Teachers' and Students' Perceptions and Use of Code-switching in ESL Classes in Quebec Elementary Schools

Thèse

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Sous la direction de :

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RÉSUMÉ

Adoptant une perspective sociolinguistique, cette étude a examiné les pratiques d'alternance des codes linguistiques chez cinq enseignants d'anglais langue seconde (ALS) du primaire 3ème cycle, dans des écoles francophones de la région de Québec. La recherche, qui a impliqué des études de cas, s'est centrée sur cinq questions : 1) le taux de français (L1) utilisé par les enseignants d'ALS; 2) les raisons pour lesquelles les enseignants ont utilisé la L1 dans leurs cours; 3) les points de vue des enseignants sur les facteurs qui ont influencé leur utilisation de la L1; 4) l'influence du choix de langue utilisée par les enseignants sur le choix de langue des élèves; 5) les perceptions des élèves sur leur propre utilisation des L1 et L2 ainsi que sur celle de leur enseignant. Les données ont été recueillies dans les classes à deux périodes d'observation au cours de l'année scolaire 2007-2008. Les données ont été obtenues à partir de quatre sources : les enregistrements vidéo des leçons observées, les rappels stimulés, un entretien final avec chaque enseignante et un questionnaire administré aux élèves.

Les résultats suivants ressortent de cette recherche. D'abord, en contraste avec des études antérieures, celle-ci a opté pour une perspective de type *emic* dans laquelle on a demandé aux enseignantes d'identifier les raisons pour lesquelles elles utilisaient la langue première (L1), à partir des vidéo-clips de leurs leçons. Cette analyse fine a permis d'obtenir une compréhension plus nuancée de certaines raisons déjà invoquées dans les entretiens (ex : sauver du temps, fatigue, etc.), mais qui pourraient échapper à une analyse de type *étic* des leçons d'ALS. Entre autres, cette recherche a mis en évidence une stratégie non mentionnée auparavant dans d'autres études : c'est l'utilisation du *time-out,* qui remplissait une fonction de barrière symbolique pour préserver le caractère «anglais» de la classe d'ALS. Deuxièmement, cette étude étend la recherche à la variation individuelle d'usage de la L1 par les enseignants, peu fréquemment rapportée dans d'autres études. En contraste avec des études passées où la variation d'un enseignant à l'autre se limitait au facteur temps (Duff & Polio, 1990; Edstrom, 2006; Nagy, 2009a), cette étude-ci a exploré les raisons sous-jacentes à cette variation, contribuant du même coup à confirmer les résultats de quelques autres études (De la Campa & Nassaji, 2009; Rolin-Ianziti & Brownlie, 2002).

Troisièmement, comme dans la recherche de Carless (2004), une enseignante de notre étude, Kora, se démarque des autres par le faible et constant taux d'utilisation de la L1 (moins de 1%). Elle vient appuyer ainsi l'assertion de ce chercheur sur le fait que les expériences, les croyances et les compétences des enseignants pourraient être un facteur plus significatif d'utilisation de la langue-cible que le niveau de

compétence langagière des élèves. Le cas de Kora accrédite ces enseignants et chercheurs qui, à partir d'une perspective pédagogique (Carless, 2004b ; Chambers, 1991 ; Nagy, 2009a ; Turnbull, 2006), ont fait valoir le besoin de conscientiser davantage les enseignants sur les stratégies à leur portée pour augmenter l'usage de la langue cible dans la classe d'ALS. Quatrièmement, quant à l'influence qu'a le choix de langue des enseignants sur le choix de langue de leurs élèves, cette étude-ci élargit les résultats obtenus par Liu et al (2004) à un contexte culturel et scolaire très différent, soit l'enseignement de l'ALS dans le système scolaire francophone du Québec. Cinquièmement, comme les résultats du questionnaire le révèlent, malgré les niveaux relativement élevés d'utilisation de l'anglais dans leur cours, les élèves du primaire 3e cycle ne se sentent pas stressés outre mesure. Par contraste avec d'autres études centrées sur les perceptions des élèves face à l'utilisation de la L1 et de la L2 (Levine, 2003 ; Macaro & Lee, 2013 ; Rolin-Ianziti & Varshney, 2009), cette étude-ci a aussi examiné la perception des élèves sur l'utilisation de stratégies dans leurs classes. Les résultats ont montré que les élèves percevaient chez leurs enseignants le recours à des stratégies jusqu'à un certain degré, particulièrement en rapport avec l'usage d'éléments visuels. Cependant, ce qui a émergé plus fortement a été la perception des élèves sur leur propre utilisation de stratégies pour communiquer dans la langue cible. Finalement, d'un point de vue méthodologique, cette étude-ci apparaît comme la première à avoir analysé les pourcentages d'utilisation de l'anglais et du français à l'aide de procédés d'analyse de type digital. En effet, dans les études antérieures les chercheurs avaient recours au décompte des mots ou du temps avec un chronomètre - des procédés potentiellement plus exigeants et mange-temps. L'étude discute aussi des implications de la pratique d'alternance des codes linguistiques dans la salle de classe. De plus, elle apporte des suggestions quant à la recherche future.

ABSTRACT

Drawing on a sociolinguistic perspective, this study examined the code-switching practices of five elementary core ESL teachers (3rd cycle) in French-medium schools in the Québec City area. The study, which involved case studies, focused on five research questions: (1) the amount of French, the L1, used by the ESL teachers, (2) the reasons why the teachers used the L1 in their classes, (3) the teachers' views concerning the factors that influenced their L1 use, (4) the influence of the teachers' language choice on students' language choice, (5) the students' perceptions of their teachers and their own L1/L2 use. Data were collected over two different periods of observation in the teachers' classrooms during the 2007-2008 academic year. Four main sources of data were obtained: videotaped recordings of the lessons observed, stimulated recalls, an end-of study interview with each teacher, and a student questionnaire.

Amongst the findings, the following are of particular note. First, in contrast to past studies, the present study opted for an emic perspective in which teachers themselves were asked to identify the reasons for which they used the target language based on video clips of their lessons. This fine-grained analysis brought to light a more nuanced analysis notably with respect to certain reasons (e.g., saving time, fatigue) which, even if previously evoked in interviews, could elude inclusion in research etic-based analyses of lessons. Amongst other things, the present study brought to light one reason not previously mentioned in other studies, i.e., the use of time-outs which performed a symbolic boundary maintaining function to preserve the "Englishness" of the ESL classroom. Secondly, the present study extends research which has infrequently reported on individual variation amongst teachers with respect to L1 use within their own lessons. In contrast to past studies, where individual variation within teachers' lessons has typically been confined to time (Duff & Polio, 1990; Edstrom, 2006; Nagy, 2009a), the present study contributes to those few studies (De la Campa & Nassaji, 2009; Rolin-Ianziti & Brownlie, 2002) which also pinpoint differences in the reasons for such variation amongst case study participants.

Thirdly, as in Carless' (2004) study, one teacher in the present study, Kora, stood out from the others in terms of having a consistently low rate of L1 use (less than 1%), thus thus underscoring his contention that the teacher's experiences, beliefs and competencies may be a more significant factor in terms of target language use than the students' level of language proficiency. The case of Kora lends credence to those teachers and researchers who have argued from a pedagogical perspective (Carless, 2004b; Chambers, 1991; Nagy, 2009a; Turnbull, 2006) for the need to enhance teachers' awareness of the strategies which can be used to increase target language use in the second language classroom. Fourthly, with respect to the impact of the teacher's choice of language on that of the students', the present study extends Liu et al.'s (2004) findings through the analysis of a very different school cultural context involving ESL teaching in the French-medium school system within the province of Quebec. Fifthly, as revealed by the student questionnaire results, despite relatively high levels of English use in their classes, the Cycle 3 elementary grade students did not feel unduly stressed. In contrast to previous studies (Levine, 2003; Macaro & Lee, 2013; Rolin-Ianziti & Varshney, 2009) which have focused on students' perceptions of teachers' L1 and L2 use, the present study also examined the latter's perception of strategy use within their classes. Results reveal that students perceived their teachers as using strategies to a certain degree, particularly in regard to the use of visuals. However, what emerged more strongly was students' perception of themselves as using strategies to communicate in the target language. Finally, from a methodological point of view, this study appears to be the first to have analyzed

percentages for the use of English and French using digital editing features. In past studies, researchers have typically resorted to word counts or timing with a stopwatch, procedures which can be more onerous and time-consuming. Implications for code-switching practices in the classroom as well as suggestions for future research are also discussed.

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CHAPTER 1

PROBLEM STATEMENT

1. Introduction

Within second or foreign language (SL or FL) teaching the issue of the use of the target language (TL), as opposed to the first language (L1) or native language (NL), has long been a topic of debate. With the implementation of the curricular Reform within the province of Quebec in 2001, this issue has become of particular relevance for English second language (ESL) teachers as the goal is to maximize target language use in instructional contexts. Nevertheless, as sustained by Winer (2007), the L1 is still widely used. In order to shed light on this issue, the present study investigated how five ESL teachers and their students perceived code-switching (CS) practices in ESL classes in the elementary school. To situate the present study, this chapter will focus on the controversial issue of code-switching within second language teaching. Secondly, the role of TL within the current ESL curriculum is presented. Following this, the significance of the study and the research questions are presented. Lastly, a summary of this first chapter is provided.

1.1 Code-switching: A controversial issue

A review of the literature suggests that code-switching within the SL or FL classroom is a controversial issue. In this section I discuss two main positions, the first one supports the view that the TL should be maximized within the classroom and the second one presents the debate drawing on sociopolitical and sociocultural perspectives.

1.1.1. Maximizing TL use

A number of researchers argue that the L2 should be maximized (Chambers, 1991; Crichton, 2009; Turnbull, 2001, 2006). For his part, Turnbull (2001) examines when and how much the TL should be used in second language and foreign language teaching and why. According to Turnbull, maximizing the TL in the classroom is a favourable practice since teachers are often the primary source of linguistic input in the TL. He believes there is no need to licence teachers to use the L1; many do so in any case. Official guidelines that promote the use of the TL are viewed as positive pressures for teachers as they encourage them to speak as much TL as possible. In addition to official guidelines, teacher educators must help teacher candidates and practicing teachers make basic decisions about the judicious use of the L1, while maximizing their TL use. Turnbull (2001) concludes that maximized and optimal TL use by teachers must be defined in terms of the quantity of its use and in terms of when it is acceptable and/or effective for teachers to draw on the students' L1.

Those who advocate maximizing TL use have made a number of recommendations as to how this can be done. For her part, Chambers (1991) suggests some practical ways to overcome the obstacles encountered by teachers and students when using the TL in the classroom at the secondary level. She recommends that teachers use the TL for managerial purposes such as giving organisational and activity instructions, doing evaluations and correcting, and making disciplinary interventions. This language should be carefully chosen, be initially limited in its range, and be exploited linguistically. According to Chambers students should be taught to use functional language in order to make requests, to ask for help, to apologize, and to evaluate their own work.

According to Turnbull (2006), teachers should begin the school year in the L2 with a positive attitude and stick to it. He recommends different ways to maximize L2 use including taking into account the students interests when creating the tasks and using strategies adapted to the students' different learning styles. Helping students understand the L2 could be done through the use of strategies such as repetition, intonation, visuals, realia, miming, and modeling. According to Turnbull, through strategic teaching

teachers could also help students to use functional language, do selective listening and accomplish communicative and experiential tasks.

Crichton's study (2009) investigated how the teachers in five Scottish secondary schools, who made extensive use of the TL, adapted their TL language to make it comprehensible to the learners and stimulated the learners' responses in the TL. Results from class observations and student interviews showed that success in using the TL depended on teachers' and students' active use of strategies. Students contributed actively by consciously paying attention and listening to the way teachers used the language to convey meaning. Teachers created a warm atmosphere by focusing on meaning. They encouraged output, interaction, and taught their students how to use functional language to express their interests, ask for clarification, and show surprise. She also observed that teachers believed that learning the TL could be enjoyable for both them and the students.

1.1.2. The TL debate: Socio-political and sociocultural dimensions

According to Auerbach (1993), there is a need to re-examine the widespread idea that only English can be used in the ESL classroom. She suggests, "that the use of *English only* in the classroom is rooted in a particular ideological perspective, it is based on unexamined assumptions, and serves to reinforce inequities in the broader social order" (p. 10). She reminds ESL teachers of the fact that: "Whether or not we support the use of learners' L1s is not just a pedagogical matter: It is a political one, and the way that we address it in ESL instruction is both a mirror of and a rehearsal for relations of power in the broader society" (p. 10). As signalled by Auerbach, many of the immersion programs used to justify monolingual ESL instruction were in fact bilingual, to the extent that students were initially allowed to use their L1 to communicate with each other and the teacher. To support her view, she gave the example of a study by Garcia (1991) which focused on effective instructional practices for linguistically and culturally diverse students. Results of this study showed that allowing the use of the L1 in early ESL acquisition was, in fact, critical to later success; use of both languages facilitated the transition to English. This practice thus characterized the classrooms of academically successful learners.

Furthermore, Auerbach (1993) found that there were two revealing aspects which reinforced the notion that the question of language choice is a question of ideology. The first aspect was that many of those who advocated native language or bilingual approaches with adult ESL learners did so because they saw language acquisition as intimately connected with addressing the problems the latter faced in their lives outside the classroom. The second revealing aspect was that many of the advocates for L1 use came from outside the US, from Canada, Australia and England, countries where multiculturalism rather than English only was stressed in the wider political and policy context. As Auerbach stated: "The fact that so many studies exploring the use of the L1 are published outside the U.S. again suggests that monolingual approaches may be ideologically rooted" (pp. 22-23).

For his part, Cook (2001) observed that most teaching methods since the 1980's have adopted the Direct Method avoidance of the L1. Methods such as communicative language teaching and task-based learning methods have no necessary relationship with the L1 and the only times that the L1 is mentioned is when advice is given on how to minimize its use. Cook argued that this anti-L1 attitude is clearly a mainstream element in twentieth-century language teaching methodology. As he stated: "Teachers resort to the L1 despite their best intentions and often feel guilty for straying from the L2 path" (p. 405). Cook described several scenarios in which teachers should consider introducing the L1 into their pedagogy. He further contended that the long-held tradition of discouraging the integration of the L1 in the L2 classroom had sharply limited the "possibilities of language teaching." (p. 405). He argued for the re-examination of the time-honoured view that teachers and students should avoid the first language in the classroom. He also questioned the view that the L1 and the L2 were compartmentalized in the mind and that maximizing students' exposure to the second language was incompatible with the use of the first language. According to Cook, the L1 has been used in alternative language methods and in methods that actively create links between the L1 and the L2, such as the New Concurrent Method, Community Language Learning, and Dodson's Bilingual Method. Based on his own experiences as a foreign language educator, Cook suggested that treating the students' L1 as a resource instead of an obstacle to L2 learning would help to favor more authentic uses of the TL. In

addition, Cook (2001) identified what he considered as appropriate uses of the L1 including teaching grammar and abstract words, organizing tasks and the class, establishing teacher student rapport, and maintaining discipline.

Winer's (2007) study investigated novice ESL teachers' experiences in the particular context of the province of Quebec, where the official language policy over the past few decades of legislative, political and social action has led to the dominance of French in the public sphere. Through student teachers' responses to a questionnaire and from reflections of their student-teaching experiences, several concerns were identified regarding different difficulties related to L2 use. These included hostile attitudes toward English on the part of students or teachers in the schools, (non) use of English in the classrooms, low motivation of ESL students, and the nature of the English language and culture in Quebec.

Carless (2004b) too argued that there were socio-political or ideological dimensions to mother tongue or L1 use. He reported on a study that focused on multiple case studies of how teachers were implementing a communicative task-based syllabus in the Hong Kong primary school English language classroom. He concluded that through the use of the L1 "Teachers may be resisting 'linguistic imperialism or showing pride in their own heritage and language" (p. 107). Thus, it was not only the language level of the students but the teacher's own experiences, beliefs and competencies that could be a more significant factor impacting on decisions to use the L1 or the L2.

As stated by Adendorff (1996), contrary to the popular belief that code-switching is a behavior to be avoided, it is in fact highly functional, though mostly unconscious: "It is a communicative resource which enables teachers and students to accomplish a considerable number and range of social and educational objectives" (p. 389). In this regard, a certain number of studies which have been done from a sociocultural perspective, have shed light on how the L1 could be of use during pair and group work in collaborative activities (Antón & DiCamilla, 1999; Brooks & Donato, 1994; Swain & Lapkin, 2000). For their part, for example, Swain and Lapkin (2000) examined the use of the L1 (English) by two eighth-grade French classes in an immersion context. The researchers argued that the L1 facilitated carrying out L2 classroom complex tasks such as jigsaw and dictogloss tasks, in particular with low proficiency students. In this

regard, the L1 served the learners to move along the task, to focus attention on vocabulary and grammar items, and to enhance their interpersonal interaction. Swain and Lapkin suggested that denying students' access to the L1 deprives them of an invaluable cognitive tool.

1.2 The Quebec Ministry of education program

In Canada there are two official languages: English and French. In the province of Quebec, the official language is French, not English. Thus, within the Francophone school system English is officially recognized by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (formerly the Ministère de l'Éducation, des Loisirs et du Sport and before that Ministère de l'Éducation) and taught as a second language. Despite the official status of French within the province of Quebec, the term second language, as opposed to foreign language, is used due to the fact that English and French are official languages within Canada more generally (Conseil supérieur de l'éducation, 2014, p. 2).

In the current curriculum, published in 2006, the Quebec Ministry program orientations aim to prepare the students for a pluralistic and changing society and establish that the school mission must be to:

- provide instruction by fostering the intellectual development and the acquisition of learning
- socialize in order to prepare students to live together in harmony
- provide qualifications to facilitate students' integration into society and the work place at the end of their school process.

These broad objectives pursued by schools are seen through a perspective where the process of learning is considered as a part of the historical, social and cultural setting. This process is also considered as "an active, ongoing process of construction of knowledge" (p. 4).

The program focuses on the development of competencies, which means that students not only will acquire knowledge but establish relationships between different notions through a problem-solving process which involves thinking and putting all their

resources and tools into play. Thus, a competency is considered as "a set of behaviours based on the effective mobilization of a range of resources" (p. 4) by the individual through the interaction with his/her environment. The practices having to do with the development of competencies and the mastery of complex knowledge are based on the constructivist approach to learning. The implications of this competence-based approach are:

-promoting integrated learning

-structuring school organization in learning cycles (two years at the elementary school level)

-adapting the evaluation of learning to the aims of the Ministry program

-recognizing the professional nature of teaching

-making the classroom and the school a learning community

The education program is built around three core components: broad areas of learning, cross-curricular competencies, and subject areas with their own specific competencies (Ministère de l'Éducation, du Loisir et du Sports, 2006). The broad areas of learning, as set out in the Québec Education Program, are intended to encourage students to make connections between their personal, social, and cultural circumstances and what they learn in the subject-specific areas. The broad areas of learning favour the integration of learning in various subjects and the coherence and complementarity of the school's services. They are as follows:

- health and well-being
- personal and career planning
- environmental awareness and consumer rights and responsibilities
- media literacy
- citizenship and community Life

They enable students to relate different areas of learning to each other and to look critically at their own personal, social and cultural environment.

The cross-curricular competencies are defined as a set of behaviours based on the effective mobilization and use of a range of resources. They transcend the limits of

subject-specific knowledge while they reinforce the application and transfer to concrete life situations. They are categorized as follows:

- intellectual competencies: to use information, to solve problems, to exercise critical judgment, to use creativity
- methodological competencies: to adopt effective work methods, to use ICT
- personal and social competencies: to construct his/her identity, to cooperate with others
- communication-related competency: to communicate appropriately

1.2.1. The ESL Curriculum

English is taught in the elementary grades starting in Grade 1 and throughout the high school grades. At the elementary level with the advent of the reform, grades were organized in terms of three cycles: cycle 1 (Grades 1 and 2), cycle 2 (Grades 3 and 4) and cycle 3 (Grades 5 and 6). ESL was first introduced in the first cycle in September 2006. Within cycle 3, there are two types of classes: regular ESL classes and intensive classes. The time allowed for each of them is different. The regular classes typically have only three 50-minute periods for English within a 9-day cycle. This amount represents 56 hours per year for each regular class. By contrast, more time is allowed for the intensive classes depending on the model each school chooses (e.g., if the school has a 5-month model, the students receive 20.5 hours of English per week). Consequently, intensive class teachers are given a total of nearly 400 hours a year for their ESL classes (Collins et al., 1999).

The Québec curriculum reform encourages teachers to teach using the communicative approach. This means that they should provide students with a rich and stimulating linguistic and cultural environment where English is the language of communication. Thus, "the ESL program integrates listening, speaking, reading and writing, but it does so in the light of the latest developments in language acquisition, cognitive psychology and social constructivism" (Ministère de l'Éducation, du Loisir et du Sport, 2006, p. 352). Throughout the Ministry curriculum it is emphasized that teachers should give their courses solely in English, as illustrated in the following quotations:

> It is essential that students speak and are spoken to only in English from day one. (p. 352)

> ESL learning requires a rich and stimulating environment where English is the language of communication. (p. 354)

> The learning context for this competency [C1 - to interact orally] in class requires: (...) opportunities to interact with peers and the teacher, in English only, from day one. (p. 354).

Distinct curricula exist for the first cycle and the second and third cycles. The description of the ESL curriculum will be limited here to that of the second and third cycles. For these cycles, the teaching and learning of English involve developing skills in three competencies: interacting orally in English, reinvesting understanding of oral and written texts, and writing texts. These competencies require the mobilization of knowledge as functional language, compensatory and learning strategies, and use of resources.

Within the ESL classroom, the use of functional language involving useful expressions and pertinent vocabulary is emphasized in order to enable teachers and students to communicate orally in English. Functional language includes items such as asking for help and clarification, requesting information, expressing courtesy, and using social conventions and gestures. With their teachers' guidance, students can also make use of material resources such as word and expression banks, graphic organizers, and posters. In order to help students understand and communicate in the target language, the teaching of compensatory and learning strategies is also advocated. The recommended compensatory strategies are delaying speaking, asking for help or clarification and circumlocution. Learning strategies include such items as using prior knowledge, risk-taking, predicting and inferring.

However, even though the official ESL program emphasizes English only, in other Ministry approved documents such as 'Using English only in the ESL classroom' (2002), it is suggested that the L1 can be used under certain circumstances. In this latter document, the teaching strategy emphasized is using a time-out signal. This strategy reminds teachers and their students that the L1 can be used exceptionally, for example,

to carry out reflection activities in the early stages of learning, as well as "to resolve major disciplinary problems, to intervene when an activity goes awry and other situations where the level of English would be too sophisticated for the students" (p. 13). As well, at the time the Ministry reform was taking place a video, My First English Class in English (Commission scolaire Saint-Hyacinthe, 1999), was widely circulated. This video demonstrated how French could be used to get Grade 3 students to reflect in French on how they had been able to understand and function in a class given in English even though they had never previously studied this language. It also featured the use of the time-out signal to switch to French for the purposes of reflection or giving instructions beyond the students' level of comprehension. The classroom teaching shown in the video demonstrated how visuals and strategies such as repetition, gestures and mime could be used to convey meaning. The classroom was extensively decorated with resources such as functional language posters which were referred to by the ESL teacher while she interacted with the children.

1.3 Significance of the study

Most of the classroom-based research on teacher code-switching in second or foreign language teaching concerns university students (De la Campa & Nassaji, 2009; Duff & Polio 1990, 1994; Macaro, 2001; Rolin-Ianziti and Brownlie, 2002)). The few existing studies of elementary and secondary teachers have been primarily carried out in Asian countries such as Hong Kong, Korea, China, and Malaysia (Carless, 2004; Lai, 1996; Liu et al., 2004). Therefore, more studies of this kind are needed in North America, in particular within the francophone Québec school system where English is taught as a second language. As well, only a few studies have explored the students' perceptions of teacher code-switching (Edstrom, 2006; Levine, 2003; Macaro & Lee, 2013; Nagy, 2009b ; Rolin-Ianziti & Varshney, 2008).

1.4 Research Questions

The purpose of the present research project was to conduct case studies with five elementary core ESL teachers in order to investigate how they and their students perceived code-switching practices in their ESL classes. The specific research questions investigated are the following:

1) What is the amount of French, the L1, used by the elementary grade core ESL teachers in their classes?

2) Why do the elementary grade core ESL teachers use the L1 in their classes?

3) How do the elementary grade core ESL teachers view the use of the L1 and the L2 in their classes?

4) Does the elementary grade core ESL teachers' choice of language influence their students' choice of the L1 or L2?

5) How do the students view their teachers' and their own L1/L2 use?

1.5 Conclusion

In this chapter, I presented the statement of the problem and the research questions that were investigated in this study. The present thesis report is organized in seven chapters. Following Chapter 1, in Chapter 2, I present the theoretical framework on which this study is based. In Chapter 3, I review relevant literature that informed this study. In Chapter 4, I document the research methods that were used in this study. In Chapter 5, I report on the findings related to each of the research questions. Following this, in Chapter 6, I discuss the findings with reference to previous studies on code-switching in second language teaching and learning. Lastly, in Chapter 7, I present the conclusions of this study.

CHAPTER 2

THEORETICAL FRAMEWORK

2. Introduction

In this chapter I will first explain how the use of the first language has been viewed in theories of second language learning which have been particularly influential in terms of ESL pedagogy. Next, I will discuss how code-switching has been theorized within research pertaining to bilingual and multilingual communities. Following this, I will discuss how code-switching may be viewed within the second/foreign language classroom. Following this, I will identify which aspects of sociolinguistically oriented perspectives on code-switching are of most relevance to the present study.

2.1 How the L1 is viewed in various theories related to language learning and the implication for classroom instruction

Second language learning theories come from various disciplines, including linguistics, psycholinguistics and sociolinguistics. In this section, the three most influential theoretical perspectives with respect to the role of the L1 and the implications for classroom instruction are presented.

Within the behaviorist approach to learning (Skinner, 1957), all learning, including verbal learning, is viewed in terms of the formation of habits. Humans respond to environmental stimuli, and if their responses have a desired consequence, they will be reinforced and will eventually become a habit. To learn an L1 means establishing a set of habits in response to various environmental stimuli. Learning an L2 thus implies replacing the L1 with a new set of habits. Within such a perspective, errors are considered the result of L1 interference and recourse to the L1 is to be avoided. This theory underlies the audio-lingual approach to teaching which was characterized by repetition in the form of pattern practice. The role of the linguist was to identify the main points of contrast between the L1 and the L2; these points were singled out for more intensive practice.

In contrast to the behaviorist position, the nativist position proposed by Chomsky (1959) claims that learning a language is a much more abstract, internal process. According to Chomsky, children at birth are equipped with a Language Acquisition Device (LAD) which enables them to unconsciously acquire their L1 in accordance with the constraints of a biologically determined Universal Grammar. The best known theory of L2 acquisition that picked up on Chomsky's theory is Krashen's Monitor Model (Ellis, 1990). Krashen claimed that only acquisition in natural contexts would be effective for successfully learning a language. Within this model, the central hypothesis considers that language is acquired when the individual is exposed to comprehensible input. To this end, the input to which learners are exposed needs to contain language items a bit beyond their current level of competence, a condition summed up by the formula i + 1 (i, refers to interlanguage). As a follow-up to Krashen's original model, a major focus of subsequent research was to understand how interactional modifications could help make input comprehensible for language learners and thus enable them to develop a correct grammar. This line of research has become known as the Interaction Hypothesis (Long, 1981). In terms of the importance of using the L2, another important influence was Swain's (1985) output hypothesis which emphasized the need for learners to use their L2 in increasingly complex ways in order to develop their communicative competence.

Although Krashen's original model has been widely debated, his theories and the subsequent developments have been extremely influential in L2 teaching, particularly as concerns current communicative approaches to language teaching, which place the emphasis on functional language use (Ellis, 1990; 1994; Nunan, 1988; Widdowson, 1978). In response to the importance for rich comprehensible L2 input and the need to develop functional competence through output, a number of researchers and practitioners have focused on various strategies that could be used by teachers to minimize L1 use and maximize L2 use (Chambers, 1991; Crichton, 2009; Turnbull, 2001, 2006).

However, as pertains more generally to the communicative approach and pedagogical influences, another line of research of particular importance is that involving language learning strategies and communication strategies. Although the

language learning strategy literature mainly focuses on how the learner can access the L2, one L1 strategy which has appeared in various taxonomies or discussions of strategies pertains to cognates (Hosenfeld, 1984; Oxford, 1990; White & Horst, 2012). With respect to teacher communication strategies, research by Mitchell (1988; cited in Ellis, 1990, pp. 80-81) categorizes the latter in terms of those pertaining to the L2 medium (e.g., repetition, substitution) or those that are L1-based. In this latter regard, four were identified: pupil interpretation (asking other students to supply an L1 equivalent for a problematic item), teacher interpretation (translating), language switching (repeating messages in both the L1 and the L2), and interpretation (using the question *what does X mean?* in L1-dominant exchanges).

More recently, Vygotskian inspired sociocultural theory has begun to influence views on L2 learning (Lantolf, 2000; Lantolf & Thorne, 2006). Sociocultural theory emphasizes the cultural and social contexts in which we live and their role in our cognitive and psychological development as individuals. From this perspective, learning is viewed as a profoundly social process. Interaction between a more knowledgeable individual and one that is less experienced creates a place for scaffolding and the emergence of intersubjectivity. More importantly, within this perspective, language is conceived of as the most useful tool humans can employ to mediate between the lower and the higher mental levels of human cognition. In the L2 context, the L1 is viewed as a mediating tool. A certain number of studies which have mainly focused on talk amongst peers during group work have shown that the L1 may serve a variety of functions such as moving the task along or providing help with vocabulary or grammar (Antón & DiCamilla, 1998; Swain & Lapkin, 2000).

2.2 Code-switching within bilingual and multilingual communities

Within this section, I will first present definitions of code-switching. Following this, I will discuss how research conducted within bilingual and multilingual communities has variously involved theoretical perspectives focused at the macro-level, the micro-level and both the macro and micro levels.

2.2.1 Definitions of code-switching

Code-switching may be generally defined as the alternation of two languages (or varieties) within a single discourse, sentence, or constituent (Poplack, 1980). For his part, Hymes (1974) defines code-switching as "a common term for alternative use of two or more languages, varieties of a language or even speech styles" (p. 103). Within bilingual and multilingual communities, code-switching is a well-known practice and may go unnoticed. Within such communities, it is also assumed that the speakers who engage in code-switching are relatively fluent in the languages being used. In her definition of code-switching, Myers-Scotton (2001) defines what she refers to as "classic code-switching" as:

> …the alternation between two varieties in the same constituent by speakers who have sufficient proficiency in the two varieties to produce monolingual well-formed utterances in either variety. This implies that speakers have sufficient access to the abstract grammars of both varieties to use them to structure the code-switching utterances as well. (p. 23)

Within the literature on code-switching (Myers-Scotton, 2001), the dominant language is referred to as the matrix language whereas the language involved in the codeswitch is referred to the embedded language. Within this construct, the matrix language is considered as the source of the abstract grammatical frame of the constituent. According to Gal (1988), code-switching also functions as "a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their accompanying rights and obligations" (p. 247). In a similar vein, Heller (1988b) also refers to code-switching as a "verbal strategy": "…a resource for indexing situationally-salient aspects of context in speakers' attempts to accomplish interactional goals" (p. 3).

2.2.2 Code-switching: Macro-level

Although studies of code-switching initially focused on the linguistic aspects (MacClure, 1981), research has also been conducted from a sociolinguistic perspective. In contrast to the linguistic analyses which explain how various constraints determine the form of the codeswitch, the objective of sociolinguistic approaches is to explain the why of conversational code-switching. In this regard, an important distinction pertains to situational code-switching and metaphorical code-switching (Blom & Gumperz, 1972). Situational code-switching refers to the social separation of activities (and the associated roles/identities) based on preference for a particular language or variety within the community's linguistic repertoire. This preference is largely explained with reference to extra-linguistic factors such as topic, setting, relationships between participants, community norms, and socio-political, ideological notions (Li, 1998). By contrast, metaphorical code-switching refers to the use of the unexpected language or variety in order to convey special communicative intent.

The distinction between situational and metaphorical code-switching is similar to the highly influential markedness theory of code-switching elaborated by Myers-Scotton (1993b). According to Myers-Scotton, each language in a multilingual community is associated with particular social roles, which she refers to as rights-and-obligations sets. By speaking a particular language, participants signal their understanding of the current situation, and particularly their relevant role within the context. By using more than one language, speakers may initiate negotiation over relevant social roles (and the attendant identities). Myers-Scotton assumes that speakers must share, at least to some extent, an understanding of the social meanings of each available code. If no such norms existed, interlocutors would have no basis for understanding the significance of particular code choices.

2.2.3 Code-switching: Micro-level

In contrast to the markedness approach to code-switching analysis, the use of an approach inspired by conversational analysis has emphasized the emergent nature of meanings as participants engage in interaction (Auer, 1984). Although this approach does

not deny that code-switching as a contextualisation cue carries social meaning, it is incumbent on the researcher to explain how such factors are "brought about" (Li, 1998) with reference to specific utterances within the unfolding exchanges. As such, code-switching can be shown to index a broad range of functions including language preference, bids for an interlocutor's attention, power relationships, in-group/outgroup identities, and attitudes. In terms of a research stance, markedness analyses are thus viewed as reflective of an etic (researcher) perspective whereas conversational analysis prioritizes an emic perspective which attempts to take into account the views of the participants.

2.2.4 Code-switching: Perspectives which take into account the macro and micro levels

By contrast, other researchers (Heller, 1982, 1988, 1995; Myers-Scotton, 2002) have attempted to understand the meanings which emerge during code-switching by taking into account both the macro more socially determined aspects as well as the micro-level interactions. According to Heller (1995), to understand how code-switching operates as a verbal strategy or resource, one must consider how meaning is derived at both the level of social organization of language use in the community and the interpersonal relationship between speakers in the particular context of the activity in which they are engaged. As one example, Heller (1982) discusses how the use of French-English code-switching in an Anglophone hospital setting in Montreal was mediated at the interpersonal level by the socio-political context pertaining to the French majority and the English minority. Drawing notably on Bourdieu's (1977, 1982) notions of symbolic capital, Heller discusses how proficiency in languages can be viewed as a form of symbolic capital. As such the ability to engage in code-switching can, within certain communities, be viewed as a valued resource which can serve to enhance an individual's economic status or power.

In response to criticisms of the markedness model, Myers-Scotton (2002) proposed a revision which she referred to as the rational choice model. In so doing, she remained constant in her assertion that socially determined unmarked/marked models of code-switching exist in any given bilingual exchange and that speakers follow the unmarked pattern depending on how they wish to position themselves. However, as bilingual or multilingual speakers are considered as having multiple identities, Myers-Scotton (2002)

also argued that a code choice reflects the presentation or negotiation of one identity over another. She further argues that code choices can be explained in terms of rational choices involving three filters: an external filter operating at the level of sociological, sociolinguistic and pragmatic factors (e.g., gender, age, ethnicity and socioeconomic status), an internal filter related to the emergent nature of the interaction and a rationality at work filter related to the speakers cost benefit analysis regarding their own and others desires, values and beliefs.

2.3 Code-switching in the second/foreign language classroom

Within the foreign/second language classroom, code-switching is considered as distinct from social code-switching (Castellotti & Moore, 1997; Simon, 2001). As pointed out by Simon (2001), the teachers and students in the foreign language classroom can be considered as members of the same speech community to the extent that, as defined by Gumperz and Hymes (1986), they may be viewed as speakers who "share knowledge of the communicative constraints and options governing a significant number of social situations" (p. 17). However, as discussed by Simon (2001), the participants in this context differ from those involved in social code-switching contexts in at least four specific ways.

First, in contrast to social code-switching, participants in the language classroom have a dissymmetrical mastery of the codes in contact. Thus, both teachers and students generally share the language of the school which in a foreign language teaching context is usually the language of the community. By contrast, the teachers' knowledge of the target language is typically much greater than that of the students. In instances where participants share the linguistic resources as represented by the language of the school and community, the chance to engage in code-switching is enhanced despite the inherent constraints of the pedagogical contract which underscores the need to use the target language. Another aspect which could influence the degree to which the native language is used pertains to the sociocultural distance between the target and the native language.

Second, another difference with respect to the language classroom pertains to the institutionally and socially defined dual roles and statuses of the participants. In terms of the institutionally defined roles, the teacher is viewed as a knowledge-giver and the students as knowledge-acquirers. Thus, as part of the pedagogical contract linking the

participants, the obligation of language teachers is to teach the target language whereas in the students' case there is the implicit obligation for them to use and learn the target language. However, both students and teachers, especially language teachers who are non-native speakers of the target language, often share the language code of the community of which they are all members. The teacher's insistence on the use of the target language can on the one hand serve as a boundary maintaining mechanism whereas instances when the teacher allows for a change to the first language may serve a boundary levelling functioning.

Third, communication in the language classroom is more complex than in social communication as the target language is both a means and an end in the communication process. Within a language classroom, communication may be said to be multi-level as in addition to normal communication purposes, it can also function at the metacommunication and metalinguistic levels. Metacommunication refers to the practice in language classes of generating exchanges for the sole purpose of giving students the opportunity to practice the language. Metalinguistic communication refers to those moments when the teacher wishes to explain aspects of the structure and functioning of the target language as a system for the purpose of learning. In addition, as both teachers and students share the school/community language, there may be instances when the pedagogical contract is put aside and students shift from the institutional to their social roles.

Fourthly, in lieu of the association of situational code-switching with specific language choices as observed in bilingual and multilingual communities, preferences for languages may in language classes be associated with types of tasks. Thus, in certain classrooms, the target language could be the unmarked code for communicative tasks whereas for grammatical explanations the unmarked code could be the first language.

Where studies on code-switching have been conducted in classroom contexts, it is of note that unless students are at a sufficiently advanced level, the code-switching tends to be used as a communication strategy to keep the conversation moving (i.e., the use of an L1 word as the L2 word is not known) as opposed to a discourse-related function for pragmatic and social reasons. In this regard, Arnfast and Jorgensen (2003) contend that learning to code-switch like bilingual speakers is itself developmental. Elsewhere, in a study by Potowski (2009) of a Grade 5 dual Spanish-English immersion program in the

US, the more proficient Spanish heritage speakers, as opposed to the L2 speakers, differed in their ability to engage in more complex code-switching beyond the lexical level. More generally the code-switching functions engaged in were participant-related. In this regard, three functions resembled those of naturalistic child code-switching corpora: use of English to fill in for an unknown word in Spanish (lexical gap), use of a discourse marker in English (e.g., *yeah, wait, right*) and repetitions where the student starts in one language but then partially or totally repeats what is said in the other. Three other functions were not found in naturalistic child discourse: the use of fixed vocabulary (words used in one specific language to refer to school-related topics such as *almuerz*o re: collecting lunch money, unique instances of a particular word recently uttered or read in a particular language (word focus), or request for translations using the phrase, H*ow do you say X in Spanish?* However, more generally what was observed was the preferred use of English for social, off task turns. As noted by Potowski, "without the threat of sanctions, little to no Spanish would be used by either heritage speakers or second language learners, which would undermine the entire purpose of the program" (p. 112). In view of this tendency, Potowski recommends that the two languages be kept as separate as possible so preferences of use are clear: "In dual immersion contexts, it seems to me that the best approach is for the teacher to use the minority language exclusively and to insist that students do the same, yet allow the types of code-switching that move the lesson forward – including the functions presented here - and also those that promote learning." (p. 114). Although as noted above, code-switching by children whose second language is still developing is often simply a communication strategy for keeping the conversation going, more bilingual students may make skilful use of their language as a means of constructing social identity. In a study by Fuller (2009) involving 4th and 5th grade children in a German-English bilingual program in Berlin, the latter were observed to use their languages to discursively construct themselves as monolingual or bilingual. As pointed out, although one of the English-speaking children made efforts to speak German to construct herself as bilingual, other children did not always cooperate and spoke to her in English. Within this class, as noted by Fuller, "German use must be seen not merely as constructing oneself as bilingual, but also as constructing oneself as mainstream, part of the larger youth culture which is carried out in German" (p. 126). For some of the children who also had a third language which was

spoken at home, going back and forth in their languages was viewed as a means of expressing the dual, hybrid or even international nature of the speaker's identity.

2.4 Relevance of sociolinguistically oriented views on code-switching for the present study

With respect to the present study, the following notions are of particular relevance:

1. Teachers and students share a common school and community language – French. The existence of a shared linguistic code thus opens up the possibility for code-switching (in contrast, to a teaching context where the language teachers would not know the students' language).
2. As discussed by Simon (2001), the way in which code-switching is used is related to the accomplishment of the teacher's societal and institutionally defined role, which entails both rights and responsibilities. With respect to the present study, one important aspect with regard to the pedagogical contract is the expectation as expressed in the Ministry curriculum that ESL teachers give their classes in English (see Chapter 1). However, as language teachers, the pedagogical contract in which they are engaged fundamentally requires that they help students learn the target language. An important consideration in this regard pertains to how teachers view the use of the L1 in their teaching. As previously noted within this chapter, the relevance of the L1 for second language learning has been variously viewed depending on the given theoretical perspective. For the present study, it will therefore be important to determine how teachers position themselves with respect to L1/L2 use as teachers' underlying beliefs can in this regard influence the pedagogical strategies used (Parks, 2015). As previously noted, a fundamental obligation for language teachers is that they help students learn the target language.
3. As suggested by certain studies, especially those undertaken within a sociocultural framework, code-switching from a sociolinguistic perspective may be viewed as a resource by teachers for achieving their interactional goals, i.e. learning the target language. However, in this regard, it is equally important to note that in terms of getting meaning across, code-switching is one strategy amongst others. As previously discussed, teachers may have recourse to other resources and strategies to achieve this aim (e.g., the L2 medium teacher communication strategies previously noted by

Mitchell, 1988). Here, too, the beliefs of the teachers as to how to best promote language learning as well as institutional constraints may come into play. In the case of the current study, as discussed in Chapter 1, the ESL curriculum accords importance to the teaching of functional language and language learning strategies.

With respect to the educational contract, students, whose implicit obligation is to learn the target language by engaging in its use, may opt to comply or may violate this constraint and use their first language. As noted by Simon (2001) and a certain number of studies conducted within a sociocultural framework, such use may serve to promote learning. However, it can also serve other functions (e.g., resisting the imposition of the target language for sociopolitical reasons, Lin, 2008; identity construction, Fuller, 2009; Potowski, 2009).

4. Within social code-switching, to better understand how macro (larger social issues) and micro-interactional factors may mediate code-switching, certain studies have favored an emic, as opposed to an etic, perspective. To this end in the present study, to better understand why the teachers code-switch during their lessons, oral protocol analysis in which the latter explain their reasons in response to videotapes of their lessons was resorted to. To further understand how their beliefs about second language teaching and other contextual factors may have been implicated, interviews were also used.

2.5 Conclusion

In this chapter I have discussed how theories of language learning have influenced the degree to which the L1 may be viewed as a tool for learning the L2. I have also focused on how code-switching has been conceptualized in research within bilingual and multilingual communities and how the use of this construct might be applied to research in the second/foreign language classroom. I have also identified how certain aspects of sociolinguistically oriented approaches to the study of code-switching apply to the present study. In the next chapter, I will discuss the research literature on code-switching of most relevance to the present study.

CHAPTER 3

LITERATURE REVIEW

3. Introduction

The objective of the present study is to explore code-switching practices and teachers' and students' perceptions of these practices in ESL classes in the elementary grades of the francophone school system in the province of Quebec. To provide insight into the research conducted in this area to date, this review of the literature will on the one hand focus on studies which have examined issues related to teacher code-switching in second and foreign language classrooms and on the other hand to those studies which shed light on student perceptions of teacher code-switching. As a result, within this review of the literature priority will be given to studies involving second and foreign language teaching in core or intensive classes, rather than those involving immersion or dual language programs which also involve the teaching of school subjects (Fuller, 2009; McMillan & Tunbull, 2009; Potowski, 2009;). As well, in view of this study's focus on teacher code-switching and students' perception of teacher code-switching, the issue of student code-switching, whether in whole class or pair or group settings (Anton & DiCamilla, 1998; Bouchard, 2015; Swain & Lapkin, 2000) or within activities involving computer-mediated communication (Evans, 2009; Kötter, 2003), will not be dealt with.

3.1 Classroom-based research on teacher code-switching in TL or L2 teaching

To facilitate a review of the literature, classroom-based studies will be discussed in function of the educational level involved: university, high school, elementary and both elementary and high school.

3.1.1. University level studies

An early study by Duff and Polio (Duff & Polio, 1990; Polio & Duff, 1994) examined the use of the native language (English) in 13 foreign language classes taught

in an American university. All instructors were native speakers of the languages they taught and the classes were all second-quarter four-skill courses. Data collection included audio-taped recordings of two fifty-minute sessions of each selected class and follow-up interviews with the teachers. A major finding of this study (Duff & Polio, 1990) was the great variation amongst instructors in terms of the use of the target language which ranged from 10% to 100%. As all of the instructors were native speakers, proficiency in the language was not an issue. As revealed in the interviews, factors which influenced L1/L2 use included: (1) language type (the degree to which the foreign language was different from English), (2) departmental policy/guidelines (i.e., whether or not TL use was mandated); (3) lesson content, (4) materials, and (5) formal teacher training.

An analysis (Polio & Duff, 1994) was also conducted to determine the functions for which English was used. Due to the expense of transcribing and translating recordings, the analysis was limited to the second lesson of six instructors who were in the middle group of instructors in terms of their L1/L2 use. As opposed to external classroom variables (factors such as students' TL proficiency or the teacher's educational background), this analysis focused on the internal variables related to "features of language use or activities at a given time in the classroom" (p. 315). The analysis revealed eight purposes for using the L1 grouped into the following three superordinate categories (p. 317):

1. Function of item/utterance(s) produced
    a) administrative vocabulary (words typically related to the L1 culture, e.g., *midterm*, *homework*)
    b) grammar instruction
    c) classroom management (in particular, giving instructions)
    d) indexing a stance of empathy/solidarity (e.g., establishing rapport with students, joking)
    e) English practice by the teacher with tutoring from the students
2. Difficulty of the language being used
    a) providing translation for unknown TL vocabulary
    b) remedying students' apparent lack of comprehension

3. Interactive effect involving students' use of the L1 (i.e., the teacher's use of English in response to the students' use of English)

Rather than start with pre-established categories, a qualitative approach was used whereby categories were derived based on the researcher's iterative review of the data. Based on the results of their study, the researchers emphasized the need for instructors to be more familiar with the strategies which they could use to maximize the use of the target language. In so doing, they also made the link with the need to provide students with more comprehensible input as well as opportunities for authentic negotiation of meaning in the foreign language.

A study by Rolin-Ianziti and Brownlie (2002) investigated the use of the native language (English) in five beginner French classes taught by four instructors to university students in Australia. The study was of particular interest as the instructors taught the same content. For the purpose of the study one lesson for each of the classes was recorded with the main focus of the analysis on code-switching episodes involving the same listening comprehension activity. To determine the amount of code-switching by the teachers, the recordings were transcribed and a word count was conducted. Results revealed that individual use of the native language varied from 0% to 18% which the researchers considered as "fairly low" (p. 411). The researchers attributed the low variability to contextual factors (e.g., shared departmental traditions, similar materials and lessons) as well as to the fact that the same activity was involved. In this regard, the analysis of a grammar activity conducted by one of the teachers revealed that activity type could also be a significant variable as in this case the teacher's use of the native language went from 0% for the listening activity to 55% for the grammar activity.

To determine why the teachers resorted to the native language, the episodes involving instances of code-switching were analyzed by the researchers into categories and subcategories. The three main categories were translation (switching from the foreign language to the native language to make input comprehensible), metalinguistic uses (switching from talking in the foreign language to talking about the foreign language in the native language), and communicative uses (switching from talking in the foreign language to talking in the native language for communicative purposes).

Communicative uses were further divided into three subcategories: managing the class (e.g., giving instructions, motivating students to speak the target language in class), teacher reaction to student requests in the native language, and the teacher expressing state of mind (i.e., joking and teacher emotions). Of the reasons for code-switching identified, the most frequent pertained to translation, commenting on the form of the language (a metalinguistic use), and managing the class. With respect to communicative purposes, the study also showed a tendency to switch to the native language when students asked the teacher questions in the native language. Based on their results, the researchers hypothesized that certain aspects of code-switching, particularly as pertained to translation and contrasted L1/L2 forms, provided learners with modified input as well as served to enhance awareness of vocabulary items. As the code-switching could also occur in combination with other strategies, e.g., repetition of the targeted words, the interaction could possibly facilitate language acquisition (although future studies are needed to verify this).

Edstrom's (2006) study involved a semester long action research project in which she reported on her use of the L1(English) in a false beginner Spanish course she was teaching in a Canadian university setting. The class met for two 75-minute periods each week. Data came from three sources: transcriptions of 24 audio-recorded class sessions, a reflective journal, and questionnaires completed by the students. To calculate the amount of time in which the teacher spoke the L1 and the L2, a stopwatch was used. The findings addressed three issues: quantity of L1 use, functions of L1 use, and reasons or motivations underlying L1 use. First, although L1 use averaged 23%, it varied considerably amongst lessons, ranging from a low of 7% to a high of 71%. In this regard, Edstrom observed that the spikes in English use were related to the specific activities of each period, in particular clarification of administrative issues. Apart from the spikes, there was no evidence that she spoke more English at the beginning of the course when students' skills were less developed compared to later on. Edstrom also noted that prior to this study, her original estimation of L1 use (i.e., 5-10%) was a "clear underestimation" (p. 281). Secondly, consistent with previous research, the L1 was used for three main purposes: grammar instruction, classroom management, and

compensation for a lack of comprehension. Although the discussion involved examples from her teaching, no quantitative analysis was provided.

Thirdly, with respect to the reasons for L1 use, Edstrom noted that two went beyond concerns for language acquisition. The first pertained to her need to establish a rapport with students, a concern which she characterized as a "moral obligation": "I define 'morality' here not in the traditional sense of right or wrong but, rather, in reference to the value-laden decisions that I as a teacher make on a moment-by-moment basis (Johnston, 2003)" (p. 286). The second pertained to other goals which she wished to promote within the course (e.g., discussions of Hispanic culture and stereotypical representations), but which, due to the students' proficiency level, were beyond their scope from a language perspective. However, a third reason which she deemed unacceptable pertained to what she characterized as "[her] own "laziness" (p. 288). In such instances, fatigue appeared to be one possible trigger. Based on this study, Edstrom emphasized the need for teachers to engage in reflective practice as an important part of professional development.

Macaro (2001) drew on a case study of 6 student teachers at Oxford University. The pre-service teachers worked in secondary schools where their code-switching between the first language (L1) English and the second language (L2) French was recorded over the course of 14 foreign language (FL) lessons. In this particular instance, the student teachers had been exposed to theoretical positions and empirical studies on this issue during their 36-week training program. The study focused on the analyses of the quantity of L1 used by these student teachers as well as the reflections and beliefs of two of the student teachers on the code-switching process. An audio recorded "bleep" every 5 seconds was sounded whilst the researcher watched and coded each of the video recordings in their entirety. The findings revealed comparatively low levels of L1 use by the student teachers. As a proportion of the total time of the whole lesson, L1 use by the six teachers was on average no more than 4.8% and as a proportion of the total time involving oral interaction, only 6.9% with no lesson involving more than 15.2% L1 use. With respect to L1/L2 use by the students, the teachers' L1 use appeared to have little effect. Despite the emphasis given in the course, the findings also revealed few explicit references by the student teachers to the research and professional literature they had

read and discussed. Some aspects of the code-switching appeared to be more of a source of conflict for the student teachers than others.

De la Campa and Nassaji (2009) examined the amount, purpose, and reasons for employing learners' L1 in German (L2) courses at the University of Victoria (Canada). The study involved two native German-speaking instructors, one an experienced teacher (Michael) and the other a novice (Sandra). The data consisted of video and audio recordings of their classes, semi-structured interviews, and stimulated recall sessions based on selected clips from the recordings. To determine the amount of L1 use in the classes, a word count of all L1 and L2 words was conducted. With respect to the purposes of L1 use, functional categories were identified based on a coding scheme adapted from Rolin-Ianziti and Brownlie (2002). The interview and recall data were analyzed thematically to reveal the reasons why the instructors resorted to the L1.

Results revealed that although the experienced instructor used the L1 less than the novice instructor (9.3% compared to 13.2% of the total word count), these differences were not significant. In terms of quantity of L1 use, the lowest was 4.6% in one of the experienced teacher's classes whereas the highest, 25.1%, occurred in one of the novice teacher's classes. With respect to this variation, De la Campa and Nassaji note that "comparing averages may provide a distorted representation of the L1 amount when in fact L1 use seems highly variable depending on individual classes" (p. 749). With respect to the functional categories, significant differences between the instructors emerged for 4 of the 14 categories: translation, administrative issues, personal comment, and instructor as bilingual. Translation, the most frequently used strategy was resorted to a greater extent by the novice instructor. As revealed in the stimulated recall, this greater use was due to the fact that as she spoke fast and used complex sentences, she needed to translate in order to facilitate students' comprehension. As well, when students asked questions, although she would initially respond in the target language, she tended to follow-up with a translation in the L1. Unlike the novice instructor, the experienced instructor tended to make greater use of humour and personal comments in order to create a personal rapport with his students and motivate them.

Reasons evoked to explain why the L1 was used included the following: foreign language context, students' low level of language proficiency, setup of the German

classes at the university, class composition, necessity of explaining problem areas, student motivation, and facilitative role of L1 use (p. 752). Of note from a methodological point of view is that the interviews and stimulated recalls served to elicit both similar and different reasons. The instructors noted that the stimulated recalls also served to create an awareness of certain strategies. In terms of recommendations, the authors suggest that video-recordings be used to help teachers become more aware of the potential uses of the L1 to facilitate learning. However, the authors also note the need for research which would address the issue of the degree to which L1 use might actually facilitate L2 acquisition.

3.1.2. High school level studies

In a South Korean EFL context, Liu et al. (2004) observed that most high school English teachers used very little English in their usual teaching (32%). Factors such as teachers' beliefs and the teaching context might have mitigated the new curriculum's impact. After examining teachers' code-switching patterns, they classified their talk into eight major functions but they retained the 5 most salient:

- explaining difficult vocabulary or grammar;
- giving background information,
- overcoming communication difficulties by expressing in Korean what the teacher had difficulty saying in English, and saving time,
- highlighting important information,
- managing students' behaviour.

They observed that the students' choices of language depended on the question's difficulty and complexity. If the question was difficult and complex the students tended to answer in Korean. If the question was easy and could be answered in English and even if it was not that simple, the students would likely answer it in English. Therefore, the researchers hypothesized that, everything else being constant, students were more likely to use the L2 if they could.

The main reasons the teachers gave for not using as much English as they thought they should, included:

- lack of oral proficiency or confidence in using English

- students' inability to understand spoken English
- the national college examination and all the other important examinations at various levels which focused primarily on reading

Based on the results of this study, the researchers recommended that the feasibility and the prudence of the English-only policy be re-examined.

In New Zealand, Kim and Elder (2005) examined the discourse used by seven native speakers of Japanese, Korean, German and French who taught beginners' first year classes in a secondary school. Although three lessons by each participating teacher were audio-recorded, only the lesson for each teacher which contained the most verbal interaction was retained for further scrutiny. Within this lesson, the analysis focused on two 10-minute segments extracted at points where the teachers began to focus on a new topic or activity. For the analysis of the data, three overarching categories were used: (1) the type of language used for a given unit of analysis whether just the L2 or a mixture of L1/L2, (2) the goal of the interaction, whether a core goal (i.e., for the purpose of teaching the language with respect to medium- or message-oriented interactions) or a framework goal (i.e., for the purpose of the organization and management of classroom events) and (3) the pedagogic functions.

Findings showed a high level of variation in the proportion of TL used by the individual teachers ranging from 23% to 88%. In terms of the pedagogic functions, teachers varied in terms of those most frequently involving the TL and more importantly, showed a preference for types which did not involve much linguistic elaboration. In this regard, the Model/Correct/Scaffold function ranked for all teachers amongst their top two. Except for one teacher, goal oriented interactions were the most frequent. However, in this regard, the lessons appeared to mainly focus on tightly structured artificial interactions. Instances where teachers departed from their scripts to engage in "side sequences" (p. 376) were rare. As pointed out by Ellis (1984), such sequences could be valuable sources of rich input and lead to more meaningful communication with students. In addition, teachers rarely used the TL for framework goals which can also serve to involve students in opportunities for meaningful communication and negotiation of meaning. Based on these findings, Kim and Elder (2005) concluded that "in spite of the teachers' native-speaker proficiency TL use was

not maximized either in quantity or quality in their lessons and therefore that the potential for intake and for meaningful communication on the part of the students was limited." (p. 377). The authors emphasized the need for future studies to investigate teachers' beliefs about language learning and their attitude to TL use in order to better understand why teachers alternate between the L1 and the L2 for different pedagogic functions.

Drawing on ethnographic data, Lin (1999) analyzed the use of English by students and teachers in four high school classrooms in Hong Kong where school policy prescribed the sole use of the target language. To conduct her analysis, Lin evoked Bourdieu's notions of cultural capital, habitus and symbolic violence as well as Collin's (1993) notion of creative, discursive agency. As discussed by Lin, in one of the classrooms students' habitus and context of teaching coincided. The students in this class came from socioeconomically advantaged classes where both Cantonese and English were valued. The teachers were able to conduct classes in English with ease and the students were motivated to participate in the lessons. By contrast, students from the three other classrooms came from working class backgrounds where the objective of learning English was incompatible with their habitus. In two of the classrooms, even though students understood the importance of English for educational and socioeconomic advancement, they viewed themselves as incapable of learning it. As a result, they engaged in disruptive behavior and resisted the teachers' efforts to help them. In these classes, although the teachers attempted to conduct their lessons in English, they were often exhausted due to the effort required.

By contrast, in the third classroom, the students stood out as they had a more positive attitude to learning English and, despite their disadvantaged socioeconomic background, were more confident in their future prospects. In this classroom, the teacher had made a particular effort to develop a personal relationship with the students. Although she spoke a lot of Cantonese, she succeeded in keeping the students engaged in the lesson. Analysis of a reading lesson showed that the L1 was strategically used to engage students in the reading while the L2 was focused on at various points to draw student attention to learning English. According to Lin (1999), this teacher succeeded in helping students to transform their habitus. More generally, Lin concludes that when

students are faced with a distortion between their habitus and academic expectations "what matters is not whether a teacher uses the L1 or the L2 but rather how a teacher uses either language to connect with students and help them transform their attitudes, dispositions, skills, and self-image - their habitus or social world" (p. 410).

3.1.3. Elementary level studies

Carless' (2004a) study explored how a task-based innovation was implemented in three primary school classrooms in Hong Kong. Drawing on classroom episodes, the researcher identified three issues that proved problematic when the tasks were implemented: use of the mother tongue, classroom management or discipline problems, and the quantity of target language produced. Findings showed that teachers filtered and interpreted the task-based innovation with emphasis on three issues that challenged implementing it. "The teachers' filtering process included reconciling task-based approaches with their own understanding of tasks, their young pupils' language resources, which made reversion to mother tongue or lack of TL production difficult to avoid, and their belief that discipline and order are important, which may deter non-teacher fronted teaching" (p. 658).

As a result of this study, Carless (2002) argued that the mother tongue may serve a number of functions such as: "an opportunity for pupils to clarify the meaning of what the teacher has said, discussions of the requirements of the task, and how it might be tackled" (p. 392). He also suggested that teachers (or teacher educators) promote the use of the target language during tasks by using different strategies. Firstly, teachers can be good language models themselves, by using the target language as far as possible when interacting with their classes. Secondly, while pupils obviously need to be taught the language they need to complete a task, they also need to know the language of interaction or negotiation of meaning, such as *Can you repeat?*, *You start*, *Are you ready?*, *What do you mean?*, etc. Thirdly, teachers should state the preferences for language use at the outset of the activity, since some tasks will permit more or less use of the mother tongue. Fourthly, teachers need to tolerate a certain amount of natural mother tongue dialogue, as long as it is accompanied by attempts at producing additional English language output.

Carless (2004b) also reported a qualitative case study of one teacher's experience, highlighting her exceptional motivation and ability to maintain TL interaction. Mary was an exceptionally well-qualified teacher compared to other primary school teachers in Hong Kong, with a first degree in Education from a British University. Her beliefs, as evidenced in the interview and transcript data, facilitated her TL use as illustrated by the following features: "short simple sentences, visual support, here and now contexts; avoidance of difficult vocabulary items, a mix of teacher input and activities which are more motivating than traditional textbook teaching; pupil involvement through choral and individual repetition" (p. 116). Mary's performance evidenced how whole class and individual questioning activities increased student attention and involvement through standing or moving around rather than just being passively seated. She believed it was more natural to use English with primary rather than secondary students because it was easier to shape them as they had a very different personality and attitude. Carless concluded that Mary was able to overcome various limitations in her teaching context, due to her beliefs, confidence and fluency in the TL. In his opinion, the teacher's experiences, beliefs and competencies may be a more significant factor in terms of TL use than the students' language level.

In response to a government-initiated policy that required teachers in public schools to teach English through English, Rabbidge and Chappell (2014) undertook a study to explore how Korean elementary teachers were responding to this policy. More specifically, they wanted to know what prevented elementary teachers from using only English in their classes, whether the latter considered the L1 (Korean) to be necessary in their English language classrooms, and what the beliefs were that underlay their perceptions of the need for Korean in their classes. The study involved four Korean teachers who were teaching students of mixed English language ability in Grades 3 to 6. The teachers' level of English ranged from low to high intermediate. Data collection, which took place over a four-week period, involved a semi-structured interview prior to observation to obtain data about the teacher's context and beliefs, video-taped observations of the teachers' classes, and stimulated recall sessions with the videotapes after each lesson to explore what had taken place. Although the stimulated recall

sessions were not recorded, the authors argued that the findings were not compromised due to the triangulation of different sources of data.

Results showed that the teachers viewed the English only policy favorably insofar as it enabled both the students and the teachers to develop their proficiency and for the teachers to be seen as role models by their students. However, all the teachers expressed the need to use the L1 for the purpose of maintaining control and classroom management. Above all, the teachers felt that the L1 allowed them to maintain student motivation, a goal which was also more generally perceived as integral to their role as elementary school teachers. To this end, they sought as much as possible to avoid students associating learning English with stress and strove to create a comfortable learning environment. Korean (in combination with English) was thus used as scaffolding to ensure student comprehension and successful completion of the assigned tasks. Analysis revealed that the scaffolding involved a variety of functions including giving instructions, eliciting and confirming answers, giving explanations, getting students' attention, using humor and giving praise.

Although the teachers had estimated their use of English from 50% to 80% depending on the students' level, the observations revealed that on average they were using it 92% of the time. In contrast to studies which have pointed out that proficiency can be a limiting factor in terms of attempts to maximize the use of the target language, the teachers in this study considered that their level of English was adequate. With respect to the use of Korean, teachers maintained that for their students such use was motivating and that they enjoyed it. In this regard, the authors point out that this is a question of debate and stressed the need for future research to include feedback on how students themselves felt about the languages used in class. As studies involving elementary students are limited, the authors stressed the need for more such studies, especially in EFL contexts. As they noted: "More research is needed in this area to discover what influences the teacher's language choices in the classroom. Such choices may be similar to other contexts but also have the potential to be different due to the uniqueness of the context itself" (p. 13). The authors also emphasized in this regard the need for further research on the techniques used by teachers who teach exclusively in the target language yet maintain student motivation.

A study by Nagy (2009a) investigated the issue of target language use by seven Grade 4 ESL teachers in Hungary. Of the eight classes involved four were designated as elementary level and four intermediate. The objective of the study was threefold: determine to what degree the teachers resorted to the L1, the types of functions for which the L1 was used, and the teachers' perceptions as to why they resorted to the L1. The methodology involved audio-taped recordings of two classes taught by each of the teachers and semi-structured interviews. Drawing on a taxonomy originally developed by Rolin-Ianziti and Brownlie (2002), transcriptions of the lessons were analysed for L1 use in terms of 11 categories: 1. translation, 2. metalinguistic use (talking about the L2 in the L1), 3. questioning (expecting a verbal/non-verbal response from the student), 4. instructions (expecting action from the student), 5. information-giving (expecting acknowledgement from the student, e.g. giving feedback), 6. affective responses (teacher expressing state of mind, shaping behavior, e.g., for discipline, praise), 7. teacher reaction to a student request in the L1, 8. metacomments or asides (teacher talking to herself/himself), 9. markers (changing the discourse direction, e.g., *good*, *well*), 10. talk outside the lesson frame (e.g., talking to researcher), 11. talk that could not be coded (segment not clear). It is to be noted that the categories were generated by the researcher, not by the teachers (i.e., an etic not an emic perspective). Acknowledging the limitations of such an approach to analysis, Nagy notes:

> One of the problems was that some of the utterances could be coded into different categories, depending on the interpretation of the coder. For example, asking a question, with a bit of joking or giving feedback with some encouragement. Because the coding required some interpretation and judgement from the person who was doing it, it was a fairly high-inference scheme and so less reliable than a lower inference scheme would have been (Miles & Huberman, 1994) (p. 123).

In terms of the results, the three functions most frequently resorted to in the L1 were for giving information, giving instructions and asking questions. The reasons for these results were related to the activity types favored by the teachers and the way the teachers used the textbooks (frequently to translate texts).

To determine to what degree teachers spoke the L2, the audio-recordings from the two lessons were transcribed and a word count conducted. Results revealed that in

these classrooms teacher talk predominated (on average 75% except for one teacher). Although there was considerable variation between teachers in terms of their L1, the degree to which teachers might resort to the L1 tended to be similar for the two lessons analyzed. Level of proficiency also appeared to be a factor as the L1 tended to be used more with the Grade 4 elementary level students as opposed to the intermediate level students. In order to explore in more depth, the degree to which teaching strategies related to the observed results, three case studies were conducted. The case studies revealed that none of the teachers was making optimal use of the types of strategies (e.g., use of visuals, interactive exchanges in the L2) which are normally recommended for maximizing the use of the target language. Indeed, teacher Hajni, who from a statistical viewpoint used the L1 the least, achieved this mainly due to the fact that she tended to read extracts from the textbook aloud in English (following which students were asked to translate them). Although Hajni tended to use the L2 for instructions and asking questions, she lacked the strategies needed to adapt them to her students' level of proficiency. As a result, students were frequently unable to understand, which led to discipline problems. Another teacher, Gizi, who had very good English, hardly used any in her classes; the reason evoked by Gizi was that she was "not confident that her students could meet the cognitive challenge of using the L2" (p. 242). A third teacher, Piroska, stood out from the other two as her students did engage in some oral interaction. Specifically, in terms of strategies, "[s]he used the board, drew pictures, gave exercises she had designed, and also used games and activities to help the students to stay motivated and focused" (p. 245). The case studies thus draw attention to the teacher factor and the knowledge of relevant teaching strategies.

To explain individual variation amongst teachers in terms of their ability to maximize the use of English and promote a communicative approach, Nagy identified a number of internal and external factors. Internal factors related to the teacher (e.g., training, L2 proficiency, self-confidence), the learner (e.g., proficiency level, age, motivation, behavior), the context (e.g., the nature of the task), and the use of language (i.e., predictability in a given context). External factors pertained to such things as the curriculum, examinations, expectations in the school, the school context, expectations of parents, course textbooks, and differences between the L1 and the L2.

Inbar-Lourie (2010) explored six non-native English teachers' views on classroom L1 and TL use in two Arabic and two Hebrew elementary schools in Israel where both Hebrew and Arabic are official languages. She wanted to know the language patterns of teachers of varying linguistic backgrounds teaching English as a foreign language (EFL) to young learners and what L1 use patterns could be accounted for by teachers' beliefs as well as what different tendencies could be detected for different first languages. She observed six certified teachers, five were trained as EFL teachers and one was a homeroom teacher who taught English in her first-grade class. Data were collected through classroom observations, teachers self-report questionnaire and semi-structured interviews following the classroom observations. In addition, the teachers were also asked to reflect on their L1 use, and queries arising from classroom observations were clarified.

Results showed that teachers' L1 use ranged from 6.8% to 75.6 %, findings similar to those by Duff and Polio (1990). In general, the teachers employed the students' L1 for a number of common functions: instructional (facilitating comprehension); explaining grammar, new words and concepts; managerial (classroom management, including instruction and discipline); providing feedback; and affect (encouraging and comforting students).

The amount of L1 use in the EFL classrooms conforms to previous findings in the sense that it seems to be individualized. However, the teacher interviews revealed two significant differences. The first is that, unlike previous research, the teachers in this study seemed to be aware of the amount of their L1 use. The second is that decisions whether to engage in massive L1 or TL use seemed to be premeditated, grounded in a set of lucid individualized pedagogical maxims of what teaching a language to young learners should consist of and what strategies needed to be employed. In this regard, one of the teachers developed strategies to cope with the limited TL knowledge that the learners possessed, and seemed to follow and attain her teaching goals successfully. The teachers engaging in massive L1 use differentiated between the language use policies for older and younger learners or beginners and more advanced students, a differentiation noted in previous research studies (Levine, 2003). Thus, practitioners seemed to follow a set teaching agenda in their choices as to when to use the L1 or TL and for what purposes.

In terms of the Hebrew/Arabic teaching contexts, findings showed that the different L1 or ethnic backgrounds did not differentiate between the teachers' linguistic practices. Therefore, it would be important that teachers and stakeholders engage in an open discussion concerning L1 use through a collaborative endeavour to create and implement guidelines for L1 use at the elementary level.

3.1.4. Elementary and high school level studies

According to Lai (1996), English teachers in Hong Kong feel a lot of anxiety and frustration in bridging the gap between principles and reality in their classrooms. Government officers and teacher trainers insist that they stick to the target language as far as possible. English teacher-trainees face the same problem, especially when they teach only elementary English learners who cannot cope with total immersion in the target language. This study, which involved the code-switching behaviour of four English teacher-trainees, was carried out during their two-month teaching practice period. The objectives were to find out: (1) the situations which rendered the use of the L1 necessary for teachers, (2) how Cantonese was used by teachers in the English language classrooms, and (3) teachers' decision-making process regarding the alternation between English and Cantonese. In journals and tapes, the tension between the use of English and Cantonese was noticeable. The student teachers seemed to consider more often whether Cantonese would bring about immediate and effective outcomes, rather than view Cantonese as a last resort. The more immediate the need was, the more readily the student teachers would resort to the use of the mother tongue. As signalled by Lai (1996), both the teacher and the learners essentially relied on the L1 as a float when communication broke down. In Lai's opinion, in most instances it was the teaching method that should have been adjusted, not the language of instruction. The crucial question thus did not seem to be about how much Cantonese should be used, but rather about its appropriate use and how such use could promote learning of the target language. In terms of teacher education, Lai stressed the need for teachers to reflect on their teaching strategies and seek solutions that addressed core classroom challenges.

In response to an educational policy initiative in South Korea to teach English through English, Shin (2012) explored the reasons why novice English teachers with high proficiency levels, training in communicative approaches to language teaching, and a willingness to teach in English, quickly gave up on this goal. The study involved 16 novice teachers with 1 to 3 years of experience who worked in 8 high schools and in 8 middle schools. The qualitative study used three data collection techniques: questionnaires, critical incident analysis, and interviews conducted in Korean. Most teachers indicated that they had given up on the goal of teaching English through English after one month with the lowest amount of elapsed time being one week and the highest six months. Overall the proportion of classroom instruction delivered in English was estimated at less than 30%. The ratio of English use dropped as a function of the grade level with four high school teachers reporting that they did not use any English in the classroom. Among the four language skills, the most English was used for listening activities with the least for instruction involving reading, vocabulary and grammar.

One of the main reasons why teachers gave up on the goal of teaching English through English pertained to institutional constraints. Of note in this regard is the fact that teachers at the same grade level were obliged to cover the same materials at the same rate in order to be ready for the tests and exams which were also standardized. In addition, the exams focused on knowledge of language involving multiple-choice, fill-in-the-blank and sentence transformation items which required students to memorize and understand the textbook material. A second constraint pertained to the school culture. In order to be accepted as a member of the school society, novice teachers felt obliged to subscribe to the traditional lecture-style approach to teaching advocated by the school administrators and the experienced teachers. Within this collectivist culture, using a different teaching method would be considered as "a kind of declaration of independence" (p. 554). A third constraint pertained to the belief amongst experienced teachers that the best approach to teaching English in the Korean context was teacher-centered instruction largely conducted in Korean. Students, too, had been socialized into this view of learning and were thus resistant to new approaches involving such activities as group work or a focus on reading strategies. Within such an environment, departure

from the conventional approaches to teaching could lead to complaints from school administrators, students and parents.

In view of such constraints, Shin (2012) concluded that the implementation of the teaching English through English policy was not a viable option for individual English teachers, even those who had a high level of English proficiency and were willing to implement it. In order for the policy to be successful more substantive changes would need to be implemented which took into account the institutional and cultural constraints. In order to give the teaching English through English policy a chance, it was recommended that those teachers who were willing and able be assigned to the same grade level. As revealed by this study, the policy goal of teaching English through English is not simply a matter of instructional language but is closely linked to teaching methodology. As noted by Shin, grammar translation is prioritized by Korean teachers because they believe it to be "the only viable method" (p. 559) and "have not experienced the potential of teaching English differently" (p. 559). Another recommendation pertained to a change in the type of exams so that they would be more in line with communicative type language activities. A third recommendation pertained to the need to provide evidence that the teaching English through English approach was more productive for language learning than the lecture-style approach reflective of the dominant pedagogical belief with respect to the best way to teach. In line with other researchers (Blase, 1985; Farrell, 2009; Johnson, 2009), Shin also stressed the need for teacher education programs to sensitize students as to how classroom practices are shaped by institutional constraints, school culture, and conventional norms of good language learning and teaching and thus equip them with *political tactics* (Goodman, 1988) they could use to try to bring about change. In terms of integrating new teachers into the school system, Shin also recommended the use of mentors. However, in this case, the latter would need to be those who had skill in implementing teaching English through English and not those with "outmoded perspectives (who) could hinder novice teachers attempting new methodologies" (p. 559).

Drawing on sociocultural theory, Parks (2015) explored the degree to which two student teachers, who were assigned to francophone schools located in the Province of Quebec for a practicum, were able to maximize the use of English in their classes. Both

case study participants were fluent in English, had received training in strategies which could be used to maximize the use of English in their university courses, and were interested in doing so during their practicum. Findings highlight how aspects of their respective activity settings variously facilitated or constrained their ability to do so. In this regard, drawing on Smagorinsky (2004), the notion of "tools" pertained to both symbolic tools (i.e., the choice of English or French) and pedagogical tools (i.e., the preferences for particular types of activities which in essence could serve to mediate the implementation of divergent pedagogical approaches). For her part, Debby, who was assigned to an intensive Grade 6 class, was highly successful in achieving her objective to maximize the use of English to the point that students were generally unaware that she spoke French. In this regard, several factors enabled Debby to achieve her objective. First, both she and her cooperating teacher agreed on this goal and more generally, on their approach to teaching. Debby stressed the fact that her cooperating teacher provided timely guidance to enable her to be successful in her teaching activities. Of note in this regard is that Debby taught grammar in English by using an inductive approach with examples and a lot of student participation. Other factors which contributed to her success included the school's approach to classroom management and the type of students who had been selected based on their interest in being in an intensive program.

By contrast, the second student teacher, Sara, who taught high school classes, ended up teaching 70% of the time in French. In her case, tensions surfaced due to differences in her and her cooperating teacher's orientation to the use of English and their teaching approaches more generally. Of particular note in this regard is that the cooperating teacher insisted on grammar being taught in French. As the cooperating teacher taught another group at the same level, she further insisted on Sandra doing the same types of activities at the same rate in order to be ready for the exams prepared in advance by the teacher. In addition, the students in this class were resistant to learning English due to family influences and the sociopolitical context within the Province of Quebec. Although Sara attempted to use strategies to maximize English, due to the pressure exerted on her by both the cooperating teacher and the students, she largely gave up and in her own words ended up teaching like her teacher. Within this activity setting, the power exerted by the cooperating teacher could be localized at the level of

(1) evaluation (in terms of whether Sara would pass or fail her practicum), (2) course administration, and (3) the choice of tools in terms of both the target language and the pedagogical activities. However, this study also highlights how individual agency can be a factor in terms of a teacher's ability to maximize English. In a teaching position, which Sara obtained following her practicum and where she was in charge of her own class, Sara implemented various strategies for maximizing English. Although the class was similar to the one she had dealt with during her practicum, she reported being able to use English 80% of the time. This ability to innovate was further related to the role played by the new ESL curriculum which supported the use of English and the teaching approach she wished to implement.

3.2 Student perceptions of teacher code-switching

With respect to research on student perceptions, four studies are of particular note: Levine (2003), Rolin-Ianziti and Varshney (2008), Nagy (2009b), and Macaro and Lee (2013). Levine's (2003) study compared student and instructor perceptions of target language use in the FL classroom and the relationship between this use and anxiety. Data were collected using an anonymous internet-based questionnaire. The questionnaire was completed by 600 students enrolled in first or second year college/university level FL courses and 163 instructors. Most of the courses involved were French, German and Spanish. The respondents came from 21 different U.S. states and 4 Canadian provinces.

Although frequencies differed, both students and instructors estimated that instructors used the target language from 80% to 100% of the time in 40 to 60% of FL classes. With respect to the contexts of use, instructors tended to rate their use of the target language more highly than students. However, both tended to perceive greater use of the L1 with respect to grammar teaching or communication about tests, quizzes and assignment. With respect to anxiety, instructors tended to attribute higher anxiety to the use of the TL than did students. In this regard, of particular note was that the hypothesized positive relationship between increased L2 use and student anxiety was not confirmed. Indeed, the results suggested that students who reported higher TL use in their FL classes tended to report lower levels of anxiety about TL use. Significant positive relationships were also found for reported levels of motivation and frequency

of strategy instruction. No significant relationships were found for variables such as student gender, age group, university size, instructor's native speaker status, or instructor's stated preferences about TL use. Based on these results, Levine (2003) suggests that there is a role for the L1 and like Macaro (2001) recommends optimal L1 use.

A study by Nagy (2009b) undertaken in Hungary at the primary school level aimed to elicit the students' opinions and attitudes toward their learning of the L2 (English). A total of 49 fifth grade children from four primary schools participated in the study. Of these, 24 were early beginners (i.e., children who were learning English since Grade 1) and 25 were late beginners (i.e., children who were learning English since Grade 4).

According to Nagy (2009b), students' answers seemed to be strongly influenced by classroom practices and the expectations of both the school and the parents. A notable finding is that many pupils identified the teachers' teaching as problematic. Although within Hungarian schools the National core curriculum required teachers to teach communicatively, many of them did not. Rather teachers tended to put emphasis on grammar and written exercises to train pupils to pass exams and frequently used the L1. In this respect, late beginners identified pronunciation as their biggest problem. By contrast, early beginners found that hearing the language was important as due to their lack of literacy skills they had been exposed to spoken English from year one. For both groups problems were also related to vocabulary learning as the teachers were not able to use strategies to adapt their language to their students' proficiency level.

In the Hungarian system, students had to pass high-stake exams in order to get into the more prestigious high schools. This could also explain why students expressed their main reason for learning English as to be able to get to secondary school. Their second most important reason was to be able to travel and to work abroad. To have a broader picture and to better understand why students perceived the teachers' role as problematic, the researcher suggested that a triangulation of data, including classroom observation, would be necessary.

Rolin-Ianziti and Varshney's (2008) exploratory study at the University of Queensland (Australia) investigated students' views on the use of the first language (L1) within a teaching context that maximized the target language (TL). To collect data, a questionnaire was administered to the 52 students in three beginner classes of first semester French. Results of the questionnaire were discussed and analysed based on the following four categories:

- Views on L1 use for medium-oriented goals (i.e., goals related to the teaching of the language itself**):** The majority of students considered that the L1 facilitated their understanding of vocabulary and grammar.
- Views on L1 use for framework-oriented goals (i.e., goals related to classroom management): With respect to classroom management, there was a lack of consensus among students in terms of the degree to which the L1 should be used. The majority of students considered that the L1 facilitated their comprehension of instructions. However, regarding assessment, opinions were almost evenly divided between preferences for the TL or the L1.
- Perceived dangers of L1 use: Students perceived certain drawbacks to L1 use. On the one hand, students perceived some drawbacks to L1 use because it prevented them from learning naturally, and it was detrimental to pronunciation. On the other hand, their perception of those dangers or risks did not mean that the L1 should be banned from the L2 classroom as it facilitated a better understanding of grammar and vocabulary as well as classroom instructions and explanations of assessments requirements.
- Views on the affective role of L1**:** Students perceived negative and positive effects to L1 use. Students believed L1 use rendered learning too easy to switch off their brain and not concentrate, thus leading to a loss of motivation due to a lack of challenge. Students considered as a positive effect the fact that the L1 promoted better classroom communication.

In short, in the study the opinion that both languages are necessary for language learning was considered by researchers as an important insight on the part of the respondents. Based on this, they suggested that attention should be given to identifying what the optimal use of the L1 might be.

Macaro and Lee (2013) examined children and adults' perceptions and attitudes towards English-only instruction versus L1 code-switching in South Korea. The participants were 12-year-old sixth grade children and adults aged 20 or older. The researchers decided to explore three questions to find out: students' preferences for native-English-speaking teachers or non-native-English-speaking teachers, their beliefs about English only versus L1 use in their FL classroom, and the use of the L1 to learn vocabulary.

Data were collected through a mixed method, first via a questionnaire and then through an interview with a subset of the participants for the purpose of confirming and broadening the data. In all, questionnaires were analysed for a total sample of 758 students (309 adults enrolled in English courses at four colleges and 449 sixth-grade children at two elementary schools). For the first research question, statistical analysis of the questionnaires showed that there were no significant differences between the children and adults with respect to their preferences for native-English-speaking teachers or non-native-English-speaking teachers. However, the adult learners did recognize the relative advantages of being taught by each type of teacher.

Regarding participants' beliefs about English only versus L1 use, results showed that neither group was in favour of English only exclusivity. Interestingly, however, the majority of the participants agreed that teachers' switch to Korean was more effective than English only in helping them understand what was being taught as well as discussion of tests, assignments, or other administrative information. Although adults were more open to recognizing the importance of English input than the young learners, they nonetheless believed that English only instruction could only be possible with more advanced level learners. Concerning preferences for vocabulary teaching techniques, adults and young learners differed in their attitudes towards monolingual explanations of vocabulary. Unlike the children, adults preferred their teachers to provide English definitions or paraphrases when new words cropped up in reading texts.

Overall, this study showed that there is a difference between adults and children's preferences with respect to English only use that has to do with the learners' level of maturity. Due to their experiences, as second language learners, adults appeared to be more aware of the importance of L2 input for their learning. On the one hand, the

difficulty of young learners to accept English only instruction could be explained by the fact that using only English imposes a high cognitive load on them while trying to understand a teacher's speech. On the other hand, however, this difficulty also raises issues of a pedagogical nature. As has been previously suggested (Chambers, 1991; De la Campa & Nassaji, 2009), teachers vary in terms of their ability to use strategies to render the L2 more accessible to low proficiency learners. The teaching of learner strategies could also help the latter to be better able to cope with more natural speech. According to Macaro, both aspects need to be explored by further research.

3.3 Conclusion

Based on the studies discussed above, it can first be concluded that the classroom-based research on teacher code-switching in second or foreign language teaching has mainly been conducted with teachers at the university level (De la Campa & Nassaji, 2009; Duff & Polio, 1990; Edstrom, 2006; Macaro 2001; Polio & Duff 1994; Rolin-Ianziti & Browlie, 2002). The few studies involving elementary and secondary teachers have been primarily carried out in Asian countries (Carless, 2004a; Carless, 2004b; Lai, 1996; Macaro & Lee, 2013; Rabbidge & Chappell, 2014; Shin, 2012). Apart from Parks' (2015) study which focused on L1 use by student teachers, none have explored the use of teacher code-switching in ESL classes within the francophone school system within the Province of Quebec.

In terms of results, a number of classroom-based studies have shown that TL use amongst L2/FL teachers varies greatly (Duff & Polio, 1990; Kim & Elder, 2005; Nagy, 2009a; Rabbidge & Chappell, 2014). In addition to studies which have generated statistics based on the average amount of TL use, a few studies have also underscored the variation amongst individual teachers from one lesson to the next (Edstrom, 2006; Kim & Elder, 2005; Nagy, 2009a; Rolin-Ianziti & Brownlie, 2002). To more generally explain such differences, a wide range of internal and external features have been evoked (De la Campa & Nassaji, 2009; Nagy, 2009a; Polio & Duff, 1994), including differences in teaching experience (De la Campa & Nassaji, 2009), teacher proficiency in the TL (Liu et al., 2004), student TL proficiency (Carless, 2004a; Liu et al., 2004; Rabbidge & Chappell, 2014), teacher skill and use of relevant strategies (Carless, 2004; De la Campa & Nassaji,

2009; Kim & Elder, 2005; Nagy, 2009a), institutional policies pertaining to TL use (Rolin-Ianziti & Brownlie, 2002), and training (Lai, 1996). In terms of classroom activities, an increase in L1 use has been frequently noted with respect to grammar teaching and classroom management (Liu et al., 2004; Rabbidge & Chappell, 2014; Rolin-Ianziti & Brownlie, 2002) ; the need to discuss administrative issues (Edstrom, 2006), and laziness (Edstrom, 2006). Although new teachers are often viewed as agents of change, their ability to maximize TL use may be curtailed due to institutional constraints, school culture and the beliefs of colleagues with respect to what constitutes good teaching practice (Parks, 2015; Shin, 2012). Overall, these studies reflect the situated nature of TL use. One of the objectives of the present study is to contribute to this literature by shedding light on how teachers' code-switching practices are mediated by factors related to the Quebec francophone school context.

From a methodological point of view, studies to date have almost exclusively involved the production of taxonomies related to the reasons why teachers resort to code-switching based on an etic perspective, i.e., categories generated solely by the researchers based on transcriptions of class sessions. However, as noted by Nagy (2009a), such high inference schemes can be problematic as it might not always be clear which interpretation to retain. In this regard, De la Campa and Nassaji (2009) point out that the interviews and stimulated recalls related to video clips of the teachers' teaching resulted in both similar and different reasons for L1 use; although not mentioned by the authors, this also appeared to be the case with respect to the list of L2 functions as analyzed by the latter. In the present study, an emic perspective was favored as the resultant taxonomy for using the L1 was generated based on categories identified by the teachers as they viewed video clips from their lessons.

As revealed by the preceding review, few studies have focused on students' views of L2/FL teachers' code-switching practices and more research in this area has been called for (Rabbidge & Chappell, 2014). However, it is of note that differences have been observed between adults' and children's reactions to code-switching based on their level of maturity (Macaro & Lee, 2013). Students have also noted preferences for L1 use based on activity type (Levine, 2003; Macaro & Lee, 2013; Rolin-Ianziti & Varshney, 2008). The views of children have also been observed to be influenced by classroom practice and

expectations of the school and parents (Nagy, 2009b; Parks, 2015; Shin, 2012). The present study will contribute to this literature by eliciting students' perceptions of code-switching practices in the Quebec francophone school context. In the following chapter, the methodology used to gather data for this study will be explained.

CHAPTER 4

METHODOLOGY

4. Introduction

The purpose of this study was to explore the code-switching practices of five elementary grade core ESL teachers as well as to examine how the teachers and their students viewed these practices. In this chapter, the research design which was used to investigate the above issues is first presented. Following this, the subsequent aspects related to the design of the study are discussed in turn: the participants, the data collection instruments and procedures, and the data analysis procedures. Measures taken to ensure the validity and reliability of the study as well as ethical considerations are also dealt with.

4.1. Research design

For this research project, a case study design was chosen because as signalled by Merriam (1998), such a design "is employed to gain an in-depth understanding of the situation and of the meaning for those involved. The interest is in the process rather than in the outcomes, in context rather than a specific variable, in discovery rather than confirmation" (p. 19). For the present study, the case studies focused on five different elementary grade core ESL teachers and their students. The recourse to qualitative procedures was of particular relevance as a main objective of the study was to understand the reasons why core ESL teachers used the L1 in the ESL classroom and how they viewed the MELS program in regard to the use of English. In other words, within this study, what is favored is an emic (i.e., participant) perspective as opposed to an etic (i.e., researcher) perspective. To facilitate triangulation, data were gathered from different sources (see section 4.3 below). As within qualitative research counting is important (Miles & Huberman, 1994), both qualitatively derived categories and quantitative analyses were used (see section 4.4 below).

4.1.1. The researcher

The researcher of this study is a native speaker of Spanish who has experience in teaching English, Spanish and French as foreign languages at the elementary, secondary, collegial and university levels in Mexico and in Quebec. During the present study, she mainly positioned herself as an observer as participant which means that such researchers "observe and interact closely enough with members to establish an insider's identity without participating in those activities constituting the core of group membership" (Adler & Adler, 1998, p.85).

4.2. Participants

Six third cycle elementary core ESL teachers, including the one for the pilot study, were recruited to participate in the study from amongst schools in the Quebec City area. To recruit participants, the researcher contacted by email or telephone the principals of 60 public schools from three different school boards in the Quebec City area. She informed them about the purpose of the study and asked them for their consent for the research to take place in their schools. If the principals agreed to this, she also asked them to inform relevant ESL teachers of her project and if the latter were interested, they could get in touch with her by phone or email. Of all those schools, only 22 teachers expressed interest in the project. The criteria for inclusion in the study were: 1) to teach core ESL classes in the third cycle of an elementary school and 2) to use English less than 90% of the time in their classes. Only the six teachers who met these criteria and accepted to participate in the procedures for data collection identified for the study (see section 4.3) were retained. These teachers were also asked to identify one of their third cycle classes, a fifth or sixth grade group, which could be observed for the purposes of the study. Of these teachers, one participated in the pilot study (see section 4.6) and the remaining five in the main research project.

The five teachers selected for the main study were all women, aged 26 to 46. They had all graduated from Quebec French language universities with a BA in teaching English as a second language (TESL) between 1987 and 2006. Their teaching

experience with elementary grade students at the time of the study ranged from 2 to 15 years. An overview of the teacher profiles is provided in Table 4.1. For the study two Grade 5 and three Grade 6 classes were involved. A profile of each selected class is shown in Table 4.2

Table 4.1 Overview of teacher profiles

Teacher and School	**Age**	**Languages**	**Educational background**	**Teaching experience**
Kora School A	46	Balanced bilingual English-French	BA in TESL: Quebec French medium university • Year graduated: 1987	Total no. of years teaching ESL: 20 • elementary school: 15 years • high school: 5 years
Solange School B	45	German (L1) English French	BA in TESL: Quebec French medium university • Year graduated: 1992 Other degree: Nursing(Germany)	Total no. of years teaching ESL: 16 • elementary school: 15 • high school: 1 Other: coordinator at YWCA summer camps for learning English.
Joanne School C	37	French (L1) English	BA in TESL: Quebec French medium university • Year graduated :1992	Total no. of years teaching ESL: 15 • elementary school: 13 years • high school: 2 years
Mira School D	26	French (L1) English	BA in TESL: Quebec French medium university • Year graduated: 2004	Total no. of years teaching ESL: 3.5 • elementary school: 2.5 years • high school: 1 year Other: in elementary - 1-year teaching French as a second language in Australia
Iris School E	30	French (L1) English	BA in TESL: Quebec French medium university • Year graduated: 2006 Other degree: *Attestation d'études collégiales en animation*	Total no. of years teaching ESL: 4 • elementary school: 2 years • high school: 2 years Other**:** in high school - 1 year *Enseignement moral et religieux/ Formation personnelle et sociale/ mathématiques/ Éducation choix de carrière*

Table 4.2 Profile of classes involved in the study

Teacher	School	Grade	Number of students	F	M
Kora	School A	5	24	14	10
Solange	School B	6	23	12	11
Joanne	School C	5	23	13	10
Iris	School D	6	25	12	13
Mira	School E	6	25	13	12
Total			120	64	56

4.3 Data collection instruments

Data were collected using the following instruments:

- Observation and videotaping of lessons
- Stimulated recalls
- Interviews
- Questionnaires
- Artefacts

4.3.1. Observation and videotaping of lessons

For the purpose of this study, classroom observations included videotaping sessions of the ESL classes. The researcher positioned herself at the back of the classroom with a Sony Video Camera mounted on a tripod. As this study required analysis of language exchanges between the core ESL teachers and their students, videotaping the lessons provided an accurate record of both the verbal and non-verbal interactions as well as the general classroom atmosphere. A tiny Bluetooth microphone was clipped to the teacher's lapel in order to record her voice when she was far from the camera and speaking softly. Also, for the purpose of analysis, the use of digitally recorded videos provided for the accurate timing and quantifying of the moments in which the teachers

used the L1 and the L2. The lessons were videotaped nonstop from the time the class began to the time the students were dismissed by the teacher. Periods were 50 minutes in length.

Table 4.3 Schedule for videotaped lessons

Number	Date	School	Teacher	Grade	Lesson
1	5 Oct 2007	School C	Joanne	5	1
2	11 Oct 2007	School C	Joanne	5	2
3	17 Oct 2007	School C	Joanne	5	3
4	9 Oct 2007	School B	Solange	6	1
5	9 Oct 2007	School B	Solange	6	2
6	23 Oct 2007	School B	Solange	6	3
7	17 Oct 2007	School A	Kora	5	1
8	22 Oct 2007	School A	Kora	5	2
9	1 Nov 2007	School A	Kora	5	3
10	5 Nov 2007	School E	Iris	6	1
11	8 Nov 2007	School E	Iris	6	2
12	13 Nov 2007	School E	Iris	6	3
13	11 Jan 2008	School D	Mira	6	1
14	16 Jan 2008	School D	Mira	6	2
15	21 Jan 2008	School D	Mira	6	3
16	19 Feb 2008	School B	Solange	6	4
17	19 Feb 2008 *	School B	Solange	6	5
18	11 Mar 2008*	School B	Solange	6	6
19	17 Mar 2008	School C	Joanne	5	4
20	27 Mar 2008	School C	Joanne	5	5
21	27 Mar 2008	School A	Kora	5	4
22	2 Apr 2008	School C	Joanne	5	6
23	2 Apr 2008	School A	Kora	5	5
24	9 Apr 2008	School A	Kora	5	6
25	11 Apr 2008	School D	Mira	6	4
26	16 Apr 2008	School D	Mira	6	5
27	21 Apr 2008	School D	Mira	6	6
28	18 Apr 2008	School E	Iris	6	4
29	29 Apr 2008	School E	Iris	6	5
30	30 Apr 2008	School E	Iris	6	6

*Two classes on the same day

As shown in Table 4.3, six lessons were audio and videotaped per teacher. The first three observations were conducted in three consecutive classes in the months of October through November 2007 for four of the teachers and in January 2008 (due to weather conditions in December) for the remaining teacher. The second round of observations were conducted from February to April 2008. These moments were

negotiated with the teachers. As far as possible, the first observation periods started when teachers were at the beginning of a new textbook unit or theme. As at the beginning of new units it is frequently necessary to explain new vocabulary and notions, it was thought that these times could represent a greater challenge for L2 use.

4.3.2. Stimulated recalls

As signalled by Gass and Mackey (2000), a stimulated recall, as the name implies, stands for the stimulus used to "activate or refresh recollection of cognitive processes so that they can be accurately recalled and verbalized" (p. 53). A stimulated recall is an introspective method in which participants are prompted (via some visual or oral stimulus such as a video/audio-taped event, or any other tangible reminder such as different drafts of a composition, etc.) to recall thoughts they entertained while carrying out certain tasks or participating in certain events. A stimulated recall can be useful for at least three reasons. First, when isolating particular events from the stream of consciousness, it can be useful for identifying the reasons an individual has when making linguistic choices. Second, it can also help determine if this knowledge is being organized in specific ways. Finally, it can be used to determine if a particular cognitive process is being employed (Gass & Mackey, 2000; Tochon, 1996).

In the present study, the stimulated recall technique was used to engage teachers in reflection on their L1/L2 use during their videotaped lessons. For this study, two sessions of stimulated recall were included, the first at the end of the first observation period and the second at the end of the second observation period. To prepare the stimulated recall sessions, the researcher reviewed the three tapes for a given observation period and using the Picture motion browser software made extracts or clips of moments involving L1 use. The stimulated recall sessions took place within a two-week period following the third classroom observation of each observation period. The stimulated recalls were done on the school premises in an available empty classroom or another locale. Each stimulated recall session took approximately 60 minutes and was audio taped for subsequent transcription. For each clip, the teacher was prompted to explain why she used the L1. As the clips were numbered it was easy to keep track of which ones were being referred to.

4.3.3. Interviews

Interviewing in qualitative investigations can range from being highly structured to more open-ended and less structured depending on the objective of the research (Merriam, 1998). In instances when specific information is desired from all the respondents, a highly-structured interview may be preferable. By contrast, if the objective is to explore participants' perspectives in regard to a given phenomenon, a less structured format such as that of the semi-structured interview may be a better choice. As signalled by Merriam (1988), this format "allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (p.74). In the present study, teachers were asked to participate in semi-structured interviews at the end of the second observation period. In the semi-structured interview, the questions are more flexibly worded and so allow the researcher to develop questions or issues as they arise in the conversation. The interviews were conducted in the language of the teachers' preference (English or French) so they could express themselves with ease and lasted from 60 to 90 minutes.

Prior to the interviews teachers were asked to respond to a pre-interview questionnaire with Likert type questions in which they were asked to indicate to what degree the use of English (as opposed to French) was influenced by the following factors:

1. personal beliefs about language learning and teaching
2. the new English as a second language curriculum
3. support for ESL teaching within the school
4. parental support for the teaching of English
5. the type of students in their classes

They were also asked to check the importance they accorded to items in a list of various strategies which could be used to maximize the use of the target language. Following this, each of the points was explored with each of the teachers during an interview in greater detail. These interviews were audio-taped and subsequently transcribed. For a copy of the pre-interview questionnaire and the interview protocol, see Appendices A and B respectively.

4.3.4 Questionnaire (students)

The advantages of using questionnaires are their efficiency in terms of researcher time, researcher effort, and financial resources (Dörnyei, 2003). According to Brown (2001), as cited in Dörnyei (2003, p.6): "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". Questionnaires can yield three types of data about the respondent:

1. factual questions that are used to find out who the respondents are or their personal information.

2. behavioural questions which are used to know what respondents are doing or have done in the past.

3. attitudinal questions that are used to find out people's beliefs, opinions, interests, and values.

In the present study, a questionnaire was used to elicit students' perceptions of and their teachers' and their own use of the L1 and the L2 in the classroom and the students' use of English outside the classroom. The questionnaire contained 15 questions, some with sub-questions. To make it easier for the participants, the questionnaire was written in French so that there would be no misunderstandings due to lack of knowledge of English. The questionnaire was administered by the researcher to the observed classes at the end of the second period of observation. The questionnaire administered to students was divided into the following sections:

1. students' perceptions of their own performance in their English class
2. students' perceptions of their level of anxiety in their English class
3. students' perceptions of their teacher's use of French in the ESL classroom.
4. students' perceptions of their teacher's strategies to maximize the use of English
5. students' preferences re: the use of French for different activities
6. students' perceptions of their own strategies to maximize the use of English

7. students' perceptions of their teacher's choice of language in reference to their own
8. students' perceptions of their need for English outside the school.

The students' answers to these questions were given using a four-point Likert scale. A Likert scale consists of a series of statements, all of which are related to a particular target; respondents are asked to indicate the extent to which they agree or disagree with the items by checking one of the responses. According to Dörnyei (2003), Likert scales have been used successfully with children as well as adults; in such cases, the number of response options is often reduced to three or four. A copy of the ESL student questionnaire appears in Appendix C.

4.3.5. Artefacts

During the field work, documents such as exercise sheets and lesson plans were collected as feasible. Charts, posters, magazines, dictionaries and visuals displayed in the L2 classroom were photographed. These documents were not systematically analysed but were kept as complementary data as relevant to a discussion of strategies teachers used to maximize the use of the L2 in their classroom.

4.4. Analysis

This section will focus on how the data were analysed in order to respond to the research questions. An overview of the research questions, data collection instruments and mode of data analysis is provided in Table 4.4.

4.4.1. Research question 1

The objective of research question 1 was to determine the amount of L1 and L2 used by the core ESL teachers when interacting with their students during teacher-centered activities. To determine this, analysis of the videotapes was conducted using Picture motion browser software. The advantage of this editing system is that it can be easily used to identify the beginning and the end of segments of talk and thus makes it possible to accurately keep track of the length of time a participant was engaged in speaking English or French. In past research, such calculations were done using both the number of words (Rolin Ianziti & Brownlie, 2002) and the actual time involved in a

Table 4.4 Overview of research questions, data collection instruments and data analysis procedures

Research Questions	**Data collection instruments**	**Data analyses**
1. What is the amount of French, the L1, used by the elementary grade core ESL teachers in their classes?	Digital videos of the classroom observations of the first and third lessons for both the first and second observations periods (20 hours)	For each participant: • total time of teacher talk in seconds (English and French) • total time of English talk in seconds and as a percentage of total time • total time of French talk in seconds and as a percentage of total time Descriptive statistics presented in table form.
2. Why do the elementary grade core ESL teachers use the L1 in their classes?	Transcriptions of the 2 stimulated recall sessions for each participant based on video clips of their 6 videotaped lessons.	Coding of teachers' reasons for using the L1 into categories/subcategories (with definitions) based on the reasons they evoked in the stimulated recalls Presentation of the reasons in tables.
3. How do the elementary grade core ESL teachers view the use of the L1 and the L2 in their classes?	Pre-interview questionnaire for the teachers Semi-structured interview	Tabulation of the Likert type responses to the pre-interview questionnaire Coding of interview responses in function of the pre-interview themes
4. Does the elementary grade core ESL teachers' choice of language influence their students' choice of the L1 or L2?	Videotapes of first and third lessons of first and second observations periods (20 hours)	Frequencies for 8 categories of interaction: • TE-SE1 (teacher English/ student(s) English): the teacher speaks English and the student(s) respond in English without having been asked to respond in English. • TE-SE2 (teacher English / student(s) English): the student(s) respond in English having been asked to respond in English. • TE-SF1 (teacher English /student(s) French): the student(s) respond in French without having been asked to respond in French. • TE-SF2 (teacher English / student(s) French): the student(s) respond in French having been asked to respond in French.

		• TF-SF1 (teacher French/ student(s) French): the student(s) respond to teacher's French in French without having been asked to respond in French. • TF-SF2 (teacher French/ student(s)French): the students(s) respond to teacher's French in French having been asked to respond in French • TF-SE1(teacher French/ students English): the student(s) respond to teacher's French in English without been asked to respond in English • TF-SE2 (teacher French/ students English): the student(s) respond in English to the teacher's French having been asked to respond in English. Results presented in table form as descriptive statistics
5. How do students view their teachers' and their own L1/L2 use?	Student Questionnaire with Likert type scale for responses	Tabulation of students' responses to the questionnaires (descriptive statistics presented in table form) Statistical analysis of data using SPSS Ordinal and Binomial regression analyses to determine if any significant differences exist among the different grades and schools involved in the study.

lesson. For his part, Macaro (2001) used an audiorecorded "bleep" every 5 seconds which was sounded while the researcher watched and coded each of the video recordings in their entirety. For the present research, time was used because, as explained by Macaro (2001), the calculation of time provides a more accurate picture in terms of actual amounts of L1/ L2 use. Using Picture motion browser, time was calculated for the following items:

- teacher talk in L1
- student talk in L1
- teacher talk in L2
- student talk in L2
- total teacher talk in L1 and L2

4.4.2. Research question 2

Question 2 dealt with why the elementary grade core ESL teachers used the L1 in their classes. As a first step for the preparation of the analysis, the audiotaped exchanges of the stimulated recall sessions were transcribed. To facilitate lining up the exchanges with the relevant video segment being commented on, the number of the video segment was indicated on the transcript at appropriate points. Following this, transcripts were read and reread in an iterative manner (Miles & Huberman, 1994) in order to identify and categorize the reasons the ESL teachers had recourse to French during their lessons. For an example of a transcription, see Appendix D.

4.4.3. Research question 3

In order to answer question 3 (How do the elementary grade core ESL teachers view the use of the L1 and the L2 in their classes?), semi-structured interviews were done with the teachers. These semi-structured interviews were transcribed and coded through an iterative process using the QDAminer software in function of the issues focused on. The results for the pre-interview questionnaire with the Likert type questions were tabulated. The results from both the questionnaire and the semi-structured interviews are presented in charts and will be discussed in the results Chapter.

4.4.4. Research question 4

The purpose of research question 4 was to determine to what degree the teachers' choice of language influenced the students' choice of the L1 or L2. As in the Liu et al.(2004) study, for this question, the following types of interaction patterns were determined:

- TE-SE1 (teacher English/student(s) English): the teacher speaks English and the student(s) respond in English without having been asked to respond in English.
- TE-SE2 (teacher English /student(s) English): the student(s) respond in English having been asked to respond in English.
- TE-SF1 (teacher English/student(s) French): the student(s) respond in French without having been asked to respond in French.
- TE-SF2 (teacher English/student(s) French): the student(s) respond in French having been asked to respond in French.
- TF-SF1 (teacher French/ student(s) French): the student(s) respond to the teacher's French in French without having been asked to respond in French.
- TF-SF2 (teacher French/ student(s)French): the students(s) respond to the teacher's French in French having been asked to respond in French
- TF-SE1(teacher French/students English): the student(s) respond to the teacher's French in English without been asked to respond in English
- TF-SE2 (teacher French/students English): the student(s) respond in English to the teacher's French having been asked to respond in English.

These data were used to create tables of descriptive statistics for the different classes involved in the study.

4.4.5. Research question 5

In order to answer question 5 (How do students view their teachers' and their own L1/L2 use?), a questionnaire with five sections was administered to the students. The responses to the questionnaire for each class were tabulated and presented in table form (raw data and percentages). Using SPSS 17 software, these data were subsequently submitted to statistical analysis (an ordinal and a binomial regression analysis) to determine if there were any significant differences amongst the classes (schools).

4.5 Validity and reliability of the study

According to Merriam (1988), internal validity deals with the question of how one's findings match reality whereas the concept of reliability refers to the extent to which one's findings can be replicated. In this study, five basic strategies were used in order to ensure validity and reliability (Lincoln & Guba, 1985; Merriam, 1988). These are:

1. *Triangulation*, (i.e., the use of multiple sources of data, or multiple methods to confirm the emerging finding). In this study observations, stimulated recalls, interviews and questionnaires were part of this strategy.
2. *Repeated observations of the same phenomenon* in order to gather data over an extended period of time to increase the validity of the findings. For each teacher participant, six English courses were observed and filmed for two different periods of time within a school year.
3. The *use of more accurate devices* such as a video and a tape recorder in order to preserve the data and review it as needed.
4. *Raters:* in order to determine the reliability of the coding of reasons given by ESL teachers for using French as analyzed by the researcher, a second rater independently coded 21% of the data (i.e., 43 excerpts); 10% of these items (i.e., 20 excerpts) were used previously to train the second rater. The selected rater had taught second languages and was a PhD graduate in applied linguistics. Results of the analysis revealed a 97% rate of agreement for the excerpts. The 3% discrepancies were resolved by mutual consent after discussion.
5. *Length of time of data collection phase.* As explained by Merriam (2002), it is recommended that the researcher be submerged or engaged in the data collection phase over a long period to ensure an in-depth understanding of the phenomenon. Data for the present study were collected over a 9-month period involving two separate observation phases during the 2007-2008 academic year.

A pilot study, reported on below, also served to refine the data gathering procedures and instruments used in this study.

4.6. Pilot study

The researcher carried out a pilot study during the last week of September 2007. The teacher who participated was Cathy, a 35-year-old woman. She was a bilingual English-French teacher who had graduated with a BA in ESL teaching in 1999. She had eight years of experience teaching ESL.

The pilot consisted of the videotaping of three consecutive lessons followed by a stimulated recall and interview with the teacher. The questionnaire was also administered to the class of students observed (25 children). The objective of the pilot study was to gain insight into how the participants would respond prior to conducting the main research study. This study allowed the researcher to test and try out the different instruments and techniques that were used for the data collection. First, it helped the researcher to gain experience in how to conduct a stimulated recall and to keep focused on the main purpose. Second, the final interview protocol questions were refined as well so as to shorten and clarify the student questionnaire. Thus, it led the researcher to revise, correct and refine the different techniques and instruments for the main study. It was also particularly useful to detect any technical difficulties with the video and audio recording devices.

4.7 Ethical considerations

This study was submitted to the Université Laval Ethics Committee and approved. Prior to the beginning of the study, consent forms were signed by the elementary ESL teachers and students (Appendices E and F respectively), the students' parents (Appendix G) and the school principals (Appendix H). Pseudonyms were used to protect school and participant identities.

4.8. Conclusion

This section presented the research methods that were used in this study. The following chapter reports on the results related to each of the five research questions.

Chapter 5

RESULTS

5. Introduction

The previous chapter documented the research methods that were used in the study. The purpose of this chapter is to report on the results of each research question. First, the results pertaining to the amount of French used by the five elementary core ESL teachers in their classrooms (Question 1) are presented. Following this, I report on the reasons given by the ESL teachers for their L1 use based on the stimulated recall protocols (Question 2), the teachers' views with respect to their L1 and L2 use in their classes (Question 3), the degree to which the teachers' choice of language influences the students' choice of language (Question 4), and the students' perceptions with respect to their teachers and their own L1/L2 use (Question 5).

5.1 Research Question 1

To answer question 1 pertaining to the amount of French used by ESL teachers in their classrooms, the video recordings of the first and third classes of the first and second periods of observation were transcribed. These descriptions corresponded to a total of 10 hours of class time. For this part of the analysis, the total times of teacher talk in English and in French for each teacher were calculated in seconds as well as a percentage of their total time speaking each language. Results for individual classroom sessions are provided in Tables 5.1-5.4; an overview of the combined results for the four sessions is provided in Table 5.5.

Table 5.1 Total time of teacher talk for the first class observation in the first period

ESL Teachers	Total time of teacher talk in seconds	Total time of English talk in seconds	English talk in %	Total time of French talk in seconds	French talk in %
Kora	1787	1761	98.5%	26	1.5%
Solange	1968	1960	99.5%	8	0.5%
Joanne	1428	1156	81 %	272	19%
Mira	1812	1460	80.6%	352	19.4%
Iris	1835	1326	72.3%	509	27.7%

Table 5.2 Total time of teacher talk for the first class of the second observation period

ESL Teachers	Total time of teacher talk in seconds	Total time of English talk in seconds	English talk in %	Total time of French talk in seconds	French talk in %
Kora	1736	1733	99.8%	3	.20%
Solange	1987	1846	92.9%	141	7.1%
Joanne	1414	911	64%	503	36%
Mira	1584	1570	99.1%	14	0.9%
Iris	2345	2204	94%	141	6%

Table 5.3 Total time of teacher talk for the third class of the first observation period

ESL Teachers	Total time of teacher talk in seconds	Total time of English talk in seconds	English talk in %	Total time of French talk in seconds	French talk in %
Kora	1963	1950	99.3%	13	.66%
Solange	2001	1921	96%	80	4%
Joanne	1301	1173	90.2%	128	9.8%
Mira	1854	1742	94%	112	6%
Iris	2110	1521	72%	589	28%

Table 5.4 Total time of teacher talk for the third class observed for the second observation period

ESL Teachers	Total time of teacher talk in seconds	Total time of English talk in seconds	English talk in %	Total time of French talk in seconds	French talk in %
Kora	2282	2274	99.6%	8	0.4%
Solange	1836	1447	79%	389	21.2%
Joanne	1564	1265	81%	299	19.1%
Mira	1794	1715	95.6%	79	4.4%
Iris	1690	1478	87.5%	212	12.5%

As shown in Table 5.5, Kora stands out as the teacher who spoke English in class the most consistently. Indeed, she resorted to French less than 1% of the time. By contrast, of all the teachers, Joanne and Iris used the most French, i.e., 21% and 18.5% respectively. The

two remaining teachers, Solange and Mira, resorted to French less than 10% of the time, i.e., 8.2% and 6.8% respectively. However, it is of note that, in the case of the latter four teachers, their use of French varied considerably from class to class. Thus, Joanne's use of French ranged from 9.8% to 36%, Mira's from less than 1 % to 19.4%, Solange's from less than 1% to 21.1%, and Iris's from 6% to 28%.

Table 5.5 Time for each teacher talk in English and in French for the combined first and third classes of the two observation periods

ESL Teachers	**Total time of teacher talk**	**Total time of English talk in seconds**	**English talk in %**	**Total time of French talk in seconds**	**French talk in %**
Kora	7768	3860	99.3%	25	0.7%
Solange	7792	3698	91.8%	310	8.2%
Joanne	5707	2569	79 %	602	21%
Mira	7044	3307	93.2%	279	6.8%
Iris	7980	3630	81.5%	726	18.5%

As shown in Table 5.6, the real average time of French talk in the cases of Kora, Solange, Joanne and Mira is in fact lower than the estimated amount given by each teacher prior to the start of the study or by their group of students (see results from student questionnaires in Table 5.17). In the case of Iris, the real average is lower than the one estimated by her students but the same as she had originally estimated it to be.

Table 5.6 Estimated and actual amounts of French used in ESL teachers' classes at the end of both observation periods

Teacher	Teachers estimated amount of French talk	Estimated amount of teacher's French talk given by each student group	Actual average time of French talk
Kora	10%	20%	0.7%
Solange	20%	33%	8.2%
Joanne	30%	34%	21%
Mira	30%	33%	6.8%
Iris	20%	37%	18.5%

5.2 Research Question 2

As discussed in Chapter 4, data for question 2 were gathered through stimulated recall. The stimulated recall technique allowed the researcher to achieve a deeper understanding of the reasons given by ESL teachers for using French in their regular classes. A total of 216 video clips (excerpts) were analysed. During the analysis, as it turned out, in five of the longer clips French was found to have been used for more than one reason. In these instances, as teachers explained, different parts of the clip corresponded to different reasons for using French. This yielded a total of 221 excerpts classified by reason for using French in the L2 classroom. For the stimulated recall analysis, all instances of a given teacher's use of French were commented on. For a breakdown of the number of excerpts per teacher, see Figure 5.1

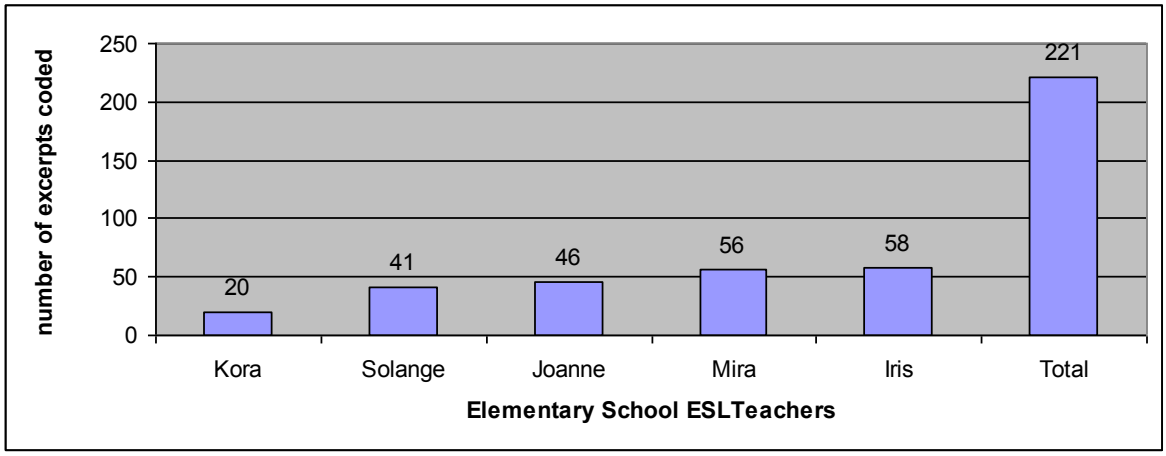

Figure 5.1 Number of excerpts coded for each teacher.

Table 5.7 provides an overview of the ten main categories and subcategories which emerged from the stimulated recall analysis. Examples of excerpts for each of the main categories and subcategories are provided in Appendix D.

Table 5.7 General overview of categories and definitions for the use of French in the ESL classrooms

RF-Reasons for using French:Categories	**Descriptions of subcategories**
1. RF-CHA:Teacher Characteristics	**CHA/EXP: lack of experience / confidence teaching** **CHA/FAT: fatigue** **CHA/HUM: use of humour** **CHA/ NOR: speak French for no good reason/ without thinking**
2.RF-CLM:Classroom management	CLM/DIS: ensure order and discipline CLM/ENC: encourage and motivate students CLM/STM: save time
3.RF-COM:Ensuring comprehension	
4.RF-GRA:Explaining and practicing grammar	
5. RF-IND: Individual needs	IND/CON: reassure a student /show empathy IND/COM: ensure comprehension IND/DIS: ensure discipline IND/STM: save time
6.RF-TMO: Using a time-out signal or saying time-out to indicate that French can be spoken	TMO/COM: ensure comprehension TMO/DIS: ensure discipline TMO/GRA: explain/practice grammar TMO/STR: promote the use of strategies

7. RF-TRA: Translation	TRA/COM: ensure comprehension TRA/STM: save time TRA/OTH: for purposes other than those coded as COM or STM
8. RF-TSE: Teaching strategies to students	TSE/ELI: evoke or elicit words in the target language TSE/REF: have students reflect on their work TSE/OTH: for reasons other than those coded as ELI or REF
9. RF-SHC: Shared conventions	
10. RF-TOP: Topic unrelated to ESL teaching	

With respect to the codes shown in Table 5.7, the following points are of note:

- Teacher Characteristics (CHA): This first category refers to the personal beliefs or states of mind of the teachers which they said influenced their choice of language. This category is further broken down into four subcodes where teachers' use of the L1 was variously attributed to such factors as their lack of experience in teaching (CHA/EXP), moments of fatigue (CHA/FAT), or a desire to say something humorous (CHA/HUM). In certain instances, teachers felt that they had used French without thinking or without a good reason (CHA/NOR).
- Classroom Management (CLM): A fine-grained analysis of the excerpts revealed that teachers' comments in French were related to their need to save time (STM), ensure discipline (DIS), or encourage/motivate students (ENC).
- Comprehension (COM): This category is related to the teachers' concern with the need to ensure comprehension, other than instances involving translation.

- Grammar (GRA): This category pertains to ESL teachers' need to use French in order to explain and practice grammar when dealing with concepts which they felt were difficult for their students.
- Individual Needs (IND): This category is related to the teachers' perceptions of the students' individual needs. In terms of coding, only items where teachers were talking to students on an individual basis were included here. The use of a Bluetooth microphone made it possible to track these uses of French even when teachers were not speaking to the whole group. A fine-grained analysis revealed that individual asides were used for four purposes: to reassure a student/show empathy (IND/CON), ensure comprehension (IND/COM), ensure discipline (IND/DIS), or save time (IND/STM). All of these are learner-related factors that the ESL teacher used to facilitate teacher-student rapport.
- Time-out (TMO): This category pertains to teachers' use of French related to a time-out signal or saying "time-out" to indicate that French can be spoken to the class. The time-out signal serves to mark the symbolic boundaries of when French is permissible and when it is not. Further analysis revealed that time-outs were used for four purposes: to ensure comprehension (TMO/COM), ensure discipline (TMO/DIS), explain grammar (TMO/GRA), and promote the use of strategies (TMO/STR).
- Translation (TRA): Translation was used by teachers for two main reasons: to ensure comprehension and save time. Any remaining purposes were coded as "Other".
- Teaching strategies to students (TSE): In certain instances, teachers resorted to French in order to focus on teaching strategies to students. Two main purposes were identified: (1) getting students to use the target language (for example, using French in the phrase: "what is *date de naissance*?") and (2) having students engage in reflection on their work. References to any other types of teaching strategies were coded as "Other".
- Shared conventions (SHC): This category refers to procedures which are shared with French-speaking colleagues. The terms in French are used in the ESL classroom as students know these from their other classes. In the data, one case in

point was the use of the expression "*trophée de spécialistes*". In one school where data were collected this word referred to an interclass shared reward program given by specialist teachers to motivate their groups to work well during their class and thus pertained to the school culture.

- Topic unrelated to ESL class (TOP): In some instances, ESL teachers resorted to French as they considered the topic unrelated to the teaching of English.

To determine the reliability of the coding of reasons given by ESL teachers for using French as analysed by the researcher, a second rater independently coded 21% of the data (i.e., 43 excerpts); 10% of these items (i.e., 20 excerpts) had been used previously to train the second rater. The selected rater taught second languages and was a PhD graduate in applied linguistics. Results of the analysis revealed a 97% agreement rate for the excerpts. The 3% discrepancies were resolved by mutual consent after discussion. Following this, occurrences of each reason were counted. In order to better comprehend which reasons were most frequently evoked by the ESL teachers, the total number of items for each category are presented in Figure 5.2 as percentages of the total number of excerpts coded.

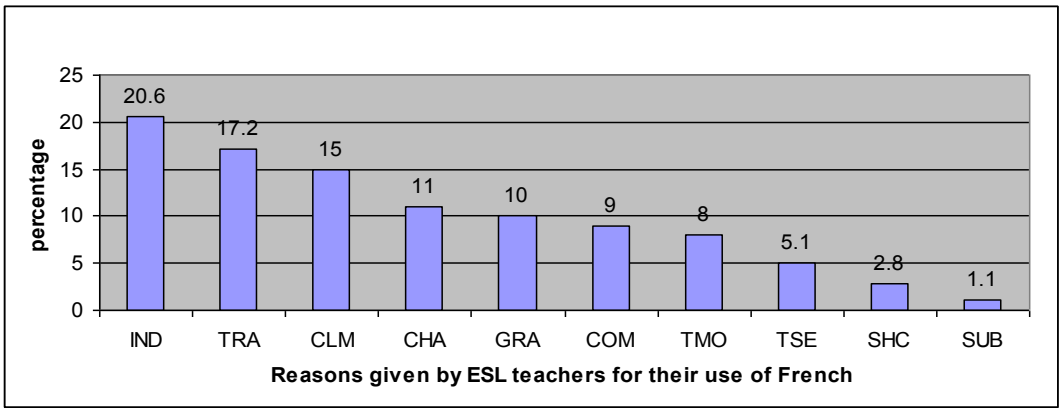

Figure 5.2 Total percentages of the categories related to teachers' reasons to use French.

As can be seen the most frequently occurring category pertains to individual needs and accounts for approximately 21% of the data (IND = 20.6%). The other four most frequently occurring categories are translation (TRA = 17.2%), classroom management (CLM =15%), teachers' characteristics (CHA = 11%), and time-out (COM = 9%); these five categories together account for approximately 74% of the data.

As shown in Table 5.7, two of the main codes, comprehension (COM) and grammar (GRA), also appear as subcodes in other categories. It will further be noted that two of the subcodes, discipline (DIS) and save time (STM), are present in more than one category. In order to better see the relative weight of these four items, all instances were combined and shown as percentages of the total data in Figure 5.3.

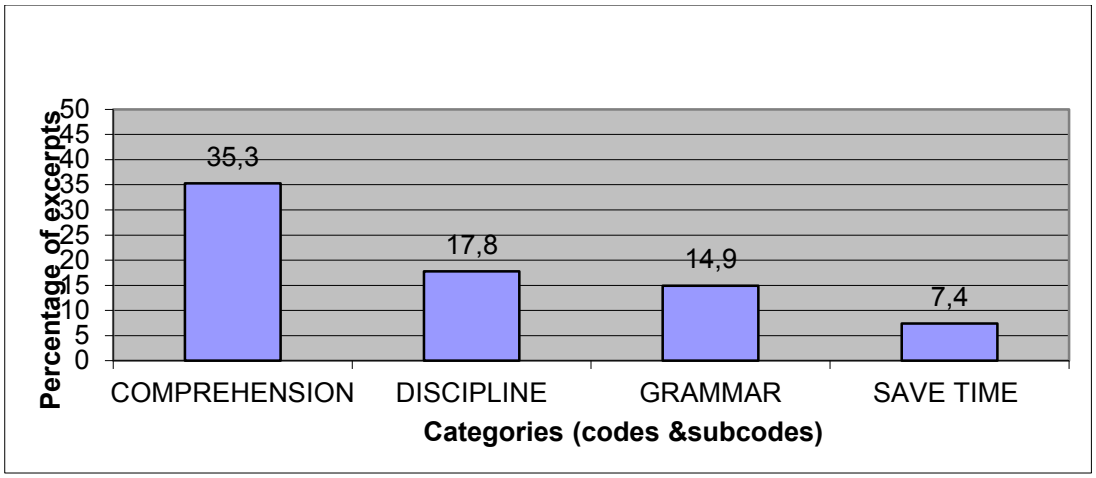

Figure 5.3 Percentages of coded excerpts for reasons related to comprehension, discipline, grammar and save time.

As reflected in Figure 5.3, these four items together account for approximately 75% of all the excerpts. The teachers' perceived need to ensure comprehension accounts for approximately 35% of all uses of French. In terms of the remaining three items, concerns related to discipline account for approximately 18% of the data, grammar approximately 15 % and the use of French to save time approximately 7%.

As shown in Table 5.8, the frequency of the reasons evoked by individual ESL teachers varied greatly. Thus, Solange stood out as the teacher who made the most use of time-outs (36%). The main reason Mira resorted to French was related to teacher characteristics (33%) whereas for Iris the main reason was to respond to students' individual needs (27%) and for Joanne the need to ensure comprehension (27%). Although Kora rarely resorted to code-switching, when she did it mainly took the form of providing translations.

Table 5.8 Frequency of reasons given by each ESL Teacher for L1 use during the two observation periods combined (stimulated recalls)

Teacher/ reasons for L1 use	**IND**	**TRA**	**CLM**	**CHA**	**GRA**	**COM**	**TMO**	**TSE**	**SHC**	**TOP**	**TOTAL**
Solange	7 17%	13 31%	1	1	1	1	15 36%	2			41
Mira	3	17 30%	5	19 33%	6	4	1	1			56
Iris	16 27%	2	9	12 20 %	2	3	1	5	6	2	58
Joanne	4	9 18 %	9 18%	4	4	13 27%		3			46
Kora	4	7 35%		3	1	1	1	3			20

To further explore the reasons why the teachers might use the L1, the data for each teacher were analysed for all instances related to comprehension, discipline, grammar and saving time. As shown in Table 5.9, Solange also made frequent use of French to explain grammar. More generally, this analysis also shows that all teachers frequently resorted to French to ensure comprehension.

Table 5.9 Percentages of coded excerpts per teacher for reasons related to comprehension, discipline, grammar and save time.

Teachers	Comprehension	Discipline	Grammar	Save time
Solange	15	6	12	3
Mira	17	9	7	4
Iris	16	12	5	4
Joanne	18	11	6	4
Kora	12	1	3	1
Total	78 =35,3%	39=17,8%	33=14.9%	16=7%

5.3 Research Question 3

Table 5.10 summarizes teachers' responses to the degree to which various factors influenced their use of English (as opposed to French) in their ESL classes and the strategies they used to promote the use of English. As reported in Chapter 4, teachers were first asked to rate a series of statements related to this issue using a four-point Likert scale which ranged from *very important* to *not important at all*, in a pre-interview questionnaire. Following this, teachers were interviewed to explore in greater depth the reasons for their rankings.

Table 5.10 Overview of factors which influenced teachers' use of English (as opposed to French) in their ESL classes

Factors	T1 Kora	T2 Solange	T3 Joanne	T4 Mira	T5 Iris
a. My personal beliefs about language learning and teaching.	0 □ not important at all 1 □ not very important 2 □ important 3 ☑very important Maximizing children's exposure to English in the L2 class in Qc	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Maximizing children's exposure to English in the L2 class in Qc	0 □ not important at all 1 □ not very important 2 □ important 3 ☑very important English has to be learnt through interactive activities, not through exercises in textbooks	0 □ not important at all 1 □ not very important 2 □ important 3 ☑very important The more you hear English, the more you learn, the more you speak it, the more you understand it, and the more you become fluent, you become bilingual.	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Socioconstructivism is looked at as a new fashion in education but there are old paradigms that continue in every day's education like behaviourism because they have good things. (i.e., rewarding students using motivation systems).

Factors	T1 Kora	T2 Solange	T3 Joanne	T4 Mira	T5 Iris
b. Experien-ce as a second language learner	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Grew up bilingual, always spoke English and French at home. Importance of transferring the learning strategies from the L1 to L2.	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important From a German family, experience as L2 learner shaped her beliefs regarding extensive exposure to English	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important English learnt in her neighbourhood so in her classes she tries to recreate this atmosphere and the feeling of learning through interactive activities	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Nobody spoke English at home so she learnt it through watching TV shows & travelling to other countries such Australia and New Zeeland.	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Took an intensive English program at the University of Manitoba where really immersed in an English environment. Worked in Club Med as G.O. (gentil organisateur) Best experience in her life sharing with other people with different beliefs. So for her English is learnt in an immersion environment.

Factors	T1 Kora	T2 Solange	T3 Joanne	T4 Mira	T5 Iris
c. Experien-ce as a teacher	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Use of English (must be fun, no pressure) with the majority of students except with individual students with difficulties. She will use French so that her students feel included and reassured.	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Use of French with individual students depending on their needs and for grammar.	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Use of French for individual needs or, if necessary, giving instructions for carrying out activities.	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Use of French for individual needs or maintaining discipline. Felt that in such instances, French enabled her to save time.	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Use of French could be important for making personal connections with students. As her students came from different countries (different L1s), finding cognates common to all was a challenge.
d.Educa-tional back-ground.	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important University. studies, she decided to be a teacher because of her sister	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important University. studies, use of the communicative and the whole language approaches	0 □ not important at all 1 ☑ not very important 2 □ important 3 □very important During degree at Laval she learnt general aspects of English culture (literature, poetry) but not how to use oral language	0 ☑ not important at all 1 □ not very important 2 □ important 3 □very important Not important at all	0 □ not important at all 1 ☑ not very important 2 □ important 3 □very important Literature classes have taught her about kids' literature but she thinks her academic background has not influenced her beliefs.
e. New English as a second language curriculum	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Reform did not influence her amount of English	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Importance of only English in the L2 class and ongoing evaluation of	0 □ not important at all 1 ☑ not very important 2 □ important 3 □very important The new program did not change her practice, just the	0 □ not important at all 1 ☑not very important 2 □ important 3 □very important The only thing she believes in the reform is that teachers should	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Use of the material

Factors	T1 Kora	T2 Solange	T3 Joanne	T4 Mira	T5 Iris
	in class. Kora has always used extensive English. However she agrees with the MELS Reform emphasis on speaking and interacting in English. It sends a message to teachers who have difficulty using the language.	speaking and project work. Work with children in Grades 1 and 2 changed her way of teaching English with upper grades. More work not involving the activity books, finding material and resources such as internet sites to print flash cards.	terms used to describe it. New program just changed her awareness of her use of strategies to learn and her use of more resources.	speak English; because she had teachers when she was young who were not speaking French.	accepted by the MELS. The Evaluation approach is not the best approach, because too complicated to apply like the self-monitoring and self-evaluation. She does not use a student-centred approach as it fits only for one specific clientele but not for everyone. Not with students with behaviour difficulties, classes are not given totally in English because discipline in French has a better impact in class
f. support within the school for English	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important **Principal and teachers** know the importance of English. They avoid scheduling other activities during English periods (only 56 hours per year in regular classes) Extremely important learning with other	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important First the **principal and homeroom teachers'** support is important to schedule the English periods (time of day affects students' participation) Attributing **her own ESL classroom. Specialist teachers** (music &	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important **Principal's** support means recognizing her as a legitimate English teacher in the school, making efforts to speak English herself and giving **her a classroom** **Other teachers in her school** have a positive attitude, talk	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important **Principal** believes in ESL, school Grade 5-6 students have 4 hours instead of 3. **Teachers** are models for kids so if they tell the kids that English is important kids will believe more in it. Not having a room makes it	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important The **principal** supports her with projects and with difficult students through the *TES (technicien en éducation specialisée)* who works with them.

Factors	T1 Kora	T2 Solange	T3 Joanne	T4 Mira	T5 Iris
	teachers in meetings 3or 4 times a year with the specialists to go over what the MELS is offering in the new program. Importance of having **her own ESL** classroom to post & create an ESL environment She can meet other teachers at school to discuss and have their support.	physical education) support her because they can meet and they have similar work conditions and share the same problems with students. Some colleagues are more interested in English in traveling in other cultures than others and that is something that children feel very much.	to her in English and they are involved in projects such as a trip to Ottawa with cycle 3 students.	difficult to put posters everywhere and to have books in English. She would like to have her own ESL classroom her desk, her bookshelves and everything.	**ESL teachers**' support each other through exchanging materials but they do not have enough time to get together to discuss. She and the other **specialist teachers** (music & physical education) support each other through the use of a **specialists' trophy** as a way to support each other with difficult groups through rewards and through multidisciplinary projects. She is disappointed because her **pedagogical adviser** (*PPP*) is a music teacher who cannot help her with English.

Factors	T1 Kora	T2 Solange	T3 Joanne	T4 Mira	T5 Iris
g. support from the parents for English	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Parents are professionals who understand the importance of English so they encourage their children to speak it. The milieu helps her a lot.	0 □ not important at all 1 ☑ not very important 2 □ important 3 □very important Parents have little or no contact with ESL teachers to communicate their children's needs. Parents have low academic expectations for their children including English class. 20 % parents are politically resistant to English (language resistance, reference to Quebec's history)	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Parents' support is important for students. Recommendations for English use are given by the teacher in a monthly letter sent to parents.	0 □ not important at all 1 ☑ not very important 2 □ important 3 □very important She feels parents do not support her. Parents' role should be to sign exams, help with the homework and tell their kids that English is important	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Parent's support is shown by asking their children to do homework and signing the tests. A big part of the clientele is leaving in her school and it is going in nearby schools where special programs are offered.

Factors	T1 Kora	T2 Solange	T3 Joanne	T4 Mira	T5 Iris
h. type of students in class	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important **Influence of home environment to** encourage students' interest in English. **Students' interests** are important for project work and interactive activities with computers and websites.	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Influence of family environment to encourage children to speak more or less English and give them resources.	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Students with behaviour problems need more French than others which makes the difference in terms of how much English she uses.	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Family influences are important. Her Grade 4 students in one school "very good students". Her Grade 5 students (the ones focused on for this study) described as " "crazy". Cultural levels are not the same. In the Grade 5 class families were poorer with higher rates of separation or divorce. Students' lack of interest in learning English attributed to their family environment Many kids on Ritalin: "it's like crazy and difficult to teach".	0 □ not important at all 1 □ not very important 2 □ important 3 ☑ very important Feels her students appreciate her class and her, feels her teaching is more suited to girls, characterized by her as "girly" approach; feels the need to develop an approach to get the boys. feels her students like her to talk more in English than in French.

Factors	T1 Kora	T2 Solange	T3 Joanne	T4 Mira	T5 Iris
i. SPEAQ convention or the pedagogi-cal days	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Conventions such as SPEAQ are a way of updating the teacher knowledge or getting feedback. Importance of pedagogical days -- meetings 4 times a year with other ESL teachers for ongoing professional development	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important Research studies and SPEAQ's workshops are important for shaping her beliefs to use more English.	0 □ not important at all 1 ☑ not very important 2 □ important 3 □very important She did not go to a lot of meetings because they were just based on textbooks that she did not believe in. Feeling as an outcast, & getting ideas based on her own experiences.	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important The SPEAQ convention motivates teachers to go there because they learn so many things, they get new ideas, new material.	0 □ not important at all 1 □ not very important 2 ☑ important 3 □very important The best way to get a lot of ideas about how to teach. In primary school you are often alone in your school. She is the only English teacher in her school.

In terms of the degree to which the ESL teachers used English, all rated as *very important* their personal beliefs about language learning and teaching, their experiences as L2 learners and the support provided by the school. With respect to their personal beliefs, four teachers (Kora, Solange, Joanne, Mira) emphasized the importance of having students interact in English. For her part, Iris made specific reference to socio-constructivism (the main theoretical approach emphasized in the MELS program), but also acknowledged the relevance of other paradigms (for example, the importance accorded to rewards and motivational systems within a behaviourist approach). All the teachers agreed that their personal beliefs were closely related to their experiences as L2 learners. One of the teachers, Kora, grew up bilingual in Quebec as one of her parents was Francophone and the other Anglophone. Solange, of German origin, was trilingual (German, English, and French). The other three teachers had learnt English either as a result of contact with native speakers in Montreal (Joanne) or through immersion experiences involving work and/ or travel (Mira and Iris).

Regarding the support provided by school, teachers commented on various ways that such support could be shown (for example, scheduling pertaining to their classes, giving the maximum numbers of hours possible for ESL). One *very important* aspect mentioned by all the five teachers pertained to whether or not they had their own ESL classroom to facilitate the creation of an ESL environment (posting visuals, being able to keep different resources such as dictionaries, magazines or a CD player in one place). All teachers except Mira had their own ESL classrooms. Three of the teachers (Kora, Solange and Iris) emphasized the bond they felt with other specialist teachers (in physical education and music) due to similar working conditions and shared problems with their students. In Iris' school, the specialist teachers who had difficult groups supported each other through the use of a motivational system of rewards involving a specialist trophy.

The ESL teachers also considered *very important* or *important* their experience as ESL teachers and the type of students they had. Although all felt that it was *important* to use English in the classroom, none totally excluded French. First and foremost, all teachers emphasized that French might be necessary to establish a personal connection with students and to respond to individual students who were having difficulties. In this regard, Kora for her part stressed that learning English should be fun to learn and without pressure. Others reasons mentioned for using French included giving instructions, explaining the rules of a discipline system, and classroom management. Mira also noted that the recourse to French for such things as discipline enabled her to save time so she could more quickly get back to the English lesson.

With respect to their use of English and French, all considered that the type of students in their class could have an influence. Three of the teachers (Kora, Solange and Mira) emphasized the way in which students' family environment could positively or negatively influence their students' attitudes towards learning English. In some schools the families actively encouraged their children to learn English so it was easier to work with them in English. On the other hand, with children who came from poorer social backgrounds as in Mira's school, students lacked interest in English. As pointed out by both Mira and Joanne, in classes with children with more behaviour problems it was necessary to use more French.

Regarding the remaining points in the questionnaire, responses were more varied. First, however, with respect to the teachers' perception of parents' support for English, it is important to note that even though teachers' responses varied, they nonetheless upheld the importance of parental attitudes and family environment as being key factors influencing whether a student would tend to use more English or French in class. Thus, teachers who rated support from parents for English as *very important* or *important (*Kora, Joanne, Iris) appeared to be involved with students who had more favourable attitudes towards learning English in class. By contrast, the two teachers who rated support from the parents for English as *not very important* (Solange and Mira) appeared to be involved with students who came from poorer social backgrounds. Thus, Solange observed that she had little contact with her students' parents and that the latter tended to have low academic expectations for them. She further noted that approximately 20% of the parents appeared to be resistant to the use of English due to their political convictions and the Quebec historical context. Mira, who also felt a lack of support from parents, pointed out that parents who were supportive showed this through signing on the exams to show they had looked at them, helping their children with homework and telling them that English was important.

With respect to the new ESL curriculum, the three teachers who had been teaching prior to the reform (Kora, Solange and Joanne) affirmed that the degree to which they were using the target language in class had not changed. As for Mira and Iris, they had started teaching with the new curriculum. Although as shown in Table 5.1, three teachers rated the new curriculum as *very important* (Kora and Solange) or important (Iris), the two teachers (Joanne and Mira) who had indicated it as *not very important* did so precisely as they thought it had changed little in terms of their actual use of English with their students. Even though some teachers expressed reticence with respect to certain aspects of the Reform, on the whole they were appreciative of the emphasis placed on the importance of speaking and interacting in English in the ESL classroom. For her part, Kora who had always made extensive use of English in her classes felt that the MELS reform sent a message to those teachers who tended to speak too much French in their classes. Joanne pointed out that the new curriculum had however made her more aware of the types of strategies she was using to teach and those that students could use to learn. One point emphasized by Iris with respect to the MELS

provision that ESL classes should be given totally in English pertained to discipline. In this regard, she maintained that it was more effectively done in French.

With respect to their educational background, all 5 ESL teachers had obtained a Bachelor's degree in TESL from a Quebec French-medium university. However, only two (Kora and Solange) felt that their studies had been *important* in shaping their beliefs about the use of English in their ESL teaching. As pertains to the SPEAQ convention, four teachers (Kora, Solange, Mira and Iris) considered it as a way of updating their knowledge about teaching and, in the case of Iris, an opportunity to speak English with other colleagues. By contrast, Joanne did not attend SPEAQ as she felt the main goal was to promote publishers' textbooks which she was not interested in as she preferred to develop her own materials. She referred to herself as an "outcast".

Finally, for the questions pertaining to the strategies ESL teachers used to maximize their use of English (Table 5.11), two ESL teachers (Kora and Solange) identified all eight strategies on the questionnaire (personal effort to speak more English, gestures and mimic, pictures/posters, explanations in English, cognates, circumlocution, rules/motivation systems, functional language) as being very important. In addition, Kora, identified other strategies such as using cooperative learning and project-based work, as well as various resources (dictionaries, magazines, CD's and books). She was the only one who had computers integrated in her ESL classroom, which provided her with additional strategies. Solange mentioned using time-outs and resources such as strategy cards.

One teacher (Iris) identified five strategies as being *important* or *very important*. Although she considered the use of cognates as important, she explained that such use was often difficult due to the fact that she had students who came from a variety of language backgrounds (e.g., Bosnians from Western Europe). By contrast, the two remaining teachers (Joanne and Mira) identified only three strategies as being important. Mira considered it important to give explanations in English. She also found it important to use rules to remind students to speak English. In this regard, she was already using a reward system which consisted of giving her group 10 points at the start of class and taking away points if they spoke in French.

Table 5.11 Importance given to use of strategies by the ESL teachers as a means of maximizing use of the target language

Strategies	Kora	Solange	Joanne	Mira	Iris
a. Personal effort to speak more English	☑very important	☑very important	☑ important		☑ important
b. Gestures/mimic	☑very important	☑very important	☑very important		☑very important
c. Pictures/ posters	☑very important	☑very important		☑ important	
d. Explanations in English	☑very important	☑very important			☑ important
e. Use of cognates	☑very important	☑very important			☑ important
f. Circumlocutions	☑very important	☑very important			
g. Rules to remind students to speak English/ a motivation system	☑very important	☑very important	☑ important	☑ important	☑ important
h. Teaching students' functional language for example: *Can I help you?*	☑very important	☑very important		☑ important	
i. Others (specify)	Using cooperative learning and project based work. Modelling functional language using cards. Repetition. Using resources: dictionaries, magazines, CDs, books, computers.	Students' motivation and interests for project work. Time-out to speak or explain grammar in French. Strategy cards.	Teacher's use of resources such as computer websites to get flash cards. Importance of group and pair interactive activities.	Using a reward system which consists of giving her group 10 points at the start of class and taking away points if they speak in French However, she does not know how to handle students who do not make an effort to s speak English all the time.	As a visual person she considers important to use pictures in the textbook, posters, the board, card games, as well as other resources such as dictionaries. Looking for more strategies to maximize her own use of English as well as her students', i.e, A motivational system.

5.4 Research Question 4

To investigate whether the teacher's choice of language influences the student's choice of language (Question 4) the transcripts for question 2 were used (i.e., the first and third classes from the first and second periods of observation). For this analysis, the categories originally proposed by Liu et al. (2004), were adapted as follows:

- TE-SE1 (Teacher-English / Student(s)-English): the teacher spoke in English and the student(s) responded in English without having been asked to respond in English
- TE-SE2 (Teacher-English / Student(s)-English: the student(s) also responded in English having been asked to respond in English
- TE-SF1 (Teacher-English / Student(s)-French): the student(s) responded in French without having been asked to respond in French
- TE-SF2 (Teacher-English / Student(s)-French: the student(s) responded in French having been asked to respond in French
- TF-SF1 (Teacher-French / Student(s)-French): the student(s) responded to teacher's French in French without having been asked to respond in French
- TF-SF2 (Teacher-French / Student(s)-French): the students(s) responded to teacher's French in French having been asked to responded in French
- TF-SE1 (Teacher-French / Student(s)- English): the student(s) respond to teacher's French in English without been asked to respond in English
- TF-SE2 (Teacher-French / Student(s)-English): the student(s) respond in English to the teacher's French having been asked to respond in English

Results for the individual classroom sessions are provided in Tables 5.12 to 5.15, and an overview of the combined results for the four sessions in Table 5.16. As shown in Table 5.16, the categories most resorted to were TE-SE1 and TE-SF1. More specifically, when the teacher spoke in English out of the total number of responses identified, 62.4 % of student responses were in English (without the students having been asked to respond in English) and 30.1% in French (without the students having been asked to respond in French). A few instances were noted for the remaining categories, i.e., TF-SF1 (students responding in

French to the teacher's French without having been asked to do so), TE-SE2 (students responding in English to teacher's English having been asked to do so) and TF-SF2 (students responding in French to the teacher's French, having been asked to do so). No instances were noted for TF-SE2 (students responding in English to teacher's French without having been asked to do so).

With respect to individual teachers, of particular note is Kora's class. Compared to all the other classes, students in Kora's class responded more frequently in English to the teacher's English without having been asked to do so (i.e., 83.4% of the total number of responses). In addition, her class also stands out as all the students responded the least frequently in French when addressed in English (i.e., 15.8% of total instances). In terms of success with having students respond in English, Iris's class appears to fare second best; in 70.6% of the total number of instances, students in her class responded in English compared to 19.4% in French. Of the remaining classes (Solange's, Joanne's and Mira's), it is of note that students responded in French to their teachers' English in almost 40% of the instances (38.8%, 38% and 36.5%, respectively).

Table 5.12 Frequency of student response by category for the first class of the first observation period

Teacher	TE-SE1	TE-SE2	TE-SF1	TE-SF2	TF-SF1	TF-SF2	TF-SE1	TF-SE2
Kora 1-1P	62	0	8	0	0	0	0	0
Solange 1-1P	78	0	42	4	0	5	1	0
Joanne 1-1P	60	0	29	0	1	0	0	0
Mira 1-1P	47	0	39	0	2	0	0	0
Iris 1-1P	83	0	18	0	7	0	4	0

Table 5.13 Frequency of student response by category for the first class during the second observation period

Teacher	TE-SE1	TE-SE2	TE-SF1	TE-SF2	TF-SF1	TF-SF2	TF-SE1	TF-SE2
Kora 1-2P	106	2	13	0	0	0	0	0
Solange 1-2P	85	0	26	2	0	3	0	0
Joanne 1-2P	17	0	27	0	13	0	0	0
Mira 1-2P	66	0	47	0	0	0	1	0
Iris 1-2P	50	0	22	0	2	0	0	0

Table 5.14 Frequency of student response by category for the third class during the first observation period

Teacher	TE-SE1	TE-SE2	TE-SF1	TE-SF2	TF-SF1	TF-SF2	TF-SE1	TF-SE2
Kora 3-1P	92	0	17	0	0	0	0	0
Solange 3-1P	36	0	71	0	0	1	1	0
Joanne 3-1P	7	12	22	0	10	0	0	0
Mira 3-1P	90	3	38	0	17	0	1	0
Iris 3-1P	51	6	11	0	8	1	0	0

Table 5.15 Frequency of student response by category for the third class during the second observation period

Teacher	TE-SE1	TE-SE2	TE-SF1	TE-SF2	TF-SF1	TF-SF2	TF-SE1	TF-SE2
Kora	56	0	22	0	0	1	0	0
Solange	46	0	38	0	16	0	1	0
Joanne	17	0	13	0	11	0	0	0
Mira	92	0	60	0	2	0	0	0
Iris	50	4	13	0	2	0	0	0

Table 5.16 Overview of frequency of student responses by category for the combined classroom observations of the first and second observation periods

Teacher	TE-SE1		TE-SE2		TE-SF1		TE-SF2		TF-SF1		TF-SF2		TF-SE1		TF-SE2	Total
Kora	316	83.4%	2	0.5%	60	15.8%	0		0	0	1	0.3%	0	0	0	379
Solange	245	53.7%	0	0	177	38.8%	6	1.3%	16	3.6%	9	1.9%	3	0.7%	0	456
Joanne	101	42.3%	12	5%	91	38%	0		35	14.7%	0		0	0	0	239
Mira	295	58.5%	3	0.6%	184	36.5%	0		21	4.2%	0		1	0.2%	0	504
Iris	234	70.6%	10	3%	64	19.4%	0		19	5.8%	1		4	1.2%	0	332
Total	1191	62.4%	27	1.4%	576	30.1%	6	0.3%	91	4.8%	11	0.6%	8	0.4%	0	1910

5.5 Research Question 5

To answer the fifth research question (i.e., how the students perceive their teachers' and their own use of the L1 in their classes), the student questionnaire (see Appendix C) was administered to 121 Cycle 3 students in five elementary schools. Three participants were eliminated due to the fact that they were Anglophones; 118 completed the questionnaire. The questionnaire was originally designed on the basis of a four-point Likert scale (rarely, sometimes, often and very often). Its main goal was to determine if there were any significant differences in terms of the way students in the five different schools responded to the questions. However, in the first ordinal regression analysis due to the numerous empty cells, most of the outcomes categories were combined in order to meet the data analysis condition

of the test and thus reach meaningful interpretation. As a result, the ordinal regression test using three outcomes (rarely, sometimes, and often) was used to analyse questions 2 and 5. The remaining questions were analysed using a binomial regression *(*rarely and often). Also, School A was chosen as the reference school (global class effect) since the teacher in this school used French significantly less than those from other schools ($p \leq .01$). Table 5.17 summarizes the results of the student questionnaire.

Table 5.17 A Summary of the results of the binominal regression test (independent variable: school)

Dependent Variables by category	**School**	**P value**	**Beta Coefficient β**	**Odds ratio Exp B**
Students' perceptions of their performance in English class				
Q1: Je considère mon cours comme étant difficile.		.428		
Q2 : Dans le cours d'anglais je comprends…		.876		
Students' perceptions of their anxiety in the L2 classroom				
Q3: Je me sens stressé(e) quand j'essaie de comprendre l'anglais.		.080		
Q4: Je me sens frustré(e) par mes efforts de parler en anglais.		.442		
Q5: je me sens très nerveux de parler en anglais.		.441		
Students' perceptions of their teachers' use of French (L1) in their classroom				
Q6: Le pourcentage du temps que mon enseignante parle en français.	School A (global class effect)	.011*		
	S1 School B	.028*	1.409	4.093
1 = often (Schools 1, 2, 3, 4)	S2 School C	.004*	1.868	6.476
	S3 School D	.002*	2.083	8.028

Dependent Variables by category	**School**	**P value**	**Beta Coefficient β**	**Odds ratio Exp B**
0 = rarely (Reference school)	S4 School E	.003*	1.906	6.729
Q7 : J'aimerais que le pourcentage du temps que mon enseignante parle en français 1 = often (Schools 1, 2, 3, 4) 0 = rarely (Reference school)	School A (global class effect)	.005*		
	S1 School B	.003*	2.050	7.771
	S2 School C	.021*	1.455	4.286
	S3 School D	.361	.564	1.758
	S4 School E	.003*	1.877	6.531
Students' perceptions of their teacher's strategies to maximize English				
Q8a : Mon enseignante m'aide à comprendre en utilisant des gestes .		.340		
Q8b: Mon enseignante m'aide à comprendre en utilisant des dessins, photos, affiches. 0 = often (schools 1, 2, 3) 1 = rarely (Reference school, school 4)	School A (global class effect)	.014*		
	S1 School B	.001*	-2.320	.098
	S2 School C	.033*		.230
	S3 School D	.009*	-1.821	.162
	S4 School E	.130	-1.028	.358
Q8c: Mon enseignante m'aide à comprendre en utilisant des explications en anglais.		.487		
Q8d : Mon enseignante m'aide à comprendre en utilisant des traductions de mots de l'anglais au français.		.072		
Students' preference re: the use of French for different activities				
Q9a : J'aimerais que mon enseignante utilise le français		.065		

Dependent Variables by category	**School**	**P value**	**Beta Coefficient β**	**Odds ratio Exp B**
pour expliquer les nouveaux mots.				
Q9b : J'aimerais que mon enseignante utilise le français pour expliquer la grammaire.		.111		
Q9c : J'aimerais que mon enseignante utilise le français pour expliquer les devoirs.		.162		
Q9d : J'aimerais que mon enseignante utilise le français pour donner des consignes pour les activités.		.232		
Q9e : J'aimerais que mon enseignante utilise le français pour donner des consignes pour les examens.	School A (global class effect)	.044*		
	S1 School B	.065	-1.224	.294
	S2 School C	.936	.057	1.059
Rarely=0 (school 4)	S3 School D	.560	-.397	.672
Often=1(Reference school & schools 1, 2, 3)	S4 School E	.024*	-1.447	.235
Q9f: J'aimerais que mon enseignante utilise le français.pour faire des blagues		.421		
Q9g : J'aimerais que mon enseignante utilise le français pour parler des stratégies d'apprentissage.		.655		
Students' perceptions of their own strategies to maximize the use of English				
Q10a : Quand je ne sais pas comment dire un mot en anglais j'utilise des gestes.		.683		

Dependent Variables by category	**School**	**P value**	**Beta Coefficient β**	**Odds ratio Exp B**
Q10b : Quand je ne sais pas comment dire un mot en anglais je fais un dessin dans mon cahier.		.782		
Q10c : Quand je ne sais pas comment dire un mot en anglais je cherche le mot sur une affiche dans la classe.	School A (global class effect)	.002*		
	S1 School B	.002*	3.466	32.000
	S2 School C	.337	.557	1.745
Often =0 (schools 1 & 4)	S3 School D	.088	1.003	2.727
Rarely=1 (Reference school & schools 2 & 3)	S4 School E	.002*	2.272	9.697
Q10d : Quand je ne sais pas comment dire un mot en anglais j'utilise la question : How do you say (x) in English ?	School (global class effect)	.000*		
	S1 School B	.016*	1.686	5.400
Often =0 (Reference school & schools 3, 4)	S2 School C	.027*	1.463	4.320
	S3 School D	.009*	-2.909	.055
Rarely=1 (schools 1, 2)	S4 School E	.157	-.868	.420
Q10e : Quand je ne sais pas comment dire un mot en anglais je cherche dans un dictionnaire.		.138		
Q10f : Quand je ne sais pas comment dire un mot en anglais je demande le mot en français à un(e) ami(e).		.359		
Q10g : Quand je ne sais pas comment dire un mot en anglais je demande le mot à l'enseignante.		.347		
Students' perceptions of their teacher's choice of language in reference to their own				
Q11 : Si mon enseignante me pose une question en français je		.427		

Dependent Variables by category	School	P value	Beta Coefficient β	Odds ratio Exp B
réponds en français plutôt qu'en anglais.				
Q12 : Si mon enseignante me pose une question en anglais je réponds en anglais plutôt qu'en français.		.829		
Students' perceptions of their need for English outside the school				
Q13 : À la maison ma famille m'encourage à apprendre l'anglais.		.669		
Q14 : Plus tard je me servirai de l'anglais pour trouver un emploi.	School (global class effect)	.015*		
	S1 School B	.474	.523	1.687
Often=0 (Reference school & schools 1, 2, 3)	S2 School C	.709	.280	1.324
Rarely=1(school 4)	S3 School D	.766	.223	1.250
	S4 School E	.006*	1.879	6.545
Q15 : Plus tard je me servirai de l'anglais pour voyager.		.058		

*($p \leq .05$)

As shown in Table 5.17 significant differences were observed between schools for the questions related to the following categories:

- With respect to the category pertaining to **Students' perceptions of their teacher's use of French in the classroom**, there were significant results ($p \leq .05$) for Questions 6 and 7. Students' responses, as reflected in Table 5.17, show a direct relationship between the teachers' use of French (Question 6) and their students' preferences (Question 7); the overall global class effect is significant for Questions 6 and 7 which means that at least one school is different in terms of students' responses. For question 6 with respect to *the*

amount of time in percentages that students perceived teachers speaking in French during the ESL class, the Beta Coefficient varies from 1.409 to 2.083. This means that students in those schools are more likely to perceive their teachers as *often* speaking in French compared to those in school A, the reference school. As further shown in Figure 5.4, 74% of students at school A perceived their teacher as *rarely* speaking in French. In terms of the odds ratios for question 6, it can be seen that students from School B, School C, School D and School E are 4 to 8 times more likely to perceive their teachers as speaking French than their counterparts from school A.

Regarding Question 7 in terms of odds ratio, it could be argued that students from school B, school C and school E are 4 times more likely than those from School A to prefer their teachers to speak in French in class. It turns out that with a Beta Coefficient of 0.564, School D is not different from school A. In those two schools, students preferred their teachers to *rarely* speak French in class (see Figure 5.5).

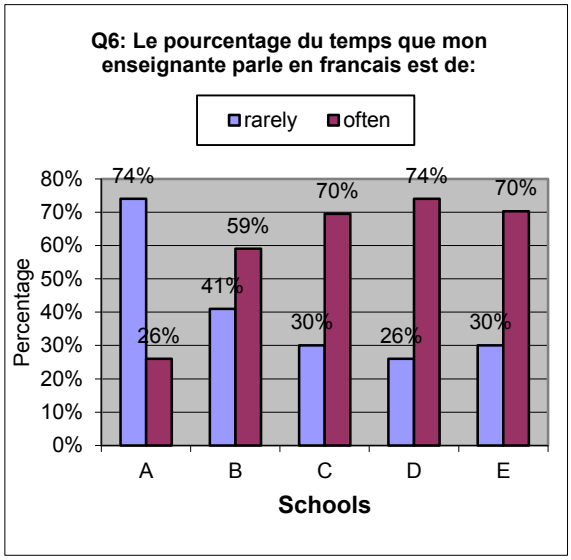

Figure 5.4 Students' perceptions of the percentage of time French spoken by their teacher.

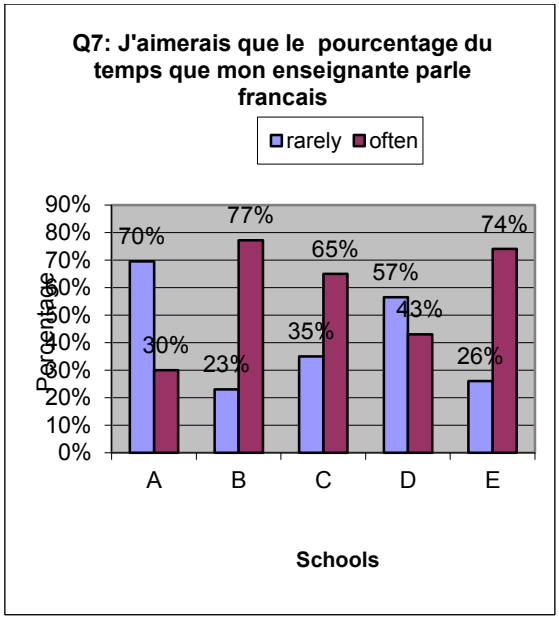

Figure 5.5 Students' perceptions of the percentage of time they would like their teacher to speak French.

- As for the **Students' perceptions of their teacher's use of strategies to maximize the use of English in class** (Question 8b: *students' perceptions of their teachers use of visual resources to help them understand*), "school" was found to be a factor. For School B, School C and School D the Beta Coefficients vary from -2.320 to -1.028. This means that students at these schools were less likely to respond *rarely* to this question compared to those from School A. In other words, in those three schools the students *often* perceived their teachers as using visual resources to help them understand English. It turns out that school E (p value = 0.13) is not different from school A, the reference school (see Figure 5.6). In other words, the difference between the reference school and school E in terms of teacher use of visual aids is not significant. Considering the results of Questions 8a, 8c, 8d however, this cannot be interpreted as an indication of a direct relationship between the two schools in terms of teachers' use of visual aids. For Questions 8a, 8c, and 8d, "school" was not a factor. In other words, there were no significant differences between the schools in terms of students' perceptions of their teachers' use of gestures (8a), explanations in English (8c) or translation (8d). Upon examination of the students' responses to the original questions, this lack of significant difference between schools is due to the fact that students tended to perceive teachers as *rarely* using those three strategies in their classes.

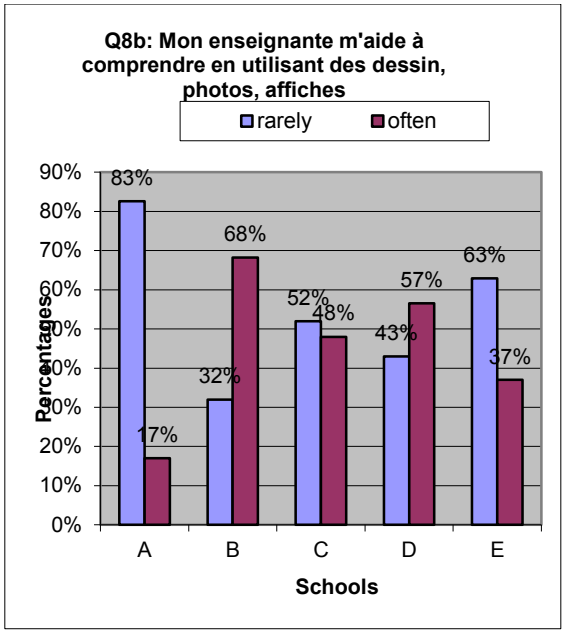

Figure 5.6 Students' perceptions of their teachers use of visual resources to help them understand.

- Concerning the category pertaining to **Students' preferences with respect to the use of French in different activities**, the results show that only for Question 9e (i.e., teachers' use of French to give exam instructions), "school" was found to be a factor ($p \leq .050$). It turns out that only school E (B= -1.447) is significantly different from the reference school. At school E the students were less likely to want their teachers to *often* use French for giving exam instructions. In other words, students in the other four schools would like their teachers to use French *often* for giving exam instructions (see Figure 5.7). For the remaining questions pertaining to this category (9a, 9b, 9c, 9d, 9f, 9g) 'school' was not found to be a factor. Examination of the students' responses revealed there were no significant differences between schools due to the fact that students tended to *often* prefer their teachers to use French to explain new words (9a), to explain grammar (9b), to explain homework assignments (9c), to give instructions (9d), and to make jokes (9f). With respect to the discussion of learning strategies, students tended to prefer their teachers to *rarely* use French for this purpose (9g).

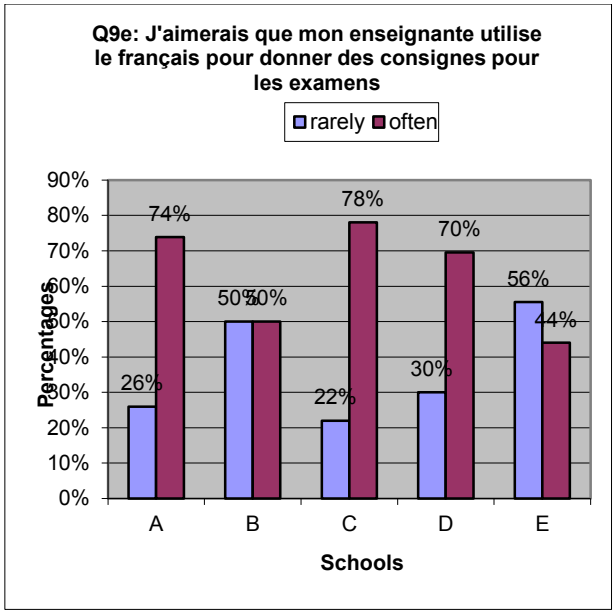

Figure 5.7 Students' preference re: their teacher's use of French to give instructions for the exams.

- With respect to the category pertaining to **Students' perceptions of their own strategies for maximizing the use of English**, only for Questions 10c and 10d was "school" found to be a factor ($p \leq .05$). Question 10c was related to the degree to which *students referred to posters in the classroom in order to find out how to say a word in English*. For School B and School E, Beta Coefficients are 3.466 and 2.272 respectively. This means that in those schools students were more likely to respond that they referred to posters *often* compared to School A. It turns out that School C and School D are not different from the reference school; in those three schools students referred to posters *rarely* as shown in Figure 5.8.

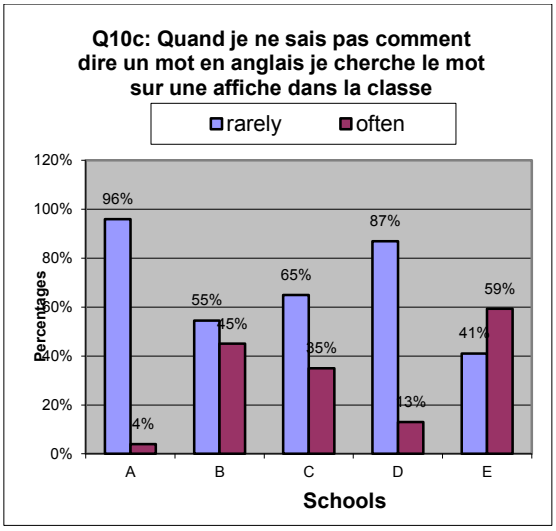

Figure 5.8 Students' perceptions of their own use of posters displayed in the classroom to search for unknown words.

- With respect to question 10d pertaining *to students' perceptions of the degree to which they used the question 'how do you say (X) in English?'*, school was found to be a factor. For School B and School C, the Beta Coefficients are 1.686 and 1.463 respectively. This means that, compared to students in School A, in those schools students were more likely to rarely use the phrase in English. At School D on the other hand (B= -2.909), students are less likely to respond *rarely* compared to those at School A. However, School E is not statistically different than School A, which means that at schools A, D and E, students used this strategy *often* (see Figure 18). For the remaining questions of this category (10a, 10b, 10f, 10g), school was not found to be a factor. An examination of the students' responses to the original questions shows that the reference school as well as the students in the other schools perceive themselves as *often looking* up words in a dictionary (10e), asking a friend how to say the word in English (Q10f), or asking a teacher how to say the word in English (10g). With respect to the use of gestures (10a) and drawings (10b), students tended to use this strategy only *rarely.*

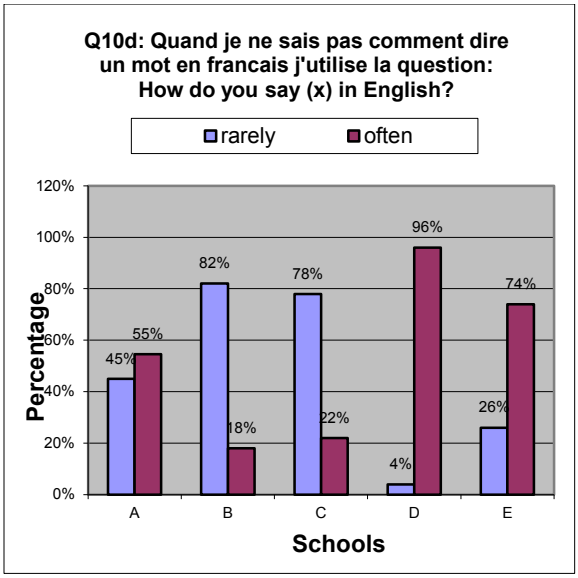

Figure 5.9 Students' perceptions of the strategy: How do you say X in English?

- With respect to the category related to the **Students' perceptions of their own use of English outside the school**, only for question 14 concerning the use of English to find work, was "school" found to be a factor. In School E (B=1.879), students were more likely to respond *rarely* than those in the other four schools. In terms of the odds ratios for this question, it can be seen that students from School E were 6 times less likely to perceive English more necessary to find work than their counterparts at School A.

  For the remaining questions in this category (questions 13 and 15), 'school' was not found to be a factor. Upon examination of the students' responses to these questions, the lack of significant difference between schools is due to the fact that students tended to *often* perceive their families as encouraging them to learn English (13) or needing English for travel purposes (5.10).

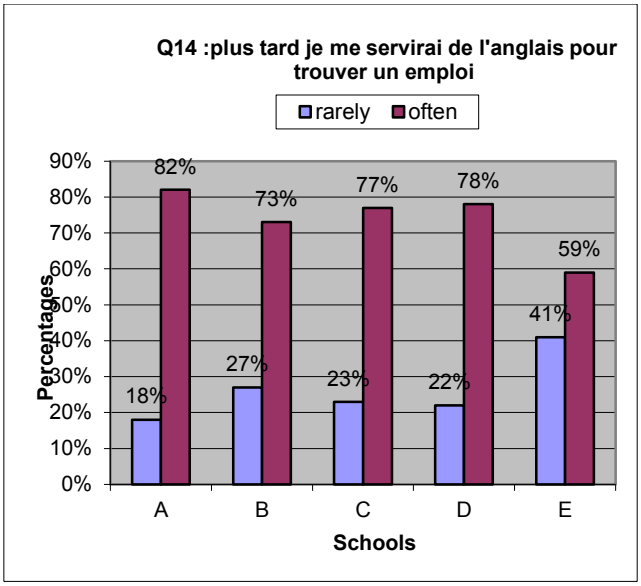

Figure 5.10 Students' perceptions of their future need to use English to find work.

It should also be noted that school was not found to be a factor for the categories pertaining to *students' perceptions of their own performance in the English class* (Questions 1, 2), students' perceptions of their anxiety (Questions 3, 4, 5), or students' perceptions of their teachers' choice of language (Questions 11, 12). With respect to students' perceptions of their English class (Question 1), they tended to consider it as *rarely* difficult. With respect to Question 2, analysed using ordinal regression, students perceived themselves as understanding their course *often.*

With respect to anxiety, school was not found to have a significant effect on students' perception of anxiety; however, a significant relationship *($p \leq .05$) was found between the students' perception of the difficulty of the course and their perception of anxiety. Students in general tended to *rarely* feel stressed (Question 3) or frustrated in their efforts to speak English (Question 4). The results of the ordinal regression test for Question 5 further revealed that, in comparison to those who viewed their course as sometimes/often difficult (Question 1), the perception of anxiety when speaking English in class was lower for the students who rarely perceived their courses as difficult.

Regarding their teachers' choice of language, examination of students' responses showed they tended to rate responding in French to their teachers' French as *often* (Question 11) and responding in French to their teachers' English as *rarely* (Question 12).

5.6 Conclusion

In this chapter I reported on the results for the five research questions. First, I reported on the quantitative and qualitative data related to the first four questions. Following this, in order to give a picture of the how ESL teachers perceive the various factors having to do with L1 and L2 use, findings from the pre-interview questionnaire and final interview were presented. In the following chapter these findings are discussed in relation to previous studies on second language teaching and code-switching in the second or foreign language classroom.

CHAPTER 6

DISCUSSION

6. Introduction

As explained in Chapter 1, this study investigated five elementary core ESL teachers and their students' perceptions of code-switching in the L2 classroom. On the basis of the results analyzed and presented in Chapter 5, this chapter discusses the findings in relation to the research questions with reference to previous studies on code-switching in second and foreign language classroom settings. Four key topics are discussed: a.) the amount of L1 use in the L2 classroom (as it relates to research question 1), b) the reasons for L1 use (as it relates to question 2), c.) the impact of teachers' use of language choice on students' use of the L1 or the L2 (as it relates to question 4) and d) the students' perceptions of L1 and L2 use in the ESL class (as it relates to question 5). No specific point is addressed for the question pertaining to the teachers' views as this information is used for the purpose of triangulation. Depending on the topic being discussed, data from other questions may also be used for this purpose.

6.1 The amount of L1 use in the L2 classroom

As reported in previous studies (Duff & Polio, 1990; Nagy, 2009a ; Rolin-Ianziti & Brownlie, 2002), the degree to which the five teachers involved in the present study resorted to using the L1 during their lessons varied. As indicated in the results chapter, individual teacher L1 use ranged from a low average of 0.7% for Kora to a high of 9.8% for Joanne. Based on the overall averages, all five teachers of this study could be said to be using relatively low amounts of the L1 in their classes (Duff & Polio, 1990; Rolin-Ianziti & Brownlie, 2002). However, for all of the teachers except Kora, analysis also revealed considerable variation in terms of the amount of L1 use in individual lessons. Thus, in the case of Joanne, where this variation was the highest, the range varied from a low of 9.8% to 36%. As past studies have only infrequently reported on such individual variation (De la Campa & Nassaji, 2009; Edstrom, 2006; Nagy, 2009a), the present study provides additional empirical evidence as to the nature of this

variation as it occurred in a different cultural and ESL teaching context (i.e., within core elementary ESL classes in the Quebec francophone school system) not previously reported on.

6.2 Reasons for L1 use

As in previous studies (De la Campa & Nassaji, 2009; Edstrom, 2006; Rolin-Ianziti & Browlie, 2002), comprehension (35.3% of the total number of excerpts), discipline (17.8%) and grammar (14.9%) were major reasons for resorting to L1 use. However, in contrast to past studies which made use of an etic research perspective to analyse the reasons for L1 use, the present study opted for an emic-based perspective wherein the teachers themselves were asked to view video clips of their lessons and then identify the reasons for which they used the L1. Several observations resulted from the emic-based analysis used in the present study. First, a closer examination of the reasons for L1 use, revealed a reason for L1 use not previously mentioned in other studies: the use of time-outs. Within the Quebec school system, the Ministry of Education has promoted the use of time-outs as one of the means of maintaining a symbolic boundary between L1 and L2 use and teachers in the study did in fact cite time-outs as a reason for using French. Second, as pointed out by Nagy (2009a), researcher generated categories can be problematic as the intention of the teacher might not be obvious, thus requiring inferencing and interpretation on the part of the researcher. Although saving time has been mentioned in interviews with teachers as a reason for using the L1, in the present study the teachers were able to indicate a relationship between time saving and specific excerpts from the video clips. Without their collaboration, such identification would not have been possible. In this study, saving time was associated with 7.4% of the total number of excerpts. Other instances of L1 use that the researcher could have found difficult to encode (due to their ambiguity) included instances where fatigue, lack of experience, a desire to reassure students, showing empathy or speaking French for no particular reason were involved. Third, in contrast to researcher generated categories, the resultant taxonomy of categories and subcategories provides for a much more nuanced analysis. In this way, the category saving time emerges in association with classroom management, individual needs, and translation. Ensuring discipline is associated with classroom management, individual needs as well as time-outs. Furthermore, in addition to its classification as a main category, ensuring comprehension also emerges in relation to individual needs and translation. Similarly, explaining grammar came to be associated with time-outs.

In past studies (Nagy, 2009a ; Polio & Duff, 1994), both internal and external factors have been evoked to explain variation in L1 use during L2 lessons. As previously mentioned (Nagy, 2009a), internal factors have to do with what is directly taking place in the classroom and can be teacher- or learner-related or due to contextual factors such as a particular phase of the lesson, the nature of the task, as well as particular uses of the language. External factors are related to a range of influences coming from outside the classroom such as the curriculum, examinations, the political context, the school environment, the learning space, and teaching materials. However, in contrast with past studies, the present study provides a more fine-grained analysis as to how internal and external factors variously mediated the use of the L1 within the L2 classroom. This more fine-grained analysis is made possible due to the triangulation of case study data drawn from various analyses, in particular the stimulated recalls and the teacher interviews.

A case in point pertains to Solange's use of time-outs. As evidenced in the final interview and the stimulated recalls, Solange believed in the importance of maximizing L2 use. However, during the observation periods, she stood out as being one of the teachers who made the most active and strategic use of the time-out signal recommended in the Ministry guidelines and documents (MEQ, 2002) as a way for teachers to use French without losing the "Englishness" of the ESL class. As such, the time-out signal represents a symbolic boundary between English and French. The analysis of Solange's stimulated recall protocol (see Table 5.8) showed that time-outs were the most frequently occurring reason evoked by her for resorting to French and accounted for 36% of the total number of instances in the video clips in which she was observed (i.e., 15 out of 41). In Solange's data, time-outs were identified during both periods of observation. A closer analysis of the time-outs revealed that they were mainly used to explain and practice grammar (12 out of 41 instances, see Table 5.8).

Although in the literature (Nagy, 2009a; Polio & Duff, 1994) external and internal factors are presented as discrete lists, in the present study the distinction seems less clear cut. A case in point has to do with how curriculum requirements (external factor) interface with teacher beliefs (internal factor). Although the MELS ESL program prioritizes L2 use, this value (as noted above) was already integrated into Solange's belief system. The fact that she used so many time-outs attests to her willingness to adhere to this value (even if at the symbolic level).

Another case in point is the use of communication and learning strategies which are an important component of the ESL curriculum. The interview with Solange reveals that, even before the Reform was implemented, she had already believed in the use of such strategies and had been using them in her teaching. However, as she pointed out, with the implementation of the educational reform, the explicit use of such strategies was officially sanctioned and various kinds of specific strategies were also stipulated. Because explaining strategies in the L2 to students with a low level of English proficiency could be difficult, the MELS recommended that the time-out strategy be used whenever it might be necessary to use French. Indeed, of the two instances where Solange used French to explain strategies, all were preceded by a time-out signal.

Another area where internal/external boundaries seem less clear has to do with time-saving related issues. When speaking of the curriculum (external factor), Solange emphasized that the limited amount of time allocated by the Ministry for teaching ESL made her task much more difficult. As evidenced in the video clips and stimulated recalls, time-related considerations were also an issue that emerged as Solange was teaching in her class. In the following recoded excerpt in which Solange sought to assist a lagging student, she mentioned this as the underlying reason as to why she resorted to using French:

> Solange gives a personal explanation to a student, Oli, with respect to the use of the simple present and simple past of the verb to be.
> Solange: (approaching Oli) *Regarde l'exemple* : my friend Alexander is generous ok.
> Oli: yes.
> Solange: *C'est quand que tu parles des personnes spéciales que tu admires. Tu peux nommer des personnes de ta famille, de ta classe ou cela peut être quelqu'un qu'on voit des fois à la télévision -- on va juste essayer de pratiquer et mettre des qualités dans* (inaudible)
> Oli : Ok.
> Solange: *Quand tu regardes les exemples ici parce que c'est quand que l'on a avec* was *et quand que l'on a avec* is?
>
> **Comment:**
> Solange : He is a weak student and he is very attentive and he does not always ask for help so I used French to kind of explain it you know fast forward rapidly because I could have tried to explain in English, and he might have been able to understand, he might have. But I used it as a **time saver** really. (1SR-clip3Solange)

In the case of Iris, two internal factors emerged as being the most consequential in her use of the L1: individual needs and teacher characteristics (see Table 5.8). With respect to individual needs, Iris was the teacher that used French for this purpose most frequently, i.e., 27% of the total number of recorded instances in which she used French while being observed (see Table 5.8). In the following excerpt, Iris uses French to encourage Elizabeth to speak more English:

> Iris: Can you play baseball?
> Elizabeth: **No**, no.
> Iris: I can't play baseball – Repeat I can't, let's go Elizabeth *tu peux le faire, tu es capable*.
> Elizabeth (repeating): play baseball.
> Iris: Well, *Elizabeth tu es courageuse.*
>
> **Comment:**
> Iris: **C'est une élève qui a beaucoup de difficulté en anglais,** énormément de difficultés, qui se décourage super facilement puis le fait que je lui ai demandé une phrase devant la caméra déjà elle était figée (…) C'est un effort énorme qu'elle a fait que je ne l'avais jamais vu faire auparavant donc c'est pour cela que je me suis permise de dire: « *Ah! C'est correct Elizabeth tu es capable* » parce que j'aurais pu peut-être dire *very courageous* mais je voulais juste **continuer à la motiver** parce que elle était bien partie puis je me disais si je continue à lui parler en anglais, elle va paniquer comme elle fait souvent. Quand je lui dis plus qu'une phrase en anglais ça ouff ça bloque, parce qu'elle est très stressée. Puis le fait qu'elle ait fait cet effort là pour moi était déjà quelque chose d'énorme. Alors c'était oui, pour l'encourager à continuer dans cette voie-là, parce que je pense que je la perdais. Si j'avais trop insisté en anglais ç'aurait pris du temps dix minutes l'interaction (…) (1SR-clip5Iris)

As shown in Table 5.8, the category referred to as teacher characteristics accounted for the second highest number of instances in which Iris used French, (i.e., 20% of the recorded instances). Although Iris confirmed that she wanted to maximize her English use, as one of the younger teachers, she admitted that her French use was mainly due to her lack of experience and confidence as a teacher. This reason is evoked by Iris in the following excerpt:

> Iris is explaining something in the students' textbook related to a description of some characters.
> Iris: One of the stars *Les étoiles qui sont à la page 32. Et 3 descriptions* Description no.1 She helps others. -- *Jeremy regarde dans le livre* -- Ah it is a girl! All right, so it's not -- It can be one, it can be two, it can be three

> or it can be four but not five, not six, not seven, not eight. Ok? *Est-ce que vous avez deviné? Non, donc il y en a trois.* Let's see number two -- continue. Who do you think it is? Nobody? *Tu ne sais pas encore?* You say I don't know. Ok!
> **Comment:**
> Iris : (referring to her recourse to French) Ça c'est vraiment un manque de maîtrise du contenu. Je sais beaucoup -- ce n'est pas évident -- les livres qu'on a au Québec sont très bien faits et ceux que j'utilise [book title] sont très bien faits. Quand on lit le *teachers' guide* c'est très clair on dirait qu'on arrive pour l'appliquer, là c'est une autre chose, on est confronté à certaines choses des fois qu'on se dit bon ok. Non, là finalement j'ai lu, je me suis organisée -- je pense c'est un petit manque d'organisation. J'essaie toujours de simplifier au maximum ce que je dis pour ne pas les mêler là encore une fois : *What do you think it is* ? J'ai comme eu sur le moment -- *oh no* -- ils ne vont pas comprendre cette question-là. J'ai comme senti qu'ils ne comprendraient pas alors j'ai fait cette intervention-là. Cela m'arrive souvent, moi c'est souvent ça que j'ai remarqué pourquoi j'utilise le français dans mes classes, c'est que j'arrive à faire l'activité c'est la première fois que je la fais. Celle-ci c'est la deuxième fois, je l'ai modifiée cette année parce que l'année passée je trouvais personnellement que je parlais beaucoup plus français que cette année. Cette année c'est mieux, je connais mes 6ièmes qui étaient en 5ième l'année passée, j'utilise beaucoup moins le français mais je pense que **c'est un manque de confiance en moi et envers les élèves.** Puis moi, c'est ça, des fois quand je me rends compte je m'arrête je me dis: "bon est-ce que les élèves ont bien compris?" Mais, là tout d'un coup on dirait que cela me déstabilise puis on dirait que ce sont trop de choses à penser dans ma tête donc -- j'utilise le français je pense que c'est pour ça -- oui manque d'expérience. (1SR-clip10Iris)

Although Nagy (2009a) indicates that self-confidence could be an internal factor which might affect teachers' L1 use, no data are provided in her study. Iris' case, however, lends concrete support to her contention.

In Mira's case, her main reasons for using French were related to teacher characteristics and translation. As shown in Table 5.8, these two categories together represented 63% of the total number for which she used French (approximately 30% for each). Both were mentioned in both observation periods for her use of French. In the following video excerpt (coded as teacher characteristics), Mira points out that her reason for resorting to French was largely due to fatigue and discouragement (an internal factor):

> Mira is asking for students' attention.
> Mira: One dime one quarter and one tooney *je le savais que vous comprendriez pas fait que j'ai répété plusieurs fois* remember to use the

> smallest number of coins possible what does it mean ? *Oui. Faut qu'on ait le moins possible de pièces* yeah you understand ? Are you sure ? *Maude ok ?*
> **Comment** :
> Mira : Euh, ben là cette journée-là **j'étais très, très, très fatiguée.** Je pense que j'ai eu un petit moment de découragement fait que j'ai dit là je le savais que vous ne compreniez pas mais je leur avais répété plein des fois puis là, oui, oui, oui, fait que je me suis dit je vais leur dire en français. J'ai eu un petit moment de découragement. Je le savais que vous ne compreniez pas. (2SR-clip6Mira)

Mira also used the L1 to give explicit grammar explanations, to ensure discipline and to ensure comprehension. In the final interview, Mira explained how her particular teaching context limited her ability to maximize her use of English. One constraint pertained to the lack of parental support (an external factor) which in her opinion affected students' attitudes and motivation for learning English. The fact that she had worked in different schools throughout her career had raised her awareness of this particular factor. Another constraint had to do with the fact that she did not have her own ESL classroom (an external factor). Because she had to use other teachers' classrooms, she could not, for example, put up posters as a resource to facilitate functional language use. In the interview, she mentioned how she would very much like to have her own "nice English classroom" with space for English books and her own desk. Although the ramifications of the physical conditions for L1 use are rarely mentioned in the literature (De la Campa & Nassaji, 2009), Mira's reference to her lack of a classroom of her own as a factor influencing her L1 use is indicative of a well-known wide-spread problem among elementary ESL teachers in Quebec's francophone school system.

In the present study, Joanne was the teacher who had the highest average L1 use. She was also the teacher with the highest L1 use variation within individual lessons (from 9.8% to 36%). As shown in Table 5.8 for the two observation periods, Joanne used French mainly to ensure comprehension and for translation (27% and 18 % of the total number of recorded instances respectively). Compared to the other teachers, Joanne was also the one who used the most French for classroom management (18%). In the final interview, she stressed that she had to use French with children with behaviour problems:

> Joanne: I want to focus on the activity. So, sometimes I will be using French for other stuff! Mostly discipline it is always discipline (laughing) it is always *la gestion de classe.*

As in studies by Nagy (2009a) and Carless (2004a), Kora, one of the teachers observed in the present study, stood out from the others in that she consistently had a low rate of L1 use (less than 1%). Although as shown in Table 5.8, Kora did on occasion resort to using French, her interventions were brief. This low level of L1 use by Kora can be attributed to a number of factors. First, as can be seen in the final interview, Kora was the teacher who used the greatest number of teaching strategies to maximize her use of English, (e.g., gestures, functional language cards, picture dictionaries, in class use of internet resources). Although Kora was in the habit of using strategies and resources prior to the Ministry Reform and its guidelines (an external factor), she considered the latter to be important in terms of encouraging a more widespread use of such strategies and resources. In addition to her own use of strategies to maximize the use of English, she also explicitly encouraged her students to do so. As suggested in the following quote from the final interview, Kora on occasion could use a time-out to encourage such strategy use:

> Kora: Sometimes I do ok - let's do it a time-out! Then we talk, then I give them the importance of listening in English, looking at Kora, looking at my gestures, look at the board, look at my pictures. Of course speaking in English 100% of the time is my dream, and I would love to do it all the time in a regular class but… I think I speak 90% of the time in English, sometimes it -- maybe 95% -- some periods I do not speak French, lots of periods I do not even say a word in French with the students.

The following excerpt taken from a video recording of one of her classes also illustrates how Kora reminded students to use their different resources during an actual lesson:

> Kora: Now you are permitted to use your resources: dictionary, activity book, student book, you can sometimes use your partner for help, and sometimes Kora for help… Do you have any problem? Do you understand?
> **Comment:**
> Kora: It is simply reminding them that it is possible to use resources, and ask for help if necessary - from others and from the teacher or from the *pairs*, the peers I mean. (2SR-strat18Kora)

Another factor pertains to the fact that Kora, in contrast to Mira, did have access to her own ESL classroom and felt strongly supported by her school. In the final interview, she pointed out the importance of this:

> Kora: Having my own classroom oh! That is a must! I even have two classrooms I am a very lucky person. Some teachers do not have a classroom. At school W (her former school) I did have my classroom too. But in school Y(another former school) I did not have my classroom and I had to carry my cassette player and I had to carry everything. It is hard because if you need to put some posters, if you need to leave things on a wall for kids to see, oh you can not. You can not do that if the home room teacher will not leave you any space. You do not feel well… Then the homeroom teacher says do not do this, do not touch this, do not do that and do not erase the board. So, if you do not erase the board, you can not write on the board. No. That is a necessity to have our own room, a necessity. Here, I have got my dictionaries, I got recorders, I got lots of magazines, games. Yes, I got 2 computers with internet.

She also pointed out that in contrast to one of the previous schools she had worked in, the parents of her present school were very supportive:

> Kora: So I got the milieu here that helps me a lot. At school W (a former school), doing homework, I mean like signing agendas and getting mad at students because their homework is not done was not done in English, well, that was ridiculous because it is not important for them (the parents) because they have like bigger problems and bigger things that they need to deal with that are more important than speaking English. But here I have the parents with me because this is a professional milieu, you know the parents, they are doctors or they are judges. They know the importance of learning English.

Nevertheless, when Kora spoke about the new ESL curriculum, she admitted that even though she believed in maximizing the L2, there were valid reasons to use the L1, such as ensuring comprehension, doing classroom management, and reaching some students with special needs. She expressed this in the final interview:

> Kora: It is feasible to speak 100% in an English class teaching a subject, teaching a theme, and having a conversation where French may be used is behaviorwise, when you have a behavior problem sometimes in your class. *Gestion de classe,* sometimes you need to use the French language. I believe strongly in speaking English but sometimes I do speak French because I

> need the students to understand things and sometimes just doing a time-out, sometimes I do it with my grades 1 and 2. I use English a lot, but sometimes I do have to do a time-out and say ok: *¨ça marche pas les amis là. Là, vous allez écouter attentivement là.* Even if I say it like ten times in English and they are all, they do not listen! I am not going to waste my time again, and I just waste my time and they do not understand what I am saying so they do not do what I want them to do.

Even though Kora rarely made use of the L1, as shown in Table 5.8, one of the main reasons was for the purpose of translation (7 of the 20 clips i.e., 35% out of her total number of instances recorded).

In terms of the way in which internal and external contextual factors mediate classroom practices with respect to the use of the target language, the present study provides an interesting contrast with respect to Nagy's (2009a) study of four teachers in the Hungarian school system. As Nagy points out, in the case of her study, it was done at a point in time just following the introduction of a new curriculum, in which teachers were supposed to use a communicative approach with emphasis on the use of the target language and oral interaction. On the basis of her analysis of various types of teaching strategies observed during her observation of four ESL teachers, Nagy concluded that the ability of the teachers to implement communicative teaching and enhance L2 use was impeded by the fact that none of the teachers had a good grasp over the strategies generally recommended as ways to avoid L1 use. In her study, the amount of L2 use could not in and of itself be necessarily associated with a better grasp over such strategies. In fact, in her study the teacher who used the L2 the most mainly achieved this by reading texts in English out loud and not through using oral language with students. By contrast, in the present study, all teachers showed that they were committed to the goal of maximizing the use of the L2 and all showed that they were committed to the goal of maximizing the L2 use through the awareness of and use of a range of strategies (although to varying degrees). In this regard, Kora, the teacher who consistently used the L1 the least, was also the one who reported the most varied repertoire in terms of strategies for maximizing L2 use. These results lend credence to those teachers and researchers who have argued, from a pedagogical perspective (Carless, 2004b; Chambers, 1991; Lai, 1996; Turnbull, 2006), for the need to enhance teachers' awareness of the strategies that can be used to increase L2 use in the SL classroom. The present study also lends support to Carless' (2004) contention that the teacher's experiences, beliefs

and competencies may be a more significant factor in terms of TL use than the students' language level.

6.3 Impact of teachers' choice of language on students' choice of language

As discussed in Chapter 5, when the teachers spoke in English, 62.4% of the total number of spontaneous student responses were in English whereas 30.1% were in French. As in the Liu et al. (2004) study, these data suggest that students tended to spontaneously respond in the language used by the teacher (i.e., spontaneous convergent). As in the Liu et al. (2004) study, differences were observed amongst teachers in terms of their specific profiles. Of note in the present study is that in the case of one teacher, Kora, her students spontaneously responded more frequently in English to the teacher's English (i.e., 83.4% of the total number of responses) and her students responded the least frequently in French when addressed in English (i.e., 15.8% of total instances). To my knowledge the only study which has empirically studied the impact of the teacher's choice of language on that of the students' is the Liu et al.study. This study focused on high school students in a Korean context whereas in this study, the curriculum mandated almost exclusive L1 use. The results showed that the ESL teachers used relatively little English in class, approximately 32%. Two main reasons cited to explain this were their proficiency in English and lack of knowledge of teaching strategies to maximize the use of English. Thus, although as in the case of the Liu et al. (2004) study, the present study shows spontaneous convergence with teacher choice of language, it also presents classes evolving in a very different sociocultural context where teachers are using relatively large amounts of English in the class and where all teachers are conscious of the importance of teaching strategies. As further discussed in the following section, the students in these classes were also aware of strategies they could use to understand English and communicate in English. With respect to the analysis of the impact of language choice, evidence of these underlying differences surfaced in the frequency of responses of the eight categories used for the analysis. Drawing on data available in Table 4 of the Liu et al. study, the following items are of particular note. Whereas students in the Korean teachers' classes answered spontaneously in English to teachers' initial use of English in 39.4 % of instances, the ESL students in the present study did so 62.4% of the time. Whereas the students in the Korean teachers' classes answered spontaneously in Korean to teachers' initial use of Korean in 21.3% of instances, in the present study the use of French for this category accounted for only 4.8% of instances. The present

study thus extends the results reported in the Liu et al. (2004) study through the analysis of a very different school cultural context involving ESL teaching in the French-medium school system within the province of Quebec.

6.4 Students' perceptions of L1 and L2 use in the ESL class

In the present study, results from the questionnaire showed that there were no significant differences amongst the five schools with respect to how students perceived their own performance in their English classes or their level of anxiety. In other words, students felt relatively positive about their ESL classes insofar as they often understood and did not feel unduly stressed out or frustrated. One possible reason for this, which will be elaborated on below, could be teachers' use of teaching strategies to help students deal with learning a L2. To date, certain studies suggest that contextual factors may have a bearing on how students perceive L1/L2 use in the SL classroom (Gagné & Parks, 2012; Nagy, 2009b ; Parks, 2015; Rolin-Ianziti & Varshney, 2008; Shin, 2012). More specifically, Macaro and Lee (2013) suggest that young students need to be taught strategies to help them access L2 only input and underscore the need for further research in this area. From a pedagogical viewpoint, however, the literature is rich in terms of the various strategies which have been recommended to teachers for maximizing the use of the target language, (Chambers, 1991; Crichton, 2009; Leloup et al., 2009, 2013; Turnbull 2006).

Although students appeared to be only somewhat aware of their teachers' strategies to maximize the use of English, awareness of their own was quite striking. As reported in chapter 5, the students perceived themselves as often looking up words in a dictionary (question 10e), asking a friend for help (question 10f), and asking the teacher for help (question10g). In two of the schools the students perceived themselves as often referring to posters as resources to maximize the use of English (question 10c). With reference to students use of the question - "how do you say (X) in English?"- results showed that in three schools this strategy was often used. However, students in all schools rated themselves as rarely using gestures (question 10a) or drawing (question 10b). This could possibly be explained by the fact that these latter strategies are harder to use. On the whole, however, students in all five schools perceived themselves as using a variety of strategies although in certain schools some strategies were used more than others.

Although as discussed in Chapter 5, there were no significant differences in terms of students' perceptions of their performance in their classes or their level of anxiety, one of the teachers, Kora differed from the other four teachers in significant ways. First, as shown in the quantitative analysis of the amount of French used in the observed classes (research question 2), Kora stood out as she used almost no French (less than 1% of the time). This low L1 use was also reflected in the student questionnaire, as students from her class, in contrast to the other four classes, perceived their teacher as *rarely* speaking in French (question 6). Moreover, Kora's students, also in contrast to the other four classes, preferred her to *rarely* speak French in class (question 7). This could possibly be explained by the fact that she was a more skillful teacher in terms of her ability to use strategies. As evidenced in the final interview, Kora evoked a larger list of strategies than any of the other teachers. The following excerpt taken from one of the stimulated recalls also suggests the importance she accorded to using strategies as well as the variety of ways she used to avoid the use of the L1:

> Kora: Ok the kids, the students are used to looking at me and they know I do a **lot of gestures**. They know that I use **the board.** They know that …I give **lots of examples** when I speak English. When I explain something and they do an activity, I always **take a student and do the activity with the student that does understand** -- example Isabelle she is very good in English -- sometimes I used her as a partner. Then I show the students and they see that there is a conversation and they understand what is going on. There is **always a model for them.** I **use lots the board**. I have **my strategy cards** that I use at the beginning of the school year, I show them. And in their student book they see the strategy cards -- they see the strategies. They see **pictures,** they know that they must speak English at some time. They know that they must **use their dictionaries.** (…) I **simplify things** and use a **lot of repetition**. They know that I have the reflex of always trying and trying, and trying to explain things in English before I use French. (2SR-clip7Kora)

By contrast with Kora who used French the least, Iris a novice ESL teacher, used the most French in her classes (i.e., 18.5% of the time on average). As previously discussed, Iris felt insecure about her use of strategies and tended to switch to French when difficulties arose. In the final interview, Iris confided that as a novice teacher with just a couple of years' experience as an ESL teacher, she was in the process of building up her strategies to maximize her L2 use.

Even though students did not feel anxious about their performances in their English classes, results from the questionnaire nonetheless showed that students preferred that their

teachers use French for certain activities. Thus, students from all schools tended to prefer their teachers to often use French to explain new words (question 9a), to explain grammar (question 9b), to explain homework assignments (question 9c), to give instructions (question 9d), to make jokes (question 9f) and to discuss language learning strategies (question 9g). In four of the five schools (question 9e), students also preferred their teachers to often use French for giving exam instructions. This is in agreement with Macaro and Lee's (2013) study where two-thirds of the participants (adult and young learners) agreed that teachers should switch to the L1 (Korean) because it was more effective than English only in helping them understand tests, assignments, or other administrative information. Similar conclusions were reached by Chavez (2003), who conducted a study with students at the University of Wisconsin, and whose results showed a strong student preference for matters of evaluation to be performed in the L1. In the present study the fact that all students perceived themselves as not feeling anxious in their L2 class thus seems contradictory with respect to their stated preferences for the use of the L1 for different purposes. However, this could possibly be explained by the fact that children (as opposed to adults) are less aware of the importance of L2 input, a point which was also evoked in Macaro and Lee's study (2013).

The present study also lends support to those studies which have pointed to the relevance of the broader social context (Lin, 1999; Nagy, 2009a ; Parks, 2015; Rolin-Ianziti & Varshney, 2009; Shin, 2012; Winer, 2007) with respect to attitudes toward L1/L2 use. As will be recalled, in this study students of all five schools tended to often perceive their families as encouraging them to learn English (question 13) or as needing English for travel purposes (question 15). In four of the five schools, the students also perceived themselves as often needing English for work-related purposes (question 14). These results are in agreement with Nagy's (2009b) study which showed that, for children, travel and work were amongst the most frequently cited reasons for learning English. With respect to the work issue, the one school where students did not perceive English as being important for this purpose was School E. As explained by the teacher, Iris, this could possibly be due to the social context in which the school is situated. First, the school is located in an economically disadvantaged area. Secondly, the students were often from immigrant families of diverse origins and languages; in certain instances, they were learning English as a third language. Thirdly, some of her students also had learning difficulties.

Other teachers in the study (i.e., Mira and Solange) also commented on the fact that students' family context could affect students' attitudes toward learning English.

From a research point of view, Winer (2007) has also signalled how within Quebec schools, the challenge of maximizing the use of the L2 can be greatly affected by the diversity of the school clientele: "they (teachers) may have more or less homogenous, white, Francophone monolingual students, extremely ethnically diverse multilingual students; a mixture of any level(s) of English competence together with fluent bilinguals; separated or inclusive students with special needs (learning or behavioural difficulties)" (p.494). Thus, although as indicated in the present study the broader social context appears to have positively mediated students' attitudes toward the perception of the usefulness of L2 outside of the school context, it is not unusual to find students who may in this regard be less aware.

6.5 Consideration of code-switching within the ESL elementary classrooms from a sociolinguistic perspective

As previously discussed (Chapter 2), within a sociolinguistic perspective code-switching may be considered as one resource amongst others which teachers have recourse to in order to achieve their interactional goals. The results of the present study provide insight into how English and French were variously used by teachers to fulfil their institutionally sanctioned roles as ESL teachers of which a primary responsibility was to help their students learn the target language, English. In this regard, as indicated by the analysis of the reasons evoked by teachers to explain their code-switching (an emic perspective), recourse to French was used first and foremost as a tool to mediate learning. As revealed by this analysis, 67.4% of the instances involving recourse to French were attributed to instances coded as comprehension (35.3%), translation (17.2%), and grammar (14.9%). However, a primary function also pertains to the need for the teacher to maintain an appropriate environment for learning. In the present study, discipline-related recourse to French accounted for 17.8% of instances. As well, in addition to attending to the needs of the class in general, the results showed that the teachers were also attentive to individual needs which accounted for 20.6% of instances.

A particularly noteworthy concrete example of the institutionally sanctioned role of the ESL teacher (MEQ, 2001) observed in this study is the use of time outs. Time-outs were officially sanctioned by the Ministry of Education and recommended as a means of maintaining

the “Englishness” of the ESL class. As such in sociolinguistic terms, with respect to the use of English they served as a boundary maintaining mechanism at the symbolic level. As revealed in this study, teachers were actively making use of this mechanism. Also of interest in terms of efforts by teachers to respond to institutional role preferences is the teaching of strategies. Within the MELS ESL curriculum, the teaching of strategies is a major curricular objective and is acknowledged by the MELS as one instance in which resorting to a time-out would be appropriate. In this regard, the recourse to French for the teaching of strategies emerged as a coded category and accounted for 5.1% of total instances.

However, as also revealed by this study, teachers varied in terms of their recourse to French both in terms of their average overall use and in terms of the variation from lesson to lesson. As previously noted (Chapter 2), the recourse to code-switching is one possible resource for achieving interactional goals amongst others. Of particular note in this study is the degree to which teacher skill in terms of using strategies to maximize the use of English can vary. In this study, one teacher, Kora, stood out as being particularly skilled in terms of using strategies to avoid recourse to French and thus achieve her interactional goal of maximizing the use of the target language. Analysis of teacher talk further confirmed the low use of French (less than 1% as an overall average). Within studies on code-switching in the society at large, the overall results of this study show how in a school context the actual use is dependent on a variety of situational factors. In this regard in this study, the teachers’ beliefs relative to their commitment to maximizing the use of English, the official school curriculum which prioritized this goal, the skill of the teachers in terms of their use of strategies to maximize the use of English, and the types of students in their classes variously mediated outcomes in terms of the use of French.

The present study also sheds some light on situational factors which could mediate students’ recourse to code-switching. In this regard, the analysis of how teacher choice of language when conversing with students impacted on student choice of language showed that when teachers spoke to students in English a relatively high percentage spontaneously responded in English. Also, compared to the Korean context reported on by Liu et al. (2004), teachers and students resorted to the L1 much less frequently. In the case of Kora’s students, the recourse to French was particularly low. One reason for this, particularly in the case of Kora’s students, as suggested by data from the students’ questionnaires, is that they were more conscious of strategies which they could use in order to avoid the use of French. In other words,

in terms of communicative options, these students appeared to have a more extensive range of resources on which to draw.

6.6 Conclusion

In this chapter, I discussed the findings related to the research questions with reference to previous studies on SL teaching and on code-switching in the second and foreign language learning. In the final Chapter, I will present the conclusions of this study.

CHAPTER 7

CONCLUSION

7. Introduction

The previous chapter discussed the findings related to the research questions with reference to previous studies on code-switching in ESL classroom. This chapter presents the conclusions of this study. To this end, I first summarize the findings for the five research questions and report on the originality of the study. Following this, I discuss the pedagogical implications and provide recommendations for future research.

7.1. Synopsis of the findings

The first research question sought to investigate the amount of L1 used by the core ESL teachers when interacting with their students during teacher-centered activities. To this end, the videotapes were analyzed to calculate the amount of time ESL teachers used the L1 in their classes as a percentage of total teacher talk. For the four lessons transcribed, four of the five teachers showed a great deal of variation, i.e., Solange from 0.5% to 21%, Joanne from 9.8% to 36%, Mira from 0.9% to 19% and Iris from 6% to 28%. The findings also showed that Kora stood out as the teacher who spoke English in class the most consistently. Indeed, she resorted to French less than 1% of the time. By contrast, of all the teachers Joanne and Iris used the most French, i.e., 21% and 18.5% on average respectively. The two remaining teachers, Solange and Mira resorted to French less than 10% of the time, i.e., 8.2% and 6.8% respectively. Results also revealed that the real average percentage of talk in French tended to be lower than the amounts estimated by either the teachers themselves or their students.

The second research question sought to investigate why the elementary grade core ESL teachers used the L1 in their classes. To this end, the stimulated recall data were analyzed and the reasons given by the ESL teachers coded into categories and subcategories. Ten main reasons were identified: teacher characteristics (CHA), classroom management (CLM),

comprehension (COM), grammar (GRA), individual needs (IND), time out (TMO), translation (TRA), teaching strategies to students (TSE), shared conventions (SHC) and topic unrelated to ESL class (TOP). Findings show that the most frequently occurring category pertained to individual needs and accounted for approximately 21% of the data (IND = 20.6%). The other 4 most frequently occurring categories were translation (TRA = 17.2%), classroom management (CLM = 15%), teacher characteristics (CHA = 11%), and teaching grammar (GRA =10%); these five categories together accounted for approximately 73% of the data.

Two of the main codes, comprehension (COM) and grammar (GRA), and two subcodes discipline (DIS) and save time (STM) also appeared as subcodes in other categories. To better represent the relative weight of these four items, all instances were combined and shown as percentages of the total data. The combined data show that the ESL teachers' perceived need to ensure comprehension accounted for 35% of all uses of French. In terms of the remaining three items, concerns related to discipline accounted for approximately 18% of the data, grammar approximately 15 %, and the use of French to save time approximately 7%.

The third research question aimed to know how the ESL teachers viewed the use of the L1 and the L2 in their classes and the factors that favored the use of the target language. Analysis of the results from both the pre-interview questionnaire and the interviews showed that:

- All teachers rated as very important their personal beliefs about language learning and teaching, their experiences as L2 learners and the support provided by the school. They all agreed that their personal beliefs were closely related to their experiences as L2 learners and emphasized the importance of having students interact in English. Regarding school support a very important aspect mentioned by all five teachers pertained to whether or not they had their own ESL classroom to facilitate the creation of an ESL environment with visuals and resources.
- Although all five teachers felt that it was important to use English in the classroom, none totally excluded French. First and foremost, all teachers emphasized that French might be necessary to establish a personal connection with students and to respond to individual students who were having difficulties. Other reasons variously evoked included the need to use French to teach grammar and maintain discipline, especially for the purpose of saving time.

- Teachers emphasized the way in which students' family environment could positively or negatively influence their students' attitudes to learning English. In some schools the families actively encouraged their children to learn English so it was easier to work with them in English.
- Even though some teachers expressed reticence with respect to certain aspects of the new ESL curriculum, on the whole they were appreciative of the emphasis placed on the importance of speaking and interacting in English in the ESL classroom.
- Concerning the ongoing professional development through the SPEAQ convention, four teachers considered it as a way of updating their knowledge about teaching and, for one of the teachers, Iris, it was an opportunity to speak English with other colleagues.
- Teachers varied in terms of the importance they accorded to the strategies identified on the questionnaire. Kora and Solange identified all eight strategies (i.e., personal effort to speak more English, using gestures/mime, using pictures/posters, giving explanations in English, using cognates, using circumlocution, establishing rules to remind students to speak English, and teaching students to use functional language) as being very important. For her part, Iris identified five and Joanne and Mira only two.

The fourth research question sought to determine to what degree the teachers' choice of language influences the students' choice of the L1 or L2. Findings from the descriptive statistics analysis show that the categories most resorted to were TE-SE1 and TE-SF1. More specifically, when the teacher spoke in English out of the total number of responses identified, 62.4 % were in English (without the students having been asked to respond in English) and 30.1% in French (without the students having been asked to respond in French). Few instances were noted for the remaining categories, e.g., TF-SF1 (students responding in French to teacher's French without having been asked to do so), TE-SE2 (students responding in English to teacher's English without having been asked to do so) and TF-SF2 (students responding in French to teacher's French without having been asked to do so).

With respect to individual teachers, of particular note is Kora's class. Compared to all the other classes, students in Kora's class responded more frequently in English to the teacher's English without having been asked to do so (i.e., 83.4% of the total number of responses). In addition, her class also stands out as all the students responded the least frequently in French

when addressed in English (i.e., 15.8% of total instances). In terms of success with having students respond in English, Iris's class fared second best; in 70.6% of the total number of instances, students in her class responded in English compared to 19.4% in French. Of the remaining classes (Solange's, Joanne's and Mira's), it is of note that students responded in French to teachers' English in almost 40% of the instances (38.8%, 38% and 36.5%, respectively).

The *fifth research question* aimed to investigate students' views on teachers' use of the L1. Data from students' responses to a questionnaire were statistically analyzed using ordinal and binomial regression to determine if any significant differences existed amongst the five different classes. Results from the questionnaire showed that there were no significant differences amongst the five schools with respect to how students perceived their own performance in their English classes or their level of anxiety. In other words, students felt relatively positive about their ESL classes insofar as they often understood and did not feel unduly stressed out or frustrated. With respect to students' perceptions of their teacher's use of French in the classroom, students in Kora's classroom (School A) perceived her as rarely using French, a significant difference with respect to the other four schools. Other findings include the following. With respect to students' perception of their teachers' use of strategies, a significant difference emerged with respect to the use of visuals for two of the five schools. As pertains to students' perceptions of their use of strategies for maximizing the use of English, all students perceived themselves as often using gestures, looking up words in a dictionary, and asking a friend or the teacher how to say the word in English. Significant differences between schools were observed for referral to posters to get help with words or using the questions 'How do you say (X) in English?' Students of all five schools indicated they would like their teachers to use French often for explaining new words, explaining grammar, explaining homework assignments, giving instructions, and making jokes; all schools but one also wanted their teachers to explain exam instructions in French. All students perceived their families as encouraging them to learn English or needing English for travel purposes. With respect to the need of English for work-related purposes, a significant difference emerged, with students of one school less likely to see a need than students in the other four schools.

7.2 Originality of the study

The present study contributes to research in the following ways:

1. As in previous studies (De la Campa & Nassaji, 2009; Edstrom, 2006; Rolin-Ianziti & Brownlie, 2002), comprehension (35.3% of the total number of excerpts), discipline (17.8%), and grammar (14.9%) emerged as major reasons for resorting to L1 use. However, in contrast to past studies which used an etic researcher perspective to analyze reasons for L1 use, the present study opted for an emic perspective in which teachers themselves were asked to identify the reasons for which they used the target language based on video clips of their lessons. This more fine-grained analysis enhances our understanding of the reasons resorted to by teachers in three ways. First, the present study brought to light one reason not previously mentioned in other studies, namely the use of time-outs which are recommended for use by ESL teachers by the Ministry of Education. From a sociolinguistic perspective, such time-outs perform a symbolic boundary maintaining function in order to preserve the "Englishness" of the ESL classroom. Second, although in previous research certain reasons for resorting to the L1 such as to save time, fatigue, lack of experience, showing empathy, or speaking French for no good reason have been evoked in interviews, they tended to elude inclusion in researcher etic-based analyses. The present study more clearly showed how such reasons emerged in the context of the L1 use in the videotaped lessons. Third, in contrast to previous studies, the resultant analysis of the present study brings to light a more nuanced analysis in terms of relationships between main categories and subcategories. Thus, for example, saving time emerged in association with classroom management, individual needs, and translation.
2. Compared to past studies that have only infrequently reported on individual variation amongst teachers with respect to their L1 use within their own lessons (De la Campa & Nassaji, 2009; Edstrom, 2006; Nagy, 2009a), the present study adds to this research in terms of providing empirical evidence of the nature of this variation amongst ESL teachers teaching in a different cultural context, i.e., school children within ESL classes in the elementary francophone school system within the province of Quebec. In contrast to past studies, where individual variation within individual teacher lessons has typically been confined to time (Duff & Polio, 1990; Edstrom, 2006; Nagy, 2009a), the present study

contributes to those few studies (De la Campa & Nassaji, 2009; Rolin-Ianziti & Brownlie, 2002) which also pinpoint differences in the reasons for such variation. Thus, in the present study, for example, time-outs were the most frequently occurring reason evoked for recourse to French by Solange whereas for Mira the most frequently occurring reasons were teacher characteristics and translation. Although in Nagy (2009a) self-confidence was evoked as a possible reason for resorting to French, no data were provided. In the present study, the case of Iris lends support to her contention.

3. As in Carless' (2004b) study, one teacher in the present study, Kora, stood out from the others in terms of having a consistently low rate of L1 use (less than 1%). As revealed in the interview with Kora, she was also the teacher who made the greatest use of strategies to maximize her use of English (e.g., gestures, functional language cards, pictures dictionaries). The case of Kora lends credence to those teachers and researchers who have argued from a pedagogical perspective (Carless, 2004b; Chambers, 1991; Nagy, 2009a ; Turnbull, 2006) for the need to enhance teachers' awareness of the strategies which can be used to increase target language use in the second language classroom. Considering the elementary level of language proficiency of the students, the present study also underscores Carless' (2004b) contention that the teacher's experiences, beliefs and competencies may be a more significant factor in terms of target language use than the students' language level.
4. To my knowledge, the only study which has empirically studied the impact of the teacher's choice of language on that of the students' is the Liu et al. study (2004). Although as in the case of the Liu et al. study the present study shows spontaneous convergence with teacher choice of language, it also presents classes evolving in a very different sociocultural context where teachers are using relatively large amounts of English in the class and where all teachers are conscious of the importance of teaching strategies. Whereas students in the Korean teachers' classes answered spontaneously in English to teachers' initial use of English in 39.4 % of instances, the ESL students in the present study did so 62.4% of the time. In contrast to the Korean teachers' classes where students spontaneously answered in Korean to teachers' initial use of Korean in 21.3% of instances, in the present study the use of French for this category accounted for only 4.8% of instances. The present study thus extends the results reported in the Liu et al. study through the analysis of a very different

school cultural context involving ESL teaching in the French-medium school system within the province of Quebec. More generally, the results support those studies which suggest that contextual factors may have an influence on how students perceive L1/L2 use in the second language classroom (Gagné & Parks, 2012; Nagy, 2009b ; Rolin-Ianziti & Varshney, 2008).

5. As revealed by the questionnaire results, despite relatively high levels of English use in their classes, the Cycle 3 elementary grade students did not feel unduly stressed. One reason for this may be due to the teachers' use of strategies. In contrast to previous studies (Levine, 2003; Macaro & Lee, 2013; Rolin-Ianziti & Varshney, 2008) which have focused on students' perceptions of teachers' L1 and L2 use, the present study also examined the latter's perception of strategy use within their classes. Results of the survey reveal that students perceived their teachers as using strategies to a certain degree, particularly in regard to the use of visuals. However, what emerged more strongly was students' perception of themselves as using strategies to communicate in the target language. Results of the questionnaire showed that students from all five schools perceived themselves as *often* using gestures, looking up words in a dictionary, asking a friend how to say the word in English, or asking a teacher how to say the word in English. In two of the five schools, students perceived themselves as making a greater use of posters in the classroom to find out how to say a word in English, finding which was significant at a statistical level. Another significant difference also emerged with respect to the question pertaining to students' perceptions of the degree to which they used the question '*how do you say (X) in English*?'; in this regard, students in two schools perceived themselves as making a greater use of this strategy. Nonetheless, despite the relative lack of stress and the awareness of strategies to communicate in the target language, students showed a preference for the use of French by their teachers with respect to certain activities such as explaining new words, grammar, homework assignments, giving instruction, making jokes and discussing language learning strategies as well as, in four of the five schools, for exam instructions. This finding thus concurs with similar findings reported elsewhere (Macaro & Lee, 2013).
6. The present study also lends support to those studies which have pointed out the relevance of the broader social context (Nagy, 2009a; Parks, 2015; Rolin-Ianziti & Varshney, 2008; Winer, 2007) with respect to students' attitudes toward L1/L2 use. In this study students of

all five schools tended to often perceive their families as encouraging them to learn English (question 13) or as needing English for travel purposes (question 15). In four of the five schools, the students also perceived themselves as often needing English for work-related purposes (question 14). To explain this difference, reference to the social context and family influences with respect to learning English were evoked.

7. From a methodological point of view, to my knowledge, this study appears to be the first to have analyzed percentages for the use of English and French using digital editing features. In past studies, researchers have typically resorted to word counts or timing with a stopwatch, procedures which could both be more onerous and time-consuming.

7.3 Pedagogical implications

As a result of my reflections on the present research, I would like to suggest the following pedagogical implications regarding ESL teachers and their students.

Regarding teachers

As suggested by Edstrom (2006), ESL practitioners could be encouraged to engage in action research in their own classes in order to become more aware of the reasons why they are using the L1 and the amount of time such use might entail. As shown in the present study and others (De la Campa & Nassaji, 2009; Rabbidge & Chappell, 2014), recordings of the classroom interaction, especially videotaping of class sessions, can be a useful tool for facilitating reflection.

As well, preservice and in-service teachers could exchange on their experiences with respect to their use of strategies (with or without recordings of their classroom teaching). More experienced teachers (such as Kora in the present study) who are already teaching communicatively could share how they use tasks and activities to promote oral interaction with learners through the use of such strategies as short instructions, body language, visual clues and pictures, as well as games. In a similar vein, mentors with relevant skills could be identified, especially with regard to novice teachers. As Shin (2012) recommends: "one way to effectively reduce the alienation of novice teachers is to assign mentors able to serve as protective *windbreaks*" (p. 559).The use of mentors could help offset the institutional constraints exerted by the school culture, and the norms surrounding the teaching and learning of English. Shin (2012) argues that if change in the educational system is to take place "it can't be done alone"

(p. 562). As noted by Shin, the most frequent suggestions made by novice teachers in her study to overcome the challenges of using the L1 were to have meetings to talk openly, to share ideas from individual experience, to discuss teaching methods, and to select what could be introduced without too much difficulty. To facilitate such exchanges, blogs or forums could also be used. In addition, videotapes of teachers using strategies to maximize the L2 could be helpful.

As shown in the present study and others, the use of the L1 can involve important pedagogical functions as well as help teachers establish a personal relationship with their students. In this regard, as signalled by Lin (1999), the need to resort to the L1 can be particularly important with students who are resistant to learning the target language. In such instances where the students' habitus diverges from academic expectations, "what matters is not whether a teacher uses the L1 or the L2 but rather how a teacher uses either language to connect with students and help them transform their attitudes, dispositions, skills, and self-image -- their habitus or social world" (p. 410). More fundamentally, it is important for teachers to understand that the L1 can at times be a useful resource for attaining pedagogical goals and thus need not feel guilty about such use.

However, this said, teachers should not lose sight of the importance of increasing the use of English as recommended by Levine (2011). Although as Levine points out, research on code-switching practices shows that the use of the L1 in language classes frequently emerges as the default condition (even to the point where the L1 is the unmarked code choice), this does not mean that this default condition should be accepted. Indeed, most researchers and practitioners who have argued against the English only policy are also quick to point out that L1 abuse must be avoided. Thus, in this regard, Prodromou signals (2002): "Our strategic objective will continue to be maximum interaction in the target language and the role of the mother tongue will be to enrich the quality and the quantity of that interaction in the classroom, not to restrict or impoverish it" (p.5) (cited in Deller & Rinvolucri 2002*)*. As such, it is incumbent on teachers to hone their use of the strategies that can be used to maximize L2 use as recommended in a number of publications (Chambers, 1991; Crichton, 2009; Leloup, Ponterio & Warford, 2013; Turnbull, 2001, 2006). As suggested by Carless (2002), "teachers themselves can serve as good language models by using the target language as far as possible when interacting with their classes" (p. 393). As the results of this study and that by Liu et al. (2004) have shown, there is a tendency on the part of students to converge with their teachers in terms of the language used

to address them. In other words, teachers should take the initiative to communicate with their students in the target language. However, as suggested by the literature on communication strategies (Mitchel, 1988; cited in Ellis, 1990), they need to support their students' efforts at comprehension and expression through the use of relevant L1 or L2-based communication strategies (Mitchel, 1988; cited in Ellis, 1990) (e.g., resources such as pictures, word banks, posters with functional language).

Although as discussed above, individual teachers need to develop their teaching skills and strategies, school principals also have a role to play in terms of helping create conditions which would enable teachers to maximize their own and students' use of the target language. In this regard, one aspect pertains to whether or not the L2 teachers have their own classroom. As discussed in the present study, having one's own classroom makes it possible to put up posters with the functional language that students can refer to for various activities. Another point pertains to the availability of technological tools such as computers or an interactive board (SmartBoard, ActivBoard). Interactive boards are particularly useful for work with elementary students as it makes it possible to display pictures with the target language vocabulary as well as engage students in various types of interactive activities.

Another factor with implications for the teacher's ability to maximize the L2 pertains to the degree that teachers feel supported within the school by colleagues and parents. In the present and other studies (Nagy, 2009a ; Parks, 2015; Shin, 2012), it has been shown that teacher L1/L2 use relates not only to their skills or language proficiency but also to the school and the broader social contexts. In the present study, during the final interviews teachers agreed that their school contexts constituted an important factor that hindered or promoted the L2 use in their classrooms. For instance, Kora talked about her current school as a very supportive context for her ESL classes, as she felt well supported by her school community: her colleagues, the principal and the parents.

Within a community of practice (Lave and Wenger, 1991) perspective, some members of the school such as student teachers or novices are acknowledged as having a legitimate role but in terms of their influence may be at the periphery of their community. In the case of Kora, due to the respect shown by her school colleagues and parents, she felt validated and in Lave and Wenger's terms could be viewed as a "full participant". By contrast, the novice teachers

Iris and Mira were struggling to obtain better conditions to teach in English in their schools. Iris, in particular, was using the L1 not just for pedagogical reasons but classroom management. As previously discussed, Iris collaborated with the specialist teachers of her school in a classroom management system which involved students in competing for a specialist trophy, a collaboration which also enabled her to better integrate into the school community. In other words, before time could be devoted to maximizing English, Iris needed to prioritize classroom management and the creation of an environment which would enable her to teach. Furthermore, as signalled by Shin (2012) “for novice teachers, being accepted as a member of school society as quickly as possible is vital” (p. 554).

Regarding learners

Consciousness raising with respect to L2/L1 use should also be promoted amongst students. As Levine (2011) suggests, encouraging a "critical reflection about code choice issues" (p. 70) needs to be pursued in order to make the L2 the unmarked code in the language classroom community of practice. In this regard, students can be asked to reflect on the strategies they are using to understand the target language as well as strategies they can use in order to express themselves. Thus, as shown in the MELS ESL video, My First English Class, students in a Grade 3 class were asked to reflect (in French) on how they could understand English even though this was their first class. Indeed within the MELS ESL program, in addition to having students reflect on their language learning processes, students are explicitly taught communication and language learning strategies. With respect to the L1, one particularly relevant strategy for young francophone learners is to take note of French-English cognates (White & Horst, 2012) which can facilitate comprehension, especially when involved in reading. In terms of creating an awareness of the need to try to use English, the time-out strategy serves as a reminder. In order to encourage students to make an effort and show an appreciation of L2 use, various motivational systems (e.g., stickers, tickets for draws, self-evaluations, play money) can also be used (Carless, 2007). At the psychological level, such strategies in addition to serving as reminders also help young learners to become more self-regulated in term of their code choices and their efforts to use the target language. As shown in the present study the case study teachers were engaged in strategy instruction and at times used French to encourage reflection.

In the case of learners who are resistant to learning English, teachers can initially, as suggested by Lin (1999), use the L1 or the L2 to establish a personal rapport with them and to help them to transform their *habitus*. To do so, various other strategies can be used. For example, ESL teachers can discuss with students how English could be potentially useful for them outside the classroom (e.g., English music, games on the Internet, travel, work). Another way could be by using the Internet resources to engage students in tandem learning activities so they can practice their English in meaningful ways with native speaking peers and thus discover that using English is very useful and motivating (Kotter, 2003; Priego, 2007). Visits to the classroom by bilingual speakers and school trips to English-speaking areas could also be valuable in this regard.

7.4 Limitations of the study

There are some factors that limit the relevance of this study. Firstly, one potential problem could have been the fact that teachers may have been on their guard as they were fully aware of being filmed, and this may have affected their classroom practices, what is often referred to as the 'observer's paradox' (Labov, 1972). Nevertheless, the fact that the researcher decided to visit each class six times during the school year helped counter this effect. As an example, one of the teachers was so confident in the second period of observation that she did not hesitate to show the researcher how she used the L1 to teach and practice grammar.

Secondly, closer attention could have been given to finding out from the teachers whether or not they felt their English proficiency level was a factor affecting their L1 use. During the final interview, the teachers could have been asked to comment on this.

Another limitation of this study is that it includes only five teachers. Because of this the results cannot be generalized to the entire population of language teachers in Québec. However, the meticulous analysis of the data from each of the teachers is telling and suggests that furthering the investigation and including more teachers in different contexts would be worthwhile.

7.5 Recommendations for future research

To our knowledge, the present study is the first to explore the use of code-switching in ESL classes in the Francophone school system in the province of Quebec. As this study was conducted with core students in the third cycle of elementary grades, it would be of interest to have additional studies, in particular with teachers and students in the elementary first or second cycles or in core ESL programs in high school. However, in addition to exploring the reasons for code-switching, considering the importance of teaching strategies within the ESL programs in the province of Quebec, it would be useful to simultaneously explore the use of strategies by teachers and students. As contextual factors can influence L1/L2 use (Gagné & Parks, 2012; Lin, 1999; Parks, 2015; Shin, 2012), special attention needs to be given to such factors.

Secondly, although in the present study students were asked to report on their use of communication strategies for avoiding L1 use via a questionnaire, future studies could explore actual use by students of strategies in whole class and pair/group contexts and the way such use impacts on the amount of L1 use. In addition, the role of the teaching of strategies and the availability of functional language needs to be more closely attended to. Although socioculturally oriented studies involving peer work have brought to light various L1 uses related to the carrying out of tasks (e.g., moving the task along), as suggested by Levine (2011), such uses could potentially benefit from explicit teaching of relevant functional language.

Thirdly, although there have been numerous calls, empirical research relevant to optimal L1 use is scant (Tian & Macaro, 2012; White, 2011) Such research as shown in the case of the Tian and Macaro (2012) study must demonstrate whether the use of the L1 has any added value in terms of language acquisition compared to skillful use of L2 strategies to get meaning across. As suggested by Lin (2008), long-term ethnographically oriented studies would be useful to more closely delineate how the use of the L1 could facilitate language learning as well as how strategy instruction might affect students' use of the L1 and openness to L2 use.

Fourthly, research suggests that L2 learners can have recourse to the L1 for various purposes including code-switching as a communication strategy to keep the conversation moving along versus discourse-related functions (Arnfast & Jorgensen, 2003; Powtowski, 2009), explanations for learning related purposes (Simon, 2001), languaging (Swain, 2000), identity construction (Fuller, 2009), or resistance to the target language (Lin, 1999; Parks,

2015; Winer, 2007). More research needs to be conducted in order to tease out and better understand these various purposes, especially within ESL classes in the Quebec context.

Finally, although various suggestions have been made in terms of how teachers might raise their awareness of their code-switching practices (including those of the present study), to my knowledge no studies have documented longitudinally how teachers engage in reflexive practice and change over time. Such studies could be useful in terms of shedding light on how they become aware of certain strategies for maximizing the use of English and integrate them into their teaching as well as how they might seek to optimize L1 use. As the present study and a limited number of other studies (Carless, 2004b) have shown, teachers awareness of strategy use and their skill in using strategies can have an impact on the degree to which the L2 is used. In a similar vein, studies of how teachers intervene to bring about increased use of the L1 in their classes in both whole class and peer settings are also needed.

7.6 Concluding Remarks

The goal of this study was to explore the code-switching practices of elementary grade core ESL teachers as well as to examine how the teachers and the students viewed these practices. To do so, case studies were conducted with five elementary core ESL teachers who were teaching in the third cycle in Francophone schools in the Quebec City area. Through a fine-grained emic analysis, this study illuminated how these five teachers variously used French as a resource to fulfil their institutional roles as teachers. In addition, the study also shed light on how strategies as a pedagogical resource could also be variously used by teachers to maximize the use of English. Considering the elementary level of language proficiency of the students, the present study underscores Carless' (2004a) contention that the teacher's experiences, beliefs and competencies may be a more significant factor in terms of target language use than the students' language level.

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APPENDICES

APPENDIX A: Pre-Interview Questionnaire for ESL Teachers

1. The degree to which I use English (as opposed to French) in my English class is influenced by the following factors:

a. my personal beliefs about language learning and teaching
0☐ not important at all
1☐ not very important
2☐ important
3☐ very important

b. the New English as a Second language Curriculum(reform)
0☐ not important at all
1☐ not very important
2☐ important
3☐ very important

c. support within the school for English
0☐ not important at all
1☐ not very important
2☐ important
3☐ very important

d. support from the parents for English
0☐ not important at all
1☐ not very important
2☐ important
3☐ very important

e. type of students in class
0☐ not important at all
1☐ not very important
2☐ important
3☐ very important

f. Other (specify):
_____
0☐ not important at all
1☐ not very important
2☐ important
3☐ very important

2. Since the implementation of the new ESL curriculum the percentage of English, I use English in class is:
0☐ less than before
1☐ the same as before
2☐ more than before

3. What strategies do you use to increase the use of English? :

a. personal effort to speak more English
0☐ not important at all
1☐ not very important
2☐ important
3☐ very important

b.	teaching strategies – gestures	0☐ not important at all 1☐ not very important 2☐ important 3☐ very important
c.	pictures/ posters	0☐ not important at all 1☐ not very important 2☐ important 3☐ very important
d.	explanations in English	0☐ not important at all 1☐ not very important 2☐ important 3☐ very important
e.	Use of cognates	0☐ not important at all 1☐ not very important 2☐ important 3☐ very important
f.	Circumlocutions	0☐ not important at all 1☐ not very important 2☐ important 3☐ very important
g.	Rules to remind students to speak English/ a motivation system	0☐ not important at all 1☐ not very important 2☐ important 3☐ very important
h.	Teaching student functional language, for example: Can I help you? or May I go to the washroom?	0☐ not important at all 1☐ not very important 2☐ important 3☐ very important
i.	Others (specify)_____ _____ _____	0☐ not important at all 1☐ not very important 2☐ important 3☐ very important

4. Since the implementation of the new ESL curriculum, has anything changed in terms of what you emphasize in class or how you get students to use more English?

_____

_____

_____

_____.

Date:_____ **Name:**_____

APPENDIX B: Interview Protocol

Day of interview

How to proceed:

1. Teacher complets questionnaire (like students). ((10 minutes)
2. Give teacher the interview questions and ask her to complete. (5 minutes)
3. Do follow-up on interview questions.(45 min)
4. Have teachers complete the teacher profile form. (5 minutes)

---

a. my personal beliefs….
   - I see you rated your personal beliefs as « xxx ». Could you please explain why (or why not)?
   - Could you please explain to what degree the following things were important in terms of shaping your personal beliefs: using the L1?
     - the way you learned second/ foreign languages
     - ESL teaching experience
     - educational background
       - degree in teaching ESL? Other degree?
     - workshops (e.g. SPEAQ Convention? Ped days offered by the School commission?)
     - other colleagues
     - other?

b. the new ESL curriculum (Reform)
   - I see you rated this as « xxx ». Could you please explain why (or why not)?
   - Do you have the impression the new ESL curriculum is asking teachers to use English 100 percent English in the classroom? Do you think this is feasible? Why or why not?

   (Move to questions 2, 3, – which also deal with how the new ESL curriculum influenced your use of English in the classroom)

c. Support within the school for English
   - I see you rated your personal beliefs as « xxx ». Could you please explain why (or why not)?
   - What is the attitude in your school towards ESL teaching and you as an ESL teacher with respect to :
     a. the principal? (Does the principal expect you to give your course only in English? Has he/she mentioned this too you?)
     b. other English teachers?
     c. Other teachers (more generally)

   - Is there support for ESL teaching? How is this support reflected?

d. Support from parents
   - I see you rated this as « x». Could you please explain why (or why not)?
   - What is the parents' attidue towards ESL teaching and to you as an ESL teacher?

- Do you think the parents' attitudes influences the degree to which students want to learn English and speak it in your class?

e. Type of students
   - I see you rated this as « xxx ». Could you please explain why (or why not)?
   - Do you think that the students want to learn English? Yes/no? Why?
   - Has the students' attidute to English changed over time? Yes/no? Why? How/ in what way?
   - Do you think that your students agree with the amount of English used in your class?
   - Do yu think they would like you to speak only English in your classoom (no French at all)?

f. Other

2. Ok with respect to question 2, I see you answered (x)
   - If the teacher answered « the same », ask why.

3. For each item, say: I see you answered X for this point. Why?
What are you doing that's different?

Profile

1. **Educational background**
   __ BA in Teaching English as a second language – Year graduated :
   __ Education degree in _____ Year graduated :
   __Other degrees :

2. **Teaching experience**
   Total number of years teaching ESL : _____
   - in elementary shool : ___
   - in high school : _____

   Total number of years teaching subjects other than ESL :
   - in elementary : _____
   - in high school : _____ Which subjects?

3. **Your age : ____**

APPENDIX C: Student Questionnaire

Questionnaire pour les élèves

Classe: ☐**5e** ☐**6e** **École :** _____

Nom:_____

Sexe: ☐**fille** ☐**garçon** **Date :** _____

Langue maternelle : Anglais___ Français : _____ Autre : _____

Section A. Lis attentivement chaque question et coche une des réponses possibles dans les carrés.

1. Je considère mon cours d'anglais comme étant difficile
   - ☐ rarement
   - ☐ quelquefois
   - ☐ assez souvent
   - ☐ souvent

2. Dans le cours d'anglais, je comprends…
   - ☐ rarement
   - ☐ quelquefois
   - ☐ assez souvent
   - ☐ souvent

3 .Je me sens stressé(e) quand j'essaie de comprendre ce que l'on me dit en anglais
   - ☐ rarement
   - ☐ quelquefois
   - ☐ assez souvent
   - ☐ souvent

4. Je me sens frustré(e) par mes efforts de parler en anglais
   - ☐ rarement
   - ☐ quelquefois
   - ☐ assez souvent
   - ☐ souvent

5. En classe, je me sens très nerveux de parler en anglais
   - ☐ rarement
   - ☐ quelquefois
   - ☐ assez souvent
   - ☐ souvent

6. Le pourcentage du temps que mon enseignante parle français dans la classe est de :
   - ☐ 0%
   - ☐ 10%
   - ☐ 20%
   - ☐ 30%
   - ☐ 40%
   - ☐ 50%
   - ☐60%
   - ☐70%
   - ☐80%
   - ☐90%
   - ☐100%

7. J'aimerais que le pourcentage du temps que mon enseignante parle français soit de :
   - ☐ 0%
   - ☐ 10%
   - ☐ 20%
   - ☐ 30%
   - ☐ 40%
   - ☐ 50%
   - ☐60%
   - ☐70%
   - ☐80%
   - ☐90%
   - ☐100%

8. Dans mon cours d'anglais, mon enseignante m'aide à comprendre en utilisant…

a. des gestes
   - ☐ rarement
   - ☐ quelquefois
   - ☐ assez souvent
   - ☐ souvent

b. des images / dessins / photos

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

c. des explications en anglais

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

d. des traductions de mots d'anglais en français

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

9. J'aimerais que mon enseignante d'anglais utilise le français pour…

a. expliquer les nouveaux mots

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

b. expliquer la grammaire

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

c. expliquer les devoirs

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

d. donner des consignes pour les activités

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

e. donner des consignes pour les examens

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

f. faire des blagues

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

g. parler des stratégies d'apprentissage

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

10. Quand je ne sais pas comment dire un mot en anglais…

a. j'utilise des gestes

- ☐ rarement
- ☐ quelquefois
- ☐ assez souvent
- ☐ souvent

b. je fais un dessin dans mon cahier

- ☐ rarement
- ☐ quelquefois

☐ assez souvent
☐ souvent

c. je cherche le mot sur une affiche dans la classe

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

d. j'utilise la question: « How do you say 'x' in English? » (Comment dis-tu X en anglais ?)

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

e. je cherche dans un dictionnaire

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

f. je demande le mot en français à un (e) ami (e)

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

g. je demande le mot à l'enseignante

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

11. Si mon enseignante me pose une question en français, je réponds en français plutôt qu'en anglais

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

12. Si mon enseignante me pose une question en anglais, je réponds en anglais plutôt qu'en français

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

Section B. Lis attentivement chaque question et coche une des réponses possibles dans les carrés. Complète en écrivant si nécessaire :

13. À la maison, ma famille m'encourage à apprendre l'anglais.

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

14. Je pense que plus tard je me servirai de l'anglais pour trouver un emploi :

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

15. Je pense que plus tard je me servirai de l'anglais pour voyager

☐ rarement
☐ quelquefois
☐ assez souvent
☐ souvent

APPENDIX D: Example of transcription

IND: Individual Needs	IND/CON: reassure a student / help them gain confidence/ show empathy	1SR-clip3Kora: A student approaches Kora who notices she is ill. Kora is giving her permission to leave the classroom. Fanny: (inaudible) Kora: *T'as mal au ventre ? Tu* **files** *pas bien? Tu veux-tu aller au secrétariat*? Isabelle go with Miss Fanny to see the secretary's office please ok? **Comment**: Kora: Là, je lui ai parlé en français car habituellement c'est un enfant qui me parle en anglais qui s'exprime. Mais quand j'ai vu l'expression du visage et puis que je voyais qu'elle avait quelque chose d'important à me dire. Je ne voulais pas qu'elle s'enfarge dans des mots et que cela ne prenne plus de temps pour se faire comprendre. Moi, **je trouvais cela important de la laisser me dire les choses et de la rassurer en lui parlant en français : Ok, tu peux y aller, ok tu ne *files* pas (i.e. tu ne te sens pas bien), ok tu peux aller au secrétariat alors tout de suite, par la suite là quand je suis intervenue à propos d'un autre élève là tout de suite j'ai pris la langue seconde. Mais, je voulais comme rassurer l'enfant parce qu'elle ne se sentait pas bien.** Ce n'est pas une petite fille qui joue sur les émotions, sur les sentiments. C'est une petite fille qui est très sérieuse alors quand j'ai vu dans son expression dans son regard qu'elle ne ***fil*ait** pas, à ok, tu me parles en français, je vais te rassurer, je vais te répondre en français c'est bien correct. C'est juste comme (inaudible) que je ne voulais pas qu'elle se sente déjà là qu'elle ne ***fila*it** pas bien, je ne voulais pas lui en mettre plus sur ses épaules. Je ne voulais pas qu'elle dît: comment que je dis ça, ok je laisse faire puis qu'elle retourne à sa place puis qu'elle ne **filait** pas puis qu'elle ne participe pas ce n'était pas le but. Je voyais que quand elle me l'a dit en français je lui ai répondu puis –

APPENDIX E: Consent form for ESL teachers

Lettre de consentement à l'intention des enseignants

Québec, XXX 2007.

Madame, Monsieur,

Mon nom est Olga García. Je suis étudiante au doctorat en linguistique à l'Université Laval sous la supervision de Mme Susan Parks. Je poursuis présentement une recherche sur l'utilisation du français dans les cours d'anglais au primaire pour déterminer comment les enseignants se situent par rapport à cette pratique, les raisons qui motivent leur recours au français et les stratégies, le cas échéant, pour éviter un tel recours.

Pour réaliser cette étude, j'ai besoin de votre collaboration et je vous demande par la présente votre autorisation à cet effet. Plus précisément, aux fins de ma recherche, j'aurais besoin de votre aide comme suit :

- permission de filmer les interactions entre vous et vos élèves (un groupe du 3e cycle, régulier) à trois reprises (trois cours) à deux périodes différentes de l'année (six cours en tout)
- participation à la fin de chaque période d'observation à une séance de réflexion d'une heure où vous serez invité à commenter des séquences sélectionnées de vos leçons filmées (enregistrement audio de vos commentaires)
- entrevue d'une heure à la fin de la deuxième période d'observation (cette entrevue fera l'objet d'un enregistrement audio)
- permission d'administrer un questionnaire d'environ 15 minutes à vos élèves (le groupe observé).

Je m'engage à ce que les informations recueillies durant ce projet par l'intermédiaire d'enregistrements audio et vidéo et de questionnaires soient gardées confidentielles (données identifiées au moyen de pseudonymes, conservées dans des classeurs verrouillés jusqu'à la fin de leur traitement, puis détruites) et utilisées uniquement pour la recherche (rédaction de thèse de doctorat et travaux en vue de publications scientifiques). Enfin, les documents recueillis pour les fins de ma recherche ne seront jamais utilisés à des fins d'évaluation ou de notation des élèves.

Compte tenu du nouveau programme d'anglais, langue seconde, dans le cadre du projet de renouveau pédagogique du MELS, votre participation contribuera à une meilleure compréhension de la pratique du code-switching (alternance des codes), sujet qui s'avère d'intérêt pour tous ceux qui enseignent les langues secondes. À titre de remerciement, je serai disponible à la fin de la recherche pour faire une présentation sur le Mexique dans le cadre de vos cours ou d'une activité de l'école.

Si vous acceptez de participer à cette recherche, il est important que vous signiez le formulaire de consentement ci-joint. Je demeure à votre disposition pour toute précision complémentaire ou, si vous le désirez, pour discuter d'un aspect particulier de cette recherche.

Je vous remercie à l'avance de votre précieuse collaboration et je vous prie d'agréer l'assurance de mes sentiments les meilleurs.

Toute question concernant mon étude de doctorat pourra être adressée à :

Olga García
Étudiante au doctorat en linguistique

Susan Parks, PhD
Directrice de recherche

Université Laval

Courriel :
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Toute plainte ou critique pourra être adressée au Bureau de l'Ombudsman de l'Université Laval :
Pavillon Alphonse-Desjardins, Bureau 3320
Renseignements-Secrétariat : 656-3081
Télécopieur : 656-3846
Courriel : ombuds@ombuds.ulaval.ca

_____
Olga Garcia
Étudiante au doctorat en linguistique

_____
Susan Parks, PhD
Professeur agrégée

Formulaire de consentement
(à l'intention des enseignants)

Étude sur l'apprentissage de l'anglais langue seconde au primaire
(« ALS au primaire »)

Veuillez remplir ce formulaire.

Je, soussigné(e) _____
(nom, prénom de l'enseignante)

□ J'accepte de participer à la recherche.

□ Je refuse de participer à la recherche.

Signature: _____

Date :_____

APPENDIX F: Consent form for ESL Students

FORMULAIRE D'ASSENTIMENT À L'INTENTION DE L'ÉLÈVE

Quel est le but du projet de recherche ?

Le projet veut analyser l'interaction orale dans les classes d'anglais, langue seconde, à l'école primaire. Pour ce faire, nous allons observer et filmer quelques cours dans ta classe d'anglais langue seconde et te demander de répondre à un questionnaire. Ce questionnaire s'intéresse à deux aspects principaux : (a) ton utilisation de l'anglais hors de l'école, (b) tes stratégies d'apprentissage de l'anglais à l'école.

Qui peut répondre?

Pour participer, tu dois être un garçon ou une fille qui fréquente une école primaire en cinquième ou sixième primaire.

Est-ce que c'est long?

Observations : Lors des séances d'observation, ton cours se déroulera comme d'habitude. La chercheure ne te posera pas de questions et n'interviendra pas dans le déroulement du cours. Il y aura six observations au total, à deux périodes différentes de l'année.

Questionnaire : il te faudra environ 15 minutes pour répondre à toutes les questions. C'est facile, tu n'as qu'à lire chaque question et à cocher la réponse ou à compléter avec réponses courtes si nécessaire.

Est-ce qu'on pourra m'identifier ou me retrouver à partir de mes réponses?

Observations : Pour filmer, une camera vidéo sera placée au fond de la salle. À partir de cet angle on te verra surtout de dos.

Questionnaire : Tu n'as pas à fournir ton nom ni tes coordonnées. Il n'y aura aucun moyen pour la chercheure au moment d'analyser les questionnaires de faire des liens entre ton nom et tes réponses. Il ne sera pas possible de savoir qui a dit quoi et seule la chercheure aura accès à ces informations.

Qu'est-ce que ça va me donner?

Ta participation te donnera une occasion de réfléchir, individuellement et en toute confidentialité, à tes stratégies d'apprentissage de l'anglais. Suite à l'administration du questionnaire, un tirage aura lieu pour les élèves qui participeront au projet de recherche. Cinq prix seront tirés (des signets et des jouets mexicains).

Est-ce que je suis obligé de répondre?

Tu es complètement libre de participer ou non. À tout moment, tu pourras cesser de participer peu importe la raison. Si tu ne participes pas à ce projet tu ne seras pas filmé (e) et tu réaliseras un travail personnel pendant la durée de l'application du questionnaire.

Est-ce qu'il y a des conséquences négatives possibles?

Tu ne cours aucun risque à participer à ce projet.

Des questions?

Si tu as des questions au sujet de ce questionnaire, contacte la chercheure à l'adresse suivante, olga-mireya.garcia-cortes.1@ulaval.ca

Pour toute plainte ou critique concernant le projet, contacte l'Ombudsman de l'Université Laval à l'adresse suivante, ombuds@ombuds.ulaval.ca, ou au numéro de téléphone suivant, (418) 656-3081.

Ce projet est sous la responsabilité d'Olga Garcia, étudiante au doctorat en linguistique à la Faculté de Lettres de l'Université Laval, Québec, Québec.

Remerciements

Ta collaboration est précieuse pour nous permettre de réaliser cette étude et je te remercie d'y participer

Signatures

Prénom : _____Nom : _____

Je veux participer au projet de recherche sur l'interaction orale dans les classes d'anglais, langue seconde, à l'école primaire. Oui_____ Non _____

Je consens à être filmé(e) Oui _____ Non _____

Signature de l'élève : _____

J'ai expliqué le but, la nature et les avantages du projet de recherche au participant(e). J'ai répondu au meilleur de ma connaissance aux questions posées.
Signature de la chercheure : _____ date :_____

Formulaire de consentement
(à l'intention des parents)

APPENDIX G. Consent form ESL students' parents

Présentation du chercheur
Cette recherche est réalisée dans le cadre du projet de doctorat en linguistique d'Olga García du département des langues, linguistique et traduction à la Faculté des lettres de l'Université Laval sous la supervision de Mme Susan Parks.

Avant d'accepter d'autoriser la participation de votre enfant à ce projet de recherche, veuillez prendre le temps de lire et de comprendre les renseignements qui suivent. Ce document vous explique le but de ce projet de recherche, ses procédures et ses avantages. La chercheure, dont les cordonnées sont indiquées ci-dessous, vous invite à poser toutes les questions que vous jugerez utiles.

Nature de l'étude
La recherche a pour but d'analyser l'interaction orale en classe d'anglais langue seconde au primaire.

Implication de la participation
Pour mener à terme ce projet nous voudrions observer et filmer quelques classes du cours d'anglais langue seconde et demander à votre enfant de compléter un questionnaire.

Observations : Lors des séances d'observation, le cours se déroulera comme d'habitude. La chercheure ne posera pas de questions et n'interviendra pas dans le déroulement du cours. Pour les séances d'observation, la caméra vidéo sera placée au fond de la salle. À partir de cet angle, on verra les élèves surtout de dos. Six cours seront observés et filmés au total à deux périodes différentes de l'année (trois cours de fin septembre à décembre et trois de fin janvier à mai).

Questionnaire : il faudra environ 15 minutes pour répondre à toutes les questions. Ce questionnaire s'intéresse à deux aspects principaux : (a) l'utilisation de l'anglais hors de l'école, (b) les stratégies d'apprentissage de l'anglais à l'école. Il sera administré dans le cours d'anglais a la fin de la deuxième période d'observation.

Avantages possibles liés à la participation de l'élève
Le fait de participer à cette recherche offre à votre enfant une occasion de réfléchir, individuellement et en toute confidentialité, à ses stratégies d'apprentissage dans son cours d'anglais. Suite à l'administration du questionnaire, un tirage aura lieu pour les élèves qui participeront au projet de recherche. Cinq prix seront tirés (des signets et des jouets mexicains).

Participation volontaire et droit de retrait
Vous êtes libre de permettre ou non à votre enfant de participer à ce projet de recherche. Vous pouvez aussi mettre fin à sa participation sans conséquence négative ou préjudice et sans avoir à justifier votre décision. Si vous décidez de mettre fin à sa participation, il est important d'en prévenir la chercheure dont les coordonnées sont incluses dans ce document.

Confidentialité et gestion des données

Les mesures suivantes seront appliquées pour assurer la confidentialité des renseignements fournis par les participants:

- les questionnaires seront complétés para les élèves de façon anonyme;
- les divers documents de la recherche seront codifiés et seul la chercheure aura accès à la liste des noms et des codes;

- les matériaux de la recherche, incluant les données et les enregistrements, seront conservés pendant deux ans après quoi ils seront détruits;
- la recherche fera l'objet de publications dans des revues scientifiques, et aucun participant ne pourra y être identifié ou reconnu;
- un court résumé des résultats de la recherche sera expédié aux parents qui en feront la demande en indiquant l'adresse où ils aimeraient recevoir le document, juste après l'espace prévu pour leur signature (date approximative prévue pour les avoir résultats août 2009).

Renseignements supplémentaires
Si vous avez des questions sur la recherche ou sur les implications de la participation de votre enfant, veuillez communiquer avec Olga Garcia, à l'adresse courriel suivante :
olga-mireya.garcia-cortes.1@ulaval.ca .

Remerciements
Votre collaboration est précieuse pour nous permettre de réaliser cette étude et nous vous remercions de permettre à votre enfant d'y participer.

Signatures
Je soussigné(e) _____consens librement à permettre à mon enfant (nom de l'enfant _____ à participer à cette recherche qui porte sur l'interaction orale en classe d'anglais langue seconde au primaire. J'ai pris connaissance du formulaire et j'ai compris le but, la nature et les avantages du projet de recherche. Je suis satisfait(e) des explications, précisions et réponses que la chercheure m'a fournies, le cas échéant, quant à ma participation à ce projet.

Je consens à ce que mon enfant soit filmé : Oui ____ non____

_____ Date: _____
Signature du parent ou responsable légal

L'adresse à laquelle je souhaite recevoir un court résumé des résultats de la recherche est la suivante : _____.

J'ai expliqué le but, la nature et les avantages du projet de recherche au participant. Le cas échéant, j'ai répondu au meilleur de ma connaissance aux questions posées et j'ai vérifié la compréhension du participant.

_____ Date: _____
Signature de la chercheure

Plaintes ou critiques

Toute plainte ou critique sur ce projet de recherche pourra être adressée au Bureau de l'Ombudsman de l'Université Laval : Pavillon Alphonse-Desjardins bureau 3320
Université Laval,
Québec (Québec)
G1K 7P4
Renseignements - Secrétariat : (418) 656-3081
Télécopieur : (418) 656-3846
Courriel : ombuds@ombuds.ulaval.ca

APPENDIX H. Consent form for school principals

Feuillet d'information

(à l'intention des directeurs/directrices)

Présentation du chercheur
Cette recherche est réalisée dans le cadre du projet de doctorat en linguistique d'Olga García du département des langues, linguistique et traduction à la Faculté des lettres de l'Université Laval sous la supervision de Mme Susan Parks.

Ce document vous explique le but de ce projet de recherche, ses procédures et ses avantages. La chercheure dont les coordonnées sont indiquées ci-dessous vous invite à poser toutes les questions que vous jugerez utiles.

Nature de l'étude
La recherche a pour but de comprendre les raisons pour lesquelles les enseignants ont recours au français dans leurs cours d'anglais langue seconde et connaître leurs stratégies pour faire une utilisation maximale de l'anglais.

Implication de la participation de l'école
L'école s'engage à :

1) autoriser la chercheure à recruter des enseignants participants d'anglais langue seconde du 3e cycle, régulier, dans cet établissement scolaire.
2) autoriser la chercheure à observer à et à filmer au total six cours d'un groupe d'anglais, langue seconde de ces enseignants (3 cours d'affilée à deux périodes différentes de l'année, soit de fin septembre à décembre et de fin janvier à mai).
3) autoriser la chercheure de distribuer un court questionnaire d'environ 15 minutes aux élèves de ces classes dans le but de recueillir leur opinion sur l'utilisation de l'anglais hors de l'école et leurs stratégies d'apprentissage de l'anglais à l'école.
4) mettre à la disposition de la chercheure un local avec un téléviseur et un lecteur vidéo pour les entrevues avec les enseignants participants (à deux reprises).

NB Pour les séances d'observation, la caméra vidéo sera placée au fond de la salle. À partir de cet angle, on verra les élèves surtout de dos.

Avantages possibles liés à la participation de l'école
Le fait de participer à cette recherche offre aux enseignants l'occasion de réfléchir, individuellement et en toute confidentialité, à l'utilisation du français dans leurs cours d'anglais, langue seconde ainsi qu'aux différentes stratégies utilisées pour faire une utilisation maximale de l'anglais. Un montant de 100 $ sera remis à l'enseignant pour l'achat du matériel pédagogique de son choix afin de compenser sa participation à ce projet de recherche. Suite à l'administration du questionnaire, un tirage aura lieu pour les élèves qui participeront au projet de recherche. Cinq prix seront tirés (des signets et des jouets mexicains).

Confidentialité et gestion des données
Les mesures suivantes seront appliquées pour assurer la confidentialité des renseignements fournis par les participants:
• les noms des participants ne paraîtront dans aucun rapport;
• les divers documents de la recherche seront codifiés et seul le chercheur aura accès à la liste des noms et des codes;
• les matériaux de la recherche, incluant les données et les enregistrements, seront conservés pendant deux ans après quoi ils seront détruits;

• la recherche fera l'objet de publications dans des revues scientifiques, et aucun participant ne pourra y être identifié ou reconnu;

Renseignements supplémentaires
Si vous avez des questions sur la recherche ou sur les implications de la participation de votre école, veuillez communiquer avec Olga Garcia, à l'adresse courriel suivante:
olga-mireya.garcia-cortes.1@ulaval.ca .

Remerciements
Votre collaboration est précieuse pour nous permettre de réaliser cette étude et nous vous remercions d'y participer.

Plaintes ou critiques
Toute plainte ou critique sur ce projet de recherche pourra être adressée au Bureau de l'Ombudsman de l'Université Laval : Pavillon Alphonse-Desjardins bureau 3320

Université Laval,
Québec (Québec)
G1K 7P4
Renseignements - Secrétariat : (418) 656-3081
Télécopieur : (418) 656-3846
Courriel : ombuds@ombuds.ulaval.ca

APPENDIX I: Outcomes from the Ordinal and Binomial Regression Analysis

```
LOGISTIC REGRESSION VARIABLES q1n je considère mon cours comme étant difficile
  /METHOD=ENTER school
  /CONTRAST (school)=Indicator(1)
  /PRINT=CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20) CUT(0.5).
```

Logistic Regression

Dependent Variable Encoding

Original Value	Internal Value
Rarely	0
sometimes, often	1

Categorical Variables Codings

		Frequency	Parameter coding			
			(1)	(2)	(3)	(4)
School Name	A (school)	23	,000	,000	,000	,000
	B (1)	22	1,000	,000	,000	,000
	C (2)	23	,000	1,000	,000	,000
	D (3)	23	,000	,000	1,000	,000
	E (4)	27	,000	,000	,000	1,000

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Lower
Step 1[a]	school		,428			
	school(1)	,894	,159	,704	,704	8,488
	school(2)	1,194	,069	,913	,913	11,928
	school(3)	,542	,371	,525	,525	5,625
	school(4)	,606	,299	,584	,584	5,758
	Constant	,087	,835			

```
DATASET ACTIVATE DataSet1.
PLUM q2 BY school Dans le cours d'anglais je comprends
/CRITERIA=CIN(95) DELTA(0) LCONVERGE(0) MXITER(100) MXSTEP(5) PCONVERGE(1.0E-
6) SINGULAR(1.0E-8)
/LINK=LOGIT /PRINT= PARAMETER SUMMARY .
```

PLUM - Ordinal Regression

Case Processing Summary

		N	Marginal Percentage
Q2: Dans le cours d'anglais je comprends	very often	45	38,1%
	often	50	42,4%
	sometimes and rarely	23	19,5%
School Name	A.	23	19,5%
	B	22	18,6%
	C	23	19,5%
	D	23	19,5%
	E	27	22,9%
Valid		118	100,0%
Missing		0	
Total		118	

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	39,603			
Final	38,393	1,210	4	,876

Link function: Logit.

		Estimate	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Threshold	[q2 = 1]	-,707	,057	-1,435	,020
	[q2 = 2]	1,210	,002	,456	1,964
Location	[school=A]	-,504	,345	-1,549	,542
	[school=B]	-,227	,672	-1,277	,823
	[school=C]	-,076	,886	-1,111	,960
	[school=D]	-,365	,492	-1,406	,676
	[school=E]	0[a]	.	.	.

LOGISTIC REGRESSION VARIABLES **q3n** Je me sens stressé(e) quand j'essaie de comprendre l'anglais

Logistic Regression

Dependent Variable Encoding

Original Value	Internal Value
Rarely	0
sometimes, Often, V often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,080			
	school(1)	1,808	,006	6,095	1,675	22,187
	school(2)	,385	,537	1,469	,434	4,981
	school(3)	,564	,361	1,758	,523	5,907
	school(4)	,604	,311	1,829	,568	5,882
	Constant	-,827	,068	,437		

a. Variable(s) entered on step 1: school.

LOGISTIC REGRESSION VARIABLES **q4n** Je me sens frustré(e) par mes efforts de parler en anglais

Dependent Variable Encoding

Original Value	Internal Value
Rarely	0
sometimes, Often, V often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,442			
	school(1)	,629	,304	1,875	,566	6,212
	school(2)	,000	1,000	1,000	,297	3,365
	school(3)	,891	,142	2,437	,742	8,012
	school(4)	,098	,869	1,103	,346	3,520
	Constant	-,629	,151	,533		

```
DATASET ACTIVATE DataSet1.
PLUM q5 BY school
  /CRITERIA=CIN(95) DELTA(0) LCONVERGE(0) MXITER(100) MXSTEP(5)
PCONVERGE(1.0E-6) SINGULAR(1.0E-8)
  /LINK=LOGIT
  /PRINT= PARAMETER SUMMARY.
```

Case Processing Summary

		N	Marginal Percentage
Q5: je me sens tres nerveux de parler en anglais	rarely	46	39,0%
	sometimes	47	39,8%
	often and very often	25	21,2%
School Name	A	23	19,5%
	B	22	18,6%
	C	23	19,5%
	D	23	19,5%
	E	27	22,9%
Valid		118	100,0%
Missing		0	
Total		118	

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	38,833			
Final	35,085	3,747	4	,441

Link function: Logit.

Pseudo R-Square

Cox and Snell	,031
Nagelkerke	,035
McFadden	,015

Link function: Logit.

		Estimate	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Threshold	[q5 = 1]	,112	,765	-,620	,843
	[q5 = 2]	1,916	,000	1,103	2,729
Location	[school=A]	,699	,193	-,354	1,753
	[school=B]	,521	,338	-,545	1,588
	[school=C]	,909	,091	-,147	1,964
	[school=D]	,810	,132	-,244	1,864

[school=E]	0[a]	.	.	.

LOGISTIC REGRESSION VARIABLES **q6n** Le pourcentage du temps que mon enseignante parle en français est de:

Dependent Variable Encoding

Original Value	Internal Value
Rarely	0
sometimes, Often, V often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,011			
	school(1)	1,409	,028	4,093	1,160	14,433
	school(2)	1,868	,004	6,476	1,789	23,444
	school(3)	2,083	,002	8,028	2,153	29,938
	school(4)	1,906	,003	6,729	1,939	23,356
	Constant	-1,041	,028	,353		

LOGISTIC REGRESSION VARIABLES **q7n** J'aimerais que le pourcentage du temps que mon enseignante parle en français soit de:

Dependent Variable Encoding

Original Value	Internal Value
Rarely	0
sometimes, Often, V often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,005			
	school(1)	2,050	,003	7,771	2,044	29,541
	school(2)	1,455	,021	4,286	1,246	14,735
	school(3)	,564	,361	1,758	,523	5,907
	school(4)	1,877	,003	6,531	1,896	22,496
	Constant	-,827	,068	,438		

LOGISTIC REGRESSION VARIABLES **q8an** Mon enseignante m'aide à comprendre en utilisant des gestes

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,340			
	school(1)	,087	,884	1,091	,339	3,513
	school(2)	,716	,237	2,045	,625	6,694
	school(3)	,000	1,000	1,000	,314	3,180
	school(4)	,952	,109	2,591	,810	8,287
	Constant	-,087	,835	,917		

LOGISTIC REGRESSION VARIABLES **q8bn**
Mon enseignante m'aide à comprendre en utilisant des dessin, photos, affiches

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,014			
	school(1)	-2,320	,001	,098	,024	,399
	school(2)	-1,471	,033	,230	,059	,889
	school(3)	-1,821	,009	,162	,042	,629
	school(4)	-1,028	,130	,358	,095	1,355
	Constant	1,558	,005	4,750		

LOGISTIC REGRESSION VARIABLES **q8cn** Mon enseignante m'aide à comprendre en utilisant des explications en anglais

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,487			
	school(1)	,796	,266	2,217	,545	9,013
	school(2)	-,288	,729	,750	,147	3,814
	school(3)	-,339	,682	,713	,141	3,612
	school(4)	-,147	,850	,864	,190	3,932
	Constant	-1,558	,005	,211		

LOGISTIC REGRESSION VARIABLES **q8dn** Mon enseignante m'aide à comprendre en utilisant des traductions de mots de l'anglais au français

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,072			
	school(1)	,859	,179	2,361	,674	8,267
	school(2)	,600	,348	1,821	,521	6,370
	school(3)	1,868	,004	6,476	1,789	23,444
	school(4)	,818	,182	2,267	,682	7,533
	Constant	-1,041	,028	,353		

LOGISTIC REGRESSION VARIABLES **q9an** J'aimerais que mon enseignante utilise le français pour expliquer les nouveaux mots

Dependent Variable Encoding

Original Value	Internal Value
rarely and sometimes	0
often adn very often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,065			
	school(1)	,069	,912	1,071	,316	3,633
	school(2)	,716	,237	2,045	,625	6,694
	school(3)	1,670	,010	5,312	1,498	18,840
	school(4)	,852	,145	2,344	,745	7,370
	Constant	-,629	,151	,533		

LOGISTIC REGRESSION VARIABLES **q9bn** J'aimerais que mon enseignante utilise le français pour expliquer la grammaire

Dependent Variable Encoding

Original Value	Internal Value
rarely and sometimes	0
often adn very often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,111			
	school(1)	,644	,301	1,905	,561	6,464
	school(2)	1,455	,021	4,286	1,246	14,735
	school(3)	1,455	,021	4,286	1,246	14,735
	school(4)	,901	,130	2,462	,767	7,897
	Constant	-,827	,068	,438		

LOGISTIC REGRESSION VARIABLES **q9cn** utilise les français pour expliquer les devoirs

Dependent Variable Encoding

Original Value	Internal Value
rarely and sometimes	0
often adn very often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,162			
	school(1)	1,558	,025	4,750	1,214	18,584
	school(2)	1,296	,061	3,654	,940	14,197
	school(3)	,517	,477	1,676	,403	6,966
	school(4)	1,028	,130	2,794	,738	10,580
	Constant	-1,558	,005	,211		

LOGISTIC REGRESSION VARIABLES **q9dn** utilise le français pour donner des consignes pour les activités

Dependent Variable Encoding

Original Value	Internal Value
rarely and sometimes	0
often adn very often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,232			
	school(1)	,796	,266	2,217	,545	9,013
	school(2)	1,116	,109	3,054	,780	11,959
	school(3)	1,296	,061	3,654	,940	14,197
	school(4)	1,484	,027	4,411	1,183	16,449
	Constant	-1,558	,005	,211		

LOGISTIC REGRESSION VARIABLES **q9en** utilise le français pour donner des consignes pour les examens

Dependent Variable Encoding

Original Value	Internal Value
rarely and sometimes	0
often adn very often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,044			
	school(1)	-1,224	,065	,294	,080	1,080
	school(2)	,057	,936	1,059	,260	4,318
	school(3)	-,397	,560	,672	,177	2,555
	school(4)	-1,447	,024	,235	,067	,824
	Constant	1,224	,016	3,400		

LOGISTIC REGRESSION VARIABLES **q9fn** utilise le français pour faire des blagues

Dependent Variable Encoding

Original Value	Internal Value
rarely and sometimes	0
often adn very often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,421			
	school(1)	,624	,302	1,867	,570	6,109
	school(2)	,704	,240	2,022	,624	6,549
	school(3)	1,070	,080	2,917	,879	9,674
	school(4)	,972	,096	2,644	,841	8,311
	Constant	-,442	,301	,643		

LOGISTIC REGRESSION VARIABLES **q9gn** utilise le français pour parler des stratégies d'apprentissage

Dependent Variable Encoding

Original Value	Internal Value
rarely and sometimes	0
often adn very often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,655			
	school(1)	,459	,464	1,582	,463	5,410
	school(2)	,564	,361	1,758	,523	5,907
	school(3)	,914	,138	2,494	,745	8,342
	school(4)	,296	,624	1,345	,412	4,388
	Constant	-,827	,068	,438		

LOGISTIC REGRESSION VARIABLES **q10an** Quand je ne sais pas comment dire un mot en anglais j'utilise des gestes

Dependent Variable Encoding

Original Value	Internal Value
very often, often and sometimes	0
Rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,683			
	school(1)	,182	,793	1,200	,307	4,694
	school(2)	-,600	,348	,549	,157	1,920
	school(3)	-,600	,348	,549	,157	1,920
	school(4)	-,348	,578	,706	,207	2,409
	Constant	1,041	,028	2,833		

LOGISTIC REGRESSION VARIABLES **q10bn** Quand je ne sais pas comment dire un mot en anglais je fais un dessin dans mon cahier

Dependent Variable Encoding

Original Value	Internal Value
very often, often and sometimes	0
Rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,782			
	school(1)	-1,245	,298	,288	,028	3,003
	school(2)	-1,194	,318	,303	,029	3,155
	school(3)	-1,533	,187	,216	,022	2,102
	school(4)	18,112	,998	73430674,675	,000	.
	Constant	3,091	,003	22,000		

LOGISTIC REGRESSION VARIABLES **q10cn** Quand je ne sais pas comment dire un mot en anglais je cherche le mot sur une affiche dans la classe

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,002			
	school(1)	3,466	,002	32,000	3,742	273,623
	school(2)	,557	,337	1,745	,560	5,443
	school(3)	1,003	,088	2,727	,862	8,625
	school(4)	2,272	,002	9,697	2,307	40,761
	Constant	-,375	,339	,688		

LOGISTIC REGRESSION VARIABLES **q10dn** Quand je ne sais pas comment dire un mot en anglais j'utilise la question: How do you say (x) in English?

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school A		,000			
	school(1)	1,686	,016	5,400	1,372	21,260
	school(2)	1,463	,027	4,320	1,179	15,827
	school(3)	-2,909	,009	,055	,006	,479
	school(4)	-,868	,157	,420	,126	1,397
	Constant	-,182	,670	,833		

LOGISTIC REGRESSION VARIABLES **q10en** Quand je ne sais pas comment dire un mot en anglais je cherche dans un dictionnaire

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school		,138			
	school(1)	-,577	,429	,561	,134	2,344
	school(2)	-,930	,186	,395	,100	1,566
	school(3)	-1,645	,017	,193	,050	,747
	school(4)	-,508	,470	,602	,151	2,390
	Constant	1,558	,005	4,750		

LOGISTIC REGRESSION VARIABLES **q10fn** Quand je ne sais pas comment dire un mot en anglais je demande le mot en français a un(e) ami(e)

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school		,359			
	school(1)	,134	,827	1,143	,346	3,777
	school(2)	,069	,910	1,071	,322	3,565
	school(3)	-,956	,103	,385	,122	1,213
	school(4)	-,251	,671	,778	,244	2,477
	Constant	,693	,090	2,000		

LOGISTIC REGRESSION VARIABLES **q10gn** Quand je ne sais pas comment dire un mot en anglais je demande le mot à l'enseignante

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school		,347			
	school(1)	-,629	,304	,533	,161	1,767
	school(2)	-,542	,371	,582	,178	1,904
	school(3)	-1,257	,042	,284	,085	,957
	school(4)	-,852	,145	,427	,136	1,342
	Constant	,629	,151	1,875		

LOGISTIC REGRESSION VARIABLES **q11n** Si mon enseignante me pose une question en français je réponds en français plutôt qu'en anglais

Dependent Variable Encoding

Original Value	Internal Value
rarely and sometimes	0
often adn very often	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school		,427			
	school(1)	-1,041	,103	,353	,101	1,233
	school(2)	-,600	,348	,549	,157	1,920
	school(3)	-,061	,928	,941	,251	3,529
	school(4)	-,231	,718	,794	,228	2,769
	Constant	1,041	,028	2,833		

LOGISTIC REGRESSION VARIABLES **q12n** Si mon enseignante me pose une question en anglais je réponds en anglais plutôt qu'en français

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school		,829			
	school(1)	,446	,466	1,562	,471	5,189
	school(2)	,069	,912	1,071	,316	3,633
	school(3)	,261	,672	1,298	,388	4,343
	school(4)	-,236	,697	,789	,240	2,598
	Constant	-,629	,151	,533		

LOGISTIC REGRESSION VARIABLES **q13n** A la maison ma famille m'encourage à apprendre l'anglais

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school		,669			
	school(1)	,134	,837	1,143	,321	4,068
	school(2)	,000	1,000	1,000	,285	3,512
	school(3)	,564	,361	1,758	,523	5,907
	school(4)	-,377	,561	,686	,192	2,450
	Constant	-,827	,068	,437		

LOGISTIC REGRESSION VARIABLES **q14n** plus tard je me servirai de l'anglais pour trouver un emploi

Dependent Variable Encoding

Original Value	Internal Value
often and very often	0
sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school		,015			
	school(1)	,523	,474	1,687	,403	7,074
	school(2)	,280	,709	1,324	,304	5,770
	school(3)	,223	,766	1,250	,288	5,427
	school(4)	1,879	,006	6,545	1,735	24,695
	Constant	-1,504	,007	,222		

LOGISTIC REGRESSION VARIABLES **q15bn** **plus tard je me servirai de l'anglais pour voyager**

Dependent Variable Encoding

Original Value	Internal Value
very often	0
often sometimes and rarely	1

		B	Sig.	Exp(B)	95% C.I.for EXP(B)	
					Lower	Upper
Step 1[a]	school		,058			
	school(1)	1,463	,027	4,320	1,179	15,827
	school(2)	,652	,329	1,920	,518	7,121
	school(3)	-,277	,711	,758	,175	3,278
	school(4)	1,058	,097	2,880	,827	10,034
	Constant	-1,281	,011	,278		