

**Code-switching, Pedagogy and Transformation:
Teachers' Perceptions of the Dynamics of Code-
switching and Bilingual Identity.**

Submitted by

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Abstract

This thesis presents the findings from a qualitative investigation into teachers' use of code-switching in bilingual classrooms in Wales. The results of the 2001 census show a slight increase in the proportion of Welsh speakers in Wales, to 21%. This change, combined with increasing governmental support for the Welsh language, suggests that we may now be entering a period of stable Welsh-English bilingualism for those who speak Welsh.

This study builds upon previous research into teachers' use of code-switching by investigating 6 teachers' perceptions of code-switching during the research period. It is proposed that teachers' perceptions and awareness of their bilingual identity, examined through case studies have a central role in the decisions made in the bilingual classroom.

Synthesising various approaches to code-switching provides educators with an overview of code-switching and its implications for instruction and the classroom as a community.

This study makes an important contribution to the understanding of the dynamics of code-switching at classroom level rather than syntactic level, as there is very little research into the bilingual teaching interface in Wales. Ideally, the findings will contribute to the debate on multilingual practice as a natural and effective means of language teaching as well as a force for intercultural understanding.

The author is interested in exploring how far and in what ways teachers are aware of the benefits of code-switching and to raise awareness of the relationship between code choice and wider social factors.

The study has two main objectives. Firstly, to investigate how far teachers employ code-switching as a strategy and their reasons for doing so. Secondly, to explore how far, and in what ways, these teachers' identities undergo a process of transformation as a result of their experiences of the research process.

The study provides a number of useful insights into the dynamic interplay between code-switching and learning as a legitimate way of using a shared language to scaffold pupils' learning. A range of teachers' perceptions of code-switching were detected and the significance of these findings are discussed. The study provides an insight into perceptions of the functions and rationale for code-switching from a teacher's perspective, which may contribute to the multilingual turn debate and have pedagogical implications.

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Chapter 1: Introduction

CHAPTER 1

1.1 Introduction

Recent research from Wales can be positioned in relation to the debate about the allocation of more than one language in the bilingual classroom: at the level of pedagogy, code-switching and the importance of raising awareness among learners and teachers of plurilingualism. The aim of this thesis is to explore teachers' perceptions and practice of code-switching in schools in Wales. In this introductory chapter I would like to elaborate on key themes that are underdeveloped in the research: namely to foreground code-switching as an important way in which pedagogical projects are actualised in the classroom and also the issue regarding how, and the challenges inherent in trying to shift teachers away from the dualistic traditional ways of thinking about languages as discrete entities which still predominate, despite this emerging paradigm shift. This chapter will introduce concepts related to the practicalities of putting a plurilingual perspective into concrete practice - and what teacher education can do to achieve this.

1.1.1 The purpose of the study

The main purpose of this research is to develop an understanding of the nature of bilingual teacher identity and consider the role of code-switching as a method of actualising plurilingualism through pedagogy. Moving away from dualistic teaching, this study identifies teachers' understanding of the specific uses of code-switching and 'translanguaging' (Garcia, 2009; Lewis and Baker, 2012), and practical ways of putting a plurilingual perspective into practice. My initial interest in this area was to consider whether teachers were aware of the uses of code-switching and whether their awareness of code-switching changed as a result of inclusion in the research process. Also, I was interested to explore whether there were implications for teacher identity.

1.1.2 Rationale

The study seeks to show how teachers use code-switching as a pedagogic strategy and the reasons for this. A particular interest of the researcher is whether teachers are aware of the benefits of code-switching and to raise awareness of the sorts of relationships between language choice and wider social factors that teachers need to be aware of.

It is important to conduct research in order to identify the specific teaching practices that can enhance the learners' meta-linguistic awareness and efficient language learning strategies. Ideally, this study will contribute to the debate on the use of code-switching as a

natural and effective means of facilitating language teaching as well as a force for intercultural understanding (Cook, 2010).

1.2 The context

In the Welsh context, the agenda for bilingual education is being set at a national level for the education system to foster bilingualism and an awareness of global citizenship.

The Council of Europe defines plurilingualism as:

‘The ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures.’

This statement is reinforcing previous commitments on a European level. Chapter 4 of the White Paper on the Learning Society (European Commission, 1996) opens as follows:

‘Proficiency in several Community languages has become a precondition if citizens of the European Union are to benefit from the occupational and personal opportunities open to them in the border-free single market.’

The education system has been used to create national allegiance and identity as far back as the nineteenth century. In many countries, including Wales, and within Europe there is an increasing effort to introduce a global perspective and awareness of other languages within the language classroom.

When an indigenous language is in close geographical proximity to a majority language of power and status, as is the case in Wales, then language itself is almost guaranteed to be a matter for daily discussion.

As the language of an imperial power, English has strong historical associations with notions of invasion, colonisation, civilisation and assimilation.

‘Cheek by jowl with an ancient Celtic tongue, comparisons are inevitable, occasional confrontation is unsurprising but, increasingly, the advantages of dual communication are also recognised and debated.’ (Baker, 2009)

Welsh has been the historic language of Wales, not merely as a means of communication, but as a transmitter of culture and culturally-associated values, as the language of religion, and as a force that binds communities. Its place in history is thereby assured.

‘But its place in modern society has been contested: economically, technologically and politically. Nevertheless, there is now a real possibility that formal and informal language planning are succeeding to stave off a persistent downward language shift and to revitalise the language’ (Brentnall, 2009a).

In addition to its role in communication, cultural transmission, community life and education, the Welsh language plays a major role in the definition of Welsh identity. However, the relationship between the Welsh language and Welsh identity is both complex and contested.

The examples of Scottish Gaelic and of Irish show that a Celtic language is not essential to establish an identity; for example, many Scots acquire a loyal Scottish identity without speaking any Gaelic. However, there is possibly no stronger marker of identity for many Welsh people than speaking Welsh. While Welsh people can and do acquire a Welsh identity through other means, such as sport or music, it is an untypical person who does not feel Welsh from speaking the Welsh language.

The success of bilingual education approaches in Wales, Canada and the US is largely attributed to the additive nature of the process (Cummins, 1996; Baker, 2001; Thomas and Collier, 2002) because two languages are developed to high levels of academic proficiency in oracy and literacy.

Cummins (1996) asserts that in order to develop cognitively and transfer concepts, ideas and knowledge from their first language to an additional language, pupils must continue to develop their first language. If not, then subtractive bilingualism takes place, which can result in pupils reaching the end of their schooling without being proficient in either their first or their additional language.

In Wales the latest census figures from 2001 and 2011 indicate that the number of people speaking Welsh is increasing. Inter-

generational transmission, together with bilingual education, is reproducing the language in the young people of Wales – against the trend in minority languages in the world. (Lewis, 2008:72). The highest percentages of Welsh speakers in 2001 were found amongst children: 40.8% in children in the age range 5-15 years. This probably reflects the increase in Welsh medium education across Wales and the effect of the 1998 Education Reform Act and the introduction of the National Curriculum.

1.2.1 Definition of plurilingualism

Plurilingualism can be interpreted in various ways. According to Byram, it is 'connected to the legal protection of minority groups, the preservation of Europe's linguistic heritage, the development of individuals' language skills and the creation of a feeling of belonging to Europe in the context of democratic citizenship' Byram (2003 : 30).

In defining plurilingualism and bilingual education, Freeland (2003) reflects an emerging literature which associates multilingualism and plurilingualism as more than, and distinct from, 'bilingualism plus'. In the Atlantic coast of Nicaragua context it is suggested that the development of interculturality is limited by the binary conception adopted by previous educators. In the Latin American scenario Freeland highlights a classic conflict between policy decisions rooted in particular linguistic culture (Spanish) and the sociolinguistic realities they are supposed to address. By way of remedy, she offers a sociolinguistic understanding of the multilingual repertoires that emerge from intercultural practices, how they function instrumentally and the construction of identities and how best to develop them through education.

More recently, heteroglossic bilingual conceptualisations, particularly the dynamic use of 'translanguaging' strategies (Garcia and Sylvan 2011: 385), are pragmatically linked to achieving plurilingualism in pedagogy. In fact, research is starting to challenge traditional assumptions about language learning. The use of several languages at an individual level has to be reconsidered as a source of benefits for learners, for example increased cognitive flexibility, the ability to operate linguistic, cultural and conceptual transfer, and the enhanced capacity for abstract, divergent and creative thinking (Boekmann, Aalto, Atanasoska and Lamb , 2011).

1.3 Research into code-switching and bilingual identity

Code-switching has recently been researched as a method of actualising plurilingualism through pedagogy. Researchers are beginning to differentiate between grammar-translation and the strategic, principled use of local resources to scaffold learning in both language and content classrooms (Cenoz, 2009, Cook, 1995; Cummins, 2007 and Turnbull and Dailey-O'Cain, 2009). Major factors in contributing to this change is the notion of plurilingualism and the critique of linguistic purism (Canagarajah, 2011; Creese and Blackledge 2010, Cummins 2007, Levine 2011, Lin 2013).

There is very little research regarding the use of different language allocation strategies, particularly teaching English in Welsh bilingual settings. In my research I aim to investigate ways teachers are aware of the benefits of code-switching and to raise awareness of the relationship between code choice and wider social factors. Ideally, the findings will contribute to the debate on plurilingual practice as a natural and effective means of language teaching as well as a force for intercultural understanding. This is an important issue to research as I am concerned with examining the complex

links between identity and learning. There is emerging evidence that facilitating translanguaging (Garcia, 2011) builds deeper thinking, affirms multiple identities, engages bilingual students with more rigorous content, and at the same time develops language that is adequate for specific academic tasks (May, 2013).

1.4 Questions emerging from pilot study

In 2010 I conducted a pilot study, whose purpose was to conduct trial interviews and initial observations with 2 teachers. Both teachers worked in Welsh medium schools in North Wales. Each participant was observed teaching and responded to a number of questions during semi-structured interviews.

From this pilot study, it appears that Welsh is used in secondary schools in North Wales to clarify and check understanding:

- To magnify the teaching point
- To reduce anxiety
- To indicate solidarity with pupils (see examples in appendix 6) (Clapham 2012).

‘The classroom becomes a site for the skilful negotiation of identities, roles, values and group membership: which is a complex discursive strategy used in everyday life by competent bilingual speakers.’
Canagarajah (1999: 142)

In other multilingual contexts, teachers and pupils are being encouraged to become more ‘plurilingual proficient’ (Garcia and

Sylvan, 2011). In order to achieve this goal effectively teacher education needs to raise awareness among trainees of the astonishing potential of incorporating different language practices, and this study aims to make relevant suggestions.

1.5 Key focus for this study

Key focus for this study, based on the pilot data and initial reading:

- Understanding the nature of plurilingualism in education
- Code-switching as a method of actualizing plurilingualism through pedagogy
- Moving away from dualistic teaching
- Translanguaging
- Practical ways of putting a plurilingual perspective into practice
- Implications for Bilingual Teacher Identity.

The pilot study raised a number of questions regarding the nature of codeswitching employed by teachers in secondary bilingual classrooms. These included:

1. Is code-switching a natural part of the bilingual teacher's repertoire of teaching skills?
2. If so, how is code-switching employed in bilingual classrooms and what are teachers' beliefs about the use of L1 in the L2 teaching situation?

The research reported in the pilot study is part of a wider study examining the pedagogical beliefs of teachers with regard to the way they employ code-switching as a teaching strategy and their reasons for doing so (as part of an EdD assignment). The wider study deals with longitudinal teachers' reflections on a full time PGCE secondary course that they attended at a University in Wales, in Spring 2010.

The findings from the pilot study indicated that there may be a range of perceptions of teachers in Wales. The pilot study indicated a dichotomy between perceptions and practice which was extended and considered in more detail in the present thesis.

1.6 Overview of the study

The overall study explores teachers' perceptions of the nature of code-switching and the implications for teaching. This chapter is an overview of the study. I have introduced the purpose, context and key research questions to be examined. Chapter 2 (literature review) explores the background, outlining critically how the central research question relates to what is already known in the field, both empirically and theoretically and identifying the gaps in the research. Chapter 3 describes and justifies the chosen methodology and outlines the methods used with reference to the appropriate research methodology literature and considering the ethical implications of the research. Chapter 4 reports the research findings in relation to the research questions and finally chapter 5 and 6 provide a discussion of the findings and conclude with implications of the findings for research and practice.

Chapter 2 : Literature review.

CHAPTER 2 Literature Review

2.1 Introduction and definitions

This study focuses on teachers' perceptions and use of code-switching to develop an understanding of the process of teaching and learning in secondary bilingual classrooms in Wales and the role of language in that process. The motivation for my study is due to observations and reflection over 20 years in teaching English in higher education in Wales. During this period I have taught on both primary and secondary PGCE programmes and I am aware of the specific needs of students for whom English is not the language they would choose to express feelings or personal thoughts. I focus on qualitative interviews to examine teachers' *modus operandi*. The nature of teachers' beliefs are also examined as they may have an influence in engaging and motivating bilingual students. I am interested in the way six secondary English teachers develop their bilingual identity as teachers. The focus is on the extent to which teachers have been able to 'scaffold' the learning for their students. The concept of plurilingualism is examined in order to highlight its implications for teacher education.

This chapter consists of a literature review of research conducted into teacher perceptions and code-switching. I provide an overview of the research from Europe and the US and identify gaps in the research from Wales.

From the literature, I have identified 3 aims of codeswitching: (1) I report on the benefits of codeswitching, (2) the use of codeswitching by teachers and (3) I refer to studies of language

allocation in the Welsh-English classroom context and the role of L1 in teaching and learning.

Finally, I identify a gap in the literature and discuss how my study contributes to the pedagogical debate regarding the 'social turn' (Block, 2003) in language learning in bilingual contexts.

2.1.2 Definition of Code-switching

We need to consider code-switching as a phenomenon in more detail. According to Myers-Scotton (1993:1) 'Code-switching is a term used to identify alternations of linguistic varieties within the same conversation.' Utterances containing code-switching contain the same discourse unity as utterances in one linguistic variety alone. For example, if the code-switching is within a single sentence, the elements from the two different languages generally are joined together.

Researchers have attempted to determine the extent to which the use of two languages in the same conversation follows a predictable pattern, or is random behaviour. Poplack (1980) proposed that code-switching was subject to two main constraints, the equivalence and the free-morpheme constraint. Following the discovery of many counter-examples, Myers-Scotton (1993, 2002) proposed an alternative model of code-switching based on the recognition of an asymmetrical relationship between the two languages in a speech community, such that one was the "matrix" or base language while the other was the "embedded language". Codeswitched material may be intersentential or intrasentential. Intersentential code-switching involves switches from one language

to the other between sentences. Intrasentential switches occur within the same sentence, from single-morpheme to clause level.

Auer (1984; 1990) looks at code-switching within a conversation analysis framework and makes use of some of Gumperz's ideas. Auer seems to see individual interactions generating the social meaning of code choices.

He writes (1990: 780):

'To give an example: if German is habitually used by Italian children in Germany for conversational activities such as joking, innuendo, side remarks, evaluations and assessments, whereas Italian is not, then this conversational usage will both construe and display the values associated with German (e.g. 'peer language'). The interpretation of such code alternation is not imported from the outside, it is built up in the conversation itself, and on the basis of similar cases in the co-participants' experience.'

Howard Giles (1979) has used speech accommodation theory to explain the social motivations for code-switching. Speech accommodation theory is used to explain why speakers shift their speech in different interactions with others. Giles suggests that speakers desire their listeners' social approval, and use modification of their speech towards the listeners' code as a tactic to obtain this approval. According to Auer (1998:3) neither the socio-linguistic approach nor the grammatical approach explores the whole range of observed regularities in bilingual speech.

Since the late 1980s there have been several research studies into the attitudes of those within and outside of communities involved in code-switching. In 1987 Lourdes Torres' work within a Puerto Rican community in New York recorded that over 50% of her participants had negative feelings towards mixing and switching of codes, whereas Motes-Alcala, in a more recent study in California amongst Spanish speaking youths, noted a shift towards a more positive appreciation (2000).

2.2. Related concepts

Evidence from research suggests that codeswitching is beneficial for many reasons. We can consider codeswitching in relation to other facilitative strategies such as 'translanguaging' and 'codemixing' (Lewis, Jones and Baker, 2012: 655). We need to begin by considering the relationship between codeswitching and 'translanguaging'.

"Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (Baker, 2011: 288). In the classroom, translanguaging tries to draw on all the linguistic resources of the learner to maximise understanding and achievement. The input for reading for example may be presented in L1 (Welsh) and the follow up activities and output may be facilitated through the target language (English).

There is clearly much overlap between code-switching and translanguaging, with the former a term from linguistics which analyses the speech of bilinguals, while translanguaging is essentially

sociolinguistic, ecological, and situated. Garcia (2009a) maintains that translanguaging “goes beyond what has been termed code-switching... although it includes it, as well as other kinds of bilingual language use and bilingual contact” (Garcia 2009:45). There is also the ideological movement in that code-switching may have had associations with language separation while translanguaging celebrates and approves flexibility in language use and the permeability of learning through two or more languages. In the bilingual classroom, translanguaging and codeswitching have been increasingly accepted as legitimate ways of moving acceptable practice away from language separation, and thus has ideological even political associations.

Studies in minority language settings, such as Wales, seek explanations for patterns of classroom code-switching with reference to the local history and to the structural, ideological and demographic conditions for the implementation of minority language medium education.

I envisage that this study will inform the debate on the dynamic use of code-switching in the classroom and lay the foundation for further research in assessing the impact of bilingual teaching strategies on teachers’ ‘trans-languaging’ competence (Garcia, 2009).

2.3 Debates around Code-switching: The contribution of bilingual education to language maintenance

Bilingual education has a strong impact on the numbers of Welsh speakers in Wales. It is suggested that: 'it is the single most important factor in determining the total numbers of young people capable of speaking Welsh.' (Higgs et al 2004:199). This is an important consideration when we look at the numbers of non-Welsh speakers moving to Wales. In the 2001 census, only 75.4 % of the population of Wales were born in Wales (Aitchison & Carter 2004: 126). It is possible that the education world is responsible for increasing the number of Welsh speakers recorded in the 2001 census. However, the use of Welsh needs to be normalized outside the school sphere (Morris, 2010:88) rather than being seen as a curricula subject. Baker (1985) warns against the decline in use of Welsh among teenagers. However Hodges (2009) points to 'a heightened awareness and increased ownership of the Welsh language and its cultural and educational value, especially among those who studied Welsh at A level.' (Hodges 2009:24). Census results seem to support Baker's more sceptical view perhaps.

2.3.1 Key Results of the 2011 census:

Between 2001 and 2011, there was a decrease in the number and proportion of people aged three and over able to speak Welsh in Wales. The decrease was due to demographic changes in the population (including fewer children, more older adults and the loss of older cohorts with higher proportions of Welsh speakers), migration and changes to people's skills between censuses.

- The proportion of people able to speak Welsh decreased from 20.8 per cent in 2001 to 19.0 per cent in 2011. Despite an increase in the size of the population, the number of Welsh speakers decreased from 582,000 in 2001 to 562,000 in 2011.
- Although lower than 2001, the proportion and number of Welsh speakers in 2011 were higher than the equivalent figures for 1991 (18.7 per cent and 508,000 people)¹.
- Differences between 2001 and 2011 varied by age group – with considerable increases for younger children (aged 3-4), a slight

increase for adults 20-44, and decreases for other age groups.

- The proportion of people aged 3 and over able to speak Welsh decreased in nearly all local authorities. The largest decreases were in areas with higher proportions of Welsh speakers.
- Nearly three quarters of the population (73.3 per cent) had no Welsh language skills in 2011. This is an increase from 71.6 per cent in 2001. Welsh Government. (2011). Schools census, 2011: Final results. Cardiff, UK.

Such results suggest that language maintenance is related to the status differences between English and Welsh.

2.3.1.2 Language status and language maintenance

Fishman (1991) gives an explanation of the urge to choose a majority language rather than a minority language: 'Threatened languages frequently surrounded not so much by hostile outsiders as by unsympathetic insiders.' (Fishman 1991:83)

It is suggested that lack of confidence in the status of one's language may be responsible for imparting a minority language to the next generation: 'The decision to abandon one's own language always derives from a change in the self-esteem of the speech community' (Brenzinger et al. In Crystal, 2000:17) This idea of the changing status of the minority language both within the individual and at community level is reinforced by Williams: "We argue that diglossia, far from indicating social consensus with respect to code alternation, indicates conflict, especially in cases of colonization." (Williams, 2009: 63) Williams' study, although limited in representativeness, gives us an idea of how language attitudes have an effect on the use of a minority language in the community and especially towards new members of that community:

"participation in practice reveals identity, as of course, does non-participation ...not having competence in the language of the "other" is an obstacle to engagement."

(Williams , 2009:65)

Based on the above, language maintenance, language status and identity seem to be interlinked, next I will review research into teacher practices and the role that English and Welsh play in this, with a focus on code-switching.

Research into teacher code-switching indicates that when languages are in contact, speakers use them in different ways and as a resource (Cenoz, 2009: 236). If the home language is restricted in the classroom this limits the possibilities of pupils benefiting from the advantages of multilingualism regarding language awareness and activating prior learning. I now turn our attention to teachers' beliefs regarding the role of L1 in the classroom.

2.4. Pedagogical tensions: the role of L1 in teaching and learning

The role of code-switching in bilingual teaching settings is complex. The interesting questions about code-switching arise when we think about why and when it happens. We need to consider the role of students' first languages (L1) in educational contexts such as Wales, where the focus is on re-establishing a national minority language, or an indigenous language such as Maori in New Zealand.

Researchers also need to consider how best to include and support students' existing bilingual/multilingual repertoires in ways that don't undermine wider revitalization projects.

The philosophy within Maori-medium education, since the outset, has been to privilege a total immersion approach. This decision was influenced by the predominance in second language teaching circles of natural approaches to language learning, exemplified by the theories espoused by Krashen and Terrell's Natural Approach, 1983 (Richards and Rodgers, 1986). It was also assumed that because English was spoken in other language domains, and because the majority of students were L1 speakers, the ongoing acquisition of English would occur automatically.

The exclusion of English from Maori-medium education is being questioned as the opportunities for students to achieve biliteracy may be diminished, excluding students from the opportunity to draw on their metalinguistic knowledge in the learning process. May's new volume, *The Multilingual Turn* (2013, Routledge)

focuses on this specific question. Refer to LEAP (Language Enhancing the Achievement of Pasifika) project which is a professional development project led by May (2003-2006) for the New Zealand Ministry of Education. The specific aim of the project was to develop a research-informed professional development resource for New Zealand teachers working in Mainstream (English medium) schools, focusing on enhancing their teaching practices with bilingual Pasifika students and by extension, improving (bilingual Pasifika) student learning. The approach adopted by the LEAP project is interesting because it integrates research on bilingualism, bilingual education, second language acquisition and second language teaching and learning. This approach is in direct contrast with most existing SLA/TESOL courses which usually incorporate discussion of bilingual and multilingual education as a separate, discrete section. The most interesting section relating to this study is the third section 'What helps students to learn', which examines the complex links between identity and learning, with particular attention given to how to foster positive student identities and actively incorporate the home background of students in the teaching and learning process.

The interaction between languages has been proposed by Cook (1992, 1995) when introducing the concept of 'multicompetence' and also by Herdina and Jessner's dynamic model of multilingualism (2002). In addition, Cenoz's research focuses mainly on the relationship between proficiency in Basque, Spanish and English (Cenoz, 2009: 167).

Many bilingual and multilingual schools attempt to keep languages separate for teaching by creating hard boundaries between languages using the following strategies:

- Having different teachers for different languages;
- Having different classrooms for each language with the linguistic landscape on the walls in only one language;
- Establishing the rules to use only the target language;
- Referring to monolingual native speakers as the model to be achieved in each language;
- Planning and assessing languages separately.
- (Cenoz, 2009: 235).

However, recent research into codeswitching indicates that when languages are in contact, speakers use them as a resource (Gafaranga, 2007, cited in Cenoz 2009: 236).

2.5.Efficacy of Code-switching pedagogies

2.5.1 Language and Literacy Outcomes in the classroom

Along with academic achievement, language and literacy outcomes of Two Way Immersion (TWI) students (US) are two areas of great interest to those in the field, and there has been a fair amount of research dedicated to these topics. To date, only one large-scale, quantitative study of bilingualism and biliteracy development in American TWI programs has been conducted, through the Centre for Research on Education, Diversity, & Excellence (CREDE) and the Centre for Applied Linguistics (CAL) (Howard, Christian, & Genesee, 2003). Most of the remaining research has been qualitative, with each study focusing on a relatively small number of students in a single TWI programme. Cumulatively, these studies indicate that, on average, both native English speakers and English language learners in TWI programs achieve the goal of developing bilingualism and biliteracy. The English language learners, however, tend to develop more balanced abilities in the two languages than the native English speakers. In addition, these studies point to the need for research on effective instructional strategies for promoting the language and literacy development of students in the minority language, given that the two interventions described in this section were not effective in attaining this goal.

2.5.2 Researching Teacher cognition and language choice

This section is divided into three parts and consists of a review of the three core concepts relevant to discourse in bilingual settings. They are teachers' aims, code-switching and narrative inquiry.

According to Block (2003) it is through developing ways of working in which teachers' aims and concerns are clearly appreciated by researchers, that

educational researchers are most likely to be able to make a valuable contribution to the improvement of educational practice.

Block refers to an article by Prahbu (1992), which offers a conceptual model for this. Prahbu suggests that a lesson can usefully be considered as two different kinds of event: as a pedagogic event and as a social event. There may be conflict between the pedagogic and social aspects of a language lesson:

‘A recommended teaching procedure may incorporate the principle that learners’ efforts should precede the teachers’ input, such that much of the learning takes place as a form of discovery by the learner, and the teacher’s input is responsive to the learner’s effort, rather than preemptive of it. But the classroom lesson as a social genre, often includes the notion that it is part of the teacher’s role to provide the necessary inputs and that it is therefore unfair or incompetent of the teacher to demand effort by learners in the absence of such inputs’ (Prahbu, 1992: 230).

The main conclusion that Prahbu highlights from this analysis is that teachers need to become more aware of how pedagogic factors, such as teachers’ methodological choices and aspects of curriculum design, interact with social factors, such as power relations between teachers and students, the dynamic interpersonal relationships in learner working groups and the implicit assumptions that both teachers and learners make about how the process of teaching and learning should be carried out.

2.5.3 Socio-cultural psychology: Constructivist approaches

From Vygotsky we have the notion of language serving two functions: as a psychological tool and a cultural tool. As a psychological tool, we use language not just as a classification system for organising our thoughts, but also for reasoning, planning and reviewing.

Our use of language as a cultural tool involves us in a two-way process of constant change. 'Culture' is the joint knowledge available to members of social activity. We use language as a way of making things happen, by influencing the actions of others. Many researchers have moved towards a constructivist approach to the study of educational talk, focusing on the function of dialogue: 'language is treated as the site of action rather than the tool for transmitting information from the teacher's to the pupils' minds' (Benwell and Stokoe, 2002:430). Halliday (1993) also describes the Vygotskyan conception of the role of language in education by suggesting that 'When children learn language...they are learning the foundations of learning itself' (Halliday, 1993: 3).

2.6. Teachers' beliefs about code-switching

Many bilingual second language teachers will employ code-switching practices intuitively, without really considering how they can enhance the students' learning experience. They may be initially unclear how to define code-switching.

Codeswitching has been associated with lack of language proficiency, whereas in fact it may be part of a bilingual's communicative competence (Reyes, 2004:93). Research suggests that patterns of codeswitching change as a learner's proficiency increases in terms of syntactic complexity (Poplack, 1980); individual patterns (Zentella, 1997) and conversational adaptations (Zentella, 1997). Code-switching tends to be grammatically accurate (Poplack 1980) and above all, there appear to be no negative outcomes on second language acquisition (McAlister, De Klerk & MacSwan, 2008, 2009, MacSwan 2000).

Code-switching is a natural part of bilingual conversation and may be useful to support learning objectives. It occurs in the classroom as it would in everyday conversation, but it can also be employed by teachers and students to enhance the learning experiences. In this study I explore the pedagogical beliefs of a range of teachers in terms of their understanding of the value of employing code-switching as a dynamic tool for learning.

Garcia (2009) suggests that 'random' code-switching is not always appropriate in educational settings where the development of academic language is necessary. 'Random code-switching is often the way in which bilingual teachers use languages in transitional bilingual education classrooms. That is, they use two languages to teach the same content concurrently, with frequent shifting back and forth between the two languages within a lesson, and with little thought as to why they are doing so.' Garcia (2009 : 296) The suggestion here is that the code-switching is haphazard. Code-switching has been identified in a more systematic way, responding to what Zentella (1997: 19) has referred to as "following the child," as the teacher mirrors the language use of the learner. I am interested in a further explanation of teachers' use of code switching where the teacher switches languages to engage emotionally with the learner. There may be other reasons why teachers choose to incorporate elements of the L1 to facilitate learners' varying linguistic repertoires. It appears that code-switching has received a mixed press. In the 1980s Cummins and Swain (1986) provided evidence that a 'mixing ' approach produced weaker academic results than a separation approach.' However, recently CLIL research in Europe has indicated that code-switching, if appropriately understood, and suitably applied, could in fact enhance cognitive skills for the content-matter of non-language subjects such as maths or history (Gajo, 2007: Serra, 2007)

Several proponents of minority L1 maintenance are wary of code-switching as they worry that: 'random code-switching erodes the minority language as the majority language takes over, encouraging language shift. (Garcia 2009 : 296)

As far back as the 1980s, Jacobson (Jacobson and Faltis, 1990) tried to develop a pedagogy which used code-switching as a pedagogical tool. The approach to teaching was known as the New Concurrent Approach (as opposed to random code-switching), Jacobson's approach taught teachers to avoid using intrasentential switches (those switches which occur within a sentence) , but instead to use intersentential switches (between sentences) as a way of providing conceptual reinforcement and review.

Early Direct Method and communicative language teaching often discouraged code-switching and the absence of L1 in teaching has become deeply embedded in the beliefs of many teachers and students. It would be useful to look at these beliefs in more detail in terms of their origin; durability, openness to change and the particular research methods employed for investigating beliefs.

2.6.1. Teachers' beliefs about the use of L1 in the classroom

The use of the first language in second language teaching has been viewed negatively for several reasons. Translation, as a function of codeswitching, was perceived as being particularly negative in language teaching theory, partly for pedagogic and cognitive reasons and partly practical. However, there has been very little research or serious argument to justify these beliefs (Cook, 2010). I want to investigate teachers' beliefs about the use of the first language in the classroom as it may offer an insight into the reasons why translation has been ignored by movements such as second language acquisition theory (SLA) and communicative language teaching (CLT).

The assumptions of SLA can be summarized as follows:

- Translation is often regarded as detrimental to fluency in communication and to the learner's development of a new language.
- Translation hinders the ability to use the language automatically.

- Learners are forced to 'think' in their L1, thus reducing opportunities for exposure to the target language.
- Translation promotes 'interference' and 'transfer' from students' L1.

(adapted from Cook 2010 : 88)

The use of the learner's L1, in this case Welsh, is relevant to the particular context I am working in as a teacher trainer in Wales, as there are political and social reasons to engage with the languages of the classroom. L1 has an important role to play in understanding how languages are learnt and we are encouraged to look beyond recent language teaching theory. This study is important as it offers the possibility for the revival of the use L1 in language teaching, by engaging with the linguistic and social processes involved. Code-switching is the perfect vehicle for engaging learners in active language awareness (Garrett and James, 1992). The idea of a monolingual environment being best for successful language acquisition is open to increasingly scrutiny. (Baker 1993; 2006: 262). In the Welsh context, there is a growing recognition that Welsh-English bilingual teachers are able to engage in valuable cross-lingual activities which monolingual teachers cannot accomplish as extensively.

There are many factors which may affect the degree and type of code-switching which is used by the teacher. Pennington (1995) cited in Cameron (2001), investigated language choice in a secondary English class in Hong Kong. In Pennington's study there were several functions identified for the use of L1 Mandarin: explaining aspects of the foreign language; translating words or sentences; giving instructions; checking understanding of a concept; eliciting language; focusing pupils' attention; talking about learning; giving feedback; disciplining and control and informal, friendly talk with pupils.

Interpreting patterns of L1 use is difficult to explain. Pennington distinguishes between (1) 'compensatory' and (2) 'strategic' choice of language. Often teachers compensate for problems that they perceive with pupils' language level or ability or with discipline and motivation. There may be teacher related

factors such as lack of confidence, preparation or language proficiency. The strategic choice of language involves creating and maintaining a level of formality and informality in classroom discourse and structuring and controlling lessons and behaviour. Some so called 'compensatory' uses of L1 are based on perceived problems. There is always the risk that teachers' decisions are inappropriate.

Furthermore, the choice of which language to use will be influenced by previous choices and by the specific context. Research does not appear to have examined the value of contrastive form-focused instruction of vocabulary in detail. Jacobson in the 1980's (1983), in response to bilingual education measures in the US, where pupils were denied access to the curriculum, described a 'New Concurrent Approach', for the prescriptive use of code-switching by teachers. Code-switching was used to cue students, with the emphasis being on raising the prestige of both languages in the classroom; socialising students into appropriate bilingual interaction and developing both languages during content lessons.

2.6.2 Teacher beliefs about Code-switching: Recent bilingual studies from Wales

The process and practice of dual language use in individual lessons in bilingual classrooms has been researched in more detail more recently (Lewis, Jones and Baker, 2013). The actual use of both English and Welsh, their distribution, balance and explicit or implicit purpose, was examined by observing 100 bilingual lessons. In reality, the concurrent two-language approach was more difficult to locate. Where use was detected, this was mainly related to translation and scaffolding in order to develop conceptual development. At classroom level the tendency was for language separation rather than a considered approach to co-languaging and translanguaging.

2.6.3 Previous research on teacher beliefs

There has been a shift in the 'reconceptualisation' of the knowledge base of initial teacher training, resulting in an increase in importance of the social, cultural and institutional contexts of teaching and learning (Freeman and Johnson, 1998:397). Several studies examined teachers' beliefs regarding the teaching of certain aspects of language and where these beliefs originate. Borg (2003) for example considered whether teachers' beliefs in a certain area match their practice. Also Norrish (2003) considered the degree to which trainee teachers reflect and their levels of reflection. Much of the research started 30 years ago. From the 1990's to the present there are around 400 studies covering a whole range of areas. Interestingly, in English speaking countries, literacy and grammar remain the most popular areas of research.

Often teachers will accommodate their teaching style to different groups of learners, including a degree of flexibility. Indeed the behaviours of certain teachers are more habit-based, not matching pedagogic decisions. According to Breen et al. (2001) there are five discrete stages to what teachers are doing. It is not easy to study beliefs because they are difficult to define and discuss. Some researchers choose to observe beliefs through actions. The advantages of using a questionnaire are: efficient use of time; anonymity, the possible high return rate and all respondents being presented with the same questions.

Macaro (2001) examined beliefs of six student teachers regarding the role of code-switching in an interesting study. The research techniques for the study drew from a number of theoretical perspectives. Several different techniques were intended to provide triangulation for the case studies as follows: a quantitative analysis that would provide a statistical measurement to compare with previous studies and to provide a quantitative context; an analysis of the interaction that would give the researcher the opportunity to infer from the transcribed text the possible reasons for which the student teachers were using the L1; a constructivist approach (Kelly, 1955) that attempted to reveal participants' beliefs and actions through the individual ways they construed

events and the environment around them. Procedural instructions for activities figured prominently as a reason for resorting to the L1.

2.6.4 The origin of pedagogical beliefs

'Beliefs established early on in life are resistant to change even in the face of contradictory evidence' (Nisbett and Ross 1980, cited in Borg, 2003: 86). Malderez (1996) further highlights the dimensions of teachers' beliefs e.g. about grammar teaching and L1 and L2 use. Malderez examined an MA programme including lesson observation and follow-up interviews: tracking the development of overall beliefs with two teachers.

In answering the question: 'Where do pedagogical beliefs come from?' Borg (1998) suggests four factors which have a strong impact on beliefs: schooling, culture, contextual factors and classroom practice. His interpretative study focuses on the cognitive bases of teachers' instructional decisions in grammar teaching. Cognition affects how one acts and some of the beliefs become entrenched core beliefs. In terms of the influence of culture on beliefs, for example, rote learning can affect future classroom practice. Indeed beliefs are changeable. Beliefs can change with exposure to different teaching methods. Often teachers make spontaneous decisions and adjust their behaviours in class to meet pedagogical goals. This adjustment follows two theories. Firstly Espoused theory i.e. articulating your theory and secondly 'theory in action', when teachers often make decisions during teaching. Here we are dealing with idealised beliefs versus actual beliefs.

Harwood, Hansen and Lotter (2006) suggest that beliefs are inherited from previous schooling, which evidently 'makes it difficult for prospective teachers to consider alternative approaches to teaching and learning that are different.' Harwood, Hansen and Lotter (2006:70). This idea is explored further by Barnard and Burns (2001: 2). They point out that what teachers believe about the appropriate use of the learner's first language, for example, is 'a complex

nexus of interacting factors' (p2). Interestingly, they conclude that one of the most important initial influences on teacher' cognition is their experience of their own language learning at school, college or university; reading articles; their professional experiences; interacting with learners, and they are also influenced by 'significant others' (p3) in their personal lives. Most importantly, although it is recognised that teachers may have strongly held beliefs, they don't always put these into practice. There are many constraints operating on teachers from the particular contexts where they work: physical, temporal, cognitive, social and cultural factors, which influence what teachers believe, engage with and put into practice.

2.6.5 Eliciting teachers' beliefs

There have been many methods employed to elicit teachers' beliefs. In a recent study, Donaghue (2003:345) describes how, when faced with the problem of eliciting teachers' beliefs, she decided to employ a 'repertory grid technique', based loosely on Kelly's (1969) 'personal construct theory' (Donaghue, 2003: 346). The grid was chosen by Donaghue as an appropriate tool to elicit the participants' theories and beliefs about teaching. Donaghue concludes that the RGT activity was successful in that the majority found that it informed them about their personal constructs and it 'acted as a catalyst to thought and reflection' Donaghue (2003: 350).

2.6.6 Bilingual Teacher Identity

There is little attention paid to the connections between codeswitching and bilingual teacher identity in previous research literature. Culture has been linked to identity. In a recent study, Menard-Warwick employs a Bakhtinian theoretical framework to explore teachers' perspectives on their own bilingual identity development through their appropriation of English language popular culture over five decades. From this Bakhtinian perspective, bilingual identity development involves: ' the appropriation of discourses (s) from more than

one language.’ Menard-Warwick (2011: 262) and Morgan (2004) reiterate this idea by arguing that all teachers bring to their pedagogies their identities as language users. The emphasis here is that ‘identity *is* pedagogy, as teachers’ choices in methodologies highlight particular identity options for students’ (2004:175).

Nagatomo (2012) provides a useful overview of the main research issues around teachers’ professional identity. There have been many studies of teachers’ professional identity in general education. Beijaard et al (2004) discovered that studies fell into three categories: identity formation, clarifying the identity characteristics of teachers and examining professional identity through teachers’ stories. Studies associated with the third category have focused on teachers’ storytelling to uncover instances of professional identity. The seminal work conducted by Connelly and Clandinin (1985, 1990, 1995 and 1999) has been very influential in illuminating teachers’ landscapes through narrative.

Classroom-based research into teachers’ identity has emphasised the fact that what teachers think, believe and know influences every aspect of classroom teaching (Borg, 2003; Burns, 1992; Golembek 1998; Richards 1998; Woods , 1996).

Varghese et al (2005:35) highlight four main areas of research in their review of studies of language teacher identity: marginalisation; the position of non-native speaker teachers; the status of language teaching as a profession and finally the teacher-student relationship.

2.6.7 Interaction between languages and multi-competence

The Centre for Applied Linguistics in the United States proposes an interesting benchmark of bilingual proficiency. In a recent report into the

attainment levels of students enrolled in their Two-way Immersion (TWI) education programme the following summary is provided:

‘both native Spanish speakers and native English speakers in TWI programs perform as well or better than their peers educated in other types of programs, both on English standardized achievement tests and Spanish standardized achievement tests. Within TWI programs, native speakers tend to outperform second-language learners, such that NES tend to score higher on English achievement tests and NSS tend to score higher on Spanish achievement tests.’

Additionally, students rated as balanced bilinguals with high levels of proficiency in both languages tended to outperform other students, perhaps lending support to Cummins’ threshold hypothesis (Cummins, 1991), which states that high levels of bilingualism are required before cognitive benefits can be attained. Finally, there is some indication of transfer of content knowledge, as students were sometimes instructed in one language and assessed in the other, and still demonstrated grade-appropriate mastery of the content. For all of these studies, the methodological concerns raised earlier must be taken into consideration. In other words, any differences found or not found across groups of students within TWI and across programme models may have to do with differences in student backgrounds, general quality of school environment independent of program model, etc. As a result, these findings should be interpreted cautiously. At the same time, the consistency of findings across studies suggests that the conclusions discussed here have credibility.

2.6.8 Scaffolding used by teachers to support bilingual students

According to Gibbons (2002:16) the ease with which tasks are accomplished in the second language classroom is dependent on how classroom discourse is constructed. The examination of IRF exchanges (Sinclair and Coulthard, 1975; Mehan 1979; Edwards and Mercer) suggests that this is a common pattern, designed for pupils to display their learning. However, in order for

learners to succeed it is insufficient to ignore the potential for meaningful talk in the classroom. 'It is not an exaggeration to suggest that classroom talk determines whether or not children learn, and their ultimate feelings of self-worth as students. Talk is how education happens!' (Gibbons 2002:38).

2.7 Teachers' practices in Code-switching

2.7.1 Use of Code-switching by teachers

The historic construct to which translanguaging appears closely connected is code-switching in the classroom (Chitera, 2009; Kamwangamalu, 2010). That is, teachers and pupils use both languages in the same "utterance" in classroom exchanges. Cook (2001:408) frames code-switching as a highly skilled "bilingual mode" activity in which both L1 and L2 are used simultaneously, including intrasentential and intersentential switches, rather than the "monolingual mode" in which they are used separately. In addition, Wei (2011b) maintains that "codeswitching is not simply a combination and mixture of two languages but creative strategies by the language user" (2011: 374).

This initially seems the same as translanguaging. However there are subtle differences. The term 'translanguaging' or 'trawsieithu' in Welsh was first coined by Cen Williams (cited in Baker, 2001 and Garcia, 2009). It refers to the pedagogical practice which involves switching the language mode in bilingual classrooms. This involves: 'multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds.' (Garcia 2009: 45)

2.7.2 Use of code-switching by students

Jones and Lewis (2014), in a study of language arrangements within bilingual classrooms in Wales, identify instances of unplanned code-switching with teachers responding to language use of pupils irrespective of the intended language policy of the lesson (e.g., the intended policy for instruction by the teacher is English, but a pupil responds in Welsh and the teacher goes on to give the learner feedback in Welsh). While the original idea of translanguaging was mainly concerned with intentional and planned two-language usage, field

research reported in Lewis, Jones, and Baker (2012) also found evidence of frequent spontaneous translanguaging, with pupils themselves utilising both their languages to maximise understanding and performance.

On the other hand, “responsible” code-switching (Garcia, 2009a; Van der Walt, Mabule, & De Beer, 2001) is planned code-switching by the teacher to enhance the students’ cognitive skills and “to clarify or reinforce lesson material” (Garcia, 2009a : 299). It is a scaffolding technique in bilingual classrooms, making the L2 more comprehensible, the question remains as to whether teachers are aware of the quantity and quality of their code-switching. According to Garcia, this type of code-switching can be used to develop students’ ‘metalinguistic understanding’ (Garcia, 2009: 301).

2.8 The Welsh classroom context

According to Baker (2003:74), of those declaring themselves in the 1991 census as Welsh-speaking, around 70% are literate in Welsh: ‘In the 1991 Census, 18.7% reported themselves as Welsh speaking (No differentiation is made in the Census question between ability and use)’ (Baker 2003:74).

The Welsh-English classroom is an ideal setting for the study of code-switching as virtually all Welsh speakers are bilingual in Welsh and English. The results of the 2001 census show, for the first time, a slight increase in the proportion of Welsh speakers in Wales, to 21%. This change combined with increasing governmental support for the Welsh language suggests that we may now be entering a period of stable Welsh-English bilingualism for those who speak Welsh.

Currently there are several local education authorities encouraging education through the medium of Welsh:

‘20% of primary pupils are now taught in classes where Welsh is the medium of instruction for all or part of the day. In the

secondary sector the number of schools designated as Welsh-speaking has increased from 44 to 53 since 1992 and 14% of pupils study Welsh as a first language' (WAG 2003:38).

2.9 Summary

Summary of debates and controversies

It is clear from the research reviewed above that the use of code-switching in the language classroom still remains a controversial issue. Whilst avoidance of the first language is assumed by most teachers, the reasons for this avoidance are rarely stated explicitly. The main justification for avoiding the L1 is that as students speak several first languages, it would be impossible for the teacher to take account of all of them. These practical reasons for avoiding L1 in a multilingual class do not justify its avoidance in classes with a single first language. The explicit reasons are based on two main arguments: L2 learners should acquire the second language in the same way as children, without reference to another language. Secondly, there is a prevalent belief that the two languages should be kept separate in the mind. The prevailing idea of teachers, as found in the research reviewed (Cook, 2008), is that in order to develop a second language, students need to learn to use the L2 independently of the first and eventually to 'think' in it.

Summary of efficacy (what works, what doesn't)

There have been some attempts to exploit code-switching as part of teaching methodology. Previous methods of language teaching have attempted to systematise the use of the first language. In reciprocal language teaching students are encouraged to switch languages at pre-determined points (Hawkins 1987; Cook, 1989). Also the New Concurrent Method, allows systematic code-switching under the teacher's control (Cook, 2008 : 183). The most developed programme is the Bilingual Method used in Wales, where the teacher reads an L2 sentence and gives its meaning in the first language,

after which the students repeat in chorus and individually which was first developed by Dodson (Dodson, 1967). This has further been developed through translanguaging pedagogy in Wales.

Teacher beliefs (what we know already)

We know that teachers are aware of the importance of the L1 in L2 language learning (Deller and Rinvoluceri, 2002; Cummins, 2007 and Turnball ; Dailey O’Cain 2009; Kerr 2015). However, we need to question why L2 only has persisted and the belief in the supremacy of the native speaker. The ‘English only’ paradigm is presented as the only paradigm and promoted as such, whereas the non–native speaker is undervalued in EFL teaching and materials production.

Teacher practices (what do teachers do)

What we know from Wales and the gap in the literature

In Wales there have been recent studies which suggest that teachers need to think about adjustments they need to make in order to draw on students’ full bilingual resources. (Jones and Lewis, 2014). We know that teachers are aware of the need to draw on the learners’ entire linguistic repertoire. There is a gap in the research in terms of the efficacy of incidental translation, Miguelez-Caballeira (2007) Funds of knowledge (Moll 1992) and developing metalinguistic awareness (Fontaine and Clapham, 2015). From a monolingual point of view, teachers may be resistant to code-switching as it may be seen as threatening and associated with relinquishing power. Current priorities in school literacy are framed by a focus on language awareness of some complexity, but teachers in the secondary phase have limited exposure to subject literacy development in their CPD activities, and much of this is descriptive.

This study will examine how teachers interpret the meaning of code-switching, their experiences of teaching in bilingual settings, their interpretation of how code-switching should be used, as well as their perceptions of its value. This

is new ground, as at present there are no specific studies which examine teachers' perceptions of code switching in relation to their classroom practice in English classrooms in Wales.

Chapter 3 : Research Methodology

Chapter 3 Research Methodology

3.1 Introduction

This chapter introduces the research approach and methodology. The main research aims and questions will be re-stated. The research design will be illustrated including piloting, research procedures and approaches to data analysis. In addition, ethical considerations will be discussed as well as limitations of the research tools.

3.2 Overall research design

The study involves qualitative methods, which are primarily exploratory. The research methods used were a questionnaire, observations, semi-structured interviews and reflective logs, which will be described in detail later in this chapter, including background information on the methods as well as details about the sample, data collection and analysis. The research methods are intended to explore key aspects of code-switching in order to address the main research questions.

It was a complex research design and thus I have prepared a chronological account of events under section 3.8.3 of the research chapter.

RQ1: What perceptions does a specific group of bilingual teachers have about their code switching in their English classrooms in Wales?

RQ2: To what extent and in what ways does this group of teachers experience a change of perceptions as a result of the research process?

RQ3: What code switching practices does this group of teachers employ in their English classrooms?

RQ4: In what way can code switching be used in an English classroom in Wales according to this group of teachers?

The study comprises of four stages:

- 1.Exploration of initial perceptions of code-switching in the classroom.
- 2.Observation of the dynamics of code-switching in 12 classes.
- 3.Semi-structured interviews with six teachers (post teaching) to examine whether they were aware of their use of code-switching and examine their beliefs.
- 4.Reflective logs kept by the participants.

3.4 Interpretive research paradigm

The interpretive task is defined as 'examining 'fore-conceptions' provided by popular understandings and pre-existing theory and reworking these interpretations and fore-conceptions in terms of the things themselves' (Heidegger, 1962:195).

The interpretive paradigm was felt to be the most suitable lens to address the research questions. Interpretivism 'concentrates on the meanings people bring to situations and behaviour, and which they use to understand their world' (Donoghue, 2007:16). Qualitative data were best suited to the purpose of the research, because the emphasis was on the quality of the phenomenon being investigated and not the quantified manner in terms of amount, intensity or frequency (Denzin and Lincoln, 2003). In addition, according to Punch, qualitative methods are the best way we have of 'getting the insider's perspective, the actor's definition of the situation', the meanings people attach to things and events (Punch, 2009:294).

3.4.1 The present study

This study investigates pedagogical beliefs of a range of teachers in terms of their awareness of the value of bilingual teaching methods. In stage 1, Secondary PGCE trainee teachers (130) completed an initial questionnaire aimed to find out their beliefs about the role of L1 in the bilingual classroom and the value of code-switching and in stage 2 six teachers were then observed and in stage 3 interviewed in detail. I subsequently abandoned the quantitative data, as I was interested in the range of responses received and focused on the in-depth qualitative data.

The first two research questions are concerned with teachers' reasoning (including their beliefs about the role and value of code-switching in the classroom). The second two research questions deal with teachers' practices. These research questions enable me :

1. To gain a basic understanding of bilingual educational practice in a group of bilingual teachers in North Wales.
2. To understand how code-switching can be utilised dynamically in the classroom
3. To become aware of a group of teachers' perceptions about the role of code-switching in the classroom
4. To explore how far and in what ways teachers undergo a process of transformation as a result of their experiences of the research process.

3.4.2. The significance of Investigating Code-switching practice using Narrative Inquiry

For the purposes of this study my aim is to explore teachers use of code-switching at a macro level, focusing on negotiation of meaning and power relations between interlocutors. Very few studies have explored the allocation of languages within the secondary classroom and teachers' rationale for language choice. Although classroom-based research in bilingual and

multilingual settings spans almost four decades, there is now an interest in more diverse educational contexts (Heller & Martin-Jones , 2001).

There are two broad trajectories in current research:

1. Concerned with teachers' perceptions – any comments that relate to teachers' code-switching
2. Concerned with teachers' overall practice – any comments indicating that teachers actually use CS in their classrooms.

The distinction between different kinds of research on code-switching was first made by Gal (1992), in the first type of research, code-switching is assumed to be more or less the 'same' everywhere: ' a salient example of broader processes of interpretation and production which characterise all human interaction' (1992:139). Studies which pursue the second goal take account of the perspectives of the speaker and listener, but also aim to interpret and explain the specific bilingual discourse documented with reference to their social and historical location.

3.4.2.1 Narrative Inquiry

In my study the participants give their various interpretations of bilingual identity and present metaphors of their visualisations of the symbolic value of code-switching. The engagement between the researcher and the participant is dialogic. Theory is developed through this ongoing dialogue between pre-existing understandings and the 'stories' derived from participation in the study.

To this end, this study investigates the narrative of a range of teachers in terms of their awareness of the perceptions of value of bilingual teaching methods. Narrative Inquiry (Clandinin & Connelly, 2000); Andrews et al, 2008, Reissman, 2008 will form the basis of the thesis, using tape-recorded semi-structured individual semi-structured interviews, reflective journals and

participant observation. Bryman (2001: 412) emphasizes the search for and analysis of the stories that people employ to understand their lives and the world around them. There is a lack of consensus on what narrative inquiry is; at the very least it 'entails a sensitivity to: the connections in people's accounts of past, present and future events and states of affairs; people's sense of their place within those events and states of affairs; the stories they generate about them; and the significance of context for the unfolding of events and people's sense of their role within them.'

Clough (2002) develops the view that narrative methods 'are uniquely created in the presence and service of quite particular contexts of moral and political need. These contexts are often three-dimensional, but they are also constructions of our own selves, the ultimate sources of data' Clough (2002 : 5).

3.4.2.2 Grounded theory

Grounded theory (GT) was chosen as the most appropriate approach for exploring the research questions. Grounded theory (Glaser and Strauss 1967) has been used as a blanket term for coding and analysing qualitative data. Grounded theory is a methodology that can be used to analyse data, but it also builds relationships between concepts informed by the codes, which allow the researcher to build a theory (Urquhart, 2012: 4). Grounded theory aims to develop a theory based on data collection, with few pre-determined conceptual or theoretical assumptions (Wimpenny and Gass, 2000).

Since the publication of 'The Discovery of Grounded Theory, (Glaser and Strauss 1967) there have been many adaptations of the method (Law Walker and Dimmock, 2003) ; Taber, 2000; Amor, 2008, Bowen, 2008, Cowley, 2006; Crilly, 2006; Figuaroa, 2007; Hendry, 2007; Madill, 2000; Montgomery and Bayley, 2007; Morse, 2006; Penderson, 2008; Punch, 2002; Radnofsky, 1996; Ramos, 2007; Reeve and Bell, 2009; Starks and Trinidad, 2007; Varga-Atkins and O'Brien, 2009; Gibson, 2005; Galser, 2004).

With the publication of Strauss and Corbin's (1990) book there has been disagreement about the nature of grounded theory. The key feature of Grounded Theory is that the theory produced is *grounded* in the data. Creswell (1998) and Day (1999) cited in Urquhart 2012:4, provides a good summary of the key components of grounded theory:

- 1 The aim of grounded theory is to generate or discover a theory.
 - 2 The researcher has to set aside theoretical ideas in order to let the substantive theory emerge.
 - 3 Theory focuses on how individuals interact with phenomena under study.
 - 4 Theory asserts a plausible relationship between concepts and sets of concepts.
 - 5 Theory is derived from data acquired from fieldwork interviews, observation and documents.
 - 6 Data analysis is systematic and begins as soon as data is available.
 - 7 Data analysis proceeds through identifying categories and connecting them.
 - 8 Further data collection (or sampling) is based on emerging concepts.
 - 9 These concepts are developed through constant comparison with additional data.
 - 10 Data collection can stop when no new conceptualisations emerge.
 - 11 Data analysis proceeds from open coding (identifying categories, properties and dimensions) through selective coding (clustering around categories) to theoretical coding.
- The resulting theory can be reported in a narrative framework or set of propositions.

Grounded theory is faithful to its roots in pragmatism. The idea is to approach the data as open-mindedly as possible, guided by the research questions. The literature-reviewing stage of the research is delayed until conceptual directions within the data have become clear. Glaser and Strauss recommend reviewing the literature after rather than before building the theory

because they wanted the data to speak to the researcher, rather than for the researcher to force theories on the data.

Data analysis using Grounded theory is based on three main stages: open coding, selective coding and theoretical coding.

The process of open coding begins with line-by-line open coding of the data to identify substantive codes emergent within the data. The researcher codes for as many categories which fit successive, different incidents, while coding into as many categories as possible (Glaser, 2004: 9). The open codes are then grouped into larger categories in the stage of selective coding, New categories emerge and new incidents fit into existing categories. The theoretical coding is where categories are related to each other and the relationships between them considered. The approach is about finding constructs, connecting them and considering the nature of that relationship (Urquhart 2012:10).

Grounded theory is particularly useful for the type of data I was interested in collecting, because it encourages the researcher to know the data and has an appeal in instances where little previous research is available.

3.4.3 Selection of participants

Various institutions were invited to participate in this doctoral study. Six teachers responded from the original cohort of graduate teachers who had attended the PGCE Secondary English course at university X between 2006-08. These six accepted to become part of the study. Their ages ranged from 25 – 45. The majority came from middle class backgrounds. The data was gathered between February and May 2012 (see detailed interview transcripts). By selecting this purposeful sample it is acknowledged that the results only apply to the sample and inferences will be subjective. These participants were particularly appropriate for this study as they have all taught English in either Welsh medium or bilingual schools and have all undertaken the same initial teacher training programme which has an element of

bilingualism theory included and certainly a key lecture focusing on ‘The Languages of the UK and Ireland’ delivered by the researcher.

Table 3.4.4 : Profiles of Participants

Name	Gender	Qualification	Nationality	Teaching Experience	Current position
Teacher 1 (T1)	Female	BA PGCE	Welsh	Four Years	English teacher in bilingual secondary school
Teacher 2 (T2)	Female	BA PGCE	Welsh	Four years	English teacher in bilingual secondary school
Teacher 3 (T3)	Female	BA PGCE	English	Three years	English teacher in bilingual secondary school (70% English medium)
Teacher 4 (T4)	Female	BA PGCE	Welsh	Three years	English and Communication teacher in bilingual secondary school.
Teacher 5 (T5)	Female	BA PGCE	English	Three years	English teacher in bilingual secondary school.
Teacher 6 (T6)	Female	BA PGCE	Welsh	Four years	English and humanities teacher in bilingual secondary school.

As table 3.1 indicates, the participants who agreed to be interviewed have different backgrounds in terms of their nationality, position and employment category. They included four native Welsh speakers and two non-native Welsh speakers who were learning Welsh. Four considered themselves to be Welsh and two were English. All six participants were female.

3.5 Ethical considerations

Ensuring that the participants were protected from harm was the main consideration (BERA British Educational research Association 2004/ Exeter University guidelines). Copies of the consent letter and University of Exeter ethical clearance can be found in appendix 8.

3.5.1. Informed consent

Informed consent is one of the key features of conducting ethical research (BERA 2004) (Revised Ethical Guidelines for Educational research.) Participants were given an invitation letter to participate in the study (appendix 8). The letter describes the purpose of the study and what is involved in taking part in the research. It was explained why the research was being conducted and who could be contacted for further information. The invitation also addressed the participant's right to withdraw at any stage during the study. The participant's confidentiality and anonymity was assured at all times.

3.5.2. Right to withdraw from the study

In the event of a participant asking to withdraw from the study the plan was to reassure the participant and thank them for their efforts. This did actually occur after the first interview with Teacher 6. After the observation and first interview she stated that she did not wish to participate further in the study due to heavy work commitments as a newly appointed Head of English, but she did give consent for her data to be included.

3.5.3 Confidentiality and anonymity

The researcher must avoid violating confidentiality when conducting research. No names, addresses or personal details will be disclosed at any time to anyone during the research period or the final publication of the thesis. Data was stored securely on a password-protected computer. At the end of the study all data was destroyed.

3.5.4 Protection of participants

All participants have the right to be protected from harm during research. Therefore I was aware that if a participant found the situation stressful or upsetting the research would have been halted and the need to end the interview should be respected. The setting for the interviews was usually the classroom, which is generally considered a safe environment for research in this context.

3.5.5 Debriefing participants

During the second interview participants were debriefed by explaining that they were welcome to ask any questions about the structure of the interview and they were thanked for their participation in person.

3.6 Data collection (stage 2): Observational research

According to Thomas 2009, 'observational research is one of the most important ways of collecting data in social research.' However, structured observation can also be criticised as being too subjective and biased, as I decided on the focus of the research rather than allowing the focus to emerge (Bell, 2010). Although I observed all the teachers teaching prior to the interviews, this was intended as a method for developing my intuitions about their attitude to code-switching which were examined more systematically. It was also a way to familiarise myself with relevant classroom practice in each particular school. Therefore, I have not included detailed observation data as part of the study, but during the course of several interviews I referred the teachers back to the lessons which I observed, to clarify instances where the

teacher code-switched. The observation was informal, consisting of notes, in order to reduce any bias from the researcher: 'Less structured observation operates within the agenda of the participants, i.e. it is responsive to what it finds and therefore by definition, is honest to the situation it finds' Cohen, Manion and Morrison (2000: 306).

3.6.1 Semi-structured interviews (stage 3)

This is the main data collection instrument used in this study. Drever (1995) suggests that interviewing is one of the most popular data collection methods used in small-scale research. It is a flexible technique, which is suited to a range of research purposes.

Thomas (2009) suggests that there are three sub-types of interviews including structured, semi-structured and unstructured.

Cohen et al, (2000) address the advantages of using semi-structured interviews as opposed to other types of interview. Semi-structured interviews allow the ability to prepare a schedule that enables flexibility and new expansions and digressions, while still retaining a focus on the research questions and structure. This is echoed by Bell (2010) who suggests the strength of the semi-structured interview is its adaptability (see appendix 1 for the interview schedule). The interview questions were guided by Muticompetence theory (Cook 2001) and the research questions emerged from the pilot study.

However, the semi-structured interview is not without its limitations e.g. bias (Bell 2010, Miles and Huberman, 1994). Interviews may help to build a conceptual framework in order to analyse data.

The interviews provided the data and the context for this study. The second component of the framework, i.e. the views and knowledge of an expert was used to gather data regarding the status quo within the current education system. Accordingly, the same interview schedule was used (see appendix 4).

An interview schedule was used to collect data from the teachers at various schools throughout North Wales. Once the interview schedule was drafted, a pilot interview was carried out with an MA student: someone 'who was similar to the people in the case study (Dreaver, 1995: 56). Once the pilot interview was carried out, the wording of the schedule was slightly amended to the final version seen in Appendix 1.

The 11 items focused on three main elements based on the research questions for the study:

1. The identification of why code-switching is used by teachers
2. Assessment of how and when teachers use code-switching
3. Teachers' perceptions related to code-switching.

The questions were drawn from reading as well as from research articles related to teacher use of codeswitching, (Canagarajah, 1999) Camilleri (1994), Macaro (1995, 1997, 2001). A combination of closed and open-ended questions were used with sample questions as follows:

1. Do you believe that learning subject matter in Welsh helps second language learners learn subjects better when they study them in English?
2. Do you believe it is good for students to maintain their native culture as well as English culture?
3. What is the role for L1 in the classroom for the teacher/pupils?
4. Is it better to keep English and Welsh separate in the classroom?

The researcher decided to use a semi-structured framework as many of its features offered benefits for researching with teachers:

"It is a formal encounter on an agreed subject, and 'on the record'. Main questions set by the interviewer create an overall structure. Prompts and probes fill in the structure: prompts by encouraging broad coverage, probes by exploring answers in depth' (Dreaver, 1995:13).

In the first interview I started by introducing the study, explained the consent form and asked the participant to sign the form and asked each teacher the meaning of code-switching as a phenomenon. I listened for expressions that challenged the given definition and explored further.

I was mindful not to lead the interviewee unreasonably or limit their response. I encouraged the participant to decide what seemed most important and worthy of sharing. Kvale and Brinkmann (2009) suggest that the qualitative interview is not in itself a progressive method, but that the possibility of the interview method to get beyond a surface understanding of human phenomena allows for both hidden manipulation and also critical consciousness-raising, depending on knowledge guiding interest.

Achieving a level of in-depth reflection required more than one interview with each teacher. The two interviews were spaced at least four weeks apart in order to 'provide a greater opportunity to build rapport and achieve deeper reflection.. when you ask participants a question, related information may rise in their memory later, and multiple sessions give you that chance to access this.' (Angroson, 2012 : 171) cited in Arthur et al (2012).

3.6.2 Leading questions

The interview schedule was the same for both interviews. There may be concerns that the 'quality ' and 'validity' of an interview may be in jeopardy due to leading questions. Even a slight rewording of a question may influence the response. However, Kvale (1994) defends the use of leading questions. He suggests that:

Leading questions are necessary parts of many questioning procedures; their use depends upon the topic and purpose of the investigation, as well as the subjects..... the qualitative interview is particularly well suited for using leading questions for checking the reliability of the interviewees' answers. Thus, contrary to popular

opinion, leading questions do not have to reduce the reliability of interviews, but may enhance it (Kvale, 1994: 156-157).

And furthermore:

‘The interview is a conversation where the data arise in an interpersonal relationship, co-authored and co-produced by the interviewer. The decisive issue then is not whether to lead or not to lead, but where the interview questions lead, whether they lead in important directions, yielding new and worthwhile knowledge.’ (Kvale, 1994: 157).

The key is ‘open minded listening’ Richards (2003:51) and willingness to reflect on the interview process.

3.6.2.1. Interviewing technique

The ‘dialogical’ (Kvale 2009: 231) element of the interviewing process is interesting here. Through detailed discussion and negotiation of meaning we were able to form a ‘synergy’ to discuss the nuances of meaning in relation to code switching choices and the rationale for using code-switching at different stages of the lesson. This is further evidence of the efficacy of interviewing as a consciousness-raising tool.

3.6.3 Reflective logs (stage 4)

Reflective journals or logs are used in a variety of different types of research, particularly as a tool for continuing professional development. There has been a great deal of interest in initial teacher training in the concept of the ‘reflective practitioner’ (Schön, 1983; Bolton, 2001; Moon 2006). Mukherjii and Albion (2010:161) emphasise that reflective logs can be used as a primary research tool, where respondents are encouraged to document their thoughts and feelings during the research period in response to prompts. This could involve

the participant in reflecting on the impact the research is having on them. The questions in the reflective log were derived from a previous postgraduate training programme/ (see appendix 5 for exemplar material: Bilingual Teaching – Analysing teaching and Learning).

3.6.4 Learning from pilot studies

An early pilot study, as mentioned in the introduction, was conducted with a small group (3) of the teachers. This guided the research design at the outset. (Clapham, 2010). Later on, the reflective log prompts were piloted with 1 MA student. The goals of the pilots were to ensure that the questions were clear, well–rounded, focused and devoid of bias and not leading.

Following the pilot trial of the interview schedule and the reflective log, guidelines were sent to the teacher and headteachers in each school via e-mail with a covering letter and ethics consent form. Confidentiality was insured in that individuals could not be connected to the institutions or results of the interviews.

3.6.5 Reliability and validity: strategies for ensuring trustworthiness in qualitative research

Reliability refers to ‘the extent to which a research instrument will give the same result on different occasions’ (Thomas, 2009: 105). In interpretative research the ‘positionality’ of the researcher will affect interpretation of the interview transcripts. Validity can be defined as ‘demonstration that a particular instrument in fact measures what it purports to measure’ (Cohen et al 2007: 146). Guba (1981) proposes four criteria to be considered by qualitative researchers in pursuit of a trustworthy study : credibility, transferability, dependability and confirmability.

In my study a personal journal was used to articulate personal views and insights about the phenomenon (Chiovitti and Piran, 2003). Also triangulation was included in terms of research methods and data analysis using Grounded

Theory techniques such as the constant comparative method, (Silverman 2010: 279) to ensure that the claims of the study are valid.

3.7 The nature of reflection

Moon (2006:36) tries to clarify the nature of reflection by reviewing the literature in this area. There is a range of opinion concerning the nature of reflection, from common sense to academic, drawing on many different disciplines including education, professional development and psychology; each with its own interpretation of reflective practice.

The common sense view of reflection is stated:

‘Reflection is a form of mental processing – like a form of thinking- that we may use to fulfil a purpose or to achieve some anticipated outcome or we may simply ‘be reflective’ and then an outcome can be unexpected. Reflection is applied to relatively complicated, ill- structured ideas for which there is not an obvious solution and is largely based on the further processing of knowledge and understanding that we already possess’ (Moon 2006: 37).

In addition to the common-sense definition as stated above, the academic definition also involves a conscious and stated purpose for the reflection. It appears that deeper levels of reflection are generally characterised by ‘perspective transformation’ (Mezirow, 1998 cited in Moon 2006: 40).

Perhaps the best known example of a framework of levels of reflection was compiled by Hatton & Smith 1995, drawing on experimental work on the reflective writing of teacher education students. The depth required for reflection is a matter for further discussion.

3.7.1 The role of the researcher

Kvale, ‘while rejecting the notion of a universal truth, it (postmodernism) accepts the possibility of specific local, personal and community forms of truth with a focus on daily life and local narrative.’ (Kvale 1995;21). Post modernists focus on :

1. The role of the researcher in producing the research
2. The location of the research within more general social and political structures
3. The limited and historically located nature of all research
4. The problematic, changing and inconsistent nature of reality.

Denzin suggests that the qualitative researcher can no longer presume to be able to present an objective, uncontested account of the other's experiences (Denzin, 1997:xiii). The inevitable question may be as follows: how does the researcher participate in the research process and influence the construction of events she is describing? (*ibid.*) (discussed further in chapter 6) It could be argued if we take the view of Smith (1995) that ' if you want to understand society you need to understand it from the perspective of the participants in it.' This may concur with the idea that no interpretation of qualitative data is ever complete as the participants and the researcher are not omniscient and participants are not consistent in their beliefs. As a researcher my role is undergoing a transformation. I should explain that my role as a teacher educator and researcher has developed during the research process. I feel like one of the central characters in E.M.Forster's *Passage to India*: Mrs Moore. As she enters a cave in the Maribar hills in India, confident in her knowledge of the existence of God, she experiences an echoing sound 'Ooom' which startles her into a realisation that there are other realities and diverse interpretations of eternity. As McGettigan so concisely put it: 'The social world is far too encompassing, evolving and complex an environment for researchers ever to assume that they have arrived at any of its final truths. '(McGettigan,1997: 376). Humility is required: a preparedness to listen, to accept earlier interpretations may be inadequate, or could be expanded.

Bentz and Shapiro (1998:11) clarify the dialogic research process: the hermeneutic route to understanding is through the iterative use of patterns, metaphors, stories, and models to amplify understanding. We dialogue with the phenomenon to be understood, asking what it means to those who create it, and attempt to integrate that with its meaning to us.

3.7.2 Challenges encountered - limitations

The interview research was characterised by an emerging design, with data collection blurring into data analysis and many hours of transcription and coding. The focus on Grounded Theory (Glaser and Strauss 1965, 1968) allowed the research design to emerge and the theory to develop inductively from the data. This element of the research required the researcher's utmost concentration and dedication. To quote Arthur et al (2012:173) ' it requires you to:

1. Enter into the complexities of people's lives
2. Establish rapport that encourages communication
3. Ask challenging questions and pose meaningful follow up
4. Attend to nuances of expression, silences and non-verbal cues
5. Hear meaning from another's perspective
6. Refrain from judgement and argument
7. Organise, manage and analyse an abundance of verbal data
8. Synthesise information from a variety of sources
9. Accurately report what others express
10. Maintain healthy boundaries
11. Engage in self reflection
12. Write and communicate effectively.'

3.8 Data organisation and analysis

Datasets

Through the data collection process, I generated the following datasets: 1) interview transcripts and 2) reflective logs. I analysed the interview transcripts through thematic analysis one after the other based on grounded theory.

Thematic data analysis

The study used thematic analysis (Braun and Clarke, 2006) to answer the research questions and critically evaluate the data. Each individual interview transcript was examined in detail before working towards general themes. The first stage comprised transcription and reflective note taking. Each transcript was read, annotated and re-read in an attempt to search for emerging themes. As themes were integrated, the transcript was referred to assess how well the emergent themes and data related to each other.

3.8.1 Coding – thematic mapping

According to Braun and Clarke (2006), once the researcher has a set of fully worked out themes the final analysis and write-up of the research report can commence. The purpose of such a report is 'to tell the complicated story of your data in a way which convinces the reader of the merit and validity of your analysis' (Braun and Clarke, 2006: 23). Extracts from the data need to be embedded within an analytic narrative that illustrates the story that the researcher is telling about the data, constructing an argument in relation to the research questions.

Two groups of themes emerged: the first on the individual level of the teacher and the second on the super-ordinate level of the context of the school, classroom and education policy. Based on the interview dataset, the participants presented their understanding of code-switching in two distinct ways: they clarified their perceptions of code-switching and they defined their practice. The following main themes were identified and refined:

The first theme is perceptions/beliefs of code switching sub-categories

- (i) Awareness of code-switching i.e. Do they code-switch?
- (ii) How do they feel about code switching?
- (iii) positive/negative perceptions of code switching.

Some interviewee quotes fitted into more than one category. The second code is 'Awareness of others' code switching.' I thought of using a landscape

document to map this out, including a grid/checklist to tick each code as it appears in the data. This was a very useful idea as I am aware that the data coding needs to be very systematic and reflect what emerges from the data. I opted for colour-coding each transcript according to the thematic analysis. An example of detailed coding can be found in appendix 6.

The next set of themes relate to teachers' practice.

- (i) perceptions before and after
- (ii) change in perception
- (iii) awareness of identity
- (iv) evidence of code-switching (are they aware that they code switch?)
- (v) feelings about code-switching and identity (comments that relate to any feelings expressed by teachers relating to code-switching).

The second interviews were examined in terms of change in perception or evidence for a new perception. i.e. have the teachers changed their thinking? There are two Research Questions regarding perception and two Research Questions regarding practice. There were other important unexpected themes, above all that of 'metaphor' e.g. where participants used metaphors such as 'code switching is about switching a light on' quote from interviewee/ teachers' professionalism, to express how they feel about code switching. These findings, even though unrelated to the research questions are reported in this thesis as they seem of relevance to understand teacher beliefs and practice.

Reflective logs:

“Overall I feel that being part of the study has put me at ease as I was always a little unsure as to whether I used too much Welsh. However, from reflecting on how the use of code switching can help my pupils I am confident about using Welsh in the English lesson. If anything, I feel that

it is something to be celebrated and if the pupils see that I am willing to embrace bilingualism then so will they.”

CFJ Teacher, reflective log.

Encouraging the participants to use reflective journals allowed the teachers in the study to ‘make their experiences, opinions, thoughts and feelings visible and an acknowledged part of the research design, data generation, analysis and interpretation process.’ (Ortlipp, 2008:703). This is accepted practice from a constructivist, interpretivist and poststructuralist perspective (Chirema, 2003, Denzin, 1994; Lather ,1991: MacNaughton, 2001). I have been using reflective journals as a tool for promoting reflection during teaching practice for the past 20 years, mainly with PGCE trainees in the primary PGCE programme. When completed critically, the process can be beneficial, although some trainees present descriptive accounts of their teaching and learning and find the process challenging. The main purpose of including the reflective journal as an aspect of the study was to determine the extent to which participants were able to reflect on their use of code-switching in the classroom setting. Participants were encouraged to complete journal entries according to specific guidelines (see Appendix 3 : Reflective guidelines).

3.8.2 Identification of themes.

The initial thematic mapping contained 10 themes. These were reviewed to form the second phase of the Thematic Developed Mapping, which was further narrowed down to 7 themes. Colour coding was used to identify each category. Copies of the complete interview transcripts were available for continual reference to ensure that data taken out of context did not lose its original meaning.

Each theme was colour coded as follows:

Understanding of CS

Awareness of benefits of CS

Negative attitudes towards CS

Positive attitudes towards CS

Reasons for using CS

How CS is used - strategies

Indicating Solidarity

Negotiation of identity

Teachers' professionalism

Reflection and metaphor

Further scrutiny identified the third phase or Final Thematic Mapping. Some themes were further eliminated as they were too diverse or had insufficient supporting data. I also considered King's Thematic Framework. Richards (2003: 276) suggests that there are three distinct types of coding, designed to open up inquiry and move it towards interpretation: open coding; which involves breaking down the data for the purpose of categorising, conceptualising and comparing; axial coding, which involves organising the data based on the 'axis' of a category. This involves relating categories to sub-categories and making connections between the categories. Finally, selective coding is the last stage. At this stage a central category (or explanatory concept) is identified in terms of which other categories can be refined and integrated.

The idea is to look for stories in the data and determine how the 'actors' construct these. Ideally, the common threads will reveal shared or contrasting beliefs or assumptions about the value of code-switching. In this case, an additional category was identified in the second round of interviews: that of metaphor. Encouraging the participants in thinking metaphorically, can be a way of shifting perceptions quite radically or suggesting new ways of thinking about the data. Participants were encouraged to think of a metaphor to describe their use of code-switching in the second interview. This became a useful vehicle to reflect upon individuals' code-switching practice.

The final themes to emerge from the data include:

A Perceptions - any comments that relate to teachers' CS

1. Awareness Own - comments that relate to teachers' own CS in their classrooms
2. Awareness other – comments that relate to teachers reporting of other teachers' CS
3. Feelings - comments that relate to any feeling expressed by teacher relating to CS.
4. Teacher identity – comments that relate to any indication that CS may be related to identity.

B Practice (overall) any comments indicating that teachers actually use CS in their classroom:

5. What do they do? - comments that indicate what/how they use CS (e.g. using words in both languages)
6. Reasons for doing it - comments relating to reasons why they use CS (e.g. to increase spelling, to keep students happy)
7. Ways of doing it - comments that show how they do it (e.g. comparing vocabulary)

1. Awareness of CS (own) (dark blue)
2. Awareness of others' CS (light blue)
3. Feelings about CS (purple)
4. Teacher identity (green)
5. What do teachers do (grey)
6. Ways of CS (orange)
7. Reasons for CS (red)

3.8.3.Data integration

Included is a concise summary of the steps that were taken in conducting the research for this dissertation:

1. Interview schedule designed, tested and revised
2. Ethical permission obtained from Graduate School of Education, Exeter University

3. Permission gained from head teachers and heads of English to invite teachers to participate in the study
4. Researcher visited schools twice over a four month period to observe and interview teachers
5. Interview 1 data results collected, coded and analyzed
6. Reflective logs collected and analysed
7. Second round of interviews conducted
8. Teachers invited to submit their own definitions (through their reflective logs)
9. Data analysis reviewed
10. A diary of research events and a research timetable were kept throughout the research period.

3.9 Summary.

This chapter has described and justified the research methodology of using observations, semi-structured interviews and reflective logs in educational research. The sample is a group of six teachers. The research was conducted in schools in North West Wales. The data analysed for this study were collected through semi-structured interviews and reflective logs, informed by unstructured observations. Additional ethical considerations have been outlined according to BERA guidelines. This chapter should aid the reader to understand the research process; assess the quality of the research design and if necessary replicate the study' (Hennink et al. 2011: 271).

Chapter 4 : Findings

CHAPTER 4: FINDINGS

4.1 Introduction

In this chapter, I will present the findings of the study, consisting of main themes elicited from the analysis of the interview data and the reflective logs. The final section is concerned with possible implications that the results may have for teachers, and any conclusions that may be reached. An example of the coded data may be found in appendix 6.

4.2 The findings

The interview findings are organised under thematic headings representing the main codes identified in the data.

Teacher perceptions and identity diagram

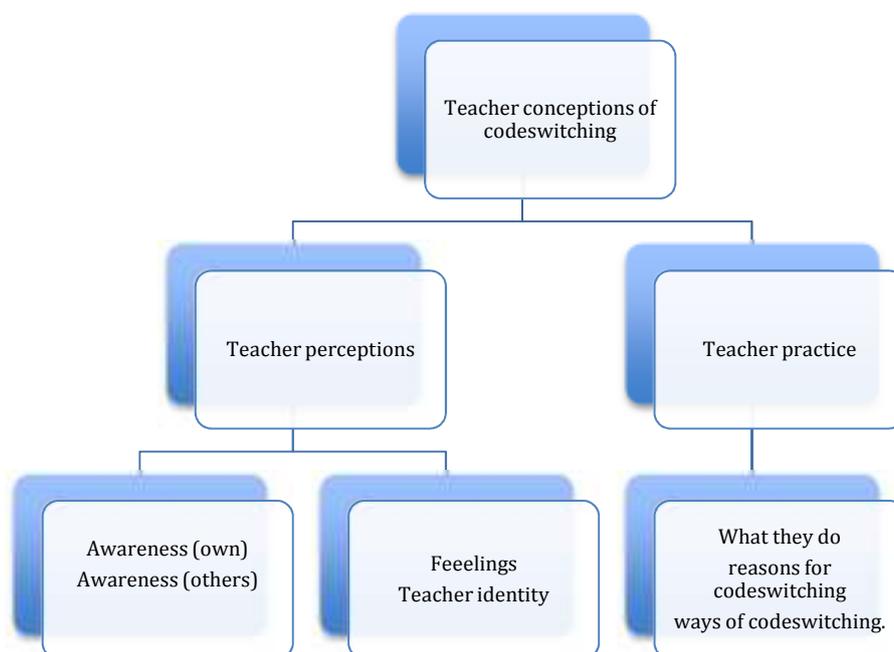


Figure 4.2.1. Teachers' perceptions of code-switching based on interview data.

The diagram shows the final stage after several months of thematic analysis. The initial coding was refined and these 7 themes emerged as the final themes to be considered. Several tables giving definitions of each code and the number of teachers who made statements relevant to the code are found in Appendix 10.

The findings from the study will be presented in four sections in line with the research questions and representing the seven main themes. These findings will be discussed further in the final chapters in greater detail where relevant conclusions and recommendations will be outlined.

4.3. RQ1: Answering research question 1

Table 4.1: themes related to research question 1

Research Question	Themes
RQ1: What perceptions does a specific group of bilingual teachers have about their code-switching in their English classrooms in Wales?	(i) Awareness of Code-switching (own) (ii) Awareness (others) (iii) feelings (iv) Teacher Identity

The interview data

4.3.1 Awareness of own code-switching

The qualitative data suggests that teachers' beliefs are an important element in understanding the decisions teachers make about why they use code-switching. Teachers had a continuum of perceptions about their own code-switching in their classrooms and their awareness of others' use i.e. comments that relate to teachers reporting of other teachers' code-switching. Their perception of code-switching is very much context based and varied according to the level of the learners and the subject matter.

The tables show the codes generated from the interview data.

‘Sources’ refers to the number of interviews in which comments relating to the code were made.

‘References’ refers to the number of individual comments which have been coded.

‘Teachers’ indicates the number of participants who made comments relating to the code.

Table 10.1.1 : Theme 1 – own awareness

Code	Definition	Sources	Refs	Teachers
	Explanation of the code	Number of interviews in which comments relating to the codes were made.	Number of individual comments which have been coded.	Number of participants who made comments relating to the code.
Awareness of Code-switching (own) ACS	Comments that relate to own teachers’ CS in their classrooms.	6	12 3 11 4 4 5	T1 (11) T2 (11)* T4 T2 (12) T6 T1 (12)

4.3.2 Definitions of Code-switching

Some teachers perceived the use of code-switching as not conforming to departmental and school regulations under a managerialist system, although some teachers remained fairly creative in their use of code-switching. Several teachers had difficulty defining codeswitching precisely and sought validation for their responses:

TEACHER 1:

I’d say it’s changing English to Welsh or changing from one language to the other language, second language and how you would do that.’ (T1, Int.1:1)

The statement supports the claim that this teacher understands the definition of code-switching. It was interesting to determine whether she considered it a useful teaching strategy in theory. It emerged that younger learners required

more 'scaffolding' particularly in the first year of secondary school. Four of the teachers were aware of this and adapted their teaching strategies accordingly.

4.3.3 Code-switching and linguistic groupings

When questioned about her detailed awareness of code-switching, Teacher 1 tended to refer to translation rather than code-switching. She stated that she was 'less likely to code-switch', (T1, Interview 1) because she wanted to 'keep them on task through the medium of English and it's so easy for them to fall back into (using) Welsh.' I further prompted a discussion about her awareness of grouping pupils according to linguistic ability i.e. 'Do you think within group work you sometimes try to have an all-English group and then a bilingual group?' Interestingly, she appeared to be unaware of the possibilities with grouping according to language ability:

'Yes they're all mixed. I've never really thought about it from a language perspective when I'm grouping them. Maybe that's something I need to do. You've just given me an idea.'

(T 1)

4.3.4 Avoidance of code-switching.

This suggests that there were deliberate choices being made by several teachers about the utility of using Welsh for different types of class, but possibly not as much attention to detail with particular groupings within the class. Interestingly, when questioned about using incidental Welsh to encourage the use of Welsh, for example using key vocabulary for greetings like 'Bore da' (good morning), Teacher 1 was quite adamant that she was not aware of doing so: 'No I don't think I did.' She didn't use Welsh at all with the English stream as she didn't think that they needed the support. We discussed the deliberate avoidance of code-switching in some detail.

Interviewer: Do you sometimes think you deliberately avoid code-switching because you feel you should be using more English?

'Sometimes if I think. I can actually think to myself in Welsh and I'll question myself and then I'll bring myself back to English. '

This dichotomy between what she ought to do and what she does in response to the immediate situation adds a further dimension to her rationale for code-switching or not. A great deal of what Teacher 1 discloses is related to the needs of her students and the ideology expressed in a subliminal way by her superiors in the department. There appears to be a sense of coercion, forcing her to toe the line and accept the 'hidden' language policy:

'I try to keep it in check. I wouldn't want to use too much Welsh in the class just because it is an English lesson.' (Teacher 1, interview 1)

4.3.5. Professional and personal ideology

Teacher 1 was aware that pupils' attitudes do change during the course of the first year in secondary school:

Teacher 1: '..... their attitude changes because I do notice the attitude of pupils does change from the beginning of the year, especially with year 7, where you can see the English language is intimidating and they're a bit nervous speaking it. If you, once you put them at ease and I have this whole introduction every year with year 7... I go through this talk about why we use the English language and I try to distance it from anything to do with politics and history and looking into it as an international language...why it's useful to us and then they start to ...really think about why it's useful. Their attitude towards the language changes and they're much more willing to participate and accept the subject than they have done.'

When asked whether other teachers conduct a similar induction to English, Teacher 1 stated that she was not aware of them doing so. There is a variety in teachers' responses to the challenge of teaching English in bilingual settings, a division between professional and personal ideology, which may be seen as evidence of teachers being at odds with language policy. This is a key issue in the findings. It was mentioned by 5 teachers in the study. It is very

interesting, especially as it reflects an underlying, critical attitude to education policy.

One new teacher (in her second year of being a qualified teacher at the time of the interview) admitted that she had very little awareness of code-switching before she received an invitation to participate in the study.

Teacher 3 :

Erm before I had your e-mail I had never heard the term, but now I see since you've explained it, I understand it is using Welsh words when you can to encourage students and improve their learning.

Interviewer: Yes not just words but actually phrases and switching between languages ok?

Teacher 3: Switching between the two languages? (T3, I1 : 1)

For teacher 3 she admits to not being aware of bilingual issues, despite attending professional studies lectures:

'It didn't really stick in my head that much really....teaching makes me more aware of it.'

For this participant the use of code-switching appeared to be quite alien although she stated that she might use code-switching to explain vocabulary and with reference to pastoral aspects of the curriculum

Teacher 3 : Yes, vocabulary if you want to explain it. Especially in any kind of pastoral work you do.

Any references to using L1 in teaching was simply an effort to develop the Welsh dimension of the curriculum or the occasional reference to incidental Welsh. In response to the question: Is it better to keep English and Welsh separate in the classroom? Her response was very hesitant.

Teacher 3 from where I'm at now I think learning and teaching, I think it would be better to keep it separate....I would struggle for them to understand. Most of my classes would struggle to understand.

It is unclear whether it is the teacher herself who would struggle to understand or whether it is the pupils who would find code-switching challenging. Another factor which needs to be taken into account is the lack of communication about the linguistic abilities of pupils transferring from Welsh medium primary schools:

'A few you can see they're set to do Welsh as soon as they come from primary school. Apart from the odd few who are in top set.' (T3, I1: 33)

There are many factors which influence teachers' decisions to use L1 or L2 for teaching. Teachers sometimes underestimate the students' L2 ability (Chambers 1992:66).

4.3.6 Summary

Answering research question 1:

In summary, it is possible to identify a number of perceptions provided by the teachers about the use of code-switching in English classrooms:

1. Code-switching is context-based and varies according to the level of the learners and the subject matter;
2. Code-switching does not conform to departmental and school regulations;
3. Teachers had difficulty defining code-switching precisely and sought validation for their responses;
4. Teachers perceived that younger learners (Year 7) required 'scaffolding' using code-switching and adapted their teaching;
5. Use of code-switching depended on the medium of the class (Teacher 1);
6. Code-switching was avoided and was related to the needs of learners and subliminal ideology expressed by superiors in the department; (Teacher 1);
7. There was a division between professional and personal perceptions of code-switching (Teachers 1,2,3,4,5);

8. Teachers perceived code-switching would affect comprehension.
(Teacher 3, Teacher 5)

4.4 RQ2: Answering research question 2

Table 4.2 : Themes related to research question 2

Research Question	Themes
RQ2: To what extent and in what ways does this group of teachers experience a change of perceptions as a result of the research process?	(i) Awareness of Code-switching (own) (ii) Awareness (others) (iii) feelings (iv) Teacher Identity

Change in teachers' perceptions

By the second interview several teachers had become more aware of the potential for code-switching, possibly due to the research process highlighting opportunities for code-switching, which had been passive previously:

Interviewer: OK do you want to tell me a little bit about how you think CS might have changed in your teaching?

Teacher 3: It's certainly made me more aware. That's always been at the back of my mind. I need to get over this point. At the moment I'm saying hello and then instantly I think I should have said that in Welsh...Welsh at the moment goes...then I need to get to somewhere and I'm thinking to say it first of all in English..' (T3, I2: 1)

By the second interview, 4 teachers, particularly Teacher 3, appear to be more aware of the possibilities for code-switching and more confident to be able to engage with the process:

Teacher 3: ...The odd word I think I'd be able to do.

Although when teaching the whole class she is reluctant to experiment and sacrifice comprehension:

Teacher 3: Erm I think there are times when you're just having a conversation in Welsh. I think that would be fine, but if you're teaching a class as a whole...to make sure every class can access it I'd probably do it in English, just as a common language. (T3, 12:10)

It can be argued that bilingual education policy in Wales has raised awareness about the advantages of bilingualism:

One of the aims is to create a Welsh medium education system that produces truly bilingual young people. However, measuring success against this aim is problematic. A range of factors influence the development of young people's language skills that are largely beyond the schools' sphere of influence. These include the use of Welsh in the home, the availability of informal opportunities to use Welsh, social practices of peers, and essentially, the will to use the Welsh language. (Welsh Assembly Government, 2014: 57).

However, there is very little attention given to assessing the policy in practice and how teachers *in situ* can be supported in implementing bilingual strategies at the micro level. Anglesey's bilingual education policy, for example, as stated in 'outcome 7': 'workforce planning and CPD has an objective to improve practitioners' linguistic and methodological skills:

'We foresee that developing practitioners' linguistic skills will in future occur in the form of professional learning communities. The authority foresees that the specific skills of teachers at the language centres can be used to meet some of this need..(Anglesey County Council, 2014: 25)

This quote suggests that priority will be given to CPD, but there is no specific guidance given regarding bilingual teaching strategies for classroom teachers, how the training should be implemented and subsequently evaluated.

Part of the purpose for this study is actually seeing how the participants' ideas or perceptions change. It is interesting to discuss with Teacher 1 at a later stage to gauge whether her ideas about code switching change during the research process. She was certainly open to ideas:

'It's possible. I might give it a go. Actually thinking about those who are more Welsh and putting them in a group with more able English speakers.'

When questioned about whether having Welsh and English in the same session helps pupils to cope in the classroom, she appeared more hesitant:

*'Erm. Yes **on the whole** I would say so...'* (Teacher 1, Interview 1)

In addition, Teacher 1 commented on the alternation in use of code-switching according to the medium of the class.

*'I'd use more Welsh therefore **with the Welsh stream**, because they were less confident in the English language.'*

However, she felt that the predominance of English speakers rendered it unnecessary to use as much Welsh:

*'..With the bilingual stream there **wasn't much need to use the Welsh** in that stream. They were mostly English speakers in the bilingual stream.'*

4.4.1 Utilitarian purposes for code-switching

Codes within this section reflect how teachers' comments have changed. Initially Teacher 3 appeared to be adhering to an 'English-only' model (Moughamian et al, 2009) where students' first language plays a minimal role or no role although some support may be given using incidental language to help newcomers. (Genesee, Lindholm-Leary, Saunders, and Christian, 2006).

However, gradually Teacher 3 does appear to be more aware of the benefits of dual language teaching, but her views remain fairly tentative:

Interviewer: How well do you think pupils cope in the classroom where Welsh and English might be used for teaching? I'm not saying that happens here, but if you were at a school... if it was the case, how well do you think pupils would respond?

Teacher 3: I think they would cope a lot better than the teachers would because they are still learning it in their Welsh lessons anyway and so it wouldn't be completely new to them and I think it might be a case of adapting to it for the first couple of lessons, but I think they'd soon get used to it and work really well with it.' (T3, I2: 12)

Also Teacher 4 was quite ambivalent in her perception of the validity of code-switching. Initially Teacher 4's awareness of code-switching remained fairly utilitarian:

Teacher 4: They might understand if I repeated in Welsh. I might but in general I prefer to keep to English so that they get used to being exposed to tasks and questions..... For questioning I try to link it to what they have to do so later on because they will have to do a speaking and listening exam.' (T4, I1:11).

Interestingly, Teacher 4 becomes more aware of the opportunities for code-switching as the research period elapses:

Interviewer: Do you think it comes from you? Do you think they take their cue from you? You know if they think you're more tolerant of them speaking Welsh.

Teacher 4: Erm I didn't think of that.... maybe I tolerate them speaking Welsh because it's encouraged.

It appears that there's more tolerance of using Welsh because the school may be trying to encourage Welsh. Whereas this is an unusual situation really because the school is traditionally Welsh:

Teacher 4: Those pupils who do often speak Welsh to me I prefer them to speak English to me because they speak Welsh (in different environments).

By the second interview Teacher 4 was aware that pupils, especially female pupils, were speaking Welsh to each other and that boys who are from English speaking backgrounds will ‘turn around and say: “ you’re not supposed to speak Welsh in an English lesson.” (T4, I2:1). She reported that the reason for this occurrence may be that pupils in this particular school speak Welsh in other lessons and they might think that they have to speak English in an English session. This idea was echoed by 2 other participants, particularly T2 and T3.

She began to notice more instances of code-switching particularly within group work: ‘*They turn to their peers, who are also first language Welsh speakers.*’ (T4, I2: 9). This participant explained that she noticed that pupils were self-regulating their use of Welsh and turning back to English when she was monitoring group work.

Interviewer: so when you’re monitoring them and you’re going around the class, will you encourage them to do that or will you gently turn it back to English?

Teacher 4: They do it themselves...I’m circulating .. I go to listen to a group and they’re discussing in Welsh, usually they would switch to English when they notice I’m there.

In registration where Welsh is the main language the situation is reversed:

Teacher 4: The pupils in this school are very bilingual. They do make a conscious decision to speak to me in Welsh in registration...They switch in one sentence between the languages.

Interestingly the conscious decision to code-switch happens during communication and general studies sessions where the dynamic is different:

Teacher 4: I teach communication and I teach general studies as well. I teach through Welsh. With the communication...because I teach the learners .. I switch often from English to Welsh. At the beginning of the year I spoke a lot more English. I try to speak less now as they are getting better. But like this morning I do have to give the instructions again in English just to reinforce it.” (T4, I2: 12)

In the initial interview Teacher 4 felt that she wanted to maintain the status quo in terms of the way she used code-switching, depending on how much vocabulary was required. By the time of the second interview with Teacher 4, I was interested to know how her understanding of codeswitching had changed. She was quite sure that her teaching style had not altered a great deal:

Teacher 4: The way I teach is still quite similar. I still only teach in English...I need to reinforce terminology and anything. it's still the same. (T4, Int.2)

Although there was some acknowledgement of the use of code-switching within lessons where Welsh was the main focus, invariably the focus during English lessons was to ensure as much practise of the target language as possible.

In the first interview, Teacher 5 thought that discussing tasks in the first language was useful, especially if a pupil was struggling with English and their first language is Welsh and there may be a language barrier. She feels that English and Welsh as a subject should be kept separate, but doesn't feel that there is a problem mixing the languages for scaffolding in the classroom: 'as a language I don't see that it's a problem really (T5, I1: 9).

By the second interview, Teacher 5 is convinced that pupils should be allowed to use their L1 freely in the classroom.

Teacher 5: I don't see why not at all. If they're more comfortable and they can dissect something in order to understand it in their own language then why not. I think they should be definitely.

The mindset of 'English-only' appeared to have shifted during the course of the research period:

Yes I suppose it's making that shift from having a positive attitude to the L1 and actually encouraging it.' (T5, I2:12).

4.4.2 Summary

Answering Research Question 2:

In summary, it is possible to identify a change of perceptions provided by the teachers about the use of code-switching in English classrooms, as a result of the research process:

1. Teachers had become more aware of the potential benefits of code-switching; (Teacher 2, Teacher 3 and Teacher 4)
2. Several teachers became more aware and more confident in engaging with code-switching; (Teacher 1, Teacher 3, Teacher 5)
3. Teachers became more aware of the opinions voiced by pupils about code-switching (Teacher 2 and Teacher 4);
4. Teachers noticed that pupils were self-regulating their use of code-switching (Teacher 1 , Teacher 2, Teacher 4);

Teachers shifted in their tolerance of the active use of L1 from a positive attitude to actually encouraging L1 use. (Teacher 1, and Teacher 5).4.5. RQ3: Answering research question 3

Table 4.3 : Themes related to research question 3

Research Question	Themes
RQ3: What code-switching practices does this group of teachers employ in their English classrooms?	(i) What do they do? (ii) Reasons for CS. (iii) Ways of CS.

Whilst the previous section explored the perceptions teachers have about their code-switching, this question will explore how participants explained the specific code-switching practices they employ. There is a huge variety of code-switching practice despite the small sample size. The participants presented a wide range of perceptions about different ways of code switching. Teacher 1 was aware of the benefits of codeswitching but didn't adhere to codeswitching practice frequently. Teacher 2 was a strong advocate and claimed to use codeswitching for several purposes. Teacher 5 doesn't consider herself as a Welsh speaker, but she understands Welsh. Her awareness of code-switching is informed by the amount of Welsh she understands:

In my mind...my limited knowledge, it's the odd word you are able to drop in. I don't understand both languages so I'm not sure. It always amazes me when I'm listening to Welsh every now and then you'll hear an English word. Is it that there isn't a Welsh word or is it perhaps because they can't think of it? So an English words pops in. But my own use of Welsh is so limited so it would be incidental Welsh – you know 'Bore da pawb.' (Good morning everyone) Sometimes if they've asked me in Welsh I will say 'Croeso' (you're welcome) but it is totally incidental Welsh (T5, I1 : 1).

Teacher 5 is aware that if she is able to communicate with her pupils in their L1 Welsh then she is facilitating their learning.

Teacher 5: I feel if they are using incidental Welsh I'm actually helping them. If they are happy to do it I'm happy to do it.....particularly if you've got the difficulty there with your grammar as well as your Welsh speaker trying to understand English grammar.

When we discussed whether it was important for pupils to maintain their Welsh culture, there were some aspects which she hadn't considered, for example displaying aspects of local Welsh culture in the English classroom:

Teacher 5 : No I haven't actually considered that.

She later reiterates:

Teacher 5: ...if you went around the other classes I don't think you'd see a great deal of Welsh. Which is certainly food for thought isn't it? (T5, 11:5)

In the second interview Teacher 5 shows some further awareness of opportunities for code-switching practice and even discussed some of the issues from the first interview with her colleagues:

Teacher 5: I took back to my department about nothing being on my walls in Welsh and we all commented.....I meant to point out to you earlier when we were in my registration room the maths teacher is Welsh speaking and I don't know whether you noticed there were Welsh things on the wall... (p3)

Code-switching practice was linked to utilitarian purposes. Teacher 5 makes an interesting analogy for *not* using code-switching:

Teacher 5 : If you compare it to driving a car, you'd need to be able to drive a car before you could go to another country and drive it on the other side of the road.' (T5 12: 8)

Welsh is still used for cultural purposes but there is no compulsion to introduce aspects of Welsh identity into the curriculum:

Teacher 5: It isn't here as a whole department, but I tend to bring in some folk tales and have a look at those. (T5, 12: 9)

Personal traits such as self-confidence and willingness to experiment are related to the likelihood of teachers to adopt code-switching as part of their practice. Teacher 6 is aware of the use of CS for expressing solidarity and engaging learners. Nevertheless, she seemed reluctant to engage fully with the notion that code-switching might scaffold pupils' learning. Teacher 6 is also aware of using Welsh for the functional aspects of teaching English:

Teacher 6 : I sort of use it with the informal side of teaching, giving instructions or just talking to somebody , making conversation. (T6,11:2) For her the focus is on 'switching from English to Welsh.' (T6)

She does not link codeswitching with subject knowledge:

'rather than when I'm actually talking about the subject but like I said I will use key words in Welsh.'

She refers to using Welsh for other subjects in the curriculum:

Interviewer: Do you think that if the pupils you've got develop literacy in Welsh it will help them develop reading and writing in English?

Teacher 6: Yes definitely. It can in terms of writing, it can, I think of a few rare first language Welsh speakers here, where it affects in a negative way on their writing...where they're writing in a very Welsh way....I can think of one girl who translates...she used a phrase which we don't actually use in English.

As a fluent Welsh speaker, Teacher 6 was sympathetic to the idea of retaining a working use of Welsh, but she didn't appear to fully commit to the notion of using Welsh and English side by side to facilitate learning. Later in the interview, when we discussed the incorporation of Welsh culture into lessons, there was some uncertainty:

Interviewer: Looking around the room you've got 'Llyfr y Flwyddyn' You know "World Book Day" and that kind of thing. Have you got any other influences? Do you do Welsh and English poetry side by side?

Teacher 6: No

Interviewer: Myths and legends?

Teacher 6 : No I don't think we do....not off the top of my head.'
(T6 , I1 : 5)

There was still some reluctance:

Teacher 6: But they do in the humanities subjects. They set them in terms of Welsh speaking ability, which does actually mean from what I know that the English class does actually tend to be the more difficult to teach, which personally I don't like that idea. I wouldn't like to do English without having the English speakers there as well.

I probed more regarding the role of Welsh within the teaching. Teacher 6 accepted that there was a role for Welsh, but when it comes to whole class teaching the norm appears to be English only.

4.5.1 The role of the first language for teaching English

I asked the teachers about the role of the first language in the classroom. What would you use Welsh for in your English lessons? What do you think the pupils would use it for?

Teacher 6 : Like I said I just...there are certain pupils that I naturally speak Welsh to....and it feels quite strange not to speak to them you know....The only time I'd probably speak English to them is if I'm talking to the whole class or if there's a group where I don't feel comfortable..' (T6 , 11: 7)

In the final section of the first interview I tried to find out more about specific language allocation within the lesson and whether there was a tendency to use code-switching as good practice:

Interviewer: Is it best to keep English and Welsh separate in the classroom?

Teacher 6: In terms of my use of it? (hesitant)

Interviewer: Erm, yes.

Teacher 6: I don't want to not use it in the classroom at all.

Teacher 6 is very specific about when she would tolerate code-switching.

...I don't want to teach my main things in Welsh because I would want them to be learning in English. But ... I would never say 'you're definitely not using any Welsh for anything, sort of thing, in the classroom. It's so useful.

An interesting insight develops here:

Teacher 6: And not just with their understanding and their learning but to build relationships you know, because you have more of a Welsh relationship with other pupils which is quite nice..' (T6, 11 :14)

4.5.2 Awareness of others' codeswitching.

Code	Definition	Sources	Refs	Teachers
Awareness of Code-switching (others) ACSO	Comments that relate to teachers reporting of other teachers' code switching.	11	12 13 10 13 13 9 1 8 15 10 12	T1 T2 (I1) T2 (I2) T3 T3 T6 T4 T4 T1 (I2) T5 T5

Table 10.1.2 (b)

Teacher 2 in the second interview reported an increased awareness of others' code-switching:

'What was bizarre was last week was the first time I noticed it happen. Dylan asking a question in Welsh and mid sentence he turned into English.' (T2 I2 p1)

I was keen to find out more about other teachers' awareness of the role of code-switching in the English lesson:

Interviewer: *Do you think sometimes there's an expectation you know...that this is an English lesson and they question when you are using Welsh?*

Teacher 2 : *Yes I think some (teachers would) It depends on the teacher as well doesn't it? Like S speaks Welsh, M speaks Welsh and I don't think they would use Welsh in their lessons. I'm only guessing, maybe I'm wrong.*

Interestingly, some teachers were aware of the possibilities offered by code-switching in terms of facilitating pupil learning and enhancing teaching, but did not relate this observation to their own experience:

'This research project has developed my understanding of code-switching and its importance in a classroom and wider school setting. I believe that it is a useful tool to develop the learners' bilingual identity however I do not feel that taking part in the research project has had an effect on my own bilingual identity.'

(Reflective log, Teacher 4).

4.5.3 Feelings about code-switching.

Code	Definition	Sources	Refs	Teachers
Feelings FG	Comments that relate to any feelings expressed by teachers relating to CS.	11	17 15 10 10 9 8 3 15 21 31 2	T1 T1 (12) T2 T2 (12) T3 T3 (12) T4 T4 T5 T5 T6

Table 10.1.3

This theme was frequently mentioned. All the teachers in the sample (6) referred to it in one way or another. This can be highlighted as a factor in the participants' perceptions of the dynamics of code-switching and its impact on bilingual teacher identity.

Students' feelings of anxiety and insecurity about code switching play a crucial role in whether a teacher is likely to engage with code-switching as a facilitative tool in the classroom; also English is seen as a barrier for some of the younger pupils:

'I do tend to do it with the younger ones, because quite often the English lesson is something quite new to them really. I know they do it in primary school, but I think it's given more status in secondary school. There's this intimidation aspect for a lot of the pupils, but I will use it in a different way with the older ones. Quite often when they're studying say poetry I know they've done the unit of work in Welsh already, so when I'm introducing terms like 'metaphor' and simile' they already know it in Welsh.'

(T1, I1)

Teachers revealed that there was a specific role for L1 Welsh in the English lesson. Teachers' perceptions and feeling relating to codeswitching were expressed concisely:

It builds rapport with the pupils (T1)

To build solidarity (T1, T2)

I'm quite understanding (T1)

It can be quite strange to speak a different language with someone if you usually speak Welsh (T4)

I think it's quite a skill to have; (T1, T2, T3 T4, T5)

I think it's a natural thing to apply that to learning as well; (T1, T5)

I think they cope better with both (languages) (T1, T2, T4)

When asked about using Welsh to reprimand pupils Teacher 1 was quite adamant:

No, I tend to do it in English. I'm conscious not to do that in Welsh. I feel like.. I know some teachers. And I think I feel uncomfortable with that so I stick to English. It's almost like you're saying you can respect the Welsh language more because when I'm telling you off I'm being serious. That's why I'm speaking Welsh and therefore that's devaluing the English language. So I won't do that.' (Teacher 1 interview1)

She suggests that she has seen other teachers reprimand in Welsh and thought that it was quite unusual and decided not to follow suit. Observation has played a huge role in what Teacher 1 and 2 have absorbed from colleagues and she admitted to picking up ideas from mood and atmosphere:

Teacher 1: Yes I can't think where I would get that from. I think it was just from observing.

Interviewer: Picking up, maybe picking up a mood and atmosphere

Teacher 1: Yes.

Teacher 1 feels that in bilingual schools it is more acceptable to code-switch in an English lesson than it would be in a Welsh lesson. This teacher mentioned that she felt that there was a political agenda:

'the idea that you can keep the Welsh language alive and that passion, which is good, but I think is sometimes is to the detriment of the English language and I think that you know... I do hear Welsh teachers saying 'no I don't want English in my class' or saying

'Well in my class they speak Welsh but I'm not going to complain about it because that's natural for them.'

Teacher 1 appears to be caught in a peripheral zone where she is sympathetic to the linguistic needs of her pupils, but feels conscious of the hidden agenda and aware that there are many coercive forces working against her intuitive teaching ideas.

This theme is echoed in her response to the pupils' needs to assert their linguistic rights. Later she recounts a scenario involving a Welsh pupil challenging her classroom assistant outright and her response and reflection on the way she felt about the incident:

'...Just today with a year 10 class actually it was a bit odd because I'd set this year 10 class to work this is a low set, and I got this classroom assistant to work with them. One of them said to her 'Why are you speaking English? And she said 'Come on, it's an English lesson.' And he said, 'Yes this is a Welsh school! And that, I mean, he's only just joined us...this week so I thought. There was quite a different attitude between him and the rest of the class, considering he's just joined us.'

Teacher 1 was uncertain how to tackle this attitude. She wanted to show how Welsh and English could work for mutual benefit, although she did feel that this was an isolated incident. She felt that the catchment area had some impact on the way pupils challenged the use of English. She felt that she was 'in a particularly Welsh catchment area.' (T1, I1: 24)

Again the experience of the teacher played a crucial role in determining how much code-switching was acceptable and for which purposes.

Interviewer: 'Do you think the more secure a teacher is, I'm just thinking now you've been teaching for four years, would you be more secure in your willingness to experiment a bit with code-switching rather than somebody who's just out of college?'

Teacher 1: Probably because I actually think now I would consider when I'm teaching new vocabulary or terms I would actually consider giving the Welsh ones with them as part of the task. Probably when I first came I wouldn't have thought about doing that. It

would have been 'oh no!'. I think I would now have them actually working with both languages at the same time.'

Teacher 1 felt sufficiently confident to be able to determine the level of code switching to incorporate. The teacher's personality has an impact on the way she perceives her role in relation to her willingness to code-switch.

Likewise, Teacher 2 is very confident and self-assured in her approach to teaching. She is interested in learning other modern languages and indicated her feelings of disappointment when English is being used instead of the L1 of the locality. She recounts her experience of taking a TESOL course in Prague:

Interviewer: Do you feel that second language learners would be better off in an English only class?

Teacher 2: There's a camp that would feel like that I think. I know that when I was doing my TESOL I went to Prague to do the course and we were supposed to be immersed in Czech and these Czech lessons.... but it never happened. We always reverted to English, which was a bit disappointing really....' (T2 I2: 11).

4.5.4 Negative feelings about code-switching

Another interesting area for discussion relates towards feelings of negativity towards Welsh by certain individuals, which Teacher 2 encounters in the department:

*Teacher 2: **They're always very negative about the Welsh** as far as I'm concerned. I think the big wide world out there is so English.*

Interviewer: Do you think it depends on your confidence as a school or an individual teacher whether you are able to use Welsh?

Teacher 2: I suppose if you're not confident you're not going to use it in case you get something wrong.

This may account for her obvious enthusiasm for code-switching, but curious reticence when faced with the consequences of code-switching from a managerial perspective.

Interviewer: Yes that leads to the next point really. Are you less likely to worry about language policy the longer you teach? You've been teaching for four years now?

*Teacher 2 : When I was in B***** and had I still been in B*****, I think it would have carried on. There was much more Welsh there because it was a Welsh school.*

Interviewer:

Did you feel there was more freedom to use Welsh there?

Teacher 2: Yes. Even though it's supposed to be 'dwyieithog' (bilingual) kids were stopped in the corridor for speaking English. Which isn't what it should be like. (another teacher walks in for a quick chat about the readerthon)

Interviewer:Are you saying in a previous school that you had more freedom to use Welsh?

Teacher 2 : I don't think so. It was never mentioned. I just think that there was no one who said you can, just that they were all L1 Welsh. It came more natural (T2 I2 p 17)

Another interesting factor which is related to how confident the teacher and pupils are about code-switching, is the issue about teaching content in Welsh within an English lesson:

I think it might be difficult with English...and obviously an awful lot of our pupils come from backgrounds and homes where no Welsh is spoken ever, so I think it might be awkward if the whole thing was in Welsh. I definitely think there's scope for this one phrase to maybe be repeated in Welsh and then repeated in English so they do know.' (T3, I1 p 4)

Although when the lesson was very tightly structured and organised with colleagues in the Welsh department, the response was more positive:

'..We had an enrichment day on Tuesday where all the students were off timetable for the day and I worked with year 7. We did a sketch .. a two person script all in Welsh...it's a customer and a shop assistant and we had that day and they chose three of the best and they performed on stage...'

The interviewer asked whether Teacher 3 felt more confident helping pupils with Welsh:

Teacher 3

I did actually. I knew a lot of that. I was surprised. There were two of us in class. Mr P he's a Welsh teacher. So I thought OK... but I did understand it.....It was quite good actually. (T3 I1 p 9)

However, Teacher 3 still had some reservations and anxiety about her role and the use of codeswitching within an English lesson. Mid-way through the first interview she states: 'I think it's hard being an English teacher.' She elaborates further and states " It doesn't come naturally to me.' (T3, I1 :10).

4.5.5. English only policy

Teacher 3 thinks that teachers should play a role in developing incidental Welsh, but she is not at all in favour of code-switching initially. When asked: What do you think the teacher could do in the first language? Her reply indicates a level of separation for both languages:

Interviewer: Yes. How could you use Welsh?

Teacher 3 : A lot I think.

Teacher 3 feels very strongly that Welsh should not be included as part of the English lesson. She is quite pronounced in her expectations of the English – only policy. Teacher 3 was initially quite adamant that Welsh would not be used during an English lesson:

Interviewer: Has it occurred to you sometimes when you are teaching year 7 ... let's say you try to explain something and they haven't quite got it... has it occurred to you perhaps to explain something in Welsh?

Teacher 3: That would never occur to me.

Interviewer: No?

*Teacher 3 : **Never, ever, ever.***

Interviewer: So you just carry on in English?

Teacher 3: I would carry on in English. (T3 I1 p 15)

This demonstrates strong feelings about not using Welsh for explanation. This is further corroborated by the idea that the teacher might feel alienated. When prompted by the question:

Do you think children should be allowed to use their first language freely in the classroom?

Teacher 3:

In an ideal world definitely yes. Erm the trouble you'd have I suppose is that the teachers might not know what they're saying.

Interviewer:

Ok What do you think would be the outcome of that? They feel uncomfortable?

Teacher 3

I think they'd feel just...they try it in Welsh and then if they just got a blank look from the teacher, which is probably what they do then they'd have to say it in English anyway....at some point they're just going to stop trying thinking in Welsh and just speaking in English anyway.... I mean it doesn't bother me ...not at all...not in the slightest, but I think some of the teachers from England might not ...quite as much.

When probed further about the feasibility of using codeswitching in the classroom, the response was more positive:

Interviewer: Do you think discussing tasks in the first language could be a useful strategy in the classroom? Again I'm saying 'could be' because it might be something you want to consider?

Teacher 3: Yes I think for me it would be the odd word or phrase here and there. I wouldn't be comfortable at saying an entire task in it, but yes definitely there are things that I can say in Welsh.

(T3, I1 p 28)

When asked whether further training would assist, Teacher 3 acknowledged her feelings about code-switching. She was aware of the importance of feeling confident about Welsh language use:

'I definitely think it would help. It's confidence I think really. Having confidence.venturing out and doing it.' (T3 I1 p 31-32)

Finally, Teacher 3 resorts to a statement about the importance of comprehension and that forcing a bilingual agenda may be off-putting for less able pupils:

Teacher 3: I think there's pros and cons to both....Well you've got the ones who are confident who can help the ones who aren't really..and it's more if they can hear conversation in more able students and the teacher, then it's going into their heads...

When asked what the specific advantages would be of having more able grouped with the less able in terms of supporting the less able her response was interesting:

Teacher 3: Yes, the less able might not understand at all. They might not get the extra help and it could go over their heads. That might turn them off Welsh completely wouldn't it? ' (T 3 I1, p 36)

Teacher 3 feels less confident about code-switching because it doesn't come naturally to her. Throughout the research period she was aware of the potential for code-switching, but seemed reluctant to engage with it fully in her own teaching:

Teacher 3: So it's probably a confidence thing really because I know that as soon as I start the kids will say " why are you speaking in Welsh miss?" because it will be a new thing for them. (T3 I2: 2).

Teacher 3 seems resigned to an English-only teaching environment where the target language is fostered:

Teacher 3: I just think for the same reason if you're learning Welsh, to be taught in Welsh, it's helpful isn't it to hear all the time? (p 5)

When probed further her feelings became more pronounced:

Interviewer: Do you think discussing tasks in the first language is useful?

Teacher 3: I think it would be good. I don't think you'd find many teachers here who could do that.

Interviewer: No?

Teacher 3: I certainly couldn't do it.

Interviewer: Would you do it perhaps if they (the pupils) were encouraging you e.g. 'Miss dwi ddim yn deall hwnna?' (e.g. Miss I don't understand that'). Would you try to make an attempt to give the odd word?

Teacher 3: I think I would say the odd word but that would be as far as I would go. (p11).

Teacher 3 has very fixed ideas and strong feelings about the separation of both languages and the importance of immersing pupils in the target language.

Whereas, Teacher 4 is rather ambivalent about her feelings regarding code-switching. When asked: Do you think that learning subject matter in Welsh helps learners when they study in English? Her reply was fairly non-committal:

Teacher 4: I think they do but I think it can also get a little bit confusing.... and also for those who come from a Welsh background it's useful for them to learn completely in English for them to develop their English.'

And then she realises that there may be benefits for using code-switching:

Teacher 4: But contrast to that those who come from an English background. It's useful for them to hear the Welsh terminology to reinforce their learning of Welsh as well.....any exposure to reading or literacy will help. (T4 I1: 3)

Teacher 6 seemed to be ambivalent about the real benefits of code-switching:

Teacher 6: yes erm I think anything that will reinforce the learning will help ..If they are able to learn it in Welsh as well as in English. It kind of reinforces it doesn't it?

Teacher 4 was asked to elaborate on her feeling about transfer from Welsh into English:

Teacher 4: erm. Erm Yes literacy skills like..... Things like that will help...but I think it becomes a problem. The main problem I feel is the capital 'I'. You don't get a capital 'I' in Welsh..and it's one of the main problems throughout all the years, they use 'i' dot Welsh 'wedi – ending of the verb.

Interviewer: How do you explain that to them then? What do you say?

Teacher 4: I think of it...They know that they have to use capital letters in proper nouns. So I try to explain that it's like a name you give yourself. So it's your name ... so it has to be a capital....(p4).

By the second interview Teacher 4 was more open to the idea of code-switching although she stated that her colleagues may not be so favourable:

Teacher 4: They switch in one sentence between the languages ..I don't find it a problem but the thing with this school they're promoting the Welsh language ,,this encourages bilingualism ... In other lessons they have to speak Welsh.

Interviewer: So there wouldn't be any instances of people using English in a Welsh lesson? With group work? It would be the opposite then?

Teacher 4 : They probably do but it's really discouraged.' (p12)

This dichotomy between the responsible use of code-switching (Garcia, 2009) for English lessons and lack of tolerance for use of English within Welsh lessons will be discussed further in the discussion chapter.

4.5.6 The implementation of code-switching

Several teachers felt that code-switching could be part of their teaching repertoire, but they were uncertain about how they would implement it and lacked concrete strategies for doing so, particularly T3 and T5. Teacher 5 had positive feelings about code-switching, but she had difficulty putting it into practice:

Interviewer: Do you believe that if students develop literacy in Welsh it will facilitate the development of reading and writing in English?

Teacher 5: I think so. If they're understanding properly how can it not? How can it fail to help them if they've got a good knowledge in their own language? Then it surely would be easier to transfer that into another language?

Interviewer: Yes it's interesting I was talking with one of my colleagues this morning. He was saying that in an English lesson you should just focus on English. More or less ignore the fact that they can speak Welsh. How do you feel about that?

Teacher 5: No I don't agree with that because they're probably more confident in their own language. To coin the phrase it becomes foreign to them. They've got to be able to...for me I'm inhibited. If I could understand their language... I'm at a disadvantage straight away. So are they if you turn that around. You're trying to get them to understand rules that perhaps they don't understand in their own language.

(T5, I1: 3)

4.5.7 Teacher insecurities about code-switching

When probed further teacher 5 was still willing to accommodate the learners' L1 freely in the English class, although she felt insecure about allowing pupils to use Welsh if the teacher is unable to follow what is being said:

Interviewer: Should pupils be allowed to use their first language freely in the classroom?

Teacher 5: Yes unless. It depends really. Unless you don't know what they're talking about if you're not Welsh speaking you can't monitor.

Interviewer: So would there be occasions where you are focusing, for the moment let's say you're doing speaking and listening where you try and curb the amount of Welsh?

Teacher 5: Possibly! You know if you're trying to get an outcome for an English qualification. They'd need to use English language.

Interviewer: ..but how do you think you'd do that?

Teacher 5: You'd just have to say 'This is now English. We're discussing an English speaking and listening task.' You need to make sure your English is more prevalent.

Teacher 5 felt that pupils translating for each other was permissible:

Teacher 5: I think so, full stop... because without it being a language issue, if someone hasn't understood and someone else has..you've got a little bit of peer assessment, a little bit of peer monitoring going on. I think it's really good if it helps. So yes I think it would be a good idea.

Interviewer: So helping with translation doesn't bother you? See previously in Second Language Acquisition theory, they would argue that if you're having an English lesson everything should be done in English: the information, the homework, the tasks and you should almost dismiss the L1. You should get rid of it completely. So almost imagine that they can't speak anything else but English.

Although sympathetic to Code-switching in principle, Teacher 5 felt quite strongly that English should be the *main* focus based on anecdotal evidence:

Teacher 5: Yes I see a different side to that a family friend of mine went to a Welsh speaking school which had to be Welsh. He actually struggled to get an English GCSE. He didn't get a position. He wanted to be in the navy and struggled. And that was because he didn't have the opportunity. I don't know, personal experience for

me.. had he been taught slightly differently, he may have grasped his English a bit better.. may have got the job he wanted.

However, the response to the question about translation was positive:

Interviewer: Do you think pupils translating for each other is a useful tool?

Teacher 5: Yes definitely. That can only help confidence as well. If you had two Welsh speakers in a completely English speaking class and if something was given to them and they didn't understand. If English isn't their first language then the person sitting next to them isn't going to respond in English. So why should it be any different? It means their understanding is explained more clearly in their first language.

This point is reiterated by Teacher 6. In response to the question about whether pupils should be allowed to use L1 freely in the classroom she states:

Teacher 6: Yes definitely, I don't see any reason not to as long as we're getting what we need to get in the end.

It might be useful to add here that Teacher 6 did in fact withdraw from the study after the first interview. She had taken on the role of head of department a few weeks before the interview and although no explicit reason was given, it could have been the work pressures or in fact something about the interview process itself, which meant that she no longer wished to contribute to the discussion.

4.5.8 Teacher identity

Code	Definition	Sources	Refs	Teachers
Teacher Identity TI	Comments that relate to any indication that codeswitching may be related to identity.	11	2 8 25 6 9 1 4 0 14 17 9	T1 T1 T2 T2 T3 T3 T4 T4 T5 T5 T6

Table 10.1.3(b)

Several respondents accepted that there was a possible link between code-switching and identity, for instance, in some schools there was a negative attitude towards changing codes, i.e. changing from Welsh to English and this was related to the teacher's sense of identity:

It's frowned upon mostly. However, I find that it's not such an issue in the English department. We change from English to Welsh easily.. (Teacher 1)

One possible reason for this tension within departments, where the two languages were operating at different levels, was linked to the catchment area of the school and the pupils' L1 :

Teacher 1: ...I think it's because the children are from Welsh homes really.

Interviewer:

Of the class I observed what percentage do you think are Welsh first language?

Teacher 1

I'd say about 70%. It's quite high.'

Most of the pupils observed during this class were speaking Welsh with each other. They tried to speak English when they were on task i.e. performing a role play, but it was quite natural for them 'to turn back to Welsh.'

English emerges as a code that symbolises impersonality, formality, detachment and alienation. In this study, codeswitching indicates how pupils manage both their identities i.e. the classroom discourse community versus Welsh vernacular community (Clapham 2010).

4.5.9 Language socialization and cultural identity

By language socialization, I am referring to the process of language learning as socialization into the language practices of the bilingual class and the wider community, in accordance with similar findings by Canagarajah, (1999).

In response to the question: Do you think it's good for students to maintain their native culture as well as English? Many teachers were enthusiastic and several had specifically tailored units of work to meet the cultural needs of bilingual pupils. Teacher 1 explained:

'I think it helps with the positive attitudes towards the English subject that they don't see it just as England!'

However, there appears to be a negative feeling when the pupils associate English with England rather than the USA or Australia. From the pilot study, it was evident that T4 encouraged pupils to complete classroom routines solely in English. It was interesting to note that T4 was also aware of pupils using Welsh for interactions that are considered 'personal' or 'unofficial'.

We further explored this question of raising awareness of pupils' identity and the attitudes of other staff came bubbling to the surface. There were some tensions evident in the responses:

'Some staff maybe understand that...are quite 'old school' in their views. I should say that prejudice is still there and quite open even with me as an English teacher. They will speak that prejudice almost like that's the way it is.' (T1, I1)

We discussed whether this response was due to lack of respect for English or whether it was something deeper. Teacher 1 suggested that there were historical origins:

It's a political, historical thing this rivalry and this patriotism it stems from .. the most nationalistic, patriotic ones are the ones who tend to show more negativity towards the English language.

4.6. Bilingualism and biculturalism

This point is further illustrated in the description of the teacher's role in developing pupils' bilingualism and biculturalism:

It needs to make them feel like they can contribute ideas whichever way they're comfortable with... I mean I'm not saying that I feel you can speak Welsh to me all the time. Most of them speak English to me. They respond to me in English but that's only because I think they're comfortable, that I haven't made out there's a 'Welsh NOT.'
(Teacher 1, interview 1 :13)

It appears that there is a delicate balance between trying to encourage use of the target language, not reverting constantly to Welsh and being aware of historical factors that are still fully engrained in the psyche of certain pupils and staff, based on centuries of repression of the Welsh language. The symbol of the 'Welsh NOT' has appeared in many historical accounts of the suppression of minority languages on a pan-European scale, from Ireland to the Basque Country, whereby if a child was caught speaking in the minority language they would be forced to wear a wooden placard bearing the inscription 'Welsh NOT' as a form of punishment and the child who was still wearing the symbol at the end of the day would be caned. By referring to this point in her discussion, Teacher 1 is emphasizing her solidarity with her pupils' identity and pointing out that she doesn't wish to repeat the lessons learnt from Welsh marginalization.

4.6.1 Shared bilingual identity between teacher and pupils

This shared bilingual identity is reinforced by Teacher 1:

I don't want them to look at me and some of them do sometimes and they're shocked I speak Welsh and they say but you're English and I have to state: 'No I'm Welsh and We're bilingual!' and you're kind of.... there's that cultural element of it. (p14)

The shared sense of identity was an aspect explored further during the first interview. I was conscious of the possibility that the teachers might be accommodating (Giles, 1973) to the cultural needs of their pupils. I asked: Would you say that you're more aware of what the specific needs of those children are?

Teacher 1 replied with conviction:

*'Yes, I think it helps if you've come from...I've been through a similar education system. I've been in a bilingual school in Bangor. Which is very similar to ***** school, so probably it has helped me understand their possible issues or concerns when it comes to language.'* (T1, I1: 20)

This ability to empathise with the pupil, based on personal experience, appears to be common amongst four of the teachers questioned.

Teacher 2 has a strong sense of Welsh identity. She reflects on her own sense of identity and confusion she felt as a pupil:

'It's like when I went to Welsh junior school. I had no idea what 'assembly' was. I had no idea. What was the other thing? I had no idea about a rectangle. 'Hirsgwar' (rectangle) They were going on about this 'hirsgwar' (rectangle). I had no idea what it was....Well in Year 7 you feel too silly to ask 'What's a rectangle?'

The sense of disorientation is communicated clearly:

Definitely. That why we've started with year 7 because I was increasingly aware of identity issues with children. You know they're uncomfortable moving you know, the transition from primary to secondary. (T2, p5)

When prompted to discuss identity issues some interesting issues emerged:

Interviewer: Would you say that some children had a mixed identity? You know they might be speaking Welsh at school but actually they're English at home or vice versa?

Teacher 2: Yes definitely. There's a group of them. They come up. That group you've seen now and they've had a very good education in Welsh. I know some of the other English teachers think they don't speak Welsh, but the sad fact is they come to high school...by year 9 they're all speaking English to each other unless they're from a real Welsh family....they've had that grounding in Welsh because it will go....(p6)

Interestingly, two main themes appear to merge here i.e. feelings about code-switching and identity merge:

Teacher 2:

'...I went through that myself. I was from a Welsh (background) you know a Welsh. My mam speaks Welsh, my dad speaks English and I went to an English high school. It just wasn't cool. It took me a while until I left Wales when I was seventeen or eighteen to get proud of being Welsh so...' (T2 I1 , p6)

The interviewer tries to tease out more detail here:

Interviewer: That's interesting isn't it? It's almost like your identity's constantly changing.

Teacher 2: And it's peer pressure

Interviewer:

And the peer pressure plays a huge....

Teacher 2 : Massive. I went to DN first to see how an under-privileged area could motivate the kids but it's more interesting from another point of view.

Interviewer:

From a language point of view? Yes?

Teacher 2: And I said it's really sad, Miss what we just talked about. She said, 'It's the opposite here. It's not cool to speak English.'

It appears that many of the choices about language allocation depend on the catchment area. Several teachers frequently discussed pupils' attitudes towards speaking Welsh. It is clear from the interview data that even those teachers who could recognise the benefits of code-switching in the English class, such as Teachers 1, 2, 4 and 6, found that their pupils struggled when responding to questions in Welsh, and this may be related to the decline in use of Welsh due to peer pressure or that there was a lack of pedagogical understanding of how to develop pupils' linguistic multicompetence (Cook, 2002).

When considering whether pupils should maintain their native culture, some of the key issues referred to by several teachers were: how being aware of your culture adds to a person and the predominance of English culture. Also

pupils' lack of awareness about their bilingual and bicultural abilities:

The English culture is so prevalent there's no getting away from that, but the Welsh culture's got its own identity, its own cultural traditions and I think it makes them a more rounded person really. There can only be positives. They seem to forget this... because they can speak Welsh and English and they don't think about it. They don't realise they can actually speak two languages...'

(T2, I1 p 9)

Teacher 2 revealed some interesting insights into her attitude about her own bilingual identity. It was as if she was 'reclaiming her identity' throughout this study. This echoes many sentiments felt by respondents in other studies where there has been a resurgence of interest in the Welsh language from a 'lost generation' of Welsh speakers (Hodges, 2009:16).

Her comment is poignant:

Teacher 2: I feel sad for these kids cos I went through it. It's just not cool (speaking Welsh) and I'm hoping that one day they will come back to it (speaking Welsh)

(T2, I2: 21)

Her pride in being Welsh is emphasized:

'It needs more 'cool.' Do you remember when Glyn went into the big house? (i.e. The Big Brother celebrity show) ...That was big for us I thought...young lad his age and so proud of being Welsh. And he let everyone know! And I thought good for him. It needs more people.....You know like Rhys Ifans....'

(T2, I1 p21.)

Teacher 2 shows pride in being Welsh:

'They don't realise what a gift they have' (p26)

Interviewer: how would you communicate that to the children?

Teacher 2: I think by just doing what I do really.

In terms of Welsh culture Teacher 2 expresses definite ideas:

Interviewer: Do you expect pupils to maintain their Welsh culture as well as English?

Teacher 2 : Yes definitely (T2 I2 :8)

Some negative response to using Welsh by pupils were reported:

'Miss os ydach chi'n siarad Cymraeg mae hwn yn wers Saesneg. (Miss if you speak Welsh this is an English lesson.' (T2, I1:11)

Teacher 2 also recounts a time in her own upbringing before she became fluent in Welsh.

*Teacher 2: '...because my dad was English and I went to Llan***** (Welsh medium primary school) which was Welsh and I was dumped in that and I remember finding 'Peredur' (Welsh name) for the first time (T2, I1:12)*

When questioned about pupils using Welsh in her classroom she remained fairly ambivalent.

Teacher 2: ' I know when they're doing a task sometimes they'll chat together oh 'dos di gyntaf' (you go first) It's just I remember people ask me 'can we do that in Welsh? I say ' no it's an English class.' (T2,I1:13)

There are tensions between what the teacher feels is right for the pupils and the received wisdom from other members of the department. The teacher feels that she almost has to ask permission to affirm pupils' identity. This is a crucial point in the findings:

Teacher 2 : If we can show that it works. But you're always going to have someone putting a dampner, because they think, these lot (i.e. other colleagues) think they come up from primary school with not enough English. (T2, I1:16)

4.6.2 Teachers' sense of bilingual identity

Teachers reported learning Welsh from an early age having a positive impact on their sense of bilingual identity, although one teacher was ambivalent and didn't regret not going to a Welsh medium secondary school, despite learning Welsh in the last year of primary school.

The contradiction in her comments is apparent:

I think it's hard being an English teacher. They (the pupils) come in and they say "This is English, why do we have to write in Welsh?" We're in Wales. It is still our language. We have conversations...we have meetings very occasionally... and it is split between people who are from Wales and people who are English. And there are a few people who think: I don't see why I have to speak this language...it doesn't come naturally to me erm.... But no I definitely think it's something we should develop as I'm the co-ordinator for year 7. I think the transition... it's definitely something we should... (T3 I1 :10)

Compared with the following:

Interviewer: Do you think that if a second language learner is in an English only class they will learn much better?

Teacher 3: Erm I'm just trying to think. I suppose that was me in high school.

Interviewer: Were you totally immersed in English then?

Teacher 3 : Yes I was.

Interviewer: What were the advantages of that then?

Teacher 3: UnderstandingAnd everyone could follow. I think. Oh I don't think looking back I should've gone to a Welsh school. As it was I would've struggled erm unless it was from the very beginning or all the way through. I would have struggled I think. (T3, I1:11)

As a researcher I was curious to know why an English school was deliberately chosen:

Teacher 3: Oh I don't think it even occurred because my parents didn't speak Welsh, even though they were from Wales.. they don't speak it. And in my catchment area there weren't any Welsh schools there really... it wasn't even a consideration. (T3, I1:12)

When asked whether the PGCE course had raised her awareness about bilingual issues, Teacher 3 stated that she was already aware of bilingualism:

Teacher 3 : I think for me, because I've grown up here I've always been aware of Welsh and how it's used so it wasn't. It didn't need to click for me really. I was aware of bilingualism anyway. Teaching makes me more aware of it...' (T3, I1:23)

When asked whether the teachers thought that pupils should maintain their Welsh culture there were interesting responses from three teachers. The most poignant was from Teacher 3. The quote reveals a great deal about her own attitude to Welsh:

Teacher 3: Oh yes completely. I'm trying to think what class it was actually. I had a conversation...it was only yesterday with somebody. They'd put their hand up and said: " Miss do you think the Welsh Language will die?" and I said 'no' and they said "well nobody uses it." I said " Well they do , maybe they don't here... but there's lots of villages in mid Wales, inner Wales and they only speak Welsh." I said " So it won't be, it might not be as widespread as say French and Spanish but..."

Interviewer: What do you think prompted that question then?

Teacher 3: I don't know I think he's probably just come from a Welsh lesson!

Two teachers drew on their own experience to justify their lack of ability in developing their Welsh skills and appeared to disconnect language and identity. However, Teacher 4 had a confident understanding of Welsh identity. When asked: Do you think it's good for pupils to maintain their Welsh culture as well as their English culture she remained unequivocal.

Teacher 4 : Definitely....Yes well last week was St David's Day.....Yes we were doing an oracy lesson on Welsh citizenship and what it means to be Welsh...it was a discussion. It was really interesting hearing different views.....Mostly everyone felt that they were Welsh, which was brilliant and then you had different views. Some people thought they had to speak Welsh in order to be truly Welsh whereas others would say 'Oh my mum doesn't speak Welsh but she's still Welsh and that was quite interesting.

Interviewer: And did they feel that their identity was changing maybe? When they were learning more Welsh?

Teacher 4: Yes especially in year 7, as a group of learners. They've never spoken Welsh before this year. And they seemed to be taking Welsh on very well and really enjoying what it gives them.' (T4, I1 : 6)

Also Teacher 4 pointed out the association between language and friendship groupings:

Teacher 4 : If you're speaking in Welsh to your friends it's strange having to switch to English if you don't usually do it. (T4, I1: 9).

This comment emphasizes the importance of planning and evaluation of within-class groupings, taking account of possible relationships between pupil characteristics, group size, group composition, task and social interaction (Hickey, Lewis and Jones, Kutnick et al 2005).

4.6.3 What do teachers do ?

Code	Definition	Sources	Refs	Teachers
What do they do? WTD	What kinds of CS practice are teachers aware of in general, their own experience of CS and how CS is carried out e.g. comments that indicate what/how they use CS (e.g. using words in both languages).	7	9 20 7 7 1 0 0 4 0 0 4	T1 T1 T2 T2 T3 T3 T4 T4 T5 T5 T6

Table 10.1.4 (a)

There were several comments that indicated what and how teachers use code-switching, for example using words in both Welsh and English to draw comparisons. For a further discussion of 'trans-languaging' (Williams 1994, Garcia, 2009) see chapter 2. Teacher 1 and 2 were very aware of the potential for codeswitching to enhance learning. Teacher 1, in particular, stated that she

code-switched when dealing with vocabulary, learning new vocabulary. She stated that if she saw that her pupils were struggling, she would ‘often give them the Welsh word which would allow them to speak Welsh’ and then she would translate it into English: ‘just to enhance their learning really.’ (T1, I1: 4) Thus, code-switching becomes a tool for clarifying key points in the learning. This particular teacher is very conscious of the importance of ‘scaffolding’ learning and the need to balance the needs of the learner with the requirements of the syllabus.

4.6.3.1 Reasons for Code-switching

Code	Definition	Sources	Refs	Teachers
Reasons for CS. RCS	This refers to the particular rationale for CS based on teachers’ beliefs about language boundaries and reasons for including CS as part of pedagogy e.g. to increase spelling strategies, to keep students engaged.	7	6 9 2 12 0 0 19 6 2 0 0	T1 T1 T2 T2 T3 T3 T4 T4 T5 T5 T6

Table 10.1.4 (b)

Interestingly, from the interview data, all six teachers claimed that code-switching was used for more incidental use of language for example: greetings and giving instructions or asking questions e.g. Have you got your reading log book today? Also, if the teacher knows that the pupil is Welsh then she would revert to speaking Welsh. This use of codeswitching isn’t always related to the teaching task for example, a reflection from Teacher 1:

I’m giving instructions that aren’t necessarily to do with the task; you know: ‘put your bag down’ or ‘take your coat off.’ You can often say that in Welsh. (T1, I1: 26)

Teacher 2 suggests that it helps that she knows what her pupils’ needs are because she can speak Welsh.

Teacher 2:

'I think the writing is difficult, but we can draw on the Welsh knowledge of spelling because it (English) isn't phonetic and therein lies a problem I think. (T2,12: 7)

In the second interview she explains what she does to encourage pupils to practise their English:

But if I find they're not discussing what they should be discussing in English for a speaking and listening activity, I'll go to them, but I'll say it in a ...I'll say I know that Welsh is what you feel most natural speaking to each other but for this task I want you to really try to stick to English so I can ... So that we're developing the language. And they usually respond quite positively then as well because I've not said it in... You must speak English. (T1:12 :9)

Teacher 3 uses code-switching to enhance incidental Welsh:

It is there at the back of my mind. Things like 'gwaith dosbarth' classwork we use all the time.... but obviously when I'm explaining homework I would say 'gwaith cartref (home work) for homework.

Although this appears to be dictated by school policy rather than any personal conviction to code-switch.

Teacher 3: Everyone uses incidental Welsh. We've been told that we have to really....We've all got these phrases on the door. The office staff actually came and put them on everybody's door. They just say 'Dewch i mewn' (come in) and things like that.

Interviewer: So who actually told you how to use them?

Teacher 3: The head.

Interviewer: Ok

Teacher 3: When we've got an inspection!

This suggests that the language policy for this particular institution is not fully embedded. The use of Welsh is based on compliance rather than any real need or desire to communicate.

Interviewer: And do they have any training sessions to help you with Welsh?

Teacher 3: They do. The school run a Welsh speaking course for the people who need to develop it, but really for beginners...for the staff that's every Tuesday at the moment in different blocks. But they can sign up for that for free...but it's in their own time (Teacher, I2: 7)

In the school where teacher 3 teaches, there is little spoken Welsh although several teachers and pupils are able to speak Welsh. Quoting a recent comment from Prof Colin Baker, she was made aware that 'separation of languages is artificial. Pupils naturally use both languages for greatest effect the idea is to follow their lead' (Baker 2012).

Her response was indicative of the way this school regarded bilingualism:

Teacher 3: Well I certainly have never heard anybody speaking in Welsh, even the odd word here and there really.... so I don't think that's the case in this school.' (T3, I2:12)

Teacher 5 suggests that there are identity issues as pupils make the transition from primary to secondary school:

'It's easier for pupils to take on board information if you spoke a language they're familiar with...' (T5, I1 :5)

She points out that by the time pupils reach year 10 their Welsh language ability may have 'petered off a bit' (they will lose aspects of their L1 competence in Welsh). She suggests that by the time pupils reach year 10 or 11 they are less focused on academia and their behaviour changes:

'they've probably lost a lot of it by then. You know their social skillssocial networking as well...when you think about all these lovely networks.....Pupils may lose their identity or ' it changes doesn't it?' (T5, 11:7)

When discussing her own bilingual identity, Teacher 5 agreed that she is able to use incidental Welsh, which she used during a previous job as a teaching assistant, and this has had an impact on how much Welsh she has been able to develop:

' Teacher 5: I learnt more in that (job) than I did through my old school.

Interviewer: Would Welsh have been on the curriculum when you were at school?

Teacher 5: Yes, but we only did it until year 9. We did our options. We didn't have to do it beyond.

She emphasises the point that she does not consider herself to be Welsh:

Teacher 5: I'm actually not Welsh. Although I live in Flintshire, I'm not Welsh. My family doesn't speak Welsh and I don't think there was a push, which is a shame. (I detect a sense of loss and regret at not being able to speak Welsh.)

Interviewer: Yes, would you have liked to have been able to speak it?

Teacher 5: Now, with my job I wish I could speak Welsh, definitely.

Interviewer: What advantages do you think it would have now?

Teacher 5: Well for communication with the children. It increases their level. If I'm able to talk to them it helps... that's my language barrier. Which is a shame because it's inhibiting the children as well. (T5, 11: 13)

Building relationships is an aspect which is discussed as part of the teacher identity theme. The pastoral element is regarded as important by several of the participants. Teacher 6 is conscious of the need to accommodate changes in identity:

Teacher 6: not just with their understanding and their learning, but to build relationships...

Interviewer: Yes and do you think they need to build relationships with themselves in terms of keeping identity?

Teacher 6 : Yes definitely yes.....

Interviewer: Can you think of individuals? Perhaps they're becoming more anglicised?

Teacher 6: It's a funny situation because some of them come from English primary schools and some don't and obviously depending on who they end up mixing with and who they become friends with and like you say on the corridors you can hear the Welsh person ...who you think is the Welsh pupil talking English on the corridor. Yes so there is a kind of transition going on there...Actually I think as they get older. If you come to see year 11.. there definitely wouldn't be as much Welsh from me as there is in year 7....the Welsh in year 11 would be things like introductions. It wouldn't be as part of conversation.

There is a perceived shift in the teachers' use of code-switching, not only between the transition from primary to secondary school, but also from Key Stage 3 (KS3) to Key Stage 4 (KS4).

4.6.4 Summary

Answering Research Question 3:

In summary, it is possible to identify the code-switching practices teachers employ in their English classrooms:

1. Code-switching is used for utilitarian purposes e.g. supporting spelling instruction, giving instructions and magnifying the teaching point. (Teacher 2, Teacher 4, Teacher 5 and Teacher 6);
2. Code-switching was used to express solidarity and engage learners. (Teacher 6, Teacher 2);

3. Code-switching was used to build relationships with pupils. (Teacher 2, Teacher 6);
4. Code-switching is used as a communicative resource. (Teacher 1, Teacher 2, Teacher 4 and Teacher 6)
5. Code-switching is used to involve and provoke. (Teacher 2 and Teacher 4)

4.7. RQ4: Answering research question 4

Table 4.4: Themes related to research question 4

Research Question	Themes
RQ4: In what way can code-switching be used in an English classroom in Wales according to this group of teachers?	(i) Ways of code-switching. (ii) Reasons for code-switching

In this section I will refer to comments that indicate how teachers use Codeswitching (e.g. using words in both languages) and also their reasons for doing it - i.e. comments relating to reasons why they codeswitch.

4.7.1. Ways of Code-switching

Code	Definition	Sources	Refs	Teachers
Ways of CS. WCS	Reference to how Welsh/English Code switching is utilized within the classroom context in Wales. This also includes discussion of the practical use of CS to magnify the teaching point e.g. comparing vocabulary.	6	6 9 12 5 0 0 0 12 0 13 0	T1 T1 T2 T2 T3 T3 T4 T4 T5 T5 T6

Table 10.1.4 (c)

When asked to define code-switching, Teacher 2 provided the most succinct answer: 'switching from one language to another' (T2, I2: 1).

There were several comments that indicated how the teachers code-switch e.g. comparing vocabulary. Teacher 1 felt that she employed code-switching when introducing more complex vocabulary and encouraging trans-languaging:

Especially with more complex words. I realise that I said contribute and I realise that he didn't say anything so I said 'cyfranu' (contribute) so that he knew what I was trying to say. (T1, I1).

This use of code-switching is quite sophisticated and appears to be designed to avoid confusion and magnify the teaching point. This teacher remarked that many of the terms had already been introduced in the Welsh department so in a sense she was activating prior learning through 'translanguaging' (Garcia 2009):

Quite often when they're studying say poetry I know they've done the unit of work in Welsh already. So when I'm introducing terms like 'metaphor' and 'simile' they already know it in Welsh. T1, I1)

Also code-switching is used to clarify very specific errors for example when pupils are translating directly from Welsh:

I go through the alphabet with him and I show that the 'i' makes the same sound that /ai/ makes in Welsh.

This contrastive analysis (CA) is outlined by James and Garrett (1992) and involves direct comparison between the L1 and L2. The attitude to translation appears to be positive: *'If someone translated for you it's going to help you improve your understanding of the language as well' (T1,I1:17).* This respondent was convinced that it would be beneficial to extend her use of codeswitching to Welsh, English and French.

In terms of language allocation, there were several interesting comments. Five teachers stated that their participation in the research project had improved their confidence to use or at least encourage the use of code-switching in classes. There are several references to feasible ways of using code-switching to facilitate learning. There was a discussion during one interview about the tendency to allocate one language to the interlocutor:

If you meet someone, you start speaking English to them and then you find out they speak Welsh, it's very difficult to swap isn't it?' (T2, I1 p 12)

Teacher 2 commented in response to the question 'If you explain things in Welsh does it help them with their English?'

Someone like pupil X...once I've explained it in Welsh.. I'll sometimes answer him in English just to ... but he'll ask me the question in Welsh. It's easier....' Therefore, it was not just about explanation but making the pupil feel more comfortable. (T2 I1 p 3)

Teacher 2: I accept I'm not able to change that. To start with I used to think: Oh no we must speak English for an English class and I would encourage it to an extent if they constantly do it in Welsh. However, now I'm not so strict on that' (T2, I1:15).

There appears to be a shift in understanding of the value of using L1:

Interviewer: Do you think the children should be allowed to use their Welsh freely? I noticed in some sessions pupils actually turn automatically to Welsh. Do you think you tolerate that?

Teacher 2 felt that when working with terminology it was useful to encourage pupils to translate for each other e.g. with words like 'cyffelybiaeth (alliteration):

that really does help them if they know what it is in Welsh. You don't have to then explain it through and I know they say you should do that but you haven't got the time. (T2, I1 : 16) In this sense Welsh was being used to expedite the learning process.

Also Teacher 2 stated that she would explain aspects in Welsh with individuals, but 'not in front of the class.' Here she is showing solidarity with individuals, but not encouraging whole class explanation in Welsh during the English lesson. This use of 'shared' language becomes an additional code for communicating the nuances of the target language, in this case English. Indeed, Teacher 2 was conscious of code-switching more with certain groups of learners on specific occasions:

'I'm conscious of this year 9 registration group because we always have the 'cyhoeddiadau' (announcements) in English and Welsh and I read them out in Welsh.'
(T2, I1: 26)

Further ways of accommodating would include having differentiated booklets for emergent bilinguals as *'their written Welsh isn't as good as their spoken.'*
(T2, I1: 31)

'You need to have different vocabulary and it needs to be ready for them.. maybe a word bank or something...lower down they would need writing frames, but the band 2 who are completely fluent...they should be able to write. It's just those odd words treigliadau (mutations)...' (T2, I1: 32)

Teacher 2 maintains that she utilizes code-switching for developing spelling strategies, based on accelerated learning techniques:

Teacher 2 : Yes, spelling was one of the main reasons. Thus a 'ci' bach (puppy) here (pointing to the picture of a puppy on the wall) One of my year 7s , they always say exited for excited so we always remember ci bach getting excited.'

A key opportunity to develop ways of code-switching within the bilingual classroom setting occurs during the registration period:

Teacher 2: Three of them are in cofrestru (registration) with me and we speak Welsh in cofrestru. So we do switch to English and it's really odd because Chloe, this happened yesterday, Chloe went and sat over there and she asked me a question in Welsh and she changed to English because she realised that it was an English lesson (after registration) (T2, I2: 5).

There is an interesting reference to how the pupils 'echo' teacher talk and revert to Welsh to admonish:

They say: Distaw rwan pawb.' (quiet now everyone i.e. mimicking the teacher) They say in this voice as if they're the teacher and they always do it in Welsh..' (p6)

Interviewer : Do you think they're picking it up from you?

Teacher 2 : I don't know because I don't do that.

Interviewer: Where does that come from do you think?

Teacher 2 I don't know ... I wonder whether they have it from another lesson. Mimicking another teacher or whatever they're doing. (T2, I2 p 6)

Teacher 2 describes the ways of code-switching in terms of accelerated learning. She remembers using the L1 to facilitate vocabulary learning from an early age:

Teacher 2 : So I was doing it without realising from a very early age.

Interviewer:That's interesting. I think there are these 'linkword' techniques. For example in Indonesian you've got the word 'pintu' which means 'door.'...and when you look at the word in your head you visualize it. I think of a safety pin around the door.

Teacher 2: Right. So there are. That's it and if you can build things on top. That's what got me interested in accelerated learning because I started doing it with German words to remind me like, because I learnt German in English....Not Welsh... so I think in English when I speak German and things like 'to yawn ' in German: 'gaynun,' so I just think about a very happy nun going like this (mimes yawning). So I learnt I'm brilliant at vocabulary and rubbish at grammar!

Teacher 2 really has embraced the positive aspects of code-switching:

Interviewer: Do you think children respond differently when you do that kind of thing?

Teacher 2: Yes I think they're like oh, I never thought of that. I always try to make them draw pictures of the happy dog and colour. I like colour coding..."

This 'synesthesia' indicates that the teacher is willing to be experimental with teaching methods.

Teacher 2 : ...They've got their own suggestions but I like ...I've done it with year 9 I think because I know from my personal experience, when I was revising you can almost...in the exam room you can remember that. (T2, I2 :15)

When asked: Do you think pupils should be allowed to use Welsh in your classrooms? Teacher 2 replied:

I know when they're doing a task sometimes they'll chat together: oh 'dos di gyntaf (you go first) and I'm ok with that. It's just I remember people ask me 'can we do that in Welsh? 'no it's an English class.... I don't mind when they're doing the preparation as long as the teachers didn't hear because I don't think they'd like that! (T2, I2 :15)

There are some tensions here, which will be discussed further in the discussion chapter.

Interviewer: Do you take your lead from the child?

Teacher 2: Yes.

Interviewer: That's interesting. Why do you think you do that?

Teacher 2 : I don't know. Quite a bit is subconscious. And I say 'Da iawn chdi wastad yn brilliant.' (well done you, you're always brilliant) you know and he's always beaming, so that's the praise again....they need to have that constant praise and I think sometimes teachers underestimate this. You know they're not uniform in their needs are they? (T2, I2 : 20)

In terms of the specific ways that codeswitching was used to facilitate learning some teachers found it hard to set down ground rules. I was interested to know whether there were other instances where a teacher might automatically use Welsh.

Interviewer: ...are there any other instances where you might automatically use Welsh say with your reg group?

Teacher 2: I use Welsh with them all the time.

It was mentioned that there is sometimes difficulty in setting linguistic boundaries for different sessions.

Teacher 2: Sometimes with Rhys, but we do try. I do make it clear because it is an English lesson and I have to cram so much in. I do try. I'd say 'come on rwan.' (come on now).

4.7.2 Underlying perceptions about including L1 Welsh in English lessons: Metaphors for codeswitching.

I encouraged the teachers to think of a metaphor for the code-switching process as this appeared to be a useful way of visualising the process of switching from one language to another and trying to explore the subtleties of this phenomenon, 'making it possible to uncover both individual and collective patterns of thought and action.' (Lakoff, 1987, Lakoff and Johnson, 1980,1999; Schmitt, 2005):

Interviewer: If you were to look for a metaphor ...how to describe that process of switching from one language to another. Think of something that kind of sums up what code-switching is about.

Teacher 1: I think of it more like a pendulum.....swinging...sometimes it's a bit more extreme ... and sometimes it's very little..you're not switching at all. It's still. That's the way I see it.

Interviewer: That's a nice visual image then of how things are. Obviously everyone's got their own personal interpretation. But that's quite interesting because it shows different degrees of codeswitching.

Teacher 1: I think the light switch is a bit harsh...that's one, that's the other..

*Interviewer: Whereas this suggests the range of opportunities..Yes I like that.
(T1: I2 : 24).*

Later in the second interview Teacher 1 elaborates further:

It's a bit like the pendulum isn't it? ... You know there's a natural flow into it. There's no on off you know. It's something that happens quite naturally without you having to think about it.

Interviewer: It's fairly intuitive isn't it? This is where it becomes a real skill for the teacher to operate bilingually to be able to tune in to what the pupils need.

Teacher 1: I have the skill!

As the metaphors were elicited directly from the participants they revealed valuable personal narratives.

The same question was asked to teacher 2: How would you describe that (code-switching) process if you were thinking of a metaphor for that?

Teacher 2 : It's .. It's putting a light on a light switch.

Interviewer: So a light switch in your brain... I like that. And what prompts you to do that – to pull the cord do you think?

Teacher 2: Context I think yes.

Interviewer: So the context is really important. Anything else?

Teacher 2 : You know when you start speaking to someone in Welsh. It's difficult to go to English and vice versa... It just doesn't feel right. You know when my husband and I

are chatting and someone comes along and they're English you know, when my dad comes and my mam we all speak Welsh, but we'll all go to English because my dad's there....it doesn't feel so wrong with my dad because I've done it forever. But if someone you know not family.... it would feel strained, strange talking. It just doesn't feel comfortable speaking to them in English
(T1,I2: 23).

Teacher 5's metaphor was slightly different and more facilitative. She visualised code-switching as:

' an open door.... It's an access point isn't it?...if you're cutting off their access to the curriculum or even to them enhancing their skills it's a 'door' to success or 'key' to success...sometimes you've got an obstacle in the way which inhibits your end result, and if it's a language thing then open the door or unlock...

Interviewer: Yes we deal in metaphors all the time, but sometimes it's useful for me to try and focus on this as a phenomenon...to think of something visual...it's as you say perhaps that one word could be the key to her whole understanding...Yes I think it would break down a huge amount of barriers. (T5, I2 :17)

Each teacher has a very individual response to code-switching based on their teaching experience and their linguistic background. Interestingly, Teacher 2 appears to be code-switching subconsciously at times:

*Teacher 2: I didn't realise I'd said 'mwwgd' (mask) in there.....
So it's a subconscious thing isn't it?*

Finally, teacher 2 reflects on her bilingual status in response to the interviewer's comment:

Interviewer: I think you as a bilingual person brings another variable to the study. I mean do you feel a lot of this depends on what language the teacher has access to?

Teacher 2: definitely

Interviewer: Yes. So you're obviously 'in tune' in a different way to somebody who is monolingual?

Teacher 2 : Definitely, and I think sometimes I'll say 'what's the word?' Because I can't think of it in English... sometimes I'll say....and I think that's a good thing because it makes them think... oh well if the teacher can forget it what's the big deal.

Interviewer: so you give permission as well?

Teacher 2 : Yes, yes....' (T2, I2 p 27.)

Teacher 3 understands the dynamics of code-switching but claims to have 'very, very little 'incidental' Welsh which prevents her from engaging with CS fully during her English lessons:

Teacher 3: That I don't use, because it would be strange to start doing it now.... but it is there at the back of my mind...' (T3 I1: pp 4-5).

Also Teacher 4 explained that she used code-switching if pupils asked her a question in Welsh:

Teacher 4: I do it only if a pupil asks me a question in Welsh or to reinforce terms.... terminology really..... Yes mostly metaphors and similes...adjectives...if they ask me in Welsh.

Teacher 4 emphasises the importance of being a bilingual teacher:

Teacher 4: I think it's important that I'm able to speak Welsh and English because I think it may help other subjects.

When asked how well pupils cope in the classroom where Welsh and English are used together for teaching she remained positive:

Teacher 4: I think that they cope quite well really. They are very bilingual by this stage. They've all gone through primary school – Welsh medium but they speak English at home, English with their friends, some of them. (T4 I1 :14)

Teacher 4 feels that where input is in English and pupils are permitted to discuss in Welsh (i.e. trans-languaging) pupils cope quite well: 'because they are very bilingual by this stage (i.e. in secondary school) because ' they've all gone through primary school – Welsh medium but they speak English at home, English with their friends, some of them.' (T4, I1: 14)

When asked what the role was for L1 in the classroom Teacher 5 responded:

'Teacher 5: If I was able to use it you know...instructions : describing what's going on in the lesson you know..'

I was interested to determine where she could consider codeswitching:

Interviewer: And explanation maybe? Giving homework?

Teacher 5: Yes definitely, something they need to have a greater understanding of Welsh. It's easier for them to take on board that information if you spoke a language they're familiar with.' (T5, I1 : 5)

When asked: How well do you think pupils actually cope in the classroom where Welsh and English are used for teaching? Do they get confused or do they think it is straightforward?

Teacher 6 cited the example of those children 'for whom it is a new language':

Teacher 6: Obviously sometimes if you know there is that person in the classroom, that can be difficult because you're controlling how much Welsh you're speaking yourself but apart from that it's useful more than anything else.

4.8 Reasons for code-switching

The main reason suggested by four of the six teachers for using code-switching was that it was considered a natural part of the pupils' linguistic repertoire. Also, Teacher 1 expressed her belief that pupils have a right to express themselves in their native language:

I think it's only fair to allow them to enhance their understanding by using the Welsh language..... I usually do it with vocabulary.....I will give them the Welsh word and allow them to speak Welsh, just to enhance their learning really. (T1, I 1 :2).

There is also an element of 'scaffolding' involved:

If they're learning new vocabulary in English I'd like to start with what they're familiar with. Using the Welsh term I make them more comfortable with learning the new English vocabulary. ' (T1,I1 p4) .

Interestingly, the theme highlighted the need for mutual respect and linguistic accommodation:

I think it (CS) helps with their erm...that they feel like you respect their language. It makes them more at ease with you and more comfortable with you and I don't think there's a barrier between you.' (T1, I1p 5)

Discussing tasks in L1 (Welsh) was felt to be a useful strategy. When introducing a new topic and facilitating group work it was felt that explaining the task in the first language was useful:

'Yes it can be, because, really, if you're setting up a task and you're in that planning stage then what's most important is that they understand what they need to do and quite often if you need to emphasise or reinforce something in the first language it can lead to better outcomes when they complete the task. (T1, I1 p 17)

When prompted to consider the issue of direct translation, to ensure exact meaning Teacher 1 was uncertain:

'I would more with a mixed ability class and our low set classes do tend to be those who have come from more Welsh backgrounds and showing that language really can be a barrier at times.' (T1, I1 p 18)

Further reasons for code-switching include references to observing other teachers' practice. Teacher 1 mentioned that she had learnt from teachers who are bilingual and code-switched in lessons. When questioned about whether this was part of the PGCE training course Teacher 1 was uncertain:

'I don't think it was part of the training really.' (T1, I1 : 19). Also she was making the point that she found translation to be of personal use:

'Where I've found that Welsh has been my second language and have found that English translation helped me and still does.'(p19)

In terms of reasons for not code-switching, the researcher prompted the participant to answer the questions: Do you think it's better to keep English and Welsh separate in the classroom? Are there certain occasions where you wouldn't actually mix or code-switch?

The answer was fairly unequivocal:

'Perhaps with a speaking and listening activity I'd be less likely to code-switch....Just because I'd want them to keep on task through the medium of English and it's so easy for them to fall back into Welsh. (T1, I1: 24)

The use of code-switching for incidental language is a key feature in the findings. Greetings and instructions feature prominently:

' I sometimes use it as you know when I'm greeting them or giving instructions as in ...or asking a question for example have you got your reading book today.. If I know they're Welsh I might speak to them in Welsh when it isn't related to the learning really so yeh when I'm giving instructions that aren't necessarily to do with the task; you know 'put your bag down' or 'take your coat off.' You can often say it in Welsh. (T1, I1: 26)

When asked to reflect on why teachers avoid code-switching the following comments were presented:

'I think it was just from observing.' (T1, I 1 : 27)

'I have to gauge it on the class I've got because it can change quite easily. It's something I'd thought about with spelling patterns. I'll try and see and start to use the Welsh and English, like in a card activity when you can organize that sort of thing. I'd actually been thinking about doing some Welsh cards and making links between the languages.' (T1, I1: 32).

When questioned about whether the head of department would support this idea Teacher 1 responded:

'I'm not sure actually. I think she'd be positive about it...it helps their learning, supports their learning. I can't see why there would be an issue.'

Two teachers expressed the belief that using too much code-switching would hinder pupils' progress in English.

However, Teacher 2 had a strong conviction that code-switching was beneficial when encouraging pupils to develop subject knowledge, particularly when developing spelling strategies:

Interviewer: Do you find it's (CS) something you've always done or is it something you've adopted recently?

Teacher 2 : I've always done it since I started. However, I know other teachers don't and in other schools they just do not. They stay in English. I think I use the Welsh language for children to learn to spell.' (T2, I 1 p1)

She goes on to elaborate how she draws on language awareness activities:

I think you've got to use it as a plus. For example spelling 'rest aur ant' to link with the Welsh word 'aur' (gold). It's perfect isn't it to find those little words?' (T2 , I1 :1).

When asked: How well do you think pupils cope in the classroom where Welsh and English are used for teaching bilingually?

The response was:

'I think it's got to be a plus. To be able to switch so easily,they don't realise what a gift they have.' (T2, I2 : 26)

In the second interview Teacher 2 was asked whether anything had changed in relation to code-switching. She stated that she noticed that pupils code-switch now:

'What was bizarre last week was the first time I noticed it happen. Dylan asking a question in Welsh and mid sentence he turned to English.' (T2, I2:1)

Interestingly she was unaware when she code switched herself.

Interviewer: One of the things you said was that one of the characters was wearing a 'mwigwd.' (mask)

Teacher 2: Oh did I? (T1,I2:2)

When asked whether she could think of any other reasons for code-switching she mentioned:

I think to congratulate, when someone gets something right. You know when they've done really well.

Interviewer: Yes, so a bit of praise yes?

Teacher 2 : Yes da iawn (very good) or something.

Interviewer: Yes, any other reason that you might be using it?

Teacher 2: If Dylan and Huw had been there I would have probably explained it to them in Welsh.

Interviewer: Yes.

Teacher 2: Not that they need it they're completely.....they're brilliant students. But they just feel more comfortable in Welsh. (ibid.)

Four teachers expressed favourable opinions about the pedagogical value of code-switching. Teacher 1 and Teacher 2 referred to the pupils' metalinguistic awareness and pupils' improved understanding of the structure of both languages. Teacher 2, in particular, reminded me that one of the main reasons for code switching was to reinforce spelling patterns:

Teacher 2 : I draw a lot on spelling from Welsh.

Interviewer: I think it was in the pilot study wasn't it?

Teacher 2: Yes rest 'aur' rant etc.' (p3)

This point is reiterated later in this interview:

Interviewer: What is the role of the first language for the teacher? So what would you be using Welsh for?

Teacher 2: Well explanation, praise especially for spelling. I find there's a lot that we can get for spelling.

Interviewer:

Yes in terms of language awareness. And have you been taught that from college or has that come from somewhere else?

Teacher 2

No I've always been interested in accelerated learning...when I was learning German I lived in Austria. I was an 'au pair' and I came back and did night classes in German. I used to work in Kemmits in East Germany and before I went to ... (pupil at the door) I love it and it was. I realised I was doing some of this. I know without thinking. I remember being before we spoke English, because my dad was English ...' (p13)

Teacher 3 associates code-switching with EAL pupils rather than bilingual Welsh/English settings.

Interviewer: So do you think translating for each other is a useful tool? Sometimes children, when they're trying to work out a problem, translate for each other.

Teacher 3: It is something more unusual. We have EAL pupils. They're more interested...

(T3, I1 : 21)

Teacher 3 reiterates her slight change of attitude in the second interview:

Teacher 3: If a student is trying to learn Welsh, then obviously teaching through the medium of Welsh is going to help them. The more that Welsh is used it's going to help their studying.

Interviewer: Ok and why do you think you're using less code-switching than you might have done? Why do you think it's not part of your repertoire?

Teacher 3: I suppose it doesn't come naturally to me. It's not in the forefront of my mind at all and there shouldn't be any reason why it is. I know the words...I know how to pronounce them. I think it's difficult to start doing it when you haven't done it from the beginning. (T3, I2, 4)

The final section of the second interview was more positive.

Interviewer: Do you believe that children developing literacy in Welsh will help them reading and writing in English?

Teacher 3: Yes I do think they will. Obviously if they're learning Welsh it'll be a case of what does this word mean or how do you spell it? That'll help their literacy because they'll understand the English word as well if that makes sense.

Having read a quote from Colin Baker, Teacher 3 seems more confident in her response:

Interviewer: Can you remind me what he's said? (CB quote)

Teacher 3 : (reading) 'For understanding curriculum content , for accepting a child's existing knowledge and understanding through the first language, self-esteem and positive classroom ethos I mean just using Welsh all the time really. Because they're trying to learn Welsh or they're trying to keep the Welsh language then they

need to speak it, to be saying “da iawn, diolch (very good thank you - incidental Welsh)

Interviewer: Reinforcing it?

Teacher 3: Yes. (T3,I2:9)

Teacher 3 realizes the significance of using code-switching to reinforce learning, but she relates this process to other languages and a particular EAL pupil's linguistic repertoire:

Teacher 3: I think anything like that works. Not just for Welsh. In the class I've just taught I've got a boy from Turkey.

Interviewer: Yes.

Teacher 3: And they do speak to each other and they learn words. He's learning English and they're learning the odd Turkish word. So it's a mixture of all languages really... He uses it . He teaches them. (T3, I2: 10)

There were several reasons for codeswitching mentioned by Teacher 4. She maintained that she only code-switches if a pupil asked her a question in L1 or to reinforce terminology. She also mentioned her registration group who complete a reading session in English and Welsh in the mornings to reinforce literacy in both languages: *'I think exposure to either language will help.'* (T4. I1:4).

This point is reiterated later in the interview when the interviewer asks: Do you think if a second language learner is in an English only class they will learn English better?

Teacher 4: I do think that actually...I think the more you speak a language, the more you're exposed to it, the better you learn it...Whereas if you're in your first language class you might slip into the first language because it's easier...

Interviewer: ..Do you think children are using their first language too much like a crutch as it were?

Teacher 4 : Yes well they can be. I'd like them to make an effort to always speak to me in English if possible. Sometimes they speak Welsh to me just because it comes

naturally. They don't think so I don't know whether they use it as a crutch... rather that's what comes naturally.

Interviewer: Do you think it's a positive or a negative thing?

Teacher 4: I think it depends again. I think it can be positive when it reinforces learning but it can be negative in that it doesn't. It might let children rely on their first language when they are trying to practice their English a bit more.

Interviewer: What did you use the L1 for today?

Teacher 4: I'd only use my first language if I'm talking about something that's not to do with the lesson. Anything 'bugeiliol' (pastoral)... anything pastoral I'd speak in Welsh. As they're coming into the class I might speak to them in Welsh....just to get the atmosphere..... ethos of the school really.

Interviewer: Ok so it's kind of additional uses. Is that what you're saying? So you're using Welsh really to make them feel at home, maybe to encourage them to open up and discuss PSE related things.

(T4,I1:7)

4.8.1 Language allocation: contextual factors

Teacher 4 has some interesting insights into the deliberate allocation of languages in and beyond the classroom.

Teacher 4: And pupils. They'd use it when I was walking around. Most of them were discussing it in English but if there were a couple discussing it in Welsh, their first language, even though they're discussing the work they'd discuss in Welsh.

Interviewer: They'd discuss in Welsh. Why do you think that is?

Teacher 4: They're more comfortable because...if you're speaking Welsh to your friends it's strange having to switch to English if you don't usually do it.

Interviewer: Yes you associate more with one language so it's strange to switch to the new language. Ok. Good. Do you think pupils should be allowed to use their first language freely in the classroom?

Teacher 4: This is a strange one because in the previous... when I was on my PGCE..I was working in 2 schools which were in very Welsh area.....Yes and then I would say that I encouraged them always to speak English, whereas in this school because English is so strong, I don't mind them speaking Welsh because it's good to hear them speaking Welsh.

Interviewer: Yes so does it perhaps depend on the geographical area...the catchment area of the school?

Teacher 4: yes.

Interviewer: Why do you think there is less chance of you hearing Welsh on the corridor in this school?

Teacher 4: I think it's because of the influence from home. What pupils speak at home is what they generally speak with their friends and a lot...It's a good thing that a lot of parents introduce their children to a Welsh language school because it shows that they care about the language, but often they come from backgrounds where they don't speak Welsh at home. (T4,11:9)

Teacher 5 : reiterates this point:

'Yes definitely. I think that will help reinforce the learning and it helps if any pupil explains for another. It's part of the learning process.' (T5, 12:10)

4.8.2 Self-monitoring regarding code-switching.

There appears to be a distinction being made about permitting pupils to code-switch and actively condoning teachers' use of code-switching. I would suggest that there is a self-monitoring going on within the teacher's psyche. Whether this is because of conditioning or school policy, it is difficult to determine, but it is almost as if the teacher needs to give herself permission to use Welsh when interacting with pupils in a teaching situation.

This level of self-regulation appears in Foucauldian terms to warrant constant self-monitoring even when the teacher is away from senior colleagues and out of earshot. (Foucault, 1995)

Again this regulation is reinforced in the responses to more probing questions:

Interviewer: Do you think discussing tasks in the L1 is a useful strategy in the classroom?

Teacher 4: In an English lesson?

Interviewer: So for example you were doing quite a lot around thoughts and connotations today looking at the advert. I liked the snowball activity. But when you explain or introduce those tasks is it useful sometimes to discuss in Welsh?

Teacher 4 uses Welsh to reinforce comprehension as she explains:

Teacher 4: If I see that they don't understand...and they might understand it if I repeated in Welsh. I might but in general.... I prefer to keep to English so that they get used to being exposed to tasks and questions.

Teacher 5 agrees that pupils should maintain their Welsh culture:

Teacher 5 : Yes I think so. Living in Denbighshire... big push on 'Curriculum Cymreig' (Welsh dimension in the curriculum) I think it's important.....there's a more recent push to use Welsh. (T5,I1:4)

'The main reason for code-switching appears to be : Well for communication with the children.' T(5 I1: 13)

4.9.Random and habitual code-switching

Interestingly, Teacher 6 stated that her use of code-switching was spontaneous, which may suggest that there was no rationale for code-switching in the classroom although she does state later that it is about responding to linguistic needs:

Interviewer: Do you think you do it consciously? Is there a formula or is it quite spontaneous?

Teacher 6: No it's spontaneous.

Interviewer: What makes you switch then? Is it knowing more about them or...

Teacher 6: Yes their specific needs yes definitely. It's funny little things. There's a pupils in year 7 that one to one would always speak Welsh to us. I can't really say why more than anybody else who probably comes from the same primary school. For the pupils themselves I think they sometimes find it difficult to do group or paired work with friends that they are used to speaking Welsh with. They definitely find that strange.

Interviewer: Do they automatically turn to Welsh?

*Teacher 6: Yes. They find it very unnatural don't they?
..... Trying to force it in English!*

Interviewer: So for the pupils then it seems natural to discuss their tasks in Welsh?

Teacher 6: Yes.

Interviewer: Even in the English lesson?

Teacher 6 : Yes even in the English lesson.

Interviewer: What's your reaction to that? Is that a positive thing or do you think you probably want to curb it or how do you feel about this?

Teacher 6: In terms of when they want help from each other or just to understand, but in a situation where I want to assess their speaking ability it's quite difficult I think it's just a matter of grouping them with the right...with other more English speaking students anyway that they would talk English to...because they don't talk on the corridors anyway in Welsh. It's just that you do have certain groups of friends who come from the same primary school probably who've always spoken Welsh to each other.

(T6, I1 :9)

Examining the data from these interviews has raised a number of important issues regarding the departmental constraints upon teachers' bilingual practice.

4.9.1 Summary, answering RQ 4:

In summary, it is possible to identify a number of ways code-switching can be used in English classrooms in Wales according to this group of teachers:

1. To reinforce spelling patterns (contrastive analysis) (Teacher 2);
2. To support learning (Teacher 1, Teacher 4);
3. To develop subject knowledge (Teacher 2 and Teacher 4);
4. There was use of codeswitching for praising pupils' efforts (Teacher 1 and 2);
5. To reinforce incidental Welsh and maintain Welsh culture (Teacher 2 and Teacher 5);
6. To reinforce terminology and develop 'metalinguistic awareness' (Teacher 1, 2, 4 and 5);
7. Because pupils feel more comfortable in L1 (Teacher 2 , 4 and 6);
8. For pastoral issues and Personal and Social Education (Teacher 4);
9. To develop peer learning (Teacher 3);
10. Habitual i.e. pupils are used to speaking L1 with friends (Teacher 4);
11. Code-switching is dependent on the geographical catchment area of the school (Teacher 2 and 4);
12. To reinforce comprehension (Teacher 2 and 4);
13. For communication with the children (Teacher 5);

14. Responding to linguistic needs e.g. communicating the nuances of the target language (Teacher 2 and 6);

15. Responding to pupils' specific needs (Teacher 2 and Teacher 6);

16. For pupils it is natural to discuss tasks in Welsh (Teacher 2 and 6) .

It is possible to indicate a continuum of responses to the use of code-switching for each teacher. In addition, these results point to a challenge to the language policies of the schools towards a typology of code-switching practice in favour of individualised practice and support for linguistic tolerance when implementing guidelines for teachers.

4.9.2 Conclusion of the chapter

The findings reported in this chapter will be further interpreted and discussed in the discussion chapter. There are differences in the way the interviewees responded to key questions about the practical implementation of code-switching in the classroom. The experience of the teachers and their linguistic backgrounds seems to have affected their willingness to incorporate code-switching as part of their teaching strategies, as they become aware of the positive potential of code-switching as pedagogic tool.

CHAPTER 5: DISCUSSION OF RESULTS

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5.1 Introduction

This chapter summarises the key results in the light of previous research. It also synthesises my findings with respect to both the research questions and previous findings. Additionally, I will make recommendations for further research and address the limitations of the study. I will also elucidate implications for educators and make suggestions for improving practice and for long-term enhancement of bilingual teaching and bilingual teacher identity. I will provide a critically reflective account of my role as a teacher educator and the gains of undertaking qualitative research in bilingual schools in Wales. The study concludes with a description and interpretation of the role of 'dialogic' interviewing in enhancing the identity of bilingual teachers.

This study has shown that teachers' perceptions of the dynamics of code-switching and bilingual identity, in the bilingual context in Wales is complex, with a range of views varying from active use of code-switching to the beginnings of implementing incidental Welsh. It has revealed that there may be widespread/some pedagogic uncertainty about the role of the first language in the second language classroom and the role of teachers' code-switching in relation to scaffolding pupil learning.

Indeed secondary English teachers in Wales may be actively encouraged to minimize the use of L1. In which case the secondary teacher needs to use code-switching responsibly (Garcia, 2001) and be clear about the purpose,

intention and outcome of its use. The study has made a marked contribution to the 'multilingual turn' debate (Meier, 2010a, May 2013), by exploring the actual dichotomy between teachers' beliefs and their reflections about what they actually do in the classroom to promote learning in bilingual contexts.

The range of evidence from interviews and reflective logs indicate interesting trends in teachers' perceptions, which mirror the findings in previous research studies in relation to the 4 main research questions:

RQ1: What perceptions does a specific group of bilingual teachers have about their code-switching in their English classrooms in Wales?

RQ2: To what extent and in what ways does this group of teachers experience a change of perceptions as a result of the research process ?

RQ3: What code-switching practices does this group of teachers employ in their English classrooms?

RQ4: In what ways can code-switching be used in an English classroom in Wales according to this group of teachers?

5.2. Teacher perceptions of codeswitching (RQ1)

This section discusses the first research question. The interview data revealed that all 6 teachers were able to define code-switching and their perceptions varied according to their experience and the composition of the classes they taught. Some teachers were ill at ease with language policy, which was evident in their lack of consistency between perceptions and actual classroom practice. Also, several teachers had very little awareness of code-switching before they became research participants. They were referring to code-switching in various ways, which replicates studies by Cook (2001) and Heller & Martin-Jones (2001). Five out of the six teachers stated that they had no previous experience of code-switching as a phenomenon and only one

teacher remembers of being made aware of code-switching during her initial teacher training course. This in itself is a significant inductive finding, and I will return to this at different points in this section. Also it highlights the importance of research as a consciousness-raising tool. Many teachers in the pilot study showed little awareness, which then seemed to grow over the period of the main study, thereby justifying the rationale for the research project. I will now discuss the four dimensions identified in relation to teacher perceptions of code-switching.

5.2.1. Own Awareness of CS

My study indicates a continuum of perceptions about the role and frequency of their own code-switching in class: from much to a little code-switching in the language classroom. This is echoed in the literature, which includes a variety of definitions of code switching: Myers – Scotton (1993) Milroy and Muysken (1995), Baetens Bearsdmore (2003, 2004), Deuchar & Quay, S (2000) and Deuchar & Vihman (2005).

Initially, during the early stages of the research study teachers were adamant about keeping languages separate. The reasons for this monolingual approach are based on beliefs about L2 exposure and the notion that languages should be kept separate in the learner's mind. My study confirms Macaro's (2001) findings that little code-switching was used by teachers. The main functions for code-switching reported by Macaro (1997) were: giving instructions for activities; checking comprehension; giving individual comments, giving feedback and maintaining discipline). In accordance with previous studies I confirm that procedural instructions for activities figured prominently in teachers' perceptions about how they used code-switching. Also Teacher 2 in particular, allowed the influence of departmental language policy to override personal beliefs based on practice. This reason is also given in the literature (Macaro, 2001). There was an uneasiness about switching languages as it was felt that this would affect comprehension based on misconceptions about the linguistic abilities of pupils transferring from primary to secondary schools. Thus for several teachers target language competence

(in English) was an overriding concern in meeting the competencies for language and appeared to be the main consideration when avoiding the use of code-switching.

5.2.2 Awareness of others' code-switching.

The findings suggest that there seemed to be a strong awareness of others' code-switching in my discussions with Teacher 1 and Teacher 2. Both stated that they were aware of their pupils' use of code-switching in class and individual teachers' perceptions about the role of the L1 within the English lesson as the research study progressed, but the exposure to code-switching depended on the perceptions of the individual teachers (Zentella, 1981; Camilleri, 1994 and Martin-Jones, 1995).

My findings showed that if teachers did use code-switching, it seemed to be an individual decision and was not dependent on guidance or mentoring from other members of staff.

5.2.3 Feelings about CS

The teachers in my study referred to emotions related to code-switching: lack of confidence in code-switching or in Welsh and solidarity with others. Several teachers in my study felt that it was permissible to code-switch during English lessons, but that code-switching during Welsh lessons was not encouraged. The results from the interview data suggest that the experience and confidence of the teacher play a crucial role in their use or avoidance of code-switching. Some teachers appeared frustrated in their lack of autonomy related to language allocation and they were dealing with negative feelings about the distribution of languages on a daily basis. From a teacher's perspective it was evident that there were hindrances to the use of L1 and several teachers felt isolated and undervalued in terms of their ability and desire to conduct lessons bilingually. The catchment area was deemed to be a deciding factor as when teaching in a bilingual school in a predominantly Welsh-speaking area, Welsh usage came more naturally i.e. it was not questioned by the senior staff or other pupils.

When questioned about learning subject matter in Welsh there were a variety of responses. For the least confident code-switcher, Teacher 3, the tolerance of Welsh was seen to be a deliberate policy choice, only when the pupils were 'off timetable'. This appeared to be a very artificial setting to promote Welsh, but did in fact encourage this particular teacher to feel more confident in helping pupils with Welsh and provided her with a rare opportunity to gain some mentoring and language tuition from a colleague. This teacher's perceptions of her use of code-switching were governed by her lack of confidence when speaking Welsh and her adherence to the school language policy which encouraged 'incidental Welsh' rather than overt bilingual teaching.

Teacher 3's reluctance to use code-switching is based on insecurity about her capabilities in Welsh. Teachers who have balanced bilingualism are a rarity and the dearth of CPD (Continuing Professional Development) in this area will be commented upon in the conclusion chapter. The varying perceptions of code-switching are based on strong feelings of solidarity towards or feelings of isolation from the Welsh language. Not being encouraged by specific language policy or senior staff offers a possible explanation for these polarised positions, which were exhibited in the interview data.

This insecurity about the ability to use Welsh is countered by other teachers' rather ambivalent perception of the need to practise English and this then develops into the problem of linguistic transfer from L1 to L2. Several teachers were tolerant of the use of terminology in Welsh, but felt insecure about the level of code-switching which could be tolerated and uncertain about the methodology for using languages concurrently in the teaching. This was evident in their comments about being restricted in their knowledge and in one instance, Teacher 5 felt that incorporating too much Welsh into the curriculum would restrict employment opportunities. There was a gradual shift in opinion about the value of code-switching in the responses from Teacher 3 and Teacher 5 over the course of the research period. The insecurity and lack of confidence mentioned by teachers 3 and 5 relates to previous research by

Dornyei, (2001) and MacIntyre, MacMaster and Baker (2001) which included empirical confirmation of the salience of the process aspect of L2 motivation.

5.2.4 Teacher Identity

All six teachers indicated that code-switching was related to identity. In all the main data (reflective logs and interviews), identity issues were an important part of the teachers' perceptions of the dynamics of code-switching in the bilingual context in Wales. In the literature, specific teaching beliefs, teaching practices and identity influence the propensity towards code-switching. The process of identity formation is constantly evolving (Coldron and Smith, 1999) often with some struggle and there are many factors which influence professional identity, such as dealing with educational change (Beijaard et al, 2000). The complexity of the formation of teacher identity has been examined in detail in previous studies, such as the work of Connelly and Clandinin (1985, 1990, 1995, 2000) and Clandinin and Connelly, (1987, 1996, 2000) which has been influential in demonstrating that through stories or narratives, teachers are able to create and recreate their professional identity through reference to the 'landscapes' in which they live and work. Linguistic and cultural identity (Nagatomo, 2012), is also an important issue for professional identity in contexts where non-native English speaking teachers generally share a common language with their students.

My findings are similar to the other studies, (Turnbull, 2001, Pemberton, 2011) but in addition, I have, through the research process, enabled the participants to develop a narrative about their code-switching practice and teacher identity.

The teachers in this study felt that it was natural for pupils to turn to speaking Welsh during the English lesson as this was part of their cultural heritage and bilingual identity. Indeed the curriculum encouraged teachers to develop pupils' understanding of the '*Cwricwlwm Cymreig*' (The Welsh dimension of the Curriculum). All six teachers in the sample felt that it was good for students to maintain their native culture and identity. Many teachers were enthusiastic about the Welsh dimension and had specifically tailored units of work to meet the cultural needs of bilingual pupils. The data in the current

study indicate that the relationship between the two languages and the dual identity of both teachers and pupils is an important aspect of the inter-cultural awareness required to teach in bilingual settings. This has important implications for initial teacher training. There are studies which examine the social and intercultural benefits of bilingual education (Byram & Risager, 1999) and more recently Meier (2010).

The data indicate that there are several socio-political factors having a marked impact on teachers' sensitivities towards English in Welsh – English bilingual settings. Historically, there are aspects of patriotism towards the Welsh language, which relegate English to the status of the language of the aggressor. This is a situation not unlike the Basque Country where English is seen as a 'brokering' language between Euskara (Basque) and Spanish (Barnes and Inaki, 2012). For Teacher 1, the role of the teacher is prominent in developing intercultural awareness and aspects of biculturalism are encountered on a daily basis. Teacher 1 and 2 emphasise their solidarity with their pupils' identity and negotiate meaning through a series of carefully orchestrated discussions with their pupils about the importance of being bilingual and 'bicultural' (Baker, 2006). Interestingly, both teachers have been through a similar bilingual education system, which has obviously had an impact on the level of ownership they feel for the cultural aspects of their teaching. As a conclusion, this can be seen as potentially hinting that a bilingual education offers confidence and security to teachers and they then pass this on to their students, therefore it is mutually beneficial to all sides and the issue of English as 'aggressor' is diffused, because confidence replaces insecurity and bilingual/bicultural identity functions to combine two equals (Saville-Troike, 1978).

The ability to empathise with pupils appears to be a common perception amongst several teachers (T1, T2, T4, T5 and T6). A good relationship with the learner is paramount for these teachers, especially when dealing with bilingual classrooms. In other contexts, pupils have been known to experience a sense of disorientation known in the literature as a state of 'anomie' or 'feelings of social uncertainty or dissatisfaction' when becoming more proficient in the second language (Durkheim 1964, Lambert 1972 in Block

2007), which can sometimes lead to apprehension about second language learning. Teacher 2, in particular recounts her memories of being confused by new vocabulary.

The idea of reclaiming aspects of identity, through using two languages, is one which appears in many sociolinguistic research studies (Trudgill 1994, Fishman 2010). Strategic identification with a language or language variety reflects both intragroup and intergroup dynamics (Coulmas, 2013). Thus, my study strengthens these studies, by encouraging teachers to articulate their concerns about 'belonging' and alienation from the received wisdom.

Several teachers revealed their respect for the Welsh language and their pride in being Welsh. Sadly, some teachers felt restricted and almost 'foreign' in their own departments. There were obvious tensions between what the teacher felt was right for the pupils and the received wisdom from some members of the senior management. Several teachers felt that they needed to ask permission to affirm pupils' identity by speaking Welsh in an English lesson. This is fairly astounding in the 21st century. There was a perceived lack of confidence in pupils transferring from primary to secondary in terms of not having sufficient competence in English. This idea in turn appears to have led to an over-insistence on an English-only policy for the English departments in several schools. There are underlying tensions in terms of the utilitarian value of Welsh reported by one teacher (Williams and Morris, 2000).

Interestingly, there is an assumption that because pupils have learnt Welsh they will be speaking Welsh throughout the remainder of their lives. Teacher 3's comments call this assumption into question as she reports that her parents didn't speak Welsh even though they were from Wales. Language decay and even language death is a prominent part of the final section of Teacher 3's second interview. She becomes quite defensive about the Welsh language and the prominence of Welsh, although curiously she refers to Welsh being spoken in 'villages in mid Wales, inner Wales'. According to Crystal (1999:59): 'the old language, formerly a source of shame, comes to be seen as a source of identity and pride.'

The evidence suggests that bilingual Welsh-English children will make greater progress in English if they know that their knowledge of the mother tongue is valued. Having books in the classroom that reflect a variety of cultural contexts, including those that relate to children's family backgrounds, is important and can enable children to use knowledge that might otherwise be ignored. It has been shown elsewhere that books in children's home/community languages are an important resource for the classroom (Edwards 1988, 2005). Children can see that reading is not only reading in English, but also about reading in the language that they and their family speak.

Edwards and Newcombe Pritchard (2006: 5) illustrate the centrality of parents to bilingual education:

Because myths about bilingualism are so prevalent, parents are often plagued with doubt (Goodz, 1994). They mistakenly believe that early exposure to two languages will result in confusion; they may also worry about what will happen when a child arrives in school with little or no knowledge of English. When the minority language is in competition with an international language like English, the decision to use another language in the home is particularly difficult.

(Edwards and Newcombe Pritchard 2006: 5).

These 'myths about bilingualism' are evident not only in parental discourse, but also appear to permeate the discourse of the school in terms of cultural and linguistic diversity. Several teachers in the study referred to the cultural needs of pupils in secondary education.

Having a sense of Welsh identity was further reinforced by Teacher 4. She felt that it was important that pupils maintained their Welsh culture. This personal sense of Welsh identity was encouraged by class discussion about citizenship and Teacher 4 was aware of the association between language and friendship groupings. Being able to empathise with the learners was a positive outcome from the interview data, as several of the participants (4) mentioned trying to understand the specific linguistic needs of their pupils.

5.3 Change of teacher perceptions through research (RQ2)

Interestingly, from the interview data, I can identify a change in teachers' perceptions as a result of the research process. Thus, in answer to RQ1, I argue that bilingual teachers in Wales seem to become more sensitive of their own and others' CS when given an opportunity and structure for reflection. Furthermore, confidence in their own bilingualism and bilingual identity seem to play an important role in their practice. Indeed the latter two may be linked. This study offers the idea that there may be further possibilities for responsible use of code-switching. During this process, they were encouraged to think about issues related to code-switching and several teachers in the study began to notice more instances of code-switching. By the second interview several teachers had reflected on the possible opportunities for using code-switching dynamically. One of the key outcomes of this study was raising awareness of the dynamic use of code-switching and the opportunities offered by bilingual teaching. The focus on monolingual, direct method teaching appears to have shifted during the period of the research process to make way for a more sensitive bilingual pedagogy.

Teacher 3 is a good illustration of this, as she was very negative at the outset of the study about the value of code-switching, but gradually there was a shift in her openness to experiment with code-switching and the possibility of using incidental Welsh. This may seem a small change, but it was reassuring to note a miniscule shift in awareness and understanding of the value of operating in both languages. This supports the idea that teacher knowledge is 'practical and experiential' (Borg and Burns 1999, 2008).

Teacher 5 in particular experienced a change in attitude towards code-switching, but her enthusiasm was curbed because of her perceived lack of self-confidence and willingness to experiment as part of her teaching. Teacher 6 was aware of not wanting to hinder Welsh speakers in her class, but her primary teaching focus was to immerse pupils in the target language and it would have been very interesting to determine whether this remained the

same throughout the research period, but unfortunately she declined to continue with the research.

In answer to RQ2, I argue that the research I conducted was not objective in the way that it left the research participants untouched, but in contrast it acted as a CPD opportunity for them to reflect on their practice. Perhaps teachers should be encouraged, and given time, to participate in research, as this may benefit reflection on their practice. With this comes arguably a great ethical responsibility of the researcher towards their participants.

5.3.1 Code-switching Practice in the English classroom (RQ3)

This section is concerned with the perceived or reported code-switching practices adopted by teachers.

5.3.2 Code-switching practice

The data indicates that teachers used code-switching as a tool for clarifying key points in the learning. This use of code-switching to 'amplify the teaching point', was found also in data from Malta (Camilleri, 1994) and New York (Zentella, 1981) observed and recorded a variety of events in two bilingual classes in New York. The focus of her analysis was IRF (Initiation-Response-Feedback) sequences in teacher-pupil interaction. It was discovered that the extent to which code-switching between English and another language occurred was influenced by factors such as (a) the degree of fluency in English that members of a particular class have achieved; (b) the bilingual competence of teachers (c) the specific teaching goals of teachers and crucially (d) the attitudes of both children and teachers to the practice of code-switching and to the languages involved. Looking at Zentella's findings together with my findings, strengthens the idea that teacher confidence and code-switching may be closely linked.

The data from the interviews and reflective logs in this study suggested that it was a priority for teachers to enhance the learning experience by 'scaffolding'

the learning, showing awareness of pedagogic theories (Bruner, 1990), whilst creating autonomous learning experiences and complying with the requirements of the syllabus, which involved the maximisation of target language use. Thus, the participants indicated a deep understanding of the learning context as well as the specific differentiated needs of individuals in the class. From this follows, that if the teachers had more support with trialling new methods and time to develop action research based on their own practice, then potentially many of these aims would be supported or at least there would be an opportunity to develop communities of practice to reflect on the maximisation of potential bilingual strategies to meet pedagogic ends. The promotion of such teacher research would be one way of addressing the criticism voiced in the Furlong (2015) report, urging to increase pedagogical research capacity in Wales.

2015 sees the publication of the Furlong report on the future of Initial Teacher Education and training in Wales. One of the main criticisms of the report was:

An urgent need in Wales for capacity in pedagogical research; a need that will become even more pressing if the recommendations of the Donaldson Review (2015) are accepted. Developing research on teaching, learning and assessment, especially from a subject perspective... would be particularly valuable in supporting teacher education.' Furlong (2015: 33)

Teachers reported that they were using incidental code-switching, for example greetings, giving instructions and asking questions. However, other instances where code-switching was used included 'building relationships with the learners' (Teacher 6) and explanation during spelling activities (Teacher 2). Cook (2001) suggests that ways of using the L1 in the classroom should be distinguished. The first being for presenting meaning for example when students need the meaning of a new word or grammatical structure, they may be able to access it through translation or through explanation in the L1 by the teacher. The other main use of the L1 according to Cook is for communication during classroom activities:

From a multi-competence perspective, all teaching activities are *cross-lingual* in the sense of Stern (1992); the difference among activities is whether the L1 is visible or invisible, not whether it is present or altogether absent. (Cook, 2001: 202)

The current study provides further evidence of the artificial separation of languages, which has been prevalent in so much TESOL, as it seems also in Wales. Teachers in this study seem to have acquired the implicit message that pupils should aim at target language use, which is completely unrelated to L1, something which is virtually impossible to achieve and denies their status as L2 users and bilinguals. Some teachers did regard L1 as a positive factor, along the line of Cook (2001) and Stern (1992). Through the research process, some teachers came to accept mixed languages in their classrooms, echoing the findings of Lucas and Katz (1994), who also found in the US that the case for the use of the native language was so compelling that it emerged even when policies and assumptions mitigated against its use, however reluctant teachers were in the initial stages, which is in line with Giauque & Ely's finding (1990). Giauque and Ely (1990) refer to the importance of using cognates and code-switching in bilingual instruction as well as foreign language teaching (as cited in Jacobson and Faltis, 199:174).

5.3.3 Reasons for Code-switching.

There were reasons for and against code-switching, which I will both address in this section.

Previous studies have suggested that one of the main reasons for code-switching is the lack of knowledge concerning vocabulary (Berg, 2013:12), which may be linked to linguistic confidence as discussed under 5.2.3). In this study the main reason for using code-switching reported by teachers was that it was considered part of the pupils' linguistic repertoire and that pupils have a right to express themselves in their native language. Thus, my findings resonate with the argument that the use of L1 in school is a right (Skutnabb-Kangas, 2010, 2013).

Also, when introducing a new topic it was felt that explaining the task in the L1 was useful. Interestingly, the more experienced teachers appeared to be more confident in diverting from school policy, but they were still hesitant about the issue of language allocation. One possible reason for this hesitancy may be that they were nervous about the learning outcomes being achieved successfully in the aftermath of PISA and were conscious that much of the teaching was target driven. They felt that they had to maximise exposure to the target language and they were driven by the need to produce results. There are a number of potential dilemmas facing educators, stemming from a centrally controlled pedagogy, which challenge the potential for creativity. Confidence is a recurring theme in my study.

Teachers reported that there was deliberate use of code-switching in terms of reinforcing spelling patterns. Teacher 2, in particular, recounted her interest in accelerated learning strategies. This appeared to be a deliberate policy on her part and was reiterated several times including detailed observation from the pilot study.

Teacher 4 was concerned to minimise the use of code-switching, but she did admit to using elements of code-switching for dealing with pastoral care matters. This element of self-regulation (Foucault, 1980), partly due to conditioning and school policy, has been discussed in the results. However, I would like to elaborate further here.

The relationship between entrenched beliefs and the linguistic system has been examined previously (Seargeant 2009). The results of my study suggest that there may be an inter-dependency between patterns of entrenched beliefs such as the monolingual bias in SLA theory and the nature of teacher discourse itself being controlled and self-monitored. The initial findings of this study will help address more concrete future application of Foucault's work to educational research. (see Theoretical Framework chapter 2)

In response to answer to RQ3, it appears that teachers use code-switching mainly for utilitarian purposes e.g. supporting spelling instruction, giving instructions and magnifying the teaching point, but also there is reference to

being aware of the potential for code-switching to be used to express solidarity with pupils' bilingual identity and engage learners.

5.4: Ways of code-switching (RQ4)

Interestingly, there is a dichotomy between what teachers are advocating as being positive strategies for code-switching in the classroom and then there appears to be an apparent reluctance to follow through and implement this ideology in practice. There must be other constraints and discourses which are having an impact on the way teachers behave in reality. Are teachers being coerced into thinking that the languages need to be allocated separately because this has been the policy from a different era espoused by Dodson's Bilingual Method and given credence by several key researchers in the SLA camp (give examples) who have had a considerable influence on a whole generation of teacher educators

5.5. Some of the factors influencing language separation:

There has been considerable research in the USA on sheltered instruction and the use of L1 in the classroom. In the US context English Language Learners (ELLs) are the fastest growing group of students in schools and need to be considered in all kinds of content classrooms. Lindholm-Leary (2001) in her study of dual Language education, found high language motivations, which were consistent between different backgrounds (Meier, 2010: 88).

The SIOP (Sheltered Instruction Observation Protocol) model of comprehensible input (Krashen) addresses these issues and among other areas, advocates the use of L1 systematically as a tool to alleviate stress, anxiety and comprehension difficulties for ELLs. The SIOP model is a research-based model of sheltered instruction, which has been successfully used across the US for over 15 years as an exemplar for language integration.

5.5.1 Ways of Code-switching.

Given the considerable range in practice of code-switching found in this study and in previous studies (Macaro, 2001) it seems evident that future research needs to establish a principle for code-switching by understanding its functions and consequences. A framework which identifies parameters for code-switching of L2 /L1 use is required.

The SIOP (2013) offers a huge range of research studies that address the issues raised in my study. In the US, content teachers in particular may have no language background, but need to scaffold classes in language terms. This model offers ways to achieve this including integrating L1 if there are sufficient speakers or if the teacher speaks a shared language. This contradicts the long held belief that L1 should not be included in English classes. Obviously this approach requires differentiation and critical assessment of the specific needs of the classroom.

5.6 The Multilingual Turn in Pedagogy and Practice.

A recent publication by Conteh and Meier, concerning ‘the Multilingual Turn’ (2014: 295), suggests that multilingual teaching has arrived, but that there are still challenges for teacher education:

‘Some teachers are already embracing the possibilities of developing multilingual pedagogies. But many teachers struggle with the idea of legitimising multilingualism in their classrooms. Often, this is because they have had little opportunity to reflect on this during their teacher education, and to develop appropriate teaching strategies. Even if sympathetic to the idea, they often do not feel empowered or qualified to bring a more multilingually informed approach to their classrooms.’

Researchers and practitioners need to collaborate as equal partners in research in order to generate authentic data, which reveal the complexity of classroom activity, situated in richly described contexts. Practitioners need to be empowered to engage in analysing their own practice, developing the

professional knowledge and self-confidence to construct their own pedagogies to promote pupils' success.

The question remains: What changes might be needed in the traditional roles and relationships between teacher and learners, and in the development of policy and curricula to facilitate the changes suggested?

There are several theoretical frameworks which prove insightful and helpful for understanding learning in multilingual contexts. Bronfenbrenner (1979) refers to ecological perspectives on learning and Gonzalez et al (2005) refer to the concept of 'funds of knowledge', in order to provide a context for younger learners.

Reciprocity between teacher and learners and the role of identity which is 'produced and legitimised in discourse and social interaction' (Blackledge and Creese, 2010) is emphasised. According to Cummins (2001) 'maximum identity investment' is important for academic success.

5.7 Summary

This chapter has answered the research questions by offering an analysis of the data collected from each of the six case study schools. This thesis explored the perceptions of a specific group of teachers about their code-switching in their English classrooms in Wales and examined to what extent and in what ways this group of teachers experience a change of perceptions as a result of the research process.

There seem to be several important findings linked to beliefs, practice and research:

- Confidence is linked to code-switching;
- Identity is linked to code-switching (perhaps confidence and identity are linked – further needed research perhaps);

- Codeswitching can be used ‘ responsibly’ as pedagogy;
- Research enables structured reflection that can promote change.

In the following final chapter, I will include further conclusions and my recommendations for further work in this area. Additionally, I will outline some limitations of the current study as well as my own position as researcher.

Chapter 6: Conclusions, recommendations and limitations.

Chapter 6: Conclusion

6.1. Introduction

In this final chapter implications for practice and research, based on the results of this research and information obtained from the literature review, will be presented and discussed. There will be suggestions for further research included in the final section of the chapter, a brief discussion of the limitations of the study and a reflection on the role of the researcher.

6.2. Recommendations for practice

The aim of the original research was to explore teachers' perceptions of the dynamics of code-switching within a small sample of schools in Wales. The main aim was to extend existing knowledge by exploring teachers' perceptions of code-switching, whilst raising awareness of the benefits of code-switching in general. I have also identified issues for further research. The current situation was investigated and has added weight to existing research with similar findings.

I consider this research project to have been successful as I have expanded my own knowledge of the field and in creating and carrying out the project, I reflected on my own educational experience with code-switching as well as uncovering hitherto unconscious attitudes I myself had towards code-switching.

Furthermore, my interaction and interview process with the interviewees allowed both the teachers in the study and myself as a teacher-educator and researcher to further examine and reflect on their own and my own perceptions pertaining to code-switching issues. My knowledge of the dynamics of code-switching and bilingual identity was increased and current perceptions explored in detail.

Although research into language allocation in Wales has increased (Lewis Jones and Baker 2013; Jones and Lewis 2014, Thomas 2014) and code-switching is becoming more acceptable as a research topic for academics (Myers Scotten 1993, Deuchar 2006) it is important that this evidence is updated to include evidence from the bilingual classroom. The information gained from this research adds to the existing research that is relevant to practice and policy in Wales, as they could inform teacher education and the understanding of teacher identities in Wales.

6.2.1. The contribution of this study to teacher education and identity studies:

This study is vitally important, because as well as offering insights into the professional lives of teachers of English working in bilingual settings in Wales it also focuses on teachers' perceptions of their beliefs and practices . The study also provides an indication of teachers' professional needs. Considering the importance of secondary education in implementing bilingual policy in Wales, there are several pedagogical implications that could be considered in further research, namely developing a pedagogy that builds on fluid language practices and research into the strategies we can use to develop translanguaging.

Newly-qualified teachers could also benefit from in-service or continued professional development (CPD) initiatives that are aimed at teaching English in bilingual settings. The Welsh government has set itself many targets in terms of raising levels of literacy in English and Welsh in accordance with the latest PISA data. There are still major improvements required in the continuing professional development of teachers.

As for the pre-service, initial teacher training programmes, there is still a dichotomy between theory and practice. It has been argued that there should be opportunities for trainees to explore their beliefs in relation to linguistic and

pedagogical theories. My study seems to show that teacher beliefs and hence practices can change based on structured reflection, such as through research. (Burns 1992, Woods 1997, Borg 2003). The teachers' reflections indicate that we need to think about the adjustments teachers need to make to draw on learners' full resources. Academic interaction between tutor and student involves more than a simple transaction of knowledge (Benwell (2002: 450), rather it involves a subtle negotiation of a range of sometimes conflicting identities within the social and cultural context of the classroom.

Creating a professional discourse, within teacher education programmes which embraces the practices and beliefs of English teachers in Welsh bilingual schools could help raise the status of English teaching, which is often regarded as the language of oppression. The greatest value of this study lies in providing a vehicle for teachers to self-reflect and share their teaching aspirations in a empowering, safe environment. As one teacher put it after the initial face-to-face interview: 'That's the first time anyone's ever asked me how I teach since I qualified.' It is essential to examine the teaching practices of teachers and the reality of what happens behind closed doors, which is often a microcosm of a multilingual society itself. In order to facilitate teacher cognition we need to provide a structure for reflection and discussion. The traditional notion of bilingualism suggests that there has been a tendency to regard languages as two separate linguistic codes or 'solitudes' in the speaker's mind, whereas the Linguistic Interdependence Hypothesis (Cummins 1978, 2002) argues that certain first language knowledge can be positively transferred during the process of second language acquisition. The common underlying proficiency makes possible the transfer of cognitive/academic or literacy-related proficiency from one language to another: including conceptual elements; meta-linguistic strategies; pragmatic aspects of language; language awareness e.g the meaning of 'photo' in photosynthesis and phonological awareness (Cummins, 2005).

When teachers engage in pedagogical tasks there is so much at stake:

'The classroom becomes a site for the skilful negotiation of identities, roles, values and group membership which is a complex discursive strategy used in everyday life by competent bilingual speakers.' Canagarajah (1999:142)

This process of negotiation refers to different aspects of a larger identity and we 'adopt different subject positions in our moment-to-moment stream of discourse' (Block, 2003:81).

6.3 Limitations of the research

As a result of the small sample size, the limitations of the interview schedule and the lack of data from the pupils themselves, it must be acknowledged that, despite some interesting and relevant results, these cannot be generalised to the teaching population in Wales as a whole. Furthermore, the information gained from this research is only from the teachers' point of view at one timeframe and depends on the bilingual awareness and ability to reflect of the respondents. The analysis of this research is limited by the researcher's methods of classification and subjective interpretation. Perhaps a mixed methods research project would have captured the extent of the wider issues (Creswell, 1998) ; Gorad and Taylor (2004).

6.3.1 Reflexivity and the role of the researcher

Academic research has often been regarded as an impersonal pursuit: researchers have to be objective and avoid subjectivity at all costs. However, as the research progressed I realised that by engaging in the research transparently, I could open up the possibility of learning more about the topic in greater depth. As Etherington (2004) suggests:

'This becomes a personal journey, and it was the stories of these journeys that I hoped to capture - my own and those of others.'
(Etherington, 2004:25).

As we record teachers' narratives, the process encourages us to articulate

them to ourselves and give them voice. I am changed by the testimonies of others and encouraged to make sense of my own. Many of the issues and experiences recounting bilingual identity resonated with my own bilingual lived experience (Bruner 1990; Frank 1995).

Knowledge is intrinsically connected with power and can often be used to oppress (Foucault 1980), especially when the knowledge is withheld or when there is an unequal relationship between researcher and researched. In my case I was researching my former PGCE students and at the outset of the study my relationship with them was based on tutor and trainee, although they had at least two years experience as practising teachers. Even the phrase 'my students' is loaded as it assumes a prior relationship based on teacher educator and trainee teacher. Feminist approaches encourage us to be transparent disregarding the mantle of authority as a way of redistributing the balance of power. The main focus of my practice as a researcher has been one of encouraging participants to become agents in their own lives.

It is evident that different researchers have different definitions of reflexivity, from awareness of subjective bias to a means of constructing a bridge between research and practice (Etherington 2000). Throughout this study I have been conscious of feminist sensibilities, reflexivity being the cornerstone of feminist practitioner based research (Charmaz, 2006).

Reflexivity is integrated into the research process, reminding us to be mindful of the ideology, culture and politics of those we study. It involves acknowledging how our own experiences and contexts (which might be fluid and changing) inform the process and outcomes of inquiry. 'If we can be aware of how our own thoughts, feelings, culture, environment and social and personal history inform us as we dialogue with participants, transcribe their conversations with us and write our representations of the work, then perhaps we can come close to the rigour that is required of good qualitative research.' (Etherington 2004:32).

In chapter 3, I acknowledged that my style of interviewing was dialogic. And

the reader may have noted that, I was almost apologetic about this admission, but in fact I have come to learn through the research process that this is inevitable in qualitative research. We inevitably influence the kind of data collected, and 'assist in co-creating and shaping meanings when reflexively responding to our participants.' (Etherington, 2004: 33). However, we need to bear this in mind when it comes to interpreting the findings.

Reflexivity in qualitative research adds vitality and rigour in research by providing information about the gaps and spaces and the contexts in which data is collected. One of the main insights gained from this research study is that it has encouraged me to avoid screening things out and engage with the participants to determine how they interact with their narratives and how I interact with mine.

6.4 Recommendations for further research

In order to gain a more representative view of the issues, further interviews with a wider sample of teachers and especially the integration of the pupils' experiences and perceptions would greatly improve research in this area by enabling more in-depth exploration of the research questions in depth. Due to time constraints, this, however, was beyond the scope of this study.

Ideally, a longitudinal study of the teachers from this research would achieve further insight into the long-term perceptions of code-switching and bilingual teaching. It would be interesting to ascertain whether these teachers continue to use code-switching and the reasons for continuing or for ceasing to code-switching during English lessons.

If teachers feel a reluctance to use code-switching when it appears to contradict language policy and guidance from SLA research, then as alluded to in the literature review, (Baker 2013; Jones and Lewis 2014), more research could be carried out on the language allocation within lessons and how teachers could be trained to deal with the complexities of the language classroom. This is where the SIOPS model (see page 167) from the US could

be usefully integrated into bilingual classrooms in Wales as a means to broaden the perspectives of language teaching and offer a methodology for integrating second language learners into bilingual settings.

6.5 Implications for policy and practice

I would suggest the following as possible areas for improvement:

Despite the fact that bilingual education is increasing in popularity, there is no clear policy or guidance about the responsible use of code-switching. Awareness of the dynamics of code-switching within a single lesson could be increased at an earlier stage in teacher education.

From the literature review and this research it appears that there is still some uncertainty among teachers about the role of the first language within second language learning. It is important to increase awareness of key personnel within schools about the benefits of multilingual teaching and the insights from SLA research.

It appears that teachers are engaging with the social and intercultural benefits of bilingual education. However, many teachers could still benefit from more support from their senior management team, both financially and professionally to understand the reality of teaching in bilingual settings.

As evident from the review of the research and this research code-switching has many benefits. Every effort should be made to reduce the stigma around the use of Welsh within English teaching. Code-switching can work for the mutual benefit of both pupils and teachers and have a profound effect on one's sense of identity and self-esteem, if used within the framework of 'responsible code-switching'.

This study has emphasised the importance of being aware of teachers' perceptions and the varying levels of confidence of each individual teacher and the effect this has on teaching and learning.

There are many lessons that we can learn from other countries in Europe, Canada and beyond. However, we are reaping the benefits of 40 years of educational research into the cognitive benefits of bilingualism and Wales has many ideas to offer other countries who are engaged in exploring the intercultural benefits of bilingual education.

However, even from conducting a small-scale research study such as this, the complexity of policy and the issues surrounding it have become evident. Ensuring each child's welfare both socially and educationally is a very complex task to which there are no easy answers. Whether a teacher chooses to favour the use of code-switching is the choice for each individual teacher, but it is essential that those in senior management base the implementation of policy on research-based evidence.

Forde et al, citing Day (2005: 576) write:

'The challenge for policy makers is to create contexts in which teachers can make connections between the priorities of the school and their individual, personal, professional and collective identity.'

It is time for bilingual education policy to move in a different direction, to drive forward a model of teacher professionalism that could lead to more fulfilling linguistic experiences for both pupils and their teachers, for this we need however a reliable framework for responsible code-switching.

The ongoing debate regarding heteroglossia in practice has long been recognised. Creese and Blackledge (2010:113) describe a flexible bilingual approach to language teaching and learning in Chinese and Gujarati community language schools in the UK and argue for the release from monolingual instructional approaches by advocating teaching bilingual pupils

using bilingual instructional strategies, in which two or more languages are used alongside each other. Teachers 'use their languages for different functional goals such as narration and explanation' (Creese and Blackledge 2010: 113). This approach has long been valued (Di Camilla and Anton (1997) and describes the interdependence of skills and knowledge across languages, thus reactivating the approach advocated by Contrastive Analysis: the theoretical question of why languages differ the way they do (James et al.) in the 1980s. The early aspirations of contrastive analysis proved to be too ambitious as the predictions were thought to be unreliable, although some of the assumptions remain viable.

6.6 Summary

This chapter has drawn together the main conclusions from this study with a brief summary of the aims of the research and its limitations. Recommendations for further research include focus group interviews with pupils and longitudinal research on the teachers from this study. Personal implications for practice for the researcher include increasing awareness of the importance of the bilingual identity of teachers and pupils in our schools and its impact on second language learning.

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Appendices

Appendix 1: Interview schedule

Appendix 2: Ethical approval certificate

Appendix 3: Reflection guidelines

Appendix 4: Expert interview response

Appendix 5: Reflective journal entries

Appendix 6A: Example of initial coded interview

Appendix 6B: Example of final coded interview

Appendix 7 : Interview from pilot study

Appendix 8 : Letter of consent.

Appendix 9 : Initial themes.

Appendix 10: Tables of results from thematic analysis

Appendix 11 : Abbreviations

Appendix 1: Interview Schedule

Interview schedule: An investigation of the role of students' first language in the bilingual classroom.

1. Do you believe that learning subject matter in the first language helps second language learners learn subject better when he/she studies them in English?
2. Do you believe that if students develop literacy in the first language, it will facilitate the development of reading and writing in English?
3. Do you believe that it is good for students to maintain their native culture as well as English culture?
4. Do you believe that if a second language learner is in an English only class he/she will learn English better?
5. What is the role for L1 in the classroom? For the teacher? For the pupils?
6. Should pupils be allowed to use L1 freely in the classroom?
7. Do you think that pupils translating for each other is a useful tool in the classroom?
8. Do you think discussing tasks in L1 is a useful strategy in the classroom?
9. Is it best to keep English and Welsh separately in the classroom?
10. How well do pupils cope in a classroom where Welsh and English are used for teaching



Graduate School of Education

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Your student no: 580044137

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Certificate of ethical research approval

Your student no: 580044137

Title of your project: NARRATIVE INQUIRY IN TESOL: THE EXPERIENCE OF TEACHERS' CODE-SWITCHING IN BILINGUAL CLASSROOMS.

Brief description of your research project:

This study will explore the code-switching patterns employed by teachers in bilingual classrooms in Wales. Six bilingual teachers will be observed and then interviewed about their code-switching practices and how they use code-switching to support their learning objectives. Teachers will be interviewed about their code-switching practices and complete a reflective journal based on short analyses of classroom activities. The main focus is to explore how and when code-switching occurs.

The use of the first language in language teaching has been viewed negatively for several reasons. Translation was perceived as being particularly negative in language teaching theory, partly for pedagogic and cognitive reasons and partly practical. However, there has been very little research or serious argument to justify these beliefs (Cook, 2010). I want to investigate teachers' beliefs and practices about the use of the first language in the classroom as it may offer an insight into the reasons why code-switching has been ignored by movements such as second language acquisition theory (SLA) and communicative language teaching (CLT).

The following initial questions form the focus of the thesis:

Preliminary question: What is code-switching? (Milroy and Muysken 1995:7)

1. Why does code-switching occur in the classroom? Affirmation of pupils' L1 and use in the classroom (Greene and Walker, 2004)
2. How and when does it occur? Classroom strategies; curriculum; language development; interpersonal relations, (Reyes, 2004)
3. What are teachers taught about the value of code-switching?

The study will employ semi-structured narrative individual and focus group interviews as well as require participants to keep reflective journals and entail some classroom observation.

Give details of the participants in this research (giving ages of any children and/or young people involved):

The participants are 6 English teachers who are graduates from the College of Education and Lifelong Learning at Bangor University. They attended the PGCE English course and teach a range of classes from year 7 to advanced Level English in bilingual secondary schools in North Wales.

I will be focusing on range of their classes from year 7 to year 9.

Give details (with special reference to any children or those with special needs) regarding the ethical issues of:

a) **informed consent:** where children are involved this includes consent from both parents and headteachers All participants will be required to sign a consent form (attached). I will outline the project and stress the importance of voluntary participation. Teachers participating in the study will be asked to choose a pseudonym for the reflective element.

b) anonymity and confidentiality

The study will follow the guidelines recommended in the Revised Ethical Guidelines for Educational Research (BERA, 2004). In particular:

- The project will operate within an ethic of respect for those involved directly or indirectly regardless of sex, age, race, religion, political beliefs and lifestyle.
- The researcher will take steps to ensure voluntary informed consent is given by all those involved prior to research being conducted without duress
- Participants will recognize their right to withdraw at any time
- The researcher will adhere to the ethic of 'minimal intrusion', and only ask those questions that provide the data required to address current research questions.
- Practitioners rights will be maintained in terms of anonymity and confidentiality
- The researcher will also seek to minimize the impact of the research on the normal working and studying of participants
- The research will comply with recommendations in the Data Protection Act, in particular, practitioners will be informed how data will be stored during the research and destroyed following the completion of the project.

Practitioners will be informed that they will have access to the findings of the research on completion of the project.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

The methods, as outlined above, involve observation, follow up interviews and completion of a reflective journal by the teachers. The interviews will be recorded using a digital recorder, transcribed and analysed using thematic coding procedures. Teachers will be able to see a transcript of the recordings. Every care will be taken to ensure that the participants' rights to privacy and access to materials will be considered.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recorded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

The data will be stored securely for the period of the study and subsequently destroyed. I will use a password protected computer with up to date virus protection to store the data. Any information from and about teachers and schools will be treated confidentially and neither the teachers' nor the schools' names will be associated with the findings. Care will be taken to avoid recognition of the school in reporting the data. A letter of consent will be sent to the individual teachers in each school to be countersigned by the headteacher. (see attached example)

Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

Any issues discussed which are related to bilingual teaching policy will be held in confidence.

This form should now be printed out, signed by you on the first page and sent to your supervisor to sign. Your supervisor will forward this document to the School's Research Support Office for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

This project has been approved for the period:

until:

By (above mentioned supervisor's signature):

.....**date:**.....

***N.B. To Supervisor:** Please ensure that ethical issues are addressed annually in your report and if any changes in the research occur a further form is completed.*

GSE unique approval reference:.....

Signed:.....**date:**.....
.....

Chair of the School's Ethics Committee

This form is available from <http://education.exeter.ac.uk/students/>

Bilingual Teaching – Analysing Teaching and Learning

Reflective activities:

To make an evaluative analysis of teaching and learning in your own classroom.

Activity 1.1 video classroom interaction

- Code-switching is the term used to describe the subtle and purposeful way in which bilinguals switch between their two languages.
- Bilinguals often code-switch because they simply do not know a word or a phrase in one language or to express more effectively in L2.

Watch the video (transcript available)

•Self study questions:

- 1. Identify any code-switching carried out by the teacher or pupils.
- 2. How justifiable do you feel this switching is from the point of view of effective teaching?
- 3. Does the teacher amplify what she wants the pupils to do or understand?
- 4. How does she encourage more reticent children
- 5 Are there any IRF exchanges?

Activity 1.2 Self reflection

What implications, if any, does this solicited use of code-switching have for your own teaching?

Choose a sequence from your own teaching in bilingual settings and highlight examples when you yourself code-switch.

- (1) Are you conscious of the decision to code-switch?
- (2) Is the decision to code-switch planned in advance?
- (3) Is your use of code-switching in order to 'scaffold' learning?
- (4) Makes 'notes' in a journal for 5 instances where you have used code-switching in terms of what you feel you can do and what you ought to be doing in the classroom.
- (5) Note down in your journal your response to the following: How justifiable do you feel this code-switching is from the point of view of effective teaching?
- (6) To what extent is code-switching a useful pedagogical tool?

Appendix 4

Expert Interview response CB

Interview schedule October 2011

An investigation of teachers' use of code-switching in the bilingual classroom

11. Do you believe that learning subject matter in the first language helps second language learners learn subject better when he/she studies them in English?

Yes, so long as competence in the second language has sufficiently developed for content activity.

12. Do you believe that if students develop literacy in the first language, it will facilitate the development of reading and writing in English?

Definitely, there is transfer of 'skills' e.g. guessing in context, sounds, decoding etc.

13. Do you believe that it is good for students to maintain their native culture as well as English culture?

Definitely, as this is about addition and not subtraction, understanding cultural diversity, even tolerance of others and other cultures.

14. Do you believe that if a second language learner is in an English only class he/she will learn English better?

Depends on stage of learning and particularly on issues such as integration, inclusion which are outside of language. Peer models valuable e.g. first language speakers of English.

15. What is the role for L1 in the classroom? For the teacher? For the pupils?

For understanding curriculum content, for accepting child's existing knowledge and understanding through first language, self esteem and positive classroom ethos.

16. Should pupils be allowed to use L1 freely in the classroom?

Yes – it is really about their being allowed to achieve maximally, think as efficiently as possible, and maximally utilize their linguistic resources.

17. Do you think pupils translating for each other is a useful tool in the classroom?

Yes – as it can mean greater understanding for both parties!

18. Do you think discussing tasks in L1 is a useful strategy in the classroom?

Yes, reasons given above.

19. Is it best to keep English and Welsh separately in the classroom?

No – modern view is that separation is artificial. Pupils naturally use both languages for greatest effect, and we should follow their lead.

20. How well do pupils cope in a classroom where Welsh and English are used for teaching?

Very well. Ask GL and BJ from their research on 100 lessons where two languages used. Pupils cope better than some teachers!

JJc Code-switching interview shedule20.9.11

Appendix 5

Reflective logs.

Teacher 1:

Experiences of the research process

“I am more aware of code switching since participating in the study and from reflecting on my use of code switching in the classroom I have come to appreciate it as a useful if not, necessary tool in my students’ learning. I was always aware that I code switched at the beginning of lessons when establishing classroom management and have always seen this as a useful way of settling the pupils and building a friendly relationship with them. However, since the study I have looked at it also as a way of supporting learning and have probably been more ready to code switch as a result. This has been more apparent when teaching new terminology or unfamiliar words. Since the study I have included Welsh words in resources/handouts where helpful. I have in the past included Welsh in my feedback on pupils’ work, particularly if the pupil has errors related to mixing their Welsh and English. I will not be reluctant to do more of this in the future.

I noticed that I sometimes code switched when disciplining a disruptive pupil. However since reflecting on this I am more reluctant to code switch in this situation as I feel that it undermines the English language.

Overall I feel that being part of the study has put me at ease as I was always a little unsure as to whether I used too much Welsh. However, from reflecting on how the use of code switching can help my pupils I am now less anxious about using Welsh in the English lesson. If anything, I feel that it is something to be celebrated and if the pupils see that I am willing to embrace bilingualism then so will they.”

CFJ Teacher 1.

Teacher 2

To make an evaluation analysis of teaching and learning in my classroom.

Being an English teacher at a bilingual Comprehensive I now often code-switch during lessons. Sometimes I am not aware that I am code-switching, other times I make the decision to switch to Welsh. There is not a hard and fast rule, it just happens.

As many of the learners are from Welsh speaking homes, I will often greet them in Welsh. I will always instruct the class in English first, and when going around the classroom assisting, will see if the task has been understood, and if not, will instruct in Welsh.

In using Welsh in English spelling activities, learners have been able to remember how to spell problem words correctly.

Feedback from learners that do speak to me in Welsh, is that they feel 'at home' and not 'silly or 'stupid' asking questions.

Reflective Activities:

Years 10 and 11 boys would regularly ask me questions in Welsh, on a one-to-one basis. Initially, I would answer in English; however, as time went by, I would answer (when talking directly to them at their table - not addressing the class) in Welsh. With the boys, it definitely created a 'bond' between us, and they felt comfortable and 'at home' in my classroom. Those who only speak Welsh in every aspect of their lives are not afraid of asking 'silly' questions about English.

The ability to be able to explain in their native tongue gives, I believe, a clearer picture/explanation to them. Whilst teaching TESOL for many years, I was led to believe that explaining in English was more beneficial to the learner. However, in so doing, there is the possibility of misunderstandings occurring. By explaining in Welsh, I am able to ensure that they instantly know a word's meaning which is vital at GCSE levels as it is imperative learners know which word to use, for precision and to create effects, in order to gain higher marks.

This year, my Year 8 has been a Welsh first language class. One learner, in particular, has found conversing in English a challenge. After explaining in English, if he still did not completely understand, I would explain to him precisely in Welsh what was needed. He was much more confident in commencing tasks and seeing them through to their completion; in fact, he had touches of Level 6 in his reading task, which would not have happened had he not been instructed in Welsh.

Girls in the same Year 8 class often ask questions in Welsh, to reinforce their understanding of what is needed of them. This, too, has had a positive effect on my relationship with the students as they see me as approachable, and do not feel 'stupid' asking questions.

Spelling activities:

When learning spellings, if appropriate, I include Welsh into the learning methods. I find that by incorporating another language they can see Welsh words inside their English words, and by using mnemonics and visual images this strengthens their ability to remember the correct way of spelling. This method has had particularly successful results with two of my dyslexic learners.

Examples:

Restaurant – rest + aur + ant: learners picture ‘aur’/gold in the middle of a restaurant with ants crawling over it.

Until – un + til : ‘un’/one + til. By using ‘un’ they remember that there is only one ‘l’.

Millennium – mill + enn + ium: by pronouncing the ‘ll’ in ‘mill’ as the Welsh ‘ll’ they learners remember that there is a double ‘l’ and it also reminds them that a double ‘n’ is required.

Misspell – miss + pell: Miss - as in me the teacher. ‘Pell’ meaning far in Welsh, therefore I encouraged learners to create an image of me seemingly far away.

Excited – ex + ci + ted: ‘ci’/dog is excited. Learners were encouraged to imagine an excited dog.

Conclusion:

In conclusion, I am adamant that code-switching is massively beneficial to my relationship with my learners: not only does it create a warm, trust-worthy relationship between teacher and learners, but it instructs precisely what is needed from them.

Reflective Log

Teacher 3

Code-switching reflective log

February Thursday 23rd

Student arrived at classroom door and greeted me with 'Bore Da' to which I responded with a 'Bore Da, Swt da chi heddiew'? Gave me more confidence once student had started it.

Gwaith Dosbarth used on board, in books and in teaching.

Use of Welsh used as incidental and to make student feel welcome and not ignored in this instance.

Friday 24th February

Made a conscious effort to use 'Bore Da' to all students.

I was asked in Welsh if a student could go to the toilet- however, I wasn't sure how to respond as there are so many ways to say 'No' in Welsh. Must find out the correct way.

Reflective log teacher 4

Activity 1.2 – Self reflection

Reflective log – D T PART 1

May 31st 2012

April 24th – General Studies lesson

Year nine learner thinking out loud in English. This lesson is taught through the medium of Welsh.

April 27th – English lesson

Reinforcing terms in Welsh, for example 'organisation/trefn'.
One year nine learner exclaimed (in Welsh) "Miss, I've written in Welsh".

May 1st – English lesson

During a year nine exam a learner didn't understand the meaning of 'endurance' so I explained the meaning in Welsh to ensure understanding.

May 4th – English lesson

During a year nine exam a learner exclaimed (in Welsh again) "Oh no, I've started writing in Welsh again".
While explaining the empathy question of the literature exam to a year ten group I explained it to be like an 'ymson' in Welsh. I was aware that they have learned how to write an 'ymson' in their Welsh lessons.

May 28th – Departmental meeting

We discussed bilingual teaching for the department's self-evaluation folder.
We discussed:

- using terms bilingually to reinforce meaning. One teacher instructs learners to write terms in both English and Welsh in their English books;
- speaking Welsh to first language Welsh speakers during an English lesson;
- the difficulty for the learners to code-switch with the English teachers between lessons, on the corridor and other subject lessons e.g. general studies. One teacher teaches English and Welsh to (almost) the same year ten group.

Before taking part in the research I was not aware of the term 'code switching'. During the process of noting down instances of code-switching over the past few months and being a part of this research, I have been much more aware of how often I do code-switch. I am much more conscious of times when I do code-switch although they are never planned in advance; I only code-switch when the need for it arises. I have also come to realise that it is a useful pedagogical tool to reinforce learning and ensure understanding. I am now much more ready to use code-switching in the classroom after reading others' comments as I was pleased to read that it was a recommended tool for learning. I now don't think twice to use the tool in the classroom if it helps understanding as I believe that it is an effective teaching tool.

Reflective log Teacher 4 PART 2

Reflective log

DT

- **How far have you as a teacher shifted your awareness of code switching?**

Before taking part in this research I was not aware of the term code-switching. I was aware that code-switching happened naturally in the classroom but have since realised that it can be used effectively as a tool to reinforce learning and ensure understanding.

- 2. How far has participating in this research project informed your understanding of code-switching and your evolving bilingual identity?**

This research project has developed my understanding of code-switching and its importance in a classroom and wider school setting. I believe that it is a useful tool to develop the learners' bilingual identity however I do not feel that taking part in the research project has had an effect on my own bilingual identity.

Appendix 6A : Example of initial coding using highlighted codes.

Codes for initial coding:

<u>1</u>	Understanding of CS
<u>2</u>	Awareness of benefits of CS
<u>3</u>	Negative attitudes towards CS
<u>4</u>	Positive attitudes towards CS
<u>5</u>	Reasons for using CS
<u>6</u>	How CS is used - strategies
<u>7</u>	Indicating Solidarity
<u>8</u>	Negotiation of identity
<u>9</u>	Teachers' professionalism
<u>10</u>	Reflection and metaphor

Teacher 1 Interview 1 transcript CFJ- February 3 , 2012.

Interviewer.

Can you remind me how many years you've been teaching?

CFJ Teacher 1

I'm in my fourth year teaching now.

Interviewer.

OK and how are you finding it?

CFJ Teacher 1

Yeh it's fine.

Interviewer.

Enjoying it?

CFJ Teacher 1.

Yes

Interviewer.

It's interesting. That was a very interesting class actually. Can you first start off by telling me a little bit about your understanding of code-switching?

CFJ Teacher 1

I'd say it's changing English to Welsh or changing from one language to the other language, second language and how you would do that.

Interviewer.

Do you think there's been any awareness of it in the school where you're working?

CFJ Teacher 1

Yes, in the sense that there's a negative attitude towards changing from the Welsh Language, I don't know whether you'd count that as the second language? Do you count it as the second language?

Interviewer.

Yes here..

CFJ Teacher 1

Changing from Welsh to English...it's frowned upon mostly. However, I find that it's not such an issues in the English department. We change from English to Welsh quite easily without...

Interviewer.

And have you always done that?

CFJ Teacher 1

We've always done it. It's different, strong here compared to other schools I've been training in my first year. I think it's the changing from English to Welsh ..I think it's because the children are from Welsh homes really.

Interviewer.

Of the class I observed what percentage do you think are Welsh first language?

CFJ Teacher 1

I'd say about 70%. It's quite high.

Interviewer

Yes for Welsh L1 . OK.

CFJ Teacher 1

I don't know whether you noticed. Most of them were speaking Welsh with each other. They tried to speak English when they were doing the role play, but it's quite natural for them to turn back to Welsh.

Interviewer

The conversation in the group was mostly Welsh.
With the odd English word here and there.

CFJ Teacher1

Yes.

Interviewer.

Do you think, going back to the first question, learning subject matter in the first language helps second language learners when they're learning in English?

CFJ Teacher 1

So using Welsh when teaching English ?

Interviewer.

Yes

CFJ Teacher 1

I do personally erm because a lot of them 'think' in Welsh. I think it's only fair to allow them to enhance their understanding by using the Welsh Language. I usually do it with vocabulary erm learning vocabulary, and if I can see that they're struggling, certain individuals I know are Welsh, they would struggle with communicating in English. If I see they're struggling, I often will give them the Welsh word which will allow them to speak Welsh and then I will translate it into English, just to enhance their learning really.

Interviewer.

When you say 'enhance' can you elaborate on that a little bit? I noticed when you were giving the vocabulary in Welsh almost to magnify the teaching point. Can you talk a little bit about how you would enhance?

CFJ Teacher 1.

Erm well it's familiarizing them so that with vocabulary if they 're learning new vocabulary in English I'd like to start with what they're familiar with. Using the Welsh term I make them more comfortable with learning the new English vocabulary.

Interviewer

Can you think of individuals within your class who you are particularly aware of ?

CFJ Teacher 1

Meirion , who you sat with. He's very Welsh. He's one of the pupils I do tend to switch with vocabulary mostly. I don't always notice that I'm doing it but I think it helps them.

Interviewer

mm

CFJ (30): especially with more complex words like.. I realize that I said contribute and I realize that he didn't say anything, so I said 'cyfrannu' (contribute) so that he knew What I was trying to say.

Interviewer

I've noticed that several times in the transcript ... I was just making some notes for myself.. and I noticed that you were talking about 'adnewyddu llyfr' (renewing a book). So they need to 'change a book' You also talked about, where's it gone.. 'awdurdod' for authority or 'authorative. So you were talking about finding it important when the headteachers for example in the role play..they needed to sound more authorative and you explained that in Welsh. Is it helpful for them do you think?

CFJ Teacher 1.

Yes,definitely. Even if they do understand I think it helps with their erm..that they feel like you respect their language. It makes them more at ease with you and more comfortable with you and I don't think there's this barrier between you.

Interviewer.

Is that just with year 7 or is that with the older pupils?

CFJ Teacher 1.

I do tend to do it more with the younger ones because quite often the English lesson is something quite new to them really...I know they do it in primary school, but I think it's given more status in secondary school. There's this intimidation aspect for a lot of the pupils, but I will use it in a different way with the older ones. Quite often when they're studying say poetry I know they've often done the unit of work in Welsh already. So when I'm introducing terms like 'metaphor' and 'similie' they already know it in Welsh.

Interviewer.

Do you get that recognition on their faces?

CFJ Teacher 1.

Yes and they'll ask me 'is this 'cyflythrennu'? What's that in English? – alliteration so.

Interviewer.

Good. Ok. Can we just explore the next one then. Do you think that children developing literacy, so reading and writing, in their first language, does that help them with their reading and writing in English? Do you try to make some references back to reading and writing in Welsh?

CFJ Teacher 1.

erm to an extent erm **with skills perhaps** and say.

Interviewer.

Yes.

CFJ Teacher 1.

What I do tend to do say if they mix up sounds then I will say 'dd', the double d in Welsh. I'll often tell them that it sounds like the 'th' in English. So if I find they are mixing up their Welsh with their English with it being a phonetic language then I will try and indicate that it's very different, because it's a very different language. So I try with the literacy aspect of it to keep it quite separate because I think it confuses them.

Interviewer.

You point out the similarities but also the differences with Welsh and English.

CFJ Teacher 1.

Yes **mostly with the sounds** because that's what they mix up mainly, it's the sounds.

Interviewer.

Do you notice that with their written work as well?

CFJ Teacher 1.

Definitely they write phonetically in their written work.

Interviewer.

Do you explain that to them using Welsh?

CFJ Teacher 1.

Sometimes yes especially the weaker ones like Meirion for example when He's writing 'I' he will write 'ai'.

Interviewer.

Yes.

CFJ Teacher 1.

And he's obviously thinking in Welsh there and I have to... I go through the alphabet with him and I show that the 'I' makes the same sound that 'ai' in Welsh so erm...

Interviewer.

Yes has that become clearer to him?

CFJ Teacher 1.

Yes although I am....myself . He's starting to get it with a lot of prompting referring back to the targets : which is the 'I'.

Interviewer.

Repeating and reflecting on phonemes...

CFJ Teacher 1.

Yes

Interviewer.

Yes ok great yes – so the third question then: Do you think it's good for students to maintain their native culture as well as English? Do you talk about let's say myths and legends in Welsh?

CFJ Teacher 1.

Definitely, we've got a unit of work in year 7 ...a bridging unit...

Interviewer.

OK

CFJ Teacher 1

Which is short stories from Wales.

Interviewer.

OK

CFJ Teacher 1.

I think it helps with the positive attitudes towards the English subject that they don't see it just as England!

Interviewer.

Erm

CFJ Teacher 1.

That they can see it as a form of communication .. as a language... that negativity.

Interviewer.

Do you think it's important to raise awareness of the importance with other staff.. that you're not teaching them English for English's sake...

CFJ Teacher 1.

Some staff maybe understand that .. are quite old school in their views. I should say that prejudice is still there and quite open even with me as an English teacher. They will speak that prejudice almost like that's the way it is.

Interviewer.

Is that to do with lack of respect for English or English literature or is it deeper?

CFJ Teacher 1

It's a political, historical thing this rivalry and this patriotism it stems from ... the most nationalistic patriotic ones are the ones who tend to show more negativity towards the English language.

Interviewer.

Even if you're using Welsh to facilitate the learning?

CFJ Teacher 1.

erm they wouldn't really see that as such.

Interviewer.

Right, so maybe inviting people in to see what you're actually doing in the classroom would help?

CFJ Teacher 1.

Yeh

Interviewer.

What other ways would there be of raising awareness of this code-switching?

CFJ Teacher 1.

Erm

Interviewer.

You know the potential for learning?

CFJ Teacher 1.

It probably... more collaborative work between the English and Welsh departments I mean we are doing a project at the moment together.

Interviewer.

What's that about?

CFJ Teacher 1.

Which is about developing the accuracy in year 7 writing so we're working on spelling together... the French, English and Welsh departments.

Interviewer.

That's a really good opportunity then isn't it?

CFJ Teacher 1.

Yeh erm.

Interviewer.

Would a course of some kind back at the college... maybe a one day conference be something that people would attend?

CFJ Teacher 1.

erm it depends really...the way the school funding is it's whether you'd be released it's all down to that whether there's money to cover.

Interviewer.

Would it be an impossibility if held after school maybe on a Tuesday or are they focusing on meetings here?

CFJ Teacher 1.

Yeh and meetings are so few and far between here because there are so many things going on and there's curriculum and pastoral care ones and department meetings are becoming quite rare.

Interviewer.

So you're limited for time. OK do you think a second language learner in an English only class will learn English better?

So if you just use English would it be better for the student?

CFJ Teacher 1.

No I think it's quite intimidating.

Interviewer.

OK fair enough, do you want to just develop that?

CFJ Teacher 1.

I think what you're doing is well I think it would have a negative impact on pupils who would be more reluctant to express their ideas if they feel like it's this huge challenge to speak English. **It needs to make them feel like they can contribute ideas in whichever way they're comfortable with..** I mean I'm not saying that I feel you can speak Welsh to me all the time. Most of them speak English to me. They respond to me in English but that's only because I think they're comfortable, that I haven't made out that there's a 'Welsh NOT' (historical term for a wooden sign used to punish children who spoke Welsh in School!) In the class they feel relaxed.

Interviewer.

You respect their ideas. OK just a few more. What is the role for the first language in the classroom? First of all for the teacher, and then the pupils? Do you think that there is a specific role here?

CFJ Teacher 1.

Is there a role? As in...

Interviewer.

Is there a role for Welsh with spelling

CFJ Teacher 1.

Yes it builds a rapport with the pupils.

Interviewer.

Some people have used the word 'solidarity' ... Do you think that's got anything to do with it?

CFJ Teacher 1.

Yes, I don't want them to look at me and some of them do sometimes and they're shocked I speak Welsh and they say but you're English and I have to state "No I'm Welsh and we're bilingual!" and you're kind of ... there's that cultural element of it

Interviewer.

Ok do you think in their group work that they should be encouraged to use Welsh freely? Or is there a limit?

CFJ Teacher 1.

There is a limit quite often . When they slip into Welsh I say to them listen I know it feels more natural for you to speak Welsh to each other because you do so on the yard and whatever, but can we try... I would like to see you make an effort to try to communicate your ideas in English.

Interviewer.

What's been the response to that?

CFJ Teacher 1.

They're usually quite positive they will try, because I don't approach it in an angry way. I'm quite understanding that it's quite difficult sometimes or strange for you to speak a different language with someone if you usually speak Welsh to someone and you've suddenly got to speak English. It can be quite strange. But they do once I've sort of prompted them. I think sometimes they do it without noticing that they've switched...

Interviewer.

Do you think that teachers should be more aware of what they're doing or do you think there should be information about the possibilities of using code-switching? Is it a good idea to actually draw teachers' attention to when they are code-switching?

CFJ Teacher 1.

Yeh I think they could probably make more use of it... I think it happens quite naturally, you do plan, so maybe it could be part of the planning stage as well.

Interviewer.

OK fair enough. Do we need to be out of here perhaps continue later...

Later...

Interviewer.

I was just thinking about pupils translating for each other. Do you think that's a useful tool for the classroom? (carry on , just checking the recorder)

CFJ Teacher 1.

Erm, any sort of pupil if the peer support is in the classroom ,and if it is coming from a language perspective. I can't see why it's not clarifying a task erm. I wouldn't see that to be honest with you.

Interviewer.

Yes sometimes it can be frowned upon, for example if you look at some of the key people in foreign language studies and second language learning theory. They say you shouldn't be using the first language at all. You shouldn't be encouraging your students to switch from one language to another.

CFJ Teacher 1

I think it's quite a skill to have. To be able to do that really and that's what you do in everyday natural life anyway, so I don't know why. I think it's a natural thing to apply that to learning as well.

Interviewer.

Yes.

CFJ Teacher 1.

And quite often you know in a mixed ability class as well if it is just a language barrier, then pupils helping each other out in that way. Where someone. Well that's just another learning tool isn't it? If someone translated for you it's going to help you to improve your understanding of language as well.

Interviewer.

Ok what about the next one then? Do you think discussing tasks in the first language is a useful strategy in the classroom? So for example, when you're introducing a new topic and you want them to do group work like you were doing today, is it useful to explain it in the first language?

CFJ Teacher 1.

Yes, it can be, because, really, if you're setting up a task and you're in that planning stage then what's most important is that they understand what they need to do and quite often if you need to sort of emphasize or reinforce something in the first language it can lead to better outcomes when they complete the task.

Interviewer.

Do you think that sometimes we waste a lot of time when we try to explain something over and over again whereas in fact if you just translated it you know there would be that 'ahah' (eureka) moment where they could understand exactly what you mean!

CFJ Teacher 1.

I'm not sure personally because I naturally translate it. I don't think I've been in that situation where I would be trying, you know, going over it several times. Usually you can gauge with the class or the pupil whether they need that translation. Not all classes are going to need it so for example, when I'm with a set one year 10, I probably wouldn't translate a task, well I very rarely, if ever. The only way I would ever use Welsh there is if we're looking at key terms for example key terminology or unfamiliar vocabulary but otherwise probably I wouldn't need it. I would more with a mixed ability class and our low set classes do tend to be those who have come from more Welsh backgrounds and showing that language really can be a barrier at times, not always but at times.

Interviewer.

At times. Yes.

I'm interested in this idea of how you decide when to codeswitch. You mentioned earlier on that you're unconscious of it. But do you set out sometimes to make sure that you've codeswitched?

CFJ Teacher 1.

No I can't. It's never really part of my planning.
It's almost just something that comes naturally.

Interviewer.

What makes you do it then?

CFJ Teacher 1.

Probably I've trained in bilingual schools, so I've learnt from teachers who are bilingual and therefore I've seen and learnt from them and they've all code-switched in lessons.

Interviewer.

OK do you think that stems back to the teacher training course? Do you remember when you were working with either Lorna or myself? Do you remember us translating?

CFJ Teacher 1.

No not necessarily. I know I followed it through the medium of Welsh the course. Which was quite strange but no I don't think that's. I don't think it was part of the training really.

Interviewer.

Where did that idea of code-switching come from then?

CFJ Teacher 1

Observing others.

Interviewer.

Yes

CFJ Teacher 1.

Where I've found that Welsh has been my second language and have found that English translation helped me, and still does.

Interviewer.

Yes

CFJ Teacher 1.

I think that, more than anything.

Interviewer.

OK so would you say that you're more aware of what the specific needs of those children are?

CFJ Teacher 1.

Yes . I think it helps if you've come from. I've been through a similar education system. I've been in a bilingual school in Bangor. Which is very similar to Brynrefail school. So probably it has helped me understand their possible issues or concerns when it comes to language.

Interviewer.

Ok . That's interesting. Shall we have a look at the next one? Do you think it's better to keep English and Welsh separate in the classroom? Are there certain occasions where you wouldn't actually mix or codeswitch?

CFJ Teacher 1.

I.. perhaps with a speaking and listening activity I'd be less likely to codeswitch.

Interviewer.

Why is that then?

CFJ Teacher 1.

Just because I'd want them to keep on task through the medium of English and it's so easy for them to fall back into Welsh.

Interviewer.

Yes.

CFJ Teacher 1.

So I would probably do it then but otherwise I can't say that I would. I'm trying to think of examples.

Interviewer

Do you think within group work do you sometimes try to have an all English group and then a bilingual group?

CFJ teacher 1.

No

Interviewer.

No, so they're mixed throughout are they?

CFJ Teacher 1.

Yes they're all mixed. I've never really thought about it from a language perspective when I'm grouping them. Maybe that's something I need to do.
You've just given me an idea.

Interviewer.

There we are!

CFJ Teacher 1.

Never thought of it that way!

Interviewer.

What I'm interested in throughout the research is actually seeing how your ideas or perceptions change so it'll be interesting not to observe particularly, but to come and talk to you maybe in March and see whether you've got fixed ideas now, but whether they change, especially when you're doing the reflective log. Whether you actually change your ideas or your perceptions....

CFJ Teacher 1

It's possible. I might give it a go. Actually thinking about those who are more Welsh and putting them in a group with more able English speakers.

Interviewer.

Yes

CFJ Teacher 1.

I haven't thought of it that way.

Interviewer.

Allright and then if you think about how well pupils cope in the classroom (Where there's Welsh and English), do you think having Welsh and English in the same session actually helps them to cope?

CFJ Teacher 1.

Erm. Yes on the whole I would say so.

Interviewer.

You're hesitant there. Are there any situations where it wouldn't help to have Welsh and English together for teaching?

CFJ Teacher 1.

I can't think.

Interviewer.

Do you sometimes for example find pupils relying too much on their L1 in Welsh?

CFJ Teacher 1.

Not particularly. Not in my class in my English lessons erm. I think they cope quite well in fact I think they cope better with both.

Interviewer.

Have you been in other schools for example where no Welsh was used in the English classroom and that was a deliberate policy.

CFJ Teacher 1.

No.

Interviewer.

So all of the schools you've experienced are similar to what we saw here today?

CFJ Teacher 1.

Yes. Yes however actually when I think about it when I was on my first school in D***** C*****, where they had an English, a Welsh and a bilingual stream. Although that has changed I believe yes. The new head and I'd say I'd use more Welsh therefore with the Welsh stream, because they were less confident in the English language.

Interviewer.

Yes.

CFJ Teacher 1.

Erm and with the bilingual stream there wasn't much need to use the Welsh in that stream. They were mostly English speakers. In the bilingual stream.

Interviewer.

Right.

CFJ Teacher 1

They were Welsh learners rather than..

Interviewer.

And what about the English stream. Did you use incidental Welsh first to encourage them to use Welsh. Vocabulary like 'Helo, bore da.' (Hello good morning) and all that kind of thing.

CFJ Teacher 1.

No, I don't think I did.

Interviewer.

Right so no Welsh at all in the English stream?

CFJ Teacher 1.

No.

Interviewer.

Right. Ok

CFJ Teacher 1.

I think it was just a case of I didn't think that they needed the support with their English through the Welsh. I was thinking of it the other way.

Interviewer.

It strikes me when you're sort of looking at the overall picture of your teaching you seem to be using code-switching to 'scaffold' the learning. Would you agree with that or are you using it for any other purpose?

CFJ Teacher 1.

I would. I sometimes use it just as you know when I'm greeting them or giving instructions as in ... or asking a question for example have you got your reading

log book today? OK I might say, if I know they're Welsh I might just speak to them in Welsh when it isn't related to the learning really so yeh when I'm giving instructions that aren't necessarily to do with the task; you know 'put your bag down' or 'take your coat off'. You can often say it in Welsh.

Interviewer.

What about when you're telling them off or reprimanding them as you sometimes have to do?

CFJ Teacher 1.

Erm no, I tend to do it in English. I'm conscious not to do that in Welsh. I feel like. I know some teachers do turn to Welsh when they're telling off. Some English teachers. **And I think I feel uncomfortable with that so I stick to English.** It's almost like you're saying you can respect the Welsh language more because when I'm telling you off I'm being serious. That's why I'm speaking Welsh and therefore that's devaluing the English language. So I won't do that.

Interviewer.

That's interesting isn't it? Where do you think that's come from?

CFJ Teacher 1.

I don't know. I think it's just **because I've seen other people do it** and thought it was quite unusual and thought I won't do it.

Interviewer.

It's fascinating isn't it to see where these beliefs or perceptions come from. Whether it's as you say observing other teachers or whether there's some kind of hidden curriculum where you've actually absorbed these ideas from training or reading or whatever.

CFJ Teacher 1.

Yes I can't think where I would get that from. I think it was just from observing.

Interviewer.

Picking up, Maybe intuitively picking up a mood and atmosphere.

CFJ Teacher 1.

Yes.

Interviewer.

It's interesting though isn't it? Do you sometimes think you deliberately avoid code-switching because you feel you should be using more English?

CFJ Teacher 1.

Sometimes if I think, I can actually think to myself sometimes . Ok. Why am I saying this to myself in Welsh and I'll question myself and then I'll bring myself back to English. So I do that sometimes. But I wouldn't say that often. No not that often, but I do try to keep it in check. I wouldn't want to use too much Welsh in the class just because it is an English lesson.

Interviewer.

Do you think some teachers are less successful because they don't use some of the strategies that you've mentioned? i.e. magnifying the teaching point?
Showing solidarity?

CFJ Teacher 1.

I haven't come across any teachers who haven't. That's the thing because I've always taught in bilingual schools. They've always been able to switch and it's almost been a ... just the way that it is you know.

Interviewer.

It's interesting I mean it's been said in another school this is no new idea. This is something we've always done. We've done it quite intuitively.

CFJ Teacher 1.

And I think it would be quite interesting because I don't think they would in Welsh lessons automatically code-switch. I think it's something that the English class does in bilingual schools erm I think it's more acceptable to do it in an English lesson than it would be in a Welsh lesson.

Interviewer.

Why is that do you think?

CFJ Teacher 1.

I think it's more to do with again this kind of political agenda. Yes and the idea that you can keep the Welsh language alive and that passion, which is good, but I think it sometimes is to the detriment of the English language and I think that you know.. I do hear Welsh teachers saying 'no I don't want English in my class or saying ' Well in my class they speak Welsh,' but I'm not going to complain about it because that's natural for them.

Interviewer.

And do you think it (i.e. code-switching) actually helps the children and makes a difference to them?

CFJ Teacher 1.

Yes because then their attitude changes because I do notice the attitude of pupils does change from the beginning of the year, especially with year 7, where you can see the English language is intimidating and they're a bit nervous speaking it, if you, once you put them at ease and I have this whole introduction every year with year 7 I go through this talk about why we use the English language and I try to distance it from anything to do with politics and history and looking into it as an international language. Why it's useful to us and then they start to... really thinking about why it's useful. Their attitude towards the language changes and they're much more willing to participate and accept the subject than they have done.

Interviewer.

And do the other teachers do that?

CFJ Teacher 1.

I'm not aware of it really.

Interviewer.

But it's something you've adopted right from the beginning?

CFJ Teacher 1.

Yes, it is. I think that's because I know from being, having been in similar schools what people's perceptions can be. You know just today with the year 10 class actually was a bit odd because I'd set this year 10 class to work and got this classroom assistant, this is a low set, and I got this classroom assistant to work with them. One of them said to her 'Why are you speaking English?' and she said 'Come on, it's an English lesson.' And he said 'Yes, this is a Welsh school!' And that, I mean he's only just joined us... this week so I thought. There was quite a difference in attitude between him and the rest of the class, considering he's just joined us.

Interviewer.

How do you think you'll tackle that in the future, that attitude?

CFJ Teacher 1.

Erm well I'm not sure actually...perhaps by... I think partly by showing how Welsh works in English. I think that's one way of doing it erm and I did reprimand him and told him that he was actually being rude! Erm so I don't think he'd say it again anyway to be honest with you.

Interviewer.

One comes across this attitude every now and again. Do you think it depends on the catchment area?

CFJ Teacher 1.

Yes it does. You can have...I'm in a particularly Welsh catchment area. Erm very Welsh. There was probably less of a problem when I was in D***** C****, which was a bit more...It's less Welsh than where I am now. I'm sure there was a study I don't know .. it was about a year ago and Gwynedd came out top of the most Welsh spoken in Wales. So they did it probably near Cardiff. I wonder what kind of results you'd get from something like that. I'm sure it would be different.

Interviewer.

Do you think the more secure a teacher is, I'm just thinking now you've been teaching 4 years, would you be more secure in your willingness to experiment a bit with code-switching rather than somebody who's just come out of college?

CFJ Teacher 1.

Erm yes probably because I actually think now I would consider when I'm teaching new vocabulary or terms, I would actually consider giving the Welsh ones with them as part of a task. Probably when I first came I wouldn't have thought about doing that. It would have been 'oh no!'. I think I would now, have them actually working with both languages at the same time.

Interviewer.

Is that to do with your experience or is it to do with your confidence do you think?

CFJ Teacher 1.

Probably both. I'm more confident in the classroom to do that sort of thing and trust that I can experiment and from seeing, from the type of children I teach, I think it would probably benefit certain classes. Not all, but I think it would really. I'd have to gauge it on the class I've got because it can change quite easily. It's something I'd thought about doing with spelling patterns. I'll try and see and start to use the Welsh and English, like in a card activity when you can organize that sort of thing. I'd actually been thinking about doing some Welsh cards and make links between the languages.

Interviewer.

Have you approached the head of department about that?

CFJ Teacher 1.

No.

Interviewer.

No. What kind of reception do you think you'd get if you do that?

CFJ Teacher 1.

I'm not sure actually. I think she'd be quite positive about it. I couldn't see her being really negative about it because she knows what the kids...the nature of the children and erm if it's going to help...it helps their learning, supports their learning. I can't see why there would be an issue.

Interviewer.

It's be interesting to see won't it?

CFJ Teacher 1.

Yes I think it would be because I've been thinking of doing it with Welsh, French and English.

Interviewer.

That would be interesting having the 3 languages together.

CFJ Teacher 1.

Seeing how that would work.

Interviewer.

Excellent. Ok Thank you very much.

Appendix 6B

CODING SUMMARY REPORT FOR TEACHER TRANSCRIPTS

COLOR CODING

KEY GROUP: PRACTICE (overall)

1. Ways of code switching **WCS**

Reference to how Welsh/English Code switching is utilized within the classroom context in Wales. This also includes discussion of the practical use of CS to magnify the teaching point e.g. comparing vocabulary.

2. Reasons for code switching **RCS**

This refers to the particular rationale for CS based on teachers' beliefs about language boundaries and reasons for including CS as part of pedagogy e.g. to increase spelling strategies, to keep students engaged.

3. What teachers do **WTD**

What kinds of CS practice are teachers aware of in general, their own experience of CS and how CS is carried out e.g. Comments that indicate what/how they use CS (e.g. using words in both languages).

KEY GROUP: PERCEPTIONS (re code switching)

4. Teacher Identity **TI**

Comments that relate to any indication that CS may be related to identity.

5. Feelings about CS **FACS**

Comments that relate to any feelings expressed by teachers relating to CS.

6. Awareness of CS **ACS**

(own) Comments that relate to own teachers' CS in their classrooms.

(other) Comments that relate to teachers reporting of other teachers' code switching.

Teacher 2 Interview 1 transcript PSJ- February 8, 2012.

Interviewer.

Can you remind me how many years you've been teaching?

PSJ Teacher 1

2 years.

Interviewer.

What is code switching?

PSJ Teacher 2

I think it's. I could be wrong, switching from one language to another.

Interviewer.

Yes and do you find it's something you've always done or is it something you've adopted recently?

PSJ Teacher 2.

I've always done it since I started. However, I know other teachers don't and in other schools they just do not. They stay in English. I think I use the Welsh language for children to learn to spell.

Interviewer.

Yes I noticed that before.

PSJ Teacher 2

I think you've got to use it as a plus. For example spelling rest au rant to link with the Welsh word 'aur.' It's perfect isn't it to find those little words?

Interviewer.

Yes they almost link together don't they? Today, just reflecting back on the lesson, I was thinking , you might've been unconscious about it, I felt that you were mainly using code switching for instruction. Is that true?**PSJ Teacher 2**
I was not.

Interviewer.

There wasn't as much use for spelling. I think you did talk to people about their spelling.

PSJ Teacher 2

Yes the word 'awkward' and how do we spell it.

Interviewer.

Yes, but there wasn't that much use of Welsh. Do you think it's anything to do with the nature of the group? Would you say that there were more English speakers? I think we'd worked out that there were 5 out of 20 L1 Welsh speakers.

PSJ Teacher 2.

There was another one.. she. I think the other class tend to be more English than them because they are the English set.

Interviewer.

Yes and they 're the Welsh set . But it's not bilingual.

PSJ Teacher 2

No the Welsh set as far as I know.

Interviewer

Moving on to the first question then. Do you think that learning subject matter in Welsh helps second language learners when they study subject matter in English?

PSJ Teacher 2

Say that again sorry.

Interviewer

If they're learning subject matter, let's say you're doing Shakespeare, if they're doing a little bit of comprehension in Welsh, if you explain things in Welsh. Does that help them with their English?

PSJ Teacher 2

Someone like pupil X. He's one of my better ones in band 2.

Interviewer.

Yes.

PSJ Teacher 2

And he's definitely. Once I've egluros o yn Gymraeg (Explained it in Welsh.)

Interviewer.

Do you find you're increasingly using more Welsh with him?

PSJ Teacher 2

I do all the time now. I'll sometimes I will answer him in English just to.. but he'll ask me the question in Welsh. It's easier.

Interviewer.

Yes.

PSJ Teacher 2

Just to do that. There's no point if he's happy doing it then why should I stop?

Interviewer.

Yes, yes so it's more of a question not just of explaining things but making him feel more comfortable. Yes quite a few people have noted that actually. Ok let's look at the next one then.

If you think about pupils developing literacy in Welsh do you think that will help them when they're reading and writing in English.?

PSJ Teacher 2

Welsh is phonetic. It's difficult isn't it? Only from the spelling point of view I think there's a sense of structure you can always gain from something. Start with an adverb or an adjective.

Interviewer.

Yes.

PSJ Teacher 2

I think the basics you know like sentence structure and that definitely you could mix them up. You definitely could do that in Welsh then English. It would work.

Interviewer

So how would you do that? How would you actually...

PSJ Teacher 2

As far as. In my lesson I wouldn't. I'm just thinking about..

Interviewer

In theory...have you got examples perhaps that you haven't reflected upon yet? Where you've used the knowledge of Welsh to help them with reading and writing?

PSJ Teacher 2.

Well I always you know we have a lot of pupils saying 'cyffelybiaeth miss (alliteration miss)

Interviewer.

Yes, yes..

PS Teacher 2.

Ansoddeiriau (adjectives) Yes they're from Welsh first language you know and that helps. It helps that I know what they're talking about.

Interviewer.

Yes and often they'll be taught that in Welsh. So they just need to make those connections.

PSJ Teacher 2.

It's like when I went to a Welsh junior school. I had no idea What 'assembly' was. I had no idea. What was the other thing? I had no idea about a rectangle.

Interviewer.

Right .ok.

PSJ Teacher 2.

'Hirsgwar (rectangle). They were going on about this rectangle... I had no idea what it was!

Interviewer.

Did that hold you back for a while?

PSJ Teacher 2.

Well in year 7 you feel too silly to ask 'What's a rectangle?'

Interviewer.

Yes and 'assembly' How did that crop up? You didn't know where you were going?

PSJ Teacher 2.

I had no idea!

Interviewer.

Yes that's interesting isn't it? So in some ways that could actually disorientate a child couldn't it in year 7?

PSJ Teacher 2.

Definitely. That's why we've started with year 7 because I was increasingly aware of identity issues with children. You know they're uncomfortable moving, you know, the transition from primary to secondary.

Interviewer.

Would you say that some children had a mixed identity? You know they might be speaking Welsh at school but actually they're English at home or vice versa?

PSJ Teacher 2.

Yes definitely. There's a group of them. They come up. That group you've seen now and they've had a very good education in Welsh. I know some of the other English teachers think they don't (speak) Welsh , but the sad fact is they come to high school... by year 9 they're all speaking English to each other unless they're from a real Welsh family and that's why I think... I think that it's good. They've had that grounding in Welsh because it will go. I went through that myself. I was from a Welsh you know a Welsh. My mam speaks Welsh, my dad speaks English and I went to an English high school. It just wasn't cool. I took me a while until I left Wales when I was seventeen / eighteen to get proud of being Welsh so.... (Identity Issues)

Interviewer.

That's interesting isn't it? It's almost like your identity 's constantly changing

PSJ Teacher 2.

And it's peer pressure

Interviewer.

And the peer pressure plays a huge...

PSJ Teacher 2.

Massive... I went to Dyffryn Nantlle first to see an under privileged area could motivate the kids but its more interesting from another point of view.

Interviewer.

From a language point of view.....yes.

PSJ Teacher 2.

And I said it's really sad miss what we just talked about. She said , 'It's the opposite here. **It's not cool to speak English.**'

Interviewer.

Ok. So it depends on the catchment area?

PSJ Teacher 2.

Yes. From when I was doing my PGCE I remember them saying that it's quite an affluent area. Yes there's no major council estate which is near the school, which I would say I think it's 70/30 English /Welsh now. Don't quote me on that!

Interviewer.

No. no... I'll check.

PSJ Teacher 2.

I know it's sliding down all the time.

Interviewer.

Right ok. Do you think the actual streaming is..so you've got a Welsh medium stream, bilingual stream and English stream... have you taught all 3 at year 7?

PSJ Teacher 2.

If I have I'm not aware I'm ashamed to say. because I do it in English and there's just a little bit of Welsh I don't know.

Interviewer.

So you're not aware that certain groups need more scaffolding?

PSJ Teacher 2.

Erm Yes like I know my year 7, just talking from an English point of view, not Welsh and the other band I would tell ok this is what I'm expecting and maybe do a little plan with them and wouldn't do so much with the others.

Interviewer.

No.

PSJ Teacher 2.

In year 7 there are about 2 who are Welsh first language speakers and when we did the 'Dulce at decorum est' (poetry) essay I did plan. This is what I expect from you. But that's just from an English point of view whether it's because they're band 2 or whether it's the Welsh I couldn't tell you.

Interviewer.

It would be interesting to explore that more wouldn't it?

PSJ Teacher 2.

Erm.

Interviewer.

Do you think it would be useful to have a course or half a day in the college where we invited experts like Professor Colin Baker to talk about code-switching?

PSJ Teacher 2.

Interesting.

Interviewer.

It might raise awareness I mean I'd be interested in inviting the Welsh department as well as the English department. Because do you think there's sometimes more co-operation or less co-operation there?

PSJ Teacher 2.

As an outsider looking in, because I'm fairly new here there seems to be a bit of rivalry...erm how shall I say? Could it be if they don't speak Welsh. They take all our English books and then translate and then they use them. There seems to be a bit of rivalry.

Interviewer.

OK.

PSJ Teacher 2.

And there. That's me, That's not to say there is.

Interviewer.

You've picked up on that?

PSJ Teacher 2.

Yeh.

Interviewer.

Yes, are there any other issues ? Since the role of language...
(Head of Department comes in)

PSJ Teacher 2.

Hello, hello.

HOD
Sorry

Interviewer.

All right let's just stop the tape. Let's try again
Testing 123 test. OK we're back in the classroom with PSJ. Ok I've lost the thread now but we'll go to question 3. Do you think it's good for pupils to maintain their native culture?

PSJ Teacher 2.

Really we're reiterating what we've said , as well as the English culture? **think it adds to them as a person.**

Interviewer.

Yes , in what way? Do you want to just elaborate.?

PSJ Teacher 2.

First of all if you. The English culture is so prevalent there's no getting away from that. **But the Welsh culture's got its own identity its own cultural traditions and I think it makes them a more rounded person really. They can draw not only positives. They seem to forget this the kids, because they can speak Welsh and English and they don't think about it. They don't realise they can actually speak 2 languages. It's like 'oh they can speak French and German. We can speak English and Welsh yes but it's not...well it is.**

Interviewer.

So really you need to raise the status of these 2 languages.

PSJ Teacher 2.

But they can...speak.

Interviewer.

Yes, yes

PSJ Teacher 2.

Speak fluently in 2 languages

Interviewer.

Are there any links with the Welsh and French departments?

PSJ Teacher 2.

I've no idea.

Interviewer.

Or the German department

PSJ Teacher 2.

I don't know

Interviewer.

Some school have actually made a link in year 7. They've actually done writing projects with French, English and Welsh departments

PSJ Teacher 2.

I don't know...

Interviewer.

So it might be something to think about you know. There's collaboration among staff there.

Ok next one then. Do you think that if a second language learner is in an English only class they will learn English better?

PSJ Teacher 2.

A second...A Welsh second language. No Welsh first language. They would learn – yes.

Interviewer.

Yes. How do you work that one out?

PSJ Teacher 1.

Because it's like when we do TESOL. You just immerse in it.

Interviewer.

Yes. And you've got to get one. That's slightly contradictory though because it's...

PSJ Teacher 1.

Is it?

Interviewer.

English only suggests that you wouldn't use any Welsh at all.

PSJ Teacher 2.

Yes I would for certain things I would.

Interviewer.

Yes can you think what those things are in terms of you know why and how you'd use code switching?

PSJ Teacher 2.

I think . I've just realised you're right. It's explanation.

Interviewer.

Right ok so it's explanation. Is that to clarify the situation. What else do you think you'd use it for?

PSJ Teacher 2.

I'd probably have a word with them afterwards in Welsh. I always, the ones that speak Welsh, I always when I first start teaching them. I always say youknow : " we're in the English class but when you see me anywhere else we will speak Welsh."

Interviewer.

Right. So you kind of define the parameters.

PSJ Teacher 2

So it's like 'bore da' (good morning) So they know.

Interviewer.

Do they feel slightly awkward speaking Welsh to you when they know you can speak English?

PSJ Teacher 2

I don't think so because Rhys, when we're in, he's in year 9 and Chloe and there's another girl who was here today, but you probably didn't see her , they

Speak Welsh. So in the first language Welsh set and I speak English to them in the English lesson. Sometimes, you know, I throw a Welsh sentence in, but in reg. it's always Welsh.

Interviewer.

OK.

PSJ Teacher 2.

And that seems to be ok. It's how you start off isn't it?

Interviewer.

Yes you kind of set the parameters don't you?

PSJ Teacher 2.

Because if you meet someone you start speaking English to them and then you find out they speak Welsh, it's very difficult to swap isn't it?

Interviewer.

Yes did you find that yourself? You mentioned being slightly alienated from Welsh culture. Did you find there were certain people you only speak Welsh to?

PSJ Teacher 2.

Definitely. I think it's whatever you start off in. One of my Welsh friends I've known since I was 21. She lives in Holywell. I met her through my cousin, she'd her neighbour. We started speaking English. And then occasionally if Cai is there we'll speak Welsh. If Mel is there we'll speak Welsh. But it doesn't feel right.

Interviewer.

No, no. Yes It's a habit then isn't it?

PSJ Teacher 2.

Yes.

Interviewer.

That's interesting. Ok just to continue. Do you think there is a role for the first language in the classroom then?

PSJ Teacher 2.

Yes The Welsh language?

Interviewer. Yes.

PSJ Teacher 2.

It's a comfort, especially if you've got a child who's really you know, mixes... all his friends are Welsh. His life revolves around the Welsh language. You don't want them to feel uncomfortable in the class.

Interviewer.

No I think it's about encouraging people to participate as well. Do you find that certain children won't offer any answers if they feel that their English is a bit 'llithrig' (slippery)

PSJ Teacher 2.

Yes, slippery! Yes I'm thinking now , in the year 9 class, very Welsh background... I call him 'professor' bless him. He came out with a great answer once! So I call him professor.

Interviewer.

Yes.

PSJ Teacher 2.

And he's very... I've put that in his report...He needs to get more confidence. He's a shy lad anyway, but he's, but the fact that he's in the English class. It can feel a bit daunting can't it?

Interviewer.

Ok . Lovely. Do you think the children should be allowed to use their Welsh freely? In an English Lesson. So let's say when they're doing their group work.

You're not necessarily engaging with them, but I noticed in some sessions pupils actually turn automatically to Welsh. Do you think you tolerate that?

PSJ Teacher 2.

I accept I'm not being able to change that. To start with I used to think Oh no we must speak English for an English class and I would encourage it to an extent if they constantly do it in Welsh. However, now I'm not so strict on that.

Interviewer.

Right

PSJ Teacher 2.

I think it's...

Interviewer.

What's changed that?

PSJ Teacher 2.

I don't know I couldn't tell you.

Interviewer.

Right.

PSJ Teacher 2.

Erm.

Interviewer.

Anything about observing here? Or working here?

PSJ Teacher 2

I don't know.

Interviewer.

You don't know... Maybe that would be interesting for you to explore in your reflective log. You could note down a particular incident and why you perhaps are a bit more tolerant around switching to Welsh OK? Do you think pupils translating for each other is a useful tool in the classroom?

PSJ Teacher 2

Erm, yes.

Interviewer.

Can you think of examples of when they've done that?

PSJ Teacher 2.

The cyffelybiaeth (alliteration)

Interviewer.

Yes with the terminology. So the terminology is the same one?

PSJ Teacher 2.

That really does help them if they know what it is in Welsh. You don't have to then explain it through and I know they say you should do that but you haven't got the time.

Interviewer.

No. A lot of it is timing isn't it?

PSJ Teacher 2

Yes.**Interviewer.**

Ok then where are we? Do you think actually discussing the task in the first language is a useful strategy? So when you're explaining you're doing a project with them or course work for example you know. They're studying Macbeth, do you ever explain the whole task in Welsh?

PSJ Teacher 2.

No.

Interviewer.

No.

PSJ Teacher 2.

No

Interviewer.

So you do it all in English even with those sets where...

PSJ Teacher 2.

Well if I approached them individually I would...

Interviewer.

Yes.

PFJ Teacher 2.

But not at the front of the class.

Interviewer.

Ok that's interesting So you're almost showing solidarity with individuals by you don't want to perhaps do it with the whole class. Yes Do you think that's something to do with your role as the English teacher?

PSJ Teacher 2.

It's not something I'd thought about . But no. But that 'd be interesting to explore again wouldn't it? It's funny I took them to see 'An Inspector Calls.' On the bus I was talking to them in Welsh on the bus. I was telling them "be dwi'n disgwyl" (What I'm expecting) and Shane who... says "Miss what you speaking Welsh for . It's an English trip!

Interviewer.

Right ... interesting

PSJ Teacher 2.

I says .. we're Welsh Shane!

Interviewer.

Yes

PSJ Teacher 2.

So I ignored him and carried on.

Interviewer.

Yes.

PSJ Teacher 2.

Because I know I'm very proud to be Welsh and having lived away so long I think that's a lot to do with it.

Interviewer.

Do you feel you're reclaiming your identity?

PSJ Teacher 2.

Yes.

Interviewer.

Yes.

PSJ Teacher 2.

I feel sad for these kids cos I went through it. It's just not cool and I'm hoping that one day they will come back to it (speaking Welsh)

Interviewer.

It will take a lot won't it? I think one of the experts had said that they wanted Welsh to be the I-pod language...you know, when youngsters actually choose to listen to music in Welsh. Do you think we're a long way from that here?

PSJ Teacher 2.

I think the music scene in Welsh isn't.....

Interviewer.

Erm...

PSJ Teacher 2.

It's not as

Interviewer.

Not there.

PSJ Teacher 2.

Not as cool as it is... not as 'happening' and ...

Interviewer.

It used to be didn't it? When you think back. You Pesda Rock...

PSJ Teacher2.

We yes the 80s and 90s were happening weren't they?

Interviewer.

Yes. I'm showing my age now!

PSJ Teacher 2.

But me too! I don't know

Interviewer.

What do you think it would need to regain that?

PSJ Teacher 2.

It needs more 'cool'. Do you remember when Glyn went into the big house ?
(i.e. Big Brother celebrity show)

Interviewer.

Erm Yes.

PSJ Teacher 2.

That was big for us I thought. Fantastic.....young lad his age and so proud of
being Welsh.

Interviewer.

Yes.

PSJ Teacher 2.

And he let everyone know! And I thought good for him. It needs more people.

Interviewer.

Role models do you think?

PSJ Teacher 2.

You know like Rhys Ifans. What's his name?

Interviewer.

Duffy?

PSJ Teacher 2.

Catatonia

Interviewer.

Oh yes.

PSJ Teacher 2.

And there's more and more rugby lads speaking Welsh now , which I think is brilliant.

Interviewer.

Yes. So it's those role models. So almost celebrity status .

PSJ Teacher 2.

I think they've got to be more vocal about the Welsh.

Interviewer.

Yes . Ok. That's interesting.

PSJ Teacher 2.

Like the rugby players.. the rugby players. Did they realize if they do stay here ..they're brilliant rugby players. They go off and play for North Wales and that

Interviewer.

Erm.

PSJ Teacher 2.

Their Welsh would enhance their career. They'd get interviewed by S4C.

Interviewer.

But you've got tv studios here nearby haven't you – you know 'Rownd a Rownd.'

PSJ Teacher 2.

Yes.

Interviewer.

Are there no pupils here?

PSJ Teacher 2.

One of my pupils. I should've pointed her out. She was sitting in a different coloured top this morning. Did you see her with long hair? Plaits?

Interviewer.

I can't remember.

PSJ Teacher 2.

She was just sitting there. She's an extra in 'Rownd a Rownd.' I think she might play apart.

Interviewer.

Is she quite proud of that?

PSJ Teacher 2.

She never says anything.

Interviewer.

Ah!

PSJ Teacher 2.

She's very Welsh. I think all of them are here. There's one girl there. She always answers me in English. I say 'Sori dan ni'n siarad Cymraeg fan hyn.' ('sorry we're speaking Welsh here.') You know and then I get the odd one asking. But you're an English teacher...Why are you an English teacher Miss? Da chi'n siarad Cymraeg?' ('Do you speak Welsh?') Think about the German teachers.

Interviewer.

Erm.

PSJ Teacher 2.

'Dan ni'n siarad Cymraeg.' (We speak Welsh)

Interviewer.

Yes.

It's almost like they're divorcing the 2 – yes. The actual subject that you teach from you as a person!

PSJ Teacher 2.

Yes.

Interviewer.

Yes it's interesting

PSJ Teacher 2.

There's a whole study there!

Interviewer.

I think there is. I think this is going to emerge to one of those extended studies actually. Do you think it's better to keep English and Welsh separate then in the classroom or have you found it depends on....

PSJ Teacher 2.

It depends on...

Interviewer.

The situation.

PSJ Teacher 2.

Yes.

Interviewer.

What would be a situation where you did actually keep the 2 separate?

PSJ Teacher 2.

I can't think to be honest.

Interviewer.

It doesn't come naturally then?

PSJ Teacher 2

No not at the moment, no.....

Interviewer.

Ok all right and then finally. How well do you think pupils cope in the classroom where Welsh and English are used for teaching bilingually?

PSJ Teacher 2.

I think it's got to be a plus. To be able to switch so easily, they don't realize. They don't realize what... I know we're doing it from growing up so it's not as if you're consciously learning it but they don't realize what a gift they have.

Interviewer.

You're obviously an advocate of both, but how would you communicate that to the children? I mean you say you're proud of being Welsh yourself.

PSJ Teacher 2

I think by just doing what I do really.

Interviewer.

Yes, are you conscious of code switching more with certain groups though as they're getting older? Or with younger ones?

PSJ Teacher 2

I'm conscious of this year 9 registration group because we always have the 'cyhoeddiadau (announcements) In English and Welsh and I read them out in Welsh.

Interviewer.

Right.

PSJ teacher 2.

And I think that I've had comments as well: 'But you don't sound Welsh miss!'

Interviewer.

Yes.

PSJ teacher 2.

Because I'm from Llansannan where we've got a different accent I've been asked whether I come from South Wales.

Interviewer.

Oh right, but that's local isn't it? That's near. Llansannan 's not far is it?

PSJ Teacher 2

It's just by Abergele.

Interviewer

Yes

PSJ Teacher 2

But oh 2 groups have asked me. 'Dach chi'n dod o South Wales miss?

Interviewer.

Yes

PSJ Teacher 2.

You know and bless them.. I don't know I just . I do want them not to think it's uncool. Our son's on year 8 now and luckily he is very passionate about Welsh. But he's got a friend in school who speaks Welsh. They have lessons together and they speak English and I can't get my head round that.

Interviewer.

No. No it seems different doesn't it? Yes you wonder what 's behind it really.

PSJ Teacher 2.

I think it's this cool thing.

Interviewer.

Yes, yes. It's them finding their feet isn't it. The whole identity searching and it starts quite early in year 7. It seems to start also in primary school.

PSJ Teacher 2

Does it?

Interviewer.

Yes year 6. When they're thinking about going to secondary school and they're questioning themselves. I suppose it's a lifelong thing really isn't it? You know people change. You're constantly changing your identity. Yes. Are you aware of individual perhaps higher up the school? You know the year 12/13 perhaps going through that transition.

PSJ Teacher 2.

I don't know them to be honest.

Interviewer.

Do you not teach the A level group?

PSJ Teacher 2.

I did teach them last year when Rachel was on maternity leave.

Interviewer.

Right

PSJ Teacher 2.

But I didn't get to know them. And we all spoke English. There was one maybe who spoke Welsh too.

Interviewer.

Do you teach any other subjects?

PSJ Teacher 2

No I did last year. I taught history and RE last year.

Interviewer.

OK.

PSJ Teacher 2.

And a couple of them were Welsh medium groups but then we had one lad we supported to teach him in Welsh but he was American.

Interviewer.

OK?

PSJ teacher 2.

Yes. You know all the good will in the world ...you've always got to end up you know...

Interviewer.

Yes.

PSJ Teacher 2.

I found that very ...just that one. Having that one pupil in...

Interviewer

Did you accommodate to that person?

PSJ Teacher 2

Yes.

Interviewer.

Which is.... What about the worksheets? Were they bilingual?

PSJ Teacher 2.

Yes they had booklets and they said: ' Dwi ddim yn deall! (I don't understand) So we had to have some for them you know with some words. That's one thing they've been concentrating on. One lad was getting booklets in. There are ones for the ones that can and ones for the in between a bit like I was in school. You know it's not quite your first language but you're completely fluent!

Interviewer.

Yes.

PSJ Teacher 2.

But you wouldn't know the big posh words. So they're looking at vocabulary. They're looking at having resources for a separate...that in between one because when I was in school we had GCSE. We had first language, which had pupils like me and then you had the learners.

Interviewer.

Were they mixed together?

PSJ Teacher 2.

No we were all separate. And now they just have the learners. All people who can speak, which I think is wrong because you've got those in between.

Interviewer.

You need those in between groups (ie bilingual stream)

PSJ Teacher 2.

I think so.

Interviewer.

How would you describe them?

PSJ Teacher 2.

In between! No So their written Welsh isn't as good as their spoken. Because my written Welsh is OK, but not brilliant.

Interviewer.

Yes, yes . OK. So how do you need to cater for those children?

PSJ Teacher 2.

You need to have different vocabulary and it needs it be there ready for them. Maybe a word bank or something.

Interviewer.

OK.

PSJ Teacher 2.

So they know oh 'cyffelybiaeth' (alliteration). We've told her about....

Interviewer.

And maybe writing frames so they've got the framework of what to do.

PSJ Teacher 2.

I think lower down they would need that. But the band 2 that are completely fluent. I'm just thinking to myself erm they should be able to write. It 's just those odd words – treigliadau' or maybe something..

Interviewer.

Almost like proof reading

PSJ Teacher 2.

Grammar maybe.

Interviewer.

Lovely OK Is there anything you want to add?

PSJ Teacher 2.

I don't think so. I'll probably think of loads of stuff when you go!

Interviewer.

Well the idea is to spark ideas and then reflect hopefully. I'll come back in March to see whether you've either changed your ideas or developed them. OK thank you ever so much.

PSJ Teacher 2.

You're very welcome.

Appendix 7 : Interviews from pilot study:

'Let me say this yn Gymraeg' - Code-switching in the bilingual classroom

Jessica Clapham MA - July 2010

Handout: Extracts from project Code-switching in the classroom – a study from Wales

Extract 3A . Classroom observation Year 8 PSJ (March 2010)

01 Teacher (1): Classwork and today's date.
02 Student (2): What's the date?
03 Teacher (3): Twenty sixth of March. Hurry up Nathan
04 please. Learning objectives. What did we do yesterday?
05 Student (4): Spelling
06 Teacher (5) Yes what else Freya?
07 You can write this (writing on the board) While you're getting 08
these pieces of paper what should you be looking at?
09 Wnewch chi weld fi ar diwedd y wers ?(Can you see me after 10 the
lesson ?)

Extract 3B. Classroom observation Year 8 PSJ (March 2010)

01 (Noise)Teacher (1) : Ok let's have a look (explaining spellings 02 to a
pupil)
03 (To class) teacher(2): Ok we'll just go over some spellings
04 quickly.
05 Necessary, I think Never Eat Salad Sandwiches and Remain
06 Young. Well done brilliant. Diolch yn far (Thank you very
07 much)
08 Teacher (3) Any other words?
09 Student (4) Sergeant
10 Teacher (5): 'rest ' gold' and 'ant'
11 Beth ydy'r gair Cymraeg am 'ant' (What is the Welsh name for 12
ant'?)
13 Or he pictures a man really ' wedi gwylltio' (annoyed) ' Are you 14
and I 'aving a 'rant.'
15 Student (6): Occasion miss
16 Teacher (7) : C am cae, cath (C for cae (field) C for Cat)
17 Other C sound like and 'S'. Think of a cycle. Same with
18 accidental. Second C doesn't sound the same.
19 OC Ca Sion – Sion ar y diwedd. (Sion at the end) Does that help 20
you? Ok?

JJC8.5.10

Extract 3C: Follow-up interview with trainee teacher PSJ (March 2010)

Question (Clapham) (1): Do you think learning subject matter in Welsh actually helps second language learners learn subject matter in English?

Answer (2): Absolutely

Interviewer (Clapham) (3): Yes can you think of a reason for that?

Answer (4): I can think of a lad in my year 9. He doesn't speak English except in his English lesson. He speaks Welsh at home. Welsh around School. Welsh with all his friends, so he only gets 4 or 5 lessons of English a week and he finds it very hard. So to be able to explain things to him in Welsh. You try to do it in English sometimes, but he feels more comfortable doing it in Welsh. You don't want to be taking time you know you've got all the other children to think about as well. So I think if we can just tell him...then he clicks and he's fine.

Interviewer (Clapham) (4): Yes ok...

Question (Clapham) (5) Do you believe that if your students develop literacy in Welsh it will help them develop reading and writing in English?

Answer (6): Again absolutely, we've just seen that now...you know, where we can use our knowledge of Welsh to do phonetics in English.

Interviewer (Clapham) (7): That was really interesting the way you had them looking at those strategies for teaching spelling. Have you done that with other groups?

Answer (8): I've done them with all of them and they've all come up with different things when I've introduced it with different groups. Because Freya there she said 8 with "h" in front of them. I mean none of us had thought of that and someone said it's 'aur' (gold) mae na aur (there's gold) yn y (in the) restaurant so it's absolutely helped them...

Self study questions

1. What is the teacher using Welsh for?
2. What pedagogic or social functions do you think these switches into Welsh may perform?
3. How justifiable do you feel this switching is, from the point of view of effective teaching?
4. Any examples of 'scaffolding'?

JJC2.7.10

Extract 2

Extract 2a. Classroom observation Year 9 DT (March 2010)

(Noise)Teacher (1) : (introducing the task i.e. Writing individual blogs; pupils reading)

(To class) teacher (2): You've got 5 minutes to discuss these three blogs.and I'll help you to decide what's good...

Pupils A (3):Gawn ni dynnu llun? (Can we draw a picture?)

Pupil B (4): So rhaid i ni cael mier cat. Is this a blog? (So we have to have mier cat)

Teacher (5): I just want you to discuss this one and what you want to be improved. The top blog, what do you think of that one?

Pupil B (6) : boring

Teacher (7):Why is it boring?

Pupill C(8):Not very eye catching

Teacher (9): Not eye catching No it's not.

So what's missing? You've got your blog success criteria in your books. What else is missing?

Pupil D (10): colour.

Teacher (11): Colour., font? What about the second one. Is that one better?

Pupils (12): Yes

Teacher (13): Why is it better? It's got images and colour, well done. Anything else? What about on the left hand side?

Pupil E (14): links.

Teacher (15): links to what?

Pupils (16): Video

Teacher (17): So it's got links to video? Anything else? What do we know? What about the third one? What about boys in the back what do you think Connal?

Pupil F (18): colourful

Teacher (19): It's colourful Yes well done What else?

Pupil F (20): Eye-catching

Teacher (21): Eye-catching yes

Pupils (22): Different font

Teacher(23): It's got different fonts. Anything else.

Pupil G (24): Not boring.

Teacher (25): Not boring the layout is good – much better?

Any other comments on those blogs? See Blogger.com – create your own blogs

Was anyone absent last lesson? (giving out written work.)

(Classroom noise) OK Excuse me – (calling for attention) Ssh! I think you need to spend five minutes discussing with your group just to make sure you know exactly what you're going to be writing. I'll give you five minutes discussion and then I want you to move back to your places to write your own blog entry OK? And then you go back to your own groups at the end to discuss them ok so a quick five minutes.

Extract 2b Classroom observation Year 9 DT (March 2010)

(noise) T(1): Does each group need more time to discuss?

Do you know what you're doing?

Pupil C(2): Roeddwn i'n meddwl ei fod ni fod i sgwennu efo nhw.

(I thought we were supposed to write with them)

Teacher (3): Fusa ti'n gallu sgwennu

Mae o digon hawdd. Dim efo (****) software. Mae na dau 'b' yn 'pebble'. (You could write.. It' easy enough. Not with (***) software. There are two 'b's in 'pebble (checking grammar)

Pupil D(4): Sgwennu fi ydy hwnna. (That's my writing!)

Teacher (5): Ok quiet. When everyone's quiet I want to say one more thing. Thank you Ssh! right You've worked very well. Some of theses blogs are very good. They're going to look good once you get all the images so if you want, if you've got any images that you want to scan or anything bring a USB stick or this group they're going to make sounds clips .. OK thank you. (class dismissed).

Follow-up Interview with DT

Question (Clapham (1): Do you think learning subject matter in Welsh actually helps second language learners learn subject matter in English?

Answer (2) I think it does because it's their language and it's obviously what they think of first.... **but I think it can become a problem** when they have to translate.

Interviewer Clapham: Why do they find translating difficult?

Answer It's just an **extra task** really and they have to translate in their mind before writing it down.

Interviewer: Yes, what percentage of that class were Welsh speaking as a first language?

Answer: Ninety percent probably.

Interviewer Clapham OK Yes.

DT: It's a **very Welsh** class.

Interviewer Clapham Yes and the two young lads who were sitting in the front, do they tend to ask you most of the questions in Welsh?

DT: Yes, one of them usually checks himself and changes to English half way through the question.

Interviewer Clapham : So child B, the one who was sitting in the corner?

DT: Yes the other child will ask questions in Welsh even if I'm talking to him in English, he'll answer in Welsh.

Interviewer Clapham: Yes and when they're working independently do they tend to use Welsh to try and clarify what they are doing?

DT: Yes and often if they don't understand a term .. to clarify the Welsh term in order to understand better ... but their written work, individual work is a good standard of English anyway.

Interviewer Clapham : Ok what about the second question?

Question 2: Do you believe that if students develop literacy in the first language it will help them development of literacy in English?

Answer: Oh definitely. It's well ... that will work either way I think erm - obviously to help with spelling in English.

Interviewer Clapham : What kinds of texts do you develop with them to bring their awareness of Welsh ... living in a Welsh culture?

DT Well, with mywith the Year 9 class after finishing blog writing we'll be doing letter writing and for example we're going to be looking at the Big Weekend in Vaynol and how it's gonna benefit the community and things like that, and then also with Year 7 for example we'll be looking at myths and legends, the Mabinogi, King Arthur...

Interviewer Clapham: And how do they respond to that? native culture?

DT: I did cover Greek myths briefly, but they responded much better when I talked about local ones because they had more knowledge and they can **relate to it better** I think.

Interviewer Clapham: Ok What about the 4th area:

Question 4: Do you believe that if a L2 learner is in an English only class he or she will learn English better?

Answer: The second language 2 Welsh?

Interviewer Clapham: Welsh children who are learning English. Is it better for them to be in an English class?

DT: It depends because I think it is important that they don't always turn to Welsh because when they leave school they won't be able to do that.

Interviewer Clapham: OK

DT: At the same time when it comes to terminology and things like that it'll consolidate the learning better if they are able to relate it to Welsh. They understand it better that way. They do think in Welsh so it's important that they use the English more.

Interviewer Clapham: Yes you mentioned terminology. Can you think of any specific times in the lesson where you've had to explain something in Welsh to clarify something in English?

DT: I was with a Year 10 class doing poetry and I asked them to look for examples of imagery and they didn't know what I meant by imagery...so I had to explain metaphor..'trosiad' (metaphor) ..similarly 'cymhariaeth (comparison)

Interviewer Clapham: Were they able to do it then?

DT: Yes but they still had to ask me : Is this a 'trosiad'? (metaphor) They still had to make sure that they got the right term right.

Interviewer Clapham: OK Just a few more questions then.

Question 5 : What do you think is the role for the first language in the classroom? First for the teacher? And then for the pupils? What are you conscious of when you are teaching? Do you think about the first language at all? Do you use Welsh at all when you're teaching?

DT : I think about it from a more, **more trying to get them to speak English.** Group work, they conduct in Welsh so I'm very aware of it... trying to get them to speak English erm. Generally when they do individual oral work they'll speak English but it would improve their English if they were able to do it in group work as well(...)but for the pupils **it's not natural.** I was the same when I was at school. I used to do group work in Welsh. I don't know how aware they are I think it comes naturally.

Interviewer Clapham: It comes naturally doesn't it. It's part of their identity isn't it?

DT: Yes.

Interviewer Clapham : Do you sometimes use Welsh to magnify the teaching point? You know if you've got a class ...let's say a year 7 class who are doing a new subject (..) do you sometimes emphasize things in Welsh?

DT: erm (..)

Interviewer Clapham: Maybe not explain but 'magnify' or emphasize it?

DT: Yes and I've seen other teachers doing it actually. I've noticed especially with year 7s and Year 8s that they might say it first in Welsh and then in English. I don't know if I'd do it as much to be honest.

Interviewer Clapham: You're not conscious of it?

DT: No but I have noticed teachers.

Interviewer Clapham: OK interesting.

Question 6: Do you think pupils should be allowed to use L1 freely in the classroom?

DT: Yes I can't see major harm in it but at the same time it would benefit them if they spoke English.

Interviewer Clapham: What would be the advantages of using the first language?

DT: Just to **help their understanding.**

Interviewer Clapham: So it's mainly comprehension?

DT: Yes and (...)

Interviewer Clapham : Anything else?

DT: Welsh comes naturally to them so they'd probably get better responses in their first language.

Interviewer Clapham: Anything else you want to say on that one about the use of the first language? Have you noticed it anywhere else when you were observing?

DT: Erm (..) not really

Interviewer Clapham: Not really, perhaps you haven't been observing recently?

Interviewer Clapham: All right let's move on...

Question 7 : Do you think pupils translating for each other is a useful tool in the classroom?

DT: Oh I think so – definitely.

Interviewer Clapham: can you give any examples there?

DT: For the terminology again they might ask the person next to them first.

Interviewer Clapham: I noticed one child was doing it with spelling.

DT: Oh yes.

Interviewer Clapham: There were a few questions to you about spelling as well. They didn't seem to ask you in Welsh, but amongst themselves they were translating words, how to spell words in Welsh.

DT: Yes that's another **problem** I had in the previous school where I was. They asked me how to spell a word and I'd spell it out in English, but if I'd say 'e' they'd write 'i' because of the Welsh 'i dot'.

Interviewer Clapham: Any other interesting things with spelling which you've learnt by looking at their work for example?

DT: Capital I is a **major problem**

Interviewer Clapham: In what way?

DT: They put an 'i' (lower case)

Interviewer Clapham: OK

DT: Obviously with English there's no such thing. I on its own has got a capital letter, but in Welsh there is none and spelling...Welsh is more phonetic.

Interviewer Clapham: Yes

DT: more in Year 7

Interviewer Clapham: With younger children?

DT: Yes

Interviewer Clapham: OK what about group work.

Question 8 : Do you think discussing tasks in L1 is a useful strategy? What about with this blog they're doing? Would you be happy explaining it in Welsh or are you going to explain it in English?

DT: I would feel happy with that class...perhaps with another class that weren't set one... perhaps they'd need the first language to understand it better again.

Interviewer Clapham: And do you work at all with your colleagues in the Welsh department. Do you know of any projects that bring Welsh and English together?

DT: I can't think of examples specifically...There's a reading...not a project (...) they help children in year 7 with their reading. They do it alternatively. They do English for maybe two weeks and then reading Welsh for two weeks. They work with the Welsh department there.

Interviewer Clapham: So that's quite an interesting innovation in a way; something new. OK good.

DT: I don't know whether it's good to keep them completely separate. It seems I'm going back to what I said before. It might be of worth to keep it as an English classroom just to improve their English

Interviewer Clapham: Where does that belief come from? Has anybody told you about that or discussed it in college or do you remember back to your own schooling? Where does that idea come from?

DT: It's actually my sister.

Interviewer Clapham: All right OK

DT: She did all her school subjects in Welsh. She didn't study English, just her GCSE. Now she's trying to get into university in England and she's finding the oral difficult in the interview.

Interviewer Clapham: Right

DT: She can't express herself as well in English.

Interviewer Clapham: Is that in terms of vocabulary or expression or...

DT: Everything!

Interviewer Clapham: Everything? OK

DT: Because she's an intelligent girl, just she can't express herself in English and they're unaware of that.. you know(. .) they' re young now .. the skills they learn here....

Interviewer: they will help them later on won't they. What about the teachers have you discussed any of these issues with them? What are the other teachers' beliefs?

DT: I did discuss my Year 7 class. Quite a few are very Welsh pupils there and she does suggest providing a bit more support...

Interviewer: In what way?

DT: With writing

I: What about with oral work – the speaking and listening?

DT: All my Year 7 tend to be very good. They don't have problems with speaking and listening in the classroom. They've started that practice now. So hopefully they'll carry on and improve their English.

Interviewer: Develop it (...) yes. OK good right last question.

Question 10: How well do you think pupils cope where Welsh and English are used for teaching? For example, have you seen other subjects have you observed other subjects where they might be using both languages side by side?

DT: Well I also teach music.

Interviewer: Oh yes you mentioned music. Tell us a bit about music

DT: Well with music most of it is taught through Welsh and there are a couple of first language Welsh, second language English in the class so you have to reiterate information in English as well. I provide English worksheets things like that

Interviewer: OK

DT: And I think it's quite good because you have to say the instructions twice and maybe for the pupils who understand both languages it'll help the information to sink in.

Interviewer: Have you used Welsh for the input? You know you present the material input it in Welsh and then maybe the follow up work in English?

DT: Yes oh hang on I don't think I've understood that..

Interviewer: Do you sometimes give the information In Welsh and then say "right I want you to do the follow up work in English"?

DT: OK

Interviewer: What we call 'trans-languaging skills, 'Traws-ieithu yn Gymraeg' ('Trans-languaging in Welsh)

DT: I haven't used that

Interviewer: No – have you seen it used anywhere else?

DT: In the last school I was at what they used to , cos it was a bilingual school (..) what they used to do(..) they used to teach a couple of modules in English, the same as when I was in school. The teacher would teach in Welsh and then we'd learn the terms and write the work in English.

Interviewer: Yes

DT: But what I found in the last school was that the children would... the question would be in English and maybe they'd answer in Welsh because that was what language the teacher had used.

Interviewer: Yes

DT: So it wasn't coherent

Interviewer: Right and did you think that worked well or did you think perhaps it was a bit confusing?

DT: I think it was a bit confusing to be honest

Interviewer: Right

DT: Because they'd teach an English module in the middle of the semester and other modules would be in Welsh and obviously the pupils would already have that relationship with the teacher when he or she would speak Welsh.

Interviewer: Yes it's a bit odd isn't it when you're used to speaking Welsh with a group of children and you suddenly start speaking English.

DT: Yes I get that a lot because I teach music and...

Interviewer: Yes and you're probably registering a class. What language do you use when you're registering?

DT: Welsh

Interviewer: Are some of those children that you teach, are they in your registration form?

DT: Yes

Interviewer: So how do you deal with that? On the corridor what language do you speak to them?

DT: I speak to them in Welsh. I always speak English in the classroom. But my Year 7 are very good at speaking English. Year 8 , I teach two English lessons to them and music lessons through Welsh and I think they are quite confused because some of them speak English to me in music lessons and some of them speak Welsh to me in English lessons.

Interviewer: Do any of the children code-switch? Do they change languages almost mid-utterance?

DT: Only if they begin in Welsh and change to English. I haven't seen it the other way round.

Interviewer: But that's an interesting phenomenon. I don't know whether you're aware of that. It's quite a complex process whereby they switch from one language to another almost mid-utterance. Yes ok that's been very, very interesting Thank you of your time.

Key

Yellow highlighted: problems with code-switching

Blue highlighted: positive aspects of code-switching

PSJ Full Follow up interview March 2010.

Extract 3C: Follow-up interview with trainee teacher PSJ (March 2010)

Question (Clapham) (1): Do you think learning subject matter in Welsh actually helps second language learners learn subject matter in English?

Answer (2): **Absolutely**

Interviewer (Clapham) (3): Yes can you think of a reason for that?

Answer (4): I can think of a lad in my year 9. He doesn't speak English except in his English lesson. He speaks Welsh at home. Welsh around

School. Welsh with all his friends, so he only gets 4 or 5 lessons of English a week and he finds it very hard. So to be able to explain things to him in Welsh. You try to do it in English sometimes, but he feels more comfortable doing it in Welsh. You don't want to be taking time you know you've got all the other children to think about as well. So I think if we can just tell him...then **he clicks and he's fine.**

Interviewer (Clapham) (4): Yes ok...

Question (Clapham) (5) Do you believe that if your students develop literacy in Welsh it will help them develop reading and writing in English?

Answer (6): Again **absolutely**, we've just seen that now...you know, where we can use our knowledge of Welsh to do phonetics in English.

Interviewer (Clapham) (7): That was really interesting the way you had them looking at those strategies for teaching spelling. Have you done that with other groups?

Answer (8): I've done them with all of them and they've all come up with different things when I've introduced it with different groups. Because Freya there she said 8 with "h" in front of them. I mean none of us had thought of that and someone said it's 'aur' (gold) mae na aur (there's gold) yn y (in the) restaurant so **it's absolutely helped them (...)**

Interviewer (Clapham) (9): Interesting (..) where did that come from? Is it something that you've done with L***a (PGCE tutor) or is it something you've read?

PSJ (10) : No (...) I read (...) I knew I wanted to do spelling (...) and I thought how can I have a ballpark for everyone(...) so I thought if I got the most commonly mis-spelt words it will be a **life skill** (..) yes(..) because they will remember them throughout their lives and we can look at the different ways of learning them so (...)

Interviewer Clapham (10) So did you read anything you said?

PSJ (11): I got off the web (..) the most commonly mis-spelt words...I just went to a website where it says "commonly mis-spelt words." I took stuff out – I took the words I thought they might use in school life and just used them.

Interviewer Clapham (12): OK what about number 3?

Do you believe that it is good for students to maintain their native culture?

Answer (13): **Yes absolutely** (...)

Interviewer Clapham (14): Can you think of an example?

PSJ (15): We haven't at the moment. We're doing private peaceful with them (..) but wait erm let me think(...) we did Inspector Calls with 5 , blwyddyn un ar ddeg (Year 11) and had to do it in its context so we did a time line with lots of strikes (..) so the Bethesda strike.

Interviewer Clapham (16): Yes (..) 1900 wasn't it?

PSJ (17): Yes (.) so that was amazing and a lot of it hit home because a lot of families are still around.

Interviewer Clapham (17): So that was a poignant part of their education.

Question (Clapham) (18): Do you think the second language learner in an English only class will learn English better?

PSJ (19): No

Interviewer Clapham (19): OK do you want to elaborate on that?

PSJ (20): Yeh (.) I think he would be (...) I can understand the immersion and dropping them in it (...) I can understand that(.) it's sink or swim and I would be worried about the 'sink' people.

So I think it's better if you have something a bit like this where you can (...) they're not (.) they're completely fluent in English obviously but I do think it is better they've got that mix as you don't want that person feeling alienated or you know (.) the others can be so nasty because he's not getting it right and he's gonna feel stupid (.) there's nothing wrong with his intelligence, it's just the language isn't it?

Interviewer Clapham (21): Absolutely. It's just a language barrier isn't it? Ok great. What do you think the role of the first language is for you as a teacher? I noticed you were using it for 2 things, first of all for discipline, which is quite interesting,, you reiterate in Welsh (...) and the other for explaining grammatical points. Do you mind just discussing those in more detail?

PSJ (21): It's funny. I've noticed I do the discipline thing in Welsh and I don't know whether they think I'm more serious. I've not thought about this until the last few weeks. Do I feel more comfortable doing the discipline in Welsh maybe. No cos I speak Welsh at home, so maybe I do ?

Interviewer Clapham (22): You do it naturally with your own family?

PSJ (23): Yes

Interviewer Clapham (24): Are you transferring that to the classroom?

PSJ (25): Fortunately Carl's a very good lad so we don't have to tell him off!
(*****)

Interviewer Clapham (26): It hits home perhaps?

PSJ (26): Yeh, It's only in the last couple of weeks I've realized that I've done it.

Interviewer Clapham (27): Interesting and then I noticed you were magnifying the teaching point i.e. the grammar point. You were explaining phrases in Welsh. Were you conscious of that?

PSJ (28): Not really

Interviewer Clapham (29): Not really. It's an interesting use of Welsh. Ok what about the pupils then? What's the value of them using Welsh in their small groups?

PSJ (29): I think it must 'cadarnhau' (Strengthen). You know it strengthens everything for them and it's like me when I'm writing in Welsh cos sometimes I don't feel comfortable writing Welsh and I want to know what a word is in Welsh. If I'm reading I think what the hell's that word and that S Manon Lady (tutor) she goes round the houses you know like we're supposed to do in English , in ESL, what it is in Welsh and I just want her to tell me the word. Be clear to me. It saves a lot of time and I know exactly that word then (...) instead of , oh it roughly means ...Because I didn't know what 'meini prawf' (assessment criteria) was in Saesneg (in English) cos I kept hearing it as 'meini prawf' and I had to ask M what does it mean? And then she went round the houses. No (.)Can you tell me

what the phrase is in English. Fine I know now. Because I need to know the complete phrases not go round the houses.

Interviewer Clapham (30): Get the actual word you mean so there's instant translation. What was interesting I felt that you were scaffolding their learning you were preparing them for the next stage as it were. Were you conscious of doing that? It might be interesting to look at that when I come next time. Ok what about the next one?

Question (31): Do you think pupils should be allowed to use the L1 freely in the classroom?

PSJ (32): Absolutely

Interviewer Clapham (33): Ok so you haven't curtailed that at all? Ok what about the next one. Translating for each other? Do you think pupils can do this? Is translating a useful tool?

PSJ (34): I've heard them do it not with big chunks of writing but words(..) 'Beth mae hwnna'n feddwl?' (What does that mean?) the other one will say 'hwn' (this) and I think that's ...

(Interruption: Head of department coming into classroom to say hello)

Interviewer Clapham (35) We're doing a quick recording of an interview. That's thrown me a bit now! Translating for each other?

PSJ (36): Yeh they do and I think that's positive

Interviewer Clapham (37): OK

PSJ (38): I've got a girl in Year 10. She speaks Polish at home and in her test she got low marks to start with. She got all of them right the second time.

Interviewer Clapham (39): And what do you think that was due to ?

PSJ (40): I think that the more languages you've got you can draw on – like we were doing Welsh phonetically. I don't know how Polish works but there might be some system there. She might recognize words inside the words that we can't see in Polish. So the more you've got.. it's fantastic isn't it?

Interviewer Clapham (41): There is research into tri-lingualism – acquiring a third language when you've already got two.

PSJ (42): It's brilliant isn't it?

Interviewer Clapham (43) Charlotte Hoffman has done quite a lot regarding that. OK what about them discussing tasks in the L1?

When you've given them a particular project to do or task based learning have they discussed it in Welsh first?

PSJ (44): They probably have.

(bell rings)

Interviewer Clapham (45): Now then finally. Is it better to keep English and Welsh separately in the classroom?

PSJ (46): NO

Interviewer Clapham (47): Ok Why's that?

PSJ (48): I think if you have got someone like my 'meini prawf' (marking criteria) example you don't want them having a rough idea of what it means!

Interviewer Clapham (49) I notice sometimes you're code-switching. You start a sentence in English then you drift off into Welsh and include Welsh elements. Do you see this as a useful tool?

PSJ (50): I never realized I did it to be honest.

Interviewer Clapham (50): OK (..) not realized.

PSJ (51): Obviously when I've taught in other schools I've never done that. Although I did it in DH for a couple of classes

Interviewer Clapham (52): Yes

PSJ (53) Especially the year 9.

Interviewer Clapham (54): So it's around about year 9.

PSJ (55): Yes OK

Interviewer Clapham (56): Finally how well do you think pupils cope where there is Welsh and English for teaching, so bilingual teaching?

PSJ (57): I think it's fantastic because as you've just seen. It's word recognition and understanding. A lot of the time they understand it better. I just think it's all positive.

Interviewer Clapham (58): Have you heard the term 'translanguaging'?

PSJ (59): No

Interviewer Clapham (60): No sometimes we refer to the input being in English and the written work being done in Welsh e.g a story read in English and the written work completed in Welsh. Ofelia Garcia has written...

PSJ (61) : Who?

Interviewer Clapham (62) : Ofelia Garcia has written a lot about this.

PSJ (63): Was she Mexican?

Interviewer Clapham (64): Cuban

PSJ (65) : Yeh

Interviewer Clapham (66): Perhaps next time we can have a chat about that in more detail? After Easter. Thank you very much.

Yellow highlighted: problems with code-switching.

Blue highlighted: positive aspects of code-switching

Appendix 8: CONSENT FORM

I have been fully informed about the aims and purposes of the project.

I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which may include publications

If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential

the researcher(s) will make every effort to preserve my anonymity



.....9th March

2012.....

(Signature of participant)

(Date)

COLIN BAKER

(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Contact phone number of researcher(s):.....

If you have any concerns about the project that you would like to discuss, please contact:

.....

OR

.....

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Appendix 9 : Initial Themes

Nvivo Themes for interview data

1. Understanding of code switching e.g. Q 10 Pupils cope better than teachers.
2. Teachers' awareness of the benefits of code switching e.g. Q5 the role of L1. Understanding of curriculum content. Accepting a child's prior knowledge. Self-esteem. The ethos of the classroom
3. Negative attitudes towards CS. Q4 English only. Q9 separation of English and Welsh. Welsh NOT.
4. Positive attitudes towards CS. Q1 Helps with subject matter. Q2 Facilitate literacy. Q3 Maintain native culture.
5. Reasons for using CS Q6 - Use L1 freely in class and 7 Translation as a tool.
6. How CS is used – strategies Q10 How well do pupils cope where both languages are used.
7. Solidarity How is CS used Q10.
8. Negotiation of identity.
9. Teachers' professionalism.
10. Reflection and metaphors.

JJC 1.7.12

Appendix 10: Tables of results from interview data

The tables show the codes generated from the interview data.

'Sources' refers to the number of interviews in which comments relating to the code were made.

'References' refers to the number of individual comments which have been coded.

'Teachers' indicates the number of participants who made comments relating to the code.

KEY CATEGORY: PERCEPTIONS (re code switching) * I1 = Interview 1

Code	Definition	Sources	Refs	Teachers
	Explanation of the code	Number of interviews in which comments relating to the codes were made.	Number of individual comments which have been coded.	Number of participants who made comments relating to the code.
Awareness of Code-switching (own) ACS	Comments that relate to own teachers' CS in their classrooms.	6	12 3 11 4 4 5	T1 (I1) T2 (I1)* T4 T2 (I2) T6 T1 (I2)
Awareness of Code-switching (others) ACSO	Comments that relate to teachers reporting of other teachers' code switching.	11	12 13 10 13 13 9 1 8 15 10 12	T1 T2 (I1) T2 (I2) T3 T3 T6 T4 T4 T1 (I2) T5 T5

Table 10.1.1 Comments which indicate perceptions bilingual teachers have about their code switching in their English classrooms in Wales.

Code	Definition	Sources	Refs	Teachers
Feelings FG	Comments that relate to any feelings expressed by teachers relating to CS.	11	17 15 10 10 9 8 3 15 21 31 2	T1 T1 (12) T2 T2 (12) T3 T3 (12) T4 T4 T5 T5 T6
Teacher Identity TI	Comments that relate to any indication that CS may be related to identity.	11	2 8 25 6 9 1 4 0 14 17 9	T1 T1 T2 T2 T3 T3 T4 T4 T5 T5 T6

Table 10.1.2 Comments which indicate to what extent and in what ways does this group of teachers experience a change of perceptions as a result of the research process.

KEY CATEGORY : PRACTICE (re codeswithcing)

Code	Definition	Sources	Refs	Teachers
What do they do? WTD	What kinds of CS practice are teachers aware of in general, their own experience of CS and how CS is carried out e.g. Comments that indicate what/how they use CS (e.g. using words in both languages).	7	9 20 7 7 1 0 0 4 0 0 4	T1 T1 T2 T2 T3 T3 T4 T4 T5 T5 T6

Table 10.1.3 Comments which indicate what code switching practices this group of teachers employ in their English classrooms.

Code	Definition	Sources	Refs	Teachers
Reasons for CS. RCS	This refers to the particular rationale for CS based on teachers' beliefs about language boundaries and reasons for including CS as part of pedagogy e.g. to increase spelling strategies, to keep students engaged.	7	6 9 2 12 0 0 19 6 2 0 0	T1 T1 T2 T2 T3 T3 T4 T4 T5 T5 T6
Ways of CS. WCS	Reference to how Welsh/English Code switching is utilized within the classroom context in Wales. This also includes discussion of the practical use of CS to magnify the teaching point e.g. comparing vocabulary.	6	6 9 12 5 0 0 0 12 0 13 0	T1 T1 T2 T2 T3 T3 T4 T4 T5 T5 T6

Table 10.1.4 Comments which indicate the way code switching can be used in an English classroom in Wales according to this group of teachers.

Appendix 11: Abbreviations

ESOL	English as a Second or Other language
ESL	English as a Second Language
CS	Code-switching
CM	Code-mixing
RQ	Research Questions
TESOL	Teaching English to Speakers of Other Languages
TL	Trans-languaging
SIOP	Sheltered Instruction Observation Protocol