

Hinderance or Assistance: A Case Study on the Application of First Language (L1) in an English as a Foreign Language (EFL) Classroom at an English Language Institution

Jie Li¹

¹ Faculty of English Language and Culture, Guangdong University of Foreign Studies South China Business College, Guangzhou, China

Correspondence: Jie Li, Faculty of English Language and Culture, Guangdong University of Foreign Studies South China Business College, 181 Liangtian Middle Rd Guangzhou, China. Tel: 188-1329-2139. E-mail: jie.li9@uqconnect.edu.au

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Abstract

L1 use inside EFL classrooms has been a topic of continuous discussion for a considerable period of time, with no prevailing opinion about its impact and extent within L2 (second language) learning environments, particularly within Chinese language institutions. The primary objective is to address the current gap in research and acquire a thorough comprehension of the true effects of L1 use in an EFL classroom. This was achieved through the observation of a specific teaching scenario and conducting an interview with the instructor. Data were classified using Tasçi and Aksu's nine functions of L1 use. The results suggest that the most often observed functions of L1 in the context of education include imparting instruction, translating new terms, and attracting attention. Additionally, it was found that L1 is most frequently used during the vocabulary section and in the middle of each instructional session. Furthermore, the interviewed teacher expressed the belief that L1 usage in the classroom has positive effects, since it serves many functions and should be tailored differently depending on the students' levels of skill. This study implies that the inclusion and promotion of L2 in the EFL setting is advantageous, as learners can considerably benefit from a language immersion environment. However, L1 can still be used when deemed essential. Furthermore, during instructional sessions, educators have the opportunity to engage in reflective practices to assess the alignment between their pedagogical strategies and their intended instructional objectives.

Keywords: L1, L2, EFL classroom, L1 function

1. Introduction

L1 use, a widely prevalent and unavoidable occurrence in language classes worldwide, particularly in the context of teaching a foreign or second language, has garnered increasing interest from scholars. The argument centers around L1 use in the L2 learning classroom can be attributed to the change in various teaching methodologies. According to Hall and Cook (2012), the prevailing belief in foreign language (FL) classroom pedagogy is that teaching should primarily be conducted in the target language, with recourse to L1 only in cases of difficulty and as a last resort. L2 only teaching gained significant popularity and recognition during the period spanning from the latter part of the 19th century until the latter part of the 20th century, with proponents such as Krashen (1981) claiming that the use of L1 hinders pupils from receiving L2 information, particularly in the context of instructed second language acquisition (ISLA). De la Fuente (2023) claimed that in the past three decades, the prevailing pedagogical methodologies, namely communicative language teaching and task-based language learning, have emphasized the reduction of L1 usage with the aim of maximizing L2 exposure within the classroom. This has led to a growing reluctance to employ L1 in FL classrooms, thereby neglecting the fundamental role it plays in FL instruction.

Although L1 usage is frequently disallowed in conventional English language teaching (ELT) approaches, some studies showed that EFL teachers would adopt L1 for various reasons. According to Nunan and Lamb (1996), the complete avoidance of the learner's L1 in actual teaching is very challenging, particularly when working with monolingual pupils and those who have a limited competency in the English language. Liando and Tatipang

(2022) indicated that students can get a more comprehensive grasp of the target language when teachers adopt L1, since this approach can effectively diminish language barriers and thereby enhance their confidence. In addition, Khasawneh (2021) argued that users request clarification on instructions and pronunciation and express displeasure or issues by using L1. Blair (2019) also admitted that mother language may also be advantageous for teachers in some circumstances, such as providing teaching, elucidating grammatical aspects or intricate ideas, clarifying unfamiliar vocabulary, assessing students' understanding, and maintaining a conducive classroom environment.

L1 use in EFL classrooms has long been a controversial topic, and there is no consensus about its effects and amounts on L2 classrooms, especially in language institutions. Ford (2009) argued that proponents of L1 use consider it a beneficial tool for learners to acquire L2, while people who are against L1 use would regard it as a hindrance since language learners are supposed to immerse themselves in an L2-only environment. Additionally, it is important to do additional research with the aim of thoroughly analyzing the true influence of L1 on the process of acquiring L2 within a classroom setting, as a result of the enduring notion that L1 impedes this process. In order to fill in the research gap and understand its real effects, this study investigates L1 use in an EFL classroom by observing a concrete teaching context and interviewing the teacher. Despite the inconsistent opinions about the effects of L1 on L2 development, Ellis & Shintani (2014) claimed that L2 input should be provided to learners to the greatest extent, while L1 beneficial effects on L2 should not be neglected. Within this passage, the study would present L1 use in a concrete teaching context. Firstly, this study would examine instances in which L1 was used by the instructor, as well as the specific roles that L1 fulfilled in the classroom setting for students at the Common European Framework of Reference (CEFR) A1 level. Secondly, the study would include conducting interviews to get insights on teachers' perspectives on the usage of L1 at a linguistic institution that prioritizes extensive L2 input. Subsequently, a comparison would be made between teachers' beliefs and their actual utilization of L1, with the aim of inferring the feasibility of controlling and using L1 in certain contexts. Thirdly, a more comprehensive understanding of the impact of first language (L1) use on the improvement of L2 acquisition would be attained by means of recording and examining the degree of learners' engagements during the observed session. The two research questions are as follows:

RQ 1: When would the teacher use their L1 and what function does L1 serve in the EFL classroom?

RQ 2: What are the teacher's opinions about L1 use in the EFL classroom of an English educational institution?

2. Methodology

2.1 Context

The data was collected from an English educational institution with the objective of developing learners' grammatical proficiency and providing them with the necessary abilities to successfully pass Cambridge examinations. The proliferation of English educational institutions in China has seen a significant surge over an extended period of time, mostly driven by intense academic rivalry and a culture that prioritizes test performance (Huang, 2016).

The observed class would teach vocabulary and grammatical patterns of the lesson topic and incorporate reading materials and activities to improve four macroskills, which indicates that the lesson would focus on linguistic forms and meaning. This lesson would begin with a quiz that tests whether learners have a good command of the contents taught in the previous lesson. Words and grammar would be taught explicitly to students by including related activities like games or sentence-making to strengthen the learned contents. A reading passage would also be imparted during the lesson, and the learning focus is on meaning itself. Given that the pupils in question are about 7-8 years old, it is essential to emphasize the need for repeated instructions and effective classroom management techniques.

2.2 Participants

This English lesson lasted for 120 minutes, with 15 minutes as breaktime, and was given to a group of 10 EFL beginners once a week. These learners, who are around 7-8 years old, are 5 boys and 5 girls with Chinese as their first language. Their English proficiency levels are quite similar, which can be labeled as A1 levels according to CEFR. The students engage in daily English lessons at school, yet the degree of difficulty in their English learning curriculum may not be a significant challenge for them. Given this, the main objective of English language acquisition within educational institutions is twofold: to enhance present proficiency levels and to successfully complete the Mover's Exam of the Cambridge Young Learners' English Tests. The teacher is a female who has a high level of proficiency in Chinese and holds an undergraduate degree in English education. Furthermore, she has garnered a cumulative duration of two years in the realm of English language education. In

addition, the instructor has the ability to use simple and comprehensible vocabulary as well as an appropriate pace of speech in order to effectively teach language. Furthermore, she demonstrates fluency in seamlessly transitioning between English and Chinese throughout instruction.

2.3 Data Collection Procedure

The data used in the study was acquired from three different sources. The first document comprises the observational notes that were recorded during the classroom observation. The second item pertains to an audio file that was recorded during a class session, serving as a precautionary measure in the event of any potential omission of critical information. The third component pertains to the in-class interview conducted with the instructor. I recorded observations pertaining to the duration of L1 use, classroom activities, specific instances of L1 and L2 usage, and student involvement throughout instructional sessions. The teacher would be queried on three specific inquiries: firstly, the underlying objective behind her utilization of L1 in the classroom; secondly, the potential advantages of using L1 for the development of L2 and the overall classroom environment; and finally, her deliberate management of L1 use in various instructional settings.

2.4 Data Analysis

The quantitative analysis of data gathered by observation, such as the times of students' or instructors' usage of L1 and L2, may be considered descriptive statistics. This approach aims to arrange, present, and summarize the collected data. Likewise, the audio recording may be categorized as a kind of descriptive statistic due to its ability to provide specific information pertaining to observational notes. The interview done with the instructor may be classified as qualitative data due to the researcher's emphasis on capturing meaning rather than numerical values.

Firstly, the part that is relevant to the teacher's language switching in the audio file can be transcribed and then used to add some details to the observation notes. Secondly, the L1 use marked down on the observation notes can be coded by using Taşçi and Aksu's (2020) nine categories, including 1) providing instruction, 2) unknown word translation, 3) sentence translation, 4) classroom management, 5) checking comprehension, 6) eliciting, 7) drawing attention, 8) providing feedback, and 9) providing grammar instruction. Thirdly, other observation notes can be categorized into: 1) when L1 was used; 2) in which activities L1 was used; and 3) whether the teacher only used L1 or L1 +L2 in the teaching. Fourthly, the interview data can be analyzed and then compared with observational data to check whether L1 use can be controlled and used in specific situations or parts.

3. Results

L1 functions	the numbers of L1 uses	L1/L1+L2		activities						the timing		
		L1 only	L1 with L2	introduction	quiz	vocabulary	grammar	reading	summary	beginning	middle	end
providing instruction	13	13	0	1	1	6	2	1	2	7	3	3
unknown words translation	13	8	5	0	0	9	3	0	1	7	4	2
drawing attention	10	10	0	0	0	7	3	0	0	5	3	2
eliciting	6	1	5	0	1	3	0	2	0	2	4	0
checking comprehension	6	0	6	0	0	2	1	2	1	1	4	1
providing feedback	5	4	1	0	0	2	2	1	0	0	4	1
providing grammar instruction	5	2	3	0	0	1	4	0	0	1	4	0
classroom management	5	5	0	0	0	1	4	0	0	0	5	0
sentence translation	5	5	0	0	0	1	1	3	0	1	3	1
total	68	48	20	1	2	32	20	9	4	24	34	10
	%	70.60%	29.40%	1.50%	2.90%	47.10%	29.40%	13.20%	5.90%	35.30%	50.00%	14.70%

Table 1. Functions of L1 in the class, the time and activities

3.1 Functions, Timing and Activities

The teacher used L1 68 times, and these uses were coded using Taşçi and Aksu's (2020) nine categories. According to the results, the most frequently utilized functions are providing instruction and translating unknown words, followed by drawing attention. Giving students clear instructions about what to do or how to solve difficulties would be counted as providing instruction. For instance, the teacher would instruct students to open the book and turn to the corresponding page. Unknown word translation would emerge when students encountered some difficult words. The drawing attention function would be utilized by the teacher owing to the students' inattention to the lesson. For instance, the teacher would mention that this is an important language point and students should listen carefully. The third most frequently used function is eliciting and checking comprehension. When students have no idea how to answer a question, the teacher can give some hints in L1, which can be regarded as an eliciting function. Checking comprehension would be needed if the teacher is not sure whether students have a good command of the taught contents. The four most commonly used functions are providing feedback, providing grammar instruction, classroom management, and sentence translation. A

feedback function would be adopted when learners perform well. A grammar instruction function would be employed since learners lack understanding of grammatical rules. Classroom management functions can also be adopted if learners cannot behave well, while sentence translation will be utilized once learners encounter some challenging sentences.

Regarding the activities in which L1 was used, the results show that L1 was mostly used in the vocabulary part, followed by the grammar part. In the vocabulary session, L1 was mostly used for unknown word translation, drawing attention, and providing instruction. It should be noticed that providing grammar instruction, classroom management, unknown word translation, and drawing attention are the most commonly used functions in the grammar part. In the reading part, sentence translation, eliciting, and checking comprehension would be the most frequently adopted functions. In the introduction, quiz, and summary parts, the L1 use was the least, while the providing instruction function would rank first within these three parts. As for the timing of L1, L1 is mostly adopted in the middle phrase, while it ranks second in the beginning and third in the end phrase.

The data shown in the table provides a response to the first research inquiry. The primary roles of L1 include providing instruction, translating unknown words, and drawing attention. The roles that are least often used include the provision of feedback, grammar education, classroom management, and sentence translation. Additionally, it was seen that L1 was mostly used in the vocabulary section, with teachers opting to include it more often in the midst of each segment rather than at the beginning or finish.

3.2 Teacher's Opinions about L1 Use

The interviewed teacher shared her opinions about L1 use in class, and she recognized three main functions of L1, including providing instructions, translating unknown words, and eliciting. Even though she recognized the function of drawing attention, she mentioned that she did not want to use it since learners were able to understand these orders in English. But it should be noticed that the drawing attention function would rank third in L1 use. The reason for this inconformity is due to the emotional consideration from the teacher in concrete class and the teacher's inability to control L1 use in some situations. The teacher's opinions are as follows:

"I don't usually want it in my lesson plan, and I don't plan to use it in class because attention instructions are combined with some simple words. But sometimes I cannot control it, and attention instructions in English cannot draw their attention quickly, and they cannot understand emotionally."

Teachers' perceptions toward L1 functions are mostly in accordance with the results shown in Table 1, while there are some functions that teachers might not be consciously aware of. With respect to the second inquiry, the instructor recognized the advantages of using L1 as a means of translating complex phrases and words to pupils, resulting in immediate results within a limited time frame. Additionally, she acknowledged the need for L1 usage, despite the requirement to primarily maintain an L2-only environment. Regarding the third issue, the individual posited that they would use varying degrees of L1 in diverse instructional settings suited to accommodate differing levels of ability.

To sum up, the answers to the second research question are as follows: The teacher considered L1 use to be beneficial since it played different roles in the class, and L1 use should be different in class on the basis of students' proficiency levels.

4. Discussion

The results indicate that L1 is mainly used for nine functions, and the commonly used functions are providing instructions, translating unknown words, drawing attention, eliciting, checking comprehension, providing feedback, providing grammar instruction, classroom management, and sentence translation. The findings are mostly in accordance with results reported in other research. According to a study by Tang (2002), Chinese EFL teachers would use L1 to give instructions and explain difficult words. In Turkish EFL contexts, Sali (2014) claimed that L1 was mainly used for explaining difficult English language points, eliciting, providing instructions, reviewing contents, managing students' performances in class, interacting with students emotionally, and translating vocabularies and sentences. Similarly, teachers from different contexts would tend to use L1 for conducting different activities, explaining, and managing, which all aim to ensure a smooth teaching procedure.

The teacher mentioned that she would use different amounts of L1 in various lessons. As for students in the beginning level, she mentioned that learners might still not be able to infer meaning by receiving some explanations in L2 combined with L1, and the time limit would be another problem. Moreover, she mentioned that there was an emotional connection when she used the drawing attention function of L1. These considerations can be seen in the results, and the numbers of L1-only uses exceed the numbers of L1+L2-uses. Providing instruction and drawing attention were all conducted in L1. These findings support the study

conducted by Rezvani and Rasekh (2011), who claim that it is common practice for EFL teachers to use learners' L1 in order to achieve a range of pedagogical and social objectives, hence enhancing the teacher-student connection inside Iranian elementary-level EFL classrooms. Also, a study conducted by scholars Liebscher and Dailey-O'Cain (2005) in the German setting argued that it is a prevalent practice for teachers to switch to L1 when they want pupils to pay attention or cease an undesirable behavior since instructors are aware of their pupils' current proficiency level in the target language and recognize the ineffectiveness of using L2 as a means of disciplinary intervention. De La Campa and Nassaji (2009) mentioned that the inclusion of activity instructions in L1 enables students to promptly participate in and exercise their usage of L2. Additionally, delivering activity instructions in L1 is a valuable means of saving time. When teachers utilize L1, they should take learners' current proficiency levels into consideration and then adopt the suitable L1-only or L1+L2 approach.

As for the timing of L1, it is evident that the functions of providing instruction, translating unknown words, and drawing attention conducted in the beginning are greater than those adopted in the middle phrase. As I mentioned before, these students are beginners, and they are around 7-8 years old. Giving clear instructions about what to do in the beginning would be beneficial for the following learning. Moreover, unknown word translations were mostly conducted in the beginning. It is claimed that word recognition accuracy should be taken into account in the beginning since it can assist in decoding meaning later (Pressley, 2002). In the vocabulary part, teachers always tend to explain these unknown words in the beginning, which can ensure the smooth teaching and learning of the following parts. In addition, drawing attention was also conducted in the beginning phrase since drawing attention and providing instruction were correlated. When teachers illustrated some important points, they would remind learners to listen carefully in case they missed some important information.

On the contrary, the functions of classroom management and providing feedback would be completely utilized in the middle session. Evertson et al. (1983) claimed that classroom management could be utilized throughout the class. By taking concrete situations into consideration, listeners who are around 7-8 years old are L2 beginners, and insisting on some standard behaviors like sitting well would be difficult for them in the middle of class due to their limited attention and long class. And then classroom management would be needed. In terms of providing feedback, Duijnhouwer (2010) claimed that feedback can enhance motivation. Since this curriculum incorporates many activities to practice words and grammar and normally starts with the teacher's explicit teaching, providing positive feedback in the middle of the session would be needed and can enhance learners' interests in the following learning.

4.1 Teaching Implications

The use of L1 in the L2 classroom is subjective and is affected by different factors like teachers' proficiency levels, students' proficiency levels, and concrete contexts, which indicates that there is no universal consensus about the exact amount of L1 use. The benefits of L1 use cannot be ignored, while teachers should try their best to provide appropriate L2 and encourage students to use L2 since L2 immersion would undoubtedly assist language development and language is developed by using it.

Another implication would be that teachers should often reflect their own teachings and make relevant lesson plans before class. They should have a clear understanding of teaching objectives and procedures, which can avoid the possible inconsistency between teachers' thoughts and actual practice. Moreover, teachers can give feedback and instructions in L2 or L1+L2 at the beginning of the class and then gradually reduce the L1 use, which is in accordance with Vygotsky's (1981) sociocultural theory that emphasizes reduced assistance in long-term development. Even though learners might struggle in the beginning, they will get accustomed to it in the long term.

4.2 Limitations

Even though this study has its strengths, like providing positive evidence of L1 functions, its limitations cannot be ignored. Firstly, this study was conducted in an EFL class, and the total participants were 10, which indicates that the size of the group is too small and the results cannot be generalizable. Secondly, this class was conducted in an English educational institution that mainly aims to improve grammatical competence, which is different from schools that focus on cultivating communicative competence. Thirdly, some L1 uses would serve two functions, and it would be difficult to choose the most appropriate function. Fourthly, there is only one researcher to code the observation notes, and one more researcher should be invited to ensure their reliability.

5. Conclusion

This study sought to address a research gap pertaining to the impact of L1 on L2 acquisition. Specifically, it investigated the use of the L1 by an EFL instructor as well as the teacher's attitudes and beliefs on L1 usage within the framework of a Chinese English institution. The results revealed functions adopted by teachers to foster teaching, including providing instructions, explaining unknown words, drawing attention, eliciting, checking comprehension, providing feedback, providing grammar instruction, classroom management, and sentence translation. The results also show the teacher's positive recognition of L1 in the L2 classroom, and proportions of its use should be based on students' actual proficiency levels instead of pursuing L2-only environments. The study suggests some implications for EFL teachers and ELT research. In the field of EFL instruction, educators can be encouraged to include learners' L1 as a strategic tool to enhance the learning experience. This does not imply that they should support unrestricted use of L1, and L1 use can be gradually decreased due to the increasing capability. In the realm of ELT instruction and research, there is a discernible need to establish a comprehensive framework that effectively delineates the appropriate use of L1, specifying the precise methods and circumstances in which it should be employed to assist teaching.

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Appendix

Classroom Observation Notes

Time duration	Type of activities	L1 (Chinese)/ L2(English) used by teacher and students	L1 function
3 mins	grouping+introduction about lesson topic	T: (L2) “Today, we have two groups...” “And we would learn lesson 3...”	
		T: (L1) “If you answer one question, you group would get one point and then you can have a chance to draw a beautiful picture on the blackboard. (translation)” Ss- focus on what the teacher says	1 providing instruction
5 mins	quiz about contents taught in the previous class	T: (L1) talks about how to finish each question and where students should write down their names. Finally, the teacher asks students to raise their hands if they finish. Ss: (L1) Once they have some confusions about the quiz, they would use their L1 to ask teacher.	1 providing instruction
		T: (L1+L2) “The boy runs fast and 同义词是 (synonyms)	6 eliciting
5 mins	vocabulary teaching about the word “famous”	T: (L2) read the word “grammar” T to S: (L1) ““famous” 表示有名”	2 unknown translation words
		T: (L1) “If you are not focused, I would stop the teaching. (translation)” Ss: (L2) respond to the teacher in L2	7 drawing attention
		T: (L2) “who is famous?” Ss: make sentences in L2	8 providing feedback
		T: (L1) “The girl’s group is very good (translation)” T: (L1+L2) “Who else is famous?” “哆啦 A 梦”	6 eliciting
		Ss: (L2) respond in L2	
		T: (L1) explain how to use “be famous for” Ss: (L2) make sentence by using this phrase in L2	9 providing instruction grammar
		T: (L1) “the girl’s group outperforms the boy’s group (translation)”	providing feedback

			and then invites different students to play. Finally, the teacher invites two students to draw pictures on the blackboard as a reward.	1	providing instruction
				2	unknown words translation
			T: (L1) ““movie”表示电影”	1	providing instruction
			T: (L1) “I can’t hear your voice and your voice should be louder (translation)”		
			T: (L2) makes sentence by using the word “boring”		
5mins	vocabulary about the word “boring”	teaching the word	Ss: (L2) respond in L2	5	checking comprehension
			T: (L1+L2) “boring means not interesting(L2) 明白了吗? (Do you understand?)”		
			T: (L1) explains the mistakes that learners have made in sentence making.	9	providing grammar instruction
			T: (L1) explains when to use “bored” or “boring”	9	providing grammar instruction
			T: (some students took out the toys and played them) (L1) “put away your toys (translation)”		
				4	classroom management
				7	drawing attention
5mins	vocabulary about the word “careful”	teaching the word	T: (L1) “You should be more concentrated and let’s see who can get the most rewards (translation)”		
			Ss: (L2) make sentence by using word “careful”		
			T: (L1) explains the meanings of “watch out” and “look out”	2	unknown words translation
5mins	vocabulary about the word “naughty”	teaching the word	T: (L2) teacher reads the word in L2 and invites students to make sentences by using the word “naughty”		
			T: (L1) “This word is very important and we would have a dictation next week (translation)”	7	drawing attention
5mins	vocabulary about the word “brave”	teaching the word	T: (L1) explains bungee jumping in L1	2	unknown words translation
			Ss: (L2) make sentence by using the word “brave”		
			T: (L1+L2) “who is brave? 消防员 (fire fighter)”	6	eliciting
5mins	vocabulary about the word “smart”	teaching the word	T: (L1+L2) “Smart means clever and it means that you are able to do something, do you understand?”	5	checking comprehension
5mins	summarize vocabulary part	the	T: (L1+L2) reviews all the words in L1 and introduces “adjectives” in L2	2	unknown words translation
			T: (L1) explains when the adjectives are used	9	providing grammar instruction

		T: (L1) reminds students to review all these words after class	7	drawing attention
		T: (L2) students are required to finish a game and teacher's instructions are in L2.		
		T: (L1) when comes a difficult game, teacher instructs learners in L1 and she would translate the unknown sentences into Chinese.	1	providing instruction sentence translation
		T: (L1) "You should listen carefully (translation)"	+3	
		T: (choose the corresponding answer to the sentence) (L1+L2) translates the key words in L1 and reads the rest in L2	7	drawing attention
			2	unknown words translation
		T: (L1) instructs learners to draw some pictures on the blackboard as rewards.	1	providing instruction
		T: (L1) introduces the grammatical formulas	9	providing grammar instruction
		T: (L1+L2) shows some pictures for students to make sentences and explains unknown words in L1	2	unknown words translation
		T: (L1) notices that some students cannot sit well and instructs them to sit well	4	classroom management drawing attention
		T: (L1) instructs other students to listen carefully when some students share their opinions.	7	
		T: (L1+L2) when teacher tries to explain the grammatical patterns, she would use both L1 and L2. L1 is used when some difficult words arise.	2	unknown words translation
15mins	grammar part	T: (L1) instructs students to translate English sentences and makes an example (L1)		sentence translation
		T: (L1) praises all the students.	3	providing feedback
		T: (L1+L2) teacher talks about some irregular words in L2 first and then translate them into L1	8	checking comprehension
		T: (L1) explains some unfamiliar words in L1	5	unknown words translation
		T: (The students lost concentration again) (L1) instruct them to stay focused	2	drawing attention
		T: (L1) reviews the grammatical formula with students in L1	7	providing grammar instruction

		T: (L1) teacher would instruct learners to talk about the words in L2 and give some feedbacks in L1	9	providing feedback
			8	
5mins	relevant activities about grammar	T: activity 1 (L1+L2) (students should choose the correct words) teacher read the words in L2 but they would explain the grammatical mistakes that learners have made in game by using L1	9	providing grammar instruction
		T: activity 2 yes or no		
		(L1+L2) read the words and sentences in L2 but explains the grammatical rules in L1	9	providing grammar instruction
		T: (L1) instructs learners to mark down homework	1	providing instructions
20mins	reading part	T: (L1) translates the sentence “have you seen famous person” in L1.	3	sentence translation
		T: (L1+L2) “which famous person do you want to meet, 姚明?”	6	eliciting
		T: (L2) introduces today’s topic.		
		T: (L1) “open the book, turn to page83 and read it silently (translation)”	1	providing instruction
		T: (L1) “students should not talk when you read (translation)”	4	classroom management
		T: (Teacher starts to ask some questions about this passage) (L1) reminds students to listen carefully.		drawing attention
		T: when comes to the difficult part of the passage, teacher reminds them to listen carefully.	7	
		T: (L1+L2) teacher retells the first paragraph in L2 and asks whether learners understand it.		checking comprehension
		T: (L1) translate the long and difficult sentences	5	sentence translation
		T: (L1+L2) retells the second paragraph in L2 and asks whether students understand (L1). Since the teacher is going to assign the homework, she let the students be quiet and listen.	3	checking comprehension
			5	classroom management
		T: (L1) linking between the second and the third paragraph	4	
		T: (L1+L2) “who is more famous, kuan?”		providing instruction
		T: (L1+L2) introduce what + when + who both in L2 and L1.		eliciting
		T: (L1+L2) encourages students to retell the		

	story (L2) and gives feedbacks in L1	1	unknown words
	T: (L1) assigns the third homework		translation
	T: (L1) translate the requirement of last activity	6	providing feedback
		2	
			providing instruction
	T: (L1+L2) words are in L2 while grammatical patterns are in L1	8	sentence translation
		1	
		3	checking comprehension
5mins	summary		
		5	

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