

Conversation Code-switching in Class with Chinese as Foreign Language

Junqing Wang

College of International Education and Communication, Shanxi University, Taiyuan, China

Junli Wu

No. 59 Middle School, Taiyuan, China

Abstract—This study focused on the function, forms, and frequency of conversation code-switching used by bilinguals in the class with Chinese as foreign language. Qualitative questionnaire and quantitative conversation audio data were collected and analyzed among 56 teachers and 315 overseas students as participants in the study. The questionnaire and data conversation analysis showed both teachers and students were free to use their L1 or L2 according to their own needs and desires, which meant code-switching was not as directly related to the target language proficiency as expected. Instead, it could be a strategy for successful class communication to repair trouble source in listening, understanding or expressing. In some cases, code-switching could be a turn mark to initiate a new turn or remind other participants to be attentive to catch the utterance at the possible transition relevant space (TRS). It also found code-switching between L2 and L1 possibly meant some trouble source initiated repair in understanding, expression or interaction especially in foreign language class conversation. Finally, neither teacher nor students meant to prefer L1 or L2, they preferred to switch to the appropriate language in sequence organization to make sure the class interaction could be carry on smoothly.

Index Terms—class communication strategy, bilingualism, code-switching, conversation analysis, Chinese as foreign language

I. INTRODUCTION

Some studies which used conversation analysis (CA) to investigate the aspects of institutional interaction between teachers and students suggested that we should look at the whole sequences of classroom talk to see the relative values or patterns of class discourse (Van Lier, 1996). Markee (2000) and Wang (2015) have analyzed language using in classroom interactions with CA as a data-driven methodology.

Study of classroom interaction with CA manifests the following characteristics: CA sees classroom interaction as “living interpersonal interaction” with teachers and students as participants. Each talking action could be related to teaching function; CA relates language forms with its function rather than contents.

It was found the context, especially in foreign language (FL) classroom, was extremely complex and variable, in which code-switching was quite often (Sampson, 2012). Since 1980s, the study of classroom code-switching has been conducted in Canada, Europe, and Africa. Merritt (1992) explored the determinants of teacher code-switching between English, Swahili and mother tongue in three Kenyan primary schools by ethnographic observations. The reasons why they put forward codes-switching were the teachers’ social status, linguistic competence and insecurity. Moodley (2007) carried a preliminary code-switching study in a classroom with French as foreign language, which revealed an extensive use of code-switching in the teacher’s explaining sequence including linguistic insecurity, affective functions, socializing functions, repetitive functions, etc. Garc á & Li (2014) preferred a new concept, translanguaging, to elaborate the importance of multi-language phenomena in foreign language class and they asserted that translanguage was not just about to reinforce the acquisition process or to enhance the understanding, but about using multiple semiotic resources to create meaning and the learning and teaching process.

Auer (1999) identified a number of sequential patterns of language choice based on the Italian migrants in Germany. He said the sequential organization of language choice provided a frame of reference for the interpretation of functions or meanings, where CA could provide the most precise description, but not meaningful explanation. Then Yu (2008) reminded CA approach should orient to establish the meaning of code-switching by examining the types of interaction which involved the very act of language interaction instead of focusing on the perceived, symbolic values of the different language. We (Wang, 2015) have observed and analyzed the forms and functions of conversation repair (trouble source, repair initiation, and repair outcome) which proved to have notable influence on the interaction between teachers and students and teaching functions in the class with Chinese as foreign language. Here we sketched another interlinked conversational organizations: bilingual speakers might use code-switching as an additional resource to coordinate turn-taking. The following study will be concerned with the conversation code-switching in the class with Chinese as foreign language.

II. METHODOLOGY

A. *The Participants in This Study*

The total of 56 Chinese teachers and 315 overseas students in universities or colleges of Shanxi province took part in this investigation. All students are foreign students with Chinese as a foreign language for them. Their Chinese level ranged from HSK-3 or 4, and they are aged between 22 to 40 years. At the same time, they represented a wide range of different nationalities and engaged in different subjects of study. Fifty-six native speaker teachers in these classes have been teaching Chinese to overseas students for several years.

Qualitative and quantitative data were collected using two data sources. The questionnaire, consisting of a demographic section and a perception section with five scales measuring the use of CS and its effectiveness, was administered to participants in their regular class time. Though participation was voluntary, everyone agreed to answer the questionnaire. The recording course lasted for 16 weeks. The permission of all parties was obtained for recording session. It was agreed that all teachers would not change their regular plan because of recording. Full freedom was given to the teacher, without the presence of the presence of researcher during recording, so that the data could not be collected as unobtrusively and naturally as possible.

To achieve integration of the two data sources, this study was conducted in three phases: Phase I involved analyzing the responses of closed-ended questions in the questionnaire using SPSS software for Windows XP. Phase II was the process of coding the responses of open-ended questions in the questionnaire and discovering the themes. Lastly, Phase III involved transcribing the recorded lecture audios data at various points in the discussion of the results.

B. *Data Analysis*

The transcribed data were analyzed to investigate the roles of conversation code-switching, especially the organizations of sequence, adjacency pairs, turn-taking and repair in these particular settings.

The questionnaire data served as the second source. In accordance with the research questions, the questionnaires were organized into two major sections: the use of code-switching and the effectiveness of code-switching (see appendix 1,2). The questionnaire consisted of 14 closed-ended and 1 open-ended questions. The teachers and students were asked to check how much they use code-switching and explain how they perceive the effectiveness of code-switching in their teaching and learning of Chinese.

C. *Transcription*

The recording were transcribed by the analyst and finally checked by the teacher who taught the classes. The transcription conventions proposed by Jefferson (1978) were adapted, with a few additions and simplifications that are convenient for interaction.

III. ANALYSIS AND RESULT

A. *Perceptions of Code-switching*

The first five questions elicited information about the participants and their classes as well as their estimate of the extent of their own use of code-switching in their classes (See Table 1 and 2).

TABLE 1
TEACHERS' EXPERIENCE WITH CHINESE AS FOREIGN LANGUAGE

Years of teaching Chinese as foreign language	Frequency	Percentage (%)
Less than 3years	11	19.9
3 years—less than 6 years	25	44.2
More than 6 years	20	35.9
Total	56	100

TABLE 2
SELF-EVALUATED ENGLISH PROFICIENCY OF TEACHERS AND CHINESE PROFICIENCY OF STUDENTS

Levels of proficiency	English proficiency of teachers		Chinese proficiency of students	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Superior	6	10.9	6	1.9
Advanced	17	28.8	147	46.6
Intermediate	28	50.9	122	38.7
Low	3	5.9	38	12.1
Total (missing)	54 (2)	100 (3.5)	313 (2)	99.3 (0.7)

Most of the students considered themselves proficient in Chinese with an advanced level or higher (48.5%) while many of the teachers evaluated their English levels as intermediate (50.9%) or low (5.9%). For the degree of comprehension (See Table3), interestingly, a majority of the teachers (51.8%) believed that most of the students seemed not to understand the content in Chinese-only lectures very well, whereas the students responded that they (63.7%) could understand more than 60% of the Chinese lecture. These results imply that the teachers might have used code-switching more often on purpose to help their students to understand their Chinese lectures. The range of their

reported use of code-switching varied considerably: some teachers indicated that they used English almost exclusively (39.7%), while others suggested that many of their classes were conducted in Chinese (24.8%). Only 23.2% of students like to use L2 in their classes (See Table 3).

TABLE3
COMPREHENSION OF STUDENTS IN CHINESE-ONLY LECTURES

Degree of comprehension	In teachers' opinion		In students' opinion	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Over 80%	4	7.1	44	13.9
60%-80%	13	23.2	157	49.8
30%-60%	29	51.8	96	30.5
Less than 30%	10	17.9	9	2.9
Total (missing)	56(0)	100(0)	306(9)	97.1(2.9)

TABLE4
PROPORTION OF L2 USE IN CLASS

Proportion of L2 use	Teachers		Students	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Over 60% of L2	125	39.7	13	23.2
30%--60% of L2	107	33.9	29	51.8
Less than 30% of L2	78	24.8	10	17.9
Total (missing)	310 (5)	98.4 (1.6)	52(4)	92.9(7.1)

**For Chinese teachers L2 is English, but for overseas students is Chinese.*

With regard to item 7 in the questionnaire, there was great variability among teachers regarding their views about the optimal proportion of L1 and L2 use (See Table4). However, generally the teachers felt comfortable using L2 when explaining content compared to other areas such as expressing opinions rather than presenting facts. Nevertheless, they also indicated that they needed to switch from Chinese to English to facilitate the students' understanding. They claimed that their use of code-switching was affected by factors such as their personal beliefs, the instructional materials they used, and their students' proficiency levels. The proportion of L2 use by teachers was also noticed by students. Some of them considered the use of English by teachers was very helpful for them to understand in the class, but others wanted 100% Chinese in the classroom.

TABLE 5
EFFECTIVENESS OF CODE-SWITCHING TO OVERSEAS STUDENTS' LANGUAGE SKILLS IN TEACHERS' OPINION

Effectiveness	General		Listening		Speaking		Reading		Writing	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Negatively	7	12.5	10	17.9	3	5.4	7	12.5	10	17.9
No effect	10	17.9	6	10.7	9	16.1	11	19.6	13	23.2
Somewhat	28	50	23	41.1	29	51.7	13	23.2	18	32.1
Positively	8	14.3	13	23.2	15	26.8	20	35.7	14	25
Total (missing)	53(3)	94.7(5.4)	52(4)	92.9(7.1)	56(0)	100(0)	51(5)	91.1(8.9)	55(1)	98.2(1.8)

TABLE6
EFFECTIVENESS OF CODES-WITCHING TO OVERSEAS STUDENTS' LANGUAGE SKILLS IN STUDENTS' OPINION

Effectiveness	General		Listening		Speaking		Reading		Writing	
	frequency	percentage	Frequency	percentage	Frequency	percentage	frequency	percentage	Frequency	percentage
Negatively	13	4.1	19	6.1	11	3.5	15	4.8	17	5.4
No effect	27	8.6	33	10.5	65	20.6	29	9.2	66	20.9
Somewhat	191	60.6	153	48.6	114	36.2	154	48.9	149	47.3
Positively	82	26.1	107	33.9	120	38.1	109	34.6	74	23.5
Total (missing)	313(2)	99.4(0.6)	312(3)	99.1(0.9)	310	98.4(0.6)	307(8)	97.5(2.5)	306(9)	97.1(2.9)

The teachers' and students' views on the effectiveness of code-switching on teaching and learning new skills in both content areas and language development were showed in Table 5, 6. Some teachers (26.1%) believed that code-switching was very beneficial when teaching difficult issues in content areas, but others (12.7%) also indicated that the L2 language should not be used too much in the classroom. While 4.1% of teachers considered that it might be harmful for students to understand concepts, they did not think it served to improve students' Chinese in general. Half teachers (60.6%) felt it would be somewhat helpful. The students had the similar perceptions in use of code-switching. They thought it was somewhat helpful in understanding difficult concepts, especially in developing listening, reading and writing skills.

B. Function of Code-switching

In order to obtain a fuller picture, the code-switching patterns were analyzed, because it was not only related to language cognition, but important socio-cultural factors of language choice. By using the CA approach to analyze the transcribed excerpts from class with Chinese as foreign language, we focused on the roles of conversational code-switching in the complex organizations of interaction, namely, adjacency pairs, turn taking, preference organization and repair in these particular settings.

(1) Code-switching and turn-taking design

In the followed extract1, the teacher was talking about the sentence organization in Chinese. The subject and object definition was kind of confused the student, and he wanted to ask something about that, so he just cut in the teacher's utterance with a insertion word 'so' to get the conversation turn, because the teacher recognized the English word 'so' possibly meant the foreigner student got some problem in following understanding, so she abandoned her turn and gave it to that student (in line2). While she checked student's understanding was right by his question, the teacher got her turn back with Chinese word 'dui (right)' (in line3) and continued the explanation (in line5).

Extract1

- 01 T: zhuyu he xiao weiyu ha, xiamian ju [zi
subject and little predicate following sentence
subjective and sub-predicate, in the following sentence
- 02 S: [So:::ah:::zhuyu ye:: wei [yu
so subjective also predicate
So (this) could be subjective or predicate
- 03 →T: [>dui<
right
Right
- (0.5)
- 04 T: DUI
right
Right
(1.5)
- 05 T: zhege juzi limian shouxian you liangceng, diyiceng shi zhuyu
this sentence in first there are two first is subject
In this sentence, there are two (logic) predicate, the first subject is...

Extract2

In lecture of 'predicate and object', the teacher was trying to interpret the predicate 'give' and its objects. As if the student could not follow the past predicate topic about 'Aimen's mom', so he tried twice with English word 'so' to get the turn. The first one was in line2 with English words 'so, ok', and the second one was in line4 with Chinese words 'dui, dui, dui', but he failed to cut in. The teacher neglected the student's overlapping and moved on. He tried thirdly in line8, and finally he got the turn. Actually the silence of 0.8s (in line9) meant the student was waiting to see if he got the turn or not, and then continued his question (in line10).

- 01 T: GEI shi weiyu, [wo shi binyu
give is predicate me is object
'give'(in this sentence)is predicate and 'me' is object.
- 02 → S: [so, ok
so ok
So, ok
- 03 T: ranhou cha ne shi yige yuan [binyu
then tea is a remote object
Then 'tea'(in this sentence) is a remote object.
- 04 → S: [dui dui dui
right right right
Right, right, right
- 05 T: you liangge binyu object, [object1
there are two object object object1
There are two objects (in this sentence): object1,
- 06 → S: [so
so
So
- 07 T: object2=
object2
object2
- 08 → S: =so:::
so
So
- 09 (0.8)
- 10 S: Aimen de mama weiyu ye zhuyu, duibudui?
Aimen's mom predicate also subject right or not
Aimen's mom could be predicate or subject, right?

Turns at talk are made of blocks called turn constructional units (TCUs). A TCU can be made up from single word, phrases, sentences or physical movement like nodding, hand gestures and so on (Schegloff, 2000). In above extracts, teacher or students sometime used Chinese words ‘name/’, ‘hao’, ‘dui’, ‘jiexialai’, or sometimes English words ‘so’, ‘ok’, ‘right’, ‘then’ as a turn-taking mark. But Li or L2 the speaker choosed finally was dependent on his/or her familiar extent to this language or the prior participant’s language, because this behavior was possibly kind of a subconscious action when you were focused on the followed utterance instead of the beginning. Besides, TCU sometimes did not run smoothly. There was some ‘silence’ or ‘gap’ between or within TCUS. For example, in line9 of extract 2 there was a 0.9s of silence, which occurred within TCUs. This was a quite long silence and it ‘belonged to’ the prior student. He ‘ought to’ be speaking in line9, but he did not because of last twice failure of turn-taking, and he wanted to wait to make sure he could talk this time. It was supposed that TCUs project that they were not possibly complete; about to be complete, or possibly complete, which were called transition relevant space (TRS). Here we could see that overlapping talk always occurred just before or after that transition space.

(2) Code-switching and repair organizations

Extract 3

In extract 3, the student tried to find an accurate word ‘ziji’ (line 13) in Chinese to tell the teacher she watched the news of her own country, Because the Chinese character ‘ji’ and ‘yi’ had very similar font, finally she failed to recall the pronunciation (‘wo wang le’ means ‘I forgot’ in English), and she switched to English words ‘what news’ to seek help (self-initiation repair).

- 01 T: ni xihuan kan xinwen ma
you like watch news QMP
Do you like watch news?
- 02 S: xihuan
like
(I) like
- 03 T: xihuan kan xinwen. ni xianzai kan ma?
like watch news you now watch
(You) like to watch news. Do you watch it now?
- 04 S: a:: xianzai a: kan
Now watch
(I) watch news now
- 05 T: xianzai a: zen me kan ne?zai wangshang haishi zai dianshi shang?=
now ah how look online still on TV
By what means do you watch news? On line or TV?
- 06 S: =zai wangshang
online
On line
- 07 T: zaiwang shang kan, kan de shi zhongwen de hai [shi:::
online look SP be Chinese SP still be
Online. News in Chinese or...?
- 08 S: [a: bushi
no
No
- 09 T: bu shi?=
no
No?
- 10 S: =ao, wai
foreign
Foreign (language news)
- 11 (3.0)
- 12 T: [wai guo de
foreign country SP
International (news)
- 13→S: [a zi ziji]a::>zi ji yi ji< ziji ziji?,↓ wo wang le, ouch, what news
self self self already self self self I foget what news
‘ziji’ or ‘ziyi’ I forgot how to pronounce.

In following extract, the student told teacher she would watch TV news online at night, and when the teacher asked her what news in extract4, she tried to use the word ‘guoji’ in Chinese to answer the question, but she forgot the right pronunciation ‘guo::guo’(self-initiation) (line2), at this moment, the teacher gave an English prompt ‘international’ and then switched to Chinese ‘guoji’ at once (other-repair) (line3) to help the student finish her answer.

Extract4

- 01 T: kan shenme xinwen ne?
watch what news
What news?
- 02→S: kan::: guo::guo::
watch national
Watch national...
- 03→T: guo:: international↑guo [ji
International international
International
- 04 S: [guoji
international
International
- 05 T: guoji xinwen
international news
International news.
- 06 S: guoji xinwen
international news
International news.

Extract 5

The teacher asked the students to read the text, and one student read the second paragraph, while he should read the third one. He found his mistake once after the first sentence, then he switched to his mother language 'NO' (line1) (*self-initiation/self-repair*) and moved to the right paragraph started with 'chexiang li...'. It was suggested that people like to use his or her mother language especially in some urgent situations.

- 01→S: wo zuowei shi, NO, chexiang li yige pang nüren zheng::((cough))
me seat is NO carriage inside a fat lady is
My seat (number) is, NO, (I came into) carriage, (I saw) a fat lady
- 02 T: >you<
leisure
Nonsense (just a pronunciation)
- 03 S: youranzide
leisurely
Leisurely
- 04 T: dui
right
Right
- 05 S: youxianzide de zuozai 13 hao zuowei shang.
leisurely sitting 13 number seat upper.
sitting leisurely in the 13 seat.

Actually we have talked about conversation repair elaborately (Wang, 2015), but here the repair way with code-switching were analyzed. In case of repair, speakers altered the action in some significant way. For instance, they might alter the valence of the action, the syntactic form of the action, or the nature of the action itself. We found self-repair gave us access to the work of constructing a turn, which meant they brought to the interactional surface the work in which speakers engaged in order to construct the action. From above examples, we could find that the appearance of switching from L2 to L1 in foreign language learning class was kind of a repair mark of trouble source in understanding, expression or interaction. In extract3, the student switched to English herself to seek help; In extract4, the teacher switched to student's familiar language, English to offer help; In extract5, the student switched to his spoken language to make a correction. In all cases, speaker tried to make sure the communication could carry on smoothly by code-switching, which meant students would switch to participate, to elaborate ideas, and to raise questions; teachers would switch to involve and give voice, to clarify, to reinforce, to manage the classroom, and to extend and ask questions. Obviously, CS repair provided the evidence that speakers oriented to what was the appropriate form for doing an action. Also it played an important role in maintaining shared understanding in literal problem of hearing or understanding, troubles in the appositeness of the prior turn or other social actions.

(3) Code-switching and preference organizations

In following extract, the student organized the sequence in English way, but every time he talked the question itself, he switched to Chinese word, as we could see 'shitang' in line1, 'zenmeyang' in line5, and 'zai nar' in line9. At the same time, the teacher switched between English and Chinese once again aligned with the language the student used in prior turn, like 'shitang' in line2 was Chinese word, but 'place' in line10 changed to English. This supposed be kind of affiliation to participant. Also in line11, when the student realized that the teacher was kind of confused by his English word, he immediately initiated a correction---he switched to Chinese translation 'difang', which was an other-initiated self-repair. Obviously, neither teacher nor students preferred L1 of L2, they just wanted to make sure the class

communication could carry on smoothly.

Extract 6

- 01 → S: So 〉 can I can I 〈 say so like:: shitang ne?
so can I say so like dinning hall
So, can I say (where is) dinning hall?
- 02 → T: shitang ne?,
dinning hall
Dinning hall?
- 03 S: so that means
so that means
So that means
- 04 (0.1)
- 05 → S: where is dinning hall? or could also means zenmeyang?, shitang?
where is dinning hall or could also means how dinning hall
where is dinning hall or could also means how is dinning hall?
- 06 (0.1)
- 07 S: 〉 how about that 〈
how about that
how about that
- 08 (0.1)
- 09 → S: my my question is only for place? only for zai nar?
my my question is only for place only for where
My question is (this sentence) only for place (question)?
- 10 → T: place?=
place
place?
- 11 → S: =difang
place
place
- 12 T: shitang shi yige sheme defang? Maybe, it's a building, [ta jiu zai nar
dinning hall is a what place maybe it's a building it just is there
'dinning hall' is a place, It's a building just lies there.
- 13 S: [so
so
So
- 14 T: ta jiu zai nar ta shi guding de.
it just is there it is immovable
It just lies there. It is immovable.

Extract 7

- 01 T: diyige. diyige ne biru shuo
first first like say
The first one is like...
- 02 (0.1)
- 03 T: wo xihuan xihuan ting yinyue, ni ne? I like to listen music=
I like like listen music you I like to listen music
I like music, and you?
- 04 S: =and you=
and you
And you?
- 05 → T: =DUI
right
Right

In extract 7, right after the teacher's voice of example (in line 3), a student followed an English answer 'and you?' (in line 4), while the teacher used English at the end of prior turn (in line 3). Because of the student's correct answer, the teacher gave an immediate confirm with Chinese word 'DUI'. This was a good example of smooth interaction among teacher and students in foreign language class.

Similarly, in following extract 8, the teacher gave a positive response 'dui' (in line 3) to the student's question 'dui?' (in line 2). Almost the same time, the student used another 'dui' (overlapping in line 3), which did not mean right or not, but 'ok, then/accordingly', to project his second question (in line 6). Within this TCU, there was a gap (0.2s) (in line 7), which could 'belong to' the teacher, because the student possibly completed his question and expected an answer. But

the student continued after waiting without recipient's utterance.

Extract8

- 01 T: zhe shi yige fu weiyu
this is a double predicate
There is a double predicate (in this sentence).
- 02 S: so, ahm:::Aimen gei wo cha, gei wo cha shi weiyu, dui?=
Aimen give me tea give me tea is predicate right
So, (in that sentence) 'Aimen give me tea' is predicate, right?
- 03→T: =[dui
right
Right
- 04 S: [dui.
right
Ok (then...)
- 05 (0.2)
- 06 S: So Aimen de mama gei wo cha. gei wo cha shi weiyu? haishi::
so Aimen's mom give me tea give me tea is predicate or
So in the sentence 'Aimen's mom give me tea', 'give me tea' is predicate, or
- 07 (0.2)
- 08 S: mama weiyu?=
mom predicate
mom is predicate?
- 09→T: =n i kan a, shei shei sheide mama a:=
you see who who whose mom
You see, somebody's mom
- 10 S: =[Aimen de mama gei wo cha
Aimen's mom give me tea
Aimen/s mom give me tea
- 11 T: [mama GEI wo cha
mom give me tea
mom give me tea.

In this extract, there were two different kind of preferred sequence. The first one was in line3, the teacher confirmed the student's answer immediately. The second different one was in line9, the teacher gave a dispreferred response with a preferred way, even without negative words, instead, she explained directly why the student's expression was wrong. It was also worth to be mentioned that right after the student's question (in line8), the teacher began to try an explication (in line9), but her words 'shei shei sheide', which exactly meant 'somebody' instead of asking, but the student considered the teacher was asking 'whose mom', so he answered 'Aimen de mama'. This misunderstanding led to an overlapping in line10 and 11.

When a speaker proffers an initial assessment that invites agreement, a recipient may elect to respond with actions that are neither stated agreements nor disagreement. The sequence organization is intertwined with preference, so affiliative, face-affirming actions are done early and briefly---in ways that promote their occurrence, conversely, disaffiliative, face-threatening actions are delayed and mitigated---in ways that inhibit their occurrence (Pomerantz, 2013). Preference organization itself 'prefers' social solidarity and human affiliation. That's why, in line5 of extract 6 and line3 of extract7 the response utterance were supplied without any hesitation, because that was a positive confirmation to the prior participant.

IV. DISCUSSION AND CONCLUSIONS

A. Major Concepts of the Study

It was found that both teachers and students were free to use their L1 or L2 according to their own needs and desires. This study suggested that code-switching was not as directly related to the target language proficiency as expected. Rather, the use of code-switching had motivational underpinnings. In other words, teachers and students in this study perceived that code-switching were a type of teaching and learning strategy that positively affected the learning of knowledge as well as the target language.

If there was a reflexive relationship between conversational code-switching and sequence organizations, line turn-taking, preference organization and repair? The previous excerpts meant to highlight the role of conversational code-switching as a device or strategy for successful communication.

Conversational code-switching could be used strategically to initiate and repair trouble source in listening, understanding or expression for the smooth communication in class with Chinese as foreign language. The repair sequence was mainly ended up with initiator's self-repair by repetition, as discussed by Wang (2015). If a repair was

initiated in one language without being repaired immediately by the partner, code-switching would usually be applied on the position of turn transition space (TRS). At the same time, code-switching could also serve as a turn-taking marker, which meant to initiate a new turn or remind other participants to be attentive to catch the utterance. It was also found that conversation participants tended to use former's switched language as an adjacency post pair part. On the other hand, teachers and learners always switched to L1 after period of waiting for the response, especially in teacher-student interaction.

B. Implications of the Study

Firstly, distribution of turns ranges greatly from class to class and almost the teacher's turns were more than the students'. It was found some teachers always hold longer turns of long monologues, which refer to the monotonous explanation of the words, phrases and content of text with little students' participation or interaction. In this way, the teacher usually held the floor, controlling and allocating the turns. While some of the students' turns just some simple words or phrases, and the students have few opportunities to participate in the class discussions. The phenomena might be attributed to the influence of the culture—the asymmetrical relationship between teachers and students, and the traditional teacher-centered teaching model. Therefore, the teachers were suggested to give sufficient time and adequate turns to the students. Moreover, the turn-taking strategies for the students to obtain were also worthy of our highly attention, since the Chinese classroom interaction incorporates both the students' and teacher's participation.

As to teacher's questions, the numbers of questions, especially the number of referential questions, Varied from 3 to 20. However, the displaying questions explored by teachers are far more than referential questions in the classes with Chinese as foreign language. It was found that the students' output would be more complicated and natural when referential questions are employed by teacher, which could bring more class interaction (Tian & Macaro, 2012). Therefore, more instructive referential questions should be used to bring out more communication between students and teachers, which inspiring students to learn to think critically in class, which was similar to previous perspective that teachers must be ready to co-teach and to co-learn as they no longer possess the authority role in the classroom (Garcia & Li, 2014). Besides, it was found the questions were mostly concerned with vocabulary or structure of the texts, but some popular issues, reading strategies are mentioned were far to be enough.

Thirdly, meaning negotiation provides learners with the chance to acquire comprehensible input, and it is necessary for meaning negotiation between teachers and students (Richards & Rodgers, 2001). In most cases teachers used comprehension checks instead of clarification requests to take care of the whole class, which was easy to encounter interaction difficulties. To solve this problem, teacher's awareness of employing more strategies of meaning negotiation was supposed to choose more suitable strategies in appropriate time for further interaction with students.

Finally, In terms of the teacher's feedback, the positive ones were preferred rather than the negative, which were agreement with previous studies (Wang, 2015). However, the teachers' feedback were comparably simple and short sentences, lacking more information and opportunities for students' output. More valuable and instructive feedback strategies were suggested in class with Chinese as foreign language.

C. Prospects for Further Research

As has been discussed previously, most researches focused on the theoretical exploration of discussion models or the organization of teaching process. This study conducted more consideration on class interaction from the perspective of conversation analysis, including question-answer sequence organization, turn taking, meaning negotiation, teachers' feedback, conversation repair as well. All these results suggested a newly presented interactive model in class with Chinese as foreign language, instead of neither teacher-centered nor students-centered. Actually, Garcia and Li (2014) reemphasized 'translanguaging to learn' after the investigation of many Spanish primary and secondary classrooms to clarify how and for what purpose pupils translanguage, and how translanguaging impacted classroom participation. We are considering the social impact of identities, heritages and ideologies to bilingual students' translanguaging in the class with Chinese as foreign language from multilingual and intercultural mediation scenarios.

Because of the limitation of time and available equipments, the data collected in this study were audio-recording rather than video-recording, and nonverbal communication were not put into consideration. In future research both video-recording and audio-recording should be carried out, which could provide access to verbal language as well as non-verbal language. In addition, a large scale of cross section participants should be engaged to accelerate the demonstration representativeness.

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APPENDIX

A. Questionnaire for instructor participants

Please put a checkmark (✓) in the brackets that applies to you or specify the information about yourself in the

other category.

1. Sex
 - Male
 - Female
2. Age
 - 31 ~ 35
 - 36 ~ 40
 - 41 ~ 45
 - 46 ~ 50
 - over 50
3. Years of Teaching with Chinese as foreign language
 - less than 3 year
 - 3 year ~ less than 6 years
 - more than 6 years
4. Levels of Your English
 - Superior
 - Advanced
 - Intermediate
 - Low
5. Degree of Comprehension of students in Chinese-only lectures in your opinion
 - over 80%
 - 60%-80%
 - 30%-60%
 - Less than 30%
6. How much do you use L1 and L2 in your class?
 - Over 60% of L2
 - 30% -60% of L2
 - Less than 30% of L2
7. How do you think of your code-switching for teaching content areas in general?
 - Helpful and should be used a lot
 - Helpful but shouldn't be used a lot
 - Not very helpful and shouldn't be used a lot
 - Not very helpful and shouldn't be used at all
8. Do you think code-switching works for improving overseas students' Chinese listening skills?
 - Negatively
 - No effect at all
 - Somewhat positively
 - Very positively
9. Do you think code-switching works for improving overseas students' Chinese speaking skills?
 - Negatively
 - No effect at all
 - Somewhat positively
 - Very positively
10. Do you think code-switching works for improving overseas students' Chinese reading skills?
 - Negatively
 - No effect at all
 - Somewhat positively
 - Very positively
11. Do you think code-switching works for improving overseas students' Chinese writing skills?
 - Negatively
 - No effect at all
 - Somewhat positively
 - Very positively
12. Do you think code-switching works for developing overseas students' confidence in Chinese?
 - Negatively
 - No effect at all
 - Somewhat positively
 - Very positively
13. Do you think your code-switching works for developing overseas students' interests in Chinese?
 - Negatively
 - No effect at all
 - Somewhat positively

- Very positively
14. Do you think your code-switching works for lowering overseas students' anxiety in Chinese?
 Negatively
 No effect at all
 Somewhat positively
 Very positively
15. Any comments on code-switching?

B. Questionnaire for student participants

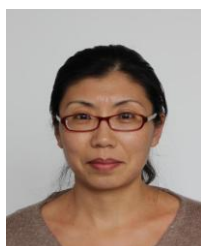
Please put a checkmark (✓) in the brackets that applies to you or specify the information about yourself in the other category.

1. Sex Male
 Female
2. Age 19 ~ 25
 26 ~ 30
 31 ~ 35
 36 ~ 40
 Over 40
3. Years of studying Chinese as foreign language
 no experience
 1 semester
 2 semesters
 3 semesters
 More than 4 semesters
4. Levels of Your Chinese
 Superior
 Advanced
 Intermediate
 Low
5. Degree of Comprehension of students in Chinese-only lectures in your opinion
 over 80%
 60%-80%
 30%-60%
 Less than 30%
6. How much do you think your Chinese teacher use L1 and L2 in your class?
 Over 60% of L2
 30% -60% of L2
 Less than 30% of L2
7. How do you think the teacher's code-switching for teaching content areas in general?
 Helpful and should be used a lot
 Helpful but shouldn't be used a lot
 Not very helpful and shouldn't be used a lot
 Not very helpful and shouldn't be used at all
8. Do you think the teacher's code-switching works for improving overseas students' Chinese listening skills?
 Negatively
 No effect at all
 Somewhat positively
 Very positively
9. Do you think the teacher's code-switching works for improving overseas students' Chinese speaking skills?
 Negatively
 No effect at all
 Somewhat positively
 Very positively
10. Do you think the teacher's code-switching works for improving overseas students' Chinese reading skills?
 Negatively
 No effect at all
 Somewhat positively
 Very positively
11. Do you think the teacher's code-switching works for improving overseas students' Chinese writing skills?
 Negatively

- () No effect at all
 () Somewhat positively
 () Very positively
12. Do you think the teacher's code-switching works for developing overseas students' confidence in Chinese?
 () Negatively
 () No effect at all
 () Somewhat positively
 () Very positively
13. Do you think the teacher's code-switching works for developing overseas students' interests in Chinese?
 () Negatively
 () No effect at all
 () Somewhat positively
 () Very positively
14. Do you think the teacher's code-switching works for lowering overseas students' anxiety in Chinese?
 () Negatively
 () No effect at all
 () Somewhat positively
 () Very positively
15. Any comments on code-switching?

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Junqing Wang is an assistant professor in the College of International Education and Communication, Shanxi University. Her research concerns structures and strategies of spoken discourse, conversation analysis, and cross-culture issues in language and discourse. She is currently doing research on conversation strategies between native-Chinese teacher and non-native-Chinese students in classes to ensure the pedagogical tasks to be accomplished efficiently.



Junli Wu is a teacher in No 59 middle school of Taiyuan City, China. She is a partner of Prof Junqing Wang's research in conversation analysis in classes with Chinese as a foreign language.