# A Comparative Study on Code-switching in Undergraduate and Postgraduate French Classroom Teaching

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*Abstract: Code-switching is a complex language phenomenon, which has been a research hotspot since its birth. Taking the French teachers and all the students having the French courses in Inner Mongolia University as the research object, this paper explores the motivation of code-switching between Chinese and French in class. The students studying French in this college can be divided into four categories: sophomores, juniors, professional masters and academic masters. The corpus comes from the recordings of three consecutive French courses in four classes and the interviews with class representatives selected randomly. The collected data is presented by making tables and textual descriptions, and the research methods including quantitative, qualitative and comparative analysis are adopted to clarify the relationship between different class sequences and code-switching. This paper expounds the motivation of the research subjects' code-switching and the positive role of this behavior in French classroom teaching in different classes.*

*Keywords: code-switching, class sequences, French classroom teaching*

## 1. Research rationale

Code-switching is one of the common phenomena in daily communication and classroom teaching, and it is also the important research content in sociolinguistics. Related theoretical researches have emerged one after another since code-switching was put forward. With the development of other disciplines, interdisciplinary researches on code-switching have constantly emerged and fruitful research results have been achieved. Most previous literatures on code-switching focused on combination with linguistics.

As the continuous attention to foreign language teaching, many scholars found and analyzed code-switching behaviors in the classroom, but the research in this field is mainly about English Teaching in a certain educational stage, with description and analysis accounting for a large proportion in textual writing. This paper takes the French teachers and all students taking French courses in Inner Mongolia University as the research objects, which aims to analyze the motivations and functions behind their code-switching behaviors, and tries to put forward appropriate teaching and learning strategies by recording the French courses and interviewing the representatives in different classes.

## 2. Introduction to code-switching

Wardhaugh (2010) regarded code as a language or a variety of a language. In the 1920s, the research on code-switching came into being. Weinreich (1953) and Haugen (1956) initially established the theoretical framework of language contact and became pioneers in this field, ensuring the tendency for the development of this research. Jacobson applied code-switching in linguistics for the first time; In the 1960s, Hasselmo divided code-switching into complete conversion and incomplete conversion according to phoneme changes, which was positive in the description of code-switching phoneme features. significance. Since the terminology code-switching appeared in the 1960s, scholars have attributed it to the result of language deficits.

Many scholars generally concentrated on studies about code-switching, however, a consistent definition has not been given yet. Muysken (1995) pointed out that code switching is equivalent to bilingual interaction to a certain extent, which can be regarded as a strategy in a specific communication venue. The person performing code switching generally has the excellent language ability. Myers-Scotton (1998) believed that code-switching refers to the language application of two or more language

variants from discourse to clause; Verschueren (2000) considers code-switching as any distinguishable variant of a language, involving systematic sets of choices, whether linked to specific geographical area, a social class, an assignment of functions, or a specific context of use. McCormick (2001) took it as the juxtaposition of two or more languages or dialect components. Although the scholars vary a lot in the conceptual explanations of code-switching, all the meanings are similar, that is, code switching refers to the alternate use of speeches belonging to two or more grammatical systems in the same speech communication. Different definitions were give on the basis of different theories and descriptions, which provided the foundation for the subsequent interdisciplinary research on code-switching.

In order to further understand the actual conception of code-switching, many scholars have tried to compare several terms in linguistics that are easily confused with code-switching, such as code-mixing, borrowing, and bilingualism. Code-mixing is regarded as the term that is the closest to code-switching. therefore, many scholars have identified this pair of concepts. Three different opinions including Distinction Theory, Equivalence Theory, Fuzzy Theory have emerged. The scholars in the first group use code-switching to refer to inter-sentential switching while code-mixing to intra-sentential switching (Auer: 1998; Hamer & Blanc: 1989; David Li:1996; Luke: 1984; Sridharan: 1980). Those who hold the second one do not make the distinguishment and both inter-sentential switching and intra-sentential switching are included in code-switching (Gumpert: 1982; Appel & Muysken: 1987; Myers-Scotton:1993). As a representative of Fuzzy theory, Tay recognized the difference of the pairs theoretically, and believes that there is no clear boundary on the other aspects. At present, the most authoritative one is the second statement, which does not deliberately distinguish the two concepts so as to avoid concepts confusion.

## 3. Traditional methods of code-switching research in different disciplines

Since the 1970s, the field of code-switching research has begun to show a diversified trend. Disciplines such as sociolinguistics, syntax, and pragmatics paid attention to the phenomenon of code-switching from the new perspectives.

With times progress and continuous development of the emerging disciplines, code-switching has evolved into a comprehensive and interdisciplinary research project from the initial research in linguistics. A new tendency to combination with psychology, pedagogy and anthropology has generated. Linguistics focuses on the language changes and social motivations caused by code-switching. Psychology studies the generation and understanding process of code-switching, the characteristics of bilingual cognitive processing, and bilingual mental vocabulary. The research content of pedagogy is the function and application of code-switching in bilingual or trilingual classroom teaching and anthropology deals with the relationship between ethnic culture identification and language choice. As there are many research achievements of code-switching in linguistics, this paper will discuss the research methods of different disciplines in this field.

### 3.1. Sociolinguistics

The sociolinguistic study of code-switching attempts to establish an interactive relationship between the social factors of language and code-switching or language choice to interpret the social motivations of code-switching. Auer (1998: 3) pointed out that the central issue in this field is how language choice reflects power and inequality, or is an index of the rights and obligations attributed to incumbents of certain social categories. Sociolinguistics has relatively abundant research achievements on code-switching, and the authoritative and representative theories are introduced here.

Fishman (1965) first linked social factors with code-switching and proposed the "Theory of Domain". Blom & Gumperz (1972) believes that code-switching is a kind of social behavior, and it is impossible to break away from the constraints of social factors and social conventions. The social functions of code-switching and various social and pragmatic restrictions are discussed in detail. According to Gumperz, code-switching can be divided into situational switching and metaphorical switching, which refers to the communicative effect that the speaker intends to achieve. Appel & Muysken(1978) described and explained language contact, discussed the social psychology and language aspects of code-switching, and proposed that code switching is governed by social rules. Myers-Scotto (1993) put forward to the "Markedness Model", which is divided into sequential unmarked choice, overall marked switching, switching as marked choice in light of the actual function of code-switching. Li Wei & Milrory (1995) introduced the concept of social network into it and further studied this phenomenon. Domestic related researches were later than the international ones. Wang Dexing (1987) made an overall review and

summary of code-switching; Wang Jin and Huang Guowen (2004) analyzed the structure research of code-switching.

Sociolinguistics is one of the earliest disciplines that pay attention to the study of code switching. Some relatively mature classic theories have been formed, which clearly expoun the inner relationship between social factors and code switching, and summariz the social motivations behind code switching However, the existing sociolinguistic research theories of code-switching cannot reflect the dynamic process of code-switching, and still fail to cover the verbal elements as well as non-verbally social and cultural factors of code-switching.

### 3.2. Psycholinguistics

Macnamara (1967) studied the psycholinguistics of code-switching earlier, and proposed a set of psychological switching mechanisms. David Li (1996: 5) pointed out that the basic task of psycholinguistic research on code-switching is comprehending the obvious thoughts that bilingual speakers have in the process of code-switching and code-mixing. According to Li, code-switching is a parallel activation procedure not serial search process. Giles & Coupland (1991) described "Accommodation theory", which uses convergence and divergence to explain communicator's language choice and code switching; Dina Belyayeva (1997) explained "Model of Conceptual Structure Mapping", pointing out that the conceptual structure refers to a set of knowledge-based structures such as frames, domains and schemas to accommodate the conceptual knowledge and all vocabulary items of a language. It reflects the language's special vocabulary expression mode, which holds the explanatory power for the complex psychological mechanism of code-switching. Clyne (1987) distinguished internally-conditioned code-switching and externally-conditioned code-switching, and proposed the theory of triggering, which made a valuable exploration of the psychological process of code-switching.

This research field helps us understand the thinking process of bilinguals in code switching, revealing the cognitive process of language users to this language phenomenon. At present, there are relatively few research literatures in this field. Making experiments is the main approach adopted, which only observes a certain level of language, and the applicability and operability of its research achievements need to be further improved.

### 3.3. Syntax

In the 1980s and 1990s, one of the common topics of research was the scientific definition and distinction of the forms and classifications of code-switching. Chan (2009) claimed that this approach aims to identify grammatical rules for language alternation and to provide detailed systemic description of possible morpho-syntactic mechanisms of code-switching. Grammatical restriction is an important issue existing in this research field. Poplack (1981) proposed two grammatical restriction rules with universal meaning: free morpheme constraint and equivalence constraint. Later, Poplack (1987:54) connected the classifications of code-switching with the communicators' language proficiency. And inter-sentential switching, intra-sentential switching, and tag switching were mentioned from the perspective of the grammatical form of the code. After analyzing the different fluency levels of code switching in detail, Poplack made the distinguishment between smooth switching and flagged switching.

In the early 1990s, researchers began to notice the importance of language proficiency, the language preferences of the communicators, and the communicators' communicative intentions. Auer (1984) distinguished discourses-related and participant-related on the basis of the function of code-switching. The former was speaker-centered while the latter is centered on the listener. Myers-Scotton (1993) proposed "Matrix Language Frame Model", which was used to explain morpho-syntactic patterns of code-switching with the asymmetry of code-switching as the standard. Matrix language and embedded language are the important conceptions given in the model. Muysken (1995) mentioned three structurally distinct types of intra-sential code-switching: alternation, insertion, congruent lexicalization.

Appel & Muysken (1987) and McCormick (1998) discussed the phases and classifications of code-switching grammar research respectively. There are many researches on code-switching about syntax, but this research generally concentrates on the syntactic aspect of code-switching, which is regarded as a pure structural phenomenon, and cannot cover the social, cultural, cognitive aspects of factors. Therefore, it is impossible to provide a complete and comprehensive interpretation.

### 3.4. Pragmatics

According to Pragmatics, communicators' code-switching is an activity in which communicators choose language according to various pragmatic rules to achieve the purpose of communication. Representative theories include Verschueren's the "Theory of Language Adaptability" and the "Adaptation theory" proposed by Yu Guodong on the basis of the former. Verschueren's "Theory of Language Adaptability" gained enlightenments from Giles' "Accommodation Theory", which regards code-switching as the result of speech selection.

Code switching is a popular communication strategy. The power of interaction is gained by changing the actual style. Yu Guodong (2001) made an analysis of adaptation to linguistic reality, adaptation to social conventions, adaptation to psychological motivation in the process of English and Chinese, and proposed three corresponding functions of code-switching, that is, make the communication more fluid, avoid conversation in an awkward situation, meet the psychological motivations.

This research field opens up a new research horizon, which is comprehensive and dynamic. It provides a theoretical model including language, society, cognition, and culture. At the same time, valuable explorations are made from combination of verbal and non-verbal factors in the interpretation of code-switching, but its explanatory power for the generation mechanism of code-switching in real corpus remains to be verified.

### 3.5. Conversation analysis

As the interdisciplinary researches conducted in conjunction with linguistics cannot explore the whole range of observed regularities in bilingual speech. Therefore, many scholars later put it in a dynamic conversation, and the conversational analysis of code-switching is also considered to be one of the most accurate and systematic research directions. The central task is to explore how bilinguals can cooperate with each other to construct the meaning of each turn and the relationship between code-switching and conversational structure.

Auer (1984) systematically explained the research direction in using conversation analysis to interpret code-switching, and introduced dynamic conversational analysis into the study of code-switching, forming a more scientific and systematic conversational labeling system. Besides, Auer pointed out that situation, as a phenomenon based on interaction, its attributes will change with the maintenance of the utterance or code-switching. Auer (1998) proposed code-switching in bilingual interaction, exposing the relationships of code-switching and turn-taking as well as code-switching and adjacent pairs. Both turn taking and adjacent pairs are typical conversational analysis patterns. The use of code-switching is the source of constructing communicative meaning. He then distinguished the three most important conversational modes of code-switching: discourse-related penetrative code-switching, alternative code-switching related to text, alternative code-switching related to language hobby. Scgegloff & Sacks (1973: 290) claimed that the purpose of conversation analysis is to clarify the ways and methods for communicators to create order, and use conversational analysis theory to dynamically examine the code-switching patterns in conversation.

Conversation analysis treats language as a dynamic and open system for research. By studying the role of code-switching in conversation construction, it will help explain its specific deductive process and functions, explain the interaction between turns, and reduce the influence of subjective factors to a large extent. However, the conversational study of code-switching has not paid enough attention to psychological factors, and dynamics cannot be achieved only by sequence, and the system of its labeling system needs to be further improved and improved.

## 4. Code-switching in foreign language classroom teaching

The study of code-switching in foreign language classroom teaching is interdisciplinary and international. The implementation of this research stems from the controversy over a certain language education policy in a specific environment. There are two main research directions: the functional study of classroom code-switching and the communication study of classroom code-switching.

Code-switching usually appeared in different classroom teaching, such as English, the second foreign language, Chinese as a foreign language, foreign languages in minority areas, and so on. English takes the largest proportion among them. As most of the other subjects are taught in Chinese, the related literatures are scarce. Current researches mainly focus on the analysis of teachers' code-switching in the

middle school. The proportions of classrooms teaching in other sequences are small and the student interaction and feedback are also ignored. In addition, the research perspectives involved in also include code-switching behaviors in classroom teaching from the perspective of adaptation theory, the impact of code-switching on second language acquisition, and so on.

The research on foreign language teaching started from the behaviorist theory which takes a resolutely resisted attitude to the use of mother tongue. Gradually, people tended to accept the timely and appropriate use. Scholars at home and abroad have put forward different views on this. Milk (1981) studied the code-switching frequency of different speech acts in various classroom teachings; Mehan (1981) proposed the synchronicity of the interaction between teachers and students, emphasizing the important role of students in teaching and learning behavior; Guthrine (1984) proved the positive role of code-switching in classroom teaching by comparing and observing the different speech acts of monolingual teachers and bilingual teachers, and proposed the function of code-switching in bilingual classrooms; Polio & Duff (1994) proposes that the function of mother tongue in classroom teaching; Cook (2001) tried to follow the sequence of "L1-12-Ll" to make teaching and concluded that this method could maximize classroom communication; Rolin-Lanziti & Brownlie (2002) classified the functions of code-switching into three categories: teaching function, metalanguage function and communication function. The foreign research literature has played a positive role in the development of foreign language classroom teaching strategies and the improvement of students' understanding and absorptive capacity.

Although domestic research in this field was relatively late, there was a large amount of literature, which is significant to promoting foreign language learning for domestic students in theory and practice. Tang Liping (2003) comprehensively reviewed classroom code-switching: teaching traditions, research methods, and domestic research results, and laid the foundation for subsequent domestic related research directions; Chen Liping (2004) made an empirical study of English majors' classroom on language code-switching. Teachers and students under investigation were asked to answer questions related to code-switching prepared in advance through questionnaire surveys and telephone interviews. The survey results were analyzed by SPSS software and summarized the principles of teachers' code-switching; Gao Jun and Dai Weihua (2007) conducted dynamic analysis and case studies on five teachers' one-semester classroom teaching activities in order to demonstrate how code-switching can play a role in language teaching to the maximum extent. The results of this empirical research are more reliable and have greater education and research significance and value.

Since there are few related studies involving second foreign language classroom teaching, and most of the current literatures analyze code-switching behavior from a macro perspective, more detailed and micro investigations are needed. Ni Xiugin (2011) analyzed the classroom speech behavior of English majors in French as a second foreign language, and proposed intentional code-switching and unintentional code-switching, and found four scenarios that produce intentional code-switching and the key points in code-switching, which pays attention to the degree and quantity recommendations. Fang Qinwei (2015) took the speech output of 20 Chinese students whose first foreign language and second foreign language are English and French respectively as the corpus source on the basis of the psycholinguistic theories, expounding that Chinese and English influence the method of French output, establishing the factors of the cross-lingual phenomenon. The above research provides an exploration of the code-switching behaviors of teachers and students, trying to analyze its functions and effects, which has a positive effect on the transformation of teaching strategies.

## 5. Introduction of research subjects and corpus sources

The students studying French selected in this paper can be divided into two categories: undergraduates and postgraduates, and undergraduates include sophomores and junior students while postgraduates include professional masters and academic masters, thus forming four classes with the same French teacher. There are 105 students in all classes in total. The other three classes have 30 students in average, excepting the academic master class holding 9 students. This year, the junior students began to learn French from the first semester of their sophomore year while the sophomores from the first semester of their freshman year due to the new curriculum reform, but all of them will take French classes for four semesters. As many overlaps exist in Freshmen and classes and other classes, the Freshmen are excluded from the observation subjects. The professional master class only studied French for one semester, which can be divided into three groups: students taking French as second foreign language in undergraduate years, students taking other languages as second foreign language in undergraduate years and interdisciplinary postgraduate students with no prior French accumulation. The second foreign language of all the students in the academic master class is French and these students hold

a relatively good French foundation.

Undergraduate students have two French classes a week in the first two semesters, and one French class a week in the second two semesters. The course requirements set for them are to pass the final exam and improve their basic French ability. Postgraduates have one French class a week. Students in professional master class need to pass the final exam to have a preliminary understanding of French vocabulary and grammar. In academic master class, students are asked to pass TFU-4. Therefore, the curriculum requirements for the latter are much higher than that of the former. The students in the four classes vary a lot in French abilities, and the teaching contents and curriculum requirements are different. Therefore, the comparative analysis of code-switching behaviors in different classes has high research values.

Adopting quantitative, qualitative and comparative research methods, this paper recorded three consecutive lessons in each class, with 20 hours totally, and then randomly selected several representatives from each class to make interviews. There were about 20 questions and answers in each interview to understand code-switching in different class sequences. This paper makes a preliminary screening of the collected recordings, in which the valuables are about 12 hours (excluding the silent and noisy parts). The collected data is performed by tables to judge code-switching frequency in different French classroom teachings. In this way, motivations and functions of code-switching in different class sequences will be clearly stated.

## 6. Code-switching motivation analysis in French classroom teaching

Due to the limited French ability of English majors, the matrix language in French class is Chinese. Teachers and students, however, will also use French in order to meet the curriculum requirements, resulting in language variants between French and Chinese. Code-switching behaviors in French classroom are related to many factors. This paper analyzes the classroom speech behaviors in four classes with different French foundation and ability, explores the motivation and value of this behavior in classes at different levels.

In the 12-hour classroom teaching selected in this paper, 804 code-switching behaviors of the teacher and students are summarized in all the 12 hours recording. The code-switching proportions in each class are different (as Table 1 shows). The frequency of undergraduate classes is higher than that of postgraduate classes. The two classes including sophomores and professional masters respectively account for the higher proportions than the junior class and academic master class. It is concluded that there is a closed relationship between code-switching frequency in classroom teaching and French ability. This paper aims to describe and explain the motivations and functions of code-switching in French classes by judging the frequency of code-switching in French courses in different classes.

*Table 1 code-switching frequency in different classes*

| class | sophomore | junior | professional master | academic master |
|---|---|---|---|---|
| number | 30 | 31 | 35 | 9 |
| frequency | 321 | 206 | 149 | 128 |
| proportion | 39% | 26% | 19% | 16% |

After investigation and research, the French class sequences in this college can be roughly divided into seven categories: knowledge explanation, culture popularization, classroom management, homework assignment, question interaction, group discussion and atmosphere mobilization. Knowledge explanation accounts for the highest proportion among all the class sequences. Affected by many factors such as students' ability and curriculum requirements, the frequency of code-switching in other class sequences takes a different proportion (as shown in Table 2). Taking the class as the standard, this paper analyzes the code-switching behaviors of teachers and students in different class sequences.

*Table 2 code-switching frequency in different class sequences*

| sequence / class | knowledge explanation | culture popularization | classroom management | homework assignment | question interaction | group discussion | atmosphere mobilization |
|---|---|---|---|---|---|---|---|
| sophomore class | 53% | 12% | 6% | 2% | 11% | 13% | 3% |
| junior class | 67% | 6% | 5% | 3% | 6% | 4% | 9% |
| professional master | 51% | 12% | 6% | 2% | 9% | 14% | 6% |

| academic master | 73% | 2% | 4% | 4% | 5% | 3% | 3% |
|---|---|---|---|---|---|---|---|

Sophomores this year began to learn French in the first half of the freshman semester when the data is collected. So far, they have learned French for half a year and mastered the basic knowledge of pronunciation, masculine and feminine nouns, pronouns and so on. The difficult grammatical points such as tenses, conditional mode, subjunctive mode and other grammars have not been involved. Because the foundation is relatively weak. The curriculum requirements for this class are low considering the weak foundation, and the professional knowledge infused by teachers is not much.

The teacher has class on the basis of the independent articles in the textbook "Cours de Français Accélérés" with grammar-vocabulary-text as the teaching order. Before having each lesson, the teacher may introduce some cultural background knowledge related to the text to attract students' attentions. Greeting dialogue, exercise discussion and other group tasks are issued enhance the interest and diversity of the classroom teaching. Therefore, the classroom atmosphere is generally enthusiastic and the teacher do not deliberately mobilize students, but it will also cause discipline confusion. Orders are given from time to time to organize classroom discipline. The questioning methods in this class are diversified, including guided answering, roll calling, active answering., dictation. The forms of homework mainly refer to text reading and exercises completion.

The following dialogue is selected from the recording clip when the teacher assigns the dialogue writing task:

**Teacher:** Two students in a group to write a dialogue about clock expression. You have ten minutes to make preparations. Do you understand?

**All students:** I get it.

(Students began to write the dialogue.)

**Teacher:** Time is up. Are there any students who volunteer to share?

**Student A:** Teacher, can we do that?

(The teacher nodded.)

**Student A:** Qu'elle heure est-il?

**Student B:** Il est dix heures.

**Student A:** Mon montre retarde de vingt minutes.

**Student B:** Je suis toujours à l'heure.

**Student A:** C'est bon.

**Student B:** Tu peux avancer ton montre.

**Student A:** Merci.

**Student B:** Cela ne fait rien.

**Teacher:** Donc bravo, félicitations. But did anyone find the mistakes in the dialogue?

**Student C:** 'montre' is a feminine noun, the pronouns before it should be 'ma' or 'ta', and 's' after 'toujours' should not be pronounced.

**Teacher:** Tu as raison

From the above dialogue, it can be seen that the teacher directly assigned the task in Chinese to avoid unclear expressions while gave short feedbacks in French. Although some students may not understand the evaluation meaning, they can guess it in light to context and intonation at that time. Student A and student B completed a short dialogue in French according to the task requirements. After watching their perform, student C found and spoke out the existing problems in the dialogue in both Chinese and French when the teacher issued the instruction of error correction. In this dialogue, the teacher assigned the classroom task, provided feedback and guided the students to answer questions through code-switching. The first two students used French dialogue throughout the whole process and the student who corrected mistakes answered questions with Chinese as the matrix language and French as the embedded language. Therefore, in different class sequences, both teachers and students can achieve different goals through code-switching.

Different from sophomore students, junior students started to learn French in the last semester of

sophomore year. They have learned French for more than a year. Affected by the learning length, they have got a relatively good French foundation, and are faced with higher curriculum requirements. They have been exposed to some advanced grammar, such as compound past tense, direct speech and indirect speech. The teaching material and teaching sequence is the same as the sophomore students', but the difficulty in many aspects including vocabulary and grammar has been improved. Due to the limited class hours, the teacher shortens the time length of cultural popularization, focusing on knowledge explanation. The teaching method is relatively single, and group activities are significantly reduced. Therefore, the class atmosphere is insipid and the teacher sometimes "play jokes" , for example, French jokes, proverbs, brain twists,  to alleviate the pressure of high-intensity indoctrination. A certain student sometimes is called to answer questions as a main question method, which holds the purpose to moderately enhance tension and strengthen concentration. The homework of junior students has increased significantly in the form of doing exercises so as to consolidate and review the knowledge acquired in class.

The following dialogue is selected from the recording of "les articles partitifs" in the junior class:

**Teacher:** Vous avez de la chance. As 'chance' is an abstract noun in this sentence, the preceding article should be 'l'article partitif'. So, 'de le' or 'de la', which one is right?)

(All the students bowed their heads and remained silent.

**Teacher:** Le cœur de vingt ans est fait pour aller au bout du monde, eh?

(All the students looked up and seemed puzzled.)

**Teacher:** A 20-year-old heart man should wander in the farthest place. Let me see where your attentions are? So, should we use 'du' or 'de la' here? You, please!

(The teacher points to a student on the right of the third row)

**Student in the third row:** Teacher, 'de la', is that right? As 'chance' is a feminine noun, the preceding article should also be feminine.

**Teacher:** Installe-toi! It is clear that the masculine noun is preceded by 'le' while the feminine noun by 'la'. What I want to emphasize here is that the condensation will emerge when 'de' is followed by 'de', which is written as 'du'.

The participant who takes code-switching in this dialogue mainly refers to the teacher. The teacher tried to interact with the students during grammar explanation, but found that the classroom atmosphere was low, and some students have lost attentions. Therefore, the teacher said a very appropriate French proverb. When the students noticed the changes in the teacher's speech content, mood and intonation, they became nervous and stressed. Obviously, students cannot understand a sudden and strange French proverb, in this situation, the teacher gave the accurate explanation in Chinese. A student is selected subsequently to answer the question and the teacher said "Installe-toi" to ask the student to sit down in French. And the teacher continues to have class after the students refocused their attentions. Code-switching of the teacher in this dialogue is to mobilize the classroom atmosphere and remind of the students. From the students' class performance after this dialogue, code-switching does produce the effect expected by the teacher.

There are obvious differences in the French foundation of the students in the professional class. The students who take French as second foreign language during the undergraduate period are significantly more active than other students. Most students, however, do not know anything about French. The French courses in this class only lasts half of a year. No specific teaching materials are prepared for the professional masters. The teaching tools are mainly PPT and blackboard. Starting with the most basic phonetic knowledge, the teacher then instructs some simple French grammar. The teacher occasionally shares some French customs to promote students' understanding and activate learning enthusiasm. Affected by age, psychology and other factors, the students in this class are equipped with strong self-control ability and can better observe the classroom discipline. The French learning lasting for more than half of a year focuses on learning pronunciation. The interaction between teachers and students, homework assignments and group discussions are generally related to pronunciation.

The following group of dialogues is selected from the recording clips of vocabulary reading and pronunciation checking in the professional master class:

**Teacher:** Now I ask several students to read the words on the PPT. One line to one person. The Monitor, please read the first group.

**Monitor:** ma, mais, mes, ta, tête, télé.

**Teacher:** Are there problems with the monitor's pronunciations?

**All students:** No problem.

**Teacher:** Vous parlez un bon français! The monitor appoints the next student to read the next group.

(The teacher smiles and raises thumb to for praise.)

**Monitor:** My deskmate.

**Monitor's deskmate:** mouche, sache, mousse, chasse, sac, naif.

**Teacher:** Good pronunciation with a little flaw, can you find it out?

**Monitor's deskmate:** Teacher, the last two words are incorrect, right? I remember that there are several consonants at the end of the word to pronounce, but I cannot remember clearly.

**Teacher:** Yes, do you remember the letters pronounced? I emphasize the point again, but everyone must remember this rule clearly this time. The four letters such as c, f, l, r need to be pronounced, but there are some exceptions. It is okay to remember the general usages.

The subjects of code-switching in this dialogue are both teachers and students. The teacher assigned the task in Chinese. The monitor read the first line of words on the basis of teacher' requirements. As the monitor's pronunciation was correct, the teacher praised him in French. Students with low proficiency of French may not understand this French sentence, but guess what the teacher said from the teacher's gesture and facial expression. It can be perceived as a compliment. read the word. The error-prone point was met by the second student. After listening to the teacher's reminder, the student realized his pronunciation error, but did not remember the specific pronunciation rules clearly. Therefore, the teacher led all the students to review this error-prone point to strengthen their impressions. In this dialogue, the teacher gives instructions, praises the students and reviews the phonetic rules through code-switching. The students use code-switching to answer questions and find mistakes.

Among the four classes, the academic master class boast the most excellent ability, and the curriculum requirements for this class are also the highest. All students in this class are bound to pass the CET-4 before graduation. Therefore, the one-year French courses are carried out around this exam. The teaching materials used in class are the grammar references and past exam papers. All the French grammars is needed to review and consolidate through doing exercises in the first semester. In the second semester, students require to answer the questions on the papers, including listening, writing and reading. As passing the examination is a mandatory requirement, the mode of classroom teaching is basically the single output of teachers, accompanied by random questions. Due to the small number and high consciousness, the proportions of some class sequences including culture popularization, group discussion are small. The classroom atmosphere is not positive, but the classroom discipline is good. The main speech output in the classroom focused on knowledge explanation.

The following dialogue is taken from the recording clips of conditional mode review in the academic master class:

**Teacher:** The conditional mode tenses mainly include present tense and past tense. The difficulty lies in the tense collocation in conditional clauses. Do you remember?

**Student A:** Oui, un petit peu.

**Teacher:** The main clause is the 'Conditionnel Présent' and the subordinate clause is the 'Subjonctif Imparfait' when the expression is opposite to the present and future situation. What about the usage in the past situation?)

**Student B:** The main clause is the 'Conditionnel Passé' and the subordinate clause is the 'Subjonctif Plus-que-parfait'.

**Teacher:** Je pense que vous avez raison.

**Student C:** Teacher, is there the usage of tenses in intricate time clause?

**Teacher:** Yes, we should use different tenses according to the specific situations in the intricate time clause, so we cannot apply the rules mentioned above.

The matrix language in this dialogue is Chinese with the aim to clarify the tense usage in conditional clauses. First, the teacher asked a question and a student answered in a short French phrase. In the first

three dialogue, students speak French at the request of the teacher, reflecting the difference in language ability. Then the teacher began to review the first tense usage. Students are guided to answer the second usage so as to enhance impression. Student B stated the point and the teacher gave feedback in French. The teacher did not use nonverbal codes such as eyes communications and gestures, because the students in this class can fully understand its meaning. Then student C asked questions about the next usage, and the teacher continued to explain the third usage in Chinese. From this dialogue, it can be clearly seen that the students in the academic master class with good foundation have different classroom performances. They use code-switching to actively ask questions, review grammar and strengthen interaction, while the teacher does not have to give redundant explanations for French speeches.

To sum up, influenced by curriculum objectives and French ability, the code-switching frequency varies in the four classes. The relationship between class sequences and code-switching frequency is clarified through data analysis and dialogue interpretation, which helps the teacher to have different speech outputs according to the actual situations, so as to maximize the teaching effect. Students can also conduct code-switching in a timely and appropriate manner to improve their language ability.

## 7. Summary

Theoretical and interdisciplinary researches on code-switching have been emerging one after another. This paper first explains the definition of code-switching and the traditional methods of different disciplines, and then describes the researches on code-switching in foreign language classroom teaching, which lays a foundation for the main body of the article.

This paper records and observes the code-switching behavior of teachers and students in the four classes taking French courses. It is found that there is a great relationship between different class sequences and code-switching with data interpretation and case analysis as the research methods. The code-switching frequency of knowledge interpretation in the classroom teaching of the four classes accounts for the largest proportion. The better the French ability in the class is, the less the class activities are and the smaller the proportion gaps of code-switching frequency in different class sequences are. This conclusion is of great significance to reveal the motivation of teachers and students' code-switching behaviors in French classes with different knowledge accumulations.

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