

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Uses of teacher's code switching in the EFL preschool classroom

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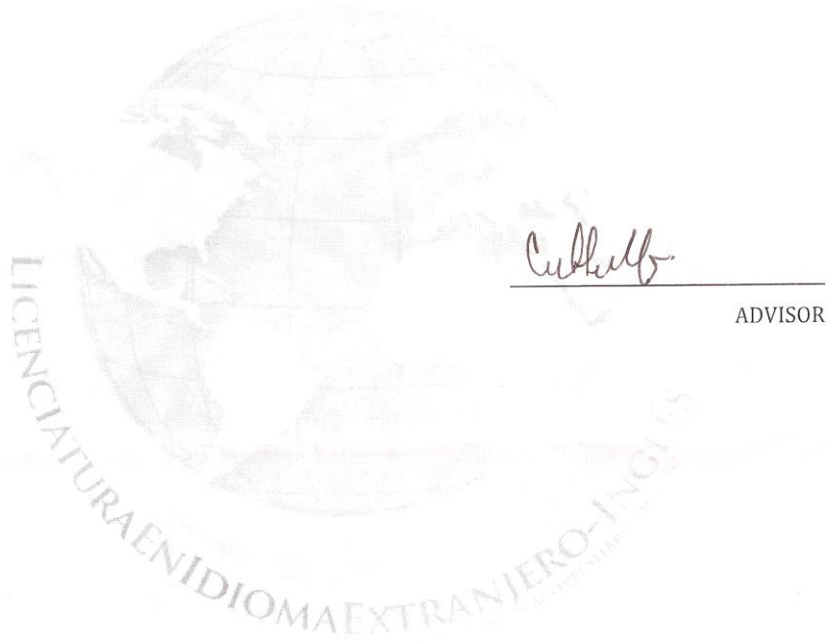
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F. Firma de aceptación de monografía de jurados y asesor

Note of acceptance:



Cubells

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INTRODUCTION

This document is divided in five chapters; the first one present the information related to the research problem, the reason of this research, and the question and objective that it is desired to solve during this research. The second chapter it's divided in two parts, first part talks about four studies that are related with code switching and it is explained why they were important for the development of this study, second part of this chapter describe some authors and theories in order to understand the code switching as a phenomenon, and know its communicative functions to determinate which are present in the EFL classroom, then the functions of code switching in the foreign language classroom are described in the last part of this chapter. The third chapter, explains the paradigm research and the research approach and the setting of the school where the study was done, the participants involved in it and what was the data collection instruments used.

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In the fourth chapter It's presented the data analysis where are present two categories on four subcategories as the result of triangulation. Finally in the fifth chapter the relevant findings are described, also, the pedagogical implications, the limitations faced during the developing of the study and further investigation that might be done having this study as reference.

ABSTRACT

This case study presents an analysis of how extent the code switching is used by the teacher in the EFL preschool classroom in a public school in Bogotá, Colombia. The data was collected through recordings and reflective journals; the participants were a group of 30 preschoolers aged between 5 and 6 of a public school in Bogotá.

The data analysis presents the reasons of why teacher code switching in the EFL preschool classroom works as a facilitator on the class management. On one hand the mother tongue helps to build rapport it mean a good relation between teacher and students, also facilitate the build of values and behaviors in younger pupils and allows students to feel closer to the teacher promoting their confidence.

On the other hand, code switching by the teacher helps in some teacher's functions as check understanding using mother tongue to test immediately student's comprehension

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and to solve student's lack of register prioritizing the achievement of activity or lesson objectives.

RESUMEN

Este estudio de caso presenta un análisis sobre en qué medida el codeswitching (cambio lingüístico) es usado por el profesor en la clase de inglés como lengua extranjera en preescolar en un colegio público en Bogotá, Colombia. La recolección de datos se realizó por medio de grabaciones y diarios reflexivos con un grupo de 30 estudiantes de preescolar en edades entre los 5 y 6 años de un colegio público de Bogotá.

El análisis de la información presenta las razones de porque el codeswitching por parte del profesor en la clase de inglés como lengua extranjera en preescolar trabaja como facilitador en el manejo de clase. Por una parte la lengua materna ayuda en la construcción del rapport lo cual significa una buena relación entre el profesor y los estudiantes, también facilita la construcción de valores y comportamientos en pupilos

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jóvenes y permite a los estudiantes sentirse cercanos al profesor promoviendo su confianza.

Por otro lado, el codeswitching usado por el profesor ayuda en procesos académicos como comprobar el entendimiento usando la lengua materna para evaluar inmediatamente la comprensión de los estudiantes y también para solucionar la falta de registro de los estudiantes priorizando el logro de los objetivos de la actividad o la clase.

ACKNOWLEDGEMENTS

I want to say thank you first to Clara, Jorge, Lina and Andres my family who always bring me the best support economical and emotional to carry out all my degree and who always believing in me; in second place to my tutor Catalina Herrera who contributed with her knowledge and belief in me.

Also thanks to friends, teachers and classmates that had words of comfort in the moments when I thought I was no able to achieve. To my teaching practice tutor Lilian Gonzalez that taught me how improve each time in my teaching performance. Thanks to the Palestina School that allows the developing of this project and in special to my head preschool teacher Aura Cecilia who had the patient and the desire of cooperation.

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AGRADECIMIENTOS

Quiero agradecer primero a Clara, Jorge, Lina y Andrés mi familia quienes siempre me han apoyado económica y emocionalmente para la consecución de mi pregrado y siempre han creído en mí; en segundo lugar a mi tutora Catalina Herrera quien contribuyó con su conocimiento y creyó en mí.

También gracias a mis amigos, profesores y compañeros que me dieron palabras de aliento cuando pensé que no lo lograría. A mi tutora de la práctica profesional Lilian Gonzalez quien me enseñó cómo mejorar constantemente en mi labor docente. Gracias

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al colegio La Palestina que permitió el desarrollo de este proyecto y especialmente a la profesora encargada de prescolar Aura Cecilia por su paciencia y deseo de colaboración.

CHAPTER 1

1.1 Research Problem

The use of the mother tongue (L1) in the EFL (English as a Foreign Language) classroom has been an interesting and controversial topic in the EFL field, using my experience, with this study I attempt to highlight how long the use of code switching by the teacher in the EFL classroom in a public school in Bogotá should be.

During my teaching practice (one academic year), I observed some aspects that forced me to use Spanish in class to make lessons more fluently: first, when I tried to give some instructions in English some of the students got the information clearly, but the part of the class who did not understand, lost their focus on the lesson and turned their attention to other things.

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Second, in the moment when I presented a new topic Spanish allows me to know student's previous knowledge and opinions about the material that I am going to show. In my opinion real student's knowledge is the most important point because it helps to build the new information.

A third moment was in aspects related to classroom management, it means when I had to intervene to cover discipline issues I felt the necessity to use the mother tongue to guarantee the information was received in a properly way, that it was accretive and clear enough to understand.

The final moment when I used Spanish in my lesson was to bring personal information about the individual process. I was worry about how to give this information in the proper way Spanish made more fluently and relaxed the process of inform student's advances during the process.

1.2 Justification

Through this study I was interested in understanding the uses of code switching inside the EFL preschool classroom by the teacher, describe communicative functions of code switching and determine how long code switching should be used by the teacher in the EFL preschool classrooms.

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With the develop of this research I wanted to present clear reasons of why it is important to consider code switching as a tool for teachers to start the process of teach English as a foreign language in preschoolers, also to help in the important aspects as behaviors in the student's lives.

With this study, the institution may obtain information that will be useful at the moment of creating a syllabus appropriate for preschool. Additionally, it will provide an alternative to introduce English as foreign language using Spanish to strengthen some processes that require special attention as related to values and academic process.

The importance of this study is to establish a tolerant view about code switching used by the teacher in the EFL preschool classroom, and also being coherent about the condition of our social context and the actual situation of public schools in the city.

1.3 Research Question

To what extent does the teacher use code switching in the EFL preschool classroom?

1.4 Research Objectives

General: Explain how long the use of communicative functions of code switching should be used by the teacher in the ELF preschool classroom.

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Specific: Determine the communicative functions of code switching used by the teacher in the EFL preschool classroom.

Analyze the purpose of using code switching by the teacher in the EFL preschool classroom.

CHAPTER 2

2.1 Literature Review

In this section I present four studies about the code switching in the EFL class, those documents were useful to determinate the importance of research about the use of code switching by teacher in the EFL preschool classroom in our context. First I named two international studies from Sweden and Finland, followed by two national studies which take place one in Bogotá one in a school and the other in a public university.

In the international field I found a study carried out in Sweden named “El rol de la lengua materna en la enseñanza en clase de lengua extranjera- Estudio de caso” Clarsson (2010) this study looked for the performance of two different teachers in a Spanish institute in Sweden. Using recordings and interviews the researcher investigated about how and why the participants (teachers) used code switching in their Spanish classes.

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The results of the interviews showed, in most cases, teachers were not aware of when code switching appeared in the classroom, because it happened in any moment when the situation needed it. Nevertheless, the participants agreed that they want to have a class where the foreign language is used more than the mother tongue, but that inside the class they act quickly and unconscious when they use L1.

The analysis of the recordings showed some important information such as: the code switching occurs frequently in a lower level classroom more than in higher level classroom. Also it is evident that the L1 (mother tongue) is used to two specific aims for instance: to repeat important information, to guarantee that students understand instructions or information. Also, is useful when the topic is going to be changed: participants (teachers) prefer use the mother tongue, in that way they can obtain better student responses. Finally, the most common aim of using code switching, is the use of code switching to take control or demonstrate authority that usually happens when the class is distracted.

In conclusion Clarsson´s (2010) study presented in its results the unconscious moment when teachers use code switching; in the same way, I decided to analyze situations that force the code switching as a communicative function inside the classroom and describe when the teacher use it. This study represents an excellent source of information because, it is intended to understand and bring some notions about

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how long the use of code switching should be used by the teacher in the EFL preschool classroom.

Another international study called “the code switching in EFL classroom discourse”, had place in Finland .Yletyinen (2004) was interested in looking for how the teacher reacts to the code switching produced by students. In an EFL classroom is common to observe this situation, how the teacher handle with this phenomenon; it depends on, if code switching is effective or ineffective to pupils. The participants of this study were divided in two groups: the first group was seven pupils from seventh grade and their teacher. The second group was eleven students from an upper secondary grade and their teacher; the results of this study showed that in pupil’s case, the use of the mother tongue (Finnish) is used for pupil-to-pupil interaction, disciplinary talk and pupil-to-teacher interaction. Besides, the background in the target tongue (English) influences the space that code switching is presented inside the classroom. In contrast, the upper secondary students use less code switching than seventh graders. The teacher used code switching to get the pupil’s attention or make sure everyone understands the teacher explanation or the activity to develop. To sum up, the teacher from seventh grade used more frequently code switching with their students than the teacher in the upper grade.

Yletyinen’s study (2004) presents two results after the data analysis; first to define when the code switching phenomenon appears inside classrooms, second, is the personal idea

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about how the code switching would facilitate student's knowledge about the Target Language.

In the national field, Muñoz & Mora (2006) presented the study "Functions of code-switching: tools for learning and communicating in English class", the main objective was to find the discourse functions of code switching that take place in a private school in Bogotá in second graders, also to describe the influence of code switching in teacher's discourse. Researchers used video tapes as instruments to collect information which resulted on the benefits of using code switching in an EFL classroom.

The results showed first, code switching builds a safe atmosphere for students where they feel comfortable to use the target language; second code switching plays an effective function and allows the building of a good rapport inside the classroom. Third, code switching serves as a bridge to express emotions and build up individual and collective knowledge. Finally, it works to increase the student's confidence.

Muñoz & Mora (2006) concluded that, depending on the context (students background, ages, English level and social context) code switching has positive influence in the student's learning process, besides it is important to establish limits over the code switching use inside the classroom.

This study presents important information to my research because shows how crucial the effective function is to build an appropriate rapport also present code

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switching as a tool to increase the student's confidence, also, the context it is closer to the present study because it was developing in a school in Bogotá.

The difference between Muñoz & Mora (2006) research and this study is the context and the group of participants (private and public schools), also, that in the present study it's going to be analyzed not only the affective functions of code switching but also possible pedagogical functions.

Another national study is presented by Córdoba (2013), called "How does code switching affect student's proficiency when learning foreign language?", this study had the object to analyze how code switching might affect university students in their oral production consciously and unconsciously. The participants of the study were a group of seven students from a foreign language program in a public university in Colombia, their proficiency level according to the common European was B1.

The methods of data collection used by Córdoba (2013) were observation of classes and some interviews to the students through the information obtained after the analysis the researcher presents the following findings about the consciously and unconsciously moments when code switching appears in the student's oral performances:

Córdoba (2013) classified their results in two categories; the first category represents the conscious implication of code switching in the student's oral productions: the lack of

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vocabulary and expressions, the lack of interest and also, the use mother tongue to emphasis an idea or opinion.

The second category talks about unconscious code switching used by students as a result of lack of confidence when they are trying to find the appropriate word or expression to develop the speech also, because they feel anxious and insecure when they are exposed to do an oral production in front of teachers or other students.

Córdoba's research can be a good point of reference in the present investigation, considering the similarities on the country contexts, in the same way Córdoba's study influence this research on a undirected way, because it presents important information about why code switching should be controlled inside the classroom from the beginning of academic process and progressively work with the students until the moment when code switching will not be necessary in EFL classes.

2.2Theoretical Framework

It is important to identify what code switching is, what are its communicative functions and which of these communicative functions have place into an EFL preschool classroom. Code switching is nota new study theme, however, the intention of this work is to bring some clear notions about what code switching is and which communicative functions take place in the EFL preschool classroom.

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First, I present the definition of code switching, then the four definitions to show how code switching is taken into this study, then, I will talk about some possible reasons why code switching occurs, fourth some communicative functions of switching are defined to show how they are presented in an EFL preschool classroom, finally I will describe how code switching works inside the classroom.

2.2.1 Code switching: Definition and communicative functions

Heller (1988) describes code switching as a phenomenon when “a person mixes two or more languages in a sentence or in a conversation” (p.1). It means, that code switching should be used by a bilingual person or by a person who speaks in some level, two or more languages, even he does not have complete control or knowledge over that language.

On the other hand, Poplack (2001) said that “code switching refers to the mixing, by bilinguals or multilinguals of two or more languages in a discourse” (p1) additionally he said that during code switching speech, there is not any change in speaker even in topic, its means code switching could be an unconscious process where the speakers use switching to facilitate the speech taking advantage of the language or languages they know.

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For Crystal (1987) code switching represent an alteration in the use of two or more languages by a bilingual person in different moments of the communication: sentences, phases also in a long speech; this alteration affects all the languages involved in code switching process. It occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person.

Another definition is presented by Woolard (2004) who said that code switching is “the investigation of an individual’s use of two or more languages varieties in the same speech ever or exchange” (p.74). This definition presents the idea that each person who uses code switching determines his/her own motivations or reasons to do it, there are not any specific reasons it is a personal decision.

In contrast to the previous definitions, Romaine (1989) claimed out that in code switching is not necessary a variation into different languages, it is presented in monolingual speakers who change their speech between a formal and an informal use of the language. This would be presented in English speakers who use informal and formal words to express the same, they switch their style of speech but they do not change the language.

In this study, code switching is presented as a phenomenon which involves two or more languages in a speech used by a bilingual or no bilingual person, to facilitate the communicative process. It may happens when a person who is taken part of the speech

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does not have full command of the languages, it is appropriate to say that code switching might be used in an unconscious moment.

After defining the phenomenon, I continue to explain two possible reasons when this phenomenon appears: According to Crystal (1987), the speakers may not be able to express by themselves in one language so they switch the language to compensate the issue; this also happens when the speakers feel upset, angry, or distracted in some way. Also, the speakers use either language to create a good rapport to the listener, for example, in a group where one of the parts does not understand the language used.

In the same way, Thompson (2013) lists other three reasons why people use code switching in their daily life:

- When speakers are exposed constantly to different languages the brain might unconsciously mix or create confusion between what speakers think and say.

- To be accepted in a group, people act or talk like those around him.

- Code switching works like a secret code when in the group there are people who want to keep a secret.

2.2.1.1 Communicative functions of code switching

To expose which are the communicative functions of this phenomenon I adapted Malik (1994), communicative functions of code switching. He presents functions that

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involve the whole communicative process, however, for this research I selected only the functions that are presented in a classroom and could bring information about why code switching is used by teachers and students in an EFL class. According to Malik (1994) there are seven communicative functions:

Lack of facility: This happens when either speakers do not know the specific word or when he have the knowledge to define a piece of speech in the target language speakers resort code switching to continue with the speech. Also, speakers change the language when a word does not have an equivalent in the language speakers are using. As an example I have the following sentences *I like chicha.*; in this case the word *chicha* does not have an equivalent in English, so the same word is used when the person is using the word in an English conversation.

In an EFL classroom, it is possible to observe how students use code switching for facility, when they start their communicative process and they do not know a word of a set of words to complete their speech, so code switching becomes an alternative to express their ideas. The teacher can allow the use of code switching, meanwhile students get confidence to take the risk to produce an appropriate speech, especially in young learners.

Lack of register: In many cases, people do not have the same competence in both languages, then the code switching occurs and they complete their speech using the

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language that is the most well-known for them. This communicative function is presented in an EFL classroom when students are gaining a new language and they do not have the competence and linguistic knowledge to produce an appropriate speech, so they use mother tongue to express what they cannot do in the target language.

Mood of the speaker: The speakers use the most comfortable language to talk according to their mood (e.g. happiness, sadness), his mother tongue is usually used by the speakers when they are angry or sad, also, the speakers use the first language when they do not have the control over the other language, opposite to bilinguals people who do not have any problems to express their feelings in both languages. For Crystal (1987) this happens because the speakers may not be able to express in one language, then they switch to the other to compensate their speech.

In a classroom when students need to express their feelings, it is commonly observed the use of the mother tongue because they do not have control over the target language, and as a result it could generate frustration because they cannot express all what they want to say.

To emphasis a point: there are moments when it is necessary to stand out some information to the interlocutor with the intention to give special emphasis over some point and might happen when one of the participants don't have the same competence in one of the languages, then, code switching appears to guarantee the complete and clearly

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understanding over the conversation. Also it is related to the use of code switching to highlight some information that needs specific attention.

Inside the classroom, switching to emphasize a point guarantees that students understand any specific information, for example the teacher might switch languages to bring information about an especial activity, exam or some information that is not related to the class' topic. Through this switching, teacher and students have the possibility to strengthen their knowledge and create a space where both talk and hear all the concerns that are happening during the class.

To address a different audience: code switching is also used when the speakers want to communicate with people who come from several linguistic backgrounds. If a bilingual person is talking in front of a public that has Spanish as the mother tongue and just a few members speak English, code switching is presented to establish communication to all the listeners.

In an EFL classroom this function has place, considering the different levels over the target language, especially in young learners, however, the teacher has to interact with all class, then switching is used to talk to students according to their necessities. For example, the teacher would speak in the target language to students who demonstrate higher level than others who still need more interaction in the mother tongue.

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To show identity with a group: This function refers to how speakers need to create a good relationship with the listeners, when the main language might be an obstruction for the communicative process. To solve this difficulty, the speakers might switch to other language to break the barrier and generate empathy with their audience.

In an EFL preschool classroom this function helps teachers to build a good rapport with the students. It is important because pupils need to feel important and be understood by teachers and peers; it is relevant to highlight one of the teacher's function is to help students to learn and manage their personal life with learning process.

To attract attention: when the speakers want to increase the audience's interest, they use code switching; even if they do not change the language completely. As result of this switch, the audience focuses on what the speakers are saying. For example, in an EFL preschool class, keeping the attention of students is an issue so, code switching becomes an alternative to catch the students' attention. Using code switching to do activities where the whole students focus on the same topic.

2.2.2 Code Switching in the EFL classroom

In the previous section I discussed code switching as a communicative phenomenon. However, it is necessary to analyze the use of code switching in a specific context, in this case in the EFL classroom.

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According to Lin (2008) “classroom code switching is an alteration –the alternating use of two or more linguistics codes in the classroom by any of the classroom participants (e.g., teacher, students, teacher aid” (p.273). This definition shows how this phenomenon is presented in the EFL classroom by any participant and in any moment of the class, additional allows discussing which are the benefits and the difficulties of L1 in the FL classroom.

Benefits of code switching in the EFL classroom

- In teaching, code switching represents an alternative to facilitate communication and confidence. Prodromou (1995) emphasizes that L1 would provide support and security for the less confident learners also it should be a source to create an appropriate comprehension inside the classroom.
- Letting students to use their mother tongue is a humanistic method, Cook (2003) because it allows them to say what they want to and need. Teachers should use the L1 when “the cost of the target language is too great” Cook (2003) (p.16). She claims this, because she considers the use of mother tongue a key in the FL classroom, because in learning process students would support new knowledge in Spanish information when the required English level is too high for pupils.
- Araya & Espinoza (2013) conclude “resorting to code-switching at key moments during a conversation may help students to continue participating and interacting, and in the end, might lead them to regain confidence and learn more

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and faster” it is necessary to highlight the importance of establish certain moments where the use of code switching would represent a tool of learning.

- Also in an article from 123helpMe webpage (2015) “students will be more familiar and learn the target language while they learn the content” (p1). The importance to bring in class not just information but, build a holistic knowledge where new information is connected to the common student’s life.

Difficulties of code switching in the EFL classroom

- Chambers (1991)(cited on Skiba, 1997) argues that is not necessary for the learner to understand everything the teacher said, due to switching to the mother tongue breaks the process of learning. It means is more beneficial the student’s contact to the foreign language than the use of Spanish to get full comprehension.
- Wong Fillmore (1981) said that when the head teacher uses L1, it might generate that students ignore the importance of work in foreign language. This situation is a serious issue, because students lose class objective and interest in learning something that they consider it is not necessary.
- Moreover Atkinson (1987) highlights the fact that students do not recognize the grammatical item differences between the mother tongue and the target

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language. It represents a negative interference of the Spanish grammar over the English grammar forms.

In the following section I will describe and discuss the functions that code switching has in the EFL classroom proposed by Sert (2005) because he brings brief and specific information about the purpose of code switching by both parts of the class (teachers and students):

code switching functions used by the teacher:

- The first one is related to how teacher alters the language according to the topic of the class, to give grammar instructions, catch student's attention to focus them on new knowledge.
- Secondly, affective functions are related to express emotions, in this case teacher code switching allows to the interaction and solidarity with the student, in other words, it represents a good rapport in the classrooms.
- The third is the repetitive function where teacher uses switching to transfer the necessary information to the students to clarify ideas. This function also applies for instructions inside classroom but, repeating instructions in the mother tongue, would be a problem when students wait to listen it on L1 and lose the interest in the target language.

Code switching functions used by students:

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- The first function is proposed by Sert (2005); referred to “the use of native equivalent of a certain lexical item in target language and therefore code switches to his/her native tongue” (p.1). This occurs when the student does not have enough competences in the target tongue and uses L1 lexical experience as defensive mechanism to continue the communication completing the gaps of information in the foreign language.
- The second function is called floor-holding (Sert, 2005). This function is presented inside a conversation and is used by students to avoid gaps in their speech. It is specifically because of the lack of fluency in the foreign language or they are not able to use the appropriate structure of foreign language at the moment to perform in the new language.
- The third function is reiteration, and it happens when students repeat in the L1 the message or information given in the target tongue to clarify the meaning. This could have two possible purposes: On one hand, the students are not able to understand clearly the information; on the other hand, they may think it is necessary to check if their understanding is correct or not. Using code switching as a tool to check would become a problem because students lose confidence about their knowledge.

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- The last function is conflict control (Sert, 2005). It is used by students when they want to avoid words or sentences that have a higher level of difficulty for them. The purpose of this function changes according to student's intention, necessities and rhythms of learning.

Finally, Canagarajah (1995) proposes two types of functions that bring important information about code switching inside and outside the classroom:

The micro functions

These functions represent the uses related to code switching inside the classroom with academic purposes.

Classroom management: Using mother tongue is seen as a tool that helps in the development of a class, especially in early ages. For example, it might help to open the class, negotiate, give instructions, request for help and manage discipline. Also, the use of code switching makes easier to the teacher handle situations as encouragement, compliments, commands, pleading and other unofficial interactions.

Content Transmission: This function refers by Canagarajah (1995) as the “effective communication of the lesson content and language skills which have been

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specified in the curriculum” (p.180). This function is relevant, because during a class, it is important for students and teachers know the activities, topics and testing process that they are going to use during the course.

Review: The feedback is an aspect where the mother tongue plays an important role in early EFL processes. It is crucial students know about their performance, and the aspects to improve. Also, during the review and feedback, students have the chance to clarify, so they use code switching.

Definition: There are many ways to explain a new word: drawing, mimics, and synonyms; code switching represents others alternatives to explain new words and create new knowledge. Taking advantage of previous information that students already have in their mother tongue, as definitions and images which are related into both languages; these alternatives would be mixed to present different options to teaching a new language.

Explanation: When students do not have a wide knowledge of the target tongue, switching becomes a tool, it helps teachers to explain and to bring new information, articulating new knowledge to previous data present in their mother tongue.

Negotiating: To involve students in class decisions, they need to express their opinions and express what they want, in terms of activities, rules, breaks, etc. In first ages students need to feel free to express themselves, so they use their mother tongue as

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a tool to interact actively. This negotiating function might be used by the teacher by the first days of classes to explain how the classes are going to be developed during all the academic year.

Unofficial collaboration: Sometimes students learn between them, they understand what other classmate is doing also, they feel more confident between them.

Collaboration might be also between teacher and students, for example to monitor a class a student or students bring a helping hand to the teacher with materials and homework. This particular interaction would be fluent and effective using the mother tongue of students.

Macro Functions

It refers to the social implication related to prepare students to communicate and have a social life outside school, Canagarajah (1995) The description of these functions highlight the use of the language to develop activities which are not related to official or formal academic contexts, for example the switching to talk about personal opinions or situations at home.

CHAPTER 3

3.1 Research Paradigm

According to Johnson & Christensen (2012) qualitative research would be interpreted as an activity that allows the researcher to observe the world: it means interpreting and be analytic about real situations. Through this kind of researches, the observers have the opportunity to study facts in their natural settings, using observation, interviews, photos and filed notes. They helped to make a complete analysis of a specific phenomenon.

In addition, Creswell (2002) presents some characteristics related to qualitative research:

- It explores and understands in detail a central phenomenon.
- The objective of the literature reviewed is basically to justify the problem.
- The analysis is based on participant's information.

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Based on the previous information, It was established this study as qualitative, because the aim is to analyze what happens in an EFL preschool classroom at a public school in Bogota without the intervention of any action which can change the normal development of the class, specifically to understand to what extent should be code switching used by the teacher inside the classroom and explain the communicative functions of the code switching and how it benefits or not the teaching and learning process in the ELF preschool classroom.

3.2 Research Approach

Creswell (2002) claims “case study examines a phenomenon within its real-life context. Data is collected on or about a single individual, group or event” (p.14). The author also makes reference to the understanding of a unique phenomenon as the principal objective.

Johnson & Christensen (2012) relate a study case as a bound system, because as a system, it has interrelated elements that conform a unique element or in this case, a phenomenon. All the elements that are parts of the context would bring certain information, it helps to the development and analysis of the situation.

In relation to this study, it is focused on a particular situation that needs a deep analysis, in this case code switching, because it would present information about how and when teachers use code switching. Is a case study because present an analysis of a

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specific situation, which has to be understood and analyzed, starting from the specific context around the phenomenon of code switching by a teacher in an EFL preschool class in a public school in Bogotá.

The objective of this study is the comprehension about the phenomenon of code switching in EFL preschool classes in a public school in Bogotá and what is happening with the specific situation and participants where the code switching has place, to bring a clear and real conclusion about this phenomenon in this specific context.

3.3 Settings

This study was carried out in the public school La Palestina IED, which makes part of Engativa locality, the neighborhood Minuto de Dios (stratum 3). It is a public school that offers educational service to 1 and 2 stratum students, and works in 5 cycles divided in: first cycle from preschool to second grade; second cycle from third to fourth grade, third cycle from fifth to seventh grade; fourth cycle from eighth to ninth grade and the last cycle from tenth to eleventh grade.

The institution provides education in the 5 cycles with articulation to higher education. It promotes values and focuses on promoting autonomy and participation with a pedagogical humanist method. Its objective is to educate integral students

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through communicative abilities, logical reasoning, creativity, ecological culture and sports in order they become an active part of the society.

The pedagogical model implemented in the institution is the humanistic. It “recognizes the education as the way to qualify the human condition through the formation of integral students working on the following statements: puerocentrism (a methodology that places the child at the center of pedagogical reference), integral formation, human reasoning, human dignity, subjectivity; freedom, the action human and work”. (Student’s Handbook, 2012 La Palestina I.E.D School).

3.4 Participants

During the developing of this research, I played two roles: researcher and participant as the teacher in a preschool classroom. In the next paragraphs, I will describe the activities I did in each role.

Students: They were part of a preschool class, there were 30 students, 17 girls and 13 boys. The ages of the group were between 5 and 6 years old, those children are part of a low-medium social stratus.

It is important to mention, these students did not work by subjects, according to the Ministry of Education in Colombia, students in this level have to work in seven different dimensions, which are socio-affective, physical, cognitive, communicative, esthetic,

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spiritual and etc. Through this set of dimensions students must be prepared to follow their academic process.

The learning of English as a foreign language makes part of the communicative dimension that refers to the use of languages. In this preschool classroom there was not an English syllabus neither a textbook which guided the process. Besides students had two hours class per week covered by a pre-service teacher from Minuto de Dios University.

In the classroom, there were two students who were influenced by their family they showed some knowledge of English vocabulary, but they were isolated cases. The common situation was a group of students who was experiencing their first contact with a foreign language.

Teacher: Clara Corina is a student from last semester in the Bachelor program of English as foreign language at Uniminuto University. The preservice teacher worked in a public school in Bogotá with two preschool groups and a first grade class. I recorded my own lessons with the preschool class (6 lessons) to collect information about how was the code switching in my lessons. During an academic year I worked with a preschool group where I had the possibility to teach several topics as: family, numbers, professions, animals, verbs, etc., the classes were designed in three parts: the review when we develop activities as Simon says, match, open question, the presentation of

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new topic with flash cards, guessing games and discussions. Then a practice time where students develop different worksheets and games uses the new vocabulary they learned.

Researcher: My work as a researcher started preparing the reflective journals and preparing the instruments to record the lesson (6 classes), after the collecting data was done I as researcher observed the videos and read the reflective journals in order to find the information that allows me to answer the research question: to what extent does the teacher used the code switching in the EFL preschool classroom?

3.5 Data collection Instruments

To collect information and answer the research question, I used two different instruments, which were appropriate to bring a complete view of how, why and when code switching takes place into the classroom.

Video and Audio Recordings: Johnson & Christensen (2012) said that “are techniques for capturing in detail naturalistic interaction” (p 94) also “recordings can be used to obtain general observations and impressions of the class or alternative to focus on specific concerns” (p94).

In the specific case to develop this research, I used recordings to have the possibility to analyze specifically the use of code switching by the teacher during each lesson omitting information that was not useful for the present study. For the data collection I

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did six recordings of an hour and half each one, at the beginning of the class I located the camera at the back of the classroom in order to avoid disturbing the student's attention.

Reflective Journals They are defined by Mezirow (1990) as a tool for connecting thoughts and feelings, and it must work as a holistic and structural process. These aspects allow the researchers to have a personal point of view about how they perceive the situations that happen in the classroom.

The importance of reflective journals is presented by Goodson & Sikes (2001). They point out this instrument is as a way to provide factual information and a tool to interpret or analysis patterns and trends.

Through reflective journals in this research, I analyzed how, I as a teacher used code switching and why it was necessary to me at the moment of the lesson; also, to determine repetitive moments where code switching appears becoming in patterns in lessons.

Those reflective journals were taken during six lessons, after each class I took thirty minutes to fill the journals trying to describe in detail each situation where code switching were present. The formant contained information about the course and two spaces one to describe the situation and the other to write the personal reflection about each situation.

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3.6 Ethics

All the information presented in this study has been authorized through two letters (appendixes A) addressed to School la Palestina coordinator and to Mrs. Aura Cecilia who was the head teacher of the group of participants. In addition, I sent a consent form (appendix B) to each student tutor asking for permission to use the pupil's information the letter presented data about the project, dates and objectives; nevertheless the student's names have been changed to prevent misunderstandings and to keep the confidential over student's interventions.

CHAPTER 4

DATA ANALYSIS

The data analysis of this study follows a priori code process to enlarge the theory and to describe which communicative functions are present in the EFL preschool classroom in a public school in Bogotá. Johnson & Christensen (2012) describe that a priori codes are established according to the information collected on the theoretical framework. In the following section It's presented how the data analysis was done.

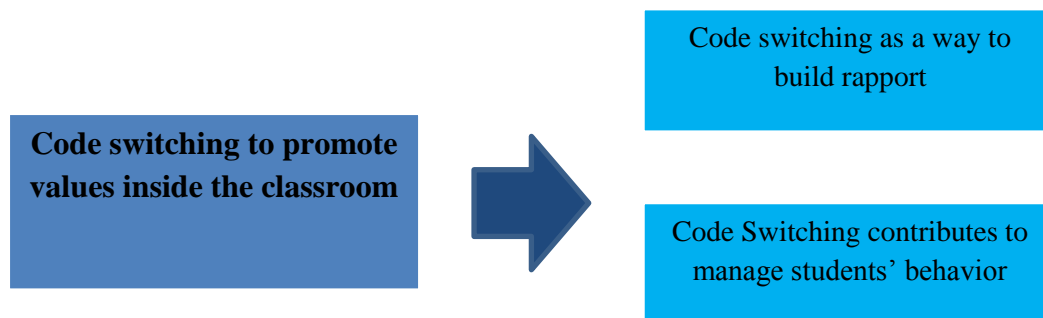
Audio and Video Recordings: Once I ended the six recordings lessons, It was created a folder to collect all the recordings by date. Next, It was transcribed the situations where code switching appear in each class in a word document (appendixes D). Before the transcription, It was created another document where It was copied the information related to code switching. The information about code switching was included in excel which was divided into functions with a different color each one.

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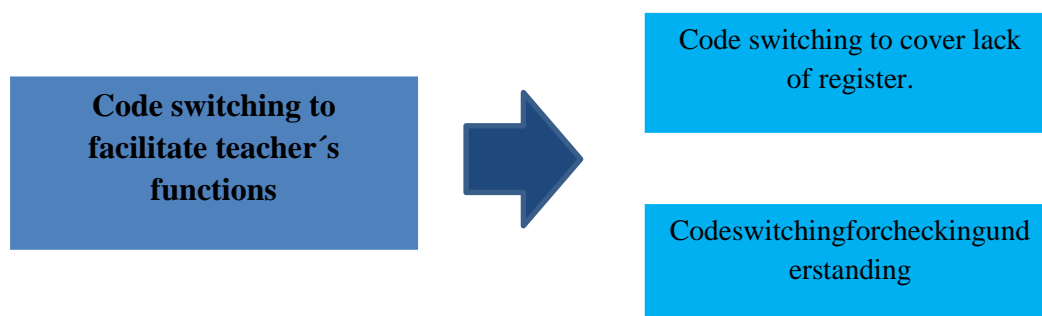
Reflective Journals: After the six lessons It was organized the reflective journals (appendixes C) by date, and then in excel It was transcribed examples about code switching and divided them into functions assigning a color to each one.

Triangulation: it was designed in another excel sheet where It was selected the most representative examples of each function of the two instruments. In this process, I realized that the information was similar and that the reflective journals allowed me to support what I found in the recordings. Finally, a column where it was exposed my own reflection about what happened in the classes was added.

After the data analysis and the triangulation, it was found five specific moments divided into two categories where code switching was used by the teacher to develop a fluent and rich class for students and teacher. These moments will be presented in the following charts and will be explained after.



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4.1 Code switching promotes values inside the classroom

This category makes reference to those moments in class when it is important to focus on aspects that are not related to content. As teachers, it is clear that our function it is not only to give content and more specifically with preschoolers, it is essential to cover aspects related to the growth process of our pupils such as values. The use of code switching by the teacher benefits the communication teacher-students and student-student, generating a climate of confident and total understanding over a situation.

According to the last Mora (2013) defined values as ideal model of personal fulfillment that should be present during all life. Additionally is important to recognize that every person past for three stages in the creation of values, preschoolers are in the stage where the authority is represented by parents and teachers, then children obey what the authority said despite they do not understand why is the right.

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Next it is going to be presented some examples that evidence the use of mother tongue to cover this aspect: in the recording N°4, it was possible to observe in which form the building of values in a preschool classroom has importance because in their young process they need to understand how to keep contact with others; the situation was presented meanwhile students were working on a worksheet. A girl called to say that a classmate was beating her:

Maria: teacher, Jorge me está pegando

Teacher: ¿Qué pasa Jorge? Porque le pegas a tu compañera (Jorge did not answer) ¿Crees que pegarle a tu compañera está bien?

Jorge: no

Teacher: como Jorge

Jorge: no señora

Teacher: porque no está bien

Jorge: porque le duele

Teacher: Muy bien Jorge ahora discúlpate y dile a Maria que no va a volver a pasar

This example reflects what was written in the reflective journal N° 4. In this, It was wrote that the behaviors do not have specific moment to be taught and in preschoolers, it

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is important to be always ready to face situations where pupils need a immediately guide and considering the low level that preschoolers have over the target tongue it is appropriate to use Spanish.

Another example taken from the recording N° 2, I infer that sometimes I work on building values in the preschool classroom plays the main role for preschoolers education; that at that age it is more important to guarantee that students are going to be able to interact whit others in an appropriate way. The following extract was during a story telling activity when students were sitting on a carpet that is in front of the classroom.

Teacher: Ven Juan , ¿qué te estaban diciendo?

Juan: gordo le toca

Teacher: ¿Quién te dijo eso?

Juan: Andres y Miguel

Teacher: bueno porque dicen eso, ¿ustedes creen que es correcto?

Andres: no señora Miguel: no señora

Teacher: ¿Porque?

Andres: porque Juan se puede sentir mal.

Teacher: entonces, ¿porque lo hacen?

Andres: era molestando

Teacher: Juan Camilo, cómo te sientes cuando tus compañeros te dicen esas cosas

Juan: triste

Teacher: ven, eso que ustedes ven como chiste a otra persona le puede estar afectando, en este caso a Juan Camilo. Él les ha dicho algo que los moleste o los haga sentir mal

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The reflection in the journal N° 2 highlight that those kind of situations must be treated in the exactly moment that happen, because it shows to students the importance of what happened and try to brought an effective solution to solve the conflict, looking for present significant learning for students over the situation.

Also, journals N°2 and N° 4 evidence the anxious that those situations represented for me because I wasn't sure if it was the best solution, in one hand I was the English teacher who should speak only in English but, in the other hand, I know the importance of teach values in preschool classes. In conclusion it is not about not to use mother tongue but, is about manage situations properly and use L1 with a real purpose inside the classroom.

Previews examples allow me to realize that in the initial student's ages it is important to work with pupils in their integration in the society, in this case, to respect others. If teachers do not pay attention to those situations it is probably that students present further problems in their interaction with others.

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In those cases I used Spanish to explain why it is important to be respectful with others, and to promote the communication between students and teacher, the mother tongue allows students to see the teacher as a person who can help and listen to them generating a confident atmosphere inside the classroom.

In contrast to Chambers (1991)(cited on Skiba, 1997) who presented the idea of how unnecessary that children understand everything inside the classroom this example shows how preschoolers need and want to be aware about all the situations that might be present in the class room; it is important because they also learn about they constantly listen and see.

Inside code switching functions used by the teacher Sert (2005) confirms that there is a function related to the use of the mother tongue to create a good rapport. In addition I would say, it is not to be in contact with students, it is also to bring information about values and how those values represent an important aspect in daily life.

The collected information demonstrated also, the importance of code switching to intensify values formation in preschoolers giving as result an integral education where should be related the academic and the personal formation.

4.1.1 Code switching as a way to build rapport

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According to Ramsden (2003) “Rapport involves knowing your students and their learning styles and using your relationship with them to teach at a more personal level.”(p155). In other words, code switching helps on the building of appropriate relations between teachers and students, the mother tongue allows student to feel more empathy with the teacher, this make pupils work relaxed and enjoy the class.

It is important to create spaces during the classes to demonstrate that we as teachers are interested in our students and not only in the process of transmitting information. This is reflected in the following example found on recording N° 1, during the class I asked for information about the previous lesson and the student’s intervention was about an event that he wanted to share.

Teacher: ¿que vimos la clase pasada?

Alejandro: ayer me caí

Teacher: esa no es la pregunta que esto haciendo Alejandro

Julián: yo también me caí

Teacher: bueno Alejandro nos va a contar donde se calló y después nos va a contar que vimos la semana pasada en English class

Alejandro: ayer me caí jugando con mi hermana

Teacher: ¿te pegaste duro?

Alejandro: si, mucho

Teacher: pero ya estás bien, ¿verdad? ahora cuéntame que vimos la clase pasada (studentdidnotanswer)

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Also, in the reflective journal N° 1, I evidenced this intervention represent the preschooler's necessity to be heard by the teacher and classmates to show teacher really wants to know them. Empathy demonstrations help in the process of building a good rapport and also might contribute in self confidence in students allowing their spontaneous intervention in some moments. Instead of ignoring or avoiding student's intervention, I brought a space where the student was able to say what they needed or wanted to say, and then I looked for a quick way to go back to the topic of the activity.

In relation to rapport I agree with Malik (1994) that recognizes the importance to establish that closer relation with students to help not only in the academic aspect but also in the personal one, to increase their interaction and security to be in community. Despite the author does not use the term rapport I found their definition close to what rapport represents in a classroom.

Additional to Malik (1994) perspective about code switching inside FL classroom, my experience as preservice teacher teach me that have a good relation with students also represent extra motivation for both parts (teacher- students); additionally the rapport might influence how students assimilate the knowledge.

4.1.2 Code switching contributes to manage students' behavior

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Student's behavior might produce interference in the developing of the class, this sub category presents code switching as a facilitator to monitor and manage student's attitudes that are not appropriate, and represent interference in their attention over the lesson. For that reason, preschool teacher needs to identify the situation and control it as soon as possible, to try to avoid wasting time also, through the use of Spanish it is easy to explain which behavior or attitude is inappropriate.

One extract of the recording N° 1 shows the moment when during a physical response activity, I used Spanish to call attention because there was a group of girls which were not paying attention to my instruction and was disturbing other classmates' attention.

Teacher: everybody jump!... Jump! ...Everybody stop, no vamos a seguir jugando porque algunas señoritas no están haciendo las actividades, entonces si no participamos todos para que seguimos jugando, todos a sus puestos.

Students: nooo no teacher

Teacher: el último intento si todos no participan no jugamos más. Everybody dance!

There are some moments where it is crucial to demonstrate to pupils that what I was taking seriously spirit of the activity was funny, as a reflection of this example the reflective journal N° 1 presents the use of Spanish to indicate we (teachers) are mad about some specific student's attitude, the mother tongue brings authority over what we

Teacher: everybody sit down again please, here sit down (some students have a sit) sit down means sentarse.... Allí las niñas bien sentadas ... ok, everybody here

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are saying and students turn their focus on our speech. Another example that shows code switching used by the teacher to manage behaviors was presented on reflective journal N° 4 before we finished a physical respond activity and students were talking so much.

Again, calling student's attention was the cause of using code switching, sometimes teachers do not plan to use Spanish, but the situation and the necessity of continuing with the lesson, generate that Spanish appears to help to guarantee students' understanding, additionally in the reflective journal N° 4 I presented how sometimes Spanish appears unconscious in moments when we as teacher feel the frustration of discover students are not following instructions..

The previous examples also reflect how code switching represents a signal of alarm in students when teacher used to intervene over misbehavior. Also, when a student or a group of students need a guide about how they should act or behave according to the moment or the place; students noticed that something is not working well and assume other attitude over what teacher is making emphasis, in this case they recognized what was happening and have the opportunity to correct behavior issues.

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Despite of there is no theory in this research that brings information about the code switching to manage behaviors itself; this category is related to the classroom management that is those situations that make part of classes but not especially to the subject in this case with English learning. To support that Canagarajah (1995) said that code switching help in the management of unofficial situation, those results identify that must exist in preschoolers a balance between the subject and with the rest of aspects that are included in young education as values and behaviors.

4.2 Code switching to facilitate teacher's functions

This second category evidences how code switching might facilitate some specific teacher's functions. Those functions are not related to the lack of capacity by the teacher but with strategies that would represent alternatives to improve young teaching process, make reference to the student's ages and to the condition of preservice teacher.

Now, I am going to present two sub categories where this code switching function will be best defined:

4.2.1 Code Switching to Cover Lack of Register

In the preschool classroom, it is common to see students asking for the meaning of words that they do not know. This happens because they are facing English for the first time. This category shows how the use of code switching used by the teacher helps students to understand all the new information.

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In addition, the lack of register is presented in students of all ages and a level especially in the EFL lessons is common that teachers required answering questions as: what is the meaning of? Or how do you say? And answer it in the target tongue does not always work. Using mother tongue during the first contact with the foreign language would present the possibility to build a step by step process with English where students in further levels are not going to need Spanish to understand the new knowledge.

One example was taken from the reflective journal N°3, it described a situation where at the beginning of the lesson, I asked for information about the previous lesson in Spanish because I was aware about if I did it in English student's reaction will be different in terms of talk about other topics or just lose their attention, the recording N°3 evidenced this situation

Teacher: ¿Quién me quiere contar que quiere ser cuando sea grande?

Tatiana: Bailarina

Teacher: how do you say bailarina in English?

Tatiana: Dancer

Students: dancer

Carlos: Police officer

Teacher: Excellent a police officer ¿Quién más?

The reflective journal N 3 presents the solution that might bring code switching to drive student's attention for a specific goal instead of be worry about explaining each aspect of the speech. Mother tongue allows teacher to emphasize the information that is

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relevant for students to learn. For example, the objective of the activity was not to explain the question “What do you want to be when you grow up?” the achievement was to identify if they remembered the vocabulary of the previous lesson so, the mother tongue guided students to achieve the goal.

A similar example was found on the reflective journal N° 6 when I used Spanish to achieve expected student’s answer. Code switching allowed me to strengthen information and motivate student to produce in the target language.

Teacher: Pablo come here. Para deciryo soy un medico you say he is, she is or I am (student does not answer) usas He is, She is o I am (showing different images)
Pablo: I am a doctor
Teacher: very good!

In the reflective journal N° 6 I had the opinion about how Spanish works as a support in the moment when we want to focus the student’s attention in a very specific topic for that reason it is important for teachers to identify what the main objective of each activity is and find the best option, to guarantee students understand the piece of information that we are transfer to them, in other words we must have clear objectives for each activity and design strategies where additional information do not represent confusions nether interrupt student’s attention.

An extract of the reflective journal N°3 offers a situation where during an activity students must to guess what profession I was describing, that information was in

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Spanish because it was too much new vocabulary and students could be confused. The speech was collected to the recording N° 3

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Teacher: ahora voy a describir un personaje que ejerce una profesión y ustedes, en ingles me dicen que profesión es; por ejemplo, a ella le gusta presentarse y tiene muchos seguidores (nobody answer, teacher shows the imagen of a doctor) será él?

Students: siii

Teacher: seguros?

Sofia: Cantante

Teacher: in English

Sandra: singer

Teacher: excellent, give me five

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individual activity where I try to give all the instructions in English, before students start to work a student asked me the meaning of the word sentence:

Sara: ¿Que es sentence?

Teacher: a sentence is this (I wrote two examples on the board one in Spanish and the other in English)

Sara: no entiendo

Teacher: ok, a sentence is una oración, so instruction say complete the Sentence

Sara: completar la oración.

Teacher: yes, complete the sentence

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According to the reflective journal N°6 the use of Spanish must be concrete and specific to avoid student's opportunity to continue speaking in the mother tongue. In the example I recognized that the student was interest on keeping a Spanish conversation , so the solution was to answer other questions in English then student went back to finish the activity.

With my research I could check that as Malik (1994) said the use of the mother tongue help to solve problems related to the lack of register. Additionally, I would say that also we can use it to anticipate students questions about information that not represent the focus of the lesson; as a process the introduction of a foreign language have priorities and sequences of information, it is important to identify which aspects over the target language are the most important to teach according to the students level and necessities, in that measure recognize L1 as an instrument to build clear and strong knowledge.

In addition it is important to add that as a process the foreign language learning have to be scaffolding it means step by step, lack of register is one of the most common situations present inside preschool classroom and the crucial role of the teacher is to use the best alternatives to guarantee students full those lacks of information continuously until get ready to face a FL classroom without any mother tongue intervention.

4.2.2Code switching for checking understanding

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It is important to highlight information to students, because they might listen but do not understand what we are saying. In the EFL preschool classroom the teachers should guarantee students are understanding and are aware about the information that they are receiving. For some teachers, code switching might be seen as unnecessary to this purpose; but the reality showed me the benefit of using mother tongue to students as an opportunity to check also their self-understanding.

This function should be used specially in young learners, when they get a high level this function start to be a problem because code switching could increase student's insecurity about their capacity for interpreting and understanding the target language; for that reason I recommend use L1 just while students build a good structure and relation with the target language. The following section presents some examples where it was useful the code switching to verify understanding.

The first example was taken from the recording N°3; it presents code switching intervention during the instructions for a worksheet, my intention was to check if students were paying attention and if they understood what the purpose of the activity was.

Teacher: Look this 1st point put your name

Students: nombre

Teacher: yes, name. 2nd point draw

Students: dibujar

Teacher: ¿Qué van a draw?

Santiago: ¿qué queremos ser de grandes?

Teacher: yes, the profession that you want to be when you grow up, and 3rd copy the name

Santiago: la profesión pero en inglés

Teacher: yes, in English ... you have 5 minutes

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The use of mother tongue comes to check students understanding, here it is important to recognize that a preschool classroom allows us (teachers) to use code switching in a sentence, because teacher has the possibility to use words that students already know each time make emphasis and reinforced the recent knowledge.

Without the intervention of L1 to check understanding it is possible that students get stuck with doubts, something that is not allowed in any grade less in preschool where children are working on their foundation concepts for their academic lives.

Finally, an extract of recording N° 4 presents the use of Spanish to verify attention of a student that was talking while I was given instructions, in this example code switching also works to call students attention.

Teacher: let´s listen the song, just listen ok?

Students: yes

Teacher:: bueno, Lina ¿Qué vamos a hacer? (Lina didnotanswer)

Carlos: escuchar la canción

Teacher: very good Carlos (I play the song, some students start to sing and dance, then I stopped the song)

Teacher: yo sé que algunos conocemos la canción, pero vamos a escuchar primero, listen y luego wesing (I playedagainthesong)

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Again, code switching plays the role of highlighter of instructions looking for the complete comprehension by student's part. As I said before, without the intervention on mother tongue we are going to spend more time and it is possible the class finishes and the objective of the activity is not attained.

According to the theory of reiteration as a function of code switching inside classroom Sert (2005) it is important to recognize the danger that might produce the extensive use of this tool to check understanding, because it should generate in students insecurities related to the capacity to interpret what teacher is saying.

In addition I propose the use of code switching to check understanding during the beginning of academic year and omit it according to the developing of learning process of the group, it will be another way to control how the process gone and will increase each time students confident over the target tongue.

CHAPTER 5

CONCLUSIONS

5.1 Relevant Findings

After analyzing what happened when the teacher uses code switching in an EFL preschool classroom in a public school in Bogotá, Colombia, it is necessary to share data that might bring important information about the real effects that the use of the mother tongue has in the learning process. Positive and negative effects build an idea of considering the use of code switching as a tool to facilitate teaching process and classroom management.

- The mother tongue in the EFL preschool classroom plays the role of rapport builder. With the possibility of interacting and building a good relation, teacher uses code switching to increase communication channels inside the classroom, presenting an appropriate atmosphere to students to develop their communicative skills.
- The use of code switching in the EFL preschool classroom brings the student's confidence during their initial contact with English, it means that Spanish represents a support to pupils that are able to relate new vocabulary and

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information with the one that they knew. Additionally, new data might strengthen above information.

- It is important to mention how mother tongue in the EFL preschool classroom supports teacher's discourse, to guarantee students' understanding effectively the information that teacher presents.
- Due to at the age of the preschoolers, teacher must be careful about give clear and useful information to pupils; they are in a period of time when they are building their further knowledge. Use Spanish works as a tool to be aware of pupils understand appropriately the data that we as teacher want to share.
- Code switching in the EFL preschool classroom helps to achieve the goals of each lesson. When we want to carry out a full lesson in English with preschoolers, might appear many words or sentences that need to be explained and we can lose the main objective of the lesson. That's why use Spanish generates that both student and teacher focus attention on getting the goals of the lesson. For example if the instruction is extensive and contains many new words, the mother tongue helps to students to focus their attention on the product more that each part of the instructions.
- The use of code switching by the teacher in the EFL preschool classroom represents an opportunity to build values and appropriate behaviors in pupils; it is crucial that preschoolers count with a teacher that prioritizes an education

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where values and behaviors are included in each lesson in any moment of the class, because what preschoolers learn during this period is going to be part of them further.

- To cover values and behaviors code switching should be used when the situation required it, there is not a specific moment to work on this topic, it just happens and the teacher must be careful in identifying the situation and manage it in the appropriate way, always searching student's benefit.
- Building values and behaviors must represent an important challenge in any grade but, preschool teachers should help to build pupils attitudes and behaviors since the beginning of their academic and social life in schools.
- Code switching might represent also difficulties in EFL preschoolers learning process, when teachers are not aware about why he/she used. For example student's perception about the importance of learning a foreign language is lost, when they hear constantly the mother tongue.
- Another negative effect of using code switching by the teacher in the EFL preschool classroom could be that students become lazy to assume new challenges, in order to increase their English level. Also, Spanish might generate interference in aspects like writing and oral production, when students do not recognize the difference between Spanish and English grammatical rules.

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The effect of code switching in the ELF preschool classroom is not only positive or negative, it is important to recognize the consequences but, each context presents different conditions and is the teacher who determines which the most suitable use is according to the context and the necessities of students, also the use of code switching in a class should be agreed with the school proposes and objectives.

5.2 Research Question Answer

In response to the question: To what extent does the teacher use code switching in the EFL preschool classroom? The code switching in the EFL preschool classroom should be used by the teacher to cover five aspects inside the classroom:

First, the mother tongue promotes values and behaviors inside the preschool classroom such as building rapport. This benefits a good learning atmosphere. Second, to manage behavior, code switching allows teacher to control those unexpected situations that might affect the normal developing of the lesson. The third aspect shows how code switching increases the identity by the teacher with the group, creating student's confident.

Another aspect to consider in the use of code switching by the teacher in the EFL preschool classroom, is to cover the lack of register, it means to facilitate the student's attention be focused on each activity or lesson objective. Spanish allows the teacher to explain in an effective way the information that might represent a difficulty for young

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

students, and also avoid the use of extra time to solve questions that are not part of the aim of the lesson.

Finally, preschool teachers need to be sure about students understanding and interpretation over instructions and information, the use of the mother tongue presents an alternative to test pupils understanding constantly asking what teacher had already said. If we ask for information in the target tongue, we expose students to new information and it would be difficult to infer if students understand or not.

5.3 Pedagogical Implications

The present study wants to highlight the importance of considering code switching in the EFL preschool classroom in public schools in Bogotá as a tool to facilitate classroom management, due the lack of register that students have over the target language. It is crucial to bring an appropriate and a pleasant first contact with the foreign language because; in that way we are ensuring that students present a good attitude to continue in their further contact to English.

The use of code switching must be considered in different measure in each English level classroom according to student's necessities. This study does not represent a general observation; as a case study I present information about a group with specific characteristics that could be taken as a guide to analyze a similar context. Also this study presents a help to new teachers when they face their first lessons with

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

preschoolers, keep calm and understand that the use of code switching is not something wrong in our context, off course it is important to be aware about when and why use mother tongue in order to facilitate learning process in our pupils.

5.4 Limitations

During the process of this study, I faced different unexpected situations that represent drawbacks, which were managed and at the end the aims of the study were reached.

- Because of the time, during the data collection, the data were collected during the end of the school year; for that time schools usually started closing activities and doing integrations, parents' meetings and other academic activities so, it were some lessons that I had to reschedule to get all the necessary information.
- Another problematic situation was with the consent form, because I did a format where parents allow me to use students information without any sign, the head teacher thought parents would not allow me to collect data so, when I was ready to record the first lesson she said that I could not do it yet, finally she read the consent form and allowed me to record, the first lesson I lost the data of the first thirty minutes of class.
- During the data collection I faced another difficulty with the camera that I used for recordings because, I did not find the best position where I got a whole view of the classroom, additionally in the first sessions students distracted many times

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

with the camera doing mimics or trying to hide; fortunately I identified a corner where the camera was hidden for students and it recorded almost all the classroom.

5.5 Further Research

This study will be a point to start to analyze other interaction over the code switching in the EFL classroom. One topic that will be interesting to observe is how code switching works in the EFL preschool classroom in a private school in Bogotá. First to know how private schools teachers see and which are their opinions of the use of code switching with young pupils.

Another further research would be how schools interpret the use of code switching in the EFL classroom by the preservice teacher, if the result is negative it will be necessary to implement a strategy to demonstrate how code switching might help on the classroom management.

In addition, it would be useful to search about how is the interaction between young students in the EFL classroom in public and private schools. Are they using Spanish more than English to interact? Are they using both languages to talk between them? Or they use the target language just to interact to the teacher.

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Finally, this study might open a discussion about how while student's level improves the use of code switching inside the EFL classroom may decrease until achieve a full and effective English class in public schools in Bogotá.

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

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CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix A N°1

Letter

Bogotá, 11 de septiembre de 2014

Señores:
Sandra Lucin Patiño
Juan Manuel Méndez Álvarez
Colegio La Palestina I.E.D

Asunto: Consentimiento informado

Respetados Sra y Sr:


Con el ánimo de presentar ante ustedes el proyecto "The influence of code switching in EFL learning vocabulary process in a preschool classroom in a public school in Bogotá" el cual estoy realizando para culminar mis estudios en la Licenciatura de lengua extranjera: inglés en la corporación universitaria minuto de Dios. El presente estudio tiene como objetivos: 1) Analizar que influencia tiene el uso del cambio lingüístico inglés-español en el proceso de aprendizaje de vocabulario en estudiantes de preescolar. 2) Identificar las ventajas y desventajas del uso del cambio lingüístico inglés-español en el proceso de aprendizaje de vocabulario en estudiantes de preescolar

En este proyecto los instrumentos de recolección de datos serán observaciones y diarios reflexivos (material escrito) por un transcurso de 6 sesiones de clase las cuales comenzaran una vez tenga la respectiva aprobación y estará enfocado en los estudiantes de transición 3 con los cuales he trabajado desde el semestre pasado. Adicionalmente, dejo constancia que la información resultante de la recolección de datos será usada única y exclusivamente para fines investigativos.

Después de presentar mi proyecto me gustaría pedir su autorización para comenzar con la etapa de recolección de datos y llevar a buen término la culminación de este estudio.

Cordialmente,


Clara Corina Vinchira Andrade
Estudiante lic. En inglés
C.C. 1033711755

Recibido:
11 Sept 2014
12:15 pm.


CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix A N°2

Letter

Bogotá, 11 de septiembre de 2014

Señora:
Aura Cecilia Guerrero
Profesora titular Transición 3
Colegio La Palestina I.E.D

Asunto: Consentimiento informado

Apreciada Aura Cecilia

Con el ánimo de presentar ante usted el proyecto "The influence of code switching in EFL learning vocabulary process in a preschool classroom in a public school in Bogotá" el cual estoy realizando para culminar mis estudios en la Licenciatura de lengua extranjera: inglés en la corporación universitaria minuto de Dios. El presente estudio tiene como objetivos: 1) Analizar que influencia tiene el uso del cambio lingüístico inglés-español en el proceso de aprendizaje de vocabulario en estudiantes de preescolar. 2) Identificar las ventajas y desventajas del uso del cambio lingüístico inglés-español en el proceso de aprendizaje de vocabulario en estudiantes de preescolar

En este proyecto los instrumentos de recolección de datos serán observaciones y diarios reflexivos (material escrito), por un trascurso de 6 sesiones de clase las cuales comenzaran una vez tenga la respectiva aprobación y estará enfocado en los estudiantes de transición 3 con los cuales he trabajado desde el semestre pasado. Adicionalmente, dejo constancia que la información resultante de la recolección de datos será usada única y exclusivamente para fines investigativos.

Después de presentar mi proyecto me gustaría pedir su autorización para comenzar con la etapa de recolección de datos y llevar a buen término la culminación de este estudio.

Cordialmente,


Clara Corina Vinchira Andrade
Estudiante lic. En inglés
C.C 1033711755

Recibido:
11 Sept 2014
12:15 p.m.
Aura

Appendix B N°1

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Consentform

Estimado padre de familia transición 3 colegio la Palestina.

Mi nombre es Clara Corina Vinchira Andrade soy estudiante de Licenciatura en idioma extranjero: Ingles. Actualmente curso octavo semestre en la Universidad Minuto de Dios

Por medio de la presente, solicito muy comedidamente la colaboración de su hijo/a en un proyecto de investigación, el cual se llevará a cabo durante 6 sesiones los lunes y jueves desde el 4 de noviembre del 2014 hasta el 20 de noviembre del mismo año, en las clases de inglés en un horario de 7 a 9 AM que involucra a los estudiantes que actualmente son parte del curso Transición 3.

Este estudio busca 1) Analizar que influencia tiene el uso del cambio lingüístico inglés-español en el proceso de aprendizaje de vocabulario en estudiantes de preescolar. 2) Identificar las ventajas y desventajas del uso del cambio lingüístico inglés-español en el proceso de aprendizaje de vocabulario en estudiantes de preescolar. La participación en este estudio requiere que su hijo/a Asista a las sesiones de inglés en las fechas acordadas

La participación en este estudio es totalmente voluntaria. Si su hijo/a desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Sí usted no desea que su hijo/a participe en este estudio, por favor complete el formato de la parte de abajo de esta carta y devuélvalo.

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, las grabaciones y los diarios reflexivos en las que participe, tendrán el mismo carácter de confidencialidad.

Si tiene alguna inquietud, acerca del estudio se puede comunicar con Clara Corina Vinchira Andrade al 313 236 30 62 o puede enviar un correo electrónico a claracvinchiraa@hotmail.es

Cordialmente

Clara Corina Vinchira Andrade

C.C 1033711755 de Btá.

Devolver este formato solo si usted no desea que su hijo/a participe en el estudio descrito anteriormente.

Yo no deseo que mi hijo _____ sea parte de este estudio de investigación sobre

Nombre del acudiente

Firma del acudiente

Appendix C N°1
REFLECTIVE JOURNAL#1

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

DATE: 27/10/2014	TOPIC: actionverbs	RESEARCHER: CORINA VINCHIRA ANDRADE
WHAT HAPPEN		REFLECTION
<p>1 at the beginning of the lesson students sit in front of the classroom and interact with the teacher about how are they? Breakfast and why they did on the weekend then we prayed. All the part of the class about 5 to 10 minutes is in Spanish.</p> <p>2 after started with the new topic I wanted to checked what students remember of the previews topic T: que vimos la clase pasada S1: ayer me caí T: esa no es la pregunta que esto haciendo Alejandro S2: yo tambien me caí T: bueno Alejandro nos va a contar donde se calló y despues nos va a contar que vimos la semana pasada en English class S1: ayer me caí jugando con mi hermana T: ¿te pegaste duro? S1: si, mucho T: pero ya estas bien, verdad? ahora cuentame que vimos la clase pasada (studentdidnotanswer) S3: vimos la familia T: in English S3: family T: verygood, family</p> <p>3 During the lesson we was doing an activity where I said an action and student´s must to do the activity, a group of girls stated to talk, then I used Spanish to call attention: Teacher: como no todos están poniendo atención vamos a regresar a los puestos Students: no teacher. Teacher: bueno, si veo que alguien no participa todos nos sentamos everybody dance!</p>		<p>1 since we are working in English class during a year and sometimes I try to introduce English prayers students unconscious do it in Spanish, they said they forget the payers. I used Spanish because the class is short to cover other objectives, in order to facilitate the class looking for the achievement of the goals</p> <p>2. preschoolers normal want to be heard all the time and it is really important for a preschooler teacher demonstrate empathy with students in that way it is possible to build a good rapport and give students the opportunity to share situations that for them are important</p> <p>3. Sometimes it is necessary to use Spanish to demonstrate that I am angry, in this case Spanish helps me to make them understand that something was not working.</p>

Appendix C N°2 REFLECTIVE JOURNAL#2

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

DATE: 3/11/2014	TOPIC: story telling action verbs	RESEARCHER: CORINA VINCHIRA ANDRADE
WHAT HAPPEN		REFLECTION
<p>1 During the activity of listen the story we were sitting in the carpet in front of the classroom; I headed rumors and laughs and a boy border to cry so, I stop the activity when I listened the word “gordo” and ask what was happening in Spanish</p> <p>The kid said to me that some classmates was bothering</p> <p>T: perdón Alan que dijiste ? Alan: nada profe T: seguro Alan ven Juan Camilo, que te estaban diciendo JC: gordo le toca T: quien te dijo eso? JC: Alan y MigelAngel T: bueno Alan y MigelAngel porque dicen eso, ustedes creen que es correcto? Alan y MA: no señora T: Porque? Alan: porque se puede sentir mal. T: entonces no lo haran mas verdad? Allan y MA No señora. T: muy bien que sea un trato y ahora disculpense con Juan Camilo</p> <p>2 while students where working in an individual activity coloring and some students come to ask for sharpener and eraser and say me tajass or borrador but, we already have seen that vocabulary so, I said in English and they found the way to remember the vocabulary. Thesamehappenwithwords gracias and por favor.</p>		<p>1 it was important to talk about what was happening in that exactly moment, if I had the situation like that, it is possible that students do it again, this situation make me thing of how take advantage of mother tongue help me to construct values inside the classroom. I hope do not see similar situations again but if happen I am sure that I will use Spanish to try to manage the situation and let an advice to pupils</p> <p>2 there are some moments where Spanish its important but also, there is important to push students to use the target tongue, the code switching might be used when students really don't have previous the information the other way teacher most challenged pupils to use several times the vocabulary that they learn.</p>

Appendix C N°3 REFLECTIVE JOURNAL#3

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

DATE: 13/11/2014	TOPIC: professions	RESEARCHER: CORINA VINCHIRA ANDRADE
WHAT HAPPEN		REFLECTION
<p>1 I tried to make students said a pray in English but the result was not the wanted, because student don't recognized the pray and started to talk and play; then I just say in Spanish "A ver chicos vamos a saludar a papito Dios" everybodysitdown, closeyoureyes ...Buenos días señor</p> <p>2 during the pray one girls was playing with her hair, I wait to end the pray and said out laud Papito Dios está muy triste porque no todos lo saludaron como se debe, recuerden que para saludarlo es mejor hacerlo con los ojitos cerrados para evitar distraernos.</p> <p>3 after the presentation of the vocabulary I asked in Spanish to check understanding T: ¿ Quién me quiere contar que quiere ser cuando sea grande? S1: Bailarina T: How do you say bailarina in Englis T: Dancer All Ss: dancer Ss2: Police officer T: Exellent a police officer ¿Quiénmás?</p> <p>4 in the last activity I tried don't use Spanish but unconscious I used to check if students where focus on the material: T. Look this 1st point put your name Some Ss: nombre T: yes, name 2nd point Que creen que hay que haceraquí? Ss: dibujar T: draw, drawwhat? Ss; que queremos ser de grandes?T: yes, the proffession that you want to be and 3rd copy the name S1: la profesiónpero en ingles? T: yes, in English ... youhave 5 minutes</p>		<p>1 because of the ages of students I think it is difficult to introduce them much information, I heard some times that normally kids learn from 5 to 7 words each time then, it is necessary to use activities where the focus was the same vocabulary . If I want to present and teach a pray it is necessary to do complete lesson with some activities related to that aim.</p> <p>2 the use of code switching to make understand students that some attitude was wrong might guarantee he or she understand and doesn't act in the same way again. It is better to correct in general to avoid hurt student's feelings</p> <p>3 students are gaining the language for that reason the use of code switching facilitate the communicative process also work on questions about the topic in Spanish allow me to be familiar with students and promote their confidence over the language because they identify their advances</p> <p>4 we as teachers sometimes sub estimate students, it is true that is important to check understanding but sometimes it is crucial to challenged more students depending on how complex the</p>

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

<p>5. T: ahora voy a describir un personaje que ejerce una profesión y ustedes, en ingles me dicen que profesión es; por ejemplo, a ella le gusta presentarse y tiene muchos seguidores (nobodyanswer, teacher shows the image of a doctor) sera él? Some Ss: siiii T: seguros? S1: Cantante T: in English S2: singer T: excellent, give me five</p>	<p>information is it is appropriate to consider if is necessary or not use Spanish .</p>
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CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix C N°4 REFLECTIVE JOURNAL#4

DATE:17/11/2014	TOPIC: English daypreparation	RESEARCHER: CORINA VINCHIRA ANDRADE
WHAT HAPPEN		REFLECTION
<p>1 At the beginning of the lesson I was collecting note books with the homework and a girl come crying because other student hit her.</p> <p>S1: teacher, brayan me esta pegando T: que pasa brayan? Porque le pegas a tu compañera (Brayandidnotanswer) Crees que pegarle a tu compañera esta bien?Brayan: no T: no, que Brayan: no señora T: disculpate y dile a michel que no va a volver a pasar.</p> <p>2 we had to prepare a song for the English day the song was called three little monkeys , the first activity was listen the song to be familiar with the rhythm and then start to learn it</p> <p>T: let´s listen the song, just listen entendido? All S: yes T: bueno, Lina ¿Qué vamos a hacer? (lina did not answer) S2: escuchar la canción T: very good Juan David (I play the song, some students start to sing and dance, then I stoped the song) T:yo se que algunosnossavemos la canción, perovamos a escuchar primero, listen y luego we sing (I played again the song)</p> <p>3 we finished a physical responds activity and I was asking for back to their shairs.</p> <p>T: everybody sit down again please, sit down on your desk (some students have a sit) T: sit down means sentarse.... Allí las niñas bien sentadas ... ok, everybodyhere</p>		<p>1 the behaviors does not have specific moment to be taught and in preschoolers it is important to be always ready to face situations where pupils need a immediately guide, and considering the low level that preschoolers have over the target tongue it is appropriate to use Spanish.</p> <p>2 in this opportunity I used Spanish to highlight instructions, may be students understood the first time by they don´t follow the instructions so I change to Spanish to show the importance of follow instructions and as a way to demonstrate that not was just for fun the activity.</p> <p>It is important to use Spanish when we notice that students don´t understand the instructions because it is most important to ensure that students achievement the goal of the lesson or activity</p> <p>3 I recognize that sometimes the use of Spanish it is not necessary and in this situation I believe that I do code switching because I was frustrating because of student´s don´t follow instructions</p>

Appendix C N°5

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

REFLECTIVE JOURNAL #5

DATE: 27/11/2014	TOPIC: English daypreparation	RESEARCHER: CORINA VINCHIRA ANDRADE
WHAT HAPPEN		REFLECTION
<p>During the lesson I used Spanish consciously because it was the practice in the stage and I was worry about student behavior more than English content</p> <p>The first moment was when we was preparing to leave the classroom</p> <p>T: vamos a salir a practicar la canción en el escenario, let´s do thelinesboys and girls en orden de estatura (lines are done) vamos a ir en orden no vamos a run ni a gritar. Estaclaro?</p> <p>2 when we back to the classroom some students ask me about how they performance was.</p> <p>S1 Como cantamosprofe? T: every one sit down Lo hicieron muy bien los quiero felicitar la presentación va a estar muy bien pero no olviden cantar duro. Ss: si profe</p>		<p>1there are moments where strengthen behaviors with preschoolers are crucial in their education, I would said that is most important to work harder in values and behaviors because it is the moment when students are creating a personality and that values and behaviors will be present during all life.</p> <p>2 use Spanish to highlights some positive action or a good job motivate students to keep working hard to learn each time more about the new language, in initial ages it should be in student´s mother tongue to generate a strong and positive effect in students.</p>

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix C N°6 REFLECTIVE JOURNAL

#6

DATE: 1/12/2014	TOPIC: I am, she is, he is	RESEARCHER: CORINA VINCHIRA ANDRADE
WHAT HAPPEN		REFLECTION
<p>1 during the controlled practice activity unconscious I used Spanish to make emphasis on what a was teaching and to motivate student to participate T: Juan manuel come here. Para deciryo soy un medico you say he, she or I (Juan manuel does not answer) usas He, She o I Ss: I am a doctor T: very good! Más alto....</p> <p>2. in the middle of the class students was talking so much so I decided to do an activity called simon say with different action verbs, one group of girls was chatting so I stop the activity T: everybodyjump!... Jump! Everybody stop no vamos a seguir jugando porque algunas señoritas no estan haciendo las actividades, entonces si no participamos todos para que seguimos jugando, todos a sus puestos AllSs: nooo no teacher T: el último intento si todos no participan no jugamos más. Everybody dance!</p> <p>3. was during an individual activity. A student asked me the meaning of the word sentence: S: ¿Que es sentence? T: a sentence is this (I wrote two examples on the board one in Spanish and the other in English) S: no entiendo T:ok, a sentence is unaoración, so</p>		<p>1 use code switching to motivate the use of the foreign language or to make emphasis or the new information that is teaching. I consider that because of the year of preschoolers Spanish plays an important role in the motivation and to support the new construction highlighting the most important data to learn each time for example in this case the difference between he, she and I.</p> <p>2 use code switching generate an alert mode in students they get silence and pay attention instead of teacher don't change her volume of speech, just to listen Spanish they think it is important what teacher will say.</p>

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

<p>instruction say complete the sentence S: completar la oración. T: yes, complete the sentence</p>	
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CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix D N°1

RECORDING EXTRACT# 1

DATE: 27/10/2014	TOPIC: Actionverbs
WHAT HAPPEN	EXAMPLES
<p>At the beginning of the lesson students sit in front of the classroom and interact with the teacher about how are they? What they did on the weekend? Then we prayed.</p> <p>All the part of the class about 5 to 10 minutes is in Spanish.</p>	<p>T: ¡Good morning! All Ss: Good morning teacher T: ¿Como están? AllSs: Bien teacher T: ¿Qué hicieron el fin de semana? S1: yo fui al parque S2: yo vi una película en el cine profe ... T: Ahora vamos a hacer la oración, todos sentados y cierren los ojitos...</p>
<p>After started with the new topic I wanted to check what students remember of the previews topic.</p> <p>To build a good rapport is important for a preschooler teacher demonstrate empathy with students and let them share some situations that for them are important.</p>	<p>T: ¿qué vimos la clase pasada? S1: ayer me caí T: esa no es la pregunta que esto haciendo Alejandro S2: yo también me caí T: bueno Alejandro nos va a contar donde se calló y después nos va a contar que vimos la semana pasada en English class S1: ayer me caí jugando con mi hermana T: ¿te pegaste duro? S1: si, mucho T: pero ya estás bien ¿verdad? ahora cuéntame que vimos la clase pasada (studentdidnotanswer) S3: vimos la familia T: in English S3: family T: verygood, family</p>
<p>During the lesson we was doing an activity where I said an action and student's must to do the activity, a group of girls started to talk, then I used Spanish to call attention.</p>	<p>Teacher: como no todos están poniendo atención vamos a regresar a los puestos</p> <p>Students: no teacher.</p> <p>Teacher: bueno, si veo que alguien no participa todos nos sentamos everybody dance!</p>

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix D N°2

RECORDING EXTRACT #2

DATE: 3/11/2014	TOPIC: Story telling action verbs
WHAT HAPPEN	EXAMPLE
I try to introduce English prayers students unconscious do it in Spanish, they said they forget the payers.	T: Everybody sit down, close your eyes... Our father, who are in heaven... (Students don't follow me) ¿Qué pasa niños? ¿Por qué no repiten? Ss: yo no me la sé profe T: Bueno, alguno se acuerda de la oración en inglés? (anybody answered) ya que ninguno la recuerda vamos a saludar a Papito Dios en español. Otra vez cerremos los ojitos...
During the activity of listen the story we were sitting in the carpet in front of the classroom; I headed rumors and laughs and a boy border to cry so, I stop the activity when I listened the word "gordo" and ask what was happening in Spanish The kid said to me that some classmates was bothering	T: perdón Alan ¿qué dijiste? Alan: nada profe T: ¿seguro Alan? ven Juan Camilo, ¿qué te estaban diciendo? JC: gordo le toca T: ¿quién te dijo eso? JC: Alan y Miguel Ángel T: bueno Alan y Miguel Ángel ¿por qué dicen eso? ¿Ustedes creen que es correcto? Alan y MA: no señora T: ¿Por qué? Alan: porque se puede sentir mal. T: entonces no lo harán más ¿verdad? Allan y MA No señora. T: muy bien, que sea un trato y ahora discúlpense con Juan Camilo
While students where working in an individual activity coloring and some students come to ask for sharpener and eraser and say me tajás or borrador but, we already have seen that vocabulary so, I said in English and they found the way to remember the vocabulary. Thesamehappenwithwords gracias and por favor.	Ss1: profe a mi color se le partio la punta ¿me tajás? T: How do you say tajalápiz in English? (Did not answer) sharpener Ss1: Sharpener T: Very good! ... Ss2: Profe ¿por favor me prestas el borrador para borrar aquí? T: Laura me recuerdas cómo se dice por favor? L: ¿En inglés? T: Sí, en inglés Ss2: Please T: Very good! ...

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix D N°3

RECORDING EXTRACT# 3

DATE: 13/11/2014	TOPIC: Professions
WHAT HAPPEN	EXAMPLE
The class started at 7 am and is usual that students pray before start classes.	T: Ya nos saludamos pero ¿quién nos falta? AllSs: Papito Dios T: Y ¿cómo saludamos a papito Dios? bien sentados; Santiago siéntate bien... ojos cerrados. En el nombre del padre, del hijo, del espíritu santo, amén. AllSs: buenos días Señor....
Use Spanish to promote English use and check understanding.	T: what is this? (showing an image) All Ss: Cantante T: Singer Some Ss: cantante T: ¿Enquéclaseestamos? SomeSs: Inglés T: Entonces cuando yo pregunte en inglés, ustedes me contestan en inglés porque ya saben cómo se dice; el que lo diga en español pierde puntos. ¿Listo?
At this class we start having a conversation in Spanish to introduce the new topic, and highlight the importance of the topic. Asking to the students what they wanna be when they grow up? And explain it in English.	T: ¿Quién me quiere contar qué quiere ser cuando sea grande? S1: Bailarina T: How is bailarina in English? T: Dancer All Ss: Dancer Ss2: Police officer T: Exellent a police officer ¿Quiénmás?
To step up the topic I introduced a workshop. Giving a limit of time to draw the profession they wanna be and write in English the name of that profession.	T. Look this 1st point put your name Some Ss: nombre T: yes, name 2nd point ¿Quécreen que hay que haceraquí? Ss: dibujar T: ¿Qué van a dibujar? Ss: ¿Qué queremos ser de grandes? T: yes, the proffession that you want to be, and 3rd copy the name S1: la profesiónpero en ingles? T: yes, in English ... you have 5 minutes

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix D N°4

RECORDING EXTRACT# 4

DATE:17/11/2014	TOPIC: English daypreparation
WHAT HAPPEN	EXAMPLE
<p>At the beginning of the lesson I was collecting notebooks with the homework and a girl come crying because other student hit her.</p> <p>Is important to be always ready to face situations where pupils need an immediately guide, and considering the low level that preschoolers have over the target tongue it is appropriate to use Spanish.</p>	<p>S1: teacher, Brayán me está pegando T: ¿qué pasa Brayán? ¿Por qué le pegas a tu compañera? (Brayán did not answer) ¿Crees que pegarle a tu compañera está bien? Brayán: no T: no ¿qué? Brayán: no señora T: discúlpate y dile a Michel que no va a volver a pasar.</p>
<p>We had to prepare a song for the English day the song was called three little monkeys, the first activity was listen the song to be familiar with the rhythm and then start to learn it.</p> <p>The homework is keep practicing the song with parents help.</p>	<p>T: let's listen the song, just listen ¿entendido? All S: yes T: bueno, Lina ¿Qué vamos a hacer? (Lina did not answer) S2: escuchar la canción T: very good Juan David (I play the song, some students start to sing and dance, then I stoped the song) T: Yo se que algunos nos sabemos la canción, pero vamos a escuchar primero, listen y luego we sing (I played again the song)</p>

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix D N°5

RECORDING EXTRACT# 5

DATE: 27/11/2014	TOPIC: English daypreparation
WHAT HAPPEN	EXAMPLE
<p>During the lesson I used Spanish consciously because it was the practice in the stage and I was worry about student behavior more than English content The first moment was when we was preparing to leave the classroom</p>	<p>T: Vamos a salir a practicar la canción en el escenario, let's do the lines boys and girls en orden de estatura (lines are done) vamos a ir en orden no vamos a run ni a gritar ¿Esta claro?</p>
<p>When we back to the classroom some students ask me about how their performance was. Is important to highlight their good job and that's why I used their mother tongue to motivate them.</p>	<p>S1: Como cantamos profe? T: every one sit down ... Lo hicieron muy bien los quiero felicitar la presentación va a estar muy bien pero no olviden cantar duro. Ss: si profe</p>

CODE SWITCHING IN THE EFL PRESCHOOL CLASSROOM

Appendix D N°6

RECORDING EXTRACT# 6

DATE: 1/12/2014	TOPIC: I am, she is, he is
WHAT HAPPEN	EXAMPLE
During the controlled practice activity unconscious I used Spanish to make emphasis on what I was teaching and to motivate student to participate	T: Juan Manuel come here. Para deciryo soy un médico you say he, she or I (Juan manuel did not answer) usas He, She o I Ss: I am a doctor T: very good! ¡Más alto!
the activity is simon says, all the student are on feet; a group of girls make a circle and start to talk	everybodyjump!... Jump! Everybody stop no vamos a seguir jugando porque algunas señoritas no estan haciendo las actividades, entonces si no participamos todos para que seguimos jugando, todos a sus puestos AllSs: nooo no teacher T: el último intento si todos no participan no jugamos más. Everybody dance!