ‘at all

costs'. L1 and TL should be used complementary according to the stages of the language learning process; besides, the purposes of the organization where the language is being learned are also crucial factors (Stern, 1992). However, it should also be defined clearly the maximal and optimal TL use in terms of the quantity and the quality; how much TL use is appropriate for students in different stage of language learning process and when it is acceptable for teachers to use students' L1 (Turnbull, 2001).

Empirical Studies on Teachers' Uses of TL and L1 in Language Classrooms

An examination of teachers' uses of TL and L1 in language classrooms had been a fruitful endeavor in the mid 1990's. Researchers aimed to describe teachers' code-switching between TL and L1 in SL and FL classrooms; the quantity of teachers' TL and L1 use, the functions of teacher using students' L1, the factors influencing teachers' language choices, and teachers' beliefs and attitude toward their use of the L1. The following section will discuss issues related to teachers' uses of TL and L1 in bilingual or multilingual educational contexts around the world.

The Amounts and Factors of Teachers' Uses of L1

Several studies have been conducted on the amount of teachers' TL use in the SL classroom. The quantity of TL input is regarded as crucial since there is little opportunity for learners to receive TL outside the classrooms, especially in foreign language learning contexts (Duff & Polio, 1990). Linguistic input and interaction in the ESL classroom have both been described by many researchers; however, the FL classroom, an area which deserves much more attention, has not been fully examined so far (Polio & Duff, 1994). Noticing that few studies have addressed the issue of input in FL learning contexts either theoretically or empirically, several researchers

recently quantified teachers' uses of students' L1 and TL in FL classrooms and analyzed factors influencing their language choices (Duff & Polio, 1990; Liu, Ahn, Baek & Han, 2004; Kim & Elder, 2005;2008; Levine, 2003; Macaro, 2001; Rolin-Ianziti & Brownlie, 2002). Duff and Polio (1990) studied thirteen different FL classes at the university level; Macaro (2001) investigated 6 student teachers in 14 FL lessons in a secondary school; Rolin-Ianziti and Brownlie (2002) examined four college teachers teaching beginning French; Levine (2003) conducted an Internet-based questionnaire study on university-level FL classes; Liu, Ahn, Baek & Han (2004) investigated secondary school teachers in South Korea; Kim and Elder (2005) examined seven foreign language teachers at the university level.

Although it is generally agreed that the classroom must create an input-rich environment in which learners have optimal opportunities to use the TL meaningfully through many types of interaction, there is much research evidence of teachers' frequent use of students' L1 in FL classrooms (Kim & Elder, 2008). Different degrees of L1 use by teachers were reported in several studies; varied extent of L1 use (Duff & Polio, 1990; Liu, Ahn, Baek & Han, 2004; Kim & Elder, 2005;2008) and relatively low levels of L1 use (Macoro, 2001; Rolin-Ianziti & Brownlie, 2002; Levine, 2003) were both found. Numerous factors that influenced the quantity of teachers' use of L1 and their decision making of language use were thus discussed in these studies.

Duff and Polio (1990) reported the amount of TL and L1 found in thirteen different university-level foreign language classes. The teachers were all native-speakers of the language being taught, and English was the students' L1. A broad range of TL use by the teachers was found; the ratio of the TL use was from 10 percent to 100 percent. The researchers further suggested several possible factors/variables related to the teachers' language use according to the teacher interview, including a) language type; b) departmental policy; c) lesson content; d)

materials; and e) formal teacher training. The teachers used the L1 in administrative announcement instead of using the TL. The researchers believed the teachers were able to use as much TL as possible since using L1 in these contexts deprives students of many opportunities to receive and practice in the TL. Moreover, the researchers found that language proficiency may not be a key factor in limiting teachers' use of the TL since even FL native-speaker teachers who have a high level of TL proficiency tend to use students' L1 during classes. Similar results were found in Kim and Elder (2005). Kim and Elder (2005) examined the language choices made by seven native-speaker teachers of Japanese, Korean, German and French in foreign language classrooms in New Zealand secondary schools. English was the L1 of the students. All the teachers were found using L1 in class, but the amount of their use of the TL and L1 varied to a great extent; the proportion of TL use ranged from 23% to 88%. In accordance with Duff and Polio (1990), the researchers concluded that being native speakers of TL did not guarantee a high proportion of TL use. On the other hand, Liu, Ahn, Bae, & Han (2004) pointed out that non-native FL teachers seemed to agree that limited TL proficiency was one of the reasons that restricted their use of the TL (Liu, Ahn, Bae, & Han, 2004). Liu, Ahn, Bae, & Han (2004) investigated 13 high school English classrooms and found that, although the amount of TL use was similar to Duff and Polio (1990) in that the percentage varied from 10 percent to 90 percent, one of the main reasons that the teachers were not using as much English as they could was because of the lack of oral proficiency or confidence in using the TL (Liu, Ahn, Baek, & Han, 2004). Although it cannot be fully evidenced that language proficiency is *the* significant factor influencing teachers' use of TL and L1 from these study results, Duff and Polio (1990), Kim and Elder (2005) and Liu, Ahn, Bae, & Han (2004) do indicate that teacher code-switches from the TL to students' L1 to facilitate students' understanding and to enhance their comprehension of the content.

Students' L1 seems to be perceived as a more effective medium than the TL when the teachers perform complicated instructions and teaching activities. Several studies show that activity type seems to be one of the factors that affect teachers' choices of instructional language (Duff & Polio, 1990; 1994; Kim & Elder, 2005; 2008; Liu, Ahn, Baek, & Han, 2004; Macoro, 2001; Rolin-Ianziti & Brownlie, 2002; Levine, 2003). The following research reveals that teachers tend to use more L1 when performing more complicated teaching activities. Rolin-Ianziti and Brownlie (2002) conducted a project in a FL context in which teachers used L1 to actively promote an immersion approach to FL teaching. The language uses of four college teachers of beginner French were examined. The results showed relatively low percentages of L1 use; the percentage of L1 use among the four teachers in listening activities varied from 0 percent to 18.15 percent. The researchers further discovered that the amount of L1 was higher in grammar activities than in listening activities. In other words, explaining grammatical forms seems to be a motivator that led the teachers to significantly increase their use of the L1. Similar findings were also revealed by Macoro (2001) and Levine (2003). Although a relatively low level of L1 use was discovered in both studies, Macoro (2001) and Levine (2003) indicated that teachers code-switched to students' L1 to perform certain teaching activities. Macaro (2001) examined how six student teachers made decisions about L1 and TL use in their FL classes after they had been exposed to theoretical positions and empirical studies on the issue of code-switching in a 36-week training program. The findings revealed a relatively low level of L1 use by the student teachers; there was only a 6.9 percent (Mean) use of the L1 in teachers' total talk. The teachers tended to resort to L1 when providing meanings of lexical items, enhancing comprehension and promoting interactions. Levine (2003) conducted an Internet-based questionnaire study in university-level FL classes in which 600 FL students and 163 FL teachers responded

to questions on the Internet according to their estimations of the TL use in the class. In accordance with previous studies, activity type was a factor influencing their use of the L1; the teachers perceived L1 to be a more effective medium than the TL for communicating about grammar usage, tests or assignments. Kim and Elder (2005) also found FL teachers tended to use L1 when the lesson involved more communicative peer interaction which required more complicated instructions to set up the activities. Considering the low proportion of L1 use and functional use of the L1, Macoro (2001) concluded that there is little reason to exclude the use of L1 in classrooms; L1 could be a valuable tool to facilitate L2 learning when making L1 and TL associations at either a semantic level or at a morphosyntactic level (Macoro, 2001). Moreover, rather than denying a role of L1 in the classroom, teachers should accept the fact that the L1 serves numerous functions in the FL class; in the meantime, some principles need to be established by understanding the functions and consequences of code-switching in FL classrooms (Macoro, 2001; Levine, 2003). Liu, Ahn, Baek, and Han (2004) also suggest that rather than using English exclusively in the classroom, code-switching may provide a useful and necessary tool for educators at all levels if L1 and TL are used based on clear-established guidelines. As Macoro (2001) stated, “As a teaching community we need to provide, especially for less experienced teachers, a framework that identifies when reference to the L1 can be a valuable tool and when it is simply used as an easy option. In this way we may work towards a theory of optimality for the use of code-switching by the teacher” (p, 545).

Another crucial factor that influenced the different degrees of L1 and TL use in the classrooms is teachers’ beliefs and attitude toward language use. In Duff and Polio (1990), it was the teachers’ varied attitudes that affected their different degrees of TL use; teachers who had been trained to use more of the TL and who believed such use effective used higher ratios of TL (Duff & Polio, 1990). In Macoro (2001), teachers’

varied attitudes also well explained the wide range of ratio of TL use. Several teachers conveyed their reservations about using more of the TL than they currently use. A few mentioned that it took too long to get their point across in the TL. Furthermore, Liu, Ahn, Baek, and Han (2004) indicate that teachers' beliefs and attitudes appeared to influence their decisions to switch codes; the teachers who spoke far less TL than others were those who did not feel the need or the pressure to use TL. Kim and Elder (2005) agreed that the factor of teacher belief needs to be further examined since teachers' beliefs and attitudes about language learning may determine the content and the structure of the lesson.

The Functions of Teachers' Uses of L1

The proportion of teachers' uses of L1 and TL is not the only critical variable that explains the L2 acquisition process. Chaudron (1988) stated that "as several have argued and attempted to demonstrate in their data, it is the functional allocation of the TL relative to the L1 which would indicate to the learner the priorities of the extended social environment those schools and teachers represent" (p. 124). That is to say, to describe teachers' uses of L1 in different classroom contexts, understanding only the quantitative estimation of L1 use is oversimplified and insufficient. Therefore, several researchers further examined the functions of teachers' uses of L1 in FL classrooms by analyzing teacher talk in class and by interviewing the teachers to fully explain teachers' language uses (Ferguson, 2003; Greggio & Fil, 2007; Liu, Ahn, Baek, & Han, 2004; Polio & Duff, 1994; Rolin-Ianziti & Brownlie, 2002; Storch & Wigglesworth, 2003). A more qualitative perspective is specifically used to illustrate the functions of teachers' uses of L1 in FL classrooms.

In a FL learning context, Polio and Duff (1994) found that teachers' uses of students' L1 were mainly to (a) explain grammar, (b) manage the class, (c) index a

stance of empathy or solidarity towards students, (d) translate unknown vocabulary items and (e) help students when they have problems understanding. Ianziti & Brownlie (2002) also found similar functions of teachers' switching to L1. In an EFL context, Ianziti & Brownlie (2002) adopted Polio and Duff's (1994) coding categories of functions and found that teachers used learners' L1 mainly for (1) translating and contrasting; (2) commenting, managing the class, and answering student requests and (3) expressing state of mind. Greggio & Fil (2007) further analyzed the functions of teachers' two-way code-switching in an EFL context, that is, the functions of the switching from TL to L1 or from L1 to TL. They investigated the use of English and Portuguese in two groups, a beginner group and a pre-intermediate group. The results showed that teachers' code-switching in the two groups were to: (a) mark the beginning of class (L1 to L2); (b) get the learner's attention (L2 to L1); (c) maintain the planned structure of the class (L1 to L2); (d) facilitate/clarify understanding of grammatical rules and structures (L2 to L1); (e) provide equivalent meaning in L1/translate vocabulary(L2 to L1) and (6) give advice (L2 to L1).

Similar functions were found in several studies of FL teachers' code-switching from TL to L1. Regarding to these functions of L1 use proposed by several researchers, Ferguson (2003) classified these functions into three categories which provided an overview of FL teachers' code-switching behavior in language classrooms. FL teachers' switching to L1 was mainly for (a) *curriculum access*; (b) *classroom management discourse*; and (c) *interpersonal relation*. *Curriculum access* refers to teaching behaviors that help students understand the content of the lesson; teachers tended to switch from TL to L1 to provide explanation and instruction which were more difficult to comprehend for students when performed in TL (Ferguson, 2003). Many researchers had found FL teachers used L1 to achieve the function of *curriculum access*; Polio and Duff (1994) indicated that teachers used students' L1 to

(1) instruct grammar, (2) translate unknown TL vocabulary and (3) remedy students' apparent lack of comprehension; Rolin-Ianziti and Brownlie (2002) also found that the functions of (1) translation and (2) comment about forms were performed in L1 by teachers; Liu, Ahn, Baek, & Han (2004) also revealed that L1 was used to (1) explain vocabulary and grammar, (2) overcome difficulty expressing in the TL. Rolin-Ianziti and Brownlie (2002) and Liu, Ahn, Baek, & Han (2004) both agreed that FL teachers' switching to L1 should be used as a strategy which contributed to students' comprehension either in grammar rules or vocabulary items. Using L1 strategically in clarifying concept may affect TL learning positively; the function of 'Translation', for example, may help enhance comprehension by relating meaning with other speech modification and may also draw students' attention to specific words by highlighting the meaning in L1 (Rolin-Ianziti & Brownlie, 2002).

L1 was also found used frequently for *classroom management discourse* by teachers; teachers' switching to L1 was served the functions of negotiating task instructions, inviting student contributions, disciplining students, specifying a particular addresses, and so on (Ferguson, 2003). Rolin-Ianziti and Brownlie (2002) found that the teachers switched to the L1 to motivate students to speak in the TL by encouraging students to perform a role play in the TL. Liu, Ahn, Baek, & Han (2004) also found that some teachers used the L1 to reprove and manage students' behavior when it failed to achieve these functions in the TL. Storch & Wigglesworth (2003) also found that the L1 was used mainly for task management and task clarification. It was also indicated that teachers gave instructions related to classroom management in the L1 in Polio and Duff (1994).

In addition, switching to L1 was regarded as a medium that facilitated *interpersonal relation* between teachers and students; Polio and Duff (1994) pointed out that FL teachers switched to L1 for showing empathy or solidarity toward students.

L1 was used to achieve interpersonal and rapport-building purposes; the teachers switched to L1 to joke with students which made teachers' roles as empathetic peers (Polio & Duff, 1994). Ferguson (2003) also claimed that TL indexed a more distanced and formal teacher-student relationship; to create a warm and closer relationship with students, teachers may switch to the local language (L1) to encourage greater student involvement. The idea that code-switching served the function of promoting teacher-student interaction was also proposed by several researchers (Greggio & Fil, 2007; Rolin-Ianziti & Brownlie, 2002). Greggio and Fil (2007) suggested that teachers' code-switching occupied an important role in FL classrooms in terms of facilitating the interaction among classroom participants and FL learning in general. Code-switching was an interactive process between teachers and students; in other words, teachers' switching to L1 was motivated by the classroom participants (Rolin-Ianziti & Brownlie, 2002). Üstünel and Seedhouse (2005) also mentioned that code-switching used by teachers and learners in L2 classrooms should be regarded as an interactional resource, which made the teaching and learning environment fluid and dynamic.

The investigation of the functions of teachers' uses of L1 in language classrooms had been a fruitful endeavor so far; however, the fact that different languages taught in different contexts were not considered in the coding schemes used for analyzing TL or L1 use in previous studies. In response to this lack of cross-linguistic applicability of the coding schemes, Kim and Elder (2005, 2008) developed a multiple-category coding system, 'Functional Language Alternation Analysis of Teacher Talk' (FLAATT), which allowed a cross-linguistic comparison of the relationship between teachers' language choices and particular pedagogic functions. Moreover, Kim and Elder (2005) made a distinction between 'classroom' functions and 'pedagogic' functions, who stated that "the assumption that every utterance the FL teachers

produce can be in the TL and has a potential to become intake for the learner and thus has a pedagogic function, the functions realized in the participating FL classrooms will hereafter be treated as ‘pedagogic’ functions” (Kim & Elder, 2005, p, 378). The researchers examined the language choices of seven native-speaker teachers of Japanese, Korean, German and French in FL classrooms in New Zealand secondary schools. The results showed that there was no systematic relationship between the teachers’ language choices and particular pedagogic functions. Furthermore, the teachers were found using variable degrees of TL when performed the most frequent functions; the teachers who used higher TL amount did not use TL consistently in their most frequently used functions. In line with Polio and Duff (1994), Kim and Elder (2005, 2008) claimed that FL teachers did not aware of their language choice during teaching process; there was an inconsistency of teachers’ beliefs of language uses and their actual language teaching behaviors in classrooms.

Kim and Elder (2005) claim that more evidence documenting teachers’ language choices for particular pedagogic functions in different languages and different classroom environments is needed. To judge the linguistic quality of the classroom environment, various contextual factors should be taken into consideration (Guthrie, 1987; Kim & Elder, 2005). Therefore, the coding scheme should be cross-linguistic consistency since the FL instruction was offered in a range of different languages in different contexts; besides, it is important if any general principles of language uses are to be established (Kim & Elder, 2005).

The Analytical Approach of Teachers’ Use of TL and L1

Since there was a rapid growth of interest in classroom-oriented research during the past decade, especially the aspect of language teaching and learning process, different analytical approaches were used and a large number of observational

instruments were designed to describe and analyze what goes on in the classroom (Allen *et al.*, 1984). On the aspect of teachers' uses of TL and L1 in language classrooms, a unit for the segmentation of oral data is necessary and an objective descriptive tool is also essential to help realize the teaching and learning process. The following section will introduce the analytical approach used in Kim and Elder (2005; 2008), the AS-unit and the FLAATT system, which provide useful means to analyze classroom data objectively and cross-linguistically in terms of classroom language use and pedagogic functions in different classroom contexts.

Coding System 'FLAATT'

The general framework of the coding system 'FLAATT' was adopted from COLT (Communicative Orientation of Language Teaching) created by Allen *et al.* (1984), which involved four coding categories: (1) *language used* (Duff & Polio, 1990), (2) *goal orientation* (Ellis, 1984), (3) *teaching acts* (Sinclair & Coulthard, 1992; Tsui, 1985), and (4) *addressee* (Kim & Elder, 2008). *Language used* refers to the classification of teacher talk according to the degree to which the TL is mixed with the L1 (Kim & Elder, 2005); in other words, it is a category that determines the amount of teachers' TL and L1 uses. *Goal orientation* is the classification of classroom interactions, which includes three types of goals: (a) core goals, (b) framework goals, and (c) social goals (Ellis, 1984, 1994). *Teaching acts* refer to teachers' talks that achieve certain teaching purposes and functions. *Addressee* refers to "the audience for the teacher utterances which may be either the whole class or a particular individual" (Kim & Elder, 2008, p.172). The categories of *goal orientation*, *teaching act* and *addressee* will be discussed in detail in the following section.

When numerous well-developed coding systems have been proposed, there has been a shift of attention from the study of the linguistic features of input to the nature

of the interaction between native-speakers and L2 learners (Tsui, 1985). The importance of examining interaction in understanding L2 acquisition and in considering what is necessary and efficient in L2 instruction were pointed out (Tsui, 1985). Ellis (1984) suggested that types of classroom interaction may occupy important roles in classroom second/foreign language development (SLD/FLD) and thus proposed a framework to investigate types of classroom interaction. Three types of interactive goals that motivated interaction in the language classroom were distinguished: (a) core goals, (b) framework goals and (c) social goals. *Core goals* are “Goals where the teacher’s primary target is the teaching of the TL” (Ellis, 1984, p. 102). In other words, teachers’ uses of L1 or TL are to teach the TL itself. *Framework goals* are goals that get pupils to respond to the organizational requirements of the lesson; for example, the communication about the materials and tools required to carry out an activity and routines of classroom business, etc (Ellis, 1984). *Social goals* refer to the social needs in that the TL is used as the medium of everyday communication in the language classroom (Ellis, 1984). The three subcategories of *goal orientation* help analyze the purposes and functions of teachers’ language uses more systematically.

Attempting to analyze certain aspects such as the verbal interaction pattern in language classrooms, Tsui (1985) developed a Seventeen-Category System by combing several observational systems, including Flanders (1970), Barnes (1969) and Sinclair and Coulthard (1975). Totally seventeen categories of ‘acts’ were contained in this coding category. The seventeen categories of ‘acts’ were all speech acts defined according to the function they perform in classroom interaction (Tsui, 1985). Each category is provided a clear definition which contributes to the analytical approach of classifying classroom discourse in different classroom contexts.

The coding categories mentioned above are all involved in one coding system

‘FLAATT’ that is developed by Kim and Elder (2005), and which will be adopted by the present study to analyze transcribed classroom data since these clear-defined categories provide a useful tool to help understand teaching procedures inside the language classroom.

The Unit of Analysis ‘AS-Unit’

Foster *et al.* (2000) stated the importance of the unit of analyzing speech data:

The analysis of spoken language requires a principled way of dividing transcribed data into units in order to assess features such as accuracy and complexity. If such analyses are to be comparable across different studies, there must be agreement on the nature of the unit, and it must be possible to apply this unit reliably to a range of different types of speech data.

(p. 354)

According to Foster *et al.* (2000), the units used to analyze speech data in earlier studies were not clearly-defined and were defined in different ways. A unit for the segmentation of oral data should be definable and can be applied reliably to a range of different types of speech data. Foster *et al.* (2000) therefore proposed a unit of analysis, the Analysis of Speech Unit (AS-Unit) and provided a clear definition of this unit: “The unit termed AS-unit is a mainly syntactic unit. An AS-unit is a single speaker’s utterance consisting of *an independent clause, or sub-clausal unit*, together with any *subordinate clauses(s)* associated with either (p. 365).”

Followings are the definition of each clause adapted from Foster *et al.* (2000). *An independent clause* refers to a clause including a finite verb, ‘That’s right’, for example, is an independent clause. The *independent sub-clausal unit* was also included in this definition. The *independent sub-clausal unit* will consist of: (1) either

one or more phrases that can be elaborated to a full clause by means of recovery of ellipted elements from the context of the discourse or situation, or (2) a minor utterance (p. 366). *A subordinate clause* will consist minimally of a finite or non-finite verb element plus at least one other clause element (Subject, Object, Complement or Adverbial) (p. 366).

Kim and Elder (2005) suggested that because of the definition of sub-clausal units, the AS-unit could also be applied to both the Asian and European languages. Therefore, the AS-unit is adapted to analyze in the present study.

Teachers' Beliefs of Language Use in the Classroom

Teachers' underlying beliefs of pedagogical principles occupy crucial roles in mediating their on-going decision-making and actions with a particular class of learners in a particular teaching situation (Breen, Hird, Milton, Oliver & Thwaite, 2001). Recently, teachers have been encouraged to reflect on every aspect of their teaching since many of them are often unaware of their teaching behaviors and how the teaching behaviors influence their students' learning either positively or negatively (Farrell, 2008). During the 1980s, a number of studies interested in discovering the beliefs and knowledge of novice and experienced teachers across subject areas and levels in the education system (Breen, Hird, Milton, Oliver & Thwaite, 2001). A growing attention about teachers' beliefs had also been paid to the phenomenon of teachers' code-switching between the TL and the L1 in language classrooms. Among the code-switching research, aside from the amounts and the functions of teachers' uses of L1, teachers' beliefs and perceptions about TL and L1 use in the classrooms were gradually received attentions.

Although it is indicated that teachers' beliefs of language use is one of the significant factors that influence their language choice in the class, their beliefs of

language use are not always consistent with the actual language use during teaching process. Polio and Duff (1994) provided an important insight of the relationship between teachers' perceptions of language use and their actual teaching behaviors in the FL classrooms. They found that some teachers seemed to be unaware of how much L1 they use, why and when they actually use L1. Those teachers stated in the interview that they used English, the L1, for giving instructions; however, corresponding instances of this behavior could not be found. It was pointed out that although L1 words were used most common for administrative elements such as "midterm," and "homework" in spoken utterances, none of the teachers acknowledged the use of L1 words, which showed a lack of awareness of language uses among the teachers.

Since teacher beliefs of language use are indispensable elements in determining teachers' language choices and since the inconsistency of teachers' perceptions of language use and their language teaching behaviors was found, some researchers conducted studies about teachers and students' perceptions and beliefs of L1 use in language classrooms (Ellis, E, 2004; Edstrom, 2006; Levine, 2003; Macaro, 2001). Macaro (2001) investigated six student teachers' uses of code-switching in classrooms and their beliefs of L1 use. It was found that two student teachers whose teaching behaviors were influenced by different reasons and beliefs. One student teacher who used high proportion of TL was found highly influenced by the National Curriculum guidelines rather than by language learning theories and empirical evidences she had learned and known. On the other hand, the other student teacher believed in the value of the L1 in promoting a deeper understanding of semantic and syntactic equivalents and in avoiding the breakdown of the interaction reflected her beliefs on her teaching practice. Levine (2003) investigated how students and teachers perceived the L1 and the TL use in foreign language classes by using a comprehensive questionnaire.

Teachers and students answered the questions according to their perceptions and estimations of the TL use in class. A consistency between students' and teachers' responses about the amount of TL was found; both students and teachers agreed that the TL was used most of the time by the teachers. Nevertheless, their findings were not based on samples of actual classroom interaction but were based on respondents' perceptions and beliefs. Edstrom (2006) self-recorded her teaching process of a university-level Spanish course. The researcher contended that although she believed the importance of maximizing TL use in the language classroom because of her past experience of being a language learner and the training of being a language teacher, her beliefs were not always in equivalent with the practice. Her perception of L1 use is approximately 5 to 10 percent, which is far less than her actual L1 use in class.

When teachers used TL and L1 inconsistently, students would not know how and when to use the TL and the L1 at appropriate situation. When teachers regulated students to use TL exclusively, they themselves did not reflect on their language uses (Duff & Polio, 1994). Therefore, the examination of only the quantity of teachers' L1 use in language classroom is not in itself the most important in SL and FL learning, what critical for language learning is whether teachers aware their own language uses by reflecting their beliefs on the practice of teaching. Kim and Elder (2005) suggested that teachers need to be aware of their language choices in order to provide FL learners rich TL inputs that help language acquisition occur whether they advocate or oppose the use of L1 in FL classrooms.

Although some studies have investigated teachers' beliefs of language use, in general, the examination of the relationship between teachers' beliefs of language use and their practice of teaching in class is still a neglected area. Within the extensive literature on teachers' code-switching between L1 and TL, comparatively little research has focused on the relationship between teachers' beliefs and actual language

teaching behaviors. It calls for more research to discuss how FL teachers' beliefs related to their teaching behavior and whether the teachers are aware of their language use in class. The present study, therefore, is primarily concerned with how teachers reflect their beliefs on practices of teaching and what factors affect their language choices between TL and L1 by examining and interpreting their actual language teaching behaviors in class and their beliefs about language use in the FL classroom.



CHAPTER THREE

METHODOLOGY

Introduction

The study aims to investigate teachers' code-switching between the TL and the L1 and their beliefs of language use in FL university-level classrooms in Taiwan. The research questions addressed are:

1. What are the amounts of teachers' uses of the L1 and the TL in the foreign language classroom?
2. How do teachers differ in the functions of their code-switching between the L1 and the TL?
3. What are the teachers' beliefs of language use in foreign language classrooms?
4. What was the relationship between teachers' beliefs of language use and their actual code-switching behavior in the classroom?

This chapter is organized in three sections: (a) participants, (b) data collection, and (c) data analysis.

Participants

To explain teachers' uses of code-switching between the TL and the L1 in EFL classrooms, the participants in the present study were two Taiwanese English teachers, Lisa and Julie, who were proficient in both English (TL) and Chinese (L1). Lisa and Julie taught Freshman English reading courses in one university in Taiwan. The following presents the two teachers' background information and the teaching procedure of their two classes.

The Teachers' Background Information

The background information of the two teachers were described in terms of their previous major subject in school and teaching experiences before they entered the current college for teaching.

Lisa had been abroad to English country for Master Degree, and majored in Teaching English as Second or Other Language (TESOL) for one year and three months. Before this college, Lisa had taught English to children and courses of English certificate test such as IELTS and GEPT for two years.

Julie had been abroad to English country for Master degree as well, and also majored in TESOL for two years. The teacher had taught English courses at another college for one year before entered this college. The overall year for teaching English was one and half a year.

The Teaching Procedure of the Two Teachers' Classes

To understand how the two teachers used the L1 and the TL in their classes, this section introduces the teaching procedure of the first and the second class. Both classes are reading classes, and different textbooks are selected for class use. Lisa's textbook contains short reading articles and is more dialogue-oriented, while Julie's textbook contains long reading articles and difficult vocabulary.

Table 3.1 is a summary of the teaching activities of the two teachers' two classes. Lisa usually had an administrative reminding about assignments or examines before started the class. The class started by explaining content on the textbook and then followed by students' group performances such as role plays which were related to class content. A handout with reading articles was used to supplement the class content.

Julie usually started the class by teaching content on the textbook unless a quiz

was needed to be taken. Class time was almost spent on explaining vocabularies and a handout was used for supplementing knowledge of new words. There was no student group activity in the classes.

Table 3.1 Teaching Procedure of the Two Teachers' Classes

	First Class Activity	Second Class Activity
Lisa	<ul style="list-style-type: none"> ◆ Administrative reminding ◆ Word explanation (textbook) ◆ Group performance instruction ◆ Midterm paper explanation ◆ Grammar explanation (textbook) ◆ Reading article explanation (handout) ◆ Group activity 	<ul style="list-style-type: none"> ◆ Administrative reminding ◆ Word explanation (textbook) ◆ Group demonstration ◆ Word explanation (textbook) ◆ Group activity ◆ Grammar explanation (textbook)
Julie	<ul style="list-style-type: none"> ◆ Midterm paper explanation ◆ Administrative reminding ◆ Reading article explanation (textbook) ◆ Administrative reminding 	<ul style="list-style-type: none"> ◆ Quiz ◆ Word explanation (handout) ◆ Reading article explanation (textbook)

Data Collection

Two data collection methods involved: (1) classroom observation and (2) teacher interview. Both the classes and the interview were audio-taped. The classroom observation would help understand teachers' teaching practices, and a semi-structured interview was conducted one week after the classroom observation to further realize the teachers' beliefs of language use in FL classrooms.

Classroom Observation

The observed classes were each teacher's two Freshman English reading classes.

Each of the class meets once a week, two hours a session. The two classes were observed and audio-recorded with two digital recorders from the beginning to the end of the lesson for a total 8 hours in four weeks to provide data relevant to the amount and the functions of teachers' uses of L1.

I was present in the two classes to take field notes during classroom observation without any interruption and participation of the class. The notes served as a reference for the following transcription and interpretation of the data. Teaching activities and relevant details of the class were noted down to facilitate subsequent data analysis. To capture details of the lesson, an observation scheme was used as a facilitator (see Appendix B).

Teacher Interview

Both of the two teachers were interviewed for twenty to thirty minutes and were audio-recorded one week after the 4-week classroom observation to gather data relevant to teachers' beliefs of language use in FL classrooms. The interview included four parts: (1) biographical information, (2) use of TL and L1 in current English class, (3) beliefs and opinions about TL use in FL classrooms and (4) departmental policy and other factors. Biographical information included previous teacher training and teaching experiences, then the teachers' estimation of their TL and L1 use in class, followed by their philosophy and beliefs about TL and L1 use in foreign language classrooms, and the last part was other factors influencing their use of TL and L1 use in class.

Some of the interview questions were borrowed and adapted from Levine (2003) and Duff and Polio (1990), and some were my own invented questions (see Appendix C).

Data Analysis

The data analysis involved three parts: (1) the unit of analysis ‘AS-unit’, (2) the coding system ‘FLAATT’ and (3) the teacher interview. The audio-recorded data from classroom observation and the teacher interview were transcribed and analyzed. To determine how much TL and L1 the teachers used and to show how the two teachers differed in the functions of their code-switching from TL to L1, the transcribed classroom observation data was segmented according to AS-unit and each AS-unit was then assigned to one of the subcategories of the coding system ‘FLAATT’. To realize teachers’ beliefs of language use in the FL classroom, the teacher interview data was described and interpreted. Finally, to describe the relationship between teachers’ beliefs of language use and their actual teaching behaviors, the classroom observation data and teacher interview data were compared and analyzed.

The Unit of Analysis ‘AS-Unit’

Foster *et al.* (2000) provided a series of definition about different sets of AS-unit and example sentences that are segmented with AS-unit analytical approach. The followings are some sets of AS-unit and examples extracted from Foster *et al.* (2000) which will be adopted in the study.

“In the examples that follow below an AS-unit boundary is marked by an upright slash...|...A clause boundary within an AS-unit is marked by a double colon (::). False starts, functionless repetitions, and self-corrections are put inside brackets {...}.” (Foster *et al.*, p. 365).

1. *An independent clause* will be minimally a clause including a finite verb.

| That’s right |

| **Turn left** |

(p. 365)

2. *An independent sub-clausal unit* will consist of: either one or more phrases which can be elaborated to a full clause by means of recovery of ellipsed elements from the context of the discourse or situation:

A: | how long you stay here |

B: | three months. |

or a minor utterance, 'Irregular sentences' or 'Nonsentences'

| Oh poor woman |

| Yes |

(p. 366)

3. *A subordinate clause* will consist minimally of a finite or non-finite Verb element plus at least one other clause element (Subject, Object, Complement or Adverbial).

| I serves in in a organization government organization in Bangladesh ::
which is called er department of agricultural extension | (2 clauses, 1
AS-unit)

| I have no opportunity to visit | (1 clause, 1 AS-unit)

| and you you be surprise :: how he can work | (2 clauses, 1 AS-unit)

(p. 366)

- (i) In cases where coordination of verb phrases occurs, the coordinated phrases will normally be considered to belong to the same AS-unit, unless the first phrases is marked by falling or rising intonation and is followed by a pause of at least 0.5 seconds.

| and they pinned er a notice to his front :: telling everybody :: what he had
done (0.5) | and marched him around the streets with a gun at his back | (2

AS-units)

(ii) *Subordinate clauses* within an AS-unit can realize the following functions:

(a) Subject

(b) Verb complementation (object, complement, or catenative verb complementation)

| and er they told :: that there there was no food crisis |

| I wish :: to er visited other areas of England |

| the main object of this organization is :: to raise up the people's attitudes |

(c) Phrasal post-modifier or complement

| still in our country the school and er college students learned the

English :: which were er taught to the students before thirty years. |

(iii) Under certain conditions, the subordinate clause within an AS-unit can realize an adverbial function.

| when I was in the university :: er I have specialized in this er subject |

(1AS-unit)

(p. 367)

(iv) Those optional subordinate adverbial clauses, particularly in final position, are allowed to be included in the preceding AS-unit.

| it's usual in this age to get in love with an older 'person because I'm talking about what happened to me (1.0) because you see experience in that older person | (1 AS-unit)

| and I can bring him tomorrow together :: where you can talk with him | (1 AS-unit)

(p. 363)

The Coding System 'FLAATT'

The coding system 'Functional Language Alternation Analysis of Teacher Talk' (FLAATT) developed by Kim and Elder (2005) were adopted in this study to analyze the amount and the functions of the teachers' L1 and TL use in the FL classrooms.

Table 3.2 summarizes the four categories involved in the coding system and definitions of the subcategories. Table A presents 16 subcategories of *teaching acts* and their definitions adopted from Kim & Elder (2005) (see Appendix D).

The FLAATT system involved four coding categories, including (1) *language used* (Duff & Polio, 1990), (2) *goal orientation* (Ellis, 1984), (3) *teaching acts* (Sinclair & Coulthard, 1992; Tsui, 1985), and (4) *addressee* (Kim & Elder, 2005).

The last category *addressee* would not be adopted in the present study for the concern of research purposes and therefore would not be introduced here.

Language used refers to the classification of teacher talk according to the degree to which the TL is mixed with the L1 (Kim & Elder, 2005). *Goal orientation* is the classification of classroom interactions, which includes three types of goals: (i) core goals, (ii) framework goals, and (iii) social goals (adapted from Ellis, 1984, 1994).

Teaching acts refer to teachers' talks that achieve certain teaching purposes and functions.

Table 3.2 Coding Categories and Definitions of Subcategories in the FLAATT

Category	Subcategory	Definition
1. Language used (adapted from Duff & Polio, 1990)	L1	♦ The unit consists entirely of English
	L1c	♦ The unit consists mainly of English with one TL word or morpheme
	TL	♦ The unit consists entirely of the TL
	TLc	♦ The unit consists mainly of the TL with

Category	Subcategory	Definition
		one English word or morpheme
	Mix	♦ The unit is a mixture of English and the TL, to which the above categories of L1c or L2c cannot be applicable
2. Goal orientation (Ellis, R, 1984, 1994)	Core goals	♦ “Goals where the teacher’s primary target is the teaching of the TL.
	Framework goals	♦ Goals that get pupils to respond to the organizational requirements of the lesson; for example, the communication about the materials and tools required to carry out an activity and routines of classroom business, etc (Ellis, 1984).
	Social goals	♦ Social goals refer to the social needs in that the TL is used as the medium of everyday communication in language classrooms (Ellis,1984).
3. Teaching acts	See Appendix D	♦ See Appendix D

The Teacher Interview

The teacher interview data was transcribed and interpreted to further realize their beliefs of language use in FL classrooms. Interview contents such as biographical information, estimations of their actual use of L1 and TL in the current class, beliefs of language teaching and other related factors influencing their decision making about L1 and TL use in class were analyzed and discussed.

CHAPTER FOUR

RESULTS

Introduction

The study aimed to examine the amount and functions of the L1 and the TL used in English classrooms by two Taiwanese college English teachers, the teachers' beliefs of language use in foreign language classrooms, as well as the relationship between the teachers' beliefs of language use and their actual teaching behavior in the classrooms. In this chapter, the research findings are presented in two sections: (a) teachers' use of language in the classrooms which including the amount and the functions of TL and L1 use and (b) teachers' beliefs of language use in the classrooms in which two teachers' beliefs of language use are described.

Teachers' Use of Language in the Classrooms

The teachers' TL and L1 uses in the classes are presented within two aspects: (a) amounts of TL and L1 use in the classrooms and (b) functions of TL and L1 use in the classrooms.

Amounts of TL and L1 Use

The segmented AS-Units were assigned to the category of *language used* created by Duff & Polio (1990) to determine the amount of the teachers' L1 and TL use by presenting the number of AS-units and ratios. The following section presents the overall amount of the two teachers' L1 and TL use and the comparison of the amount of the L1 and the TL use in the two teachers' classes.

Overall Amount of Two Teachers' L1 and TL Use

The overall amounts of the L1 and the TL use in the teacher's classes are presented within five categories: (a) L1, (b) L1c, (c) TL, (d) TLc, and (e) Mix. (a) L1 refers to sentences that contain all L1 words, (b) L1c refers to sentences that all contain L1 words but only one TL word, (c) TL refers to sentences that contain all TL words, (d) TLc refers to sentences that contain all TL words but only one L1 word and (e) Mix refers to sentences that mix over one L1 word or one TL word. Figure 4.1 and Table 4.1 present the overall amount of two teachers' L1 and TL use.

The total AS-Units in Lisa's classes were 1,408 and in Julie's classes were 1,495. In Lisa's classes, the category of TL occupied the highest percentage, 89%, of the teacher's total talk, and a low percentage was found in the category of L1, with only 5% of the total talk. Obviously, the amount of the TL in Lisa's two classes was much higher than the amount of the L1.

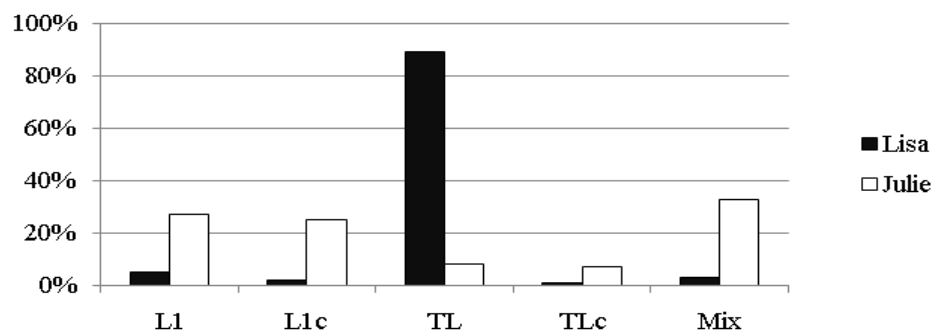


Figure 4.1 Overall Amounts of the Teachers' L1 and TL Use in Two Classes

Note. L1 refers to sentences that contain all L1 words. L1c refers to sentences that all contain L1 words but only one TL word. TL refers to sentences that contain all TL words. TLc refers to sentences that contain all TL words but only one L1 word. Mix refers to sentences that mix over one L1 word or one TL word.

Table 4.1 Frequency of Overall Amount of AS-Units by Language Used

	L1		L1c		TL		TLc		Mix		Total	
	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit
Lisa	5	73	2	31	89	1254	1	11	3	39	100	1408
Julie	27	402	25	380	8	124	7	103	33	486	100	1495

Note. L1 refers to sentences that contain all L1 words. L1c refers to sentences that all contain L1 words but only one TL word. TL refers to sentences that contain all TL words. TLc refers to sentences that contain all TL words but only one L1 word. Mix refers to sentences that mix over one L1 word or one TL word.

In Julie's classes, the category of Mix occupied the highest percentage of total talk, with 33%, and a low percentage was found in the category of TL and TLc, with 8% and 7% respectively. Julie used much more L1 than the TL in her classes.

Comparison of the Amount of L1 and TL Use in the Two Teacher's Two Classes

This section first presents teachers' language uses in each class and then each teacher's language use in both classes. Table 4.2 presents the frequency of amount of AS-Units in the teachers' two classes.

Table 4.2 Frequency of Amount of AS-Units by Language Used in Two Classes

	First class				Second class			
	Lisa		Julie		Lisa		Julie	
	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit
L1	6	42	30	254	5	31	23	148
L1c	2	14	23	195	3	17	29	185
TL	90	695	10	88	88	559	5	36
TLc	1	7	8	70	1	4	5	33
Mix	2	18	29	243	3	21	38	243
Total	100	776	100	850	100	632	100	645

Note. L1 refers to sentences that contain all L1 words. L1c refers to sentences that all contain L1 words

but only one TL word. TL refers to sentences that contain all TL words. TLc refers to sentences that contain all TL words but only one L1 word. Mix refers to sentences that mix over one L1 word or one TL word.

In the first class, 776 AS-Units were found in Lisa's total talk and 850 AS-Units in Julie's total talk. As previous mentioned, Lisa used much more TL than the L1 in her classes. The category of TL in the first class was 90% and only 6% was in the category of L1. Low ratios were in the categories of L1c, TLc and Mix, with only 2%, 1%, and 2% respectively.

In Julie's first class, the category of L1 was 30%, the category of L1c was 23%, and the category of Mix was 29%. Only 10% and 8% were in the categories of TL and TLc respectively. It indicates that Julie used the L1 to have class almost half of her total talk; the combined ratio of L1 and L1c was 53%, while the combined ratio of TL and TLc was 18% only.

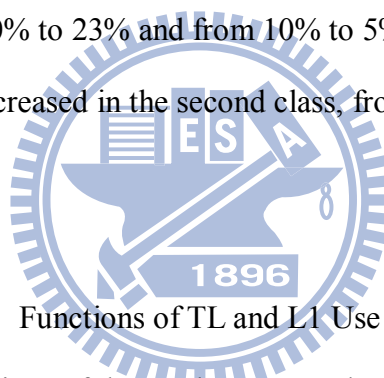
The two teachers showed a very different language use in their first class. For the L1 use, Lisa used only 6% and Julie used 30%; for the TL use, Lisa used 90% and Julie used only 10% only.

In the second class, 632 AS-Units were in Lisa's total talk and 645 AS-Units were in Julie's total talk. In Lisa's second class, the L1 and the TL use were found very similar to the first class; high frequency of TL use and a low percentage of L1 use were also found. The ratio of the category of TL was 88% and the category of L1 was 5%. Low percentages were found in other categories of L1c, TLc and Mix, which were 3%, 1%, and 3% respectively. In Julie's second class, the category of Mix was 38%, the category of L1c was 29%, and the category of L1 was 23%. On the other hand, a low ratio of TL use is found; only 5% was found in the category of TL and TLc separately.

In conclusion, the two teachers showed very different language use in both

classes. Lisa used a high ratio of TL and a low ratio of L1 in her classes, and Julie preferred to use more L1 than the TL and mixes the L1 and the TL in both classes.

Comparing Lisa's language use in her two classes, a very consistent L1 and TL use was found in both of her classes; each category in two classes had similar ratios. In the first and the second class, 6% and 5% were in the category of L1, 2% and 3% were in the category of L1c, 1% and 1% were in the category of TLc, 2% and 3% were in the category of Mix, and high ratios of TL use, 90% and 88% respectively. However, Julie's language use in the two classes was slightly different. Although Julie tended to use more L1 than the TL in both classes, the ratio of each category was slightly different in the two classes. It was found that the ratio of L1 and TL decreased in the second class, from 30% to 23% and from 10% to 5% separately. Contrastively, the ratio of L1c and Mix increased in the second class, from 23% to 29% and from 29% to 38% respectively.



To determine the functions of the teachers' L1 and TL use in the classes, the segmented AS-Units were assigned to two coding categories, *goal orientation* developed by Ellis (1984) and *teaching acts* developed by Sinclair & Coulthard (1992) and Tsui (1985). The first section presents the overall amount of AS-Units within each category of *goal orientation*, followed by the comparison of the teachers' L1 and TL use in each category in the two classes. The second section presents the overall amount of AS-Units in each category of *teaching acts* and the comparison of the teachers' L1 and TL use in each category in the two classes.

Goal Orientation

Goal orientation is mainly to classify classroom interaction, which includes three

types of goals: (a) core goal, (b) framework goal, and (c) social goal. (a) Core goal refers to teacher's primary teaching behavior of the language, (b) framework goal refers to the organizational requirements of the lesson, and (c) social goal refers to everyday communication in classrooms.

Frequency of Goal Orientation in Two Teachers' Classes

Figure 4.2 and Table 4.3 present the frequency of each category in goal orientation in two teachers' classes by presenting ratios and number of AS-Units. In Lisa's classes, 61% of her total talk was in core goal, 37% was in framework goal and 2% was in social goal. In Julie's classes, 87% of her total talk was in core goal, 7% was in framework goal and 6% was in social goal.

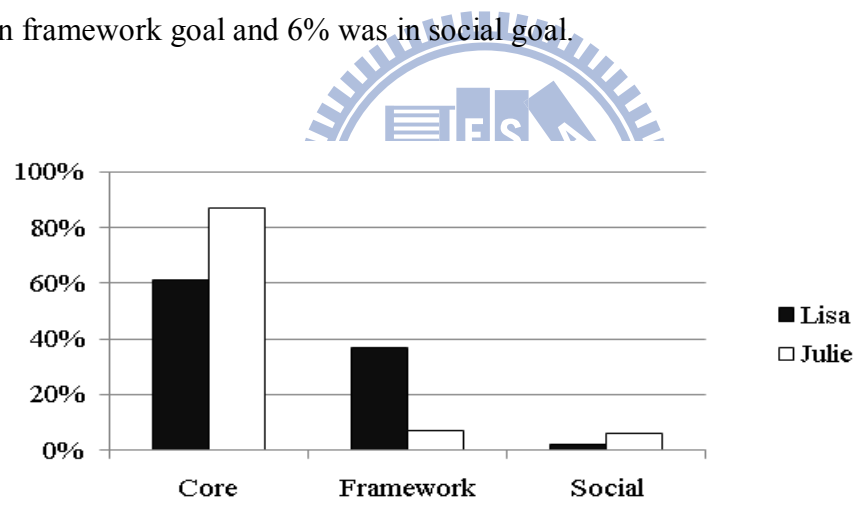


Figure 4.2 Frequency of Overall Amount of AS-Units by Goal Orientation

Table 4.3 Frequency of Overall Amount of AS-Units by Goal Orientation

	Core		Framework		Social		Total	
	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit
Lisa	61	853	37	518	2	37	100	1408
Julie	87	1294	7	110	6	91	100	1495

In both teachers' classes, the ratio of core goal was much higher than framework goal and social goal. However, very different ratios of framework goal were found between the teachers; 37% in Lisa's classes and only 7% in Julie's classes. In other words, Lisa spent much more time on the organizational requirements in her classes than Julie.

Comparison of Two Teachers' L1 and TL Use in Goal Orientation

In this section, the two teachers' L1 and TL use in each category of goal orientation are compared and each teacher's language use of goal orientation in their two classes is compared separately in order to realize if the two teachers' language use was consistent in their classes.

Table 4.4 presents overall AS-Unit within the category of teaching acts in two teachers' classes. Figure 4.3 and Figure 4.4 present the amount of Lisa's and Julie's L1 and TL use in each category of goal orientation in the first class (see Appendix E). In the first class, the two teachers showed contrary language use in performing each goal. In Lisa's classes, the TL was the most frequent used language to perform each goal; core goal was 90% performed in the TL, framework goal was 91%, and social goal was 92%. However, in Julie's class, core goal was 33% performed in the mix of the two languages and 25% in the L1c. For framework goal and social goal, the most frequent used language was the L1, with 64% and 100% respectively. In other words, Lisa tended to use the TL to perform all the goals in her first class, while Julie preferred to mix the two languages in core goal and tended to use the L1 in framework goal and social goal.

Table 4.4 Overall AS-Unit within the Category of Teaching Acts in Two Teachers' Classes

	Sta	Mcs	Mar	Poi	Che	Dqu	Nom	Acc	Dir	Dis	Pro	Met	Eva	Rel	Tru	Cue	Total AS-Unit
Lisa	33%	30%	7%	6%	5%	5%	4%	4%	2%	2%	1%	1%	0%	0%	0%	0%	100%
	(458)	(428)	(98)	(83)	(80)	(80)	(51)	(51)	(29)	(22)	(9)	(9)	(5)	(5)	(0)	(0)	(1408)
Julie	17%	66%	1%	11%	2%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
	(253)	(987)	(10)	(173)	(25)	(40)	(0)	(4)	(0)	(0)	(0)	(3)	(0)	(0)	(0)	(0)	(1495)

Note. Sta refers to a statement, question or command that provides information about or directs attention to the following elicitor. Mcs refers to three teaching acts that help students learn either a grammatical structure or pronunciation in the TL. Since two or all of them frequently occur simultaneously, these teaching acts were grouped into one category rather than being counted separately. They can consist of any sentence form or fragment.



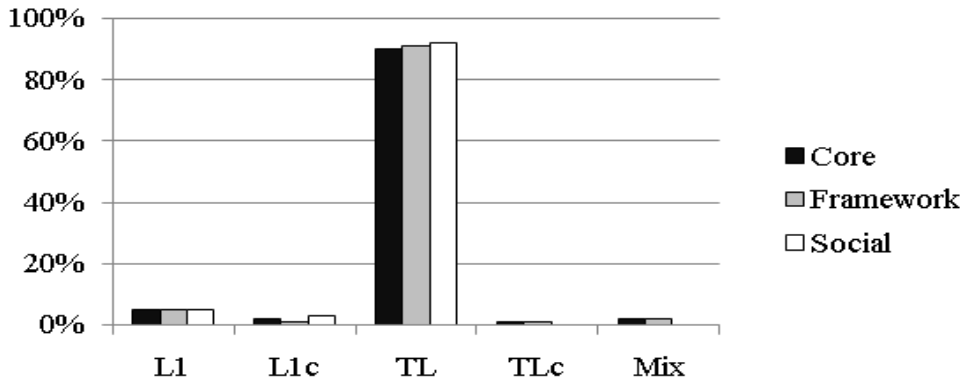


Figure 4.3 Lisa’s Language Uses within Goal Orientation in the First Class

Note. L1 refers to sentences that contain all L1 words. L1c refers to sentences that all contain L1 words but only one TL word. TL refers to sentences that contain all TL words. TLc refers to sentences that contain all TL words but only one L1 word. Mix refers to sentences that mix over one L1 word or one TL word.

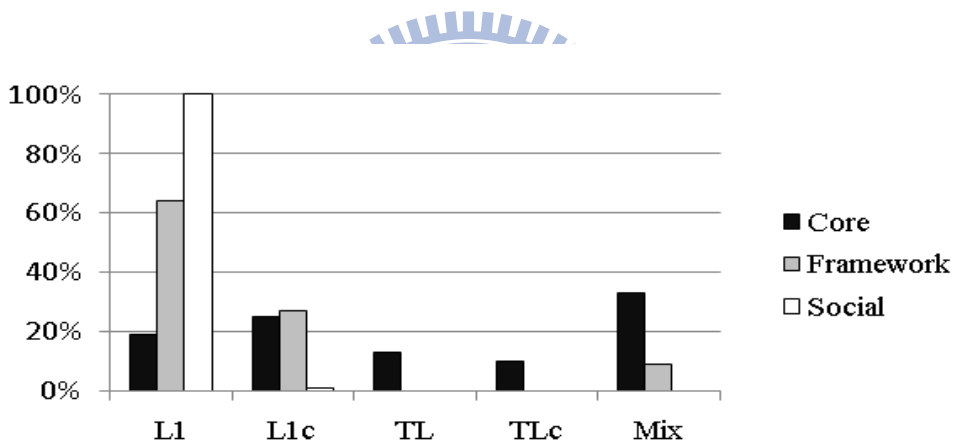


Figure 4.4 Julie’s Language Uses within Goal Orientation in the First Class

Note. L1 refers to sentences that contain all L1 words. L1c refers to sentences that all contain L1 words but only one TL word. TL refers to sentences that contain all TL words. TLc refers to sentences that contain all TL words but only one L1 word. Mix refers to sentences that mix over one L1 word or one TL word

Figure 4.5 and Figure 4.6 present the amount of Lisa's and Julie's L1 and TL use in each category of goal orientation in the second class (see Appendix E). In the second class, two teachers’ language uses were similar to their first class; Lisa tended to use the TL to perform each goal, and Julie preferred to mix the two languages to

perform core goal and used the L1 in framework and social goals. In Lisa's class, core goal and framework goal were 88% and 89% performed in the TL separately. There was no social goal in Lisa's second class. On the other hand, in Julie's second class, core goal was 41% performed in the mix of the two languages, while framework and social goals were 67% and 100% performed in the L1 separately.

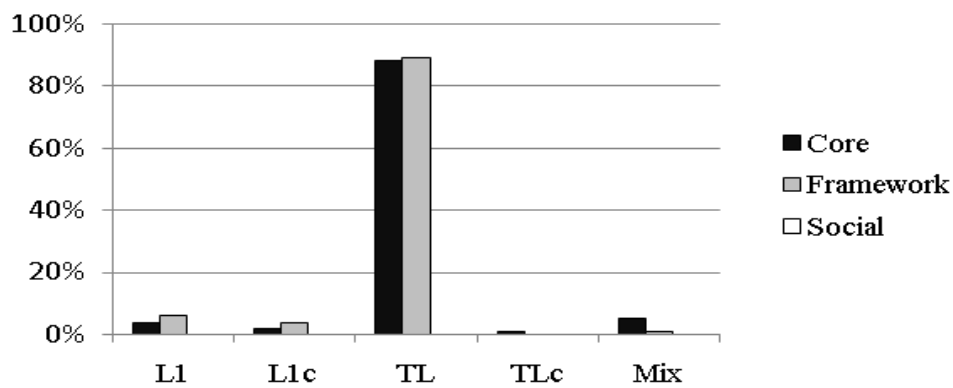


Figure 4.5 Lisa's Language Uses within Goal Orientation in the Second Class

Note. L1 refers to sentences that contain all L1 words. L1c refers to sentences that all contain L1 words but only one TL word. TL refers to sentences that contain all TL words. TLc refers to sentences that contain all TL words but only one L1 word. Mix refers to sentences that mix over one L1 word or one TL word

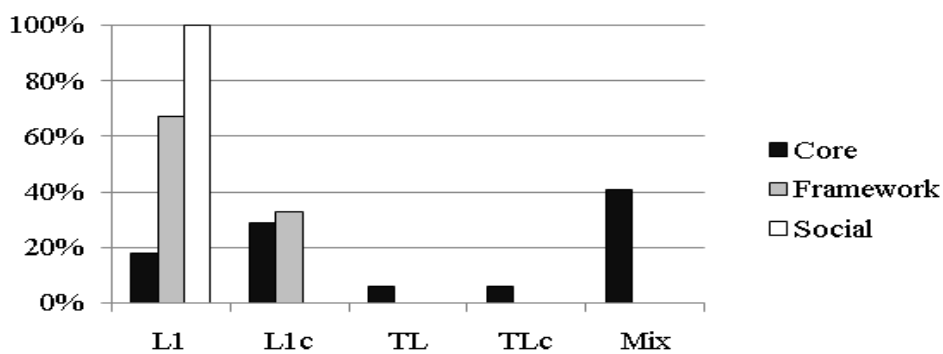


Figure 4.6 Julie's Language Uses within Goal Orientation in the Second Class

Note. L1 refers to sentences that contain all L1 words. L1c refers to sentences that all contain L1 words but only one TL word. TL refers to sentences that contain all TL words. TLc refers to sentences that contain all TL words but only one L1 word. Mix refers to sentences that mix over one L1 word or one TL word

The following examples present the classroom observation data from the two teachers' classes, which further describe the differences of their language uses in each goal. The examples were extracted from both teachers' first class. Example 1 and 2 were the two teachers' language uses in core goal; example 3 and 4 presented the two teachers' language uses in framework goal; example 5 and 6 were their language uses in social goal.

(1)

Data (Lisa-Core goal)

T: Do you know remedy? What's that? Can you explain without Chinese? Try?

Ss: Solution

T: Solution to what?

Ss: To illness.

T: To illness, ok? You want to make yourself better, right? Maybe you will not go straight to the doctor, ok, to have the conventional medicine like pills, capsule, tablet, ok?

Example 1 and 2 were Lisa's and Julie's language use in core goal. In example 1, Lisa asked students questions about a TL word on their textbook. The teacher not only used TL to explain word meanings but also encouraged students to use TL. In Lisa's two classes, the TL was the most frequent used language to teach class content. In example 2, Julie explained a TL word in a sentence on the textbook. The L1 and the TL were mixed to explain word meanings. In Julie's two classes, the core goals were performed in the mix of the two languages; the important TL words were explained by giving equivalent Chinese meanings and sample sentences in English.

(2)

Data (Julie-Core goal)	Translation
T: 接下來, he was anxious, 第一個 anxious我們不是說焦慮有沒有worry, 這邊的anxious我們指的是很急切的, wanting to do something very much, 齣 很想要怎麼樣, 或是很急切的preserve his reputation, ok, to keep something in his original state in good condition, 保持保存甚麼東西, preserve。	T: Next, he was anxious. The first one, anxious doesn't mean worry. The anxious here means wanting to do something very much. Want to do something, or want to preserve his reputation, ok, to keep something in his original state in good condition, to preserve something, preserve.

(3)

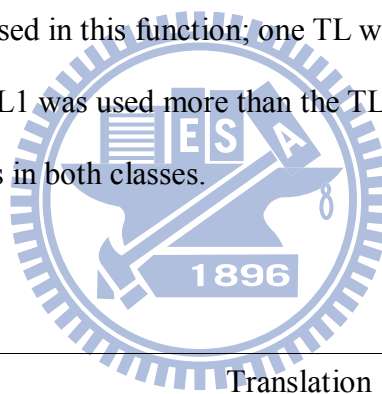
Data (Lisa-Framework goal)	Translation
T: If you don't have question let's just go to page 76 and 77, ok? And you will see ok, reading part, the first part, reading part and on page 77, there's a short, rather easy article but it's a kind syndrome or a symptom you might have for modern society, ok?	T: If you don't have question let's just go to page 76 and 77, ok? And you will see ok, reading part, the first part, reading part and on page 77, there's a short, rather easy article but it's a kind syndrome or a symptom you might have for modern society, ok?

(4)

Data (Julie-Framework goal)	Translation
T: 好我們現在來做七十五頁右邊齣。Comprehension three, 所以你們現在就是聽我講完一次嘛齣, 那現在做右邊這個問題總共有十題, ok? 第一題到第十題。好, you can refer back to the line, 他有說line第幾行第幾行, ok。	T: Ok now we look at the right side at page 75. Comprehension three. So now we already explained once, so you can do the ten questions on the right side, ok? From number one to number ten. Ok, you can refer back to the line, there are some mentions about which line it is.

Example 3 and 4 were Lisa's and Julie's language use in framework goal. In

example 3, Lisa asked if students had any question before she moved on to the next content of the lesson. Lisa tended to use TL to perform the function of framework goals in both of her classes such as the elicitation of the following content, the explanation of the progress of the class, and the instruction of group activities, etc. So the TL was not only used when teaching the content of the lesson but also when giving organizational explanation and requirement of the group activities in Lisa's two classes. In example 4, Julie instructed students what to do next. The teacher used the L1 to ask students to do a textbook exercise and explained where they could find clues of the answer. The framework goals were highly performed in the L1 in Julie's two classes. Julie preferred to use the L1 to give instruction of the following progress of the class. L1c was also used in this function; one TL word was mixed in one L1 sentence occasionally. The L1 was used more than the TL when Julie gave organizational requirements in both classes.



(5)

Data (Lisa-Social goal)	Translation
T: So have you wait a long time for your movie?	T: So have you wait a long time for your movie?
S: No.	S: No.
T: No? How come?	T: No? How come?
S: 賣票的。	S: I sell tickets.
T: Really? You sell the tickets?	T: Really? You sell the tickets?
S: Yeah.	S: Yeah.
T: Where?	T: Where?
S: 華納, 午夜場。	S: At Warner Village, the midnight round.
T: Then I wouldn't know.	T: Then I wouldn't know.

(6)

Data (Julie-Social goal)	Translation
T: 你們會去吃那個摩斯漢堡嗎？ 有的時候？還好？它有一個吉士 堡你知道嗎？所有漢堡類都有吉 士堡，吉士就是cheese，cheese burger。它那個吉士堡多少錢？七 十？六十五？是摩斯不是美又美 喔，七十還是六十五ok。摩斯有一 個隱藏菜單你知道嗎？小吉士，就 是它沒有寫到菜單上面，那你就跟 店員講說我要小吉士三十五塊，她 就勿容不迫的拿出來，沒有人知道 餉，摩斯的粉絲才知道。	T: Do you go to the Mos Burger? Sometimes? Do you know they sell cheese burgers? They must have cheese burgers in the menu. Cheese means cheese, cheese burger. How much is the cheese burger? Seventy? Sixty five? It's the Mos not the Mei Yo Mei. It's seventy or sixty five dollars ok. Do you know the Mos has a secret menu? Small cheese burger, it is not on the menu. So you can tell the clerk that you want a small cheese burger and he or she will send you. Nobody knows it. Only fans of the Mos would know.

Example 5 and 6 were the language used in performing social goal in Lisa's and Julie's classes. In example 5, Lisa chatted with students about the experience of watching movies. The teacher used the TL to keep this conversation although the student gave response in the L1. The TL was used for daily conversation with students in Lisa's class. The teacher used the TL as much as possible to perform each function in both of her classes. In example 6, Julie chatted with students about fast-food store by highly using the L1. Julie tended to use L1 to perform the social goal in both of her classes. The L1 was the most frequent used language in performing framework and social goal.

In summary, Lisa and Julie showed a very different language use in performing each goal. The TL was the most frequent used language to perform each function in Lisa's classes. Even the category of social goal, the everyday conversation with students, was performed in the TL. For Julie, the TL was used only when performing

core goal, and the framework goal and social goal were highly performed in the L1. In other words, Julie used more TL only when teaching the content of the lesson such as word explanation, but tended to switch to the L1 to give organizational requirements such as assignment reminding and to chat or joke with students.

Teaching Acts

The segmented AS-Units were assigned to 16 coding categories of *teaching acts* adopted from Kim and Elder (2005&2008) to further realize the functions of the teachers' L1 and the TL use. The following sections first presents the overall amount of AS-Unit and ratios within each category of *teaching acts* in the teachers' classes, and then the comparison of the teachers' L1 and the TL use within the most frequent used functions in their two classes.

Frequency of Teaching Acts in Two Teachers' Classes

12 categories of teaching acts were found in Lisa's classes and 6 categories of teaching acts were found in Julie's classes. The 12 categories of teaching acts in Lisa's classes were (1)'Starter' (Sta), (2)'Model/Correct/Scaffold' (MCS), (3)'Marker' (Mar), (4)'Pointer' (Poi), (5)'Check' (Che), (6)'Display Question' (Dqu), (7)'Nominate' (Nom), (8)'Accept' (Acc), (9)'Directive' (Dir), (10)'Discipline' (Dis), (11)'Prompt' (Pro), and (12)'Metastatement' (Met). The 6 categories found in Julie's classes were the same as the first 6 categories found in Lisa's classes.

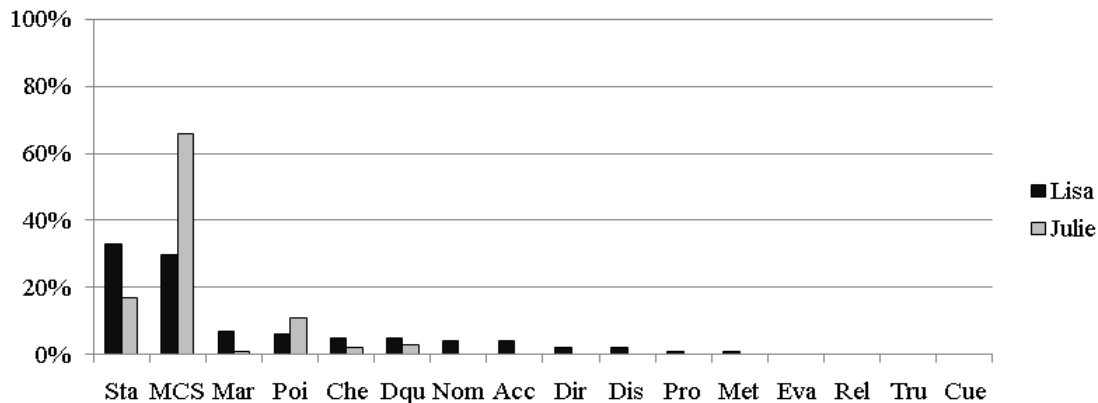


Figure 4.7 Frequency of Overall Amounts of AS-Unit by Teaching Acts

Figure 4.7 presents the overall amounts of AS-Unit within each category of *teaching acts* in the two teachers' classes. Lisa's most frequent used functions in two classes were 'Starter' (Sta) and 'Model/Correct/Scaffold' (MCS), with ratio 30% and 33% respectively. Julie's most frequent used functions in two classes were also 'Model/Correct/Scaffold' (MCS) and 'Starter' (Sta), with ratio 66% and 17% respectively. It was found that the functions of 'Starter' (Sta) and 'Model/Correct/Scaffold' (MCS) were used more frequently than other functions in both teachers' classes, therefore the following section specifically presents the teachers' TL and L1 use in performing the two functions.

Comparison of Two Teachers' L1 and TL Use in the Category of Teaching Acts

Table 4.5 presents the two teachers' L1 and TL use in the functions of 'Model/Correct/Scaffold' (MCS) in their two classes. In Lisa's first class, the two functions were highly performed in the TL; the function of 90% of TL was in 'Model/Correct/Scaffold' (MCS) and 76% of TL was in 'Starter' (Sta). In Julie's first class, the teacher tended to use Mix and L1c to perform the function of 'Model/Correct/Scaffold' (MCS); 35% of Mix and 32% of L1c. However, the

function of ‘Starter’ (Sta) was 93% performed in the L1.

Table 4.5 The Teachers' Language Use within Two Most Frequent Used Teaching Acts

First Class								
Lisa				Julie				
Mcs		Sta		Mcs		Sta		
	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit
L1	5	16	10	22	13	68	93	149
L1c	2	5	3	7	32	176	0	0
TL	90	251	76	176	12	65	3	4
TLc	0	0	3	6	8	45	0	0
Mix	3	9	8	19	35	191	4	7
Total	100	281	100	230	100	545	100	160
Second Class								
Mcs				Sta				
Mcs		Sta		Mcs		Sta		
	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit
L1	4	9	6	10	14	61	58	54
L1c	2	5	4	8	129	130	32	30
TL	90	168	89	158	7	31	1	1
TLc	1	3	0	0	6	28	0	0
Mix	6	13	1	2	43	192	9	8
Total	100	198	100	178	100	442	100	93

Note. L1 refers to sentences that contain all L1 words. L1c refers to sentences that all contain L1 words but only one TL word. TL refers to sentences that contain all TL words. TLc refers to sentences that contain all TL words but only one L1 word. Mix refers to sentences that mix over one L1 word or one TL word.

In the second class, the two teachers' language uses within the two functions were very similar to the first class. In Lisa's class, the TL was the most frequent used language to perform the two functions; 90% of TL was found in performing 'Model/Correct/Scaffold' (MCS) and 89% of TL was in 'Starter' (Sta). In Julie's class, the teacher tended to mix the two languages to perform the function of

‘Model/Correct/Scaffold’ (MCS), with ratio 43%. For the function of ‘Starter’ (Sta), the L1 was the most frequent used language, with ratio 58%.

In conclusion, the two teachers’ language uses within the two functions were very different. Lisa preferred to use the TL to perform the two functions, whilst Julie tended to use the L1 to perform the function of ‘Starter’ (Sta) and used Mix and L1c to perform the function of ‘Model/Correct/Scaffold’ (MCS).

The following examples were the classroom observation data from the two teachers’ first and second classes, which showed the differences of their language uses in each function. Example 1 and 2 were the two teachers’ language uses in the function of ‘Starter’ (Sta). Example 3, 4 and 5 present the two teachers’ language uses in the function of ‘Model/Correct/Scaffold’ (MCS).

In Example 1, Lisa instructed students what they needed to do in the following section of the class. The TL was highly used to perform the function of ‘Starter’ (Sta), such as start a statement for the following section of the class and explain the following group activity rules. The TL was the most frequent used language in performing this function in both of her classes. In Example 2, Julie used the L1 to explain related information of the following reading article. The L1 was the most frequent used language in performing the function of ‘Starter’ (Sta). The teacher tended to use the L1 to start a statement about the following progress of the class in both of her classes.

(1)

Data (Lisa-‘Sta’)

T: Now match each one and later on I will ask three of you to stand outside to do something like the C we just act it out ah in your book, ok? Just like the doctor the patient.

(2)

Data (Julie-‘Sta’)	Translation
T: 我們開始講我們這篇了嘛齣。所以她今天這一篇都是在講那些超自然的現象，ok。有些人相信有些人不相信，ok。那這篇呢我們單字很多而且都很重要，所以我看總共我記得三十幾頁，喔四十四頁齣，我當然不可能全部講完齣，全部講完可能要花好幾堂課，所以呢我等一下講差不多是課本上的意思，你回去有心要念英文的話那你就看。	We begin to talk about this article. So this article is all about the paranormal, ok. Some people believe it and some people don't, ok. There are many important vocabularies in this article. So let me check I remember there are more than 30 pages, oh it's forty-four pages. Of course I can't teach all of them. It takes a few classes to finish it, so later I will only teach the meaning on the textbook. You can read the rest if you want.

In Example 3, Lisa explained a TL word on the midterm paper. The TL was the most frequent used language to perform the function of ‘Model/Correct/Scaffold’ (MCS), such as explains word meaning, helps understanding of grammar rules and gives correct answers of questions on the textbook. However, in Example 4, Lisa used more L1 to perform this function. The teacher taught grammar rules about tense in the second class, and the TL and the L1 were both used to help students’ understanding. The L1 was used more when Lisa explained grammar rules about tense, but the TL was still the most frequent used language to perform the function of ‘Model/Correct/Scaffold’ (MCS) in both of her classes.

(3)

Data (Lisa-‘MCS’)
T: The Yankee's firm founds in New York. Do you know found? It's not find, found, found, ok? It's found, founded, founded. Find, you lost something, and you are going to find it out, ok? I lost my dog, I'm going to find it out, find, found, found.

(4)

Data (Lisa-‘MCS’)	Translation
T: How about present perfect? Present perfect will be the actions that have finished in the past or something you have done several times, ok? 但我們在講這個present perfect continuous的時候，她是從過去一直到現在。也許不是時間上的每一次都在持續，可能是你過去有做這個動作，現在在做這個動作，未來還有可能在做這個動作。譬如說你過去騎腳踏車有這個習慣，現在也在騎腳踏車，那未來還是有可能在騎腳踏車，ok?	T: How about present perfect? Present perfect will be the actions that have finished in the past or something you have done several times, ok? But when we use the present perfect continuous, it means from the past till now. It doesn't mean you do that action at every moment. Maybe you did that action at past, now you still do it, and you may still do it in the future. For example, you rode bicycle in the past, now you still ride it, and you may still ride bicycle in the future, ok?

In Example 5, Julies mixed the two languages to explain word meanings. In both of her classes, Julie tended to mix the two languages or used L1c to perform the function of ‘Model/Correct/Scaffold’ (MCS). The teacher preferred to give equivalent meanings in the L1 and sample sentences in the TL for helping students’ cognitive understanding of the TL word.

(5)

Data (Julie-‘MCS’)	Translation
T: 好第五個，exploited, express, you treat someone or something at opportunity in order to gain something, to get some advantage. 也就是說剝削啊，exploited, for far more sinister purposes, sinister, it means	Ok, number five, exploited, express, you treat someone or something at opportunity in order to gain something, to get some advantage. That means exploited, exploited, for far more sinister purposes, sinister, it means evil, it means

Data (Julie-‘MCS’)	Translation
evil, it means danger. 邪惡的，很像很 danger. Evil, means dangerous. Ok, 危險的。好，剝削啊是為了要用這個 exploited means using this language to 語言去成就怎麼樣子的目的，it is for achieve certain purposes. It is for purposes, exploited. 第五個齣。	purposes, exploited. Number five.

In summary, Lisa used highly ratio of TL but seldom used L1 or mixed the two languages to explain grammar or word meanings, or to start a statement, question or command that provide information about or directed attention to the following elicit in her classes. As for Julie, mix of the two languages was used when facilitating understanding of word and sentence meanings. Besides, the L1 was also the mainly used language to perform the function of ‘Model/Correct/Scaffold’ (MCS) since the ratio of the L1c was much higher than the category of TL and TLc in both of her classes. Moreover, the L1 was also the most frequent used language for to start a statement or instruction for the following class content.

Teachers’ Beliefs of Language Use in the Classrooms

In this section, the two teachers’ beliefs of L1 and TL use in FL classrooms are described. The interview contents of the two teachers are presented in terms of two aspects: (a) teachers’ beliefs of language use and (b) teachers’ use of language and their beliefs.

Teachers’ Beliefs of Language Use

The teachers described four aspects of their beliefs in the teacher interviews, including (a) self-report of amount of TL and L1 use in the classrooms, (b) self-report of functions of TL and L1 use in the classrooms, (c) self-report of factors influencing

TL and L1 use and (d) beliefs of language use in the context of foreign language learning and teaching.

Self-report of amount of TL and L1 use in the classrooms

The two teachers estimated how much TL and L1 they used in the classes; Lisa self-reported that she used approximately 70% of TL and 30% of L1 in each of her class, while Julie reported that she used approximate 10%-20% of TL and the 80%-90% of L1 in each of her class.

Lisa believed that 80% to 90% of TL use was the most ideal because she thought the students in the class have enough English proficiency to understand the amount of TL use. Besides, her TL use in the classes was not too difficult for the students to understand. As for Julie, she felt that she used too much L1 and she believed that the students were capable of understanding more amount of TL use. So Julie believed that the most ideal language use in the current class was 50% of L1 and 50% of TL use.

Julie: Actually I thought the TL use could be more in the class and I believed that the students could understand what I said as well. I felt I used too much L1. I didn't change my language use because I wanted the students to get used to my language use. So I thought the most ideal language use was that each of the TL use and the L1 could be 50%, and I would consider doing this in my next new courses.

Self-report of functions of TL and L1 use in the classrooms

The two teachers described how TL and L1 were used in terms of three situations: (a) class content, (b) administrative announcement and (c) chat with students.

Lisa reported that she used a high frequency of the TL to teach class content, and only when certain circumstances some L1 would be used; for example, when explaining difficult words, special terms or book names, repeating administrative

announcement to make sure students' understanding and chatting with students in order to make class lively.

Julie used both the L1 and the TL to teach class content such as explain word and sentence meanings. Explanation in the TL was given first when Julie perceived that it was important to understand in the TL, and word meanings were sometimes given in the L1 when Julie thought that it was easier to comprehend in students' mother tongue. Julie also self-reported that she tended to use the L1 to announce class events and to chat or joke with students.

Self-reported Factors Affecting TL and L1 Use

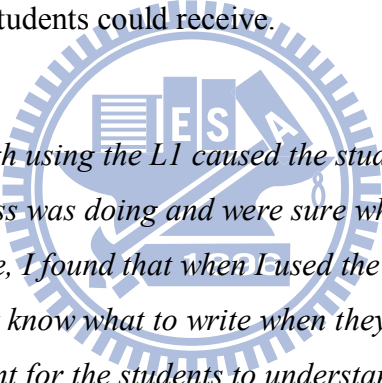
The teachers mentioned several factors that affect their TL and L1 use in the classes. For Lisa, (a) students' English proficiency, (b) goals of the class and (c) type of the course were the main reasons for her to adjust language use in the class. Although Lisa believed that 80% to 90% of TL use was the ideal language use, she would consider using less TL to match up students' English proficiency. Goals of the class were important consideration of language use as well. If the goal of the class was to help students understand grammar rules, after explaining those grammar rules in the TL, Lisa would use the L1 to explain again to facilitate students' understanding. In other words, if the goal of the class was to teach grammar rules, more L1 would be used to explain; if the goal of the class was to teach class content, more TL would be used to enrich students' TL inputs. For the factor of type of the course, Lisa used different amount of the TL and the L1 in grammar courses and in conversation courses. For grammar courses, Lisa may use 50% of TL and 50% of L1 to have class. If the course was about conversation, Lisa would use the TL as much as possible and also encouraged students to use more TL as well. She believed that the correctness of their utterance was not the most important in conversation class.

As for Julie, the following factors, (a) the number of the students in the class, (b) difficulty of the content, (c) type of the course, (d) departmental policy of the school, (e) the grade of students and (f) their English proficiency, affect her language use in the class. For student number and difficulty of the content, Julie explained that if it was a big class and the content was also difficult, she would consider using less TL and more L1 explanation so that she can be sure of students' understanding. Another factor was type of the course. Similar to Lisa, Julie believed the TL use should be different within the four language skill class; if the course was to teach reading, the teacher would use more L1 to explain because she thought understanding of the content was the most important; if the course was to teach conversation or listening, the teacher would use more TL since TL input was needed. For the factor of departmental policy of the school, Julie took this factor into her first consideration of language use. If the school prescribed the teacher to use the TL to have class, then she would still use the TL in her class even though some students' were in the low level of English proficiency. If the school didn't prescribe teachers' language use, Julie would consider students' proficiency and adjusted her TL use. For example, if the students were freshmen and the class was obligatory, she would use more L1 because they were the first grade and it was not they themselves decide to take this course. The understanding of the class content was the most important. If the students were seniors and it was an optional course, then she would use more TL because their motivation to learn was higher.

Beliefs of language use in the classrooms

The two teachers further proposed their opinions about TL and L1 use in the classrooms and the role of the L1 in FL classrooms. Lisa believed that total immersion in English was the best and the most ideal for EFL learners. So she tended

to use as much TL as possible to have class so as to give students more TL input and the students could acquire some daily English expressions as well. For the occasional use of the L1 in her class, Lisa agreed that the L1 could be a facilitator for students' understanding of administrative reminding such as details of assignments and exams. The L1 was very useful for the teacher to make sure the students had received the class information. Besides, Lisa believed that the L1 was a necessary tool for the students' cognitive understanding; some TL words needed to be understood in the meaning of the L1 because the knowledge of the L1 already existed in the students' cognitive memory. Last, using some of the L1 to explain word meanings to students could save time. The only defect of using the L1 in class was that the more L1 was used, the less TL input the students could receive.



Lisa: I believed that although using the L1 caused the students receive less TL input, they knew what the class was doing and were sure what they should do in the next class. For example, I found that when I used the TL to explain the next week test, the students didn't know what to write when they taking the test. So I thought it was important for the students to understand the class information as well. Moreover, the L1 could also help the students to make a connection of the meaning between the TL and the L1 because the expression of the TL may be different with the L1 expression they already knew.

In contrary, Julie didn't agree that total immersion in English was the best for all EFL learners. Julie felt the students couldn't understand what she said if she used the TL to teach class content since she used a more difficult textbook containing long reading articles and large amount of vocabulary. Besides, she found that the students did not write down anything in the TL, and only took notes when she used the L1 to explain. Therefore, she believed that using the L1 could help the students'

self-learning because they were sure of the word meanings and that the students had basic understanding of the class content when they wrote down the Chinese meanings on their textbook. The only defect of using L1, similar to Lisa, was the decreased amount of TL input students could receive.

Teachers' Use of Language and Their Beliefs

In this section, the two teachers' self-reported language use in the classes and beliefs of language use in the classrooms are compared with their actual L1 and TL use in the classes. The teachers' self-reported language use and their actual language use in the classes would be compared in terms of the amounts and the functions of L1 and TL use in the classes in order to realize if the teachers' beliefs and practices were consistent.

With regard to the actual amount of L1 and TL use in the classes, the two teachers' self-reported amount of TL and L1 use is very close to their actual language use in the classes. The overall amounts of Lisa's use of the TL is 89% and the L1 is 5%. As for Lisa's self-reported amount of L1 and TL use in the classes, she believes she uses approximately 70% of TL and 20% to 30% of L1 in her classes.

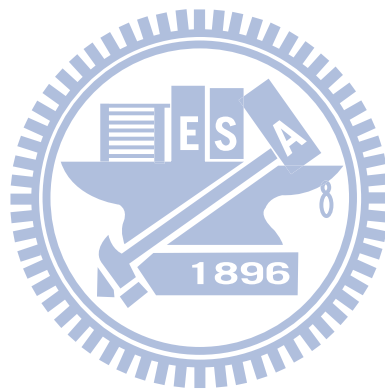
As for Julie's actual language use in the classes, the overall amount of the TL use is 8% and the L1 is 27%. For the self-reported amount, Julie believes she uses approximately 10% to 20% of the TL and 80% to 90% of the L1 in her classes. The comparison of the amount between Julie's actual language use and her self-reported of language use should take the ratio of the L1c and the Mix into consideration since the teacher uses a lot of mixed language in her classes. So the ratio of the actual TL use and the teacher's reported amount of the TL is very close. Overall Julie's actual language use in the classes and her self-reported amounts of L1 and TL use is consistent.

In terms of the functions of the teachers' language use in the classes, Lisa's self-reported language use is consistent with the actual language use in the classes. The teacher self-reported that she used the TL to teach class content and to announce administrative elements in the classes, and the L1 was used when the teacher explained more difficult words and grammar rules, and also used to repeat administrative announcement when she felt the students didn't pay attention to what she said in the TL. The same with the teacher's actual language use in the classes, she frequently used the TL to perform the functions of core goal, framework goal and social goal. Besides, the TL was also the most frequent used language to perform the function of 'Model/Correct/Scaffold' (MCS) and 'Starter' (Sta). In other words, Lisa believes she should use as much TL as possible in the classes, and which is reflected on her language teaching behaviors as well.

As for Julie, her self-reported language use was also consistent with her actual language use in the classes. The teacher self-reported that she tended to use both the L1 and the TL to teach class content such as word and sentence explanation, and the L1 was used to announce class events and to chat or to joke with the students. The same with her actual language use in the classes, the mix of the two languages was most frequently used in core goal, and the L1 was most frequently used to perform framework goal and social goal. In other words, Julie believed that she used both the TL and the L1 to perform core goal, the teaching of the class content, and used the L1 only to perform framework goal and social goal, the administrative announcement and chatting with the students, and overall these beliefs were reflected on her language teaching behaviors as well.

In summary, the two teachers' beliefs in terms of the amount of the TL and the L1 use was overall consistent with their actual language use. Only Lisa's self-reported amount of the L1 is higher than the amount of actual L1 use in the

classes. The two teachers' beliefs in terms of the functions of the TL and the L1 use are also reflected on their language teaching behaviors in the classes. To put it differently, both teachers clearly know 'when and why they use the language and for what purposes.'



CHAPTER FIVE

DISCUSSIONS AND CONCLUSIONS

Introduction

The main purposes of the present study are to discuss the amounts and the functions of two Taiwanese English teachers' TL and L1 use in class as well as the relationship between their beliefs of language use and their actual language teaching behaviors in the classrooms. The followings first discusses the teachers' actual language use and their beliefs in terms of the amount and the functions of TL and L1 use in the classrooms, followed by discussing how the teachers' beliefs of language use reflect on their actual language use in class. Finally, pedagogical implications and suggestions for future studies are presented.

Teachers' Use of Language and Their Beliefs

This section discusses the teachers' language use in the classrooms and their beliefs within two aspects: (a) the amount of TL and L1 use in the classrooms and (b) TL and L1 use in performing different functions.

The Amount of TL and L1 Use in the Classrooms

The results indicate that differences were found in the amount of the teachers' TL and L1 use between the two classes and between the teachers' self-reported amount of language use and their actual language use in the classrooms. The followings first discusses the amount of TL and L1 used in the classes, and then the teachers' self-reported amount and the actual amount of TL and L1 use, followed by their believed factors influencing their language use in class.

Amount of TL and L1 Use

It is found that Lisa uses a consistent amount of TL and L1 in her two classes; 6% of L1 in the first class and 5% of L1 in the second class, and 90% of TL in the first class and 88% of TL in the second class. However, Julie's TL and L1 use in the two classes are slightly different; both the ratio of L1 and TL decrease in the second class, from 30% to 23% and from 10% to 5% separately. In contrary, the ratio of L1c and Mix increase in the second class, from 23% to 29% and from 29% to 38%, respectively.

The different ratios of TL and L1 in Julie's two classes can be contributed to the classroom activities differences and which language is used to conduct these activities. More administrative announcements are performed in the L1 in the first class and more word teaching activities are conducted in the mix of the TL and the L1 in the second class. In the first class, Julie spends more time on administrative reminding by using the L1, which is the Julie's preferred language when performing the function of framework goal, that is, the organizational requirements of the class. In the second class, more time is spent on word explanations in which Julie tended to mix the TL and the L1 to explain complicated prefix and suffix of words. Therefore, from the results showed, the factor influencing teachers' language use may also include the class activity as well; in other words, when the TL and the L1 would be used and for what purposes.

Factors Influencing the Teachers' Language Use

The results indicate that the amount of the two teachers' TL and L1 use in the classrooms are contrary; Lisa used a high frequency of the TL, while Julie tended to mix the TL and the L1. The teachers self-reported some factors influencing their language use and these factors are generally in agreement with the previous studies

(Bateman, 2008; Macaro, 2001b; Yeow, 2003). The factors identified influencing the teachers' TL and L1 use are: 1) students' TL proficiency, 2) type of the course, 3) goal of the class, 4) difficulty of the content, 5) number of the students, 6) grade of the students, and 7) departmental policy of language teaching.

Students' TL proficiency

Of the factors affecting teachers' language use, several indicate that teachers adjust and modify their language use in order to transmit knowledge to their students successfully. Both teachers adjust their TL use according to students' TL proficiency; they have consensus that using either TL or L1 to get message across to the students is acceptable if students could learn the content better. In line with Bateman (2008)'s finding, the present study also agree that students' TL proficiency is an important factor that limit teachers' TL use in the classrooms. The teachers believe that it is more difficult to use the TL with beginning students than with more advanced students. Indeed, teaching abstract and complicated concepts in the TL may confuse students who are in lower level of TL proficiency and may be time-consuming (Çelik, 2008).

Type of the course

The type of the course is another factor for transmitting knowledge successfully. The two teachers consistently confirmed that if the course was designed to enhance students' reading skills in the TL, the understanding of the content was the most important; on the contrary, if the course was designed to practice listening or speaking in the TL, then using TL in class was necessary. Existed cognition and knowledge are needed and necessary in the process of reading since it requires more semantic related understanding. Antón & DiCamilla, (1998) and Weschler(1997) pointed out that in the

process of reading and writing, students' L1 was demanded for the purpose of brainstorming and devising ideas because students' L1 is used for thought and cognition which could stimulate memory and semantic process(Çelik, 2008). Moreover, this factor is also related to the TL input theories; it is believed that students could acquire another language successfully if they received more SL or FL input (Day, 1984). The TL input is needed especially in listening and speaking course. Chambers (1991) contends that for speaking course, students could acquire a TL successfully only when the TL is the predominant language in the classroom; demanding students interact in the TL would help develop their speaking abilities, and Nunan (1997) proposed that for listening course, it is critical for students to receive abundant authentic TL input, which should be provided by teacher thorough modeling listening strategies and giving listening practices in the TL.

Goal of the class

The third factor goal of the class, identified by Lisa, is also to help students obtain content knowledge as well. This factor is actually equal to the factor of 'activity type' indicated in the previous studies (Duff & Polio, 1990; Kim & Elder, 2005; Liu, Ahn, Bae, & Han, 2004; Rolin-Ianziti & Brownlie, 2002). Rolin-Ianziti & Brownlie (2002) found that the amount of L1 was higher in grammar activities than in listening activities. Similarly, in the present study, Lisa would adjust her language use according to the class activities to achieve the goal of the class. If the goal of the class was to make the students fully understand grammar rules, Lisa would use the L1 to transmit those complicated concept of grammars although she consistently used a high ratio of TL in her classes.

Difficulty of the content

The fourth factor difficulty of the content, Julie explained that the textbook used in her class was difficult for those freshmen to understand because the reading articles contained a large number of vocabulary, and in order to help the students 'get something' from the class, she preferred to use the mix of the TL and the L1 to explain. Compare to previous studies, the factor identified here can be referred to the factor of 'material' found in Duff and Polio 's (1990) study, in which the different versions of textbooks were identified by teachers to be one of the reasons to adjust their language use in the class. In other words, to facilitate students' comprehension of class content, the level of difficulty of the materials is of its importance in teachers' decision-making of language use in class.

The four mentioned factors are the main concerns when language teachers teach in the classrooms. Under the consideration of getting message across to the students successfully, the use of the L1 is not to be blamed for its occurrence at FL classrooms. The teachers may conceive themselves as 'deliverers of content' (Yeow, 2003, p.6) in that the most important aim is to facilitate students' comprehension even it is at the expense of code-switching to students' mother tongue.

Number of the students

Other factors such as number of the students, grade of the students and departmental policy of language teaching are only mentioned by one of the teachers. The factors of 'number of the students' and 'grade of the student' are much related to student's affective perspective. For the factor of 'number of the students', Julie indicated that a class with a large number of students made it difficult to know whether students realized class content that was taught in the TL; she believed that using the L1 at this circumstance was helpful for her to make sure all students at least

learned something from the class. She identified this as a factor based on her teaching experience in that she found students were willing to raise their hands to ask questions if the class size smaller and they felt more pressure for being on the spotlight when asking questions actively in a large class. Teachers' use of the L1 can be helpful to alleviate students' anxiety by lowering their affective filter (Krashen, 1985). In other words, teacher's use of the L1 may encourage greater student involvement and therefore create a warm and closer relationship with students (Ferguson, 2003).

Grade of the students

As for the factor of grade of the students, it is much related to the students' motivation in learning the TL. The teacher clarified that if the class was opened for seniors in the college and was optional, then the students assigned in the class must at some degree motivated in learning. With higher motivation to attend the class, the teacher believed that although the students may not fully understand her TL use in class, they themselves would strive to figure out her explanation in the TL. Hence the TL was supposed to be used more frequently in the class under such consideration. As found in Bateman's (2008) study, a lack of student motivation was identified as a factor limiting teachers' use of the TL; students were not fond of teachers' efforts to conduct the class in the TL when they had lower motivation (Bateman, 2008).

Departmental policy

The last factor, departmental policy, according to Julie, is the most important factor for her to make language use decision in the class. If the school had prescribed teachers to use the TL to conduct classes, she wouldn't consider adjusting and limiting her TL use for those low levels of TL proficiency students although she had her own beliefs of language use. In accordance with Duff and Polio (1990), the factor of

departmental policy was identified by teachers to be prominently in their decision to use the TL. In addition, similar to the findings in Macaro's (2001) study, a teacher was highly influenced by the official government statements and this factor was even more powerful than her own beliefs of language use.

In conclusion, both of the two teachers determine their language uses predominantly based on their ideas of how the students could receive class content through their teaching in either the TL or the L1 without obstruction, whilst the factors identified between the two teachers are slightly different. Lisa's consideration of language use are basically related to the students' TL proficiency, goal of the class, and type of the course; students' current levels and the type and the goal of the course are the most influential reasons for her to make decisions of language use. On the other hand, Julie's decision-making of TL and L1 use in the class is not only determined by those factors identified by Lisa, but also determined by students' affective perspective and school policy of language use. More importantly, the school policy is her top reason for choosing the language used in class. Only without the concern of school policy could she take other factors into consideration of language use.

TL and L1 Use in Performing Different Functions

As showed in the results, the two teachers' TL and L1 use in performing different functions in the classes are significantly different; however, both teachers' actual language use in performing different functions are consistent with their beliefs of language use. The following discusses their beliefs of TL and L1 use and the actual language use in performing the functions within *goal orientation* and within *teaching acts* in the classes.

Core Goal and Model/Correct/Scaffold (MCS)

The results show that two teachers' language uses in performing core goal and 'MCS' are differed markedly; Lisa uses the TL and Julie uses mix of the TL and the L1 most frequently to perform core goal and 'MCS'. As Lisa mentions in the teacher interview that she uses high frequent of TL in teaching class content and the L1 is also used occasionally when explaining difficult words, consistent teaching behaviors are found in her classes; Lisa is found switching to the L1 occasionally when the meanings of words are hard to be transmitted for there is no equivalent meanings in the TL and when grammar rules such as tense are more complicated concepts for students to comprehend in the TL. An interesting language change behavior is found in her teaching of grammar rules; it is found that Lisa's attempt of using the TL to explain a grammar rule, the perfect tense, is failed when the student response to her that they are confused by the grammar explanation in the TL, which makes Lisa change her language choice hereafter when teaching complicated class concepts.

On the other hand, Julie's actual language use in performing core goals is also consistent with her beliefs of language use. She mentions that both the L1 and the TL are used to teach class content such as explain word and sentence meanings, which is reflected in her teaching behaviors in that switching between the TL and the L1 is highly occurred in the instruction of vocabulary. However, the frequency of using the L1 is higher than the TL since definitions and sample sentences of new words are more frequently given in the L1 though the concepts may be easy to understand in the TL.

Both Lisa and Julie are found using the L1 to translate more difficult words and concepts in the class as well as complicated grammar rules. The use of student's mother tongue in conducting the teaching of language is not exceptional in previous studies; several studies (Bateman, 2008; Ferguson, 2003; Liu, Ahn, Baek, & Han,

2004; Polio a& Duff, 1994; Rolin-Ianziti & Brownlie, 2002) indicated that teachers tended to switch to students' L1 in teaching behaviors such as instruct grammar rules, translate unknown vocabularies, and facilitate students' comprehension for several reasons. It was indicated that subject matter was one of the factors that affect teachers' language choice, especially the subject of grammar that is difficult to be instructed in the TL (Bateman, 2008). In addition, teacher resorting to the L1 is suggested when using the TL would be inefficient and problematic for learners to comprehend such as the explanation of grammar (Cook, 2001; Turnbull, 2001b). Lisa's case provides evidence that students do feel complicated when abstract concepts are explained in the language that they are still learning. Moreover, a survey (Rolin-Ianziti & Varshney, 2008) that investigated students' views regarding the use of the L1 showed that a majority of students agree the use of the L1 to understand and memorize vocabulary and to comprehend grammatical explanations; students believed that the use of L1 helps them access the meaning of words, as well as facilitates memorization if they know equivalent meanings in their mother tongue.

Truly, abstract word or expressions difficult to explain in the TL may be better translated in the L1 (Weschler, 1997), and it was also advocated using the L1 to discuss points the students haven't understood (Atkinson, 1993; Cole, 1998). However, a problem that teacher rely too extensively on the L1 was indicated in previous study (Turnbull, 2001) as well. Turnbull (2001) believed that if a FL teacher's TL use did not over 25% of class time, the teacher relied far too much on the L1 and which deprived students of valuable TL input. Also, Kim and Elder (2008) found one teacher using only 23% of TL in FL class, in which the researchers believed that "the teacher's habit of inserting L1 translations or explanations before or after TL units may have had the effect of diverting students' attention constantly to the L1 for the retrieval of message" (p.181). Furthermore, taking time to define and to

explain word is worthy if it is simple enough (Cole, 1998). Julie self-reported that she noticed that the students only took notes when she translated word meanings into their L1, and therefore she gave L1 meanings of words before or after TL explanations since she believed that the students learned the class content by writing down the L1 meanings; however, this may lead students to ignore what they do not understand (Kim & Elder, 2008; Wong-Fillmore, 1982) in the TL since they already get used to pay attention to those L1 meanings that can be written down.

Framework Goal and Starter (Sta)

The definition of framework goal used here can be referred to the category of classroom management discourse proposed by Ferguson (2003). Both framework goal and classroom management discourse refer to teachers' switching to the L1 to negotiate task instruction, inviting student contributions, disciplining students, reminding assignments, and so on. However, in the present study, it can be found that the assigned utterances in the category of Starter (Sta) are similar to those in the category of 'framework goal'. 'Sta' is a statement for eliciting following activity or class content, and therefore it sometimes overlaps with the utterance categorized into framework goal. Hence the two categories are both discussed in this section.

First of all, the results indicate that the two teachers have different frequency of performing the functions of framework goal and 'Sta'. Lisa performs framework goal and 'Sta' more frequently than Julie in the class. The different frequency can be contributed to the class structures and class activity difference; in Lisa's classes, many group activities are required and needed to be instructed and explained, whilst there is no group activity at all in Julie's classes. Students in Lisa's class at least have one group activity in a class, and Lisa frequently gives instructions of group activity and repeats the activity rules during students' preparation of activity. However, in Julie's

class, Julie spends more time on word and reading article explanations, and occasionally instructs students to do some exercise on the textbook. Therefore, it is the class activity difference that leads to the different frequency of framework goal and 'Sta' between the two teachers.

Secondly, the two teachers differ markedly in their language use in performing the functions as well. Lisa consistently uses the TL to instruct group activity and assign homework, while Julie frequently uses the L1 to give instructions of textbook practices and reminds students of assignments. A number of studies (Rolin-Ianziti & Brownlie, 2002; Liu, Ahn, Baek, & Han, 2004; Storch & Wigglesworth, 2003) indicated that teachers tended to switch to L1 to encourage students to participate in activities, clarify tasks, and to manage students' behaviors. However, there were also some studies (Duff & Polio, 1990; Ford, 2009; Turnbull & Arnett, 2002) indicated that the TL could be used strategically to perform this function as well. In Duff and Polio (1990), some teachers who used highly percentage of TL in class suggested that using the TL for all classroom functions, from grammar explanations to classroom management, was not as difficult as everyone imagined. Also, more time for FL students to spend on hearing TL is necessary and needed since they have little chance to receive TL input in typical FL settings; students' TL understanding can be easily facilitated effectively by teaching and training listening strategies and by instructing comprehension skills and formulaic expressions (Ford, 2009). By doing so, students would realize how knowledge and expressions in the TL can be used immediately (MacDonald, 1993). Framework goals provide students opportunities for receiving 'natural' TL input and communication (Ellis, 1984). Therefore, simple instructions and explanations of group activities and tasks can really be performed in the TL strategically by modeling, repeating, and emphasizing key words and phrases. Julie's use of the L1 to give simple instructions of exercise on the textbook may decrease

students' opportunities of receiving useful TL expressions.

Social Goal

The two teachers' language uses in performing this function also show significant differences; Lisa uses the TL to perform the social goal in both classes, while Julie prefers to use the L1. Julie's use of L1 to interact with students in class is compatible with some of previous studies (Bateman, 2008; Ford, 2009) in which the L1 was indicated to be the most frequent used language to perform this function.

The L1 is highly used for the purposes of creating a positive, friendly classroom atmosphere as well as for encouraging students not to be afraid of making mistakes. Ford (2009) said "given that most 1st-year university English classes in Japan are not optional, there is credence in the view that we should assist students in 'getting through' these obligatory credits with the minimum amount of stress and discomfort" (p. 72). It was also found that student teachers felt that it was unable to build rapport with students effectively in the TL and the need to use the L1 for this activity at least some of the time (Bateman, 2008).

Indeed, teacher's use of the L1 may help students release their tension for not understanding the content expressed in the TL. The following is the example Julie highly used the L1 to chat with the students. “摩斯有一個隱藏菜單你知道嗎？小吉士，就是它沒有寫到菜單上面，那你就跟店員講說我要小吉士三十五塊，她就匆匆不迫的拿出來，沒有人知道齣，摩斯的粉絲才知道” (Do you know the Mos has a secret menu? Small cheese burger, it is not on the menu. So you can tell the clerk that you want a small cheese burger and he or she will send you. Nobody knows it. Only fans of the Mos would know). In such occasion, the students may not feel the relaxed atmosphere of chatting if Julie used the TL to talk to the students; instead, they may feel anxiety for being worried about responding teacher's talk in the TL in

front of the class.

In contrast, Lisa consistently uses the TL to perform this function, which is seldom the case in previous studies. In example 5, Lisa interacted with one student in the class. It can be seen that Lisa keeps using the TL although the student responds in the L1. Moreover, it can be noticed that although this conversation is the teacher chatting with the student, their spoken utterances are very short, and the student turns his response from the TL ('no') to the L1('賣票的' 'I sell tickets.'). The reasons why the student chooses using the L1 to respond the teacher's questions instead of trying to express ideas in the TL remain unknown. But obviously the student regards this conversation is casual and the teacher doesn't demand him to use the TL as well, so the L1 becomes one safer language choice for him to express ideas freely in front of the class.

It is Lisa's intention for using as much TL as possible even in the occasion of chatting to enhance students' English abilities by exposing to abundant TL input; however, it is also indicated that teacher's switching between TL and L1 carries affective functions that serve for expression of emotions. Using L1 to build solidarity and intimate relations with students is effective and commonly used by teachers; in other words, switching from TL to L1 serve the function of creating a familiar and supportive language learning environment in the classroom (Sert, 2005). Moreover, it was indicated that for 1st-year university students, the L1 would be a safer language choice for it helped keep them away from being embarrassed in front of the class when they were troubled in figuring out meanings and in reaching understanding of the TL (Çelik, 2008). As Auerbach (1993) said, "starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves, and only then will the learner be 'willing to experiment and take risks with TL.'" Interpersonal relationships between teachers and students are necessary for

creating a warm and relaxed language learning environment, which increase students' sense of belongings by chatting and joking in their familiar mother tongue. FL teachers should consider students' affective perspectives and make appropriate L1-use decisions when students are reluctant to take chances to learn the FL.

Teachers' Reflection of Beliefs on Language Use in the Classrooms

In this section, the two teachers' beliefs of language use in FL classrooms as well as how these beliefs reflect on their language choices in conducting the classes are discussed.

A teacher's beliefs usually reflect the actual nature of the instruction the teacher provides to students (Kagan, 1992). Exploring and uncovering how teachers' beliefs of language use influence their language choice in the teaching process will lead to an overall understanding of teachers' practice of teaching. The two teachers different language use either in the amount or in performing different functions can be further realized and get a whole picture by knowing how they perceive the TL and the L1 use in FL classrooms and in their current classes.

The two teachers hold very different points of views toward TL use in FL classrooms and these views are reflected on their actual language use in class. The results indicate that the overall ratios of Lisa's TL to L1 use are inversed to Julie's in that the exclusive use of the TL is favored by Lisa and the mix of the two languages and the L1 are preferred by Julie. From the teacher interviews, it can be concluded that the mainly reasons for the two teachers' different language-decision makings are contributed to their divergent beliefs in terms of two aspects: 1) beliefs of TL use in FL classrooms and 2) perceptions toward the students' TL proficiency in their class.

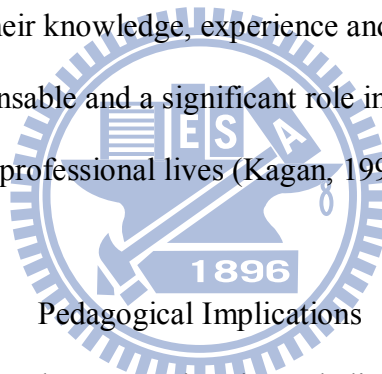
In terms of beliefs of TL use in FL classrooms, Lisa considers the ideal environment for learning a FL is to provide enrich TL input for language learners.

Abundant of TL inputs help learners acquire more TL expressions. From Lisa's self-reported learning experiences, she believes that one could learn the language by continuing listen to and speak that language; therefore, Lisa consistently uses TL exclusive in her classes even not all the students in the class have a high level of English proficiency. Only under certain circumstances would she switch to the L1 to conduct the class. In other words, Lisa holds the beliefs that the TL should be the predominant language of interaction in FL classrooms. On the other hand, Julie doesn't have a set of principles about language use in FL classrooms. She believes the amount of TL and L1 use in class should be determined by the reason the students are learning the TL; students with different learning purposes should receive different amounts of TL in the class. For example, using as much TL as possible is needed if the students were young and the purpose of learning the TL was to go to an English-speaking country to study. In other words, Julie believes that enrich TL input is only needed in certain circumstances such as learning the TL for survival purposes or for training professional language users.

In addition to their divergent attitudes toward TL use in the classroom, the two teachers also hold different perceptions toward the students' English proficiency in their classes, which contribute to their opposite language choice in transmitting class content. Both of their classes are obligatory English reading classes and the students are all freshmen from different departments; however, Lisa thinks that the students' English proficiency is high enough to understand her TL use in class; on the other hand, Julie perceives that because the students are all freshmen and their majors are not all related to the social sciences, their English proficiency would not be high enough to understand her TL use in class. These different beliefs lead to the two teachers' different amounts of TL and L1 use in their classes.

The findings of the present study, to some extent, echo previous study (Kim &

Elder, 2008). The two teachers' different beliefs of language use in the FL classroom supports the findings in Kim and Elder (2008) in which it was indicated that "teachers' experience and beliefs about language learning were reflected in their views of the teacher role and their perceptions of their students' receptivity, thereby serving to either reinforce their commitment to TL use or, conversely, to undermine their confidence in the value and feasibility of this practice" (p.182). In other words, when teachers decide the amount of TL and L1, the most important things for teachers are the realization of their own perception of language use in their teaching context and how those beliefs are reflected on their actual language teaching behavior in class. Woods (1996) believed that teachers' decision making in the classroom was powerfully influenced by their knowledge, experience and beliefs. Teacher belief apparently plays an indispensable and a significant role in the nature of classroom instruction and in teachers' professional lives (Kagan, 1992).



It is important for FL teachers to explore latent beliefs of language use (the use of the TL and the L1) and to be aware of how their believed principles of language use are reflected on the practice of teaching since these different beliefs contribute to varied teaching behaviors and are crucial for language decision-making in the teaching process. A number of factors are identified from the teacher interviews, which well-explain how teachers' language decision-makings can be influenced by their different priorities in either personal principles of teaching, student related reasons, and school policy prescriptions. From this study, it is realized that FL teachers' language uses in conducting homogeneous college English reading class in Taiwan EFL context can be varied profoundly, which provide an understanding of those contextual factors that every EFL teachers in the same context may confront

with when making decisions of language use in instructing language learning classes.

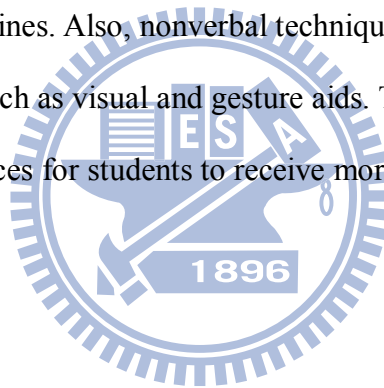
The purposes of the study are to provide more specific principles about teachers' language use in the context of Taiwan, especially at the university level, and to provide an insight of the impact of teachers' beliefs on actual teaching behaviors in class. Thus some pedagogical implications are provided in terms of language use in English language instruction based on the results in the study.

Core Goal Instruction

From the classroom data, I suggest that optimal TL and L1 can be used strategically in terms of the instruction of class content. For vocabulary explanations, FL teachers should define simple words, concepts as well as samples sentences in the TL. Using the L1 to teach words is acceptable when there is no equivalent meanings can be expressed in the TL which costs too much in the limited time of the class. Moreover, it is worth to notice that FL teachers should not over rely on the technique of translation of meanings in the L1, which may risk the students in cultivating behaviors of thinking in the TL. On the other hand, for grammar instruction, the study indicates that the idea that the TL should be maximized in classrooms by using teaching techniques is inappropriate in instructing students complicated grammar rules. We should not run the risks that students have vague concepts of grammar rules because of the instruction in exclusive use of the TL, especially in a class with a large number of students; students may have limited chance to raise their doubts and questions for restricted opportunities to interact with teacher. Using students' mother tongue appropriately in teaching class content can be a facilitator in the aspect of enhancing students' cognitive understanding.

Framework Goal Instruction

In terms of the instruction of framework goals, I also encourage the use of many offered suggestions proposed by several researchers (Bateman, 2008; Duff & Polio, 1990; Ford, 2009; Turnbull & Arnett, 2002) for maximizing TL use in FL classrooms. For those simple instruction of group activities, invitation of student contributions, discipline of students behaviors, and announcement of assignments can be expressed in the TL by using helpful techniques. Duff & Polio (1990) provided several classical and useful suggestions for teachers to modify the TL to help students comprehend; teachers may “make input comprehensible through verbal modifications” by repeating utterances, paraphrasing, simplifying words and sentence structures, and using high frequency patterns and routines. Also, nonverbal techniques could be used to facilitate students’ comprehension such as visual and gesture aids. The TL use in above circumstances creates chances for students to receive more TL input and usable TL expressions.



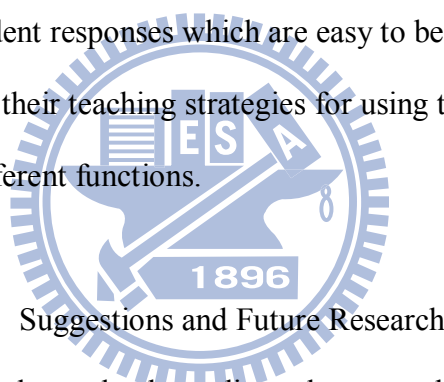
Social Goal Instruction

When it comes to teacher-student interaction in terms of rapport building, the use of the L1 should not be blamed and avoided by FL teachers in EFL contexts. It is indeed necessary for FL teachers to maximize TL use in classrooms; however, the idea of maximizing TL use should be based on different goals and purposes of classes, instead of being mixed with the concept that languages should be used according to their different functions. In the occasion of relaxing class atmosphere and creating ease and warm learning environment for students, using the L1 to serve these functions should not be avoided by FL teachers; rather, it is the unique function that only the L1 could achieve and be perceived by students. As Krashen (1985) mentioned, things can be easier to be realized in the L1 and anxiety of learning a FL

can be alleviated by lowering students' affective filters when their familiar mother tongue is used. In other words, using L1 in rapport building is not new.

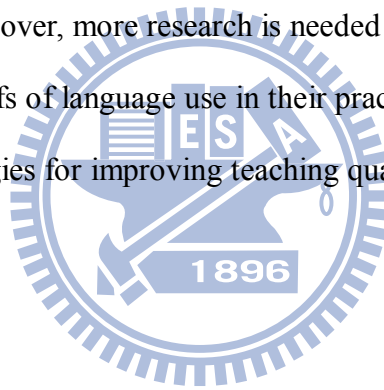
Teacher Beliefs Exploration

Apart from above language use suggestions, it is also important for FL teachers themselves to understand why they use the TL or the L1 in the way they do, and how they reflect these ideas on their practice in language teaching in class. It is critical that FL teachers are conscious of their principles of language use so they can make language decisions more cautiously. FL teachers may self-record teaching process by videotaping, audio recording or keeping teaching diaries to observe their language teaching behaviors and student responses which are easy to be neglected, and from which teachers could sharp their teaching strategies for using the TL and the L1 more precisely based on their different functions.



Based on the results in the study, the coding scheme used to analyze data can be slightly modified in terms of the coding category of functions. Furthermore, some aspects worthy of being explored are not included in the study for the limited scope of the study. Thus, some suggestions are provided here for future research. First, even though the large-scale of coding scheme 'FLAATT' used in the study has the undeniable merit of offering valuable insights into the systematic categorization of large amount of classroom data, it has some limitations in terms of the categories for coding functions of language use; teachers' language use are categorized into two different coding categories in terms of functions of language use, which cause the difficulty of providing an extended discussion of the functions of teachers' language use because it is highly possible that the same data are categorized into different

coding categories. Therefore, we suggest that adopting just one coding category for analyzing language functions is more feasible. Second, more interviews incorporate teachers' and students' perceptions of language use in FL classrooms can be conducted. More questions related to teachers' previous learning experiences could help further realize how teachers form their principles and beliefs of language use so as to explain how and why teachers use languages the way they do in the class. Moreover, how students perceive the teachers' language use in different dimensions are worth to be investigated by conducting student interviews. An additional interesting avenue of investigation therefore might be to consider whether teachers' language use in class can fulfill students' needs and expectations by understanding students' perceptions. Moreover, more research is needed on the exploration of teachers' reflection of beliefs of language use in their practice of teaching in order to develop more useful strategies for improving teaching qualities in EFL context.



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APPENDICES

Appendix A

Consent Form

研究同意書

老師您好：

我是施斐文，為交通大學英語教學所碩士班三年級的學生。目前正在進行我的碩士論文研究。研究的內容主要在探討台灣大學英語教師在課堂上中文與英文的使用情況，以及教師對其中英文使用的想法。

我誠摯的邀請您參與我的碩士論文研究。若您同意參與本研究，我將親自到您的課堂上錄音，總共四個禮拜，不會影響到老師的上課活動。在課堂錄音結束後，我將邀請您訪談，訪談時間大約三十到四十分鐘，訪談過程也將會錄音以利本研究之分析與撰寫。

所有研究資料（包括課堂上的錄音與訪談錄音）僅供學術研究之用，您的所有資料也將匿名保密，不會公開在任何研究報告中。如果您有任何問題，歡迎隨時與我聯絡。您可以透過電話 0933450060，或 email: denijonze@hotmail.com 與我聯繫，或是和我的指導教授鄭維容老師聯絡，email: scheng@mail.nctu.edu.tw。

請您放心參與本研究。參與期間，若不願意繼續參與，您可以隨時退出，不須負任何責任，而所有您提供的資料將會直接銷毀。相信您的參與將能夠為英語教學領域提供更進一步的了解與幫助。

感謝您撥空閱讀此說明，若您同意參與這項研究，請在下列「參加者簽名」處簽下您的姓名。您的簽名表示已經看過這份同意書，並同意參加本研究。

參加者簽名：_____ 日期：_____

參加者聯絡方式 _____

研究者：施斐文

國立交通大學英語教學研究所碩士班

指導教授：鄭維容

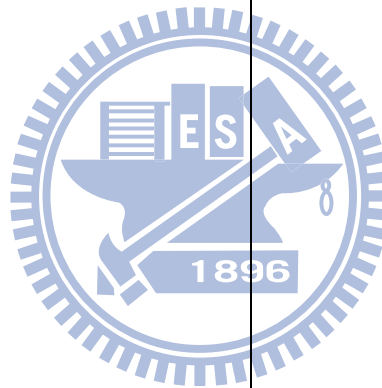
國立交通大學英語教學研究所助理教授

Appendix B

Observation Scheme

Class _____ Date _____ Number of student _____

I. Activity Type			II. Address	III. Language Type	IV. Notes
Time	Activities	Procedures			



Appendix C

Interview questions with teachers

Part 1. Biographical Information

1. What is your age group?
 - a) 20-30
 - b) 31-40
 - c) 41-50
2. Did you grow up primarily in an English-speaking environment or country or have you ever lived in an English-speaking country? If yes, how many years?
3. How many years have you been teaching English? Please describe your previous teaching experiences.
4. Have you received formal training in FL teaching/pedagogy? If yes, please answer the following questions.
 - a. How much formal training have you had in FL teaching (workshops, courses, internships, etc.)?
 - b. How would you characterize your most important formal training as a FL instructor?
 - 1) advanced degree in applied linguistics, SLA, or FL pedagogy (or related field)
 - 2) advanced degree in formal or theoretical linguistics
 - 3) university coursework in pedagogy/applied linguistics
 - 4) workshops with peers and supervisors
 - 5) one-on-one interaction about FL teaching with mentors or peers
 - 6) others

Part 2. Use of TL and L1 in Current English Class

5. How much English do you usually use in class?
 - 1) 0%–20%
 - 2) 20%–40%
 - 3) 40%–60%
 - 4) 60%–80%
 - 5) 80%–100%
6. How much Chinese do you usually use in class?
 - 1) 0%–20%
 - 2) 20%–40%
 - 3) 40%–60%
 - 4) 60%–80%
 - 5) 80%–100%
7. How much English do your students use in class?
 - 1) 0%–20%
 - 2) 20%–40%
 - 3) 40%–60%
 - 4) 60%–80%
 - 5) 80%–100%
8. How many percent do you think your students understand what you are saying in English?
 - 1) 0%–20%
 - 2) 20%–40%
 - 3) 40%–60%
 - 4) 60%–80%
 - 5) 80%–100%

9. When do you usually use English in class and why?
- 1) topic-based/thematic activities
 - 2) directions for activities
 - 3) grammar and usage
 - 4) tests, quizzes and other assignments
 - 5) administrative information (course policies, announcements, deadlines, etc)
10. How much English do you use in the following situations?
- 1) topic-based/thematic activities
 - 2) directions for activities
 - 3) grammar and usage
 - 4) tests, quizzes and other assignments
 - 5) administrative information (course policies, announcements, deadlines, etc)
11. When do you usually use Chinese in class and why?
- 1) topic-based/thematic activities
 - 2) directions for activities
 - 3) grammar and usage
 - 4) tests, quizzes and other assignments
 - 5) administrative information (course policies, announcements, deadlines, etc)
12. How much Chinese do you use in the following situations?
- 1) topic-based/thematic activities
 - 2) directions for activities
 - 3) grammar and usage
 - 4) tests, quizzes and other assignments
 - 5) administrative information (course policies, announcements, deadlines, etc)
13. How much code-switching from English to Chinese do you do in class?
- 1) 0%–20%
 - 2) 20%–40%
 - 3) 40%–60%
 - 4) 60%–80%
 - 5) 80%–100%

Part 3. Beliefs and Opinions about TL Use in FL Classrooms

14. What is your beliefs about teachers' uses of TL in FL classrooms?
- 1) Do you believe that the more TL students use in the classroom, the better they will be at communicating in the FL?
 - 2) Do you believe that total immersion in FL classes is best?
 - 3) Do you believe that students must use the FL a great deal in the classroom in

order to really master/acquire the FL?

15. How much English do you think teachers should speak in class that may be most helpful to the students?

1) 0%–20% 2) 20%–40% 3) 40%–60% 4) 60%–80% 5) 80%–100%

16. How much Chinese do you think teachers use in FL class is appropriate?

1) 0%–20% 2) 20%–40% 3) 40%–60% 4) 60%–80% 5) 80%–100%

17. If there is any difference between your answers to questions 5 and 15, please explain why.

18. If there is any difference between your answers to questions 6 and 16, please explain why.

19. Do you believe that using Chinese is sometimes helpful to your students? In what situations?

20. When do you think using Chinese is effective? Is using Chinese more effective than using English in certain situations?

21. How much English do you think your students want you to use in class?

1) 0%–20% 2) 20%–40% 3) 40%–60% 4) 60%–80% 5) 80%–100%

Part 4. Departmental Policy and Opinions from Others

22. What guidelines or requirements has your department given you on how you should teach English?

23. How do other teachers in this department think the use of English and Chinese in class? Do they believe that using English exclusively is the best for language learning?

24. Is there experience or factor that affects your decision about language use? (Previous teaching experience, students' opinions, suggestions from peers, government guidelines, etc)

Appendix D
Coding categories of teaching acts

Table D The categories of teaching acts and their definitions

Categories	Definitions
1. <i>Marker (Mar)</i>	♦ A closed class of items, including ‘well’, ‘OK’, ‘now’, ‘good’, ‘right’, ‘all right’, etc., that indicates the beginning or end of a topic or move boundary.
2. <i>Starter (Sta)</i>	♦ A statement, question or command that provides information about or directs attention to the following elicit.
3. <i>Display Question (Dqu)</i>	♦ A question that requires students to display their linguistic knowledge, and to which the teacher expects a certain answer from the students.
4. <i>Restate Elicit (Rel)</i>	♦ A repetition, simplification, or paraphrase of the preceding elicit, which is a question or a truncated statement requiring a linguistic response.
5. <i>Truncation (Tru)</i>	♦ A truncated statement or question with a rising intonation that requires the students to complete the truncated part.
6. <i>Check (Che)</i>	♦ A closed class of questions, such as ‘OK?’, ‘finished?’, ‘ready?’, or ‘any problems?’, which enables the teacher to assess the progress of the lesson and to check if there are any problems hindering progress.
7. <i>Directive (Dir)</i>	♦ A command in its unmarked form. This function has many marked versions, which can be interrogative,

Categories	Definitions
	<p>declarative and moodless structures. These request an action (linguistic/non-linguistic) that is physically possible at the time of utterance. Moreover, phrases such as ‘OK’, ‘all right’, or ‘thank you’, which typically occur at the end of a task, belong to this category, as they have the function time of utterance. Moreover, phrases such as ‘OK’, ‘all right’, or ‘thank you’, which typically occur at the end of a task, belong to this category, as they have the function of requesting the students to stop working.</p>
<p>8. <i>Prompt (Pro)</i></p>	<ul style="list-style-type: none"> ◆ A closed class of items such as ‘go on’, ‘come on’, ‘hurry up’, ‘quickly’, etc., which reinforce a ‘directive’ or an ‘elicit’.
<p>9. <i>Cue (Cue)</i></p>	<ul style="list-style-type: none"> ◆ A closed class of commands, questions or moodless items such as ‘(put your) hands up’, ‘who can do that/answer/tell me?’, ‘anybody?’, or any phrase indicating any similar intention. These structures function as a call for bids from students and usually occur before ‘nominations’.
<p>10. <i>Pointer (Poi)</i></p>	<ul style="list-style-type: none"> ◆ Page or task numbers, or words/phrases indicating a specific point in an activity, such as ‘number one’, ‘page thirty-six’, ‘next one’, or the title or topic of a task given in the textbook. These structures draw students’ attention to the given point and enable the

Categories	Definitions
	lesson to proceed to the next phase.
11. <i>Nominate (Nom)</i>	<ul style="list-style-type: none"> ◆ A closed class consisting of the names of the students in the classroom, ‘you’, ‘yes’ or idiosyncratic phrases such as ‘<i>les filles</i>’ (girls) or ‘whoever else whose scrapbook I haven’t seen’. These structures call on or give permission to a student to respond. In the context of this study, however, a ‘nomination’ consisting of a single student’s name, which cannot be determined alone to be an L1 or L2 utterance, is not counted.
12. <i>Accept (Acc)</i>	<ul style="list-style-type: none"> ◆ A closed class of items that includes ‘yes’, ‘no’, ‘good’, ‘fine’ and the repetition of a student’s reply (with low or neutral intonation) and indicates that the teacher has heard a response and has noted that it was appropriate.
13. <i>Evaluate (Eva)</i>	<ul style="list-style-type: none"> ◆ A statement or a tag question, including words or phrases such as ‘(very) good’, ‘interesting’, ‘yes’, ‘no’, or a repetition of a student’s reply with high-falling (positive) or rising (negative) intonation.
14. <i>Metastatement (Met)</i>	<ul style="list-style-type: none"> ◆ A statement that refers to some future classroom event which helps students understand the structure of a lesson and the purpose of any subsequent activities.
15. <i>Model /Correct /Scaffold (MCS)</i>	<ul style="list-style-type: none"> ◆ The three teaching acts in this category help students learn either a grammatical structure or pronunciation in the TL. Since two or all of them frequently occur simultaneously, these teaching acts were grouped into

Categories	Definitions
16. <i>Discipline (Dis)</i>	<p>one category rather than being counted separately. They can consist of any sentence form or fragment.</p> <p>♦ Any grammatical form or calling of the name of a student that functions to change non-acceptable behavior of a student in order to maintain attention</p>

Note. From “Language Choices and Pedagogic Functions in the Foreign Language Classroom: A Cross-linguistic Functional Analysis of Teacher Talk,” by S. H. O. Kim and C. Elder, 2005, *Language Teaching Research*, 9(4), pp. 363-367.



Appendix E
Analysis of functions of the teachers' language use

Table E Two Teachers' L1 and TL use within the category of Goal Orientation

First Class												
Lisa						Julie						
Core		Framework		Social		Core		Framework		Social		
%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit	
L1	5	26	5	14	5	2	19	135	64	47	100	72
L1c	2	9	1	4	3	1	25	175	27	20	0	0
TL	90	420	91	241	92	34	13	88	0	0	0	0
TLc	1	3	1	4	0	0	10	70	0	0	0	0
Mix	2	12	2	6	0	0	33	236	9	7	0	0
Total	100	470	100	269	100	37	100	704	100	74	100	72
Second Class												
Lisa						Julie						
Core		Framework		Social		Core		Framework		Social		
%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit	%	AS-Unit	
L1	4	16	6	15	0	0	18	105	67	24	100	19
L1c	2	7	4	10	0	0	29	173	33	12	0	0
TL	88	338	89	221	0	0	6	36	0	0	0	0
TLc	1	4	0	0	0	0	6	33	0	0	0	0
Mix	5	18	1	3	0	0	41	243	0	0	0	0
Total	100	383	100	249	100	0	100	590	100	36	100	19