Educational
Bilingualism

Educational Bilingualism:

New Language Pedagogy

Edited by

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TABLE OF CONTENTS

Part I: Bilingualism as On-Trend Language Pedagogy

A Perspective on Educational Bilingualism
Radislav P. Millrood and Inna Maksimova

Looking at Foreign Language Education from a Bilingual Perspective:
Strategies and Pedagogies
Blake Turnbull

Bilingual Instruction Strategies in the EFL Classroom:
A Teaching Aid or a Hindrance?
Natalia A. Gunina

A One-Way Alley: Disadvantages of the English-Only Approach
in a Non-Native English Language Classroom
Olga A. Chernoshtan

Educational Bilingualism as a Prerequisite for the Development
of Educational Multilingualism
Anna A. Prokhorova

Part II: Bilingualism in Cross-Cultural Dimension

Russian-Culture-Oriented English (RCOE) in the Classroom
and Academia
Victor V. Kabakchi and Elena V. Beloglazova

Part III: Psycholinguistic Aspects of Bilingual Pedagogy

Interlanguage Nature of Error Similarity in L1 Russian and L1 Chinese
Students Learning English as a Foreign Language in Russia
Irina L. Ashmarina

Language Multi-Competence as the Interconnection Model
in Multilingual Writing
Marina A. Bodony

Part IV: Bilingual Practices of Language Pedagogy

A "Language Sandwich" Approach to Developing University Students'
Research Skills
Ekaterina V. Dvoretskaya

A Bilingual Approach to Teaching Postgraduates to Edit Machine-
Translated Abstracts
Tatiana V. Mordovina

Multilingual Code-Switching in Teaching Arab Students Engineering
Science in Russia
Lyudmila Yu. Koroleva

Developing Terminology Competency of Petroleum Engineering
Graduates through Bilingual Instruction
Nina V. Bagretsova

LIST OF FIGURES

LIST OF TABLES

EDITORS' FOREWORD

Educational Bilingualism: New Language Pedagogy is a collective attempt of the international team of authors to address the issues of bilingualism in the English language pedagogy, which has traditionally been based on English-only monolingual instruction.

The work on this monograph has brought together researchers and teaching professionals from Kyoto University (Japan), University of Bielsko-Biala (Poland), Moscow State University of International Relations (Russia), Northern Arctic Federal University (Russia), Samara State University (Russia), Tambov State Technical University (Russia), Kuban State University (Russia), St. Petersburg State University of Economics (Russia) and others.

The book is dedicated to bilingual aspects of teaching English as a foreign language.

The relevance of the monograph is that bilingualism in the modern foreign language pedagogy may seem anachronistic for the communicative epoch. Yet, bilingual practices have proven to transcend space and time in the post communicative era. In fact, bilingual teaching English is something that is being done by all and admitted by few. The time is now ripe to bring bilingual pedagogy to the attention of professionals for the all-round analysis, critical evaluation and informed recommendations.

The monograph has four parts: describing bilingualism as on-trend language pedagogy, viewing bilingual instruction in a cross-cultural dimension, considering psycholinguistic aspects of bilingual pedagogy and looking into bilingual practices of foreign language teaching in the content- and language integrated (CLIL) context.

The authors of this monograph are making efforts to work out a well-grounded approach to utilizing students' own language and their cultural identity, emphasizing bilingualism as new language pedagogy.

PART I:

BILINGUALISM AS ON-TREND LANGUAGE PEDAGOGY

CHAPTER ONE

A PERSPECTIVE ON EDUCATIONAL
BILINGUALISM

RADISLAV P. MILLROOD
AND INNA R. MAKSIMOVA

Introduction

Educational bilingualism is attracting the growing interest of schoolteachers, lecturers, teacher trainers and cognitive scientists (Garcia and Kleifgen 2010). The focus is on the educational bilingualism (emergent bilingualism), typical of students who are learning English as a foreign language in the medium of their mother tongue.

Educational bilingualism means two or more operating linguistic and cultural codes in the learner's linguistic mind to perform learning tasks and communicate with the teacher or peers in the classroom, discussing problems, roleplaying, doing exercises or doing fun activities. One of the manifestations of educational bilingualism is code-switching in the foreign language lessons, where participants from time to time move from a foreign language to the native tongue. Another known form of educational bilingualism is translanguage teaching, in which the horizon of students' knowledge expands by drawing on the foreign and native language resources in the lesson. The key point here is the choice between isolating (bracketing) or including the native language of students in the classroom procedure with the purpose to pedagogically scaffold the course (Garcia and Kleifgen 2010). This chapter will consider educational bilingualism in Russia's English language classroom.

The problem and its relevance

Since the 16th century, grammar-translation method prevailed in the foreign language teaching, by which Latin and ancient Greek were taught.

The basic tenets of that method were uncritically transferred to the teaching of modern languages until the end of the 19th century. The tradition to organize teaching around grammar and push to the fore reading and translation skills still sits in its prominent place in a number of cultures today.

By the end of the 19th century, international contacts became more active and there was a real need to find a method of teaching foreign languages practically. An American applied linguist, M. Berlitz, developed and actively promoted the "direct method" of teaching English to immigrants. A characteristic feature of that method was prohibition of the native tongue in the foreign language classroom. He and his followers argued that semantic associations need to be formed between a target word and its meaning exclusively in the target language, and that any association with the native language would be harmful to students (Sweet 1882, 57). Similar judgments have proved to be "long-living" and they can still be heard today.

The belief that bilingualism in the foreign language classroom has a devastating effect on the learning results is usually supported by the traditional argument that the mother tongue enhances cross-language interference and boosts the growth of the lexical and grammatical errors in the students' speech. It is assumed that, if the mother tongue is not prohibited, then the students will prefer to talk with each other and with the teacher in their native language. It is also argued that if the learners use their own language in the lesson, the foreign language training time will be reduced. As a result, communicative skills of students will be not strong enough. Such arguments are usually supported by the native English-speaking teachers who do not speak the native language of their students or by those non-native English language teachers who follow suit (Jeffrey 2008). The proponents of monolingual foreign language teaching tend to overlook the natural interaction of native and foreign language in the linguistic consciousness of students in the multilingual environment and quite a few teachers still prefer to ignore the numerous facts of regular code switching in their own speech during their own lessons (Turnbull 2016).

It should be noted that the direct method followers are at odds with the current data on how the mechanisms of communicative competence develop and with the trends of migration of cultures creating multicultural and multilingual community of a different scale. This happens both in the society and in the classroom. Students usually welcome the practice in which the teacher of a foreign language, is using students' "own language" to support them in case of difficulty, to broaden their background

knowledge, and to achieve better mutual understanding (Hall and Cook 2012).

The studies of educational bilingualism today are particularly relevant in relation to the following socio-pedagogical factors:

- the social environment is getting increasingly multicultural and code- switching is a common and convenient strategy for interpersonal communication in the family, school and elsewhere (Rios and Campos 2013).
- the contact of languages and cultures inevitably activates the processes of seeking one's cultural identity and the preservation of one's "self" in a foreign language lesson (Gao et al. 2010);
- language pedagogy is increasingly focusing on the integration of language and interdisciplinary knowledge (CLIL - Content and Language Integrated Learning), which necessitates switching codes in the educational process for reasons of removing the language barriers in general knowledge acquisition (Lasagabaster 2013);
- code-switching in the foreign language classroom is beginning to be seen as a teaching resource to improve the effectiveness of training, and its usefulness is being recognized by both teachers and students (Sert 2005).

The working hypothesis about the positive role of educational bilingualism

The basis for the hypothesis that bilingualism is a natural factor playing a positive role in achieving the learning outcomes can be found in the research into the process of acquiring a foreign language in the multilingual and multicultural environment. These studies began in the second half of the last century and are still going on (Krashen 2004).

The natural language learning theory (S. Krashen, 2004) is reduced to the fact that, firstly, the study of a foreign language in the educational setting is significantly different from the natural process of mastering the native language. The natural language environment cannot be replicated in the classroom where teaching tools are school-specific. The natural language medium is that of the native tongue. Secondly, learning the language as a curriculum subject is possible only if the comprehensible input is provided at the check-in point, without which the productive output at the checkout is not possible. Comprehension can be made much easier by the learners' own language. Thirdly, the anxiety and stress of students caused by alien language signs and the quality ensuring

procedures (language testing) in the lesson activate an "affective filter" of anxiety in the learners, lowering the barriers of cognitive overload. The stress and anxiety can be effectively managed with the help of the mother tongue.

Latest publications shed light on the role of bilingual teaching a foreign language in the intellectual development of students. In particular, code-switching helps improve the efficiency of learner's problem solving skills (Kempert 2015).

Also important are the data on the effect produced by bilingual teaching on students' future success in life. According to statistics, school alumni studying in the bilingual language-based programmes with valuable information in the native and foreign language usually achieve a higher economic status. The authors of this study conclude that to improve the future economic status of the students, we need to run a well-informed language course enriched with interdisciplinary knowledge through translanguage teaching, and to provide bilingual education (Krashen and Brown 2005).

The literature analysis makes up a basis for the following hypothesis:

Educational bilingualism is a natural phenomenon in the modern society conducive to successful language acquisition, learner intelligence development, and self-actualization of the learner personality.

Research methodology

We used the following methods of research:

a) the study of the relevant literature on the issue of educational bilingualism;
b) the structured observation of the manifestations of educational bilingualism in a variety of learners age groups varying from preschool children to postgraduate university students;
c) the computer simulation technology that makes it possible to see the manifestation of educational bilingualism in the learner's perspective from elementary to more advanced levels of language proficiency;
d) the comparative analysis of the educational functions of bilingualism in the English lessons for preschoolers and postgraduate students;
e) the survey of English language teachers and students' opinions on the choice of language in the classroom;
f) the longitudinal observation studies;

g) the time studies of code-switching in the lessons of English with different age groups.

Scientific substantiation of educational bilingualism

The research shows that in the foreign language classroom the following types of bilingualism are to be expected:

- sequential and simultaneous,
- balanced and dominant,
- additive and subtractive (Fabbro 2013).

Educational bilingualism has proved to be pedagogically authentic phenomenon that can play a positive role in achieving the required learning outcomes, including subject knowledge of English as a foreign language, the development of intelligence and personality development (as requested by the Federal Educational Standard in Russia).

Psychological and neurolinguistic studies indicate that native and foreign language codes are functionally interrelated in the learner's mental space (Riehl 2005). This means that ousting the native tongue from the foreign language classroom restricts thinking processes by blocking access to the well-rooted native language-based resources of forming and formulating the ideas. The emerging cognitive overload further hinders thought processes forcing a setback and limiting the learners' intellectual capacity during the lesson.

Regarding the relationship of the native and foreign vocabulary, it is shown that access to the foreign words in the memory storage is facilitated if the lemma is well known to students in their native language (Roselli et al. 2012). The enhancing effect of the native mental lexicon on the foreign word use is further supported by scientific evidence received from young language learners. Children with a more developed vocabulary in their own language demonstrate broader vocabulary storage in a foreign language (Grover et al. 2016). Conversely, observations prove any degree of the native lexical retardation in children has a negative impact on the foreign language learning.

The phenomenon of native/foreign vocabulary co-functionality is explained by the integration of native and foreign words in a single neural network with widespread activation at the time of speaking a foreign language. It means that native lexical network activates and supports foreign words recall in the act of foreign language speaking (Goral et al. 2002).

The choice of language in class

In a foreign language lessons, native/foreign language code-switching until recently has been considered a disadvantage of the lesson methodology. Recent studies show, however, the feasibility of transiting from the foreign to a native language and back (Turnbull 2016).

The accumulated scientific and experimental knowledge suggests that code-switching creates a new, bilingual direction in language pedagogy, which is of a significant theoretical and practical interest for foreign language teachers (Robertson et al. 2014).

The published studies provide evidence that the choice between the native and foreign language in the foreign language classroom is conditioned by teachers' beliefs (Inbar-Lourie 2010). The most commonly observed bilingual practice during the lessons is a "sandwich" technology (Butzkamm and Caldwell 2009). Using this metaphor, we can assume that in a good bilingual lesson "sandwich" there is a thick layer of the foreign language filling between reasonably thin slices of native language bread.

The research procedure and the results of the study

Computer simulation of educational bilingualism

One of the methods of exploring educational bilingualism used in our research was computer simulation. For simulating the phenomenon of educational bilingual in students at different stages of mastering a foreign language, we used the "game of chaos" technique (Milrood 2012). The game of chaos can be observed in tossing a coin over the table. The coin may fall with either the "head" or the "tails" landing face up, or "missing", i.e., sliding off the table onto the floor. These three choices can be marked as three dots on the playing field. In order to create a playing field, we need to mark on a sheet of paper a triangle with the three angles, i.e., the "head", the "tails" and the "missed". Aside from the triangle, we denote an arbitrary point, which is the game "start". If a coin lands with the "head" facing up, we draw an imaginary straight line from the starting point to the triangle point "head" and mark a dot in the middle of that line. If, in the next toss, the coin lands with the "tails" facing up, then the imaginary line is drawn from the previous point to the angle "tails" and the dot is marked in the middle of that imaginary line. The more tosses we make, the more points will appear on the playing field. Eventually, after a huge number of tosses, the playing field will be completely covered with dots. It is

interesting that after very many "shots", the dots on the field always make a regular pattern of fractals.

In real life, it is difficult to arrange for a very large number of trials going into hundreds of thousands of observations. This can be done with computer simulation.

In our computer simulation, the playing field contained the four dots:

1) the rejection of the native language by the teacher, even if the students address the teacher in their native language, 2) the teacher switching codes in the foreign language class, 3) the students switching codes in the foreign language class, and 4) the rejection of the native language by the students, even if the teacher addresses them in their native language. The allocation of the dots was totally accidental.
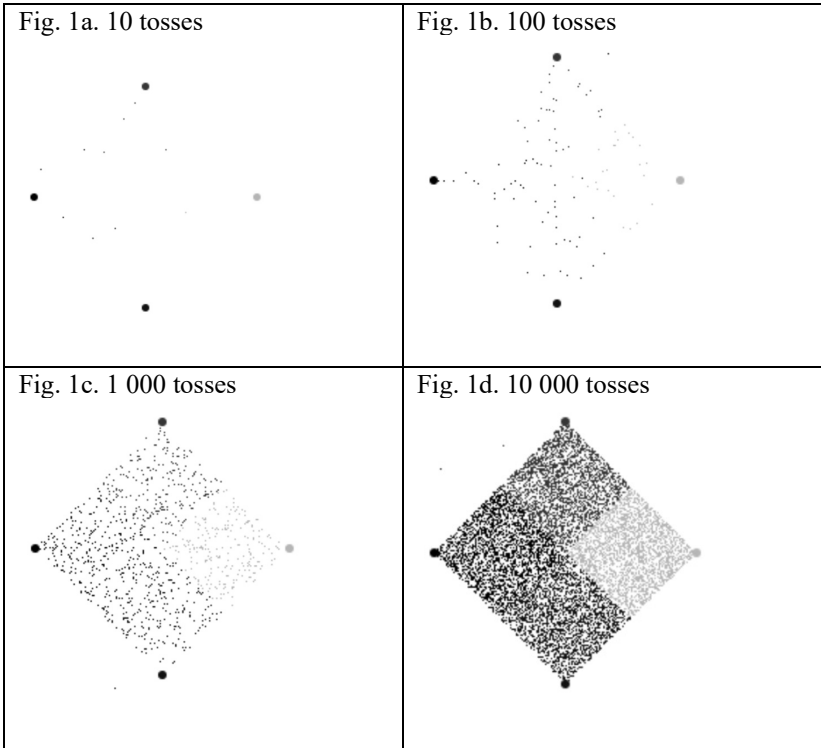
Let us consider the results in Fig.1-1(a – d).

Fig. 1a. 10 tosses

Fig. 1b. 100 tosses

Fig. 1c. 1 000 tosses

Fig. 1d. 10 000 tosses

Figure 1-1 (a-d) - The game of chaos

As the computer simulation shows, the first cases of bilingualism occur accidentally and the choice of foreign language teachers and students remains unpredictable. Gradually, contrary to the expectations, that the occurrence of code switching in class as the learners progress in mastering a foreign language will go down, code-switching in teachers and students is on the rise and the phenomenon is observed more regularly. When a very large number of observations over time is amassed, more and more cases of code-switching become evident, which results in what can be seen as a fractal structure. This means that code-switching and translanguage teaching become a regular practice. Actually, teaching English to specialists for specific purposes is most efficient in the translanguage mode drawing on both foreign and native language sources of information. This explains why the initially random distribution of dots in the chaos game is gradually emerging as a fractal array. As the research has it, teacher and learners' cases of code-switching are not linked statistically. This means that both sides make their independent decisions about which language to use in the next step of communication (Lyitoglu 2016).

Case studies of code-switching in the English language classroom of preschool children

One study, conducted in the United States among the children with the native Spanish shows that switching codes is an effective form of child support in mastering the English language. It proved particularly effective, when children were supported in their native (Spanish) language combined with visual supports in the form of objects, images, or video. Equally useful were the songs, drawings, stories with educational material in the children's native Spanish and foreign English. The teacher asked questions in English and repeated them in Spanish, so that children could fully understand the contents. Such code-switching helped shape the skill to listen with understanding. In the course of teaching the three principal provisions were implemented:

- Maintaining the linguistic identity of pupils (awareness of their own Spanish language and culture)
- Raising foreign language awareness in children (accumulation of English lexis and structuring English language sentences as well getting familiarized with English speaking cultures)
- Language and speech development (boosting the development of children's conceptual framework and speech skills in both the

mother tongue and the foreign language) (Anselmo and Williams 2012).

Another case study was conducted in Indonesia. It also showed that the teachers often used three basic types of code-switching to the Indonesian language: translating individual words within a sentence, translating whole sentences within a text, enhancing the development of children's language skills. By using Indonesian, the teachers aimed to explain the study material, to give the child a task in an accessible way, and to get the child to follow the rules of the proper behavior (Khaerunnisa 2016).

Our own case study in Russia was carried out during the English language course for preschool children aged 6 years in the home schooling environment. Children began to learn English with the course-book "Anglijskij do shkoly" (English before school) (Milrood 2016). For a case study, we applied the method of teacher and learner's code-switching during the lessons. We analyzed ten video footages in the series of lessons. The footages lasted for up to three minutes. Based on the analysis, the following matrix, indicating the number of English-Russian code-switching cases, was completed:

	Inside the sentences	Between the sentences	Developing an idea	Total
Setting a task	4	6	11	21
Introducing a situation	6	9	8	23
Explaining the meaning	2	6	4	12
Managing discipline	3	4	2	9
Total	15	25	25	65

Table 1-1. English-Russian code-switching in pre-school teaching

The analysis of this matrix indicates that the preschool teacher and learners switched the codes in 65 cases by transiting to the learners' native Russian language. This represented 43% of all the teacher's phrases in the observed case. 57% of the teacher's phrases were made in English. The data show that most often the teacher switched over to the learners' native tongue, when continuing the idea to make it more understandable for the

children. Another option was to translate the message before continuing to speak English. The translation of separate words within a sentence occurred more rarely. The explanation of this lies in the fact that children perceive the meaning of the whole sentence rather than of the separate words that make the sentence up. The number of code-switching cases in managing discipline was the smallest. The teacher preferred to manage the lesson by using words and phrases that were part of the lesson routines. During the lesson, some children would occasionally respond in Russian to the teacher's question asked in English. This was a signal that they understood the question. After that, the learners would repeat their answer in English. Such cases proved that the learners were beginning to show some basic elements of their growing educational bilingualism.

Case studies of teacher and learners' code-switching in the classroom of English with postgraduate students (technical university)

Teacher and learners' code-switching in the lesson of English with postgraduates of the technical university was of a particular interest to confirm or refute the computer model of progressive growth of educational bilingualism. If the computer model of educational bilingualism did illustrate realistically the processes of educational bilingualism growth, the share of the teacher and learners' Russian language in the classroom of English for university postgraduates should increase despite the rise of students' proficiency in English. The English language level of postgraduates according to the initial diagnostic testing was in the Common European Framework "waystage A2" - 49%, "threshold B1" - 37% and "vantage B2" - 14%.

To continue the study, we modified the matrix of structured observation that we had previously used with the preschoolers. We used for our analysis the ten video recordings of lesson episodes with postgraduate students. The electronic textbook "English for researchers" (Milrood 2015) was chosen for the course. Each video episode lasted for up to three minutes.

The analysis of the data showed that the number of teacher and learners' code-switching cases in the classroom for postgraduate students rose to 355. The figure was about five times as high as the number of code-switching cases in the preschool course of English. This was partly due to a higher rate of speech of the teachers and postgraduates. The share of classroom utterances in the native language was 48%. This increase of code-switching cases was observed despite the rise in the English language

level of the postgraduates. The major explanatory factor of code-switching was the cognitive challenge when it was necessary to find a solution to the research problem raised for discussion. The bigger the challenge, the higher was the probability of switching over to the native tongue even though postgraduates possessed all the needed English language resources for addressing the idea.

	Inside the sentences	Between the sentences	Developing an idea	Total
Setting a task	19	23	11	53
Introducing a problem	22	31	41	94
Explaining a controversy	21	34	43	98
Applying the findings to individual research projects	17	39	54	110
Total	79	127	149	355

Table 1-2. English-Russian code-switching in teaching postgraduates

It should be emphasized that similar results were also obtained in the classroom of English with postgraduate students from Iraq and Syria. In those classes conducted in English, the teacher occasionally used the Russian language, as all graduate students completed the course of Russian as a foreign language and many of them were more proficient in Russian than in English. In addition, postgraduate students from Iraq and Syria switched over to their native Arabic to explain to each other the points under discussion and working out possible solutions in a group interaction.

Most of all, code-switching cases were reported in the lessons for postgraduates when it was necessary to project research ideas onto the students' own articles or dissertations. Code-switching was more active when the participants were discussing the general idea of the dissertation outline. The search for an insightful hypothesis always triggered off code-switching. The postgraduate students preferred to choose their research methodology mostly in their native tongue (Russian), even though they had all the needed terminology. Uppermost in code-switching were the

lesson episodes dedicated to the data analysis and the discussion of the results. Research conclusions were normally drawn in Russian and then expressed in English. In these and similar situations, code-switching was employed by the students not as a strategy to avoid communication failure, but as *a compensatory sense making strategy.*

Code-switching when working on the research summary or a full text article depended little on the English language level of post-graduate students. Most participants preferred to first prepare the text in their own language and then translate it into English with subsequent editing of their manuscripts. Only one postgraduate student with a high level of English proficiency would first attempt to write her research summary in English. However, the discussion on its further improvement (editing) was done in Russian. It is worth noting that during the discussion of the English text in the student's native Russian language fruitful ideas would emerge more frequently and were then added to the article. This was yet another proof that switching over to the native tongue served the purpose of enhancing students' intellectual resources rather than idea coding. Literature review normally required the mode of translanguage teaching.

Psycholinguistic studies of the model of educational bilingualism

The observed cases of code-switching in the course of English at preschool and postgraduate level have confirmed that with the increased mastery of a foreign language, the share of bilingualism during the lessons is getting bigger. This empirical fact is in need of the relevant psycholinguistic explanation.

Psycholinguistic studies show that native and foreign languages are in the state of permanent interaction. The native language is reported to participate in the development and formulation of ideas in a foreign language. This phenomenon is called "co-activation" of languages (Rankin et al. 2016). Co-activation or parallel activation of the native and the target language explains the cases of the influence that the two languages have on each other. The foreign language tends to replicate the features of the native language. This phenomenon is known as language interference. The interference in question is due to the fact that the memory cells of the native tongue are more accessible to the user than the target language memory cells (Bergmann et al. 2015). Regarding the effect of L2 on L1 research shows that L2 influence is cognitive and pragmatic rather than syntactic or lexical (Kecskes 2007). It is logical to conclude, easier access to the memory cells of the native language makes code-switching a

compelling phenomenon in cases of increased linguistic and intellectual complexity. In such cases, the learners seek a solution by means of the language that is easier to access. In the absolute majority of dual language development it is the native tongue.

Paradoxically, with the growth of the foreign language skills, code-switching becomes ever more frequent as the foreign language is applied to a certain content area in the English language course either for specific/academic purposes or in any content and language integrated programme, i.e. CLIL. Under such circumstances, code-switching is both the consequence of the cause and a teaching strategy. Code-switching pairs up with translanguage teaching of the content and the language (Lasagabaster 2013).

Switching over to the native language depends on the situational circumstances. The more formal the situational requirements are, the fewer cases of code-switching are observed (Dewaele 2001). This means that formal restrictions and bans can reduce the amount of transiting to the native tongue. However, even in the monolingual English environment, native speakers may sometimes unintentionally switch over to their mother tongue and upon noticing the switch return to the English language.

From the published research, we know that the degree of resourcefulness and creativity in dealing with higher order intellectual challenges in the classroom depend on the availability of the native language resources. This includes concept cognates – the words of the native and the target language that relate to each other in meaning. Native concepts related to foreign cognates serve as tools to unwrap a complicated idea expressed in English words. Also, the concept cognates are used when students seek a better wording for a certain communicative intention in the target language, especially, in writing (Tullock and Fernández-Villanueva 2013). By blocking the use of the native cognates, the English-only thought processes will run into a hindrance. With the emerging cognitive overload, students' thought processes lose their productivity. It should be noted that in the CLIL course, the contents of studies often play a dominant role over the language acquisition. Our experience shows that Russian students, working on their ideas through argumentative reasoning, prefer to turn to the native concept cognates in search of a better message.

The published works demonstrate that the mother tongue has a positive effect on the formation of students' knowledge of how to design and communicate their project message, agree on a common approach to solving problems, choose the principles and methods of analyzing and evaluating information. All these skills are particularly valuable in training students' productive writing. This means that turning over to the native

language resources can provide valuable assistance to delivering the true goals of education (Rijlaarsdam and Bergh 2005).

A formal ban on the use of native language in an English language class can have a negative social and psychological impact on the development of students' personality. Native language ban hampers students' national and cultural self-determination, interferes with the sense of belonging to their culture and shatters cultural identity. Studies reveal that in an attempt to create favorable conditions for students' cultural identity, one in three schools in Sweden uses Swedish language and culture (Swedishness) as an educational foundation for teaching (Tholin 2014).

Psycholinguistic studies show that code-switching in the English language classroom can be viewed as a natural phenomenon justified in the pedagogical perspective. In this context, it is interesting to look into the choice of language by Russian teachers of English for their communication with students in the classroom.

The statistical study of the language choice by the teachers to communicate with students

In order to study the choice of the teachers, we designed a questionnaire, which allowed us to find out what language the teachers preferred in explaining grammar, introducing new vocabulary, explaining learning tasks and in other circumstances.

Results from the survey are presented in the diagram (Fig. 1-2).

Analyzing the given diagram (Fig. 1-2), it is noteworthy that the survey of 90 teachers of English from a number of regions across Russia did not show any reliable link between code-switching in the teachers' talk and the school grade whether primary, secondary or high. Therefore, in the diagram we have presented the overall results of the survey of teachers working in the classrooms at all levels of school education.