

Teacher Code Switching
in Teaching English as a Foreign Language
to Young Learners

Készítette: Szlanka Anett

IV. évfolyam, Nappali, Tanító szak, BA

Témavezető: Dr. Ujlakyné dr. Szűcs Éva PhD

Főiskolai docens

Kecskeméti Főiskola Tanítóképző Főiskolai Kar

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Introduction

I have chosen this topic because I am interested in effective foreign language teaching. Nowadays, it is often mentioned that Hungarians do not speak foreign languages very well. We are well below the European average. It is also true that the situation has not become much better in the last 10 years, since there are so many students who cannot get their degrees as they do not have B2 level language exams. On the other hand I have seen enthusiastic children and trainee teachers during my school practice in the primary school, which seems to change the trend. What happens in between?

In this essay I am going to examine one of the possible factors of efficient language teaching. It seems obvious that in foreign language teaching (classroom language teaching in a country where English is not used in everyday communication, in contrast with second language teaching) the exposure to the target language is crucial. If teachers use too much Hungarian in the English lesson, their learners will not have the chance to experience how target language communication works. I am a future primary teacher who is specialized in teaching English as a foreign language to young learners. We are required to use as much English as possible in our lessons. However, even for me it seems sometimes easier to use Hungarian, because it is faster, it is more natural and, last but not least, I can be sure that I am not misunderstood. This is why I decided to examine systematically how teachers use the target language and when they switch back to Hungarian.

Learners' code-switching is also relevant, but in this essay I will only deal with teacher's code-switching. At the beginning of the essay I will explore, based on current literature, how children learn foreign languages. This will give the reader an insight into how we can judge the importance of the amount of target language in the classrooms. In order to get a relevant picture I need to examine the difference between language acquisition and language learning. Learning strategies (cognitive strategies, communication strategies, etc.) and foreign language learning processes as well as the role of teachers in EFL to young learners are also important aspects of code-switching. Children's attitude may also influence learning and teaching. Using meta-language (mime, gestures, and appearance) is a part of real life and children understand their meaning more easily if teachers use them. I will also summarize the characteristic features of teaching English to monolingual classes.

An increasing number of schools in Hungary have started bilingual education programmes recently. Their aim is to provide children with a great amount of target language. Their method, their results and practice will be examined. Children learn not only in classrooms. They pick up the target language around them, for example at home (television), radio, in the street.

I have done a small classroom research on teachers' code-switching. I have observed English language classes to get to know when and why teachers switch from one language to another. Then, I will examine what the role of the mother tongue of the learners and the target language is in the classroom.

According to Kozmács (2001) there are two different language teaching methods at school. When we teach the mother tongue (Hungarian language) it is based on grammar teaching (rules). On the other hand, foreign language teaching is speech-centred and communication is the most important aim of it.

1. How children learn languages?

1.1 Language acquisition

Mother tongue acquisition begins when a baby is born, first with baby noises and cries. Later, at around age 3 or 4 children are able to communicate meaningfully with other children and adults. Acquisition is not linked to the relative intelligence of individuals which means every child who is born is able to communicate with others. Children's families are the field of natural acquisition, because every child learns from their parents. Young babies are imitating their parent's voices and behaviour.

According to Slattery and Willis (2001) when parents talk to their young children to help their children's mother tongue development this process is called *caretaker talk*. Brewster, Ellis and Girard (1992) say that there are some stages in mother tongue acquisition. The first stage is the pre-linguistic stage. This stage is from birth to around eight months. Babies communicate with voices and cries. The next stage is the production of the first 'word'. Young children try to pronounce words, they have their 'own meaning'. Infants try to communicate with their 'own word'. The role of the parents and of the whole family becomes more and more important. The last stage is when children repeat what they hear purely through the use of mimicry. Brewster, Ellis and Girard (1992) say that children from 8 months to 2 years enter a genuinely syntactic phase of acquisition. From 3 to 4 years the process of natural acquisition continues to develop and becomes richer. Children have great creativity and remarkable facility for auditory discrimination and for imitation. They can acquire grammatical systems. That is why children can learn many languages spontaneously at this age. When children attend school acquisition continues and turns into learning by learning the mother tongue in both its written and spoken form.

There are many differences between learning and acquisition. According to Gaál and Sárosdyne (1993) acquisition is a process when we acquire our mother tongue. Acquisition puts the emphasis on the message rather than on the form. However, learning is a process that focuses on the form of the language. Learning is a conscious process, however acquisition is subconscious. So learning means knowing the rules, but acquisition means picking up the language, because young children do not focus on the rules of the language. They learn their

mother tongue by using it. Gaál and Sárosdyné (1993) say that learning is not ready for production, but acquisition is available for automatic production. We can say that the good language learner is an acquirer. The younger the learner is, the more important acquisition will be, as children under ten do not focus on abstract language rules.

Young learners will acquire the language they hear around them. So they need to hear a lot of English. They look on their teacher as a new carer. The teacher is the model of the language. Conversations between the mother and the young child and classroom conversations are similar in many ways. It is very important to provide supportive and safe environment which encourages young children to try out and use the foreign language. On the other hand, in classroom settings the amount of the target language might not be enough, because children have to practice the foreign language as much as possible.

Children of 6-12 are in a period when they can acquire and learn the language at the same time. This age is very important in foreign language learning. Communication is also a very important for them, because children have a desire to communicate. Learning a language indirectly (with examples, through communication) is the best way for them to learn. Children have an amazing ability to learn the language through playing and other activities that they find interesting and enjoyable. Teachers can use this while they teach a foreign language to young learners.

Szécsi (2001) says that children acquire the foreign language successfully if the foreign language learning process is based on psychical movement. Pupils can move in the classroom (for example go to the board and write on it) and this is a kind of motivation. Different learning situations can be used. Teachers can use group work or pair work instead of using frontal work all the time.

1.2 Learning a foreign language at school

The most common teaching situation is inside a classroom, where the teacher is face to face with the children who are in groups of various sizes. Brewster, Ellis and Girard (1992) say that mother tongue acquisition is clearly a pleasurable process because it satisfies in a very short time a child's basic need to communicate interactively with the surrounding people and environment. However, children learn foreign languages in only a few hours per week, and they might have outgrown the most favourable age for the exercise of their auditory, phonatory and imitative faculties.

Children have a natural desire to communicate, which teachers can use in the teaching process. So the basic needs of young learners to communicate can be satisfied if teachers give the children an appetite to learn, if they are encouraged to participate in the lessons. Children get pleasure when they play, when they learn new things or discover something. Teachers have great responsibility to monitor the level of these constantly. The feedback gained in this way can be very important in the teaching process.

Nikolov (2010) says that there are three things for successful language acquisition. The first one is children have to be aware that they need the target language and they have to be motivated for learning it. If they know that the target language is a real language and they can use it to communicate with foreign people, they will be much more motivated to learn the language. The second one is the highly qualified teachers. The last one is the children's environment where they can acquire the target language because in this way they are forced to learn the language.

1.3 Learning to learn English as a foreign language

The aims of early learning of English are 'learning to learn' communication, discover another culture and analyse the language. Learning to communicate in English is very important, but first children have to learn how to listen to a foreign language. First they have to hear and then understand properly. Scott and Ytreberg (1990) say that listening is the skill that children acquire first. This can be even more important if they have not learnt to read and write in their mother tongue. When children start to learn a foreign language, it is going in mainly through

their ears and what the children hear from the teacher or in the classroom, on TV or anywhere, is their main source of the language.

At the beginning, children have a very short attention span for doing anything, but this develops with age. Children learn easier and faster with the help of games. When children are able to hear, they will start speaking. Young children, unlike adults, like reproducing the sounds and rhythms of the foreign language. To start this reproduction as early as possible, as soon as they are ready to do it, seems rather important. The aim is to make children communicate in English.

Learning to read and write in a foreign language is not an aim in early language teaching, but these are tools, keys to learn a foreign language. These skills have to be developed by doing simple reading and writing tasks. Using games to teach these skills are very useful and also very motivating for young learners. Other important abilities/skills that children should acquire: learning to memorize (for example a short poem, a rhyme or a song), learning to create something in English (for example a short story), learning to discover another culture (with the help of English as a foreign language) and learning to think about language. The most important is not to teach about the language, but teach with the use of the language.

Parrott (1993) says that teachers can develop learners' linguistic competence, too. Linguistic competence refers to the students' knowledge of grammar and vocabulary. Students use their knowledge to understand and communicate in the foreign language. Young learners have linguistic competence before they attend school. But the task is to develop this competence.

1.4 Learning strategies

Scott and Ytreberg (1990) summarise the characteristic features of young learners. They say that five to ten year olds can talk about what they are doing and they can tell what they have done and heard. They understand direct human interactions as well. At this age children sometimes do not know what is real and what fiction is. Sometimes they do not understand what teachers are talking about. But the important thing is that young learners love playing and they are learning a lot of things while they are playing.

Cognitive strategies are very important in learning. Cognitive strategies are: sorting, classifying (different things into groups), comparing (contrasting, telling the opposites), matching, predicting (what the text is about) and developing. Social mediation and *communication strategies* are increasing motivation for learning. These strategies can be used in pair or group work even in project work. Children learn more effectively if they are active in the learning process. Children's curiosity, positive attitudes and positive experience can contribute to their learning. Children can be motivated by activities and games. Brewster, Ellis and Girard (1992) say that if children are motivated, they will have the desire to continue learning.

Young learners are able to plan what they learn and how they learn it. Hypothesizing is also a good strategy which helps predict what the text is about. Learners have knowledge about the text before they have read it. Monitoring the text are metacognitive strategies which help children how to learn and how to acquire new information. It might be useful if teachers involve learners into learning and teaching process.

It is more important how they learn than what they learn, because if children learn how to learn, they will be able to learn anything (autonomous or independent learners). Different learners have different ways of learning, for example some students need quiet environment to be able to learn. The aim is to make learners effective and independent in their learning. Teachers can teach different strategies like *metacognitive strategies*. Self-questioning, self-assessment and self-correction are called metacognitive strategies (Brewster, Ellis, Girard, 1992). With the help of these strategies young learners will be able to work alone and they will be independent learners of the target language.

Later, teachers teach children how to learn. Children can use different strategies spontaneously. The teachers' role is to teach them how to use learning strategies by doing a lot of exercises. It is acceptable if teachers use learners' mother tongue to talk about different strategies and how to use them. They can also use mother tongue to give information about the foreign language and the foreign language learning. The most important thing is not to force children to learn the language before they feel ready for it.

1.5 Children's attitudes to learning English

There are different contexts in which children can learn English. These affect the quality of the learning process (Moon, 2004). The variety of ways in which children learn, their natural abilities and characteristic features are very important. Teachers observe children and it can help them to become better at watching and understanding children's learning. There is a difference between second language situation and foreign language situation. When we talk about second language situation children get input from inside and outside school. But in the foreign language situation they get the input mostly from the school. Therefore, in EFL teachers need to make children's learning effective and successful. As we know it is very important to motivate young learners. Motivation helps learning things. Teachers can motivate learners in many ways. In this part I will write about how children react to learning English as a foreign language and how teachers can deal with it.

A foreign language cannot be learned only by imitation and mechanical repetition. Children in primary school have already known a language called mother tongue. They Halliwell (1996:4) "do not come into the classroom empty handed". However, their language learning strategies can be poor, they are learning to learn even in their mother tongue. They have an instinct to make out meaning from situation, to understand what is going on by concentrating on the situation rather than on the words.

Moon (2004) says that children do not come to school like blank sheets of paper. They have abilities, they already have views and different attitudes. The attitudes are formed by social environment and by the people around them. The attitudes influence children's desire and their motivation to learn new things. Moon (2004) did a research based on children's attitudes to learning English. She asked some Spanish children aged six to ten and a group of thirteen-year-old Spanish children to answer some questions. He asked questions like 'do you like learning English' and 'why/why not'. Then she compared the answers.

The group of thirteen-year-old Spanish children answered that they like learning English because it is good to learn another language and to go to work to other countries. Some of them said that English was not complicated and it was a beautiful language. English is nice and can be used later on. Some students said that they could understand the computers and game instructions if they learnt English. But there were some students who said that learning

English was not easy and they did not like learning it because sometimes they got mixed up and it was very confusing. Some students felt that their English was poor.

Moon (2004) concludes that many things influence children's attitudes. But the most important is the teaching method. Then she says that if children know that they need English outside school, they will be more motivated to learn it. Students' attitudes change or can be changed by their experiences. If children achieve some success it can change their feelings. Moon (2004) also claims that there are differences between age groups. Younger children are influenced by their feelings for their teacher and by their parents' opinions.

Moon (2004) says that the main difference between the older and younger Spanish children is that older children see the need for the language and this is the reason for learning it. But younger children are too young to feel any need for the language. So their attitude is affected by the teacher, by the teaching methods, their parents and what their friends think about English. Younger children are enthusiastic, but older children often become less interested and feel embarrassed if they have to say something in English in front of the class. We can say that if children enjoy English classes and they are successful their attitudes will be positive and their motivation will increase. This will cause language learning to be more effective.

Using games and communication in the lesson can help motivate children. Moon (2004) says that it is important to find out how children's attitudes change from time to time. So teachers can keep in touch with children and they can build on positive attitudes. Teachers can make an action plan. There are five steps to make it. The first is to choose a class and then prepare some simple questions to ask them. Then record their answers and discuss the results with them. The last step is to take one problem and try to identify ways to solve the problem together.

Hardi (2001) did some research based on children's motivation (11-14 years old) in learning English as a foreign language. The results of the research show that pupils like learning English because of the teacher's personality, teaching method or because of English as a language itself. Some students said that they liked learning English because English is the most widespread language in the world or they would need the language later in their lives.

1.6 Why teach a foreign language in primary school?

There are two reasons for teaching a foreign language in lower primary school. The first one is to start learning a foreign language two or three years earlier (at 8 or 9 instead of 11 or 12) because in this way we can increase the total number of years spent on learning the language. Regular teaching and great number of lessons/week is very important and it is better than a little teaching spread over a long period. Teaching has to be structured and well-built.

The second reason why it is better to teach a foreign language in lower primary than in upper primary school is that young children have a greater facility for understanding and imitating what they hear than adolescents because of language acquisition. They are much more motivated to act out a game or imitate teacher's voices and foreign sounds. Brewster, Ellis and Girard (1992) say that the aim of early foreign language teaching is to prepare children linguistically, psychologically and culturally for language learning.

There are many ways to teach a foreign language in primary school. Lasagabaster and Sierra (2010) mention two approaches. CLIL (Content and Language Integrated Learning) is an approach in which the second language is used to teach content and students learn other subjects in English. CLIL increases student's foreign language proficiency. The other approach is called Immersion. Immersion is when children are placed into a foreign language environment in all their activities (e.g. French school in an English-speaking area of Canada).

1.7 Teachers' role

Teachers are models of the target language. Their pronunciation, fluency, communication and even their remarks in English expose children to the target language. The younger the learners are the more important this role is. If they do not speak enough English and speak in Hungarian instead of English, they do not support children's language acquisition. This is why code-switching is so important in language teaching.

Phillipson (1991) says that the ideal teacher has near native speaker proficiency in the foreign language and comes from the same linguistic and cultural background as the learners. They have insight into the linguistic and cultural needs of their learners. They know how mother tongue and target language differ and they know what is difficult for learners because these

teachers speak English not as their mother tongue. According to this theory native speaker teachers should be better qualified than the non-native, because teachers with the same mother tongue as the learners feel what is difficult for children and they can explain similarities and differences between mother tongue and English as a foreign language.

Medgyes and Malderez (1996) claim that teachers need to be able to look into the learning process. Teachers know ways of describing the language, they know their pupils and the teaching materials so we can say that foreign language teachers can tune in to the process of learning. It is very important to know how to respond to the learners. When a teacher asks questions, listens to children, explains something in English or in the mother tongue, she sets up activities, she shows both her professional knowledge and personal qualities. Foreign language teachers need to be sensitive and emphatic to children. There are some ways of developing sensitivity. One way is to tune in to the teaching and learning process. The independent learner knows a lot of learning methods and they need to be aware of the effective learning methods. This awareness is a kind of personal competence. Personal competence in learning is the first step towards helping others learn.

Sometimes children are confused, because they do not understand what teachers say. If teachers' instructions are unclear that can be frustrating for children. Frustration can result in bad grades. Children have to feel that they can make mistakes in the classroom and mistakes will not result in bad grades. Then they will be confident and they will know that they can learn from mistakes. In this way their learning process will be effective. Children will realise that it is good to take part in the lesson. Fluency and accuracy are also important in language learning.

When teachers develop learners' speaking skills, it is not a problem if learners make mistakes, the focus is on fluency. When teachers present and practise grammar, the focus is on accuracy, i.e. controlled use of the language without mistakes.

Slattery and Willis (2001) say that we can speak about a class teacher and a specialist teacher in upper primary classrooms. A class teacher teaches every subject, including English as a foreign language too. The children are together with the class teacher all day. The class teacher knows his or her students very well. A specialist teacher only teaches English as a foreign language, but in many classrooms. He or she works with many children of different

ages and levels. The specialist teacher does not know every child's personality, but it is good if he or she tries to get to know the children.

1.8 Classroom management

In order to teach young learners successfully you have to acquire teaching skills. Teaching skills are teachers' language abilities, their control of the whole class and time management. Good teachers have great language abilities and they understand children.

Which skills make teachers more and more effective? If they are good at telling stories to young learners (how to use metacognitive skills), if a teacher can sing well or play a musical instrument or draw well and act out a game, their teaching might be more effective. These skills are advantages for primary language teachers. Talking about classroom control and discipline, teachers know how to control young learners in the classroom. Children cannot learn in a disorganized environment; they need a well-organized, calm and safe environment. Teachers can establish a well-organized classroom. It can be useful if teachers avoid being strict; they find the middle way between being too strict and being too easy-going. (Brewster, Ellis, Girard, 1992)

If teachers know children very well and know their background they will know how to teach in the classroom and how to motivate children. When a child is trying to tell something it might be accepted. In this way children are motivated to continue and they will be happy that they can participate in the lesson. When young learners are using the language for communication and they make a mistake it can be accepted and not be corrected. Scott and Ytreberg (1990:20) "try to speak English as much of the time as you can, using mime, acting, puppets and any other means you can think of to get your meaning across. Your children are unlikely to have the opportunity to hear English all day so you should let them hear as much English as possible while you have them in class. Keep your language simple but natural, and keep it at their level."

1.9 Which meta-language to use?

Brewster, Ellis and Girard (1992) say that everybody uses meta-language when they are speaking. Mime and gestures are the part of meta-language. Meta-language helps understand what we are talking about and what we want to say. Infants who start acquiring their mother

tongue from birth already have known how to use mime, gestures and cries to express themselves. We can say that infants know how to attract attention by using appropriate noises and how to make themselves understood if they are hungry or thirsty. Or they just want to move. These things indicate that the essential linguistic interactions are being developed. The first meta-language has been developed in the mother tongue.

Teachers know how to use meta-language to help children understand English in the classroom. Meta-language is an essential communication form in learning foreign languages, because if children do not understand what the teacher says if the teacher uses mime and gesture students can think of what she or he is talking about.

2. Teaching English as a foreign language

A monolingual English class is where the children have the same mother tongue and they have the same culture. In Hungary most classes are monolingual. The students have Hungarian mother tongue and Hungarian culture. We can say that most monolingual classes take place in a country where English is not the main language. Some classes are multilingual. It means that the children have different mother tongues. Multilingual classes have many advantages for example children can practise English outside the classroom. The children's only common language is English, so they should use English when they communicate with each other. (Atkinson, 1993 and Sampson, 2012)

Both native and non-native English teachers in TEFL have advantages and disadvantages. A non-native English teacher has greater advantages in monolingual classrooms than a native English teacher. A non-native English teacher knows the students' mother tongue and culture and in this way he or she can explain things in the mother tongue. This is easier for young learners and non-native English teacher knows difficulties in the English language.

2.1 The L1 and L2 in the classroom

Teachers can find the right balance between using students' mother tongue and English in English classes. It seems obvious that if English is not the main language in the classroom, young learners are not going to learn English very well. Students should listen to English in the classroom and in this way they will learn English. If teachers want children to learn English, children should use English. We know that we cannot learn a language without using it. So it is very difficult to learn English by listening to teachers talking about the English language that is why children should talk in English as well. Young learners should know that English is a real language and people can communicate in English. If children understand this they can use English language outside the classroom.

The question is 'should teachers use only English in the classroom?' (direct method). It is not an easy question, the answer could be that teachers should use as much English as possible. Some teachers feel wrong when they use L1¹ in the classroom. But young learners at low levels sometimes get confused while they are listening to English. In this case the mother

¹ I will use language one (L1; mother tongue) and language two (L2; foreign language, in this case English).

tongue can help. The amount of using English in the classroom depends on many factors. For example if teachers know the students' levels or previous experience they know how much English is possible to use. Talking about students' levels we can consider the translation of vocabulary. Students at low levels need the translation of abstract words.

We can talk about other cases. If the teacher knows that the students will not understand what he or she wants to say, he or she can use mime and gesture. (For example when the teacher wants to say: *Can you close the window, please?*) If teachers never use English in these cases young learners may feel that English is just something which happens in exercises or tests. If students do not understand a simple word like pencil, it is not necessary to translate it immediately, because teachers can draw a pencil on the board or show it and then children will understand what pencil is. Of course, if we talk about the word 'unusual' teacher cannot draw this, so the translation may be necessary. In this case together with general communication in English their vocabulary will be extended. We can talk about the stages of the lesson. There are some cases when L1 should never be used, for example, when students are trying to communicate with each other in English.

Atkinson (1993) says that sometimes young learners need a 'rest' in the classroom when they can talk in L1 and they can explain things that they do not understand in L1. Otherwise, they will be frustrated and confused. But it is terribly frustrating if a student tries to explain something in English but nobody understands. In this case students can use L1. Our aim is that students cannot feel silly when they are speaking in English. They should know that making a mistake is essential in language learning. If students have not understood much of the grammar they can discuss the problems in their mother tongue. Atkinson (1993:17) says "it is sometimes said that teachers should use English where possible and L1 where necessary." Another very important thing is that students should know where they can use the L1, and if they do not understand something in English they can use their mother tongue to ask questions from the teacher.

Teachers can use L1 when they are presenting a new grammar item, because it is very important to understand the new grammatical form. Children can compare English with their mother tongue. Teachers also use some games and some kinds of drills to practise the language. It is very good if teachers use many techniques in teaching process, because

children will be able to use them on their own and with time they will be familiar with them. Of course children at low levels can use the L1 much more than at higher levels.

According to Atkinson (1993) eliciting language is a very important method. This means getting English from the students rather than giving it to them. So this means children guess the meaning of the words. There are many ways in this method, such as using a picture, or drawing an object or a mime. Teachers give instructions in English to students and it is very useful if a student summarises the meaning to the others in L1. If every child knows the instructions there is no point to use the L1.

There are many ways how teachers can check comprehension. They use the question '*Do you understand?*' or other kind of questions like '*Is it present or past?*' If teachers ask for a definition of the word it is easy to realize who understands the meaning and who do not. Teachers can ask students to translate the word from English into the L1. If students can bring their own lives into the English lesson their motivation for the language will be increased and they will also understand that the L2 is a real language. Children can ask questions from the teacher about the new word, for example '*Can you draw it?*' or '*Is it in the classroom or not?*' The best way to learn meaning is when students realise what a word means. (Atkinson, 1993)

2.2 Pair and group work in monolingual classes

I have mentioned before that multilingual classes have benefits in English lessons because they can communicate with each other only in English. Pair and group work increases 'student talking time'. But if teachers organise pair and group work in monolingual classes they need to be careful because young learners tend to use their mother tongue. It is very useful to work in pair or in groups, because the learners can practice a lot, they will be more confident to talk in English to their group mates than in front of the whole class. They will be much more independent, because teachers cannot monitor every student in the class. In this case the teacher has time to work with weaker children.

Klein (2005) says that using pair work in the classroom is very motivating to learners. Pair work is learner-centred and the teacher's role is less dominant. The teacher monitors children's performance to provide feedback and help when it is necessary. The teacher can take part in the conversation as a participant.

Teachers can use a variety of fun and at the same time useful activities. Last but not least teachers get feedback from the students how good their English is. Using pair and group work depends on learners' levels. Teachers need to prepare a lot to organise a good pair or group work and they can tell the purposes of the activities to children especially at lower levels. There is a risk that learners use too much L1 in these kinds of activities. But first teachers can express the importance of the activity and explain how to do the task. If students talk too much in L1 it can be because they do not understand what to do or they have already done the tasks. In this way teachers can realize what the problem is and how to solve it. (Atkinson, 1993)

All in all teachers might be careful when they organize pair or group work. They might be careful about using the L1 in the classroom at the right time (for example discussing problems in L1 or giving instruction in L1). Of course deciding which language to use at a particular time depends on many factors (for example students, materials, teachers, school, etc.)

2.3 Translation activities

Using translation activities have some benefits. First of all students need to know the meaning of the words to be able to translate them correctly. When students translate something into English they compare their mother tongue with English. With time they will realize differences between their mother tongue and English and this will help them use English more effectively. Teachers show children how to use a dictionary when they want to know the meaning of a verb. Children will know that they cannot ask every word from the teacher.

According to Atkinson (1993) translation activities might be too boring for children especially in upper primary school. It can be true but if the teachers make up some interesting translation activities like connecting translation with games or songs it can be quite interesting for children. Students learn grammar and vocabulary at the same time during the translation process. Sometimes translation activities are too difficult for children because there are some words which have more than one meaning and it is difficult to choose which one is the best. This problem can be solved if students do a lot of translation and their translation skill will be improved. If we want to be a good translator we have to pay attention to context and concentrate on meaning. We also have to pay attention to idiomatic language. Of course there

is no point in translating everything. For example children do not have to translate oral speech during listening activities, they should concentrate on the meaning.

2.4 Teaching subjects in English: English is a means of communication

As I mentioned earlier, it is very important for children to know that they can use English as a foreign language to communicate with other people so the language can be used for a real learning experience. In some schools teachers teach other subjects in English. This approach has some advantages. For example when children learn Biology in English they will learn a lot of technical expressions which are very useful and their vocabulary will be extended (Halliwell, 1994). The lesson should be strongly visual and active that the children can take part in. It can also be good if the lesson which is taught in English is put between two mother tongue lessons.

Teachers can introduce the topic and the approach in the mother tongue in the lesson before. Halliwell (1994) says that this is very important because children can prepare for the English lesson and they will know what they are going to learn next. In this way they can concentrate on new English words (technical words as well) and their learning will be more effective. There are some other techniques as well. Teachers can discuss everything in the mother tongue after the lesson. Not only can they discuss new information that was taught but also how children have participated in the lesson. Of course if children do not understand something the teacher can express it in their mother tongue.

Halliwell (1994) also says that it is not a problem for teachers to find suitable topics to teach in English. Strongly visual and active topics are very important. Some teachers say that teaching other subjects in English can be too complicated for both teachers and for the children. Actually teaching other subjects in a foreign language is simply a combination of already known techniques and approaches. All in all teaching other subjects in a foreign language is a very good way to be able to use the language very well.

2.5 Teaching foreign languages in bilingual schools

Before discussing bilingual schools, we should focus on kindergartens where kids learn a foreign language. In these kindergartens the kindergarten teachers use code-switching on purpose because kids do not learn actually, they just meet the foreign language. Kids will

acquire the pronunciation, they will copy the sounds that cannot be found in the Hungarian language. The aim is not to teach the language, but to meet and communicate in another language.

It is essential to know one foreign language in Europe. If the learners know it they will be more motivated and they can understand that they can use the language as a tool. They can be confident in using the language. There are a lot of different teaching methods so teachers can choose the appropriate one. Using portfolio is a very good teaching method. They can use the language, they can communicate with classmates and it is very interesting because it contains a lot of subjects. There are certain topics that have to be taught in the target language. In these special schools children will learn a lot about the foreign language they will be confident, they will learn about lexical, phonological and morphological elements.

There is a possibility for learners to learn some subjects in the target language. The main aim in these schools is to teach children that they can communicate in other languages too and not just in their mother tongue. Motivation is very important and their attitude to learning a foreign language as well. Their confidence has to be improved and teachers can motivate learners to participate in the teaching process. The task is to develop children's speaking and listening skills and to acquire useful learning techniques and methods. It is very important to use the foreign language well so they can listen to the right pronunciation, rhythm and stress. Teachers show the students how they can use the language in their everyday life. Writing is also taught in these special schools but speaking is the most important.

Bilingual schools choose what subjects are taught in a foreign language. The aim is to teach students how to become independent learners and to think in a foreign language. Children in these classes communicate confidently. Hudák, I. and J. Kovács (2005) wrote that teaching English in kindergartens has many advantages. There is an English and a Hungarian nurse who work with the children during the day. During the lessons all the things are presented in Hungarian first, and then followed by activity and task based games in English.

Szabados (2005) says that first grader children were shy, nervous and scared when they met the foreign language (English), but then they realized that they can use the language to communicate. She taught first graders in a bilingual school and there was another teacher who was Hungarian. The Hungarian teacher helped students in the lesson when they got confused.

Szabados writes that different language knowledge levels in one classroom are very challenging. Students need to pay twice the attention in the lesson.

Kovács (2004) examines bilingual schools. Every teacher speaks in their mother tongue (one Hungarian native speaker and one English native speaker) to the children (6-10 years old). Both teachers teach in one lesson, but they teach different things. They never repeat the same thing in the other language. They change teacher and language in every five minutes, and they continue the learning. Children learn with moving and playing. In this bilingual school the teaching process is natural. (Internet Source 3)

In these special schools teachers teach at least three subjects in a foreign language, but learners have to learn Hungarian language and grammar and Hungarian literature in Hungarian. The teaching process is based on the National Core Curriculum. As I mentioned before it is very important to teach about the foreign culture. The foreign culture can be taught in the foreign language lesson or it can be an individual subject. In secondary schools if students want to take the Matura Exam in the target language then they have to learn this subject for two years.

The target language culture supports learning in different ways. Learners should know some information about the target language and about the foreign country. They will know in which country the foreign language is used and how they can use the target language in Hungary and worldwide. They will know some information about the history, culture and geography of the countries where the target language is used. In these schools students learn foreign literature, music, art and they will get to know some traditional habits. Apart from these things, their personality will improve. As they learn the language they will acquire some useful techniques of learning so they will learn how to learn. Their national identity will be improved and they will learn about the European integration.

All I can say about this foreign language teaching is that it is very useful because children have great chance to learn a foreign language properly. Sometimes it is not easy to teach children because they are not motivated or they do not want to learn English because they are shy or lazy. Teachers may find the best way to teach these children. If students take the Matura Exam in the foreign language for example in English they will have great advantage

in their later life. Finding a job is very difficult nowadays but if they have qualification and they know foreign languages they can find a job easier. (Internet Source 4)

2.6 Learning English outside the classroom

Students also meet English words outside the classroom. If they go shopping or when they switch the TV on they see and hear English speech. They can grasp vocabulary outside the classroom but this vocabulary is not always 'correct'. When they go home from school they get homework. The advantage of homework is that students do the tasks in their own way and in their own time. Some students need more time to do a task and some students need less. It is important to give homework to students because they can forget everything for the next day so they need some exercises every day. Students can extend their vocabulary at home.

They can develop their reading skill as well. They can read exciting books on their own so they will realize that reading in English can be for pleasure. With time they will be better and better in English. Reading for pleasure gives students a huge motivation for learning English and helps learners to be independent of the teacher. They can read what they want. It is important that students need to know that they do not have to understand every word to understand the whole text. Students will realize that even they do not understand every word they can enjoy the story. (Atkinson, 1993)

Learners can improve their listening skill outside the classroom. Everybody loves watching films. If students watch a film in English they can grasp a lot of new words. But it is for students at higher levels, but if students at lower levels switch the subtitles on in English and watch the film in their mother tongue it can be good as well. Students can prepare for a speaking activity for the next English lesson. In this way they can improve their speaking skill. They can improve their writing skill as well if they write a letter or an essay in English.

3. Code-switching

Code-switching is when somebody is changing the language code (for example from Hungarian to English then from English to Hungarian). Abdel (2009) says that code-switching happens when we use two or more languages in the same discourse. Code-switching can be between words, clauses and between sentences. There are three types of code-switching. *Tag-switching* is related to tags and this kind of code-switching is very simple. The second type of code-switching is *inter-sentential switching*. This type of code-switching is between sentences at phrase or sentence level. For example they start the sentence in Hungarian then continue in English and finish in Hungarian. The last type of code-switching is *intra-sentential switching*. This kind of code-switching is the most complex. In this case the speaker knows both grammatical rules and the way they can map onto each other. Abdel (2009) says that there is no adaptation or integration of words or clauses from one language into the other and code-switching is not a casual phenomenon it is a systematic and linguistically based one.

3.1 Code-switching in research reports

Teachers switch code to explain meanings, to explain new words and to talk about grammatical forms. They also switch when they are angry and there are many situations when they switch to learners' mother tongue. But if the teacher is a native English teacher and he or she does not know the children's mother tongue it can cause some problems especially when children are at lower levels. But native teachers can explain the meaning in English and students at higher levels are able to understand it easier than students at lower levels. Nikolov (2000) says that teachers cannot control code-switching process easily especially when children are working in pairs or in groups. Teachers can switch the language to learners' mother tongue to explain the meaning. Sampson (2012) says that children also switch between English and their mother tongue because they discuss the tasks to each other or sometimes they do not understand something or they just do not want to talk in English. Children's code-switching depends on teachers 'code-switching, because if teachers use a lot of mother tongue in the lesson then children will also use more.

3.2 Learners' code-switching

In the classroom teachers and children also use code-switching to make the meaning easier and understandable. Children sometimes talk to each other in their mother tongue more than in English or in the foreign language they learn. Nikolov (2000) says that young learners want to discuss the tasks in their mother tongue and they need it to do the exercises correctly. Code-switching in young learners' classroom is useful. But there are some different ideas as well and I will talk about them later.

Nikolov (2000) did some research based on classroom code-switching. She observed bilingual classes where students' mother tongues were Spanish and they learnt English as a second language. She says that students use Spanish when they work in groups. They explained the exercises before they started to work. Nikolov also says that code-switching is more common among students at lower levels. Children at lower levels sometimes feel shy when they have to speak in English in front of the class. It is good if a student asks something in his or her mother tongue and the teacher answers in English.

Jenkins (2010) did research on code-switching in Saudi Arabia. Using Arabic is forbidden in the classroom. Children have to use English all the time even at low levels and that is why a lot of children feel stressed and frustrated. They cannot use their culture as well. In this way children are not motivated to use English. This teaching method is not the best because children are forced to use the foreign language. Children will be stressed and frustrated in this teaching method.

When I did the research I realized that some students did not want to use English to communicate with other students. It was observed when they worked in groups. I can say that learners at lower English levels did not use English in groups, but the learners at higher English levels used English when they worked in groups. Sometimes learners used Hungarian when they wanted to talk to the teacher, because they knew that the teacher would answer in Hungarian. Children used code-switching when they could not explain something in English.

3.3 Teachers' code-switching

Sert (2005) says that teachers' code switching is not always performed consciously. Teachers' code switching is mostly observed grammar instructions. The teacher changes his or her language to the mother tongue of the students in dealing with particular grammar points which are taught at that time. It is said that code-switching is a kind of bridge between L1 and L2. Teachers use this bridge to increase students' knowledge of L2. Code switching also serves expression of emotions. In this case code-switching is used to make good relationship with the students. Teachers can create supportive language environment in the classroom by using code-switching. Code-switching has a repetitive function too. In this case code-switching is used to transfer necessary knowledge for the students. However some students can lose their interests in listening if they know that L1 will follow L2 and they will not listen to L2.

If the classroom is a multilingual classroom but some students do not have the same mother tongue like the other students and the teacher can avoid to use code switching, because those students who do not have the same mother tongue will be neglected and demotivated (Sert, 2005). In this way students can feel that the teaching process is not good and they will feel themselves uncomfortably. It is very important to know that code-switching is a bridge from known to unknown and it can make the meaning clear and teachers can use code-switching effectively.

Jingxia (2010) did a classroom research based on teachers' code-switching in China. Children were learning English as a foreign language. The research showed many reasons why teachers switched the language. English teachers in China used code-switching when they taught new vocabulary items. In these cases the teachers realized that students did not know those words in Chinese so they had to tell them in mother tongue. But using code-switching can help using other teaching techniques such as definition and repetition. The other reason for using code-switching was explaining grammar. The process was L2-L1-L2. In this way children understood quickly what the task was about. Teachers used code-switching when they managed the class. The research showed that teachers did not use so much L2 when they managed the class. When teachers wanted to emphasize some points and wanted to show solidarity they used Chinese.

4. Classroom research on teachers' code-switching in Petőfi Sándor Primary School

4.1 Introduction

I have chosen this topic because the general rule we often hear is that teachers should speak the target language all the time. I am interested in situations in which teachers turn to their own or the children's mother tongue for help. My hypothesis was that teachers do not use enough classroom English during their lessons. Classroom English is the language that teachers use to give children instructions. If teachers use classroom English children will know that English is a real language and they can use it for other purposes. It is also thought that teachers use too much Hungarian instead of using English in the foreign language lessons. If we talk about younger learners it is good if the teachers use Hungarian in the lessons to be able to explain essential things. But in upper primary classrooms, if we want to explain some words or even grammar children can already understand without translation.

I did classroom research based on teachers' code-switching and I was in different classrooms with different classes and with different English teachers. I did this research so as to know why teachers switch from English to Hungarian and from Hungarian to English. So I wanted to know the purposes of teachers' code-switching. For the research I made up a grid including some reasons of teachers' code-switching. The purposes came from my experiences. After the first collection of code-switching cases, I continuously improved the grid by adding further cases when they came up in the lessons I observed. Every lesson I counted how many times teachers used code-switching (see Grid 1 and Grid 2).

4.2 The background of the research

This research was done in Petőfi Sándor Primary School and I observed six classes from the first graders to the sixth graders. These foreign language classes were taught by two English teachers. The children were between seven and twelve years old. The English teachers were between forty and fifty.

The instrument of my research was a grid (see Grid 1 and Grid 2). I counted the numbers of teachers' code-switching during one lesson and I also counted the number of reasons. I

gathered some known reasons of teachers' code-switching in literature. Discipline problems are one of them. If the learners do not behave well, teachers might switch to Hungarian to calm them down. It is interesting because teachers can use English to calm them down, but of course it depends on the learners. If children do not understand the meaning for example they do not understand words or tasks teachers sometimes switch to Hungarian to explain these things. In younger classrooms using Hungarian can help but in upper primary classrooms teachers can explain in English by using other known words or by showing.

When teachers teach English grammar in the classroom sometimes it happens in the target language. But young children at low English level do not understand the grammar properly they need to show some examples to be able to learn the new grammatical items. Learners at high English level will understand grammar that is taught in English. Using examples always help. I counted on pair work as a reason of teachers' code switching. When children work in pairs they speak in Hungarian instead of speaking in English. The teacher helps children and it can happen that he or she speaks in Hungarian. In this way teachers can use English even if children ask questions in Hungarian.

Sometimes teachers give instructions in Hungarian. These instructions can be used for explaining the task or something else. Of course teachers can use English if they want to give instructions. During this research I realized that some students did not care about the teacher if he or she gave instructions in English. This phenomenon annoyed the teacher. Explaining the task in Hungarian can be a reason for teachers' code switching or teachers sometimes switch if they want to explain the homework or the exam results. The most interesting thing for me is that if something disturbs the lesson teachers switch to mother tongue. Before I made this research I thought that it is rare but actually it was much more common.

The last reason of code-switching I wrote down is when children ask something in Hungarian. In this case teachers answer in Hungarian the most of the time. Actually it depends on the teacher, because some teachers answer in Hungarian but some in English. I think the best is the second one when they answer in English because with time children will be able to recognize that they can ask questions in English too. Using Hungarian for asking something is the easiest way but not the most useful. The most important is to use English as much as possible.

I did this research in twenty English lessons in the same primary school. I think the results show significantly when, why, and how many times teachers use Hungarian in their lessons. As I mentioned many times in this essay it is better to use as much English as possible but using Hungarian is not a problem, sometimes it is essential to teach effectively.

4.3 Results

Research results are presented in diagrams. The diagrams can be seen in the Appendix (see Figure 1- Figure 22). First I would like to write about when and why the English teachers used code-switching during their lessons. The diagrams of the research show that teachers switched to Hungarian in the first and second graders (18-22%) more often than in the third and in upper graders (9-17%). As I mentioned young learners need to hear mother tongue as well to be able to follow the teacher in the lesson. I have to mention that in the school where I did this research the teachers tried to speak a lot of English even to the first graders. So their aim was to teach English in English. In the first and second grades teachers used Hungarian when the pupils did not understand the meaning of the tasks or when they gave instructions. Sometimes they explained the tasks in Hungarian because some pupils did not want to do them.

In the third and fourth grades teachers also switched to Hungarian when explaining the tasks and giving instructions were necessary. It was interesting for me that when pupils asked in Hungarian the teachers answered in English most of the time. But there were some cases when they answered in Hungarian. It is a very important teaching method because the pupils will understand that they can use English if they do not understand something. They can use the target language to learn in the target language. If pupils did not understand the meaning the teachers tried to explain it in English but they used Hungarian as well if it was not successful.

When a new grammatical item was taught teachers did not use Hungarian they used the target language. This method is very useful because students can learn the language by using the language and with time they will think about the language in the target language. I have noticed that if something disturbed the lesson the teachers switched to Hungarian immediately. This happened in all classrooms. For example when somebody behaved very badly or the street was noisy outside. In these cases the children lost their attention to the lesson and to the teacher. The teachers could not pay attention anymore and the whole lesson

went wrong. It is a very difficult situation. If teachers had used English in this case the students would not have paid attention just as happened even if teachers spoke in Hungarian. Children cannot focus on and concentrate on the learning for a long time at this age, and they can lose their attention easily.

There are some other very difficult situations as well. Teachers try to guide the children in the learning process, but there are some pupils in every classroom who do not want to work. As the diagram shows (see Figure 1) discipline problem is a very common reason for teachers' code-switching (33.98%). This problem appeared in every classroom. If teachers cannot control it as soon as possible the whole classroom will behave badly. Children like playing at this age. It is normal but they should learn how to behave in the right way. Sometimes children behaved very badly when they worked in pairs. It was a kind of challenge for the teachers to focus on them. The best way is when the teacher tries to help every pair and he or she does not sit down.

It was also interesting for me that when the learners got the homework it was always explained in Hungarian (10.67%). It was because children got tired at the end of the lesson and it is important to understand what the homework is. The homework was written on the board in Hungarian and children had to copy in their notebooks. In my opinion this is very useful method because teachers know that every child understood the tasks. If teachers had enough time at the end of the lesson they explained the tasks one by one in mother tongue.

Figure 3- Figure 22 show the reasons of teachers' code-switching in different graders. Discipline problem and if pupils do not understand the meaning were the most common reasons why teachers switched into Hungarian in the first and second graders. We can make a difference between first or second and between third or fourth graders. Young learners need to hear mother tongue in the lesson as the research also shows (see Figure 2) that teachers switched twice as many in the first or second graders. The average code-switching in the first or second graders was around fifteen but in the third and in the upper graders it was around ten. I think that the teachers did not switch a lot, they switched when it was necessary. There were some lessons when teachers switched more than twenty times and it was because children behaved very badly.

Figure 1 shows the most common reasons of teachers' code-switching. It can be seen that the most frequent reason of teachers' code switching is discipline problems (33.98 %). I have to say that there are a lot of children who did not know how to behave right. Teachers can be confident and a little bit strict to be able to solve this problem. When pupils did not understand the meaning (16.5%) teachers used Hungarian but before they had explained it in English as well. Sometimes they gave instructions in Hungarian instead of using classroom English (13.59%). Young learners can understand every instruction in English if teachers used the technique of TPR (Total Physical Response). This means that the teachers say and do the things at the same time. For example the teacher says open your book and he or she opens the book. Then children repeat the action and the language he or she used. Choral repetition can also help. English teachers used Hungarian when something disturbed the lesson. As I mentioned earlier this problem is very complex but teachers can deal with them.

4.4 Conclusion

As I mentioned earlier this research was done in twenty lessons and I have watched two different English teachers' lessons. I have to say that they were excellent and their pedagogical knowledge was outstanding. They used their method very effectively and they knew their learners very well. It is very important to get to know the learners' background to choose the best teaching method. The teachers used a lot of visual skills for example they used the interactive board very often and they taught with the help of pictures. Of course children liked them very much and they wanted to participate in the lessons. Teachers spoke as much English as possible. Even young learners could understand almost everything even if it was in English because they could see the pictures.

Thoughtful teachers use code-switching effectively. Young learners can feel stressed and lost their attention if they do not understand one word. With time they will be able to realize that it is not necessary to understand every word but to understand the whole text. In listening and speaking gestures, mimes can help in understanding. So teachers can use these and they can use their voices to make differences between what the most important is. Using too much Hungarian is not useful because children can feel that it is not important to listen to the teachers because they will tell everything in the mother tongue.

All I can say is that awareness in using code-switching is the most important thing. Teachers can get to know the physical background of the young language learners and then they will

understand why the things happen. Teachers can be creative in the teaching process and a lot of modern staff can help teachers to teach in many ways. I am very happy because all the lessons I saw were very interesting and instructive for me. I think I will be able to use a lot of teaching methods and strategies that teachers used during their lessons.

I liked that there were a lot of drama activities in the lessons. Children enjoyed them and they tried to speak in English all the time during these activities. The teachers corrected their mistakes but as I saw the children know that even if they have mistake it is not a problem. The teachers motivated them with red points and with words, like good job or perfect. The learners know some classroom English as well and they understood the English instructions. I have also realised that if there are some discipline problems in the classroom the teachers could not use English because it was worse than using Hungarian.

5. Summary

At the beginning I have summarised how children learn and how they acquire their mother tongue and the first foreign language (English). It is important that from 3 to 4 children can acquire the language more easily and spontaneously. When children are at school they have to learn a foreign language and this will make some problems. Thus, it is very important to choose the best teaching method. Of course learning a foreign language is very important for them because they have to be able to communicate with foreign people. English is the most widespread language in the world. If young learners learn some strategies their learning will be much more effective. Teacher's role is very important in the learning process. Teachers have important abilities that help students learning the language. Using meta-language is also very important because people use gestures, mimes in real life as well.

Then, teaching monolingual classes and code-switching were explored. Teachers can find the balance between using the children's mother tongue and using the foreign language. Using the mother tongue is very important especially at lower levels. It is not good to force children use the language they will feel ready to use it. If learners work in pairs or in groups they will use their mother tongue even they should use only the foreign language. Teachers organize very well-built translation activities which help young learners to get to know the foreign language structure. There are some schools in Hungary where childrens can learn whole subjects in a foreign language. It is very useful because they can use the language very well. In this way they use the language for other purposes for example to learn about something.

Learners meet the foreign language outside the classroom and it has got advantages and disadvantages as well. They can pick up language that is not a Standard English. It is not a problem if they know when and where they can use it. Finally, I have researched code-switching. I have done a research based on teachers' code-switching and the research shows that there are a lot of reasons why teachers use it. Naturally, it is not a problem if teachers use mother tongue in the foreign language lessons. If the balance is found between mother tongue and foreign language, the learning process and the teaching process will be more effective. I have learnt a lot of useful things while I did the research and I feel that I will be able to use a lot of different teaching methods and to be able to use code-switching effectively.

Összefoglalás

A dolgozat a nyelvpedagógus kódváltással foglalkozik. Kódváltásnak nevezzük azt a folyamatot, amikor a beszélő beszéd közben egyik nyelvről egy másikra vált át. A dolgozatban a nyelvtanárok kódváltását vizsgáltam, azt, hogy mikor, miért, hogyan és hányszor váltottak angolról magyarra és vissza. Ez alapján a dolgozat négy fő részből áll: hogyan tanulnak a gyerekek idegen nyelvet, az angol, mint idegen nyelv tanítása, a kódváltás, illetve a saját kutatásom leírása. A dolgozat foglalkozik az anyanyelv elsajátításával és azzal, hogy miért jó ha a gyerekek már három vagy négy éves koruk körül megismerkednek legalább egy idegen nyelvvel. Ebben az életkorban még az idegen nyelv elsajátítása is történhet spontán módon és a helyes kiejtést tökéletesen el tudják sajátítani a gyerekek. A dolgozatban kitértem arra is, hogy miért érdemes idegen nyelvet tanulni az általános iskolában, hogyan kell megtanulni tanulni az idegen nyelvet. Külön fejezet foglalkozik azzal, hogy mi a különbség az idegen nyelv tanulása és elsajátítása között, az elsajátítás mindig egy spontán, automatikus folyamat, miközben a tanulás egy tudatos, szervezett, tervszerű tevékenység.

A sikeres nyelvtanításhoz/nyelvtanuláshoz nagyon sok minden szükséges. Nikolov Mariann (2010) három tényezőt ír le, amik a legfontosabbak: a tanulónak tisztában kell lenniük azzal, hogy szükségük van a nyelvre, és ezért motiváltaknak kell lenniük a megtanulására. Motiváló hatású, ha a gyerekek tudják, hogy azt az idegen nyelvet amit tanulnak eszközként tudják használni, például külföldiekkel tudnak kommunikálni. Elengedhetetlen fontosságú, hogy a nyelvtanárok magasan képzettek legyenek. Természetesen a gyerekeket körülvevő környezet is meghatározó, például hogyan viszonyulnak mások a nyelvhez, hányan beszélnek. (Itt megemlíthetjük a második nyelvet, ami azt jelenti, hogy a gyermek környezetében más nyelvet beszélnek, mint ami a gyermek anyanyelve.)

Hogyan tanulnak a gyerekek idegen nyelveket? A nyelvtanulás folyamat, amelynek meg kell felelnie a nyelvtanuló életkori sajátosságainak. Például, a gyerekek nem tudnak egy dologra hosszú ideig koncentrálni és ez meghatározza a tanár órai tevékenységét. Különböző tanulási stratégiák elsajátításával viszont egyszerűbbé és hatékonyabbá tehető a nyelvtanulás. A gyerekek gyorsabban és egyszerűbben tudják elsajátítani a nyelvet, mint a felnőttek. Az idegen nyelvet élvezetesen és játékosan kell tanítani a gyerekeknek. A nyelvtanulás során igen nagy jelentősége van a nyelvtanárnak, akinek az anyanyelve megegyezhet a célnyelvvél vagy

(többnyire) a tanulók anyanyelvével. Nagyobbaknál, akik már beszélnek valamilyen szinten a nyelvet, nagy előny, ha lehetőségük van anyanyelvi beszélőtől tanulni. A nem anyanyelvi tanárok (a nyelvtanárok nagy többsége) viszont azzal az előnnyel rendelkeznek, hogy tudják, hogy mi a nehéz a gyerekek számára, össze tudják hasonlítani az anyanyelvet a tanult idegen nyelvvel. A dolgozatban felvettem azt a kérdést, hogy miért és mikor használják a tanárok és a tanulók az anyanyelvüket a nyelvórán. Vannak olyan helyzetek, amikor szükséges használni az anyanyelvet és van, amikor az idegen nyelv használata a célszerűbb. A kódváltásnak (amikor a beszélő ez esetben angolról magyarra vált, majd vissza) három típusát különböztethetjük meg (Abdel, 2009): Tag-switching (ez a legegyszerűbb, csak szavakat mond a másik nyelven). Inter-sentential switching: Ez már a mondatok szintjén jelenik meg. Például elkezd beszélni, mond néhány mondatok angolul, majd magyarul, végül újra angolul. A legkomplexebb az Intra-sentential switching, ebben az esetben a beszélő tisztában van mind a két nyelv nyelvtani rendszerével, és azzal, hogy esetlegesen hogyan lehet a két nyelvet 'összehozni'. Érdekes azt is megfigyelni, hogy a tanulók mikor, miért és hogyan használják a kódváltást. Az viszont egyértelműen elmondható, hogy a tanulók kódváltása függ a tanárok kódváltásától. Minél többet beszélnek a tanárok célnyelven, a tanulók is annál többet fognak.

A dolgozat következő nagy része az angol, mint idegen nyelv tanítása, illetve a kódváltás vizsgálata. Nagyon fontos, hogy milyen arányban van jelen az órán az idegen nyelv és az anyanyelv. Természetesen az a legcélravezetőbb, ha minél több idegen nyelvet hall a gyerek az órán. Érdekes azt is megfigyelni, hogy az idegen nyelvórán hogyan viselkednek a tanulók páros vagy csoportmunkában. A dolgozatban megemlítettem, hogy miért jó, ha a tanuló két tanítási nyelvű iskolába jár. A tanulók ma már informális módon is tanulnak idegen nyelvet.

Az utolsó rész saját kutatásom, amit a Petőfi Sándor Gyakorló Általános Iskolában végeztem hospitálásaim ideje alatt. Összesen húsz angolórát néztem meg, két különböző tanár angolóráit. A kutatáshoz egy adatfelvevő táblázatot használtam, azt vizsgáltam, hogy miért váltanak leggyakrabban angolról magyarra a tanárok. Sajnos sokat lehet hallani, hogy a magyarok nem beszélnek jól idegen nyelveket és ennek az egyik oka az, hogy az iskolában idegen nyelvórán a tanárok túl sokat beszélnek magyarul. Ezért választottam azt, hogy a tanárok kódváltását vizsgálom, illetve azt, hogy miért használják a magyar nyelvet az órán. Az adatfelvevő táblázatban néhány lehetséges okot írtam le, és az órák alatt számoltam, hogy hányszor következett be az miatt a kódváltás. Ezeket az okokat később kiegészítettem még újonnan felmerülő okokkal. A kutatás eredménye az lett, hogy a leggyakoribb kódváltás a fegyelmi gondok miatt van (33.98%). Ebben az esetben a tanár rögtön magyarul szólt rá a

gyerekekre. Másik gyakori ok volt még, amikor a tanuló nem értette az angolt (16.5%). Ide tartozik mikor a diákok nem értették a mondat lényegét, vagy a nyelvtan okozott problémát és emiatt nem tudták lefordítani a mondatot. A harmadik leggyakoribb ok az volt, amikor a tanár magyarul adott utasításokat (13.59%). Itt érdemes megemlíteni, hogy ezekben az esetekben a tanár használhatta volna a 'Classroom English-t', mert a gyerekek nagyon gyorsan megtudják tanulni a gyakran ismételt kifejezéseket, utasításokat angolul. A házi feladat kiadása és elmagyarázása szinte majdnem minden órán magyarul történt (10.67%). Ez azért hasznos, mert a tanár biztos lehetett abban, hogy a gyerekek megértették a feladatot és otthon képesek lesznek önállóan megoldani azokat.

Érdekes megfigyelni a tanárok kódváltásának arányát az első hat évfolyamon. A legmagasabb az első három évfolyamon volt, tehát a tanárok itt használták a legtöbbet a magyar nyelvet. Ez érthető, hiszen a gyerekek nyelvi szintje nem teszi azt lehetővé, hogy az óra csak angolul folyjon. Szükségük van egyfajta biztonságra, arra, hogy érezzék azt, hogy követni tudják az órát és nem tévednek el. A harmadik évfolyamtól pedig nagy csökkenés figyelhető meg a magyar nyelv jelenlétében az idegen nyelv órákon. Ez nagyon jónak mondható, hiszen látszik, hogy a tanárok ahol csak lehetett angolul beszéltek.

Összefoglalva elmondható, hogy a magyar nyelv használata semmiképpen sem káros az idegen nyelv órákon, vannak olyan esetek, amikor szükséges használni. Természetesen a legjobb az, ha a tanárok törekszenek arra, hogy minél többet beszéljenek angolul a gyerekekhez, és, hogy a gyerekek is motiváltak legyenek a nyelv használatára. Ne féljenek hibázni, mert a nyelvtanulásban is érvényes az a mondás, hogy az ember a hibáiból tanul a leginkább.

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Internet Source 4

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Appendix

Figures and Grids

Figure 1 The most common reasons of teachers' code-switching

Figure 2 Teachers' code-switching in the classrooms

Figure 3 Teachers' code-switching in class 1.b

Figure 4 Teachers' code-switching in class 1.b

Figure 5 Teachers' code-switching in class 1.b

Figure 6 Teachers' code-switching in class 2.a

Figure 7 Teachers' code-switching in class 2.a

Figure 8 Teachers' code-switching in class 2.a

Figure 9 Teachers' code-switching in class 2.a

Figure 10 Teachers' code-switching in class 3.b

Figure 11 Teachers' code-switching in class 3.b

Figure 12 Teachers' code-switching in class 3.b

Figure 13 Teachers' code-switching in class 4.a

Figure 14 Teachers' code-switching in class 4.b

Figure 15 Teachers' code-switching in class 4.b

Figure 16 Teachers' code-switching in class 4.b

Figure 17 Teachers' code-switching in class 4.b

Figure 18 Teachers' code-switching in class 5.a

Figure 19 Teachers' code-switching in class 5.a

Figure 20 Teachers' code-switching in class 5.a

Figure 21 Teachers' code-switching in class 6.b

Figure 22 Teachers' code-switching in class 6.b

Grid 1

Grid 2

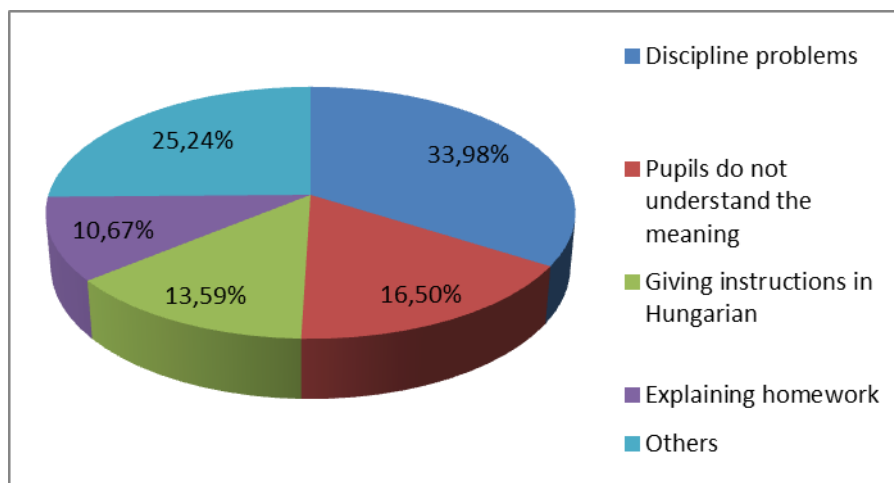


Figure 1 The most common reasons of teachers' code-switching

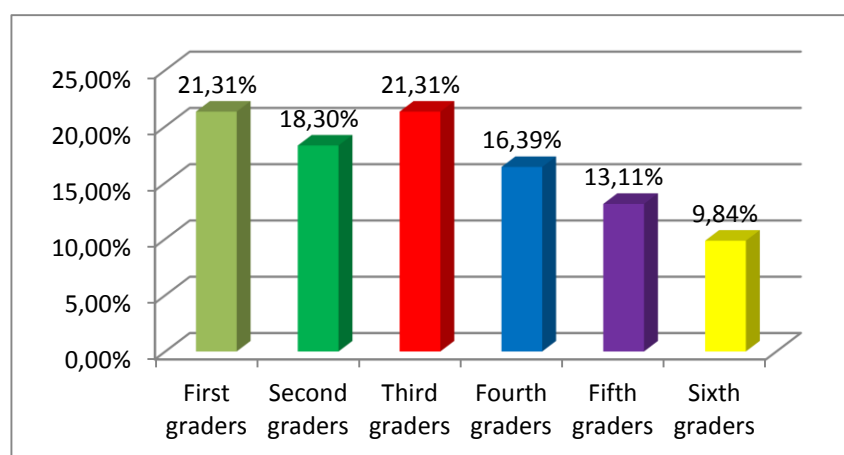


Figure 2 Teachers' code-switching in the classrooms

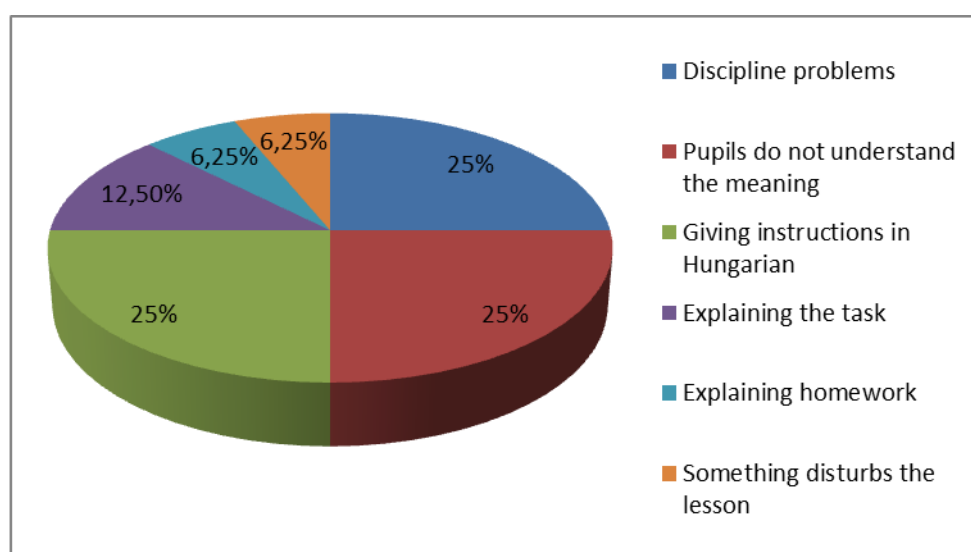


Figure 3 Teachers' code-switching in class 1.b

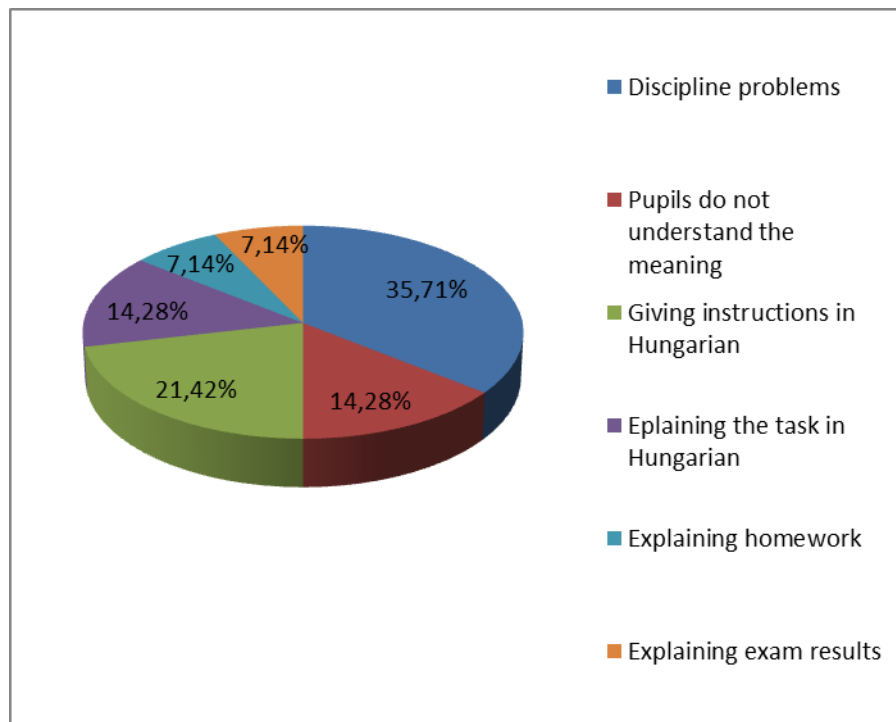


Figure 4 Teachers' code-switching in class 1.b

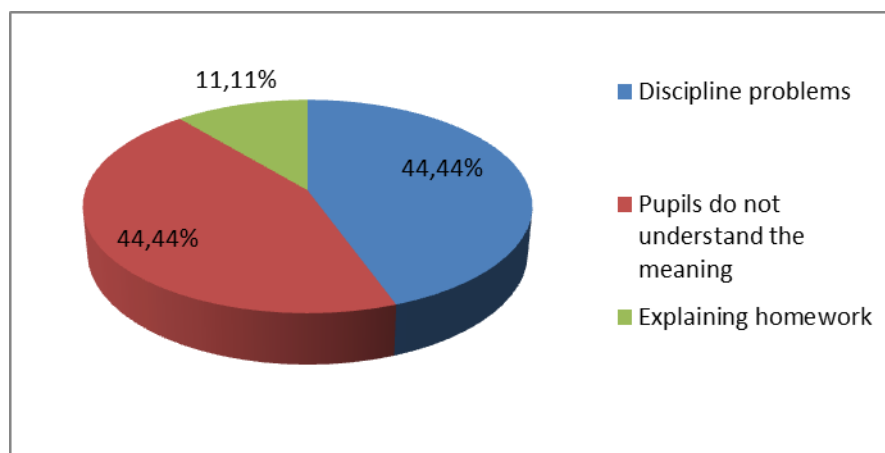


Figure 5 Teachers' code-switching in class 1.b

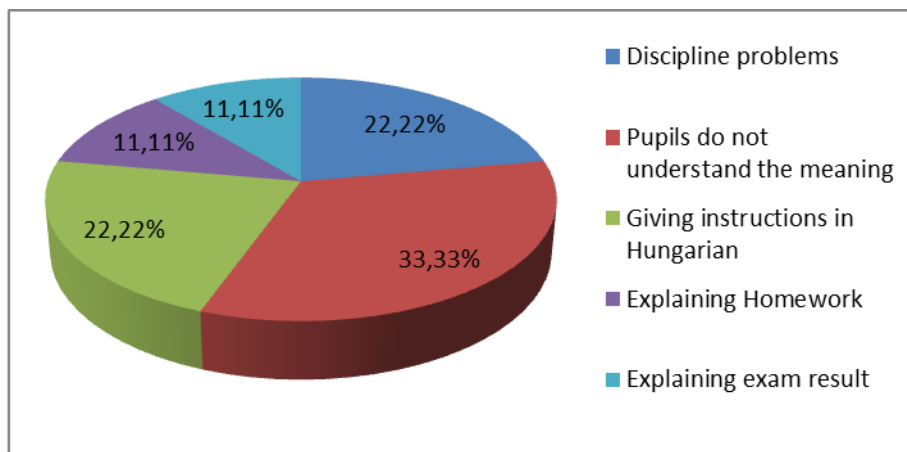


Figure 6 Teachers' code-switching in class 2.a

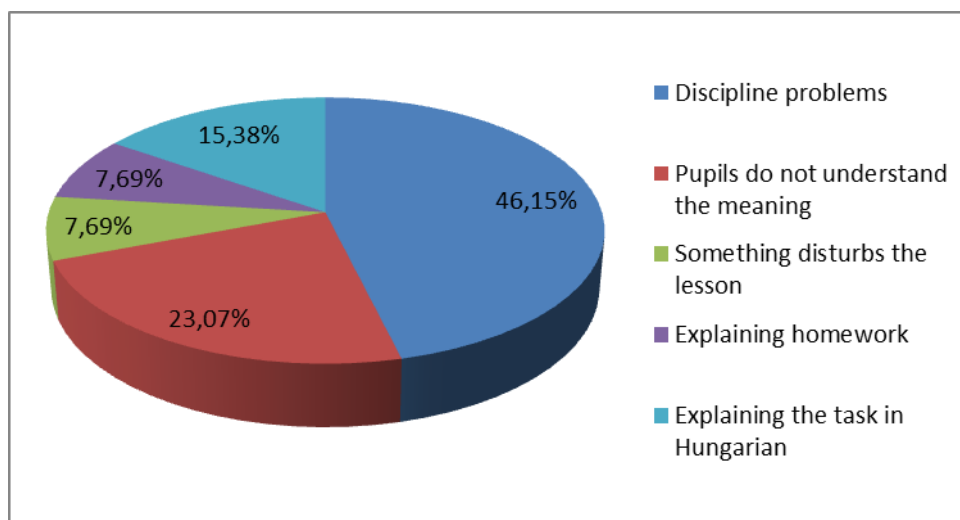


Figure 7 Teachers' code-switching in class 2.a

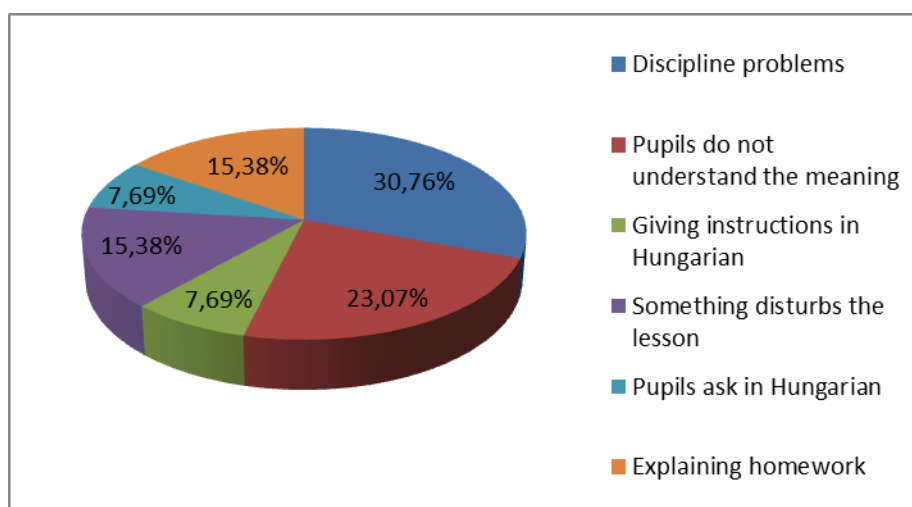


Figure 8 Teachers' code-switching in class 2.a

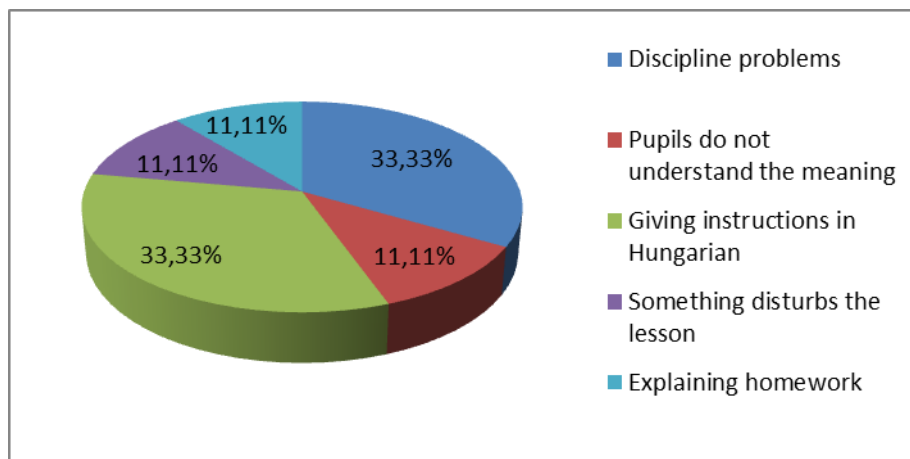


Figure 9 Teachers' code-switching in class 2.a

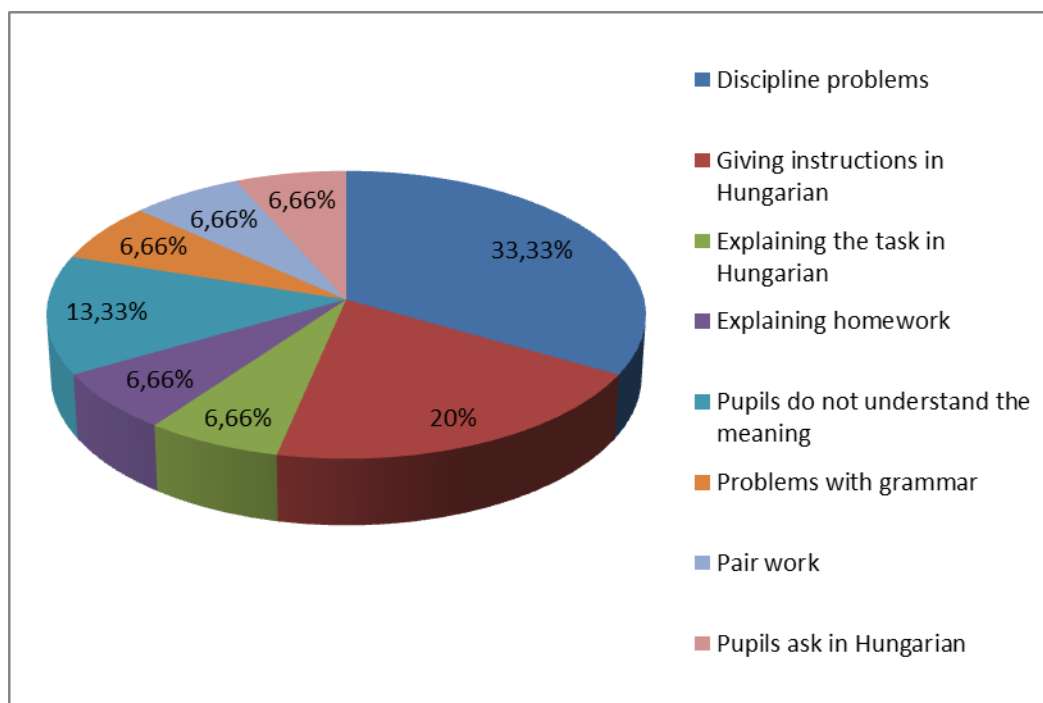


Figure 10 Teachers' code-switching in class 3.b

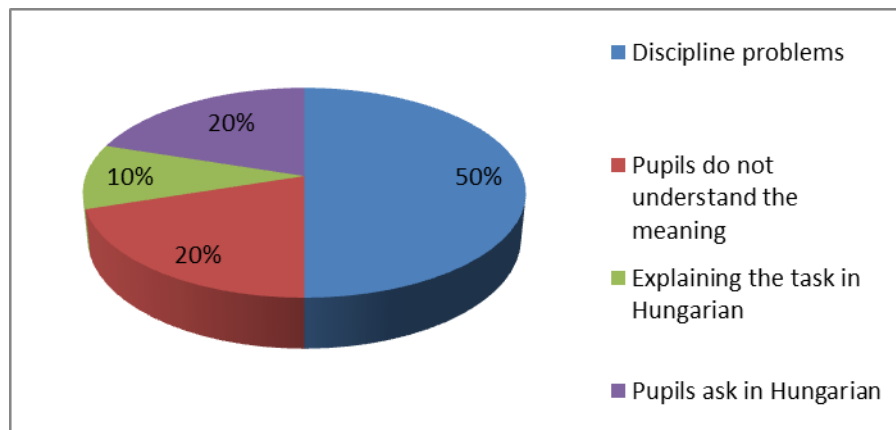


Figure 11 Teachers' code-switching in class 3.b

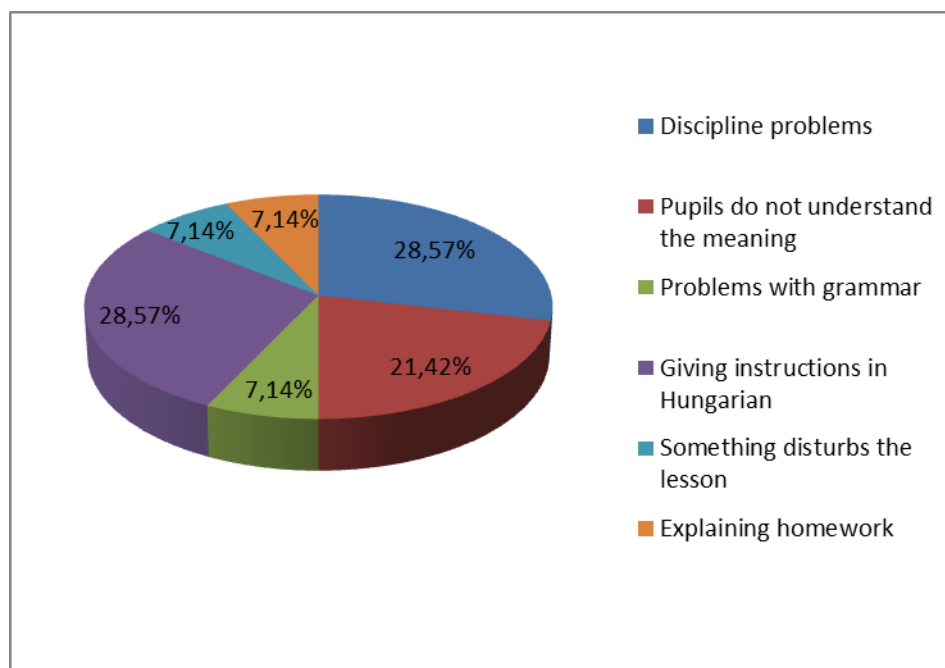


Figure 12 Teachers' code-switching in class 3.b

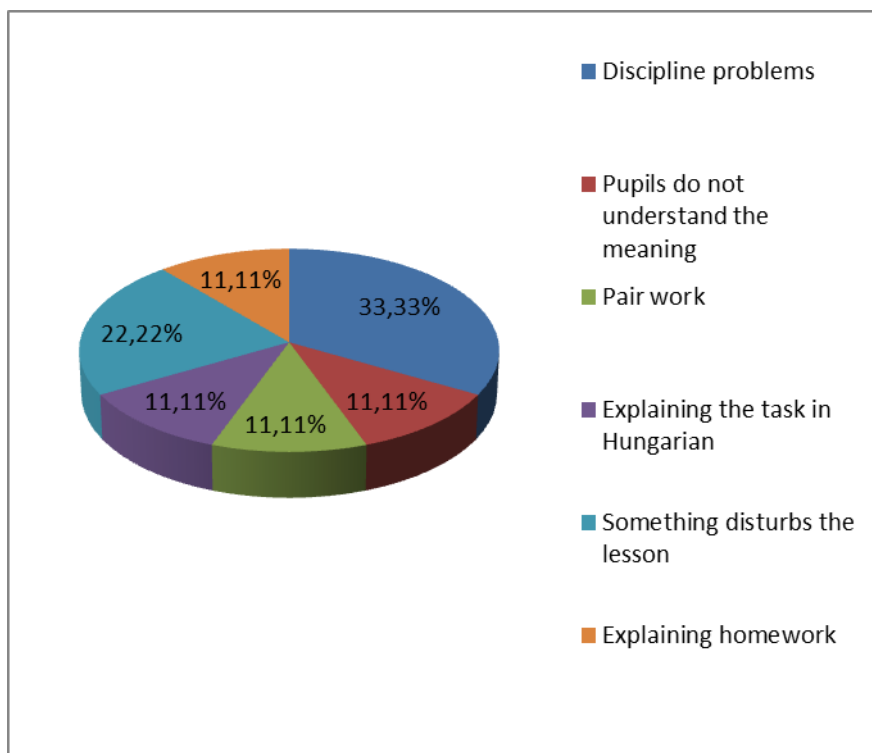


Figure 13 Teachers' code-switching in class 4.a

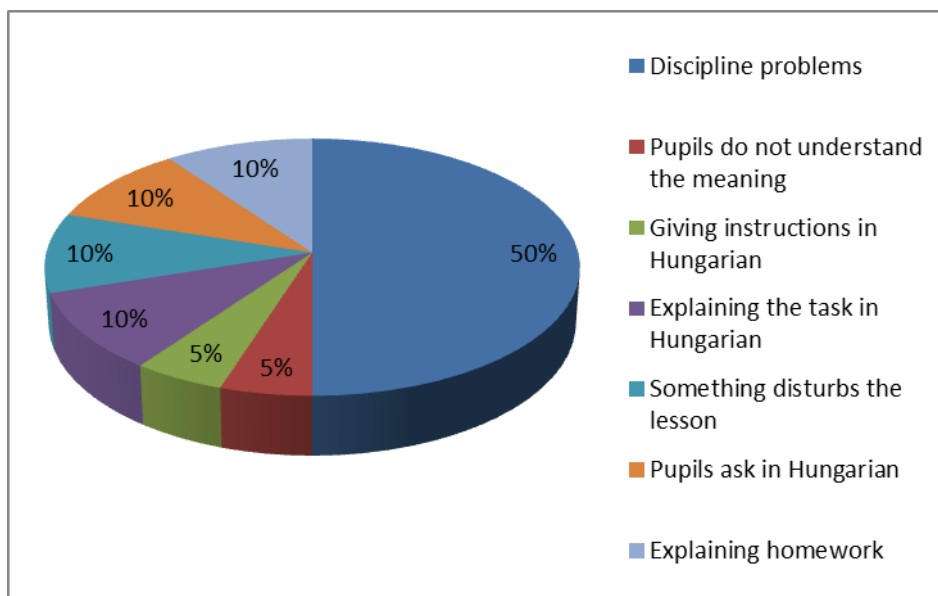


Figure 14 Teachers' code-switching in class 4.b

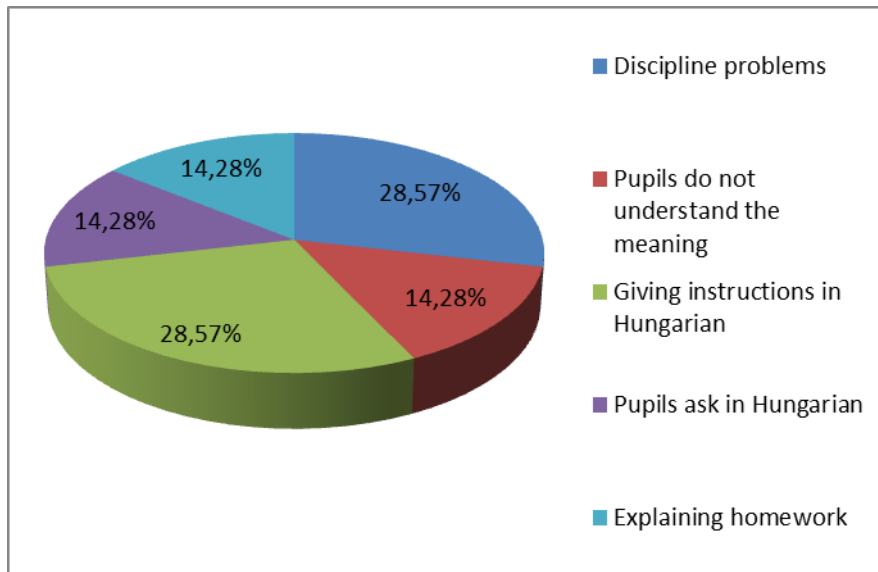


Figure 15 Teachers' code-switching in class 4.b

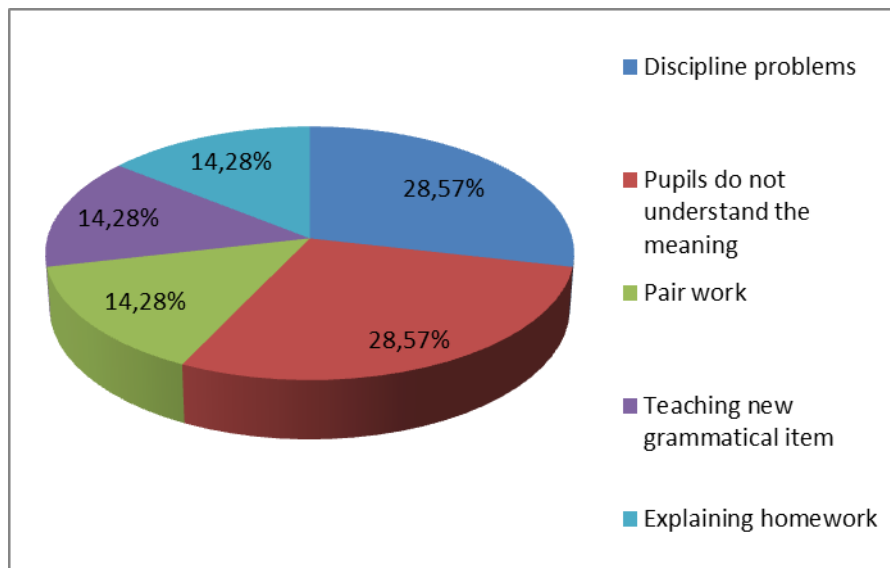


Figure 16 Teachers' code-switching in class 4.b

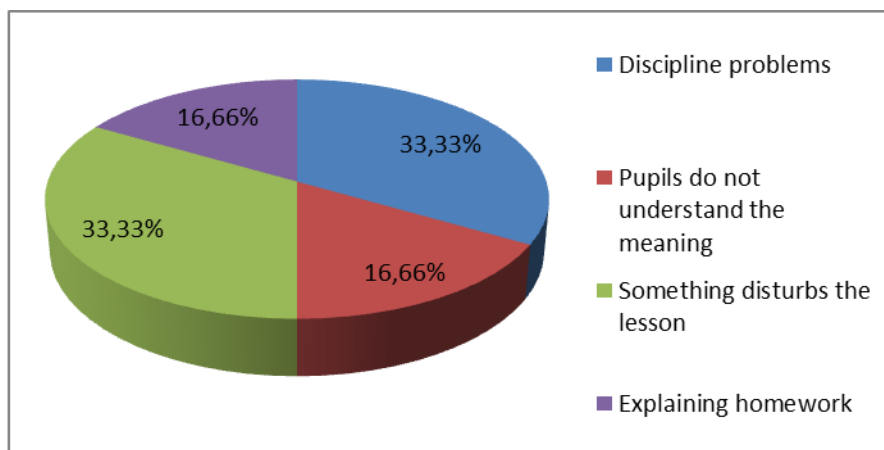


Figure 17 Teachers' code-switching in class 4.b

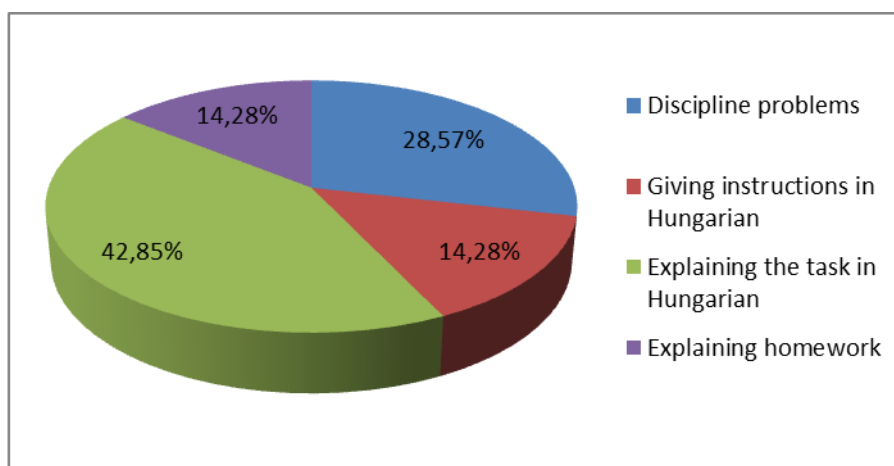


Figure 18 Teachers' code-switching in class 5.a

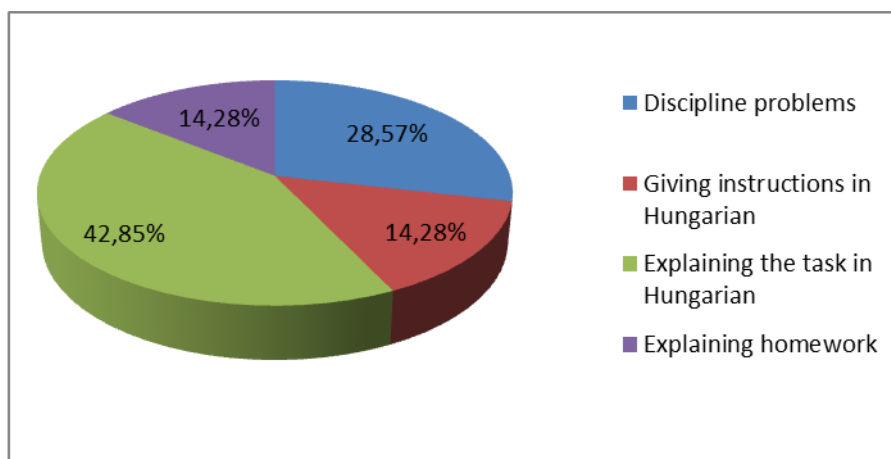


Figure 19 Teachers' code-switching in class 5.a

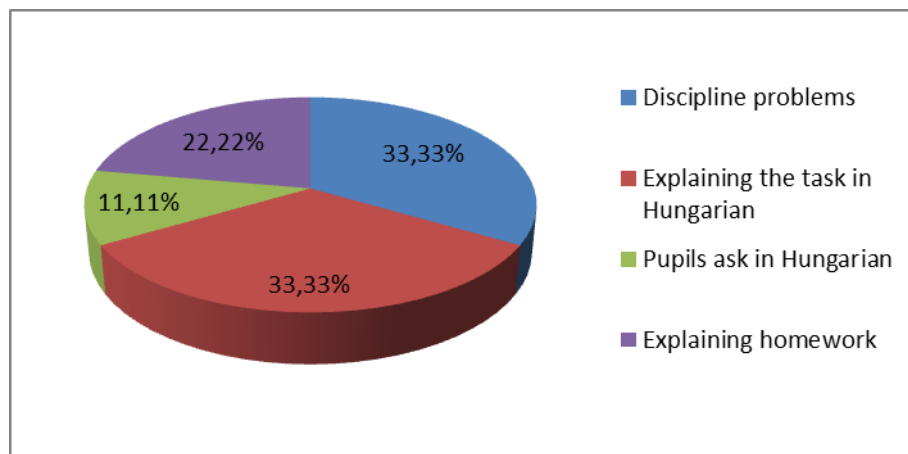


Figure 20 Teachers' code-switching in class 5.a

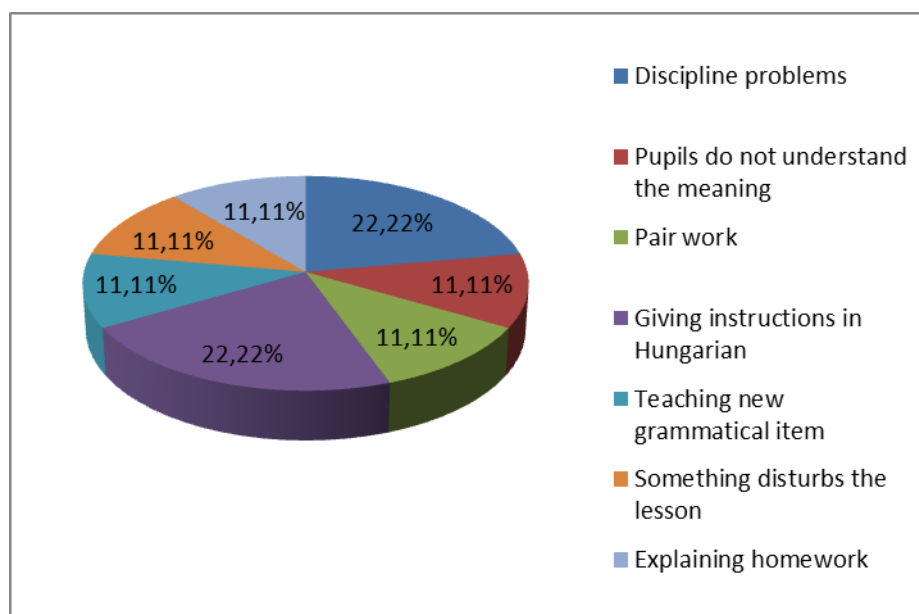


Figure 21 Teachers' code-switching in class 6.b

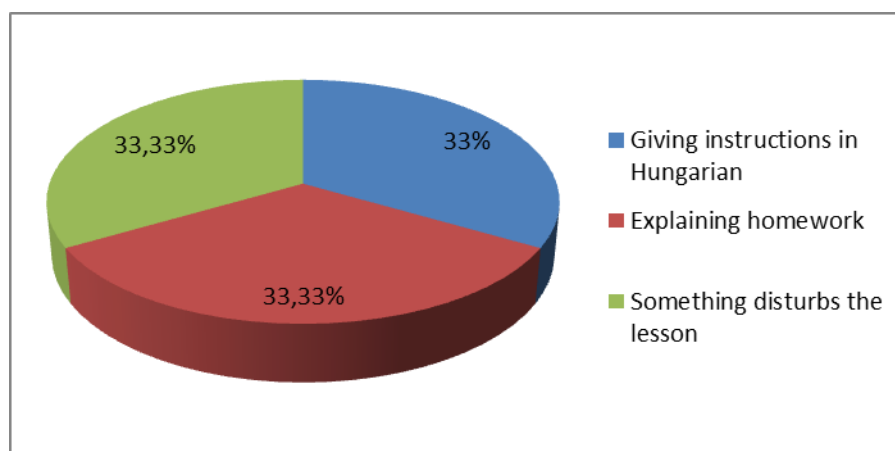


Figure 22 Teachers' code-switching in class 6.b

	(4-b)	(2-a)	(4-b)	(1-b)	(6-b)	(4-b)	(4-b)	(2-a)	Lessons		(5-a)	(3-b)	(1-b)	(5-a)	(2-a)	
Reasons of Teacher's Code-Switching	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.	XIV.	XV.	Number of reasons
Discipline problems																54
Pupils do not understand the meaning																24
Problems with grammar																1
Pair work																2
Giving instructions in Hungarian																19
Explaining the task in Hungarian																19
Teaching new grammatical item																1
Something disturbs the lesson																9
Pupils ask in Hungarian																8
Explaining homework																17
Explaining exam results																2
How many times do the teachers switch in a lesson?	20	9	7	16	3	7	6	13	4	15	7	10	14	9	13	

Grid 1

Reasons of Teacher's Code-Switching	Lessons															Number of reasons
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.	XIV.	XV.	
Discipline problems																16
Pupils do not understand the meaning																10
Problems with grammar																1
Pair work																2
Giving instructions in Hungarian																9
Explaining the task in Hungarian																1
Teaching new grammatical item																1
Something disturbs the lesson																5
Pupils ask in Hungarian																0
Explaining homework																5
Explaining exam results																0
How many times do the teachers switch in a lesson?	9	9	9	14	9											

Grid 2

Lezárás dátuma: 2014. június 19.